



East West University
Department of English
Compilation of ENG101: Basic English
Course Materials

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Reading Comprehension

Read the passages below and answer the following questions:

Passage 1

Life in Deserts

As what geographers have estimated, about twenty percent of the earth's surface is occupied by deserts. A majority of us view deserts as one unique kind of landscape -- areas with little or no rainfalls.

In actual fact, there are differences between the deserts in varying degrees. While it is common for **laymen** like us to see deserts as rocky or covered with pebbles, there are some where large sand dunes inhabit. Despite the fact that rainfall is minimal, temperatures do change in deserts, ranging from seasonal ones to daily changes where extreme hotness and coldness are experienced in the day and night.

Adverse conditions in the deserts, especially the lack of water, have discouraged many living things from inhabiting these landscapes. Nevertheless, there are exceptionally surviving ones which through their superb tactics, have managed to live through and are still going strong. One such kind is the specialist annual plants which overcome seasonal temperature changes with their extremely short, active life cycles. In events of sudden rain, the plant seeds pullulate and grow very quickly to make full use of the rain water. Their flowers bloom and set seeds that ripen **promptly** in the hot sun too. Once the water runs dry, the mother plant dies, leaving behind the drought-resistant seeds, waiting patiently for the next rainy season to arrive.

Besides plants, there are also animals with **divergent** surviving tactics in deserts too. For instance, Skinks (desert lizards) metabolize stored fats in their bulbous tails, producing water to supplement their needs, just like what camels do with the stored food in their humps during long journeys through deserts. Antelopes like the addax, have very low water needs and hence are able to **endure** the conditions in deserts, extracting moisture from the food they eat. Repent

Finally, there are the Sandgrouses (desert birds) which do not have special features to overcome the drought-like nature in deserts. To survive in these hot, dry deserts, they need to spend a large part of their time flying in search of waterholes. The truth is deserts are full of countless unique, resilient life forms. (352 words, source: <http://www.englishdaily.com/>)

1. Choose the best answer.

- a) What is the **synonym** for '**laymen**': i) commoners / ii) experts/ iii) professionals/ iv) specialists
- b) Which is the **synonym** for '**adverse**': i) favorable / ii) neutral/ iii) mild/ iv) unpleasant
- c) Which is the **synonym** for '**divergent**': i) general / ii) similar /iii) different /iv) analogous
- d) What is the **antonym** for '**promptly**': i) punctually /ii) rapidly / iii) quickly/ iv) pensiveness
- e) What is the **antonym** for '**endure**': i) bear /ii) intolerant /iii) suffer /iv) abide

2. Answer the questions below.

- I. How do general people with no proper science knowledge think of deserts?
- II. Describe two features of deserts' weather condition.
- III. How desert plants multiply in number?

- IV. How do desert lizards survive in scarcity of water?
- V. What Sandgrouses must do during most of their daytime to find water?

Passage 2

Are Literate Women Better Mothers?

Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago, but until now no one has been able to show that a woman's ability to read in itself improves her children's chances of survival.

Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival.

In 1979, the government of Nicaragua established a number of social programmes, including a National Literacy Crusade (NLC). By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write, and use numbers.

During this period, researchers interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all. The women were asked how many children they had given birth to and how many of them had died in infancy. The research teams also examined the surviving children to find out how well-nourished they were.

The Investigators' findings were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, those mothers who later went on to learn to read had a similar level of child mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.

In 1985, after the NLC had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourished than those of women who could not read.

[390 words] [Adapted from <http://mini-ielts.com/380/reading/do-literate-women-make-better-mothers>]

1.1. Pick up the closest synonym of each of the underlined words taken from the passage:

<u>Literate</u>	(i) practiced	(ii) educated	(iii) measured	(iv) schooled
<u>Eliminated</u>	(i) lightened	(ii) evaluated	(iii) invalidated	(iv) proved
<u>Crusade</u>	(i) campaign	(ii) war	(iii) struggle	(iv) period
<u>Infancy</u>	(i) infection	(ii) teenage	(iii) apathy	(iv) childhood

Nourished (i) polished (ii) grown (iii) behaved (iv) nurtured

1.2. Answer the questions in complete sentence/s:

- What are the common indications of the fact that a woman is educated?
- In how many years the NLC in Nicaragua could literate nearly 3 lac adults?
- Who were the prime target attendees of NLC in Nicaragua?
- In the late 1970s, what was the infant mortality rate for mothers educated in their early ages?
- After the end of NLC, what difference was found in women who learnt to read through NLC?

Passage 3

Ecosystem

The concept of the ecosystem has evolved since its origin. The term, coined in the 1930s, belongs to British botanists Roy Clapham (1904-1990) and Sir Arthur Tansley (1871-1955). An ecosystem is a community of living organisms in **conjunction** with the nonliving components of their environment, interacting as a system. Non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called organisms, which use those resources.

Ecosystems are controlled by external and internal factors. External factors such as climate which forms the soil and topography, control the overall structure of an ecosystem, but are not themselves influenced by the ecosystem. Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions **determine** what kinds of living things will be able to thrive there. Organisms can only **thrive** where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population. All living **organisms** perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

(308

words,

adapted

from

https://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr4_LS1_SampleW.pdf)

1. Choose the correct answer.

- As used in the first paragraph, the word **conjunction** does not mean- i) combination ii) union iii) regular
- The word **determine** in the second paragraph means - i) decide ii) detrimental iii) destruct
- The word **thrive** in the second paragraph means- i) decline ii) grow iii) wither
- The word **community** in the third paragraph does not mean- i) population ii) organisms iii) society
- The word **organism** in the fourth paragraph means- i) human being ii) organic iii) life form

2. Answer the following questions:

- a) How does an ecosystem sustain?
- b) How is the overall organization of an ecosystem controlled?
- c) Why does a temperate zone support many varieties of organisms?
- d) What does population mean in a community?
- e) What are three of the life processes that living organisms do?

Passage 4

Facebook Addiction Disorder

Facebook is one of the trendiest social networking websites on the planet. Created by Harvard genius Mark Zuckerberg in 2004, it started out as a campus thing but progressively became a worldwide source of communication and entertainment. Now we can create our own pages and promote brands, products, movies, television shows and celebrities. Different websites have their own Facebook icon ‘f’ which can be used to share pictures, tweets, articles and other stuff directly on our Facebook walls. For the youth of 21st century social networking is everything. They like to stay connected to their friends and families via different networking websites like Twitter, MySpace and mostly Facebook. Many teens have admitted that they are **unquestionably** addicted to Facebook. This Facebook fever is so strong that even educated business people to **intrigued** grandparents has joined the phenomenon.

No doubt Facebook is a stroke of genius but excess of everything is bad. Facebook is taking over the world and that is no **exaggeration**. That can easily be seen by the fact that people spend more time on Facebook than actually being involved in any other activity. This is called F.A.D: Facebook Addiction Disorder. People from all around the world are suffering from it yet they do not comprehend that they are. Majority has claimed that Facebook obsession is worst than smoking addiction.

A person suffering from F.A.D spends all the time on his computer checking his notifications, messages and friend requests after every 5 minutes. Sometimes he becomes **fretful** just because he has not checked his account in an over an hour. That person withdraws himself from normal activities like hanging out with friends, helping around the house, going out on weekends, and **eschews** the rest of the world. For him Facebook is his new world. For a teenager the situation creates even more problems because this addiction affects his grades, his homework and his life.

Curing it is not easy unless we have the will power to do it. Like all other addictions, F.A.D cannot be cured overnight but if we take a healthy look at our lifestyles then we might be able to tell what went off beam with us. A balanced life is a healthy life, now it is up to us how we want to live it. (380 words, adapted from http://www.teenink.com/opinion/pop_culture_trends/article/521259/Facebook-Addiction-Disorder)

1. Choose the correct answer.

- a) The word **eschew** used in the fourth paragraph means- i) being interested ii) noticing something iii) deliberately avoiding something iv) taking care
- b) The word **unquestionably** used in the first paragraph means- i) without any doubt ii) with explanation iii) without logic iv) with a scope of argument
- c) The word **fretful** in third paragraph does not mean- i) relaxed ii) irritated iii) uneasy iv) distressed

- d) The word **exaggeration** in the second paragraph is related to the idea of- i) simplifying something ii) understanding something iii) dramatizing something excessively iv) reacting to something
- e) The word **intrigued** in the first paragraph means- i) not excited ii) enthusiastic iii)uninterested iv) bored

2. Answer the following questions.

- a) When did Zuckerberg create Facebook?
- b) Why social networking is everything for the youth of the 21st century?
- c) What are the symptoms of a person suffering from Facebook Addiction Disorder (F.A.D)?
- d) Do you think Facebook addiction is harmful like any other addiction? Give reason for your answer.
- e) How would you deal with Facebook addiction in your life?

Passage 5

A Successful Formula

Vygotsky, a Soviet educational psychologist, describes learning as a social process in his socio-cultural theory of human learning. According to this concept, learning takes place first at the social level through interactions with others. Another aspect of his theory is the idea that the learners are mentally prepared to a certain level and they require support from a teacher or more experienced peers in order to fully develop. These theories have several implications for teaching in the classroom.

Teachers need to plan activities using cooperative learning so that learners can be meaningfully engaged. Student engagement is the fundamental component of successful academic achievement. If students are active in the learning process through interactive activities, they are being provided with the opportunities to strengthen different interpersonal skills. Students increase their understanding through interaction with their teachers and peers.

It should be the goal of a teacher to create a congenial classroom environment where students have the freedom to contribute and debate their ideas. It is very likely that students will participate in class activities if they find the classroom environment-friendly. If teachers are highly engaging and set clear expectations, students will feel as if they belong in the classroom. If teachers encourage students to be engaged with the contents of their studies through various activities, students are more willing to commit themselves to hard work. This helps students take ownership of their own academic progress and to become self-regulated learners.

For a highly functional classroom, high-quality peer support is also important. Two heads are always better than one. A team can accomplish a lot by combining their individual ideas. When students have the opportunity to interact with each other and share learning experiences, they feel that they belong in class. If they interact with classmates, they practice giving and receiving feedback, providing help and setting academic goals. They negotiate activities in the classroom, cooperate on group projects, explain assignments to each other, develop the ability for deeper understanding and, most importantly, they don't rely on rote learning.

However, it is not an easy task to bridge practical classroom application with pedagogical theory and apply interactive teaching strategies effectively. It requires skill to engage students with a variety of activities in order to develop their abilities in critical thinking, quantitative reasoning, problem-solving and communication. Accomplished faculty members are not scared of these challenges, but early career faculty members may face a number of challenges as they begin their role as academics. Resources for professional development should be available in the institutions to meet their teaching needs. The institutions should offer good quality and sustainable Continuous Professional Development (CPD) programmes which will help the faculty members to develop their skills. In order to promote innovation, universities should focus on keeping campus community up to date with pedagogical knowledge and support professional development. The basic principle behind this is that a good teacher should never stop being a learner. (485 words)

1. Answer the questions in a complete sentence

- a. How does learning take place at the social level?
- b. Why is cooperative learning necessary?
- c. Why is it important to create a congenial classroom?
- d. What are the benefits of team work?
- e. What are the characteristics of experienced faculty members?

2. From the passage, find out the synonyms of the words

- a. conversation b. pleasant c. related to teaching d. suggestions e. new idea

Passage 6

The Changing Global Diet

For several reasons, many people choose fast food. First, it is quick and convenient. Second, it is cheaper than special home-cooked meals or formal restaurant dinners. And third, it is **identical** in every eating place with the same company name. The atmosphere and style of most fast-food places is casual, comfortable, and familiar. So why do other eaters dislike or stay away from this fast, easy kind of nourishment? The main reason is its low nutritional value. Fast food doesn't contain large amounts of fiber, vitamins, minerals, and the like--elements necessary for good nutrition and health. **In contrast**, most types of fast food have a lot of fat, cholesterol, sugar, or salt in them. Possibly, these substances can cause or increase health disorders, like heart disease, strokes, and some kinds of cancer.

Some people believe food should be perfectly fresh and "natural." According to natural food eaters, fast food is not good for human beings. They don't believe **convenience** foods--canned, frozen, or packaged in other ways--are very nutritious either. On the other hand, these quick and easy kinds of worldwide nourishment are generally getting better and more healthful. For instance, many fast-food restaurants now have salad bars and put vegetable items on their menus. In some places, customers can get fish or veggieburgers instead of hamburgers, and grilled chicken instead of fried. For health and sales reasons, some snack food companies are producing packaged items with less fat, sugar, or salt. And nutrition bars--snacks with a lot of protein, vitamins, and other nourishing food elements--are becoming more widely available.

Of course, human beings around the world don't always eat in fast-food places. They don't buy only canned, frozen, or packaged convenience items from stores or machines. A few families are producing food on their own, but most people buy it from markets in their communities. Some choose only natural food, items without chemical substances. Many families prepare good meals at home. Other people are restaurant customers. Universally, more meals include the basic necessary food elements--protein, carbohydrates, and fats. The number of food preparation methods is growing too. Cooking customs, eating habits, and food preferences all over the world are becoming more healthful. In these and other ways, the global diet is changing (377 Words) [Kirn, E. & Hartmann, P. (2006), *Interactions I(Reading)* (5thed.). New York: McGraw-Hill Publications.]

1. Answer to the following short questions from the text:

- (a) What are the three reasons for people to eat fast food?
- (b) Why some people do not like fast food?
- (c) What are the most common and important food elements mentioned in the text?

2. Choose the correct meaning of the following vocabulary:

- i) Identical = (i) unknown (ii) similar (iii) known (iv) familiar
- ii) Convenience = (i) usefulness (ii) suitability (ii) usability (iv) inconvenient
- iii) In contrast = (i) as opposed with (ii) similar to (iii) akin to (iv) afraid of
- iv) Nourishment = (i) unhealthiness (ii) state of healthy (iii) healthfulness (iv) unhealthy

Passage 7

Galileo

Galileo Galilei was born in the year 1564 in the town of Pisa, Italy. He was the first of six children of Vincenzo Galilei, a famous lutenist, composer, and music theorist, and Giulia (née Ammannati), who had married in 1562. When Galileo Galilei was eight, his family moved to Florence, but he was left with Jacopo Borghini for two years. He was educated from 1575 to 1578 in the Vallombrosa Abbey, about 30 km southeast of Florence. When he was 20 years old, he was studying in Pisa. His father wanted him to be a doctor, but Galileo was bored with school **except** for math. Because math was the one subject where he was doing well, the court mathematician offered to tutor him privately so he could become a qualified mathematician. Galileo's father was **disappointed**, but he agreed.

As he needed to earn money, Galileo began experimenting with different things, trying to come up with some sort of invention that he could sell for money. He had a little bit of success with his invention that was like a compass that could be used to measure plots of land. He had already experimented with pendulums, thermometers, and magnets. When he heard that a Dutch inventor had invented something called a spyglass, but was keeping it a secret, Galileo decided to work on one of his own. Within 24 hours, he had invented a telescope that could **magnify** things to make them **appear** ten times larger than real life. One night, he pointed his telescope toward the sky, and made his first of many space observations: the moon was not smooth, like everyone thought. The moon was covered in bumps and **craters**.

As technology has improved, first Galileo, and then many others, have made improvements on the telescope, the wonderful device that allows us to see from a distance.

(Words: 308; <https://www.k12reader.com/worksheet/galileo-and-his-telescope/view/>)

- a) Where was Galileo born?

- b) What was his favorite subject in school?
- c) What was Galileo's first invention?
- d) What were other inventions of Galileo?
- e) What are the features of a telescope?

2. Choose the best answer from the alternatives:

- a) The word 'except' in the passage means- i) apart from, ii) included, iii) incorporated.
- b) The word 'craters' is the synonym of - i) holes, ii) solid, iii) compact.
- c) The word 'magnify' in the passage means - i) lessen, ii) reduce, iii) expand.
- d) The word 'appear' is the antonym of - i) conceal, ii) show up, iii) occur.
- e) The word 'disappointed' does not mean-i) comforted; ii) upset; iii) frustrated.

Passage 8

The Mother's Day

The idea of Mother's Day is a very old idea. This idea dates back to the ancient Egyptians, who celebrated a day to honor Isis, the mother of the pharaohs. The Egyptians were not the only ones who felt the need to honor their mothers. The ancient Greeks celebrated a day to honor Rhea, the mother of the gods. The Romans built a temple to the mother of the gods, named *Magna Mater*. The early Christians celebrated a day to honor Mary, the mother of Jesus. Later, English Christians **expanded** the celebration to honor all mothers. This English holiday was called "Mothering Sunday."

During the U.S. Civil War, mothers on both sides of the war lost sons. The country was very sad. **Grieving** mothers from both sides had meetings. Sometimes families had been torn apart by the war. In 1868, Ann Reeves Jarvis started a committee to help families get back together after the war. This committee tried to establish a "Mothers' Friendship Day" for mothers who had lost sons in the war.

Julia Ward Howe was also against the war. She was also against slavery. She declared the first official Mother's Day in 1870, and held an anti-war Mother's Day observance. She **funded** this observance with her own money every year for several years, but an annual Mother's Day celebration still did not catch on in the U.S. However, the idea stayed alive.

Now, carnations and other flowers are associated with Mother's Day because they were handed out at the first celebration of Mother's Day. In 1914, the U.S. Congress passed a law which **designated** the second Sunday in May as Mother's Day. In the same year, President Woodrow Wilson proclaimed the first Mother's Day.

Now the holiday is a demonstration of the respect the Chinese have for the elderly, and the love they have for their parents. In India, children send their mothers cards and flowers and cook a meal for their mothers. Companies launch women's products on Mother's Day, and restaurants advertise heavily for Mother's Day; the day has become **commercialized**. In Canada, Australia, New Zealand, South Africa, and Ireland, Mother's Day is celebrated on the same day as in the United States — the second Sunday in May. (Words: 372) [Source: Adapted from www.Englishforeveryone.org]

1. Choose the most appropriate option according to the reading passage:
 - a. The word *Expand* in the fifth line does not refer to
(i) Develop (ii) Sufficient (iii) Amplify (iv) Extend
 - b. The word *Grieve* in the seventh line means
(i) Blind (ii) Observe (iii) Mourn (iv) Run
 - c. The meaning of *Fund* in the twelfth line is
(i) Grant (ii) Regret (iii) Withdrawn (iv) Accept
 - d. Find which one is not a synonym of *Designated* found in line number sixteen
(i) Announced (ii) Regretted (iii) Selected (iv) Decided
 - e. What does the word *Commercialized* mean in line number twenty-three?
(i) Fame-oriented (ii) Customized (iii) Personalized (iv) Money-oriented
2. Answer the following questions:
 - a. What was the early name of “Mother’s Day”
 - b. What did Ann Reeves Jarvis do for mothers after U.S. Civil War?
 - c. Who declared the first “Mother’s Day” and why?
 - d. When did we start celebrating Mother’s Day officially around the world?
 - e. “The day has become commercialized” - do you agree with this statement? Why?

Passage 9

William Kamkwamba

In 2002, William Kamkwamba had to drop out of school, as his father, a maize and tobacco farmer, could no longer afford his school fees. But despite this setback, William was determined to get his education. He began visiting a local library that had just opened in his old primary school, where he discovered a tattered science book. With only a **rudimentary** grasp of English, he taught himself basic physics - mainly by studying photos and diagrams. Another book he found there featured windmills on the cover and inspired him to try and build his own.

He started by constructing a small model. Then, with the help of a cousin and friend, he spent many weeks searching **scrap** yards and found old tractor fans, shock absorbers, plastic pipe and bicycle parts, which he used to build the real thing. What he had built was a crude machine that produced 12 volts and powered four lights. When it was all done, the windmill's wingspan measured more than eight feet and sat on top of a rickety tower 15 feet tall that swayed violently in strong gales. He eventually replaced the tower with a **sturdier** one that stands 39 feet, and built a second machine that watered a family garden.

The windmill brought William Kamkwamba instant local fame, but despite his **accomplishment**, he was still unable to return to school. However, news of his *magetsiamphopo* - electric wind - spread beyond Malawi, and eventually things began to change. An education official, who had heard news of the windmill, came to visit his village and was amazed to learn that William had been out of school for five years. He arranged for him to attend secondary school at the government's expense and brought journalists to the farm to see the windmill. Then a story published in the *Malawi Daily Mail* caught the attention of bloggers, which in turn caught the attention of organisers for the Technology Entertainment and Design conference.

William Kamkwamba's example has inspired other children in the village to **pursue** science. William says they now see that if they put their mind to something, they can achieve it. 'It has

changed the way people think,' he says. (Words: 367) [Source: adapted from <http://mini-ielts.com/900/reading/william-kamkwamba>]

1. Choose the most appropriate option according to the reading passage:

- (a) What is the synonym of **Rudimentary** written in the fourth line?
(i) Primary (ii) Strong (iii) Faded (iv) Lovely
- (b) What does it mean by **Scrap** in the eighth line?
(i) Useful (ii) Big (iii) Abandoned (iv) For sale
- (c) Find the similar word for **Sturdier** in line number twelve:
(i) Stronger (ii) weaker (ii) More fragile (iv) Tender
- (d) Which one is not the meaning of **Accomplishment** found in the thirteenth line?
(i) Achievement (ii) Astonishment (iii) Attainment (iv) Acquirement
- (e) What is the meaning of **Pursue** written in line number twenty?
(i) Avoid (ii) Dislike (iii) Like (iv) Follow

2. Answer the following questions:

- (a) Why did William stop going to school?
- (b) What did he do to continue his study?
- (c) How did he become popular?
- (d) Could he start going to school again? How?
- (e) What do you learn from the story of William?

Passage 10

FOMO

Everybody knows how important it is for students to get a good night's sleep every night. You aren't able to do your best and keep up with all of your responsibilities unless you sleep well. I'm sure you already know that you should go to bed at a reasonable hour. Most experts agree that the optimum number of hours is eight, and this has been accepted as common sense for as long as I can remember. However, I was young once and I know that most of you get much less sleep than that – and in some cases it will be affecting your schoolwork.

I read an interesting article in a teachers' magazine recently. They did a study of 848 students in Wales. Worryingly, the results showed that teenagers are facing a new problem. They may go to bed and get up at appropriate times but a growing number are waking up in the middle of the night, not to use the bathroom or have a snack but because of a new phenomenon: FOMO – fear of missing out!

According to the article, schoolchildren are suffering because of a growing trend to wake up during the night to check social media. Afraid of missing a comment or opportunity to take part in a chat, teenagers are waking at all times of the night, going online and getting involved. All this are happening when they should be sound asleep.

Experts are worried about this growing trend and the report reveals some worrying statistics that I'd like to share with you:

- 23% of 12 to 15-year-olds wake up nearly every night to use social media. Another 15% wake up at night once a week for the same reason.
- One in three students is constantly tired and unable to function to their full capacity.

- Students who use social media during the night are more likely to suffer from depression and anxiety.

So, I would like to ask you to be responsible when it comes to social media. Be brave! Switch off your devices at night. The world will not end and your social media will be waiting to greet you in the morning! I give you my word that you will not miss anything important. (370 words)

(Source: <http://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/fomo>)

- What do the passages primarily discuss about?
- According to the experts, what is the optimum number of hours to get a good night's sleep?
- What is the new problem teenagers are facing?
- Why the school children are suffering?
- Do you think FOMO is common in where you are?

2. Choose the best answer from the alternatives:

- The word 'reasonable' in the passage means i) useless ii) acceptable iii) hide iv) common
- The word 'optimum' in the passage means i) ideal ii) seen iii) imperfect iv) tired
- The word 'appropriate' in the passage means i) proper ii) manifest iii) mobile iv) unacceptable
- The word 'trend' in the passage does not mean i) tendency ii) movement iii) shift iv) peaceful
- The word 'expert' in the passage does not mean i) authority ii) cluster iii) specialist iv) oracle

Passage 11

Genetic Modification

Genetic modification involves human intervention into creation and hence, is an unnatural act. Often viewed as a religious question, it avers that the technology is “so intrusive to life processes that they amount to a form of disrespect for humanity's proper relationship to nature, a form of playing God.” Others believe that biotechnology disrupts natural order and violates the limits of what humans are ethically permitted to do. Alternatively, there is the view that science and progress are good things and are God-given faculties to help mankind support life and better manage the environment. A central issue is whether the technology considers the pursuit of the greatest good together with the concept of sustainability for farmers and the environment. While a technology can provide more food it should not be to the detriment of the environment or to human health or disrupt traditional behavioral systems. In like manner, it is an ethical issue if food that can provide more and better nutrition is not made available to those who need it most. Hence, not to use a technology that has potential to improve the quality of lives of people is also a moral issue. As an environmental issue, questions raised have to do with concerns regarding environmental protection, sustainable use of biodiversity, economic growth and social equity. A concern particularly in developing countries is the concept of just distribution. Questions have to do with whether the products produced by the technology will be

able to provide for those who really need them and whether they will generate wealth for the society as a whole. A technology's ability to increase or decrease the gap between the rich and poor renders it an ethical issue. This includes allegations that products derived from modern biotechnology are being introduced by private companies that have an obligation to make profits. Also up for discussion is whether a technology, while able to increase technical employment might eliminate subsistence labor as a result of replacing cultural operations. Other concerns include exploitation or control over genetic resources, consumers' choice and rights, and use of genetically modified animals. [Word Count 349. Redacted by the instructor] (Source: <http://www.isaaa.org/resources/publications/pocketk/18/default.asp>)

I. Answer the following question in a sentence.

- 1) What religious premises are assumed to oppose the application of genetic modification?
- 2) How supporters of genetic modification use religious arguments to advance their cause?
- 3) What is just distribution?
- 4) What environmental concerns are raised in regard to genetic modification?
- 5) What is the general theme of the passage?

2. From the passage, find out the synonyms of the underlined words.

Passage 12

Should Schools Switch to Electronic Textbooks to Save Money & Paper?

Perhaps you noticed many students in college are getting their textbooks from either Amazon or another website which has their textbook listed online. Real textbooks are made up of **multiple** hundreds of pages of information, but this information is being written on paper. Writing A textbook on all paper takes so many pages that it can be harmful to the environment and cost more money. Which would you rather be using? Would you rather be using a textbook that is online or a textbook that has been printed into a real book?

The issue here is that it takes so many pieces of paper to write just one textbook. A regular class of college students has at least 50 to 100 students. If the average textbook takes around 300 to 400 pages or more, you can see how this can be **damaging** to the environment and end up costing a lot more money. Some students have already learned that by buying textbooks online through Amazon, Chega, Kindle and other websites you can save almost half the money you would originally be spending on a real textbook.

We are advocating for all textbooks to be switched to being electronic textbooks. Not only will the switch help reduce the cost of textbooks, but it will also be saving the environment by **reducing** waste and reducing the amount of paper used. The only concern we have is some teachers **refuse** to allow their students to use textbooks online instead of real-life textbooks. This is unfair and is only hurting the environment and the student's **wallet**. What side would you be on? Do you support textbooks? Or do you support electronic textbooks?

For every textbook that is bought and in stores you are essentially supporting at least 600 pages on average to be wasted. Many textbooks can only be used for that year as they are constantly being upgraded to new versions. All the old texts end up just going in the trash or are recycled, however, if you take a closer look at electronic textbooks, they almost have zero waste and are quite affordable. So, why wouldn't you want to make the switch? Electronic textbooks give you instant access to all of the same information, and you can even highlight, search, and bookmark any pages that you would a normal book.

(Retrieved from: <https://essaywriterforyou.com/argumentative-essay-examples/> , 399 words)

1. **Answer the following questions -**

- a) What are the problems with written textbooks according to this passage?
- b) How an e-book/ electronic book is defined in this passage?
- c) From which sources students buy electronic books?
- d) What are the benefits of electronic books?
- e) Which type of books is referred to be used in the passage?

2. **Choose the synonyms/antonyms of the given words from the passage above.**

- a) Multiple (synonym) : a) manifold b) solitary c) individual d) exclusive
- b) Damage (antonym): a) curate b) build c) ravish d) destroy
- c) Reduce (synonym): a) enhance b) decrease c) promote d) excel
- d) Refuse (antonym): a) refute b) approve c) moving d) static
- e) Wallet (synonym): a) pocket b) purse c) suit d) trouser

Passage 13

Different Form of Entertainment in human life

By Lauren Patel

A human life span is a mixture of joy and sorrows. When a balance statement of life is being considered, the part of sorrows, crisis and the struggle to overcome **hindrances** have more intensity over the moment of achievement. Another feature given to the man is his ability to smile even in the worst situations. Anything that gives him amusement and pleasure is defined as a form of entertainment. A tiny wild flower in the pathway may be an entertainment for a person who is going through the **hardships** in his life. The form and matter of an entertainment differs from situation to persons.

Earlier when man was an **inhabitant** of dense forests entertainment was in its primitive form of music and dance. He recognized that sounds made out from voices gave him pleasure and happiness. Along with the sounds, he began to do actions in rhythm that gave birth to the most popular artistic form of entertainment of music and dance. The most powerful forms of entertainment that are close to the culture and heart of man are music and dance.

The dance and music had a great impact even in the most advanced technological modern world. Earlier these performances were conducted on stages before the crowd. Today most of the entertainments are available through audio and visual media. Movies have also become the

most popular form of entertainment in current years. The actors are considered as celebrities who **influence** crowd particularly the youth of today.

The impact of entertainment in any form cannot be avoided. But anything that is truly beyond the logic, made just for the sake of entertainment, should not be encouraged. A genuine form of entertainment needs to be informative and **promote** joy and amusement in the mind of people. (300 words) (Edited)

- a. What is the definition of entertainment?
- b. What is the most powerful form of entertainment related to culture?
- c. What is the necessity of entertainment in human life?
- d. Why movies have become powerful source of entertainment in recent years?
- e. What kind of entertainment should not be promoted?

2. Choose the correct answer.

As used in the text,

- a) the word **hindrances** means- i) difficulties ii) qualities iii) events
- b) the word **hardship** does not mean- i) satisfaction ii) sufferings iii) adversity
- c) the word **inhabitant** means- i) refugee ii) relative iii) resident
- d) the word **influence** is related to the idea of- i) discourage ii) inspire iii) immense
- e) the word **promotes** does not mean- i) supports ii) terminates iii) endorses

Passage 14

War and Technology

Is it possible to persuade mankind to live without war? War is an ancient event which has existed for at least six thousand years. It was usually foolish and wicked, but in the past human race managed to live with it. Modern ingenuity has changed this. Either man will abolish war, or war will abolish man. For the present, it is nuclear weapons that cause the gravest danger, But bacteriological or chemical weapons may, before long, pose an even greater threat. If we succeed in abolishing nuclear weapons our work will not be done. It will never be done until we have succeeded in abolishing war. To do this we need to persuade mankind to look upon international questions in a new way, not as contests of force, in which the victory goes to the side the most skillful in massacre, but by arbitration in accordance with agreed principles of law. It is not easy to change age-old mental habits, but this is what must be attempted.

There are those who say that the adoption of this or that ideology would prevent war. But most of the ideologies are based upon false assertions which are, at best, doubtful, and at worst, totally false. Their adherents believe in them so fanatically that they are willing to go to war in support of them.

The movement of world opinion during the past two years has been very largely such as can be welcome. It has become a commonplace that nuclear war must be avoided. Of course very difficult problems remain in the international sphere. But the spirit in which they are being approached is a better one than it was some years ago. It has begun to be thought, even by the

powerful men who decide whether we shall live or die, that negotiations should reach agreements even if both sides do not find these agreements wholly satisfactory. It has begun to be understood that the important conflict nowadays is not between the East and the West, but between man and H-bomb. (340 words)

1. Answer the following short questions.

- a. What is the writer's view on modern wars?
- b. What is his suggestion for abolishing war?
- c. What does he think of ideology?
- d. What is the recent approach toward war?
- e. Who is the present opponent of human being?

2. Find out the following words in the passage and select the meaning you think is most likely to correspond among the choices given

- i. 'ancient event' means- a. new event b. past event c. old event d. upcoming event
- ii. 'wicked' refers to something which is- a. auspicious b. evil c. welcoming d. frank
- iii. 'abolish' means - a. uproot b. cancel c. nurture d. disapprove
- iv. 'adherents' mean- a. enemies b. friends c. strong upholders d. diplomats
- v. 'conflict' refers to - a. support b. agreement c. distrust d. discordance

Passage 15

The Creativity Myth

It is a myth that creative people are born with their talents: gifts from God or nature. Creative genius is, in fact, **latent** within many of us, without our realizing. But how far do we need to find the path of creativity? For many people, it is a long way. In our everyday lives, we have to perform many acts out of habit to survive, like opening the door, shaving, getting dressed, walking to work, and so on. If this were not the case, we would, in all probability, become mentally unbalanced. Our **ingrained** habits are so strong that, sometimes when a conscious effort is made to be creative, automatic response takes over. We may try, for example, to walk to work following on a different route, but end up on our usual path. By then it is too late to go back and change our minds. The same applies to all other areas of our lives. When we are solving problems, for example, we may seek different answers, but, often as not, find ourselves walking along the same well-trodden paths. Therefore, for many people, their actions and behavior are set in immovable blocks, their minds are **congested** with habitual actions, preventing them from operating freely. Unfortunately, mankind's very struggle for survival has become a tyranny – the obsessive desire to give order to the world. Witness people's attitude to time, social customs and the interplay of rules and regulations by which the human mind is now **constrained**.

The truly creative mind is often seen as totally free and tolerant. But a better image of a mind is, which can be free when it wants, and one that recognizes that rules and regulations are parameters, or barriers, to be raised and dropped again at will. An example of how the human mind can be trained to be creative might help here. People's minds are just like tense muscles that need to be freed up and the **potential** should be unlocked. As a form of inspiration, the

participants in the task can be forbidden to use particular solutions or to follow certain lines of thought to solve a problem. In this way they are obliged to explore unfamiliar region, which may lead to some astonishing discoveries. Unfortunately, the difficulty in this exercise, and with creation itself, is convincing people that creation is possible, it is not a myth. (396 words)
(Adapted from: <http://www.virginia-edu.sd/page.php?id=56>)

1. Answer the following questions

- a. Why do we need to perform several habitual acts?
- b. How do we usually solve our problems?
- c. What is the greater image of a free mind?
- d. What is the procedure of achieving a free mind?
- e. Why may the discoveries of a free mind seem surprising to us?

2. Find out the following words in the passage and select the meaning you think is most likely to correspond among the choices given.

- a. 'latent' means: i) lied ii) covert iii) tapped iv) unfulfilled
- b. 'ingrained' means: i) embedded ii) outside iii) effective iv) unfathomable
- c. 'constrained' means: i) defined ii) confined iii) effective iv) left
- d. 'congested' means: i) disrupted ii) handicapped iii) frustrated iv) crowded
- e. 'potential' means: i) exclusive ii) advantage iii) clear iv) prospect

Passage 16

Hunting for Hilsa

My mother told me to get a big Ilish for Pohela Baishakh. My face went pale. However much I claimed to love my mother, I had no wish to go to the fish market.

I **whimpered**, "I'm a girl, Amma. The few times I had been to fish-market, I ended in disaster. Remember, I even fell down and created a scene at the bazaar? And you want me to go to there for Ilish?" Mother was ill but her temper was as unpredictable as ever. She raised her head a little from her pillows and **scowled** at me like a cat. At that moment, she looked exactly like the feisty grey cat that many have seen frolicking about the Road 4 and 5 of Dhanmondi.

"When have I ever asked you to go to fish-market? What **gibberish**! Go straight to Agora and get the Ilish. And bring a big one." Then she started grumbling about the inefficiency of her two children (poor me and my poor brother), the two lazy maids who apparently gossiped through the day, and the two useless drivers that did nothing but smoke.

It was only April 3 and she wanted the fish right away. I did try to make my mother understand that hilsa would indeed be available a day or two before April 14. But as things were, it was easier to placate my entire extended family, but my mother would not be satisfied. I did ask Jamal, my driver (he was not strictly speaking my driver, but a friend's), to get a hilsa. Unfortunately, the fish-market men had secreted the hilsa or frozen them at the prospect of Pohela Baishakh. All there was to be had were what they call Jatka (young hilsa).

She sat at the lunch table. Her eyes were closed and she seemed to be savouring the **aroma** of the cooked mustard hilsa with a beatific expression on her face. My brother looked on bemused. Things that parents do for their children! At that moment, I keenly felt our reversed roles. All the **hassle** we had been going through for the past five days seemed worth that one smile on her face. Finally, Amma was finally having her Ilish.

It has been ten months since my mother left us. It is not that I have not had hilsa since then. But I cannot help wondering how in the world am I going to eat Ilish this coming Pohela Boishakh!

[This is a revised version of the original article written by Sohana Manzoor who is Associate Professor, Department of English & Humanities, ULAB. Currently, she is also the Literary Editor of The Daily Star. <https://www.thedailystar.net/literature/news/hunting-hilsa-1729078>]

1. Answer the following short questions:

- a. Why was she upset when her mother told her to get a big Ilish for Pohela Baishakh?
- b. How did her mother react when she refused to go to the fish market?
- c. What happened when she told her driver to get a big hilsa?
- d. How did the mother react when she got her big hilsa at the lunch table?
- e. Why is she wondering how in the world she is going to eat Ilish this coming Pohela Boishakh?

2. Choose the best answer:

- a. Which one from the following words is synonymous with “whimper”? – (i) to make a series of low, feeble sounds expressive of fear, pain, or unhappiness (ii) to indicate fear, pain, or unhappiness (iii) to speak loudly (iv) to speak slowly
- b. Which one from the following words has opposite meaning of ‘scowl’? (i) glower (ii) frown (iii) glare (iv) a mild expression
- c. What is the meaning of ‘gibberish’? (i) unimportant (ii) puzzling (iii) unintelligible or meaningless speech or writing (iv) brilliant
- d. Which one from the following words is the antonym of ‘aroma’? – (i) smell (ii) fragrance (iii) scent (iv) stink
- e. Which one from the following words is not the synonym of ‘hassle’? - (i) problem (ii) difficulty (iii) annoyance (iv) pleasure

Passage 17

How Super Are Supermarkets?

Let's be honest, life without supermarkets would be hell. In the UK 90% of all the food people consume is bought at 5 different supermarket chains. This makes these companies extremely powerful, especially when it comes to determining the terms of contracts with the smaller companies that supply them. Supermarkets use their huge buying power to squeeze suppliers to get the best deal. Milk is a good example. To offer the lowest price possible to the consumer, the supermarkets force dairy farmers to sell milk at less than the cost of production. Supermarkets keep their profit margin while farmers are left struggling to make ends meet, and the taxpayer unwittingly pays to prop the system up.

It would be nice if local grocers supported local agriculture. But for the big supermarkets this just doesn't make sense. You don't want little farmers thinking they can dictate prices. So supermarkets have started a global search for the cheapest possible agricultural produce. In many supermarkets it is difficult to find anything which is produced locally.

UK farmers used to grow a lot of apples. Not anymore. In 1961 36% of apples were imported. By 1999 the figure had risen to 80% and the domestic production of apples had fallen by two thirds.

The consumer might just be happy to get a reasonably priced meal, but we should also bear in mind the impact on local producers, local retailers and the environment (transporting all that produce around the world does nothing to limit the production of greenhouse gases).

Then there's packaging. Supermarkets like everything to be packed and wrapped so it can be stacked neatly on shelves. Supermarket produce generates nearly 10 million tons of discarded packaging in the UK every year, of which less than 5% is recycled. Some supermarkets make sure that large recycling bins are prominent in their car parks, thereby creating the image that they have an environmental conscience. But that is just an image.

There is also a question mark over the quality of the supposedly fresh food sold by supermarkets. To store produce so that it can be sold at a higher price out of season or to keep it "fresh" while it is being transported across entire continents suppliers inevitably use preservatives to inhibit the natural rotting process.

(Word count: 381, source: <http://bnjxw.zx98.com/englishreading/gkyd/201604/29352.html>)

1. Choose the best answer:

- a) The word 'consume' in the first line means___? - Eat up/ Avoid/Cheerful/ Poisonous.
- b) The word 'squeeze' in the 5th line refers to- Crush/Relaxed/Calm/Quiet
- c) 'and the taxpayer unwittingly pays to prop the system up.' - here 'unwittingly' means- Unknowingly/Uncomfortably/ Comfortably/ Hurriedly
- d) What does 'dictate' mean? - Command/ Inspiration/ Desperation/ Tired
- e) What does the word 'inhibit' mean in the last line? - Dirt/ Road/ Island/ Prevent.

2. Answer the following questions briefly.

- a) Why are supermarkets so powerful in the U.K.?
- b) What is the condition of the farmers while supermarkets keep making profit?
- c) Do the local grocers support local agriculture?
- d) Write about the domestic production of apple In the U.K.
- e) How do the supermarkets keep their food supposedly 'fresh'?

MID TERM I MATERIALS

How to Write a Paragraph

What is a paragraph?

Paragraphs are comprised of sentences, but not random sentences. A paragraph is a group of sentences organized around a central topic. In fact, the basic rule of paragraph writing is to focus on one idea. A solidly written paragraph takes its readers on a clear path, without detours. Master the paragraph, and you'll be on your way to writing "gold-star" essays, term papers, and stories.

Qualities of a good paragraph

A basic paragraph structure usually consists of five sentences: the topic sentence, few supporting sentences, and a concluding sentence. But the secrets to paragraph writing lay in four essential elements, which when used correctly, can make a *okay* paragraph into a *great* paragraph.

1. **Element #1: Unity.** Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.
2. **Element #2: Order.** Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.
3. **Element #3: Coherence.** Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use **transition words**. These words create bridges from one sentence to the next. Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

Transitional Words

Addition		
<u>again</u>	<u>equally</u>	<u>in fact</u>
<u>also</u>	<u>further(more)</u>	<u>moreover</u>
<u>and</u>	<u>in addition (to...)</u>	<u>too</u>
<u>and then</u>	<u>indeed</u>	<u>what is more</u>

<u>besides</u>	<u>next</u>	<u>finally</u>
Comparison		
<u>compared with</u> <u>in comparison with</u> <u>in the same</u> <u>way/manner</u>	<u>similarly</u> <u>likewise</u>	<u>again</u> <u>also</u>
Contrast		
<u>besides</u> <u>but</u> <u>however</u> <u>in contrast</u> <u>instead</u> <u>conversely</u> <u>it may be the case that</u> <u>certainly</u>	<u>naturally</u> <u>nevertheless</u> <u>of course</u> <u>on the contrary</u> <u>on the other hand</u> <u>regardless</u> <u>granted</u> <u>like</u> <u>different from</u> <u>Alternatively</u>	<u>still</u> <u>whereas</u> <u>while</u> <u>yet</u> <u>although</u> <u>despite</u> <u>it is true that</u> <u>notwithstanding</u>
Enumeration		
<u>first(ly) secondly etc.</u> <u>finally</u> <u>in the (first) place</u>	<u>last</u> <u>to (begin) with</u> <u>more important</u>	<u>on top of (that)</u> <u>next</u> <u>then</u>
Concession		
<u>although it is true that</u> <u>it may appear</u> <u>regardless</u> <u>certainly</u>	<u>granted that</u> <u>naturally</u> <u>it is true that</u> <u>I admit that</u>	<u>of course</u> <u>it may be the case</u> <u>that</u>
Exemplification		
<u>as (evidence of...)</u> <u>for example</u> <u>for instance</u> <u>thus</u> <u>to illustrate</u>	<u>such as</u> <u>to show what (I mean)</u> <u>specifically</u> <u>let us (take the case of...)</u>	
Inference		

<u>if not, ...</u> <u>in (that) case</u>	<u>otherwise</u> that <u>implies</u>	<u>then</u>
Summary/Conclusion		
<u>in all</u> <u>in brief</u> <u>to summarise</u> <u>in summary</u>	<u>in short</u> <u>in conclusion</u> <u>therefore</u> <u>In a nutshell</u>	<u>on the whole</u> <u>to sum up</u> <u>basically</u>
Time and Sequence		
<u>after</u> (a while) <u>afterwards</u> <u>at first</u> <u>at last</u> <u>at (the same time)</u> <u>while</u> <u>first</u> , second, third... <u>thereafter</u> <u>concurrently</u> <u>soon</u> <u>as soon as</u>	<u>before</u> (that time) <u>finally</u> <u>in the end</u> <u>meanwhile</u> <u>next</u> <u>immediately</u> <u>next</u> <u>firstly</u> , secondly, thirdly... <u>in the future</u> <u>subsequently</u> <u>at that time</u>	<u>since</u> (then) <u>so far</u> <u>then</u> (<u>up to</u>) (then) <u>later</u> somewhat <u>earlier</u> <u>shortly</u> <u>over the next</u> (2 days) <u>as long as</u> <u>last</u>
Result		
<u>accordingly</u> <u>as a result</u> <u>consequently</u> <u>since</u> <u>as a consequence of...</u> <u>caused</u> <u>accordingly</u>	<u>for that reason</u> <u>hence</u> <u>thus</u> if...then... ...result(s) in ... <u>contribute to</u> <u>In consequence</u>	<u>then</u> <u>therefore</u> <u>the (consequence)</u> <u>of that is...</u> ...is due to... <u>brought about</u> <u>by/because...</u> <u>lead to...</u>
Reformulation		
<u>in other words</u> <u>rather</u> <u>Briefly</u> <u>put simply</u>	<u>that is</u> (to say) <u>to put it more</u> (simply) <u>basically</u>	
Replacement		
<u>again</u> <u>alternatively</u>	<u>(better) still</u> <u>on the other hand</u>	<u>the alternative is...</u>

Transition		
<u>as far as ... is concerned</u> <u>as for ...</u> <u>incidentally</u>	<u>now</u> <u>to turn to...</u> <u>with (reference) to</u>	<u>with regard to...</u> <u>Concerning...</u>
Place/Position		
<u>above</u> <u>beyond</u> <u>in the back</u> <u>nearby</u> <u>elsewhere</u> <u>opposite to</u> <u>behind</u>	<u>adjacent</u> <u>here</u> <u>near</u> <u>there</u> <u>far</u> <u>to the left</u>	<u>below</u> <u>in front</u> <u>there</u> <u>closer to</u> <u>farther on</u> <u>to the right</u>
Miscellaneous - Adverbs may be used at the beginning of sentences to show how the sentence which follows relates to the rest of the text. Many of them reveal the writers attitude to the idea they are expressing and so can be used as an important tool in evaluative writing.		
<u>Admittedly</u> <u>All things considered</u> <u>As a general rule</u> <u>As far as we know</u> <u>Astonishingly</u> <u>Broadly</u> <u>By and large</u> <u>Characteristically</u> <u>Clearly</u> <u>Coincidentally</u> <u>Conveniently</u> <u>Curiously</u> <u>Disappointingly</u> <u>Equally</u> <u>Essentially</u> <u>Explicitly</u> <u>Even so</u> <u>Eventually</u> <u>Fortunately</u>	<u>Fundamentally</u> <u>Generally speaking</u> <u>Interestingly</u> <u>Ironically</u> <u>In essence</u> <u>In general</u> <u>In particular</u> <u>In practice</u> <u>In reality</u> <u>In</u> <u>retrospect/hindsight</u> <u>In theory</u> <u>In view of this</u> <u>More interestingly</u> <u>More seriously</u> <u>More specifically</u> <u>Naturally</u> <u>On balance</u> <u>Obviously</u> <u>On reflection</u> <u>Overall</u>	<u>Paradoxically</u> <u>Potentially</u> <u>Predictably</u> <u>Presumably</u> <u>Primarily</u> <u>Probably</u> <u>Remarkably</u> <u>Seemingly</u> <u>Significantly</u> <u>Surprisingly</u> <u>Theoretically</u> <u>To all intents and purposes</u> <u>Typically</u> <u>Ultimately</u> <u>Understandably</u> <u>Undoubtedly</u> <u>Unfortunately</u> <u>With hindsight</u>

-
4. **Element #4: Completeness.** Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Paragraph writing: A Step-by-Step Process

Writing well composed academic paragraphs can be tricky. The following is a guide on how to draft, expand, refine, and explain your ideas so that you write *clear, well-developed* paragraphs and discussion posts:

Step 1: Decide the Topic of Your Paragraph and prepare an outline

Before you can begin writing, you need to know what you are writing about. First, look at the writing prompt or assignment topic. As you look at the prompt, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself:

On what topic am I supposed to be writing?

What do I know about this topic already? Write them in the **OUTLINE**. See sample of outlines in John Langan's (2001) Book. Pages from the book has been attached with this compilation.

After looking at the prompt and doing some additional reading and research, you should better understand your topic and what you need to discuss.

Step 2: Develop a Topic Sentence

Before writing a paragraph, it is important to think first about the **topic** and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to *what* you want to say about the topic. This concept is sometimes called the **controlling idea**.

Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a **topic sentence**. Good **topic sentences** should always contain both (1) a **topic** and (2) a **controlling idea**.

The **topic** – The main subject matter or idea covered in the paragraph.

The **controlling idea** – This idea focuses the topic by providing direction to the composition.

Read the following topic sentences. They all contain a **topic** (in italic) and a **controlling idea** (in bold). When your paragraphs contain a clearly stated **topic sentence** such as one of the following, your reader will know what to expect and, therefore, understand your ideas better.

Step 3: Demonstrate Your Point

After stating your topic sentence, you need to provide information to prove, illustrate,

Ask yourself:

What examples can I use to support my point?

What information can I provide to help clarify my thoughts?

How can I support my point with specific data, experiences, or other factual material?

What information does the reader need to know in order to see my point?

Here is a list of the kinds of information you can add to your paragraph:

Facts, details, reasons, examples

Information from the readings or class discussions

Paraphrases or short quotations

Statistics, polls, percentages, data from research studies

Personal experience, stories, anecdotes, examples from your life

Sometimes, adding transitional or introductory phrases like: *for example, for instance, first, second, or last* can help guide the reader. Also, make sure you are citing your sources appropriately.

Step 4: Give Your Paragraph Meaning

After you have given the reader enough information to see and understand your point, you need to explain why this information is relevant, meaningful, or interesting.

Ask yourself:

What does the provided information mean?

How does it relate to your overall point, argument, or thesis?

Why is this information important/significant/meaningful?

How does this information relate to the assignment or course I am taking?

Step 5: Conclude

After illustrating your point with relevant information, add a **concluding sentence**. Concluding sentences:

link one paragraph to the next and provide another device for helping you ensure your paragraph is unified. While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate. Concluding sentences have *two* crucial roles in paragraph writing:

First, they draw together the information you have presented to elaborate your controlling idea by:

Summarizing the point(s) you have made.

Repeating words or phrases from the topic sentence.

Using linking words that indicate that conclusions are being drawn (e.g., *therefore, thus* resulting).

Step 6: Look Over and Proofread

The last step in good paragraph writing is proofreading and revision. Before you submit your writing, look

(Source: https://awc.ashford.edu/PDFHandouts%5CHow%20to%20Write%20a%20Good%20Paragraph_final.pdf)

Before & After Comparison: From a wandering paragraph to a wonderful paragraph!

This example shows how one student approached the writing prompt “*What is your favorite day of the week and why?*” The original draft has some interesting ideas but overall, **the paragraph wanders**. It includes both relevant and irrelevant details and lacks the coherent focus required for a successful paragraph. In this ENG101 course, students are taught that the revision process is vital to writing successful paragraphs. They learn how to use this key step to eliminate unnecessary details and write a tightly structured paragraph.

Original Draft

Friday is my favorite day of the week. I like it because on Friday, I watch football. On other days, I also get to watch football but not all day. There are other sports on other days to watch on TV. Friday lunch is a favorite of mine because I eat with my father in front of the TV. All the other days, I have to eat at the table which is less fun. Some days my dad doesn't make it home from work until after I am in bed. Some weeks my dad travels, and I don't see him for several days. The highlight of the day is when we watch the Manchester United play. Dad and I get so excited, we yell and cheer together. The thing that I like to do best in the world is watch TV with my dad.

Teacher Observations (Original draft)

The topic sentence restates the prompt but does not unify the paragraph. The writer includes several irrelevant details. The unifying idea in this paragraph is that the writer likes Sunday because it gives him/her a chance to be with his/her dad. However, the idea is buried in this draft.

Revised Draft

Friday is my favorite day because I spend the day watching football with my dad. On Friday, unlike the other days of the week when he works, my dad spends the whole day with me watching football on TV. We even eat lunch together while watching. The highlight of the day is watching the match of Manchester United. Dad and I get so excited, we yell and cheer together. On Fridays, I get to combine watching my favorite sport and spending time with my favorite person. It is a great day for me.

Teacher Observations (Revised draft)

The topic sentence connects the writing prompt with a summary of the main idea. To keep the paragraph coherent, the most relevant details have been polished, and the others deleted. The closing sentence summarizes the paragraph and emphasizes the main idea.

Descriptive Paragraph

A *descriptive paragraph* describes a thing, a person, or a place. Detailed information allows the reader to form an image in his or her imagination. The better the description, the clearer the image. In descriptive writing, the author does not just tell the reader what was seen, felt, tested, smelled, or heard. Rather, the author describes something from their own experience and, through careful choice of words and phrasing, makes it seem real. Descriptive writing is vivid, colorful, and detailed.

Examples of Descriptive Writing

The following sentences provide examples of the concreteness, evocativeness and plausibility of good descriptive writing.

- Her last smile to me wasn't a sunset. It was an eclipse, the last eclipse, noon dying away to darkness where there would be no dawn.
- My Uber driver looked like a deflating airbag and sounded like talk radio on repeat.
- The old man was bent into a capital C, his head leaning so far forward that his beard nearly touched his knobby knees.
- The painting was a field of flowers, blues and yellows atop deep green stems that seemed to call the viewer in to play.
- My dog's fur felt like silk against my skin and her black coloring shone, absorbing the sunlight and reflecting it back like a pure, dark mirror.
- The sunset filled the sky with a deep red flame, setting the clouds ablaze.
- The waves rolled along the shore in a graceful, gentle rhythm, as if dancing with the land.
- Winter hit like a welterweight that year, a jabbing cold you thought you could stand until the wind rose up and dropped you to the canvas.

Characteristics of Good Descriptive Writing

Good descriptive writing creates an impression in the reader's mind of an event, a place, a person, or a thing. The writing will be such that it will set a mood or describe something in such detail that if the reader saw it, they would recognize it.

To be good, descriptive writing has to be concrete, evocative and plausible.

- To be **concrete**, descriptive writing has to offer specifics the reader can envision. Rather than "Her eyes were the color of blue rocks" (Light blue? Dark blue? Marble? Slate?), try instead, "Her eyes sparkled like sapphires in the dark."
- To be **evocative**, descriptive writing has to unite the concrete image with phrasing that evokes the impression the writer wants the reader to have. Consider "her eyes shone like sapphires, warming my night" versus "the woman's eyes had a light like sapphires, bright and hard." Each phrase uses the same concrete image, then employs evocative language to create different impressions.
- To be **plausible**, the descriptive writer has to constrain the concrete, evocative image to suit the reader's knowledge and attention span. "Her eyes were brighter than the sapphires in the armrests of the Tipu Sultan's golden throne, yet sharper than the tulwars of his cruelest executioners" will have the reader checking their phone halfway through. "Her eyes were sapphires, bright and hard" creates the same effect in a fraction of the reading time. As always in the craft of writing: when in doubt, write less.

(Source: <https://examples.yourdictionary.com/descriptive-text-examples.html>)

Techniques of describing a place

1. **Start by describing the first thing that strikes you about the place.**
2. **Highlight small place details to make your description interesting.**
3. **Use surprising, exotic language to make the place come to life.**
4. **Write about how you react to the place.**
5. **Include only the most important details so you don't bog your reader down.**

(Adapted from < <https://www.wikihow.com/Write-a-Descriptive-Paragraph>.> Retrieved on 6.12.2018)

6. Writers have to consider the five senses of touch, smell, sound, taste, and sight. Before writing the paragraph, make five columns and list words or ideas for the subject of the paragraph based on these five senses. Like this:

touch	smell	sound	taste	sight

The sense of sight is the one that most writers consider first, but try to work on that one last. Let's take, for example, **a description of a place**. What do you feel when you go there? What do you feel on your skin. Is it hot or cold? Is it wet or dry? What do you smell? Is there food? Are the smells good or bad? What do the smells remind you of? What do you hear? Is it quiet or noisy? Are there cars moving about? Are people talking? What about the sounds of nature? Are they present? Even a soft wind makes a sound. Taste is a difficult sense to describe, and the degree to which you pay this any attention depends on the subject matter. Sight comes last. Here you can describe color, size, depth, height, width, etc.

Here is an example. A student wants to write a paragraph that describes a lake:

touch	smell	sound	taste	sight
water sand heat	air fish hot dogs food trucks sun block	laughing splashing music volleyball	sand lotion	the sun sand children lifeguard toys boats canoes

Lake Harriet is a great place to swim and relax. In the summer, the water is warm and clean, and the beaches are large enough to accommodate groups of people seeking relief from a midsummer scorcher. In addition to swimming, visitors to the lake can go canoeing, sailing, windsurfing, or fishing. The blue water is a refreshing, tempting sight. The sweet scent of sun block wafts through the air from sunbathers lying on the beach. Children laugh and splash in the water, and nearby volleyball games stir passionate shouts in the heat of competition. Meanwhile lifeguards sit atop their towers and make sure everyone is safe. In the distance, sail boats catch the soft breezes that ripple Lake Harriet's surface, and canoeists glide quietly past. This is what summer is all about! (132 words)

In this simple description, the reader should get a good sense of what it's like to be in this place. The prewriting exercise of listing different aspects of the experience as it relates to the five senses is helpful when coming up with something to write.

(Source:

https://www.learnamericanenglishonline.com/Write_in_English/WL11_descriptive_paragraphs.html)

Transitional devices used to signal location:

above, at the side, behind, by, farther, left, right, across, at the top, below, center, front, middle, there, adjacent, back, beneath, close to, here, next to, under, around, beside, down, in, nearby, underneath, at the bottom, backup, beyond, far away, inside, outside, within

Techniques of describing an object:

1. Give an idea of the size and general shape of the object.

2. Describe its sensory details by mentioning different parts, like color, texture, or taste.

Using Sensory Details

Sight: “The light bulb was incredibly powerful; throwing off a blaze so bright it was almost violet.”

Sound: “The bag crinkled sharply when I opened it.”

Touch: “The wood of the tree was rough, almost biting, scratching her hand when she brushed against the trunk by accident.”

Taste: “The pizza was garlicky and so salty that he finished his whole glass of soda after just one piece.”

Smell: “When they opened the box, the faded, pungent scent of old paper lifted out.”

3. Write about what it’s used for to give a sense of its purpose.

4. End by telling or showing how the object is significant.

Adapted from < <https://www.wikihow.com/Write-a-Descriptive-Paragraph> > Retrieved on 6.12.2018)

Examples of Paragraphs to Describe Objects

A mixer is used for mixing food. The mixer is made of metal and plastic. It consists of 5 parts: a base, a stand, a motor housing, beaters, and a bowl. The base is rectangular in shape. It is 12 cm wide and 15 cm long. The stand which is supported by the base is 30 cm in height. The motor housing which contains a motor is joined to the stand. The steel beaters are very hard and tough. They are fitted in the gearbox. The glass bowl is hard and brittle. The edge of the bowl is circular. The glass bowl is detached from the base. (107 words)

A kettle is a metal container which is used for boiling water. It consists of 4 main parts: a vessel, a lid, a spout, and a handle. The vessel is 7 inches high. It is hollow and spherical in shape. The base is flat and circular. It has a diameter of 6 inches. On the top of the vessel, there is a convex lid with a plastic knob in the middle. The lid is 5 inches in diameter. Above the lid is a curved handle which is covered with plastic at the middle part. At the side of the vessel is a conical spout for pouring water out of the vessel. (111 words)

Techniques of describing a person

1. Start your paragraph with a general topic sentence that introduces the person.

2. Focus on the most striking part of their appearance first.

3. Focus on physical details that hint at the person's personality.
 4. Fill in any last details to give a good general picture.
 5. Use figurative language and strong adjectives throughout your paragraph.
- Use Figurative Language

Simile: a comparison between two things using “like” or “as.” Ex. “Her baby’s ears were as tiny and delicate as seashells.”

Metaphor: using a word or phrase with an object, action or person that it can’t literally apply to. Ex. “In class, Mrs. Sherman was an actress. She flew around the room and boomed out each story we read, using different voices and facial expression for every character.”

6. End the paragraph with a resonant description or conclusion.

(Adapted from < <https://www.wikihow.com/Write-a-Descriptive-Paragraph>.> Retrieved on 6.12.2018)

Now, your writing prompt is: ***Describe a good friend you know. If you don’t want to write about a specific friend of yours, you may write about the characteristics all good friends should have.*** The first thing you need to have is a sentence that addresses the topic—also known as a **topic sentence**.

The sentence, “My friend has many likeable qualities.” works as a topic sentence because it tells the reader what you are going to be writing about. Usually the **topic sentence** in a single paragraph assignment is near the beginning of the paragraph. Notice in the **outline** below that the topic sentence is followed by **details** that help describe your good friend and explain why you like him or her. There should also be a **concluding comment** that repeats your points in different words.

It’s always a good idea to take a few minutes to write an outline before beginning an assignment. Here’s a good way to outline a response to the question, “What makes a good friend?”

Topic Sentence: My friend has many likable qualities.

Detail #1: He is kind hearted.

(Example sentences of his kindheartedness.)

- He is very thoughtful and friendly to everyone.
- He never puts people down and cares about others before himself.

Detail #2 He is funny.

(Example sentences of how he is funny and how he helps me laugh at myself)

- Because he is smart, he knows how to use humor to get his point across without hurting anyone’s feelings.
- He is also familiar with how to use humor to motivate people and how to get people to agree with him.

Detail #3 He is trustworthy and honest.

saved
most.)

(Example sentences. The third detail is usually the most important and is for last because it will be the one the reader reads last and remembers

- He has shown me what it means to be honest and trustworthy
- The most important thing I like about my friend is that I know that he would never turn his back on me or my family.
- He won't lie to me.
- I feel very lucky to have someone like my friend because I can count on him in many ways.
- If your car broke down far away from home in the middle of the night, my friend is the kind of person who would get out of bed to pick you up.
- The most important thing I like about my friend is that I know that he would never turn his back on me or my family.
- I have learned how to treat other people better through watching him.

Exercise 1

Work with a partner and combine the second and third sentences of the rough draft into one sentence by using commas and listing the adjectives. Work on a separate sheet of paper and don't look at the examples below. Try to do this by yourselves.

Hopefully your sentence looks like, "He is kind hearted, very thoughtful, and friendly to everyone."

Combining Sentences by Creating Compound Sentences

Another way to combine short sentences is to write compound sentences. Notice the sentence, "I have learned how to treat other people better through watching him, and he has shown me what it means to be honest and trustworthy" works well because it combines several points into one longer sentence.

Exercise 2

Work with the same partner and combine the two sentences "The most important thing I like about my friend is that I know that he would never turn his back on me or my family. He would not lie to me." into one compound sentence on the separate sheet of paper. For this exercise, remember to use a coordinating conjunction (and, but, so, for, nor, yet) to join the two smaller sentences. Don't peek at the example below.

Examples of Possible Compound Sentences

"The most important thing I like about my friend is that I know that he would never turn his back on me or my family. He would not lie to me." The simplest way to combine these two shorter sentences would be to add "and" between them to make, *The most important thing I like about my friend is that I know he would never turn his back on me or my family, and he would not lie to me.* A better way would be to write, *The most important thing I like about my friend is that he won't lie to me, and I know that he would never turn his back on me or my family.* Another possible route would be to shorten the second sentence into a phrase to create, *"The most important thing I like about my friend is that I know he would never turn his back on me or lie to me or my family."* The meaning is a little different in the last one, but it improves the style a lot.

Now we are ready to see what our revised paragraph looks like.

My Best Friend

My friend Nick has many likable qualities. He is kind hearted, very thoughtful, and friendly to everyone. Because he is smart, he knows how to use humor to get his point across without hurting anyone's feelings. Nick is also familiar with how to use humor to motivate people and how to get people to agree with him. The most important thing I like about him is that I know he would never turn his back on me or lie to me or my family. I feel very lucky to have someone like my friend because I can count on him in many ways. If your car broke down far away from home in the middle of the night, Nick is the kind of person who would get out of bed to pick you up. I have learned how to treat other people better through watching him, and he has shown me what it means to be honest and trustworthy. (159 words)

Notice that the sentences “*He is funny and helps me laugh at myself*”, “*He is trustworthy and honest*”, and, “*He never puts people down and cares about others before himself*” have been dropped because they are no longer necessary. This process of editing out unnecessary sentences is a major part of editing papers and will help your writing improve. Also, the word “He” has been changed to “My friend”, “him” and to “Nick” to vary the flow of the paragraph

Exercise 3

Now it's your turn to write on the topic: Describe your favorite place. Before you write, fill out the outline below. Some of it has been done for you. You may change the details if you feel you have better ones.

Writing Prompt: Describe Your Favorite Place

Topic Sentence: I like my neighborhood park for several reasons.

Detail #1: It is beautiful.

B. (Example sentences of its beauty.)

Detail #2 _____.

B. (Example sentences of _____)

Detail #3

(Usually the most important detail) It is a great place to exercise

A. (Example sentences of the different kinds of exercise that can be done there.)

Concluding Comment: (This is a restatement of your topic in different words that includes the details and words that support your topic.)

Exercise 4

Put the topic sentence, details and their supporting sentences down in paragraph form on a separate sheet of paper. Use the skills you practiced in Exercise 2 and 3 of this part to rewrite your second draft. After you finish writing your second draft, share your work with a partner and talk about what you like and what you think could be improved with your partner's paragraph. Just like with your paper, check your partner's paper for **content**, **format**, and **form**. Often your instructor will grade on these three criteria. Content refers to the ideas, the format refers to how the paper looks regarding layout (title, indentation, use of margins, etc.), and form refers to grammar, spelling and punctuation. Remember that you don't have to use every editing skill every time. For example, you might not need to write a list, combine sentences or edit out unnecessary sentences with your rough draft. See what your partner thinks. Be sure to let her see both your rough and second drafts.

Descriptive word list

Adjectives for describing places:

expensive	(adj) costing a lot of money, pricy, costly
famous	(adj) very well-known, celebrated, notable
fantastic	(adj) wonderful, awesome, fabulous, marvelous
fascinating	(adj) very interesting, captivating, intriguing
huge	(adj) enormous, giant, sprawling, vast
lively	(adj) somewhere with lots of thing going on, vibrant
inexpensive	(adj) not costing very much, cheap
popular	(adj) liked by a lot of people
picturesque	(adj) interesting in a unique way, charming, quaint
touristy	(adj) visited by lots of tourists
ancients	(adj) a place that has a long history; historic
beautiful	(adj) very pleasing on the eye, attractive, lovely
boring	(adj) dull and not very interesting, uninteresting
bustling	(adj) a crowded, busy place; hectic
charming	(adj) nice and very pleasing place, delightful, quaint
contemporary	(adj) modern, very up-to-date
compact	(adj) not very big
cosmopolitan	(adj) with a rich and varied mix of cultures and languages
crowded	(adj) very full of people, busy, bustling
exciting	(adj) lively and thrilling with lots of enjoyable things
dirty	(adj)
large	(adj)
messy	(adj)
modern	(adj)
new	(adj)

noisy	(adj)
spacious	(adj)
traditional	(adj)
hospitable	(adj) welcoming to guests or strangers
polluted	(adj) dirty, contaminated

Some city adjectives

City: *active, bustling, noisy, busy, clean, dirty, windy*

Traffic: *loud, congested, snarled*

Buildings: *old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat*

Buildings (walls): *brick, stone, marble, glass, steel, graffiti-covered*

Monuments, statues: *stone, copper, carved, ancient, moss-covered, faded, green, bronze*

Sidewalk: *concrete, cement, slick, cracked, tidy, littered, swept*

Paint: *fresh, weathered, peeling*

Signs: *neon, weathered, worn, bright, welcoming, flashing*

Buses, cars, taxis: *belching, crawling, speeding, honking, waiting, screeching*

People: *hurried, bundled, smiling, frowning, eager, rushed*

Adjectives Describing Appearance

Adorable	Attractive	Alluring
Beautiful	Bewildered	Boorish
Bright	Confident	Cheerful
Cultured	Clumsy	Drab
Dull	Dynamic	Disillusioned
Elegant	Energetic	Fair
Fancy	Filthy	Gentle
Glamorous	Handsome	Homely
Hurt	Ill-mannered	Jolly

Lovely	Magnificent	Neat
Nervous	Pleasant	Perfect
Plucky	Prim	Smiling
Splendid	Self-assured	Snobbish
Thoughtful	Tense	Timid
Upset	Vivacious	Wonderful
Worried	Wild	Zaftig

Adjectives Describing Personality

Aggressive	Ambitious	Amused
Brave	Barbarous	Cruel
Combative	Co-operative	Cowardly
Dangerous	Diligent	Determined
Disagreeable	Evil	Erratic
Frank	Fearless	Friendly
Generous	Gifted	Helpful
Harmonious	Hesitant	Instinctive
Jealous	Knowing	Kind-hearted
Loner	Mysterious	Naughty
Pleasing	Placid	Punctual
Quiet	Rigid	Successful
Sedate	Sincere	Selfish
Talented	Thrifty	Truculent
Unbiased	Voracious	Witty
Wise	Warm	Zany

Adjectives Describing Feelings

Afraid	Angry	Anxious	Bored	Berserk	Bad
Calm	Confused	Comfortable	Depressed	Disturbed	Creepy

Dominating	Deceitful	Envious	Faithful	Fine	Elated
Frustrated	Good	Gloomy	Horrible	Happy	Grieving
Hungry	Ill	Jovial	Lively	Mature	Kind
Nice	Proud	Peaceful	Sorrowful	Silly	Protective
Somber	Sore	Tired	Testy	Unwell	Troubled
Unhappy	Vengeful	Wicked	Wrong	Zestful	Weary

Adjectives Describing Shape

Broad	Crooked	Circular
Distorted	Flat	Hollow
Narrow	Round	Square
Skinny	Steep	Wide

Adjectives Describing Visual Sense

Gigantic	Shimmering	Shadowy	Knotty
Teeny-tiny	Shiny	Gloomy	Vibrant
Bulky	Glowing	Drab	
Glitter	Crooked	Murky	
Sparkling	Hazy	Dull	

Adjectives Describing Sense of Touch

Fluffy	Gritty	Rough	Smooth	Slimy
Sticky	Creepy	Crisp	Hairy	Chilled
To stifle	Woolly			

Adjectives Describing Size

Big	Colossal	Great	Gigantic	Huge	Large
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Miniature	Mammoth	Petite	Thin	Tiny	Tall
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Adjectives Describing Time

Ancient	Annual	Brief	Fast	Late	Early
Modern	Old	Rapid	Slow	Young	Swift

Adjectives Describing Sound

Blaring	Cooing	Deafening	Buzz	Deafening	To sizzle	Boom!
Loud	Melancholic	Noisy	Hubbub	Squeaky	To hiss	Roaring
Soft	Shrill	Squeaking	Humming	Earsplitting	To shriek	Thundering
Silent	Thundering	Whispering	Faint	Serene	Snappy	Crunchy

Adjectives Describing Taste

Bitter	Delicious	Fresh	Bland	Juicy	Yummy
Hot	Icy	Juicy	Rotten	Stinky	Lipsmackingly
Spicy	Sweet	Sour	Fragrant	Goosey	Pungent
Salty	Tasty	Tasteless	Stale	Bitter	Zesty

Adjectives Describing Touch

Hard	Loose	Rough	Sharp	Scattered	Soft
Smooth	Slippery	Sticky	Tender	Uneven	Wet

Adjectives Describing Motion

Soaring	Staggering	Eye-popping	To grab
To resonate	Blown away	Gob smacked	Jaw-droppingly good
To breeze through	Paralyzed	Shocking	Turbulent

Wriggling	Turbulent	Choppy	Swirling
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(Adapted from<<https://www.enchantingmarketing.com/sensory-words/>> Retrieved on 9.12.2018)

Narrative Paragraph

Definition: A narrative paragraph tells a story using specific details in chronological (time) order.

Purpose: To show the reader the events that happened.

Practical Uses: When applying for a scholarship, you might tell a story of how you faced a challenge in your life.

(<http://www.elcamino.edu/academics/basicskills/English%20B%20Handbook%20Fourth%20Edition%202014.pdf>)

In academic writing, an incident is often used to illustrate a larger point. For example, you might use a personal narrative to support a general idea or an opinion. Narrative paragraphs are often used to describe what a person does over a period of time. It answers the 5-wh questions and 1 h-question (what, when, where, who, how and why).

Outline of a Narrative Paragraph

At the beginning of my story: A working title: WHERE/WHEN (the setting) WHO (the main characters)

The significance, problem or conflict of the story (**Topic Sentence**):

In the middle of my story (events will occur in order of time/importance):

1st major event

2nd major event

3rd major event

4th major event

At the end of my story:

How did you feel about the whole story/ the solution (**Concluding sentence**):

Example paragraph 1:

A Unforgettable Evening Spent with Friends

I had spent a memorable evening yesterday after a long time. I got home from work at 6 o'clock yesterday. My roommate had painstakingly prepared a delicious dinner which we ate immediately. After I had cleaned up the kitchen, we watched TV show which had been recommended by my friend. Then, we got dolled up for a night on the town. Our friends arrived at about 9 o'clock. We chatted and played carom for a while. Later, we decided to visit a local music club and listen to some music for a while. Some of the young guitarists played Tagore's lyrics truly well. We really enjoyed ourselves and stayed late only leaving after the band had played their final lyric together. At last, we came back home at 11:15p.m, and as we all were tired, we went to bed (Words: 139).

Rules:

Use of Tenses:

Use the simple past for succession of events:

- Narrate with the simple past tense when events follow each other. here are some examples. Notice that each event occurs in succession.

I got up and went to the kitchen. I opened the door and looked into the fridge.

She arrived in Dallas, took a cab, and checked in to her hotel. Next, she had some dinner in a restaurant. Finally, she visited a colleague before she went to bed.

Use the past continuous for interrupted actions:

- To express that an action is interrupted, use the past continuous to describe what was happening when there was an interruption. Use the past simple with the action that interrupts what was happening.

Finally, as we were discussing the issue, the teacher walked into the classroom. Obviously, we stopped talking immediately.

Sharon was working in the garden when the telephone rang.

Use the past perfect for previous actions:

- To express something that was finished before another event in the past, use the past perfect. This is especially useful when providing an explanation for what happened.

We decided to go out and celebrate because we had just finished remodeling our home.

Janet didn't join us for dinner as she had already eaten.

Use the past perfect continuous for the length of actions:

- The past perfect continuous is used to express how long something had been happening up to a point in time in the past.

We had been hiking for more than ten hours and it was time to call it a day.

She had been nagging him for months to get a better job when he finally was hired.

Use of Transitional Devices:

Starting sentences with a time expression:

- Start sentences with linking phrases such as 'Then,' 'Next,' 'Finally,' 'Before that', etc. to connect sentences and show time relationships in your narrative writing.

First, we flew to New York on our great adventure. After New York, we moved on to Philadelphia. Then, it was on to Florida for some scuba diving.

After breakfast, I spent a few hours reading the newspaper. Next, I played softball with my son.

Use time clauses to show relationships in time:

- Use 'before', 'after', 'as soon as', etc. to introduce a time clause. Pay special attention to the use of tenses with time clauses. Begin a sentence with a time clause, but use a comma before the main clause. OR Begin with the main clause and end with the time clause using no comma.

After we had finished our homework, we watched a funny movie.

They attended a meeting as soon as they arrived in Chicago.

Descriptive Language

When writing a narration, it's a good idea to include descriptive language to help readers get a feeling for what happened. Here are some suggestions on how to make your writing more descriptive.

- **Use adjectives** to modify nouns. Nothing is more boring than a sentence such as- We went to the store. It's easy to modify store to be more precise as well as descriptive. We went to a big box electronics store is much more interesting.

They bought a car. -> They bought a used red Italian car.

She planted a tree. -> She planted a young oak tree.

- **Use prepositional phrases** such as in the corner and across from the bank to give an idea of where something happens, as well as the relationships between objects.

After we arrived, we were shown to our table at the back of the restaurant.

The car was parked around the corner on the other side of the street.

- **Use relative clauses** to further describe and provide information about important details in your narration.

After that, we enjoyed a tasty glass of wine which was grown locally.

Next, we took the car which we had rented in Los Angeles and drove to San Francisco.

Exercise 1 - Using Past Verbs and Prepositions

Write out the following sentences on to a piece of paper to form a paragraph based on the narrative paragraph above. Conjugate each verb in the past and provide the correct prepositions.

- Yesterday evening Jack _____ (get) home _____ (preposition) half past five.
- He immediately _____ (make) himself a cup _____ (preposition) coffee and _____ (sit down) to read a book.
- He _____ (read) the book _____ (preposition) half past seven.
- Then, he _____ (make) dinner and _____ (get ready) to go out with his friends.
- When his friends _____ (arrive), they _____ (decide) to go out to see a film.
- He _____ (stay out) until midnight with his friends.
- Finally, he _____ (fall) asleep _____ (preposition) about one o'clock.

Exercise 2 - Making Your Writing More Interesting

Rewrite the following sentences using descriptive language to spice up your writing.

- After that, the man went home.
- Later, we drove to a restaurant.
- He had finished the report before I gave the presentation.
- The children attended the class.
- My friends asked for help.

Exercise 3 - Adding Linking Language

As now you have a good feeling for the form of a narrative paragraph. Fill in the gaps in this paragraph providing appropriate linking language to complete the paragraph.

_____ I drove my rusty old car to visit my best friend. _____ I arrived, he had done his best to prepare a tasty meal. _____, we took a long walk through the park next to his home. _____ we had been out for more than an hour, my friend asked me if I could keep a secret. _____, I swore not to tell anyone anything. _____ he recounted a wild tale of a crazy night out on the town _____. _____, he told me he had seen a ghost at the back of his house, _____ it was trying to tell him something. Imagine my surprise!

(Adapted from <<https://www.thoughtco.com/narrating-things-happening-over-time-1212346>> Retrieved on 11 December 2018)

Example paragraph: 2

A Travel Nightmare

When I decided to travel across Europe with a backpack, I did not think I would meet the local police. My best friend and I were sitting in Frankfurt on a train bound for Paris when the nightmare began. A young man came to the window of the train and asked me at what time the train leaves. It took us only ten seconds to open the window and answer him. When we turned away from the window and sat down on our seats, we noticed that our backpacks were missing. Quickly, we got off the train and went to the police of the station. We explained what happened. The police officers did not look surprised. They

said that it was a common way of stealing bags. One person stays outside the train and asks a passenger for help or information. While the passenger is talking to this person, someone else comes quietly into the train and steals bags or other valuables. The "team players" are so expert at it that they can steal in less than three seconds. The police officers told us that there was nothing they could do, but they suggested us to look through the garbage cans and hoped that the robbers took only our money and threw our passports and bags away. We searched everywhere, but did not find our bags. The next morning we were not in Paris; we were at our embassy in Frankfurt for duplicate passports. That is how our nightmare come to a surprising end.

(257 words) (Adapted from <<http://cmapspublic.ihmc.us/rid=1JB6SRSWW-XZPTLQ-17P1/NARRATIVE%20PARAGRAPHS.pdf>> Retrieved on 25th December, 2018).

Exercise 1. Now write a paragraph about your most favorite surprise birthday party.

Exercise 2. Write a paragraph on your first day at university.

Cover Letter

What is a Cover Letter?

A cover letter is a document sent with resume to provide additional information on skills and experience. The letter provides detailed information on why someone is qualified for the job s/he is applying for. A cover letter typically accompanies each resume send out. Employers use cover letters as a way to screen applicants for available jobs and to determine which candidates they would like to interview. If an employer requires a cover letter, it will be listed in the job posting. Even if the company doesn't ask for one, you may want to include one anyway. It will show that you have put some extra effort into your application.

(Adapted from <https://www.thebalancecareers.com/cover-letters-4161919> on 22nd December, 2018 at 8.44pm).

Example:

32, Gulshan-1
Dhaka-1000
Email:fariai90@gmail.com
Mobile no: 01988888800

11 April 2019

The Human Resource Department
East West University
Jahurul Islam Avenue
Jahurul Islam City
Aftabnagar Dhaka-1212.

Subject: Applying for the post of a Librarian

Dear Sir,

I, Faria Islam, would like to apply for the position of a Librarian which was advertised in *The New Age* dated on 10 December, 2018.

I am enthusiastically applying for this position because I firmly believe that a combination of my natural ability, personality and work experience all make me an ideal candidate for this role. I possess a strong understanding of management, IT equipment and the day-to-day running of a library. In my current position as a Librarian Intern with British Council Library, I have gained an insight into the different levels of library management. I have been involved in coordination of children's library operations and customer/community service.

I consistently believe in taking challenges and exploring new, ingenious concepts to improve library efficiency. I have also worked as a Library Volunteer at Public Library. Both of my previous jobs have required a high standard of customer service skills.

I would be grateful if you kindly give an opportunity to work at your reputed university as a librarian and oblige thereby.

Thank you in advance.

Yours sincerely,
(Four Spaces)
Signature
Typed name

Enclosed: 1. 2. 3.

32, Gulshan-1
Dhaka-1000
Email:fariai90@gmail.com
Mobile no: 01988888800

11 December 2018

Mr. Abdul Kalam
VP Marketing
XYZ Company
Aftabnagar Dhaka-1212.

Subject: Applying for the post of a Marketing Manager.

Dear Sir,

I, Faria Islam, would like to apply for the position of a Marketing Manager which was advertised in *The New Age* dated on 10 December, 2018.

I read your advertisement with great interest. If you are seeking to augment your leadership team with an experienced and accomplished marketing professional known for breakthrough results, please consider my enclosed resume.

As JKL Company's marketing manager since 2015, I direct all phases of both the creative and technical elements of marketing initiatives including data mining, brand creation, print/Web collateral development, lead generation, channel partner cultivation, customer segmentation/profiling.

Given the opportunity, I'm confident in my ability to achieve similar groundbreaking marketing results for XYZ Company.

Thanks in advance.

Yours Sincerely,
(Four Spaces)

Signature
Typed name

Enclosed: 1. 2. 3.

Curriculum Vitae

The basics:

The curriculum vitae, also known as CV or vita, are a comprehensive statement of your educational background, teaching, and research experience. It is the standard representation of credentials within academia.

(Adapted from <https://grad.illinois.edu/sites/default/files/PDFs/CVsamples.pdf>. Retrieved on 25 December, 2018).

Example:

Emma Islam

Address: Flat 2, Rampura Road, Dhaka-1000

Email: name@hotmail.com | Telephone: +01...

Professional Summary:

Enthusiastic, effective, passionate to take any kind of challenge. Assistant Head of Department with a proven record of helping children progress, providing positive learning experiences as well as building and maintaining effective behavior management systems. Enjoys sharing knowledge, inspiring both children and adults. Experienced in leading, adept at training, motivating and developing others. Widely experienced with pupils who have special needs.

Key Achievement:

School: Appointed as English teacher for the special children.

School: Key role in making the learning community safe and successful.

School: Worked one to one with an ESL students with very little English.

Work Experience:

11/2016 – Present

Assistant Head of Department, Little Scholars' School

- Provide full learning experience and support for students beyond set classes, working with pupils experiencing barriers to learning across the academic range
- Provide enrichment opportunities for class 3 and 4
- Special responsibility for diversity and creativity

07/2013 – 11/2016

Coordinator (Early Years), Riverview School

- Planned and managed change in line with the ‘Letters and Sounds’ Phonics scheme
- Led, managed and supported staff, coordinating training in Phonics as and when required
- Observed Phonics being taught and provided classroom support for children
- Assessed children and analysed data to keep standards and expectations high

Academic Qualification:

01/2016 – 06/2017

Degree: Master of TESOL

Institution: Monash University, Australia

Result: High Distinction

10/2007 – 08/2011

Degree: BA (Hons) English

Institution: Dhaka University, Bangladesh

Result: Upper Second Class

09/2005 – 06/2007

Degree: H.S.C.

Institution: Dhaka Board

Result: First Division/ GPA 5

04/2005

Degree: S.S.C.

Institution: Dhaka Board

Result: First Division/ GPA 5

Other Skills:

Microsoft Office (Excel, PowerPoint, Word), SPSS, NVivo11

Interest:

Travelling, photography

References:

Mr. Latif Kabir
Principal

Ms. Sruti Hossain
Senior Lecturer

Riverview School
 Banani, Dhaka-1200
 Email: latifk@gmail.com
 Contact no: 01239785222

Clemson School
 Progoti Shoroni, Dhaka-1000
 Email: shossain@yahoo.com
 Contact no: 01678888883

Word Formation

S.No.	Verbs	Nouns	Adjectives	Adverbs
1	accept	acceptance	acceptable	
2	achieve	achievement	achievable	
3	act	action	active	actively
4	act	activity	active	actively
5	act	activeness	active	actively
6	add	addition	additional	
7	adjust	adjustment	adjustable	
8	admire	admiration	admirable	
9	advise	advice	advisable	
10	amass	mass	massive	massively
11	amazed	amazement	amazing	
12	amuse	amusement	amusing	
13	annoy	annoyance	annoying	
14	approach	approach	approachable	
15	attend	attention	attentive	
16	attract	attraction	attractive	
17	avoid	avoidance	avoidable	
18	believe	belief	believable	
19	blacken	blackness	black	
20	bleed	blood	bloody	
21	bore	boredom	boring	

22	bother	botheration	bothering	
23	breathe	breath	breathing	
24	bury	burial	buried	
25	care	care	careful	carefully
26	challenge	challenge	challenging	
27	chase	chase	chasing	
28	cheer	cheerfulness	cheerful	cheerfully
29	choose	choice	chosen	
30	clear	clarity	clear	clearly
31	collect	collection	collective	collectively
32	comfort	comfort	comfortable	comfortably
33	complex	complexity	complex	
34	confuse	confusion	confused	
35	consider	consideration	considerable	considerably
36	console	consolation	consoled	
37	continue	continuity	continuous	continuously
38	craze	craze	crazy	crazily
39	create	creation	creative	creatively
40	credit	credit	creditable	creditably
41	cure	cure	curable	
42	curse	curse	cursed	
43	damage	damage	damaged	
44	deafen	deafness	deaf	
45	decide	decision	decisive	
46	decorate	decoration	decorative	
47	delight	delight	delightful	delightfully
48	demand	demand	demanding	
49	derive	derivation	derivative	
50	deserve	deserve	deserving	
51	destroy	destruction	destructive	destructively
52	develop	development	developing	

53	die	death	dead	
54	differ	difference	different	differently
55	disturb	disturbance	disturbing	
56	dust	dust	dusty	
57	educate	education	educative	
58	embarrass	embarrassment	embarrassing	
59	empower	power	powerful	powerfully
60	empty	emptiness	empty	
61	encircle	circle	circular	circularly
62	encourage	courage	courageous	courageously
63	endanger	danger	dangerous	dangerously
64	enthuse	enthusiasm	enthusiastic	
65	enumerate	number	numerable	
66	envy	envy	envious	enviously
67	evaporate	evaporation	evaporating	
68	expect	expectation	expected	expectedly
69	explain	explanation	explainable	
70	explore	exploration	exploring	
71	fascinate	fascination	fascinating	
72	feed	food		
73	firm	firmness	firm	firmly
74	fly	flight	flying	
75	force	force	forceful	forcefully
76	glorify	glory	glorious	gloriously
77	grow	growth	growing	growingly
78	harm	harm	harmful	harmfully
79	hate	hatred	hateful	hatefully
80	heal	health	healthy	healthily
81	hope	hope	hopeful	hopefully
82	identify	identification	identified	
83	identify	identity	identifying	

84	imitate	imitation	imitative	imitatively
85	impress	impression	impressive	impressively
86	include	inclusion	inclusive	inclusively
87	indicate	indication	indicative	indicatively
88	inform	information	informative	
89	inhabit	habitat	inhabitant	
90	injure	injury	injurious	injuriously
91	inquire	inquiry	inquiring	
92	instruct	instruction	instructive	
93	insult	insult	insulting	insultingly
94	intent	intention	intentional	intentionally
95	interfere	interference	interfering	
96	introduce	introduction	introductory	
97	invent	invention	inventive	
98	irritate	irritation	irritating	irritatingly
99	lead	leadership	leading	leadingly
100	live	life	lively	livingly
101	live	life	alive	livingly
102	live	liveliness	lively	livingly
103	lose	loss	lost	
104	madden	madness	mad	madly
105	migrate	migration	migrating	
106	modernize	modernity	modern	
107	moisten	moisture	moistures	
108	monotonies	monotony	monotonous	monotonously
109	move	movement	movable	movingly
110	narrow	narrowness	narrow	
111	nationalize	nationality	national	nationwide
112	observe	observation	observatory	
113	own	ownership	own	
114	perform	performance	performing	

115	permit	permission	permissible	
116	persuade	persuasion	persuasive	
117	please	pleasure	pleasant	
118	popularize	popularity	popular	
119	quicken	quickness	quick	quickly
120	redde	redness	red	
121	sadden	sadness	sad	sadly
122	secure	security	secured	securely
123	see	scene	scenic	
124	see	sight	seen	
125	speed	speed	speedy	speedily
126	whiten	whiteness	white	

WORD FORMATION EXAMPLES

1. How long is the FLIGHT from Rome to Paris? (FLY)
2. I have a very good RELATIONSHIP with both my parents (RELATION)
3. Pulling my front tooth didn't hurt. – It was completely PAINLESS (PAIN).
4. I can tell from your EXPRESSION that you're not really happy (EXPRESS)
5. We offer free DELIVERY for purchases over € 100 (DELIVER).
6. James hasn't had a lot of SUCCESS lately, so I hope he'll do well with his new company (SUCCEED)
7. It is CERTAINLY colder today than it was yesterday (CERTAIN).
8. What NATIONALITY is he? Spanish or Portuguese? (NATION)
9. You have the CHOICE. – You can either go by bus or walk (CHOOSE).
10. My best friend has a great PERSONALITY. (PERSON).
11. You need a lot of IMAGINATION to write a good story (IMAGINE)
12. The lesson was BORING. I almost fell asleep. (BORE)
13. Don't be so CARELESS. This is the second vase you have broken this month (CARE).
14. It's simply UNBELIEVABLE. I have won the lottery. (BELIEVE)
15. I have to hold a SPEECH at my brother's wedding (SPEAK)
16. There's a lot of INFORMATION about that on the internet (INFORM)
17. The children were very NOISY when the teacher came in (NOISE).

18. The film was a bit CONFUSING. I didn't really understand what happened (CONFUSE)
19. He has to wear these gloves for SAFETY reasons (SAFE)
20. Sally was UNEMPLOYED/EMPLOYED for two years before she found a new job (EMPLOY)
21. In India, there are a lot of BEGGARS in the streets (BEG).
22. When I gave up smoking I started putting on more WEIGHT (WEIGH).
23. I had no DIFFICULTY in finding the right street. (DIFFICULT)
24. He talked about FREEDOM and peace in our world (FREE)
25. LUCKILY, I was invited to watch the new film (LUCKY)
26. The DESTRUCTION of our rainforests is a serious problem (DESTROY)
27. Animals in a zoo don't live in their NATURAL environment (NATURE)
28. HAPPINESS does not have anything to do with how much money you have (HAPPY)
29. Thank you for being so HELPFUL yesterday (HELP)
30. He has been a long- DISTANCE runner for a few years now (DISTANT)

Phrasal Verbs

You should know that *sb.* stands for "somebody" and *sth.* stands for "something".

- 1. Go off:** (of an alarm) begin to sound.

*From the time my alarm clock **goes off**, I am beginning my workout.*

- 2. Wake (sb.) up:** emerge or cause someone to emerge from sleep.

*I **woke up** at 7 o'clock.*

*She **woke him up** gently.*

- 3. Get (sb.) up:** rise or cause someone to rise from bed after sleeping.

*I **got up** feeling tired and disoriented.*

*We **got him up** because we had to go to a friend's house.*

- 4. Put sth. on:** place a garment, jewellery, etc. on part of one's body

*I **put on** my watch and set off a little late.*

5. Dress up: put on smart or formal clothes.

*I only **dress up** on special occasions, like weddings or other celebrations.*

6. Tidy up (sth.): bring order to; arrange neatly.

*The children don't like **tidying up** their bedrooms, but they always do it.*

7. Switch sth. on: start the flow or operation of something by means of a tap, switch, or button.

*She **switched on** the TV to watch her favourite show.*

8. Take sth. off: remove clothing from one's or another's body.

*I **took off** my shoes and lay down on the sofa.*

9. Warm up: prepare for physical exertion or a performance by exercising or practicing gently beforehand.

*I always **warm up** thoroughly before going out for a jog.*

10. Work out: engage in vigorous physical exercise.

*John tries to **work out** three or four times a week at the local gym.*

11. Let sb. in: admit someone to a room, building, or area.

*We **let** our lovely dog **in** the house every morning.*

12. Come in: enter a room, building, or other place.

*Please, **come in** and sit down.*

13. Move over: adjust one's position to make room for someone else.

*Could you guys **move over** so I can sit down as well, please?*

14. Kick sb. out: expel or dismiss someone.

*They **kicked me out** of the club after the fight.*

15. Drink up: quickly consume the rest of a drink.

*She **drank up** what was left of her beer and left in a hurry.*

Academic Word List 1

1. aberrant

a. markedly different from an accepted norm

Example:

- If my aunt does not take her medication, she will have **aberrant** mood swings.
- The drunken man's **aberrant** conduct drew the police officer's attention.

2. aesthetic

- a. characterized by an appreciation of beauty or good taste

Example:

- The committee did not attempt to make **aesthetic** judgments, nor did the artists assume expertise in the issues.
- Maybe it was time they started paying more attention to the **aesthetic** value of things.

3. aggregate

- a. a sum total of many heterogeneous things taken together

Example:

- During the singing competition, the producers will **aggregate** singers into groups based on gender and age.
- The fire drill shows our ability to **aggregate** in preselected destinations during an emergency.

4. amalgamate

- a. bring or combine together or with something else

Example:

- The two companies will **amalgamate** in a mutually beneficial merger next week.
- Because of budget cuts, the two schools were forced to **amalgamate** into one building.

5. ambiguous

- a. having more than one possible meaning

Example:

- Instead of being **ambiguous** with your words, be clearer and more specific.
- With an **ambiguous** plot, no one could understand the film's premise.

6. ambivalence

- a. mixed feelings or emotions

Example:

- Even though the new job meant more money, Tad felt a great deal of **ambivalence** about accepting the position.

- While many people love technology, there are just as many who show **ambivalence** towards it.

7. analogous

- a. similar or equivalent in some respects

Example:

- All of the actors reading for the role were **analogous** to each other in appearance.
- We couldn't decide between the two tiles because they were **analogous** to one another.

8. anomalous

- a. deviating from the general or common order or type

Example:

- He is in an **anomalous** position as the only part-time worker in the firm.
- In fact, the **anomalous** status gave him greater leeway.

9. antipathy

- a. a feeling of intense dislike

Example:

- After serving in the war, he developed an **antipathy** to guns.
- After hearing about public **antipathy** to his programs, the candidate hired a new consultant.

10. apprise

- a. inform somebody of something

Example:

- The scouts went back to **apprise** their commanding officer of the enemy's location.
- Each week, the teachers **apprise** parents of their students' progress by emailing grade reports.

11. approbation

- a. official acceptance or agreement

Example:

- I need to write a powerful resume to gain **approbation** from an employer.
- You cannot take prescription medication without doctor's **approbation**.

12. appropriate

- a. suitable for a particular person, place, or situation

Example:

- When someone sends you a gift, the **appropriate** response is to thank them.
- Her speech on retirement was **appropriate** for her middle-aged audience.

13. artless

- a. simple and natural; without cunning or deceit

Example:

- My **artless** comment was mistaken for rudeness.
- The child asked many **artless** questions

14. audacious

- a. disposed to venture or take risks

Example:

- Your plan of going abroad is an **audacious** decision.
- He described the plan as ambitious and **audacious**.

15. autonomous

- a. existing as an independent entity

Example:

- Teachers aim to help children become **autonomous** learners.
- His philosophy is about becoming aware of oneself as an **autonomous** individual.

16. aver

- a. declare or affirm solemnly and formally as true

Example:

- I **aver** that I have spoken the truth.
- In spite of all you say, I still **aver** that his report is true.

17. banal

- a. repeated too often; overfamiliar through overuse

Example:

- It was just another **banal** newspaper story.
- Melissa murmured some **banal** phrases of encouragement and put down the telephone with a feeling of desolation.

18. beneficent

- a. doing or producing good

Example:

- Many **beneficent** projects have to be foregone if sufficient funds are lacking.

- Everything important to the farm was under the care of a **beneficent** power, never conceived of as having a definite shape.

19. bombastic

- a. ostentatiously lofty in style

Example:

- He is best known for three rather **bombastic** poems.
- The candidate spoke in a **bombastic** way of all that he would do if elected.

20. boorish

- a. ill-mannered and coarse in behavior or appearance

Example:

- I found him rather **boorish** and aggressive.
- He disgusted many with his **boorish** behavior.

21. burnish

- a. polish and make shiny

Example:

- The company is currently trying to **burnish** its socially responsible image.
- He missed no opportunity to **burnish** his image.

22. cacophonous

- a. having an unpleasant sound

Example:

- They produced the most **cacophonous** beat of pop music.
- It is quite a shock to move from this charming, if slightly aimless stuff back into the original **cacophonous** maelstrom.

23. capricious

- a. determined by chance or impulse rather than by necessity

Example:

- The novelist characterizes his heroine as **capricious** and passionate.
- He was a cruel and **capricious** tyrant.

24. castigation

- a. verbal punishment

Example:

- Some people believe that work is a better means of order and discipline than chain and **castigation**.

- Ever since its presentation, the Little Women's Prose receives much scold and **castigation**.

25. catalyst

- a. substance that initiates or accelerates a chemical reaction

Example:

- The high suicide rate acted as a **catalyst** for change in the prison system.
- The riots were later seen as the **catalyst** for the new political developments.

26. causality

- a. the relation between reasons and effects

Example:

- They do not share our sense of **causality**, and so tend to view events as discrete and unrelated.
- Thus, it is possible to discern three main levels of **causality** in this model of industrial conflict.

27. chicanery

- a. the use of tricks to deceive someone

Example:

- The investigation revealed political **chicanery** and corruption at the highest levels.
- Clearly there is some **chicanery** going on.

28. coagulate

- a. change from a liquid to a thickened or solid state

Example:

- Blood **coagulates** when it meets air.
- In extreme polarity, dreams **coagulate** into thought - form that is resonant.

29. coda

- a. the closing section of a musical composition

Example:

- The **coda** is often more technically difficult than the rest of the piece.
- Still, it was a happy **coda** to a difficult week for US debt markets.

30. commensurate

- a. corresponding in size or degree or extent

Example:

- Six yards is **commensurate** with eighteen feet.

- Employees are paid salaries **commensurate** with those of teachers.

31. conciliatory

- a. making or willing to make concessions

Example:

- Everyone was in a **conciliatory** mood at the start of the meeting.
- Perhaps you should adopt a more **conciliatory** approach.

32. confound

- a. be confusing or perplexing to

Example:

- Don't **confound** public affairs with private ones.
- Use their expectations and then **confound** them.

33. contention

- a. the act of competing as for profit or a prize

Example:

- His **contention** was that world trade barriers should be canceled.
- Her main **contention** is that doctors should do more to encourage healthy eating.

34. contentious

- a. showing an inclination to disagree

Example:

- She has some rather **contentious** views on education.
- 3. Animal welfare did not become a **contentious** issue until the late 1970s.

35. conundrum

- a. a difficult problem

Example:

- The administration is facing a familiar **conundrum**.
- Time will doubtless provide the answer to that **conundrum**.

36. conventional

- a. following accepted customs and proprieties

Example:

- She's very **conventional** in her views.
- He made a few **conventional** remarks about the weather.

37. convoluted

- a. highly complex or intricate

Example:

- His grammar explanations are terribly **convoluted**.
- Her book is full of long **convoluted** sentences.

38. craven

- a. lacking even the rudiments of courage; abjectly fearful

Example:

- They condemned the deal as a **craven** surrender.
- For a **craven** moment she was tempted to go back and throw herself on the mercy of the landlady.

39. decorum

- a. propriety in manners and conduct

Example:

- I was treated with **decorum** and respect throughout the investigation.
- I hope you will behave with **decorum** at the funeral.

40. deference

- a. courteous regard for people's feelings

Example:

- He treats her with such **deference**.
- The actress was accorded all the **deference** of a visiting celebrity.

41. delineate

- a. represented accurately or precisely

Example:

- The law and the necessary punishments **delineate** a bottom line for decent human interaction.
- **Delineate** the type of data being described by the data name.

42. denigrate

- a. charge falsely or with malicious intent

Example:

- You shouldn't **denigrate** people just because they have different beliefs from you.
- Ensure they speak well of us rather than **denigrate** us to their friends.

43. derivative

- a. a compound obtained from another compound

Example:

- I found the novel thin and **derivative**. I had expected more.
- His painting/style is terribly **derivative**.

44. dichotomy

- a. a classification into two opposed parts or subclasses

Example:

- There is a **dichotomy** between the academic world and the industrial world.
- The recent trend is to de-emphasize the classical **dichotomy**.

45. diffidence

- a. lack of self-assurance

Example:

- If I have any suggestions, I shall put them with garrulous hesitation and a suitable air of **diffidence**.
- He has **diffidence** in expressing his opinions.

46. diffuse

- a. spread out; not concentrated in one place

Example:

- Direct light is better for reading than **diffuse** light.
- The problem is how to **diffuse** power without creating anarchy.

47. digression

- a. a message that departs from the main subject

Example:

- Talking about money now would be a **digression** from the main purpose of this meeting.
- Please leave the **digression**, and get down to the business matter.

48. discerning

- a. having or revealing keen insight and good judgment

Example:

- Politicians are good at **discerning** public opinion.
- Today's consumers are sophisticated, **discerning** and demand quality products with real taste and flavor.

49. discordant

- a. not in agreement or harmony

Example:

- The two experiments gave us **discordant** results.

- The authorities on the issue are **discordant**.

50. discredit

- a. the state of being held in low esteem

Example:

- By telling lies he brought **discredit** upon Parliament.
- The company's lawyers tried to **discredit** her testimony.

Present Tense

Present tense has four different forms.

- Present Indefinite Tense/ Simple Present Tense
- Present Progressive (Continuous) Tense
- Present Perfect Tense
- Present Perfect Progressive (Continuous)

Present Indefinite Tense/ Simple Present Tense

The present indefinite tense, also known as simple present tense, denotes a stative or habitual or eternally true action.

Generally simple present tense is used to indicate an action which happens – *always, regularly, every day, daily, normally, generally, usually, occasionally, sometimes, often, rarely, frequently, nowadays, naturally, seldom, constantly, never, every a week, every year, once a year, on a week, at times, at present, now and then, or all the time.*

Structure:

- Subject (all other kinds) + verb in simple present form + . . .
- Subject (third person singular number) + verb in simple present form + s/es + . . .

Note: When 'be' verbs work as the main verb in a sentence, they are different from the above structures.

Person/Number	Singular	Plural
First	I am a good cricket player.	We are good cricket players.
Second	You are an irresponsible person.	You all are always irresponsible.

Third	The earth is smaller than Jupiter.	Junk foods are not good for health.
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There are some stative verbs which are usually used in simple tenses whether present or past or future. The stative verbs are:

Have	Hate	Appear	Smell	Sound
Understand	Need	See	Want	Own
Know	Hear	Like	Taste	
Believe	Love	Seem	Wish	

Examples:

- I know Samia.
- He understands it.
- They love swinging in the park.
- Some people do not believe in politics.
- I usually wake up at 6.00 AM.

Present Progressive (Continuous) Tense

The present progressive is used to indicate the ongoing time (now). However, the stative verbs do not usually take the form of present progressive even though they refer to the present time.

Now, continually, perpetually, at this moment, at the moment, right now, This season, this year, forever, etc. are usually the signs of a verb to take present progressive tense. However, these signs are not necessary all the time for a verb to present progressive tense.

Structure:

Subject + am/is/are + verb + *ing* + ...

Examples:

- I am going to the university ground.

- He is coming here for some tips.
- They are making a basketball ground.
- Why are you working in that horrible place?
- Four teams are playing at this moment.

This structure can also be used to demonstrate future time.

Examples:

- Sami is leaving for Bhutan tomorrow.
- I am going to complete my task tomorrow.
- Our bus is leaving at 6.00 PM.
- They are flying to Canada next month.

Present Perfect Tense

The present perfect tense is used when one intends to indicate:

- an action that occurred at a time which is indefinite and has its effect on the subject
- **or** an action that occurred many times and has the possibility to occur in the present/future
- **or** an action that began in the past and still going on in the present.

Just, already, yet, just now, ever, lately, recently, etc. are some of the signs for present perfect tense.

Note: *Already* comes between have/has and the past participle; *yet* appears with a negative form at the end of the sentence.

Structure:

Subject + have/has + verb in the past participle form + . . .

Examples:

- Sami has read the book written by Dan Brown. (No time is indicated)
- I have read this poem many times. (Not habitual but occurred many times in the past)
- He has lived in this apartment for 15 years. (Still going on)

Examples:

- Sami has already reached there.
- Sami has not reached yet.

- I have already cleaned the house.
- I have not cleaned the house yet.

Present Perfect Progressive (Continuous)

It is the least used form of present tense. Present perfect progressive is used to indicate an action that began in the past and is still occurring in the present. Both present perfect and present perfect continuous can be used to indicate this type of action.

Structure:

Subject + have/has + been + [verb + ing] + . . .

Examples:

- Sami has been reading for 3 hours.
- I have been sleeping since 10.00 AM.
- Sami has been working in that shop for 6 years.

EXERCISES ON PRESENT TENSE

Exercise 1

Direction: Complete the sentences with the verbs in brackets using present simple and progressive tense.

1. Look. He to us. (listen)
2. We at a hotel this week. (stay)
3. I to bed early on Sundays. (go)
4. My mum is at the shop. She a new dress. (buy)
5. Jill a lot of money. (have)
6. They usually on Sunday. (leave)
7. Please, stop! You so fast! (drive)
8. We in Berlin each year. (meet)
9. We to discos on Fridays. (go)
10. He normally on time. (come)
11. I can't hear you! I a shower. (have)
12. Sam his homework at night. (do)

Exercise II

Direction: Make these sentences negative using present simple and progressive tense.

1. very good. Why do you read such magazines?
2. Why such magazines? I'm doing housework at the moment.
3. housework at the moment. We go swimming on Tuesdays.
4. on Tuesdays. My Spanish pen friend sends me postcards.
5. me postcards. Why are you listening to us?
6. Why..... to us? What does Jack do?
7. What ? She's sitting over there.
8. over there. They have a house in the mountains.
9. in the mountains. We're having fun.
10. fun.

Exercise III

Direction: Use the words in brackets to complete these sentences using present perfect simple and continuous.

Example:

We can go home. We have mended three cars today. (mend)

We have been mending cars since the morning and we aren't finished. (mend)

1. She cakes all day. She's pretty tired. (bake)
2. How many puddings she? (make)
3. I my keys since we came home. Where are they? (look for)
4. I my keys several times. But I haven't found them. (look for)
5. Sam is so angry with you. What you to him? (do)
6. You are so dirty! What you? (do)
7. Joy on this computer yet. (not work)
8. Joy on the computer these days. It is broken. (not work)
9. How many years he this car? (have)

10. How long he the shower? I badly need the bathroom. (have)
11. I'm shattered. I well lately. (not sleep)
12. Is the new bed comfortable? I on it so far. (not sleep)

Exercise IV

Direction: Use the underlined words to make questions using present perfect simple and continuous.

Example: Sandra is a journalist. She publishes her interviews in American newspapers.

1. How long her articles in the American newspapers? My wife is learning Japanese. (publish)
2. she Japanese before? I met Cosby a few years ago. I know him. (learn)
3. How many years you him? I haven't done this for such a long time! (Know)
4. What you instead of it all the time? My hotel is quite prosperous. I run it myself. (do)
5. How long you the hotel? She wanted to borrow some money from me. (run)
6. she the money yet? I have a camera. I can take a picture of you. (borrow)
7. Good idea! you pictures for a long time? It's 10 o'clock and he isn't here yet. I'm not going to wait for him any longer. (take)
8. It's terrible. How long you for him? (wait)

Exercise V

Direction: Complete the following passage with the correct form of present tense.

Today (be) 1)..... the second day of my trek around Mount Annapurna. I am exhausted and my legs (shake) 2).....; I just hope I am able to complete the trek. My feet (kill, really) 3)..... me and my toes (bleed) 4)....., but I (want, still) 5)..... to continue. Nepal is a fascinating country, but I have a great deal to learn. Everything (be) 6) so different, and I (try) 7)..... to adapt to the new way of life here. I (learn) 8)..... a little bit of the language to make communication easier; unfortunately, I (learn, not) 9)..... foreign languages quickly.

I (travel, currently) 10) with Liam, a student from Leeds University in England. He (be) 11) a nice guy, but impatient. He (walk, always) 12) ahead of me and (complain) 13) that I am too slow. I (do) 14)..... my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old. Right now, Liam (sit) 15)..... with the owner of the inn. They (discuss) 16)..... the differences between life in England and life in Nepal.

Exercise VI

Read the following paragraphs. Can you spot the errors in tense? If yes, correct the errors and rewrite the paragraphs.

If you want to pick up a new outdoor activity, hiking is a great option to consider. It's a sport that is suited for a beginner or an expert—it just depended on the difficulty hikes you choose. However, even the earliest beginners can complete difficult hikes if they pace themselves and were physically fit.

Not only is hiking an easy activity to pick up, it also will have some great payoffs. As you walked through canyons and climbed up mountains, you can see things that you wouldn't otherwise. The views are breathtaking, and you will get a great opportunity to meditate on the world and your role in it. The summit of a mountain is unlike any other place in the world.

Past Tense

Past tense has four forms.

- Past Indefinite Tense/ Simple Past Tense
- Past Progressive (Continuous) Tense
- Past Perfect Tense
- Past Perfect Progressive (Continuous) Tense

Past Indefinite Tense

The past indefinite tense, also known as simple past tense, is used to indicate a finished or completed action/task that occurred/happened at a specific point in time in the past. 'A specific time' can be diverse and can cover a long period of time but it cannot be undeterminable.

Structure:

Subject + verb in the past form + . . . + adverb of time + . . .

Note: Adverb of time (e.g. yesterday, later, last year) can also be at the beginning of the sentence. Other sentences can also refer to that adverb and can use simple past tense.

Examples:

- Sami went to Mexico last year.
- I ate a mango a few minutes ago.
- He had an exam yesterday.
- I used to travel around the world when I was fit. (It can also indicate a habit of the past which is not a habit in the present.)

Past Progressive (Continuous) Tense

The past progressive tense is used to demonstrate an action that was happening in the past for a period of time in a particular context. The context can be a specific time or another action.

Structure:

Subject + was/were + verb + ing + . . . a specific time

Examples:

- Sami was sleeping yesterday at 6.30 AM
- I was cleaning the dishes at around 5.30-6.30 yesterday.

Structure:

When + subject + simple past tense + subject + was/were + verb+ing . . .

Examples:

- When I went out, Samia was shouting from behind.
- When Sami came, I was sleeping.

Structure:

Subject + was/were + verb+ing + when + subject + simple past tense . . .

Examples:

- Samia was shouting from behind when I went outside.
- I was sleeping when Sami came home.

Structure:

While + subject + was/were + verb+ing + subject + was/were + verb+ing . . .

Examples:

- While I was sleeping, Samia was making noises.
- While Sami was playing, I was sleeping.

Past Perfect Tense

The past perfect is used to demonstrate an action that occurred before another action in the past. There are usually two completed actions in the sentence; one happens before the other.

Structure:

Subject + had + past participle form of the main verb + before + subject + simple past tense . . .

Examples:

- Samia had completed the task before the teacher asked.
- I had bought a phone before you came here.

Structure:

Before + subject + simple past tense + subject + had + past participle form of the verb + . . .

Examples:

- Before I went to the office, I had finished some business with her.
- Before she went home, she had taken a test.

Structure:

Subject + simple past tense + after + subject + had + past participle . . .

Examples:

- Nihal ate after I had bought him a toy.
- I went to the office after I had finished some business with her.

Structure:

After + subject + had + past participle + subject + simple past tense . . .

Examples:

- After I had bought a phone, she came to the shop.
- After she had gone, I came in.

Note: *When* can be used in place of *before* or *after* in any of the above structures.

Past Perfect Progressive Tense

The **past perfect progressive tense** is an extension to the past perfect tense and its structures. Past perfect progressive is used to demonstrate an action which continued for a specific period of time but stopped before another action.

Structure:

Subject + had + been + verb+ing + . . . + for/since + . . . + before + subject + past simple tense

Examples:

- Akram had been playing cricket for 18 years before he retired.
- Sami had been living in Rajshahi since 2010 before he moved to Dhaka.

Note: This tense can be replaced by the past perfect tense withdrawing *for/since*.

EXERCISES ON PAST TENSE

Exercise I

Direction: Find mistakes and correct them using past simple and continuous.

1. I was doing my homework first and then I had a rest.
2. My mum was often driving when she was younger.
3. While daddy didn't look, Susan put his key in her pocket.
4. I needed to talk to her. And at 10 I was calling her.
5. I saw you with Jill at the cafe. You talked.
6. Your English is very good. Where were you studying?
7. As they walked along the river, they saw something in the water.

8. I was taking her to Dover. We had a great time.
9. The weather was perfect when the sun was shining. But it was changing soon.
10. When he met her, she wore a hat.

Exercise II

Read these sentences and make questions using past simple and continuous.

1. When I met him, he was talking on the telephone. Who to? (he | talk)
2. The company wanted to finish this house last week. And when it? (they | start)
3. I saw your wife last night. She was driving a car. What car? (she | drive)
4. I tried to get in touch with you last weekend. Why to get in touch with me? (you | want)
5. My sister was not listening when I wanted to tell her. What ? (your sister | do)
6. When I came to his bedroom, he was snoring. How ? (he | lie) On his back?
7. At 10 o'clock I was watching a documentary film. Which channel ? (you | watch)
8. I had an accident on Monday. What ? (happen | you)

Exercise III

In the following paragraphs, some of the sentences contain errors in verb tense. Write out the correct form of any verb that is used incorrectly

Late Bloomers

Some very remarkable adults are known to have experience quite unremarkable childhoods. English author G.K. Chesterton, for instance, could not read until the age of 8, and he usually finish at the bottom of his class. "If we could opened your head," one of his teachers remark, "we would not find any brain but only a lump of fat." Chesterton eventually become a successful novelist. Similarly, Thomas Edison was label a "dunce" by one of his teachers, and young James Watt was called "dull and inept."

Mona Lisa

Leonardo da Vinci's "Mona Lisa" is one of the most famous portraits in the history of painting. Leonardo took four years to complete the painting: he began work in 1503 and finish in 1507. Mona (or Madonna Lisa Gherardini) was from a noble family in Naples, and Leonardo may have paint her on commission from her husband. Leonardo is said to have entertain Mona Lisa with six musicians. He install a musical fountain where the water play on small glass spheres, and he give Mona a puppy and a white Persian cat to play with. Leonardo did what he could to keep Mona smiling during the long hours she sit for him. But it is not only Mona's mysterious smile that has impress anyone who has ever view the portrait: the background landscape is just as mysterious and beautiful. The portrait can be seen today in the Louvre Museum in Paris.

Exercise IV

Respond to the following situations using past perfect continuous.

Why were you so red?

1. Because I before we met. (jog)
Your test was absolutely correct.
2. Really? I for it so long. (revise)
Did you see Jane? She was so angry.
3. No wonder. She with her brother all day. (argue) Bill was exhausted.
4. Yes, he really was. He too long.
(work) Your parents went to bed very late.
5. They all afternoon.
(have a rest) Why were all the players so dirty at the end of the match?
6. Because they in mud. (play)
Did you get in touch with Richard in time?
7. Not really. But I to contact him all the time. (try) Was Grace your classmate?
8. No, she wasn't. But she Class B for a year before she left. (attend) Why were Matt and Sue so pale when they returned?
9. Because they in their room all their holiday. (stay) What time did Doris get up?
10. She till ten o'clock. (sleep)

Exercise V

Direction: Complete the following passage with the correct form of past tense.

When I 1) (be) 18 years old, I 2)..... (decide) to spend some time in America. However, until I 3)..... (save) enough money, I 4) (not tell) anybody about my plan. My mum 5) (be shocked), because we 6)..... (never be) abroad. At that time, I 7)..... (have) a pen-friend in Dallas and I 8)..... (always want) to see her. I 9)..... (know) that my English 10)..... (be) very good as I 11)..... (pass) Cambridge exams with grade A. Before I 12)..... (start) to write to Wendy, it 13)..... (never come) to my mind that I 14)..... (can) go to the States on my own. Nevertheless, after I 15)..... (decide) to set off, I just 16)..... (have) to go.

Subject-Verb Agreement

Being able to find the right subject and verb will help you correct errors of subject-verb agreement.

Rule 1. A subject will come before a phrase beginning with *of*. This is a key rule for understanding subjects. The word *of* is the culprit in many, perhaps most, subject-verb mistakes.

Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:

Incorrect: A bouquet of yellow roses lend color and fragrance to the room.

Correct: A bouquet of yellow roses lends . . . (bouquet lends, not roses lend)

Rule 2. Two singular subjects connected by *or*, *either/or*, or *neither/nor* require a singular verb.

Examples:

- My aunt or my uncle **is** arriving by train today.

- Neither Juan nor Carmen **is** available.
- Either Kiana or Casey **is helping** today with stage decorations.

Rule 3. The verb in an or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.

Examples:

- Neither the plates nor the serving bowl **goes** on that shelf.
- Neither the serving bowl nor the plates **go** on that shelf.

Rule 4. As a general rule, use a plural verb with two or more subjects when they are connected by and.

Example:

- A car and a bike **are** my means of transportation.

But note these exceptions:

Exceptions:

- Breaking and entering **is** against the law.
- The bed and breakfast **was** charming.

In those sentences, breaking and entering and bed and breakfast are compound nouns.

Rule 5a. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples:

- The politician, along with the newsmen, **is expected** shortly.
- Excitement, as well as nervousness, **is** the cause of her shaking.

Rule 5b. Parentheses are not part of the subject.

Example: Joe (and his trusty mutt) **was** always welcome.

Rule 6. In sentences beginning with here or there, the true subject follows the verb.

Examples:

- There are four hurdles to jump.
- There is a high hurdle to jump.
- Here are the keys.

Rule 7. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples:

- Three miles **is** too far to walk.
- Five years **is** the maximum sentence for that offense.

Rule 8. With words that indicate portions—e.g., a lot, a majority, some, all—Rule 1 given earlier in this section is reversed, and we are guided by the noun after of. If the noun after of is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

- A lot of the **pie** has disappeared.
- A lot of the **pies** have disappeared.
- A third of the **city** is unemployed.
- A third of the **people** are unemployed.
- All of the **pie** is gone.
- All of the **pies** are gone.
- Some of the **pie** is missing.
- Some of the **pies** are missing.

Rule 9. The word **were** replaces **was** in sentences that express a wish or are contrary to fact:

Example:

- If Joe **were** here, you'd be sorry.

Shouldn't Joe be followed by **was**, not **were**, given that Joe is singular? But Joe isn't actually here, so we say **were**, not **was**. The sentence demonstrates the **subjunctive mood**, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subjects with what we usually think of as plural verbs.

Examples:

- I wish it **were** Friday.

In this example, a wishful statement, not a fact, is being expressed; therefore, were, which we usually think of as a plural verb, is used with the singular it. (Technically, it is the singular subject of the object clause in the subjunctive mood: it were Friday.)

EXERCISES ON SUBJECT-VERB AGREEMENT

Exercise I

Direction: Circle the correct verb in each of the sentences below.

1. Your friend (talk-talks) too much.
2. The man with the roses (look-looks) like your brother.
3. The women in the pool (swim-swims) well.
4. Bill (drive-drives) a cab.
5. The football players (run-runs) five miles every day.
6. That red-haired lady in the fur hat (live-lives) across the street.
7. He (cook-cooks) dinner for his family.
8. The boys (walk-walks) to school every day.
9. The weather on the coast (appear-appears) to be good this weekend.
10. The center on the basketball team (bounce-bounces) the ball too high.

Exercise II

Directions: Put a C if the sentence is correct, an X if it is not correct.

1. ____ They have been waiting a long time.
2. ____ The pen or the pencil are lost.
3. ____ Someone don't understand.
4. ____ Those has been cheaper in the past.
5. ____ Randy and Juan like sports.
6. ____ These are really special.
7. ____ You rides with me.
8. ____ All of them goes to school.
9. ____ Tony likes Mary.
10. ____ That movie was awesome.

Exercise III Directions: Write the correct verb in the blank to the left of each sentence. See the instructor for answers.

1. Everybody _____ asked to be quiet. (be)
2. In a marathon, few of the starters _____ the race. (do)
3. Sixty days _____ not enough time to complete the project.
(be)
4. All of the workers _____ receiving their bonus. (do)
5. On our street _____ many tall trees. (be)
6. It _____ make any difference. (do)
7. The value of cars and motorcycles _____ increased. (be)
8. The principal and her husband _____ honored guests.
(be)

9. Either the pitcher or the base runners _____ caught napping. (be)
10. One of my friends _____ in E.S.P. (be)
11. Have you ever heard the expression, "No new _____ good news?" (be)
12. There _____ several dents in the car. (be)
13. Louise _____ want to drive that long distance. (do)
14. Either Luis or Horace _____ the bills in our house. (do)
15. A boy and a girl _____ here to see you. (do)
16. The box of apples _____ on the porch. (be)
17. Some of the job applicants _____ expected to pass the difficult screening test. (be)
18. The army _____ conducting maneuvers in March. (be)
19. Here _____ the family now. (be)
20. Neither of us _____ going to work. (be)
21. _____ they know when to quit? (do)
22. Thirty minutes _____ the time limit for the test. (be)
23. Measles _____ a disease most children experience. (be)
24. The class _____ turning in their registration forms today. (be)
25. Beyond the mountains _____ a fertile valley. (be)

Exercise IV Directions: Write the correct verb in the blank to the left of each sentence. See the instructor for answers.

I love to play bocce*. The game 1) _____ (do) not require any special athletic abilities. There is a new bocce league at the recreational center. There 2) _____ (be) several teams in the league. I have a new set of bocce balls. My friend 3) _____ (have) a new pallino** ball. Bocce is a game for people of all ages. I 4) _____ (be) going to show you how to play. The players take turns rolling a ball down the court. Each of the players 5) _____ (take) one ball and aims for the pallino. We try to get our balls as close to the pallino as possible. Rick often 6) _____ (try) to bounce his ball off the side of the court. Nobody enjoys playing bocce more than I do. Everybody who plays bocce 7) _____ (enjoy) the game. There are four players on each team. There 8) _____ (be) a tournament at the end of the season. The winners of the tournament carry home a trophy. Everyone 9) _____ (carry) home good memories. I am ready to play a game now. You and your friends 10) _____ (be) welcome to join us.

*Bocce, also known as Italian lawn bowling, is one of the most widely played games in the world and is one of the oldest lawn or yard games.

**Standard bocce sets contain 8 colored balls — 4 balls each to a color, typically green and red — and one smaller ball, called the jack or pallino.

SOURCES (Grammar and Vocabulary)

Materials have been collected and adapted from the following sources:

- <https://www.learngrammar.net/>
- <https://www.e-grammar.org/>
- <https://www.grammarbook.com/grammar/subjectVerbAgree.asp>
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- <https://www.worldclasslearning.com/english/list-of-verbs-nouns-adjectives-adverbs.html>
- <https://www.thoughtco.com/proofreading-for-errors-in-verb-tense-1690362>
- <https://courses.lumenlearning.com/engcomp1-wmopen/chapter/text-verb-tenses-and-agreement/>

MID TERM II Materials

Cause and Effect Paragraph

Definition: A cause and effect paragraph shows the result or results that follow from an event or the cause or causes of an event.

Purpose: To explain to the reader how one thing may affect another.

Practical Uses: You may want to explain why changes happened in a chemistry experiment. You might need to analyze a drop in sales at your business.

(<http://www.elcamino.edu/academics/basicskills/English%20B%20Handbook%20Fourth%20Edition%202014.pdf>)

A cause-effect paragraph shows the reader the relationship between something that happens and its consequences, or between actions and results. For example: if too much commercial fishing is allowed in the Padma River (action), the fish population in some areas may diminish or disappear (result). Cause-effect paragraphs can be informative and insightful. Unity is achieved in this type of paragraph by deciding if causes or effects will be the focus. We write these types of paragraphs to

- To understand a situation
- To solve a problem
- To predict an outcome
- To entertain
- To persuade

Kinds of Cause-effect paragraphs:

1. Focus on causes: In which the writer focuses on the causes of something.

2. Focus on effects: In which the writer emphasizes the effects or results of a cause.

Example: If your teacher asks you to write a paragraph about culture shock. You have to make a choice of writing either a cause paragraph or an effect paragraph.

Focus on cause method: (why something happened): You should focus on the causes of culture shock- perhaps three or four things that lead people to suffer from culture shock. The details would address the causes, and ask “why do people experience culture shocks?”

Focus on effects method: (what happens when...?): You should focus on the effects of culture shock- perhaps three or four things that people with culture shock feel or

experience. By choosing the focus-on-effect method, your details would explain how culture shock affects people. The detail part would address the effects. You might begin with this question: what happens to people who experience culture shock?

Regardless of the way that you choose to develop a cause-effect paragraph, the following organizational structure can apply:

- In the paragraph's topic sentence, make your claim that x, or x and y, or x, y and z, were the causes for the event (effect).
- In the paragraph's body, use evidence and commentary to describe the process of how these causes, x, y, and z, led up to the effects.
- In the paragraph's conclusion, describe the resulting effect(s).

(Adapted from <https://www.uhv.edu/student-success-center/resources/e-p/organizing-cause-effect-paragraphs/> on 4 December, 2018 at 11:00 pm).

Useful transitional devices:

For cause: For, because, since, due to, for this reason one reason, another reason, first, second, creates on, account of, leads to..., for that reason, causes are
For effect: So, as a consequence, as a result, consequently, otherwise, therefore, thus, accordingly, thus, therefore, hence, because of

Sample paragraph 1

Pollution and Human Life

Pollution which is one of the biggest problems facing the world today has many effects on human life. **First of all**, pollution is bad for people's health. **For example**, smog, caused by car's exhaust fumes and factory emissions, can lead to lung diseases in humans. **Also**, food and water can be polluted by poisonous chemicals, and this can cause cancer in the people who consume them. **Another effect** of pollution is the destruction of human habitat. **Thus**, an oil spill can make an area where people previously lived uninhabitable. **Another example** is the nuclear disaster in Fukushima, Japan, which made it impossible for people to live in a large area around the site of the explosion. **Finally**, pollution can also have negative effects on people's psychology. People who live in a clean, unspoilt landscape like the Swiss Alps will tend to be more positively affected by their environment than people who live in a polluted, rubbish-strewn city such as London. **To sum up**, pollution has many negative

effects on the lives of humans. (173 word)

(Source: http://writing.itu.edu.tr/sample_writing_process_effect.pdf)

Sample paragraph 2

Headaches

Headaches can have several causes. Many people think that the major cause of headache is nervous tension, but there is strong evidence that suggests diet and environment as possible factors. Some people get headaches because they are dependent on caffeine. Other people may be allergic to salt, or they may have low blood sugar. Still other people are allergic to household chemicals including polishes, waxes, bug killers, and paint. If they can manage to avoid these substances, their headaches tend to go away. When a person has recurring headaches, it is worthwhile to look for the underlying cause, especially if the result of that search is freedom from pain. (109 words)

Sample Paragraph 2 with clear support sentences

Headaches can have several causes. **One obvious cause is stress.** People have hectic lives and frequently have multiple stressors every day, like work, family and money. **Another reason for headaches in some people has to do with diet.** Some get headaches because they are dependent on caffeine. Other people may be allergic to salt, or they may have low blood sugar. **The environment can also cause this uncomfortable condition.** Allergens such as household chemicals including polishes, waxes, bug killers, and paint can lead to headaches. Lowering stress, controlling your diet and avoiding allergens can help avoid headaches. (97 word)

Sample Paragraph 3

Headaches

Recurring headaches can have several disruptive effects on a person's life. Severe headaches are more than temporary inconveniences. In many cases, these headaches make a person nauseous to the point that he or she must go to bed. Sleep is often interrupted because of the pain. This worsens the physical and emotional state of the sufferer. For those who try to maintain a normal lifestyle, drugs are often relied on to get through the day. Such drugs, of course, can have other negative side effects. Productivity on a job can certainly be reduced, even to the point of regular absences. Finally, perhaps the most distressing aspect of all this is the seemingly unpredictable occurrence of these headaches. The interruption to a person's family life is enormous: cancelling plans in the last minute and straining relationships with friends and family. It is no wonder that many of these people feel discouraged and even depressed. (155 words)

Sample Paragraph 3 with cause/effect signal words:

Headaches

Recurring headaches can have initiate disruptive effects in a person's life. **Initially**, in many cases, these headaches make a person nauseous to the point that he or she must go to bed. **Furthermore**, sleep is often interrupted because of the pain. Disrupted sleep worsens the physical and emotional state of the sufferer. For those who try to maintain a normal lifestyle, drugs are often relied on to get through the day. Such drugs, of course, **can lead to** other negative effects. Drugs can inhibit productivity on a job, perhaps even **causing** regular absences. Not only is work affected, but the seemingly unpredictable occurrence of these headaches **leads to** disruption in family life. The interruption to a person's family life is enormous: cancelling plans in the last minute and straining relationships with friends and family. It is no wonder that many of these people feel discouraged and even depressed due to the cycle of misery reoccurring headaches cause. (157 words) (Source: <http://www.eng010.net/paraagraphs/cuase-effect%20paragraphs.pdf>)

Outline:

Remember, your supporting sentences can be causes or effects or causes and effects.

Pre write on a separate paper and then complete the outline below.

Topic

Sentence:

Supporting Sentence #1:

Specific examples/proof/details:

Supporting Sentence #2:

Specific examples/proof/details:

Supporting Sentence #3:

Specific examples/proof/details:

Supporting Sentence #4: (if used)

Specific examples/proof/details:

Concluding Sentence:

Cause and effect exercise:

Exercise 1: Causes and Effects of the Popularity of Fast Food Restaurants

Exercise 2: Internet Influence on kids

Exercise 3: Effect of school bullying on children

Exercise 4: Causes and effects of reading books

Compare & Contrast Paragraph

Definition: A comparison paragraph explains the similarities in two subjects. A contrast paragraph explains

the differences in two subjects.

Purpose: To show how subjects are alike or different.

Practical Uses: In an English class, you might explain the differences between two poems by the same author.

When looking at apartments to rent, you might compare and contrast their location, rent, and size.

(<http://www.elcamino.edu/academics/basicskills/English%20B%20Handbook%20Fourth%20Edition%202014.pdf>)

In a compare and contrast [paragraph](#), we [write](#) about the similarities and differences between two or more people, places, things, or ideas. A compare and/or contrast paragraph is required when we are asked to examine similarities and/or differences. Compare focuses on similarities. Contrast focuses on differences. There are two methods for organizing a compare and/or contrast paragraph.

Point-by-point Method

The Point-by-Point method alternates arguments about the two items (A and B) that you are comparing and/or contrasting. The pattern is as follows:

- o Point 1 - discuss A
- o Point 1 - discuss B
- o Discussion about overall links between A and B

- o Point 2 – discuss A
- o Point 2 - discuss B
- o Discussion about overall links between A and B
- o Etc.

This method is often easier for a reader to follow because similarities and differences are more obvious when placed next to each other.

Block/ Subject-by subject Method:

The Block Method presents all arguments related to A, and then compares and/or contrasts them to all arguments related to B. This style is a little bit more difficult to use because there is so much space between points about A and points about B; however, it can be useful for shorter assignments. The pattern is as follows:

- o Point 1 about A
- o Point 2 about A
- o Etc.
- o Point 1 about B (with discussion about connections to A)
- o Point 2 about B (with discussion about connections to A)
- o Etc.

Pointer: Make sure to present your points in the same order for A and B!

Useful transitional devices:

<p>For comparison: similar to, similarly, in the same way, like, equally, again, also, too, each of, just as . . . so,</p>

<p>For contrast: in contrast, on the other hand, on the contrary, different from, whereas, while, unlike, however, but, although, however, conversely, yet, unlike</p>

Sample paragraph 1

What Characteristics Distinguish Plants from Animals?

There are several characteristics which distinguish plants from animals. Green plants are able to manufacture their own food from substances in the environment. This process is known as photosynthesis. **In contrast**, animals, including man, get their food either directly from plants or indirectly by eating animals which have eaten plants. Plants are generally stationary. Animals, **on the other hand**, can usually move about. In

external appearance, plants are usually green. They grow in a branching fashion at their extremities, and their growth continues throughout their lives. Animals, **however**, are very diverse in their external appearance. Their growth pattern is not limited to their extremities. It is evenly distributed and only occurs in a definite time period. Therefore, the differences between plants and animals is quite significant. (126 words) (Source: www.une.edu.au/__data/assets/pdf_file/0008/12959/paragraph-comp.pdf)

Sample paragraph 2

Gorillas and Chimpanzees

Gorillas and chimpanzees have many physical similarities, as well as behaviors in common. Both belong to the highest order of mammals, the primates (or apes). This means that their genetic makeup is very similar. Additionally, these primates are similar in height. Adult male gorillas and chimps are generally 5 feet tall. Another physical similarity is that these primates have opposable digits on both the hands and feet. This similarity leads to one of their behaviors in common. These digits make the primates able to grasp and manipulate objects. Gorillas and chimps are able to provide shelter for their families. Chimps use their hands to collect twigs and leaves to create soft nests in trees for their family groups. Likewise, female and baby gorillas also sleep in trees in homemade twig nests. Male gorillas are too heavy to sleep in the trees so they sleep at the base of the tree that holds their family. Diet is another similarity between the two primate groups. The image of the fierce gorilla is softened when it is realized that they, like chimps, prefer a diet of fruit, nuts and vegetables. These physical and behavioral similarities highlight some of the links between two members of the primate family. (204 words) (Source: <https://www.britannica.com/story/whats-the-difference-between-monkeys-and-apes>)

Sample paragraph 3

Basketball and Soccer

Basketball and soccer are sports with many similarities and differences. Both sports are fun to play and each one has many beneficial qualities. Basketball and soccer are played with a round ball. They both provide a ton of cardiovascular exercise such as running; so if you want to get in shape these are the sports to play. A referee judges each game. When a player breaks the rules he or she is called for a foul. A soccer player receives a red or yellow card and a basketball player is called for a foul. Finally a score is kept in each game. The team with the highest score wins. Even though basketball and soccer are similar, differences do exist. Even though an athlete dribbles the ball in both sports, a basketball player uses his hands and a soccer player uses his feet. Usually soccer is played outside on a large field and basketball is played indoor on a court made out of wood. Basketball is played with 5 players and soccer has 11. Lastly, basketball has four quarters and soccer has two halves. In conclusion, both sports are fun and exciting to play. Each one offers exercise and competitiveness. Also, they are unique in their own

way. (207 words) (Source: <http://www.aichi-gakuin.ac.jp/~jeffreyb/write/compareEval.html>)

Compare and Contrast Paragraph

Exercise 1: Write a compare and/or contrast paragraph between city life and urban life.

Exercise 2: Write a compare and/or contrast paragraph between school friend and university friend.

Outlines for Comparison and Contrast Paragraph

NOTE: Choose one of these two outlines: The first pattern gives all the information about A, then all the information about B, and the second pattern moves back and forth (A point one, B point one, and so forth). These outlines serve only as guides. You may have more or fewer than three points of contrast or comparison to discuss.

ALL A, THEN ALL B PATTERN

Topic Sentence:

Subject A: _____

Point 1: _____

Facts, details, examples, and explanations:

Point 2: _____

Facts, details, examples, and explanations:

Point 3: _____

Facts, details, examples, and explanations:

SUBJECT B: _____

Point 1: _____

Facts, details, examples, and explanations:

Point 2: _____

Facts, details, examples, and explanations:

Point 3: _____

Facts, details, examples, and explanations:

Concluding Sentence:

A-B, A-B PATTERN

Topic Sentence:

Point 1: _____

Subject A: Facts, details, examples, and explanations:

Subject B: Facts, details, examples, and explanations:

Point 2: _____

Subject A: Facts, details, examples, and explanations:

Subject B: Facts, details, examples, and explanations:

Point 3: _____

Subject A: Facts, details, examples, and explanations:

Subject B: Facts, details, examples, and explanations:

Concluding Sentence:

(http://college.cengage.com/devenglish/fawcett/evergreen/8e/improve/outline_ch10.doc)

3. Confusing Word Pairs

1. Accept/Except

accept: A verb meaning “to agree to” or “to receive”

EXAMPLE: I accept your apology.

except: A preposition meaning “excluding”

EXAMPLE: I like all vegetables except broccoli.

2. Affect/Effect

affect: A verb meaning “to influence”

EXAMPLE: Will missing class affect my grade?

effect: A noun meaning “result” or a verb meaning “to cause”

EXAMPLES: The effect of missing class will be a lower grade. (noun) Only the supervisor could effect change to the rules. (verb)

3. Allusion/Illusion

allusion: A noun describing an indirect reference to something

EXAMPLE: The speaker made an allusion to a Greek myth.

illusion: A noun indicating something that misleads or gives a false meaning or appearance

EXAMPLE: A magician uses illusion to entertain the audience.

4. Cite/Site/Sight

cite: A verb meaning “to quote an example or authority”

EXAMPLE: You must cite all of your sources in your research paper.

site: A noun meaning “a particular place”

EXAMPLE: We visited several tourist sites.

sight: A noun describing the function of “seeing”

EXAMPLE: Human beings have five senses: sight, touch, taste, sound, and smell.

5. Compliment/Complement

compliment: A noun that means “an expression of flattery, praise, or admiration”

EXAMPLE: Her compliment of my new dress made me smile.

complement: A noun that means “to complete” or “to add to” something

EXAMPLE: Butter is the perfect complement for bread.

6. Council/Counsel

council: A noun meaning “a group of people who meet together to make decisions”

EXAMPLE: Kamri was elected president of the school’s student council.

counsel: A noun meaning “advice” or a verb meaning “to advise”

EXAMPLES: My mom gave me good counsel about living on my own. (noun) She counseled me to not procrastinate my homework. (verb)

7. Explicit/Implicit

explicit: An adjective meaning “direct”

EXAMPLE: Professor Anderson gave explicit instructions for writing the paper.

implicit: An adjective meaning “implied”

EXAMPLE: Her description of the party contained an implicit insult of the host.

8. Farther/Further

farther: An adjective that describes an actual distance and that means “a greater extent or degree”

EXAMPLE: My house is farther from campus than yours.

further: An adjective meaning “more distant in degree, time, space, or quantity”

EXAMPLE: Nothing could be further from the truth.

9. Fewer/Less

fewer: An adjective meaning “a small number” that refers to things that can be counted

EXAMPLE: Children have fewer teeth than adults.

less: An adjective meaning “little” that refers to a general amount or non-countable measurement

EXAMPLE: I prefer less salt on my popcorn.

10. Good/Well

good: An adjective meaning “suitable”

EXAMPLE: It was a good movie.

well: An adverb meaning “in a proper manner”

EXAMPLE: She plays basketball well.

11. Imply/Infer

imply: A verb meaning “to suggest or state indirectly” that refers to the action of the speaker

EXAMPLE: He implied that I wasn’t capable of completing the job.

infer: A verb meaning “to conclude” that refers to the action of the listener

EXAMPLE: I inferred there was trouble from the sight of the police cars.

12. Its/It’s

its: A personal possessive pronoun of “it”

EXAMPLE: The bird broke its wing.

it's: A contraction meaning "it is" or "it has"

EXAMPLE: Unfortunately, it's time to leave, even though it's been a while since I've seen you.

13. Lay/Lie

lay: A verb that means "to put or place" and that needs a direct object

EXAMPLE: Lay the book on the table.

lie: A verb that means "to rest or recline" and that takes no direct object

EXAMPLE: I'm going to lie down for a while.

14. Loose/Lose

loose: An adjective meaning "not tight"

EXAMPLE: I like to wear loose clothing.

lose: A verb that means "to misplace" or "to be defeated"

EXAMPLE: I hate it when I lose my keys.

15. May be/Maybe

may be: A verb phrase meaning "it might be possible"

EXAMPLE: The storm may be more hazardous than we thought.

maybe: An adverb showing possibility

EXAMPLE: Maybe you should go to the doctor and have your sore throat checked.

16. Principal/Principle

principal: A noun meaning "the head of a school" or an adjective meaning "most important"

EXAMPLES: Mrs. Smith, the principal of the school, is a very energetic woman.
(noun)

The principal speaker of the program spoke first. (adjective)

principle: A noun meaning "a basic truth"

EXAMPLE: Lying is against my principles.

17. Quite/Quiet/Quit

quite: An adverb meaning "whole" or "complete"

EXAMPLE: He is quite thorough in his calculations.

quiet: An adjective meaning "not making noise"

EXAMPLE: Please be quiet; the baby is sleeping.

quit: A verb meaning “to stop” or “give up”

EXAMPLE: I quit my job last Thursday.

18. Set/Sit

set: A verb meaning “to place” and requiring a direct object

EXAMPLE: Ashley set her books on the table and got a snack.

sit: A verb meaning “to be seated” and that takes no direct object

EXAMPLE: Come sit by me.

19. Than/Then

than: A conjunction introducing a second element in a comparison

EXAMPLE: I am taller than my sister.

then: An adverb meaning “at that time,” “next,” or “after”

EXAMPLE: He picked up the tickets, and then he picked up his date.

20. There/Their/They’re

there: An adverb meaning “in that place”

EXAMPLE: Put the books down there.

their: A personal possessive pronoun for “they”

EXAMPLE: It’s their fault!

they’re: A contraction for “they are”

EXAMPLE: They’re going to eat dinner at seven.

21. Thorough/Through/Threw

thorough: An adjective meaning “complete in all respects”

EXAMPLE: Steve did a thorough job washing my car.

through: A preposition meaning “in one side and out another side”

EXAMPLE: To get to my apartment, you must drive through the tunnel.

threw: The irregular past tense form of the verb “throw”

EXAMPLE: Chris threw the ball at me and hit me in the head.

22. To/Too/Two

to: Either a preposition or the initial part of an infinitive verb phrase

EXAMPLES: My mom sent me to the store. (preposition)

To break the law is wrong. (infinitive)

too: An adverb meaning “also”

EXAMPLE: I like dancing, and I like singing, too.

two: The number 2

EXAMPLE: I have two dogs.

23. Weather/Whether

weather: A noun referring to the condition of the atmosphere

EXAMPLE: We are having unusual weather for this time of year.

whether: A conjunction that indicates a choice between things

EXAMPLE: Sarah couldn't decide whether she should go to the dance or stay home and study.

24. Whose/Who's

whose: A personal possessive pronoun for “who”

EXAMPLE: Whose book is that anyway?

who's: A contraction for “who is” or “who has”

EXAMPLES: Who's here?

Who's got the answer?

25. Your/You're

your: A personal possessive pronoun for “you”

EXAMPLE: Is that your new car?

you're: A contraction for “you are”

EXAMPLE: You're a good friend.

Phrasal Verbs

1. Pick up: answer a telephone call.

*I kept calling her but she wouldn't **pick up**, so I couldn't tell her the news.*

2. Speak up: talk more loudly.

*(On the phone) Could you **speak up**, please? I can't hear you properly.*

3. Hang up (on sb.): end a telephone call.

*She **hung up** on me when I told her I what I'd done.*

4. Chill out: calm down and relax.

*At the end of the day, I just want to put my feet up and **chill out** before going to bed.*

5. Doze off: fall lightly asleep.

*I don't take a real nap after lunch, I simply **doze off** for a bit in front of the TV.*

6. Run out of (sth.): finish one's supply of something.

*We've **run out of** eggs; could you go and get some more, please?*

7. Put sth. back: replace something.

*Remember to **put** the books **back** on the shelves when you finish reading them.*

8. Look after sb./sth.: take care of something or someone.

*I normally ask my parents to **look after** my dog when I'm on holiday abroad.*

9. Talk back to sb.: reply defiantly or insolently.

*Unfortunately, all children **talk back to** their parents from time to time.*

10. Go for sth.: decide on something; choose.

*(In a restaurant) I think I'll **go for** the steak this time. I didn't like the fish the other day.*

11. Break up (with sb.): end a romantic relationship with someone.

*After they **broke up**, he didn't leave his house for a week.*

12. Break (sth.) down: stop or cause to stop functioning.

*My TV seems to be **breaking down** all the time.*

13. Hang (sth.) out (to dry): hang from a clothes line to dry.

*I don't mind ironing, but I hate **hanging** the clothes **out** to dry.*

14. Wash (sth.) up: clean crockery and cutlery after use.

*I don't have to **wash up** any more; I bought myself a dishwasher.*

15. Warm sth. up: reheat previously cooked food or drink.

*I sometimes have to **warm up** my coffee because it takes me a whole morning to drink it.*

Academic Word List 2

1. discrepancy

- a. a difference between conflicting facts or claims or opinions

Example:

1. A **discrepancy** in the financial reports is the reason for the audit.
2. When the store manager noticed a **discrepancy** in the inventory, he called all of his employees into his office.

2. discrete

- a. constituting a separate entity or part

Example:

1. Brown and white rice are two **discrete** varieties.
2. A watch is made up of many **discrete** gears.

3. disinterested

- a. unaffected by concern for one's own welfare

Example:

1. The bowl is full because the dog is **disinterested** in his new food.
2. When the professor believed his students were **disinterested** in his lectures, he would stop talking to see if anyone would notice.

4. disjointed

- a. taken apart at the points of connection

Example:

1. Having just woken up from sleep, whatever words my little brother was trying to say to me was **disjointed** and impossible to decipher.
2. Their work plan is entirely unsystematic so far as matter is concerned, chaotic and **disjointed** in style.

5. dismiss

- a. stop associating with

Example:

1. Don't **dismiss** any possibility.
2. Tom was **dismissed** from his job.

6. disparage

- a. express a negative opinion of

Example:

1. It is never right to **disparage** people based on their language.
2. Do not **disparage** your mother for making you do the chores.

7. dissemble

- a. behave unnaturally or affectedly

Example:

1. Although I am willing to help you as much as I can, I will not lie and **dissemble** the truth about your lousy work history.
2. While it may be easier to **dissemble** your true feelings from others, it is always best to be honest with those you love.

8. disseminate

- a. cause to become widely known

Example:

1. Once we finalize the agreement, I will **disseminate** funds into your account.
2. The news was **disseminated** broadly.

9. dissolution

- a. separation into component parts

Example:

1. The **dissolution** of their friendship was caused by nasty gossip.
2. Extreme conflicting opinions led to the **dissolution** of the company's executive board.

10. dissonance

- a. disagreeable sounds

Example:

1. There is a great deal of **dissonance** between what a liar says and does.
2. Despite the peaceful intentions of the protestors, the **dissonance** among the groups led to a small riot.

11. dogmatic

- a. pertaining to a code of beliefs accepted as authoritative

Example:

1. The preacher was a **dogmatic** individual who was quick to argue with anyone who challenged his opinion.
2. The government's **dogmatic** approach to improving the country's educational system has not been welcomed by teachers.

12. dupe

- a. fool or hoax

Example:

1. I won't be his **dupe** any longer.
2. The perpetrators of the hoax managed to **dupe** respectable journalists into printing their story.

13. eclectic

- a. selecting what seems best of various styles or ideas

Example:

1. The restaurant's menu was **eclectic** and included foods from a number of ethnic groups and cultures
2. My friends are an **eclectic** group of individuals who can rarely agree on a single topic.

14. efficacy

- a. capacity or power to produce a desired effect

Example:

1. Fortunately, the medicine had the **efficacy** to reduce the amount of pain John was feeling.
2. In order to test the **efficacy** of its new security system, the bank staged a fake robbery.

15. elegy

- a. a mournful poem; a lament for the dead

Example:

1. During the funeral, Clay played an instrumental **elegy** for his brother.
2. When the princess died, one of her favorite songwriters wrote a moving **elegy** for her.

16. elicit

- a. call forth, as an emotion, feeling, or response

Example:

1. The comedian hoped his jokes would **elicit** a great deal of laughter from the audience.
2. The police chief hoped to **elicit** the truth about the missing evidence from the corrupted officer.

17. embellish

- a. make more attractive, as by adding ornament or color

Example:

1. Your narrative would be better if you did not **embellish** it with so many unnecessary details.
2. Just tell the truth and don't **embellish** the story by any means.

18. empirical

- a. derived from experiment and observation rather than theory

Example:

1. Our data is based on **empirical** evidence collected in numerous studies.
2. The judge ordered the lawyer to present the **empirical** evidence to the court.

19. endemic

- a. native to or confined to a certain region

Example:

1. Many of the birds that were once **endemic** to Africa are now being bred in the United States.
2. While malaria is rarely seen in the United States, it is **endemic** to several tropical countries.

20. enervate

- a. weaken mentally or morally

Example:

1. The general devised an attack to **enervate** and conquer his enemy.
2. The wolf's plan of attack was to **enervate** the buffalo and kill it.

21. erudite

- a. having or showing profound knowledge

Example:

1. The room was full of **erudite** scholars who made the discussion fun and interesting.
2. Our **erudite** instructor was able to answer every question asked by our class.

22. eulogy

- a. a formal expression of praise for someone who has died

Example:

1. At the funeral service, John used the **eulogy** to fondly recall his father's dedication to the homeless.
2. The minister delivered a long **eulogy**.

23. euphemism

- a. an inoffensive expression substituted for an offensive one

Example:

1. The phrase has become a **euphemism** for the erosion of workers' basic rights.

24. exacerbate

- a. make worse

Example:

1. If you do not take your medicine, your condition will **exacerbate**, and you will feel worse.
2. If you do not tell the truth in court, you will only **exacerbate** your situation.

25. exigency

- a. a pressing or urgent situation

Example:

1. Economic **exigency** obliged the government to act.
2. Until my attacker is found, I consider having a bodyguard to be an **exigency**.

26. facilitate

- a. make easier

Example:

1. The facts will help **facilitate** group discussion.
2. Various laws have been passed to **facilitate** agrarian credit.

27. fallacious

- a. containing or based on incorrect reasoning

Example:

1. His argument is based on **fallacious** reasoning.
2. Don't be misled by the **fallacious** advertisement.

28. felicitous

- a. exhibiting an agreeably appropriate manner or style

Example:

1. The **felicitous** music made me happy.
2. Since I have plans to go to the beach today, I hope the weather is **felicitous**.

29. flag

- a. a rectangular piece of cloth of distinctive design

Example:

1. Bare your head when the **flag** is raised.
2. Every morning the **flag** is raised on its pole.

30. fledgling

- a. young bird that has just fledged or become capable of flying

Example:

1. The **fledgling** country just declared its independence a few months ago.
2. The current economic climate is particularly difficult for **fledgling** businesses.

31. flout

- a. treat with contemptuous disregard

Example:

1. Safety guidelines exist for a reason, and if you **flout** them, there could be serious consequences.

2. No one can **flout** the rules and get away with it.

32. forestall

- a. keep from happening or arising; make impossible

Example:

1. We must act now to **forestall** disaster.
2. I left the room to **forestall** involvements.

33. frugality

- a. prudence in avoiding waste

Example:

1. The principle of diligence and **frugality** applies to all undertakings.
2. We must practice the strictest **frugality** and economy.

34. garrulous

- a. full of trivial conversation

Example:

1. **Garrulous** people make great talk show hosts.
2. This man does not speak in a straightforward manner, he is **garrulous**.

35. gregarious

- a. temperamentally seeking and enjoying the company of others

Example:

1. If you want to be more approachable, show a **gregarious** smile.
2. As **gregarious** as you are with me, I am sure everyone will admire you.

36. gullible

- a. naive and easily deceived or tricked

Example:

1. The **gullible** woman gave all her money to a fake charity.
2. **Gullible** people tend to believe whatever they are told.

37. homogeneous

- a. all of the same or similar kind or nature

Example:

1. The population of the village has remained remarkably **homogeneous**.
2. The unemployed are not a **homogeneous** group.

38. hyperbole

- a. extravagant exaggeration

Example:

1. It was not **hyperbole** to call Hitler the worst dictator in past one hundred year.
2. The film is being promoted with all the usual **hyperbole**.

39. idolatry

- a. the worship of idols or images that are not God

Example:

1. It is sad how many people exhibit **idolatry** towards celebrities.
2. The queen was adored to the point of **idolatry**.

40. immutable

- a. not subject or susceptible to change or variation

Example:

1. This decision should not be seen as **immutable**.
2. My medical condition is **immutable** and cannot be altered even with medication.

41. **impair**

- a. make worse or less effective

Example:

1. Loud noise can **impair** your hearing.
2. Tiredness can seriously **impair** your ability to drive.

42. **impassive**

- a. having or revealing little emotion or sensibility

Example:

1. Her **impassive** face showed no reaction at all.
2. It is so difficult to remain **impassive** when you're faced with a life or death situation.

43. **impede**

- a. be a hindrance or obstacle to

Example:

1. If you do not eat while you are sick, the lack of nutrients will **impede** your recovery.
2. The government project was **impeded** by a number of factors.

44. **implicit**

- a. suggested though not directly expressed

Example:

1. The handshake between the two men was their **implicit** agreement to the terms of the contract.
2. Her words contained an **implicit** threat.

45. **inadvertently**

- a. without knowledge or intention

Example:

1. Viruses can be spread **inadvertently** by email users.
2. We had **inadvertently** left without paying the bill.

Future Tense

Functions of simple future tense

The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The simple future is used:

- To predict a future event:
It **will rain** tomorrow.
- With I or We, to express a spontaneous decision:
I'll pay for the tickets by credit card.

- To express willingness:
I'll do the washing-up.
He'll carry your bag for you.
- In the negative form, to express unwillingness:
The baby **won't eat** his soup.
I **won't leave** until I've seen the manager!
- With I in the interrogative form using "shall", to make an offer:
Shall I open the window?
- With we in the interrogative form using "shall", to make a suggestion:
Shall we go to the cinema tonight?
- With I in the interrogative form using "shall", to ask for advice or instructions:
What **shall I tell** the **boss about this report**?
- With you, to give orders:
You **will do** exactly as I say.
- With you in the interrogative form, to give an invitation:
Will you join with us for the dinner?
Will you join the seminar with me?

Note: In modern English **will** is preferred to **shall**. **Shall** is mainly used with **I** and **we** to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) **shall** is only used in literary or poetic situations, e.g. *"With rings on her fingers and bells on her toes, She **shall have** music wherever she goes."*

Will vs. Going to

When to use GOING TO

The structure **BE GOING TO** is normally used to indicate the future but with some type of connection to the present. We use it in the following situations:

1. When we have already decided or we INTEND to do something in the future. (Prior Plan)

The decision has been made before the moment of speaking.

- They're **going to** retire to the beach - in fact they have already bought a little beach house.
- I'm **going to** accept the job offer.

2. When there are definite signs that something is going to happen. (Evidence)

Something is likely to happen based on the evidence or experience you have.

- I think it **is going to** rain - I just felt a drop.
- I don't feel well. I think I'm **going to** throw up. (throw up = vomit)

3. When something is about to happen:

- Get back! The bomb **is going to** explode.

When to use WILL

In other cases, where there is no implicit or explicit connection to the present, use **WILL**:

1. For things that we decide to do now. (Rapid Decisions)

This is when you make a decision at that moment, in a spontaneous way.

- I'll buy one for you too.
- I think I'll try one of those. (I just decided this right now)

2. When we think or believe something about the future. (Prediction)

- My team will not win the league this season.
- I think it will rain later so take an umbrella with you.

Note: You can use both **Will** and **Going to** for making future predictions.

3. To make an offer, a promise or a threat.

- I'll give you a discount if you buy it right now.
- I promise I will behave next time.
- I'll take you to the movies if you'd like.

4. You use WON'T when someone refuses to do something.

- I told him to take out the trash but he **won't** do it.
- My kids **won't** listen to anything I say.
- My car **won't** start.

Future Predictions

As you can see, both **Will** and **Going to** can be used for making future predictions without having a real difference in meaning.

- The weather report says it **will** rain tomorrow. (Correct)
- The weather report says it **is going to** rain tomorrow. (Correct)

Compare Will vs. Going To

If someone asks: "Are you busy this evening?"

If I respond: "Yes, I'm going to the movies." I use **going to** because it is a plan I made earlier (before I was asked the question). - In this case we cannot use **Will**.

If I haven't made plans, then you can say either: "I **will** probably watch TV." OR "I'm probably **going to** watch TV."

Both **will** and **going to** are possible in this situation because we are predicting what will happen (since we haven't made any plans).

Functions of future continuous tense

The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes.

The future continuous can be used to project ourselves into the future.

Examples

- This time next week **I will be exploring** the beauty of the valley of Sajek.
- Just think, next Monday **you will be working** in your new job.

The future continuous can be used for predicting or guessing about future events.

Examples

- **He'll be coming** to the meeting, I expect.
- I guess **you'll be feeling** thirsty after working in the sun.
- **You'll be missing** the sunshine once you're back in England.

In the interrogative form, the future continuous can be used to ask politely for information about the future.

Examples

- **Will Sami be coming** with us?
- **Will she be going** to the party tonight?
- **Will I be sleeping** in this room?

The future continuous can be used to refer to continuous events that we expect to happen in the future.

Examples

- I'll be seeing Jim at the conference next week.
- When he is in Australia **he will be staying** with friends.
- **I'll be eating** with Jane this evening so I can tell her.

When combined with *still*, the future continuous refers to events that are already happening now and that we expect to continue some time into the future.

Examples

- In an hour **I'll still be ironing** my clothes.
- Tomorrow **he'll still be suffering** from his cold.
- Next year **will she still be wearing** a size six?

- **Won't stock prices still be falling** in the morning?
- Unfortunately, **sea levels will still be rising** in 20 years.

Functions of future perfect tense

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is most often used with a time expression.

Examples

- **I will have been** here for six months on June 23rd.
- By the time you read this **I will have left**.
- **You will have finished** your report by this time next week.
- **Won't they have arrived** by 5:00?
- **Will you have eaten** when I pick you up?

Functions of future perfect continuous

Like the future perfect simple, this form is used to project ourselves forward in time and to look back. It refers to events or actions that are currently unfinished but will be finished at some future time. It is most often used with a time expression.

Examples

- **I will have been waiting** here for three hours by six o'clock.
- By 2001 **I will have been living** in London for sixteen years.
- When I finish this course, **I will have been learning** English for twenty years.
- Next year **I will have been working** here for four years.
- When I come at 6:00, **will you have been practicing** long?

EXERCISES ON FUTURE TENSE

Exercise I

Direction: Rewrite the underlined forms with the future simple or continuous.

1. Don't call me at 10 o'clock. I am going to fly to Spain.
2. I suppose we're going to stay at a hotel next summer.
3. Come to see me in the afternoon. I work in the garden.
4. Do you think it is snowing at the weekend?
5. Is the coat OK? - Yes, I am taking it.
6. This time on Sunday we are going to ski in France.
7. I don't know if I will stay here. Perhaps I move to a big city one day.
8. Every student is using a computer in the near future.

Exercise II

Direction: Make negative sentences. Use the verbs in brackets.

1. The New Yearon 31 December. (start)
2. I'll be sleeping in the afternoon. I (do housework)
3. We'll be in beds. Weto Sylhet when the sun rises.
(drive)
4. I forgot to tell her. But I her now. It's too late. (call)
5. My best friend will still be in Sylhet tonight. He to Dhaka. (return)
6. You can't meet me at the supermarket. Iin the afternoon. (shop)
7. Is Sami at school? - No, he isn't. I suppose he (come)
8. I can't stand Sami. I hope hethere. (be)
9. We our luggage this time tomorrow. We'll already be on the way. (pack)
10. If you are careful, the cars you down. (knock)

Exercise III

Direction: Jumbled sentences - make future simple questions.

Example:

you | tidy | room | your

Will you tidy your room?

1. Sami | arrive | when
2. not | work | mum | late | your | tonight
3. at | be | Maria | tomorrow | school
4. you | what | leave | time
5. classmates | in | be | classroom | their | your
6. hairstyle | think | what | Sami | my | of | new
7. concert | enjoy | the | Mr. and Mrs. Ahmed
8. you | till | stay | there | not | Sunday
9. you | address | your | tell | me | email
10. the | how | Sami | find | hotel

Exercise IV

Direction: Put in 'will' or 'be going to':

1.
A: We don't have any bread.
B: I know. I _____ get some from the shop.
- 2.

A: We don't have any bread.

B: Really? So I _____ get some from the shop then.

3.

A: Why do you need to borrow my suitcase?

B: I _____ visit my mother in Scotland next month.

4.

A: I'm really cold.

B: I _____ turn the heating on.

5.

A: Are you going to Sami's birthday party tonight?

B: Yes. Are you going too? I _____ give you a lift.

6.

A: What are your plans after you leave university?

B: I _____ work in a hospital in Rajshahi. I leave on the 28th.

7.

(The phone rings)

A: I _____ get it!

8.

A: Are you ready to order?

B: I can't decide ... Okay, I _____ have the steak, please.

9.

A: Are you busy tonight? Would you like to have coffee?

B: Sorry. I _____ go to the library. I've been planning to study all day.

10.

A: Why are you carrying a hammer?

B: I _____ put up some pictures.

Exercise V

Direction: Complete the following passage with the correct form of future tense.

Sami's family usually comes to stay with us for the new year, but this new year we are going to visit them instead. They live in Cox's Bazar. I can hardly wait – I a) _____ (have) a fantastic time there. School holiday's b) _____ (start) on Friday, and we are going to leave the following morning. At this time next week, I c) _____ (swim) in the sea, and paragliding with Sami. He's an expert, and he d) _____ (practice) with me every day. By the last day of our visit, his dad is going to take us to visit Laboni Beach. I hope by then I e) _____ (improve) enough to swim with them and see the magnificent colored surrounding and brightly colored fish close up. Next year, I f) _____ (learn) scuba diving.

7. Sentence Fragments and Run-ons

The Basics

Before we get to the problems and how to fix them, let's take a minute to review some information that is so basic you've probably forgotten it.

What is a complete sentence?

A complete sentence is not merely a group of words with a capital letter at the beginning and a period or question mark at the end. A complete sentence has three components:

1. a subject (the actor in the sentence)
 2. a predicate (the verb or action), and
 3. a complete thought (it can stand alone and make sense—it's independent).
- Some sentences can be very short, with only two or three words expressing a complete thought, like this:

Sami waited.

This sentence has a subject (Sami) and a verb (waited), and it expresses a complete thought. We can understand the idea completely with just those two words, so again, it's independent—an independent clause. But independent clauses (i.e., complete sentences) can be expanded to contain a lot more information, like this:

1. Sami waited for the bus all morning.
2. Sami waited for the bus all morning in the rain last Tuesday.
3. Wishing he'd brought his umbrella, Sami waited for the bus all morning in the rain last Tuesday.

As your sentences grow more complicated, it gets harder to spot and stay focused on the basic elements of a complete sentence, but if you look carefully at the examples above, you'll see that the main thought is still that Sami waited—one main subject and one main verb. No matter how long or short the other sentence parts are, none of them can stand alone and make sense.

Being able to find the main subject, the main verb, and the complete thought is the first trick to learn for identifying fragments and run-ons.

Sentence Fragments

A sentence fragment is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have

trouble with, however, are dependent clauses—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought. They're called "dependent" because they can't stand on their own (just like some people you might know who are SO dependent!). Look at these dependent clauses. They're just begging for more information to make the thoughts complete:

1. Because his car was in the shop (...What did he do?)
2. After the rain stops (...What then?)
3. When you finally take the test (...What will happen?)
4. Since you asked (...Will you get the answer?)
5. If you want to go with me (...What should you do?)

Does each of these examples have a subject? Yes. Does each have a verb? Yes. So what makes the thought incomplete? It's the first word (Because, After, When, Since, If). These words belong to a special class of words called subordinators or subordinating conjunctions. If you know something about subordinating conjunctions, you can probably eliminate 90% of your fragments.

First, you need to know that subordinating conjunctions do three things:

1. join two sentences together
2. make one of the sentences dependent on the other for a complete thought (make one a dependent clause)
3. indicate a logical relationship

Second, you need to recognize the subordinators when you see them. Here is a list of common subordinating conjunctions and the relationships they indicate:

- Cause / Effect: because, since, so that
- Comparison / Contrast: although, even though, though, whereas, while
- Place & Manner: how, however, where, wherever
- Possibility / Conditions: if, whether, unless
- Relation: that, which, who
- Time: after, as, before, since, when, whenever, while, until

Third, you need to know that the subordinator (and the whole dependent clause) doesn't have to be at the beginning of the sentence. The dependent clause and the independent clause can switch places, but the whole clause moves as one big chunk. Look at how these clauses switched places in the sentence:

1. Because his car was in the shop, John took the bus.
2. John took the bus because his car was in the shop.

Finally, you need to know that every dependent clause needs to be attached to an independent clause (remember, the independent clause can stand on its own).

Finding Fragments

Remember the basics: subject, verb, and complete thought. If you can recognize those things, you're halfway there. Then, scan your sentences for subordinating conjunctions.

If you find one, first identify the whole chunk of the dependent clause (the subject and verb that go with the subordinator), and then make sure they're attached to an independent clause.

1. John took the bus. (Independent clause. So far, all is well!)
2. Because his car was in the shop. (Dependent clause all by itself. Uh oh! Fragment!)
3. Sami took the bus because his car was in the shop. (Now that is okay!)

EXERCISES ON SENTENCE FRAGMENTS

Exercise I

Directions: Each of the 15 items in this self-test is in two parts. In the spaces to the right of each item, indicate whether each part is a fragment (F) or sentence (S).

Examples:

- a. Not really knowing what to do. So running away from home. F F
- b. I studied for hours. Preparing myself for the next test. S F
- c. We jogged around the park. We covered five miles in 40 minutes. S S
1. Startled by the loud noise of the engine. I dropped the wrench and jumped out of the way. _____
2. Sami was standing on the corner. Watching all the cars go by. _____
3. Ridita gathered some dry twigs. And tried to start a fire for us. _____
4. All of us waited at the door. To let the man in the wheelchair by. _____
5. Written by a Black poet. Who had spent many years in the ghetto. _____
6. I have wanted to drive a race car. For as long as I can remember. _____
7. Even though Mr. Ahmed is more than seventy years old. He enjoys watching young, active children. _____
8. She gave me her phone number. So I could call her later. _____
9. Without spilling a drop on the driveway. Sami drained the oil from her car. _____
10. Our instructor gave us a mid-semester test. Which was not as difficult as we had expected. _____
11. Merely by giving him a gentle tap with a newspaper. Skippy can be controlled quite easily. _____
12. He grinds his teeth only during his sleep. Never while studying or watching TV. _____
13. Ms. Ahmed has a very low, soft voice. She plans to use a speaker during her speech. _____
14. He asked me to check my figures with the clerk. The usual procedure in matters of this sort. _____
15. After a long day of hard classes. A student needs a good rest. _____

Exercise II

Directions: If a group of words does not make a complete thought, place an X beside it and rewrite it as a sentence in the space provided.

1. When the rest of the class rushed out into the sunshine.
2. Up in the library, I ran through the required chapters in the two different books, and they differed on several points.
3. The opinion that when times are thoroughly bad a wise man will merely stand by the wall.
4. But we have gone to the other extreme and are so obsessed with the idea of society as a whole that it no longer seems quite respectable to seek even intellectual or spiritual self-improvement.
5. A second reason for wishing to be philosophic is that mistaken beliefs do not, as a rule, enable you to realize good purposes.
6. The movement of a concept or an image from the mind of the speaker to the mind of the listener.
7. If there is no excuse for blurring and meandering in conversation, there is even less excuse for it in written forms of communication.
8. The middle classes defended not only their purses and property but also their women better than the barons.

Exercise III

Directions: Place a check mark beside each group of words that makes a complete thought. If a group of words does not make a complete thought, place an X beside it and rewrite it as a sentence in the space provided.

1. Maria, with great curiosity, cautiously pushed open the door of the cellar.
2. That he was right. Jamil, being quite sure that he was right.
3. The mayor's acceptance of the current status quo.
4. The clouds, massing on the horizon, gave warning that a storm was approaching.
5. Although the dress came from a local shop, it looked quite fashionable.
6. The large, overstuffed chairs that someone had pushed in the corner.
7. That a penny earned is no longer a penny saved is a sad but true alteration of that old saying.
8. The largest cities of the U.S.--New York, Chicago, Los Angeles--cultured as they are, with industries and fashion centers.
9. Essay in which the truly educated person brings the intellectual world and daily life into harmony.
10. The old writer, like all of the people in the world, having a great many notions in his head.

Exercise IV

Directions: Decide whether each of the following groups of words is a sentence or a sentence fragment. If the word group is a sentence, underline the subject once and the verb twice, and write S for sentence on the line provided. If the subject you is

understood, write you in parentheses at the end of the item. If the word group is a sentence fragment, write F for fragment.

Examples S 1. The director is looking for talented, hardworking performers.

 F 2. Kneeling near the edge of the stage.

 S 3. Raise the curtain. (you)

 1. The audience moved by his dramatic performance.

 2. Mrs. Lina, the director of this classic tragedy.

 3. Near the end of the first act.

 4. Was playing the part of Lady Macbeth.

 5. Walking aimlessly about and rubbing her hands.

 6. At the final curtain came a loud burst of applause.

 7. The actors staying in character during five curtain calls.

 8. The most successful performance of the season.

 9. What is the director planning next?

 10. In the spring she will direct the well-known musical West Side Story.

 11. That story based on Romeo and Juliet?

 12. Are you interested in musicals?

 13. Hoping for the role of Bernardo?

 14. Practice the part now, and memorize the lines in time for the audition.

 15. Who will play Maria?

Run-ons

These are also called fused sentences. You are making a run-on when you put two complete sentences (a subject and its predicate and another subject and its predicate) together in one sentence without separating them properly. Here's an example of a run-on:

My favorite Mediterranean spread is *hummus it is very garlicky.

(*Hummus is a food item made from cooked, mashed chickpeas or other beans, blended with olive oil, lemon juice, salt and garlic. It is popular in the Middle East and Mediterranean, as well as in Middle Eastern cuisine around the globe.)

This one sentence actually contains two complete sentences. But in the rush to get that idea out, I made it into one incorrect sentence. Luckily, there are many ways to correct this run-on sentence.

1. You could use a semicolon:
My favorite Mediterranean spread is hummus; it is very garlicky.
2. You could use a comma and a coordinating conjunction (for, and, nor, but, or, yet, so):
My favorite Mediterranean spread is hummus, for it is very garlicky. -OR-
My favorite Mediterranean spread is hummus, and it is very garlicky.
3. You could use a subordinating conjunction (see above):
My favorite Mediterranean spread is hummus because it is very garlicky. -OR-
Because it is so garlicky, my favorite Mediterranean spread is hummus.
4. You could make it into two separate sentences with a period in between:
My favorite Mediterranean spread is hummus. It is very garlicky.
5. You could use an em-dash (a long dash) for emphasis:
My favorite Mediterranean spread is hummus—it is very garlicky.

REMEMBER, you CANNOT simply add a comma between the two sentences, or you'll end up with what's called a "comma splice." Here's an example of a comma splice:

My favorite Mediterranean spread is hummus, it is very garlicky.

You can fix a comma splice the same way you fix a run-on—either change the punctuation or add a conjunction. The good news is that writers tend to be either comma splicers or run-on artists, but almost never both. Which one are you? If you have particular trouble with comma

splices, try looking at our handout on commas.

Finding Run-ons

As you can see, fixing run-ons is pretty easy once you see them—but how do you find out if a sentence is a run-on if you aren't sure? Try these two tests:

- Turn your sentences into yes/no questions.
 - Turn your sentences into tag questions (sentences that end with a questioning phrase at the very end—look at our examples below).
- These are two things that nearly everyone can do easily if the sentence is not a run-on, but they become next to impossible if it is.

Look at the following sentence:

My favorite Mediterranean spread is hummus.

If you turn it into a question that someone could answer with a yes or no, it looks like this:

Is my favorite Mediterranean spread hummus?

- If you turn it into a tag question, it looks like this:
My favorite Mediterranean spread is hummus, isn't it?

The first sentence is complete and not a run-on, because our test worked.

Now, look again at the original run-on sentence:

My favorite Mediterranean spread is hummus it is very garlicky.

The yes/no question can only be made with each separate thought, not the sentence as a whole:

Is my favorite Mediterranean spread hummus? Is it very garlicky?

But not:

Is my favorite Mediterranean spread hummus is it very garlicky?

The tag question can also only be made with each separate thought, rather than the whole:

My favorite Mediterranean spread is hummus, isn't it? It's very garlicky, isn't it?

But never:

My favorite Mediterranean spread is hummus it is very garlicky, isn't it?

Unlike the complete sentence, the run-on sentence doesn't pass these tests. When you try to turn the run-on sentence into a single question, you immediately see that the sentence has more than one complete concept. Make sure you try both tests with each of your problem sentences, because you may trick yourself by just putting a tag on the last part and not noticing that it doesn't work on the first. Some people might not notice that "My favorite Mediterranean spread is hummus it is very garlicky isn't it?" is wrong, but most people will spot the yes/no question problem right away.

EXERCISES ON RUN-ON SENTENCES

Exercise I

Directions: Try to correct the following run-on sentences.

1. My mother and father and sister are coming to dinner tonight.
2. I like learning English it makes me tired.
3. My sister was taller than me when we were young now I am the tallest it is fun.
4. I love school, I love learning, my teacher is nice.
5. I don't want much for my birthday just some chocolates and a little toy car.
6. Blue is my favorite color it is the color of the sky and the sea and it reminds me of my favorite insect which is the butterfly.

7. When I get older I want to have a big family I like big families.
8. We usually leave at 11:00 but today is different we are leaving at 10:30.
9. I like Tuesdays and Wednesdays and I like Fridays because the weekend starts on Friday.
10. We should get moving there's no time to waste.

Exercise II:

Directions: Fifteen of the following sentences are run-on sentences. Please correct each one of them on the lines below. Use all three ways to correct run-on sentences at least three times each (period, semicolon, comma plus coordinating conjunction). Five of them are correct. Write a C under each correct sentence.

1. My father retired from the Air Force last year he is writing a book about his experiences.
2. Sami mowed the grass this morning tonight he will water the flowers and bushes.
3. The small girl seemed to be lost, she was crying and looking for her mother.
4. Mrs. Ahmed inherited a large sum of money from her brother she can buy a new car now.
5. Sami and Rumi worked very hard on their project therefore they felt they deserved a high grade.
6. I can never beat my little brother at video games, he has them all mastered.
7. Sami is flying to Sylhet for spring break, he will be gone a week.
8. We are moving to Rajshahi in July I'll go to school there.
9. The storm passed quickly through the area last night, and it caused a lot of damage.
10. We will be on vacation next week we will be unable to attend your party.
11. We bought shoes, luggage, and hats at the mall fortunately; we have a large trunk in our car.
12. I didn't think it would be necessary to take my umbrella; after all, the sun was shining when I left home.
13. Most of my study time is spent on biology it's my toughest class.
14. My car ran out of gas therefore I was late for my appointment.
15. A fifth-grade student from our school won the spelling competition; she spelled words I had never heard before.
16. My younger brother collects aluminum cans to recycle and is saving the money for a new computer.
17. Sami's dad is a pilot for a large airline sometimes he is gone for several days at a time.
18. My family reunion is in three months I wonder if everyone will be there.
19. I've missed several classes because I was ill I hope I will pass English class.
20. Sami is planning on going to Thailand for vacation; he'll need to take a lot of money.

Exercise III:

Directions: Decide which of the following groups of words are run-on sentences. If the group of words is a correct sentence, write S; if it is a run-on, write R-O. Revise each run-on sentence by (1) making it two separate sentences; (2) inserting a semicolon, or (3) using a comma and a coordinating conjunction.

- _____ 1. Brown bears include the grizzly and the Kodiak, the largest brown bear is the Kodiak.
- _____ 2. Kodiak bears weigh as much as 1,700 pounds, they grow to a height of ten feet.
- _____ 3. Bears can live more than 30 years in the wild.
- _____ 4. Bears' sense of smell is more developed than their hearing or sight.
- _____ 5. Females give birth to as many as four cubs, the cubs stay with their mother two or three years.
- _____ 6. Many people are afraid of bears, encounters with bears are actually infrequent.
- _____ 7. Grizzly bears are solitary animals, they do not want to interact with people.
- _____ 8. Generally, bears attack only when they are surprised, or when they are protecting their young.
- _____ 9. People should always store food and garbage properly, bears could be attracted by the smell.
- _____ 10. Never try to outrun a bear, it can run more than 30 miles per hour.
- _____ 11. School in Munich was too rigid and boring for young Einstein he did not do well.
- _____ 12. However, young Einstein showed a talent for mathematics, at the age of 12, he taught himself Euclidean geometry.
- _____ 13. After finishing secondary school, he entered the Federal Polytechnic Academy in Switzerland, he did not like the teaching methods there.
- _____ 14. The academy frustrated him he could learn in a way that interested him.
- _____ 15. Einstein chose to educate himself, he missed classes often and spent the time studying physics on his own.
- _____ 16. His professors had low opinions of him, he graduated anyway in 1900.
- _____ 17. In 1905, he published a paper on physics the University of Zürich awarded him a Ph.D. for this work.
- _____ 18. In the same year, he published four more papers that presented new thoughts on the nature of light and other important concepts.
- _____ 19. Physicists resisted his ideas at first, eventually his general theory of relativity was confirmed through observation.
- _____ 20. Einstein achieved international recognition, in 1921 he received the Nobel Prize in physics.

FINAL TERM MATERIALS

Process Analysis Paragraph

Process Analysis Paragraph:

Definition: A process paragraph uses details and examples to explain how to do something or how a thing works.

Purpose: To explain to the reader the order or steps needed to do something or to make something work.

Practical Uses: You may want to explain to your friend how to research for a paper. You may want to explain to a co-worker how to create a PowerPoint presentation. *Process analysis* is a method of paragraph by which a writer explains step by step how something is done or how to do something.

(<http://www.elcamino.edu/academics/basicskills/English%20B%20Handbook%20Fourth%20Edition%202014.pdf>)

Process analysis writing can take one of the two forms:

1. Information about how something works (*informative*)
2. An explanation of how to do something (*directive*).

An informative process analysis is usually written in the [third-person point of view](#); a directive process analysis is usually written in the [second person](#). In both forms, the steps are typically organized in [chronological order](#)--that is, the order in which the steps are carried out. (Adapted from <<https://www.thoughtco.com/process-analysis-composition-1691680>> Retrieved on 5 December, 2018).

Useful transitional devices:
For the first step, for the second step, (and so on) next, then, following this, after this, afterwards, subsequently, at the same time, in the meantime, meanwhile, most importantly, crucially, furthermore, additionally, of secondary importance is, of equal importance is, simultaneously, concurrently, while that is happening, during this time, finally, for the final step, ultimately, before you are done, one last point is.

(Adapted from <<http://spot.pcc.edu/~dramirez/262Writing8/Handouts/Paper2Process.pdf>> Retrieved on 5 December, 2018).

Elements of a Process Analysis Paragraph:

Process Analysis paragraphs contain a number of elements that are indispensable in this kind of writing:

- Chronology – all actions are described in a step-by-step manner which means that the order of in which subsequent actions are described is analogical to the order in which those actions are to be performed;
- Clarity – the instruction is concise and uses simple language. Process analysis paragraphs, if composed correctly, will never be written in a descriptive or subjective language and will also avoid opinion-based stances;
- Explanation – the paragraph explains how a particular result can be achieved.

(<http://www.elcamino.edu/academics/basicskills/English%20B%20Handbook%20Fourth%20Edition%202014.pdf>)

Transitional Devices:

At the start of the process: At first,... In the beginning..., As you start,..... To begin with,..... The first step,.... When you begin,...

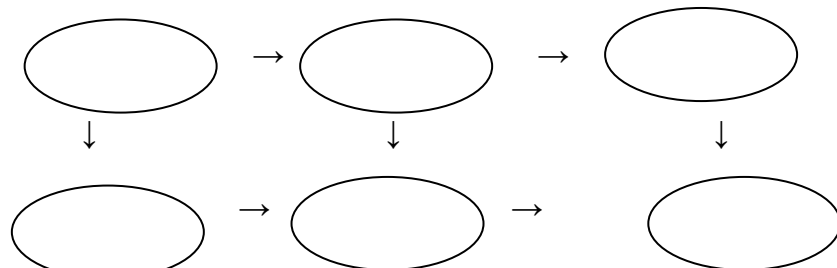
In the middle of the process : Next,..... After that,..... Continuing with,.... The next step is.... When this step is finished,.... As you continue,.....

At or near the end of the process: Finally,.... As you finish,..... Toward the end,.... The last step,.....

Outline:

Introduction: Topic sentence, supportive sentence (mention the steps briefly)

Details: Flowchart



Conclusion: Sum up the steps

Sample Paragraph 1

An Unique Treat

Turkish coffee is a unique treat. To make it, you need to follow a few steps. At first, you need a special coffeepot called a jezue pot. Secondly, pour three cups of water into the pot. Boil the water. Then remove the pot from the heat. Add three teaspoons of coffee and sugar to the water. Gently stir the mixture and return it to the heat until the foam appears on the top. Later, take the jezue from the heat and hit it lightly with a spoon to make the foam go down. Next, reheat the coffee and tap the pot two more times to remove it from the heat each time the foam forms. Before serving the coffee, give everyone a small glass of cold water to drink with their hot, thick coffee (134).

(Adapted from <file:///D:/Fall%202018/For%20ENG%20101%20compilation/Paragraphs-Structure%20&%20Task/PROCESS%20ANALYSIS%20PARAGRAPHS.pdf> on 5 December, 2018.)

Sample Paragraph 2

Steps to Success

There are several steps that are necessary to keep in mind in order to prepare for a job interview. First of all, it is important to double check the time and location of the interview. It is impossible to get the job if the applicant misses the interview or is, and the first impression is terrible if the applicant is late. An applicant must always take care of the time management. Secondly, pick clothing that is appropriate for the type of job. For example, if the job is in an office, clothing should be neat and clean, ironed, and conservative such as pants and a collared shirt for men or pants or a skirt and a nice top for women. Thirdly, before the interview, it is a good idea to do some research about the company that the applicant is interested in. It is easy to find all kinds of information regarding the company using the internet. An applicant could research the size of the company, its best products, and its customers. All these information will be useful in order to response to the interview questions. Also, it can be helpful to have a friend or family member do a practice interview to be better prepared for the real interview. This practice can help the applicant to feel more confident and less nervous. It will also boost the applicant's self-confidence. In addition, it is important for the applicant to prepare several thoughtful questions for when the interviewer asks, "Do you have any

questions?” Having no questions prepared might show that the applicant isn’t really interested in the job. The questions should not just be about salary and benefits. Finally, the applicant should end the interview positively with a handshake and enthusiasm about the job. By following these steps, applicants can increase their chances of hearing those exciting words, “You’re hired.”

(Adapted from

http://www.elcamino.edu/academics/basicskills/Eng_B_Textbook_Second_Edition.pdf

on 2nd January, 2019 at 3:37 pm, Word limit: 311).

Process Analysis Exercise

Exercise 1: Write a process analysis paragraph on “How to make cup of coffee”.

Exercise 2. Write a process analysis paragraph on “How to organize a group work”.

Exercise 3. Write a process analysis paragraph on “How to plan a family get together”.

Argumentative Paragraph

Argumentative Paragraph

Definition: An argument is an opinion supported by facts.

Purpose: To present a position and to have an audience adopt or at least seriously consider your argument.

Practical Uses: *In an everyday situation, you may try to convince a friend to go somewhere or in a composition or speech class, the instructor may make an assignment in which you must support or oppose the use of nuclear energy to produce electricity.*

An argumentative paragraph presents a point of view and provides evidence for the point of view taken. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research. For the

claim to be persuasive, an argument writer must support it with the most effective evidence that comes from a variety of credible sources. Credible sources are websites, reports, and articles developed by experts and journalists.

Outline:

Topic Sentence: Identify what is being argued for or against.
Support Sentences: Include facts, examples, appeal to authority or counter-argument to back up your point of view. Present your reasons in order of importance: from the most important to the least important.
Concluding Sentence: Restate what is being argued for or against and why.

Argumentative paragraphs contain the core components of **claims** and **evidence**.

- Authors may differ when it comes to the type of supporting details that they use and the approach toward analysis and commentary that they employ.
- There is no mold for a perfect argumentative paragraph. However, if you structure your paragraphs in an intentional way, they will be much more persuasive.

Useful transitional words and phrases

For giving reasons
first, second, third, another, next, last, finally, because, since, for, is based on, due to the fact that
For counter-argument
but, however, of course, nevertheless, although, despite
For concluding
therefore, as a result, in conclusion, thus, which proves that, which shows that, consequently

Example 1 & 2:

Necessity of Technological and Scientific Advancement

Technological advancement has become a focus of today's society. Technology has entered in every sphere, from kitchen to office. It undoubtedly makes people's lives easier. Without the benefits that technology brings, the world would be a much harder place to live in. For example, it has improved the communication system. On the other hand, technology also has the potential to destroy everything at the touch of a button.

The danger of technological advancement is that machines will completely replace humans, reducing human contact in everyday life. In conclusion, although technology has the potential to provide a better quality of life for everyone, it is also capable of destroying everything within a very short time. Consequently, it should be developed with caution and should never be allowed to take the place of human contact, because this is what ultimately holds a society together (142).

Technology makes us antisocial

Nowadays, we get technological support in every sphere of life to make our living easier and comfortable. However, I agree with the statement that it also makes us antisocial. We are leading a luxurious lifestyle with the help of technology, but many things come with a price. For example, as smart phones have given us effortless life, it has affected us physically and socially. Kids spend time on phone playing games or watching videos. Consequently, they do not go for outing or any physical activities. Similarly, parents spend most of the time on their phones or on laptop, and do not spend time with their kids. In both cases, there is absence of socialization. To conclude, I would like to state that technology should be used as an aid to give comfort, but not as alternative for real life socialization. (Adapted from <https://essayforum.com/writing/technology-made-people-anti-social-agree-66735/>> Retrieved on 22 December 2018; Words: 140)

Argumentative Paragraph

Exercise 1: Write an argumentative paragraph on “Smoking is bad for health”.

Exercise 2: Write an argumentative paragraph on “Is education too commercialized nowadays”?

Exercise 3: Write an argumentative paragraph on “Internet access must be limited to students”.

For further discussion:

1. Are you distracted by technology? Are Smartphone, texting, video games, Facebook, Web surfing and television affecting your learning?
2. Has digital technology shortened your attention to study?

3. Do you think technology is affecting your ability to write and communicate face to face?

Formal Letter Format

A formal letter will encompass many things and is related to the business letter. To put this into perspective, all business letters are formal letters but not all formal letters are business letters. The term [formal letter](#) can be used to entail any written letter for a **formal purpose**, whether that be a [recommendation letter](#), an [invitation letter](#), or a [complaint letter](#).

Any communication that is considered to be **official** enough to be explicitly written or typed in a letter can be called a formal letter.

(Adapted from <<https://justlettertemplates.com/what-is-a-formal-letter.html>>Retrieved on 11December, 2018)

Parts of a Formal Letter:

Business letters usually contain the following information (in this order):

- Letterhead or sender's address
- Date
- Inside address
- Salutation
- Message
- Closing
- Signature, printed/typed name

Opening lines: Why do we need an opening line in a business letter or formal email?

- to make reference to previous correspondence
- to say how you found the recipient's name/address
- to say why you are writing to the recipient.

10 Good Opening Lines:

- With reference to your letter of 8 June, I ...
- I am writing to enquire about ...
- After having seen your advertisement in ... , I would like ...
- After having received your address from ... , I ...
- I received your address from ... and would like ...
- We/I recently wrote to you about ...
- Thank you for your letter of 8 May.
- Thank you for your letter regarding ...
- Thank you for your letter/e-mail about ...
- In reply to your letter of 8 May, ...

When the recipient's name is unknown to you:

- Dear Sir ... Yours faithfully
- Dear Madam ... Yours faithfully
- Dear Sir or Madam ... Yours faithfully

When you know the recipient's name:

- Dear Mr. Chowdhury ... Yours sincerely
- Dear Mrs. Chowdhury ... Yours sincerely
- Dear Miss. Chowdhury ... Yours sincerely
- Dear Ms. Chowdhury ... Yours sincerely

When addressing a good friend or colleague:

- Dear Jack ... Best wishes/Best regards

Addressing whole departments:

- Dear Colleagues ... Yours faithfully

First paragraph

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

Second/ third paragraph (s)

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organizing it in a clear and logical manner rather than expanding too much.

Last paragraph

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Closing lines: Why do we need a closing line in a business letter or email?

- to make a reference to a future event
- to repeat an apology
- to offer help

10 Good Closing Lines:

- If you require any further information, feel free to contact me.
- I look forward to your reply.
- I look forward to hearing from you.
- I look forward to seeing you.
- Please advice as necessary.
- We look forward to a successful working relationship in the future.
- Should you need any further information, please do not hesitate to contact me.
- Once again, I apologize for any inconvenience.
- We hope that we may continue to rely on your valued custom.
- I would appreciate your immediate attention to this matter.

(Adapted from <http://www.nvtc.ce/e-oppe/Varkki/layout/opening_and_closing_lines.html> Retrieved on 20 December 2018)

Format:

Contact Information (Your contact information. If you are writing on letterhead that includes your contact information, you do not need to include it at the start of the letter.)

Your Name

Your Address

Your City, postcode

Your Phone Number

Your Email Address

Date

Contact Information (The person or company you are writing to)

Name

Title

Company

Address

City, post code

Greeting (Salutation Examples)

Dear Mr. /Ms. Last Name: (Use a formal salutation, not a first name, unless you know the person extremely well. If you do not know the person's gender, you can write out their full name. For instance, you could write "Dear Rony Chowdhury" instead of "Dear Mr. Chowdhury" or "Dear Ms. Chowdhury." Note that the person's name is always followed by a colon (:) in a business letter, and not a comma. If you do not know the recipient's name, it's still common (and safe) to use the old-fashioned "To Whom It May Concern :").

Body of Letter

The first paragraph of your letter should provide an introduction as to why you are writing so that your purpose is obvious from the very beginning.

Then, in the following paragraphs, provide more information and specific details about your request or the information you are providing.

The last paragraph of your letter should reiterate the reason you are writing and thank the reader for reviewing your request. If appropriate, it should also politely ask for a written response or for the opportunity to arrange a meeting to further discuss your request.

Closing

With kind regards,

Signature

Handwritten Signature (for a hard copy letter – use blue or black ink to sign the letter)

Typed Signature

(Adapted from <<https://www.thebalancecareers.com/sample-letter-format-2063479>> Retrieved on 21 December 2018)

Sample Letter:

05 May 2019

The Chairperson
Department of English
East West University
Aftabnagar, Dhaka
Bangladesh.

Subject: **Applying for extending a seat in ENG402 (1).**

Dear Sir,

With due respect, I, Maisha Rahman (2014-3-40-020), would like to state that I am a student of the Department of English, East West University. Though Summer 2019 is my final semester, I still have one more elective course to complete.

For your kind information, I would like to add that all the seats of the courses which were options for me are filled up. As ELT is my interest area, I wanted to take ENG402 (Pragmatics and Discourse Analysis. Moreover, ENG402 is the only course that matches with my class routine.

Therefore, I would be grateful if you kindly extend a seat for me in ENG402, and oblige thereby.

Thank you.

Yours sincerely,

Maisha Rahman

Exercise:

1. Write an application to your Chairperson for allowing you to do late advising.
2. Write an application to your Chairperson for allowing you to organize a picnic/book fair.
3. Write an application to your Chairperson for allowing you to sit for a makeup exam.

Modifier

In English grammar, a *modifier* is a word, phrase, or clause that functions as an adjective or adverb to provide additional information about another word or word group (called the *head*). A modifier is also known as an *adjunct*.

He is a cute baby.

In this sentence, “cute” is an adjective modifying the noun, “baby.” The adjective “cute” is a modifier. “Cute” modifies the type of baby.

Dangling Modifier

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

Having finished the assignment, Jill turned on the TV.

"Having finished" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is Jill. She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

The following sentence has an incorrect usage:

Having finished the assignment, the TV was turned on.

"Having finished" is a participle expressing action, but the doer is not the TV set (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participial phrase is said to be a dangling modifier.

Strategies for revising dangling modifiers:

1. Name the appropriate or logical doer of the action as the subject of the main clause:

Having arrived late for practice, a written excuse was needed.

Who arrived late? This sentence says that the written excuse arrived late. To revise, decide who actually arrived late. The possible revision might look like this:

Having arrived late for practice, the team captain needed a written excuse.

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).

2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:

Without knowing his name, it was difficult to introduce him.

Who didn't know his name? This sentence says that "it" didn't know his name. To revise, decide who was trying to introduce him. The revision might look something like this:

Because Maria did not know his name, it was difficult to introduce him.

The phrase is now a complete introductory clause; it does not modify any other part of the sentence, so is not considered "dangling."

3. Combine the phrase and main clause into one:

To improve his results, the experiment was done again.

Who wanted to improve results? This sentence says that the experiment was trying to improve its own results. To revise, combine the phrase and the main clause into one sentence. The revision might look something like this:

He improved his results by doing the experiment again.

More examples of dangling modifiers and their revisions:

INCORRECT: After reading the original study, the article remains unconvincing.

REVISED: After reading the original study, I find the article unconvincing.

INCORRECT: Relieved of your responsibilities at your job, your home should be a place to relax.

REVISED: Relieved of your responsibilities at your job, you should be able to relax at home.

INCORRECT: The experiment was a failure, not having studied the lab manual carefully.

REVISED: They failed the experiment, not having studied the lab manual carefully.

Misplaced Modifier

Modifiers are words, phrases, or clauses that add description to sentences. Typically, you will find a modifier snuggled right next to—either in front of or behind—the word it logically describes.

Take the simple, one-word adjective *blue*. If we add it to the sentence that follows, where should it go?

At a downtown dealership, Kara bought a truck from a salesman with a comb over.

Should we locate *blue* next to dealership? *A blue downtown dealership?* *A blue Kara?* *A blue salesman?* Of course not! Logic dictates that *blue* can describe only one word, *truck*, so we must place the modifier next to that word:

At a downtown dealership, Kara bought *a blue truck* from a salesman with a comb over.

In a similar manner, multi-word phrases and clauses often go right next to the word they describe. Here are some examples:

Gazing out the window, Paul missed the homework assignment that Prof. Zuromski wrote on the board.

Gazing out the window is a participle phrase describing Paul, the noun that follows.

Sam gobbled the sandwich, which was soggy with tomato juice, as he rushed to class.

Which was soggy with tomato juice is an adjective clause describing sandwich, the noun before it.

As the hurricane approached, we watched the tree branches waving in the strong breeze.

Waving in the strong breeze is a participle phrase describing branches, the noun in front.

Sometimes a writer places the modifier too far away from the word it should describe. *Born in the confusion* is a misplaced modifier, an error. Read these examples:

Churning in the Atlantic Ocean, we anxiously watched the weather report for information about the hurricane.

Churning in the Atlantic Ocean is a participle phrase. In the current sentence, it is describing the pronoun *we*. How illogical! We cannot churn in an ocean!

Raymond wore his one collared shirt to the job interview, which was unfortunately stained with yellow mustard.

Which was unfortunately stained with yellow mustard is an adjective clause. In the sentence above, it is describing interview, the noun in front. But an interview can't get stained with mustard!

Professor Jones, who was late with another essay, waited for the slacker student.

Who was late with another essay is an adjective clause. In this sentence, it is describing Professor Jones, the noun before it. But he's not the identified slacker! The student is!

EXERCISES ON MODIFIERS

Exercise I

Directions: In the blank beside each sentence, indicate whether that sentence contains a dangling modifier (DM) or a misplaced modifier (MM).

1. The car on the bridge which is green is mine.
2. Expecting confusion, our plans were made.
3. Feeling hot, sweaters were taken off.
4. I showed my dog to the veterinarian with the fleas.
5. Larry told me he was getting married that afternoon at night.
6. This typewriter is used by a secretary with a wide carriage.
7. Swimming out into the sea, the current grew stronger.
8. Walking along the bridge, a ship suddenly appeared.
9. The Honda was stalled on the road out of oil.
10. He kept a note book of all the assignments he had completed in his desk.

Exercise II

Direction: Write "C" if the modifier is correctly placed. Write "MM" if it is misplaced. Then, in the "MM" sentences, circle the modifier and draw an arrow to show where it should go. Check the answers by using the key below. Because rewritten sentences will vary, get them checked by your course instructor.

1. The man was stopped for speeding in the blue sweater.
2. I almost saw the whole movie, but I fell asleep around midnight.
3. Joey promised to mow the lawn running out the door.
4. The initials were those of the lovers carved on the tree.
5. There are only two parking spaces left in the lot.
6. Every four hours the doctor told him to take a pill.
7. Sitting on the porch, I wrote my last piece of poem.
8. The woman walked toward us wearing the feather hat.
9. The jet crashed into a cliff carrying 155 passengers.
10. I hardly ate any breakfast.

Exercise III

Direction: First, underline the modifying phrase and circle the word it modifies. Then, rewrite the sentence so that the modifying phrase is as close as possible to the word it describes. Note: Some sentences contain two modifying phrases. Check your answers in the back of this handout.

1. Jamil walked into only the house of horrors.
2. She almost needed one day to complete the assignment.
3. Her friend opened the door with a wicked smile.
4. We nearly waited one month for the answer to our questions.
5. My friend took me for a ride after showering and shaving on the skyway.
6. On the way to the movie, a bee stung Sharif.
7. The cat should be treated by a veterinarian that has worms.
8. The house in the Baridhara area faces the lake which Mr. Islam bought.
9. After reaching a weight of 275 pounds, the doctor insisted that Mr. Ahmed go on a strict diet.
10. Sherina washed her hair when she finished eating with a new shampoo.

Exercise IV

Direction: The following sentences contain dangling modifiers. You will have to supply a subject and rewrite the sentence so that the modifying phrase is in the correct location to describe its subject. Check your answers in the back of this handout.

1. While sweeping the floor, the stew boiled over on the stove.
2. To write correctly, proper English should be used.
3. After putting a new ribbon in the printer, my papers looked better.
4. While washing his brother's car, a scratch was discovered on the bumper.
5. Thinking of something else, the instructor's voice surprised me.
6. While writing my paper, the telephone rang.
7. To understand our new policy, the brochures were read.
8. Being short of money, an inexpensive restaurant had to be found.
9. On coming back to school after vacation, a new work schedule was developed.
10. By jogging five miles a day a toned body was insured.

Exercise V

The following sentences contain either misplaced or dangling modifiers. Rewrite the sentences to correct the problems.

1. I found a cuckoo's nest near the river in a tree.
2. A man and his dog ran around the building with a red leather collar.
3. I heard that our school needs additional instructors on the television news.
4. Hoping to make a profit, the stock market became Sami's interest.
5. Shahrin bought a pit bull dog alarmed by the robberies in her neighborhood.
6. Waiting for the rainstorm to pass through, the day passed slowly.

7. We only drove as far as the state line the first day.
8. To complete the transaction, the check box for the terms of service must be checked.
9. Limping along the sidewalk, I felt sorry for the dog.
10. They gave prizes to the top contestants in gift-wrapped boxes.

Parallelism

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

•

Words

and Phrases

With the -ing form (gerund) of words:

Parallel:

Mary likes hiking, swimming, and bicycling.

With infinitive phrases:

Parallel:

Mary likes to hike, to swim, and to ride a bicycle.

OR

Mary likes to hike, swim, and ride a bicycle.

(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

Do not mix forms

Example 1

Not Parallel:

Mary likes hiking, swimming, and to ride a bicycle.

Parallel:

Mary likes hiking, swimming, and riding a bicycle.

Example 2

Not Parallel:

The production manager was asked to write his report quickly, accurately, and in a detailed manner.

Parallel:

The production manager was asked to write his report quickly, accurately, and thoroughly.

Example 3

Not Parallel:

The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.

Parallel:

The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel:

The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.

Parallel:

The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

OR

Parallel:

The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

Example 2

Not Parallel:

The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers. (passive)

Parallel:

The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

Lists after a Colon

Be sure to keep all the elements in a list in the same form.

Example 1

Not Parallel:

The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel:

The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and irregular verbs.

Compare and Contrast

When making comparisons using the words *than* or *as*, ensure that the nouns being compared follow a parallel grammatical structure.

Example 1

Not Parallel:

The football team at Western is better than Queen's.

This example conveys the idea that the Western football team is better than the entire institution of Queen's University. To compare only the football teams, you must use parallel structure:

Parallel

The football team at Western is better than the football team at Queen's.

In the case of correlative conjunctions (not only...but also; both...and; neither...nor; either...or), the grammatical form of the first construction should be parallel in the second construction, and so the conjunctions should not be part of either construction.

Example 1

Not Parallel:

She is either exaggerating or she is telling the truth.

In this example, the conjunction 'either' has been placed in the middle of the first construction, and so the second construction cannot use a parallel form. The revised, parallel sentence would read:

Parallel:

She is either exaggerating or telling the truth. OR

Either she is exaggerating or she is telling the truth.

EXERCISES ON PARALLELISM

Exercise I

Direction: Correct the faulty parallelism in the following sentences to make them clear, concise, and easy to read.

1. Linda gets her daily exercise by walking her dog, going for a bike ride, and cleaning.
2. Would you prefer the graceful owl, rats, or a sneaky cat as your pet?
3. The difference between rural and country living is the height of the buildings and the population.
4. Stress makes it difficult to exercise regularly, have relationships that are stable, and be eating food with benefits to one's health.
5. The Writing Center can help your writing skills, to gain independence, and confidently completing your assignments.
6. The position required experience, friendly, and get up early.
7. Good health requires eating right and exercise regularly.

8. Three reasons were given for the concert's cancellation: the lead singer was sick, low ticket sales, and because the drummer had left the band.
9. The city corporation explained when the cleanup would begin and it would be funded by a referendum.
10. Eggs contain not only protein but are also are full of vitamins.
11. Eggs, however, are high in cholesterol and rather fat-filled.
12. The yolk of one egg contains 213 milligrams of cholesterol and there are 5 grams of fat.
13. Some people would rather not eat eggs at all than if they can only have egg whites.
14. Raw eggs should not be eaten by people who are very young, pregnant, elderly, or have immune system impairments.

Exercise II

Direction: Re-write the following sentences so that each has a list using the same verb or noun form.

1. The presenter spoke in a nasal tone, unpleasantly, but conveying the information clearly and was funny.
2. The coach told his players that they should get plenty of water, to not eat sugary snacks, and being sure they are getting plenty of sleep.
3. Benefits of coaching include: knowing each player, helping that player to improve and to get to see that person succeed in life.
4. At the party, my sister helped us make the cake, gathering the kids for games, clean up and to drive some kids home.
5. Exercises that I enjoy doing are marathon running, to swim lengths in a pool, riding my bicycle in the park, and to walk along the trails in a forest.
6. We must either change the laws about drunk driving or it will be necessary to start enforcing them more strictly.
7. My brother loves diets and has tried: eating only meat, to not eat anything but rice, smoothies every morning while not restricting anything else, and fasting 12 hours a day.
8. To my horror, my wedding dress looked stained, torn and it had wrinkles.

Exercise III

Direction: Rewrite each of the following sentences, correcting any errors in parallelism. Answers will vary, but you'll find sample responses below.

1. We must either raise revenues or it will be necessary to reduce expenses.
2. They deny the importance of such things as wealth, good looks, and having a good reputation.
3. In his farewell address to the army, the general praised his soldiers for their unsurpassed courage and gave thanks because of their devotion.
4. The crowd that had gathered outside the court was loud and they were angry.
5. The police have a duty to serve the community, safeguard lives and property, protect the innocent against deception, and they must respect the constitutional rights of all.

6. Sir Humphry Davy, the celebrated English chemist, was an excellent literary critic as well as being a great scientist.
7. The Ahmeds were cheerful and knowledgeable traveling companions and behaved generously.
8. The delegates spent the day arguing with one another rather than work together to find common solutions.
9. My sister's promotion means that she will be moving to another district and take the children with her.
10. A company is not only responsible to its shareholders but also customers and employees as well.
11. Examples of aerobic exercises are distance running, swimming, cycling, and long walks.
12. Consuming too much of vitamin can be as harmful as not to consume enough.
13. The gyrocompass not only points to true north at all times, it is unaffected by external magnetic fields.
14. Everything that could make a sound either was removed or taped down.
15. If you hire a contractor to make home improvements, follow these recommendations:
 - a. Find out if the contractor belongs to a trade association.
 - b. Obtain estimates in writing.
 - c. The contractor should provide references.
 - d. The contractor must be insured.
 - e. Avoid contractors who ask for cash to dodge paying taxes.
16. The new instructor was both enthusiastic and she was demanding.
17. Annie's dress was old, faded, and it had wrinkles.
18. By the time she was two, the child was not only active but also she was well coordinated.
19. It is a truism that to give is more rewarding than getting.
20. A battery powered by aluminum is simple to design, clean to run, and it is inexpensive to produce.

Exercise IV

Direction: If you've mastered the easy exercises, try these harder, more complicated sentences:

1. Drunk drivers are thoughtless and take the lives of other people in their own hands, risking their own lives, think about only their own pleasure and fun and never considering the consequence of their action.
2. Police enforcement should be responsible for service in the community by safeguarding the property of people who live in the community, in order to protect the innocent from crimes, and to ensure that all people have their constitutional rights getting respect.
3. When my husband takes another job in California, I will be staying here in Texas to pack, let the children finish up their school year, fly out to find a house (while my mom comes here to take care of the kids), and begin my

new life by driving with all the kids in the car to California while the moving van is taking all of our stuff.

4. In order to convey the information correctly to the crowd, the police officer was speaking loudly, he told people where they should be standing, repeating information so they would remember and gesturing.
5. My roommate and I this afternoon are going to be eating lunch at my downtown favorite, a pizza place, then until our friend Sandy is out of work we will study in the library, meeting up at the dorm with our sorority sisters from Tri-Delta is our next plan, and then all of us will be eating the gourmet popcorn my mom just sent me and we are planning to binge-watch the latest Netflix episodes of our favorite show.

Phrasal Verbs

1. **Heat sth. up:** make or become hot or warm.

*I think we can **heat up** yesterday's pizza and have it for dinner, right?*

2. **Look for sth./sb.:** try to find something or someone.

Jack was looking for his phone everywhere, but couldn't find it.

3. **Fall out with sb.:** have an argument and stop being friends.

*They were flat mates for two years, but then they **fell out** and never spoke to each other again.*

4. **Come down with (an illness):** begin to suffer from a specified illness.

*Oh, god! I think I'm **coming down with** flu. I might not go to work tomorrow.*

5. **Tear sth. out:** to pull or be pulled apart, or to pull pieces off.

*He **tore out** the pages that he didn't want anyone to read.*

6. **Rip sth. up:** tear something violently into small pieces so as to destroy it.

*She **ripped up** her pile of old letters and put them in the bin.*

7. **Plug sth. in:** connect an electrical appliance to the mains by inserting a plug in a socket.

*I need to **plug in** my phone; it's completely out of juice.*

8. **Pay sb./sth. back:** repay some money or a loan to someone.

*If you lend me the money, I swear I'll **pay** you **back** by Friday.*

9. Print sth. out: produce a paper copy of information stored on a computer.

*My boss asked me to **print out** the report and give it to him.*

10. Give in (to sb./sth.): accept someone's wish or cease fighting; admit defeat.

*He reluctantly **gave in to** the pressure they were putting on him.*

11. Work sth. out: find or try to find the answer to something; solve a sum or determine an amount by calculation.

*I couldn't **work out** whether it was a band playing or a record.*

*She **worked out** sums on her way to school.*

12. Give up: stop making an effort; admit defeat.

*It's not like you to **give up** so easily on an assignment so early after starting school.*

13. Put up with sth./sb.: tolerate, endure, bear.

*I'm leaving so I don't have to **put up with** you anymore.*

14. Turn sth. on: adjust a tap or switch in order to start the operation or flow of something.

*She **turned** her PC **on** and opened her browser.*

15. Log in: go through the procedures to begin use of a computer, database, or system.

*I tried to **log in** with my username, but I couldn't remember my password.*

Academic Word List 3

51. incongruity

a. the quality of disagreeing

Example:

1. The incongruity between the decisions of the parents can ruin a child's life.

2. There is a huge sense of incongruity what he says and what he does.

52. inconsequential

- a. lacking worth or importance

Example:

1. Worrying about **inconsequential** tasks will prevent you from doing projects which really matter.
2. Despite the teacher's warning, the students would not stop their **inconsequential** chatter.

53. incorporate

- a. make into a whole or make part of a whole

Example:

1. No definition is complete without incorporating examples.
2. We can **incorporate** this information into our report.

54. indeterminate

- a. not fixed or known in advance

Example:

1. Since most people have not responded to the party invitation, we are expecting an **indeterminate** number of guests.
2. The judge sentenced the drunk driver to an **indeterminate** prison stretch of seven to fifteen years.

55. indigence

- a. a state of extreme poverty or destitution

Example:

1. Their **indigence** appalled him.
2. The luxury of one class is counterbalanced by the **indigence** of another.

56. indolent

- a. disinclined to work or exertion

Example:

1. The natives were allowed to live the **indolent** life of the tropics.
2. Rather than fetch the ball, the **indolent** dog decided to take a nap.

57. inert

- a. unable to move or resist motion

Example:

1. After being sprayed with the poison, the fly was **inert** and could not move.
2. He lay, **inert**, in his bed.

58. ingenuous

- a. lacking in sophistication or worldliness

Example:

1. He seemed too **ingenuous** for a reporter.
2. It is **ingenuous** to suppose that money did not play a part in his decision.

59. inherent

- a. existing as an essential constituent or characteristic

Example:

1. Most mothers have an **inherent** need to protect their children.
2. There was an **inherent** weakness in the design.

60. innocuous

- a. not injurious to physical or mental health

Example:

1. While you may think bullying is **innocuous**, it leaves a lasting scar on its victim.
2. His comment seemed perfectly **innocuous**.

61. insensible

- a. barely able to be perceived

Example:

1. We are not **insensible** of your kindness.
2. She remained **insensible** of the dangers that lay ahead.

62. insinuate

- a. suggest in an indirect or covert way; give to understand

Example:

1. Many dictators use propaganda to **insinuate** fear among the public.
2. He tried to **insinuate** himself into the boss's favor.

63. insipid

- a. lacking interest or significance or impact

Example:

1. After an hour of **insipid** conversation, I left.
2. On the surface she seemed meek, rather **insipid**.

64. insularity

- a. the state of being isolated or detached

Example:

1. Part of this is explained by the neighborhood's **insularity**.
2. The way they lived then was remarkable for its innocence and its **insularity**.

65. intractable

- a. difficult to manage or mold

Example:

1. Additional police officers were called to the scene when the crowd became **intractable**.
2. We are facing an **intractable** problem.

66. inundate

- a. overwhelm someone with things or people to deal with, or fill or cover with water

Example:

1. We have been **inundated** with requests for help.
2. The fields were **inundated** with flood.

67. inured

- a. made tough by habitual exposure

Example:

1. After living here for years I've become **inured** to the cold climate.
2. Doctors become **inured** to death.

68. invective

- a. abusive language used to express blame or censure

Example:

1. He retorted the **invective** on her.
2. A woman had hurled racist **invective** at the family.

69. irresolute

- a. uncertain how to act or proceed

Example:

1. The **irresolute** spend the most precious moments of life regretting.
2. He is never **irresolute** or inactive.

70. laconic

- a. brief and to the point

Example:

1. She had a **laconic** explanation of the matter.
2. The manner is **laconic** yet earnest.

71. lassitude

- a. a feeling of lack of interest or energy

Example:

1. I was overcome by **lassitude**.
2. Neither illness nor **lassitude** prevented him from going on with his work.

72. laud

- a. praise, glorify, or honor

Example:

1. He was **lauded** for his courage.
2. They **lauded** the former president as a hero.

73. lethargic

- a. deficient in alertness or activity

Example:

1. The weather made her listless and **lethargic**.
2. He felt too miserable and **lethargic** to get dressed.

74. levee

- a. an embankment built to prevent a river from overflowing

Example:

1. Risks in **levee** engineering caused by many uncertainty factors are cared about by people.
2. Look at that long **levee** of logs.

75. levity

- a. a manner lacking seriousness

Example:

1. Your **levity** is unseemly at this time.
2. His remarks injected a note of **levity** into the proceedings.

76. log

- a. a segment of the trunk of a tree when stripped of branches

Example:

1. He balanced himself on a **log**.
2. Tom put another **log** on the fire.

77. loquacious

- a. full of trivial conversation

Example:

1. His **loquacious** humour infected every one.
2. Fishes in a public aquarium grow **loquacious**, oblivious of their lack of privacy.

78. lucid

- a. transparently clear; easily understandable

Example:

1. She gave a clear and **lucid** account of her plans for the company's future.
2. You must write in a clear and **lucid** style.

79. malleable

- a. capable of being shaped or bent

Example:

1. Knowledge gives you power by making you less **malleable** to negative influences.
2. Unfortunately, most teenagers are **malleable** and give in to peer pressure rather easily.

80. maverick

- a. someone who exhibits independence in thought and action

Example:

1. My **maverick** boss has made his fortune by using a selling strategy different from that of his competitors.
2. He was too much of a **maverick** ever to hold high office.

81. mendacious

- a. given to lying

Example:

1. She gave us a **mendacious** report.
2. Some of these statements are misleading and some downright **mendacious**.

82. metamorphosis

- a. striking change in appearance or character or circumstances

Example:

1. She had undergone an amazing **metamorphosis** from awkward schoolgirl to beautiful woman.
2. The **metamorphosis** was something to behold.

83. meticulous

- a. marked by precise accordance with details

Example:

1. This accounting job requires a **meticulous** person.
2. The trip involved **meticulous** planning.

84. misanthrope

- a. someone who dislikes people in general

Example:

1. After I was kidnapped and held hostage for a week, I became a **misanthrope** and distrusted everyone.
2. Living in a crime-filled city will turn anyone into a nervous **misanthrope**.

85. mitigate

- a. lessen or to try to lessen the seriousness or extent of

Example:

1. It is unclear how to **mitigate** the effects of tourism on the island.
2. Governments should endeavour to **mitigate** distress.

86. mundane

- a. found in the ordinary course of events

Example:

1. It was hard to return to **mundane** matters after such excitement.
2. Initially, the work was pretty **mundane**.

87. negate

- a. make ineffective by counterbalancing the effect of

Example:

1. They overlook the human ability to **negate**, which lies at the root of thinking.
2. These facts **negate** your theory.

88. neophyte

- a. any new participant in some activity

Example:

1. Even the best golfer in the world was once a **neophyte** at the sport of golf.
2. The **neophyte** began to stammer out a reply, but fell silent.

89. officious

- a. intrusive in a meddling or offensive manner

Example:

1. We were tired of being pushed around by **officious** civil servants.
3. He's an **officious** little man and widely disliked in the company.

90. paragon

- a. a perfect embodiment of a concept

Example:

1. As a **paragon** of purity, a nun would never dress inappropriately.
2. It would have taken a **paragon** of virtue not to feel jealous.

91. partisan

- a. prejudiced or in favour of a particular person, cause or thing

Example:

1. The audience was very **partisan**, and refused to listen to the points she was making in her speech.
2. He is clearly too **partisan** to be a referee.

92. pathological

- a. relating to the study of diseases

Example:

1. My sister is a **pathological** liar who never tells the truth about anything.
2. I have got a **pathological** fear of heights.

93. paucity

- a. an insufficient quantity or number

Example:

1. There is a **paucity** of information on the ingredients of many cosmetics.
2. The **paucity** of fruit was caused by the drought.

94. pedantic

- a. marked by a narrow focus on or display of learning

Example:

1. His lecture was so **pedantic** and uninteresting.
2. Some people can be very **pedantic** about punctuation.

95. penchant

- a. a strong liking

Example:

1. Her **penchant** for disappearing for days at a time worries her family.
2. He carried his **penchant** for secrecy to great lengths.

96. penury

- a. a state of extreme poverty or destitution

Example:

1. Hardship and **penury** wore him out before his time.
2. He was brought up in **penury**, without education.

97. perennial

- a. lasting an indefinitely long time

Example:

1. I wonder at her **perennial** youthfulness.
2. We face the **perennial** problem of not having enough money.

98. perfidious

- a. tending to betray

Example:

1. Your **perfidious** gossip is malicious and dangerous.
2. The company was betrayed by its **perfidious** allies.

99. perfunctory

- a. hasty and without attention to detail; not thorough

Example:

1. They conducted a **perfunctory** examination.
2. He completed the act in a **perfunctory** manner.

100. permeable

- a. allowing fluids or gases to pass or diffuse through

Example:

1. The thin **permeable** skin allows moisture to flow into the animal rather than out of it.
2. The cell membrane is permeable enough to flow necessary fluids in and out of it.

101. pervasive

- a. spreading or spread throughout

Example:

1. The media's **pervasive** coverage of the epidemic has most of the country living in fear.
2. In many cities, police corruption is a **pervasive** issue that touches all communities.

102. phlegmatic

- a. showing little emotion

Example:

1. The normally **phlegmatic** man could not help but yell when he won a gigantic lottery prize.
2. Even though the clown tried very hard, he could not get the **phlegmatic** girl to laugh.

103. piety

- a. righteousness by virtue of being religiously devout

Example:

1. They were drawn to the church not by **piety** but by curiosity.
2. In this capacity his sincere **piety** and amiable character gained him great influence.

104. placate

- a. cause to be more favorably inclined

Example:

1. He never attempts to **placate** his enemy.
2. He smiled, trying to **placate** me.

105. plasticity

- a. the property of being physically malleable

Example:

1. Nothing better shows the **plasticity** of her character than the ease with which she adapted herself to this sudden change.
2. Bending the object into a new shape, the child was surprised by its **plasticity**.

106. plethora

- a. extreme excess

Example:

1. The **plethora** of rules and regulations is both contradictory and confusing.
2. A **plethora** of new operators will be allowed to enter the market.

107. plummet

- a. drop sharply

Example:

1. For some inexplicable reason her spirits seemed to **plummet** earthwards.
2. The rope snapped, causing the climber to **plummet** several hundred feet down the mountain.

108. pragmatic

- a. concerned with practical matters

Example:

1. My mother is quite **pragmatic** in nature and never does anything without rationalizing it first.
2. We need to adopt a more **pragmatic** approach.

109. precarious

- a. not secure; beset with difficulties

Example:

1. It could be a financially **precarious** solution.
2. He earned a **precarious** living as an artist.

110. precipitate

- a. bring about abruptly

Example:

1. A slight mistake could **precipitate** a disaster.
2. The rising level of unemployment is going to **precipitate** a huge crowd at the welfare office.

111. precursor

- a. something indicating the approach of something or someone

Example:

1. As I looked up in the sky, I saw a large dark cloud, a **precursor** of an upcoming storm.
2. All too often, high blood pressure is a **precursor** of heart disease.

112. presumptuous

- a. going beyond what is appropriate, permitted, or courteous

Example:

1. It was **presumptuous** of him to take charge.
2. It would be **presumptuous** of me to comment on the matter.

113. pristine

- a. immaculately clean and unused

Example:

1. He wasn't about to blemish that **pristine** record.
2. The car has been restored to **pristine** condition.

114. problematic

- a. making great mental demands

Example:

1. Getting everyone there on time might prove **problematic**.
2. The future of our business is **problematic**.

115. prodigal

- a. recklessly wasteful

Example:

1. If you want to save money for college, you should stop your **prodigal** spending sprees.
2. Even when the dictator saw his people dying of hunger, he refused to change his **prodigal** way of life.

116. propriety

- a. correct behavior

Example:

1. The sensitive matter was handled with great **propriety**.
2. She was careful always to behave with **propriety**.

117. proscribe

- a. command against

Example:

1. In some cultures surgery is **proscribed**.
2. Most states have laws that **proscribe** texting while driving.

118. pungent

- a. strong and sharp to the sense of taste

Example:

1. The taste is bitter and disagreeably **pungent**.
2. Her thoughts were interrupted by a **pungent** odor.

119. qualified

- a. meeting the proper standards and requirements for a task

Example:

1. He **qualified** as a doctor last year.
- (2) She is well **qualified** but has no relevant work experience.

120. quiescent

- a. being quiet or still or inactive

Example:

1. Ever since the police department hired ten new officers, crime has been rather **quiescent** in our town.
2. During the **quiescent** phase of the lab, we simply observe and note the growth of the cells.

121. rarefied

- a. of high moral or intellectual value

Example:

1. Only a couple of audience members were not confused by the scientist's **rarefied** concept.
2. Getting a book published isn't the **rarefied** literary feat it once was.

122. refute

- a. overthrow by argument, evidence, or proof

Example:

1. We can easily **refute** his argument.
2. These data do not **refute** the law of demand.

123. relegate

- a. assign to a lower position

Example:

1. Women tended to be **relegated** to typing and filing jobs.
2. He has been **relegated** to the position of an assistant coach.

124. reproach

- a. express criticism towards

Example:

1. She is quick to **reproach** anyone who doesn't live up to her own high standards.
2. There was mild **reproach** in his tone.

125. resolution

- a. a decision to do something or to behave in a certain manner

Example:

1. The memory gave her **resolution**.
2. The **resolution** in his face was unmistakable.

126. reticent

- a. reluctant to draw attention to yourself

Example:

1. She is so **reticent** about her achievements.
2. Most of the students were **reticent** about answering questions.

127. reverent

- a. feeling or showing profound respect or veneration

Example:

1. A **reverent** silence fell over the crowd.
2. He was brave, **reverent**, and clean, though perhaps lacking in the trustworthiness department.

128. sage

- a. a mentor in spiritual and philosophical topics

Example:

1. When I have questions about my courses, I often seek advice from my **sage**, my college mentor.
2. My father was the **sage** who kept everyone in my family on a straight path by giving us guidance before it was even requested.

129. sanction

- a. official permission or approval

Example:

1. The conference gave its official **sanction** to the change of policy.
2. We received **sanction** to proceed with our plans.

130. saturate

- a. infuse or fill completely

Example:

1. Water poured through the hole, **saturating** the carpet.
2. Our culture is **saturated** with television and advertising.

131. secrete

- a. generate and separate from cells or bodily fluids

Example:

1. The pores of your body **secrete** sweat.
2. To keep skin moisturized, sebaceous glands **secrete** oil.

132. skeptic

- a. someone who habitually doubts accepted beliefs

Example:

1. She is a **skeptic** about the dangers of global warming.
2. I need to see more hard evidence to become less of a **skeptic**.

133. solicitous

- a. full of anxiety and concern

Example:

1. He was very **solicitous** for her safe return.
2. She was very **solicitous** for our welfare.

134. spectrum

- a. a broad range of related objects, values, or qualities

Example:

1. This is a kind of atomic **spectrum**.
2. Beyond the red end of the visible light **spectrum** is infrared.

135. sporadic

- a. recurring in scattered or unpredictable instances

Example:

1. Her attendance at school was **sporadic**.
2. There has been **sporadic** violence downtown.

136. stigma

- a. a symbol of disgrace or infamy

Example:

1. There is a social **stigma** attached to single parenthood.
2. There is no **stigma** to being made redundant.

137. substantiate

- a. establish or strengthen as with new evidence or facts

Example:

1. We have evidence to **substantiate** the allegations against him.
2. There is little scientific evidence to **substantiate** the claims.

138. supersede

- a. take the place or move into the position of

Example:

1. In time, the features of the smartphone may supersede those of the personal computer.
2. The federal court decision will supersede the decision of the lower court.

139. supposition

- a. the cognitive process of conjecturing

Example:

1. His version of the events is pure **supposition**.
2. The police are working on the **supposition** that he was murdered.

140. tacit

- a. implied by or inferred from actions or statements

Example:

1. Although no words were spoken, our nods represented our **tacit** agreement to a cease fire.
2. In my business, all that is needed for a **tacit** understanding is a handshake between men.

141. tangential

- a. of superficial relevance if any

Example:

1. Too much time was spent discussing **tangential** issues.
2. The matter you raise is rather **tangential** to this discussion.

142. tractable

a. easily managed

Example:

1. Gold and silver are **tractable** metals.
2. This approach helps to make the issues more **tractable**.

143. transgression

a. the violation of a law or a duty or moral principle

Example:

1. The judge will decide the penalty for my **transgression**.
2. When the banker stole funds from the vault, he made a huge **transgression**.

144. veracious

a. habitually speaking the truth

Example:

1. He will be **veracious** only so long as the consequences are not seriously injurious.
2. After listening to all evidence, the jury found the **veracious** woman to be truthful and dismissed all charges.

145. verbose

a. using or containing too many words

Example:

1. His writing is difficult and often **verbose**.
2. Legal writing is often unclear and **verbose**.

146. viable

a. capable of life or normal growth and development

Example:

1. The committee came forward with one **viable** solution.
2. The government wants to encourage **viable** self-contained rural communities.

147. volatile

a. liable to lead to sudden change or violence

Example:

1. Food and fuel prices are very **volatile** in a war situation.
2. Edwards was a dangerously **volatile** character.

148. warrant

a. formal and explicit approval

Example:

1. They issued a **warrant** for her arrest.
2. A **warrant** is out for his arrest/against him.

149. wary

a. marked by keen caution and watchful prudence

Example:

1. The strange look in his eyes made me **wary** of accepting his offer.

2. The police will need to keep **awary** eye on this area of town.

150. whimsical

a. determined by chance or impulse rather than by necessity

Example:

1. The **whimsical** music made me feel like a little kid again.

2. Much of his writing has a **whimsical** quality.

Students' Writing Samples

Descriptive Paragraph

“My Hometown”

Topic Sentence: My hometown Rajshahi is a small city, also a city of tradition and education and it is developing day by day with increasing number of infrastructures and establishments.

Supporting detail 1: location, easy transportation

- Located on the northern bank of the padma River in western Bangladesh.
- Because of small city, there are different kinds of transportation available.

Supporting detail 2: Historical and traditional places

- Bagha Mosque, Temples and places of puthia and natore, Kusumba Mosque, SomapuraMahavihara
- Ancient Bengal Capital Gauda, Mahasthangarh

Supporting detail 3: Religion, occupation

- Most of the people in Rajshahi are Muslims, Hindus, Christians also live here
- Most of the people are businessmen, some people do office job too.

Concluding statement: I have created some very pleasant memories here. So, I love my hometown .

“My Hometown”

The name of my hometown is Rajshahi. Rajshahi is a small city which located just north side of Bangladesh. Rajshahi is a city in west-central region of Bangladesh. It is also called the city of education. It is enriched with several reputed educational institute. Now it is developed and established. Rajshahi is home to many private and government educational organization. University of Rajshahi is the second oldest university of Bangladesh. Rajshahi college is another older educational institute of Rajshahi. There are a Varendra Research Museum , Medical college Hospital, Sericulture Institute situated in this city. The transportation system of Rajshahi is very comfortable. At any time of the day there are many bus services are available from any part of Bangladesh. The railway station of Rajshahi city is connected with all station of

Bangladesh.Rajshahi is also a part of historical interest. Rajshahi city is full of interesting places and tourist spots. Even it is called the city of tradition.

Bagha mosque Temples and places of Puthia and nature, Kusumba Mosque, Somapura Mohavihara, Ancient Bengal Capital Gauda, Mahasthangaurh etc are the most famous places of Rajshahi city. Every year many tourists come to Rajshahi to visit these traditional places. Many of the citizens of our own town are involved in business and also some people do office jobs. I reckon, we all love our hometowns, because we were raised there. I am personally used to this place and I am very comfortable with it. In my hometown I was formed physiologically as an individual. So, I love my hometown.

Questions:

1. What does the topic sentence lack?
2. Which feature of the paragraph has not been mentioned in the prewriting section?
3. How many major features are mentioned?
4. Which major point of prewriting section is not brought up in the paragraph?
5. What is the major flaw in the structure of the paragraph?

My Favorite Restaurant

Word list

1. Star kabab
2. Located in Dhanmondi
3. Near my College and house
4. Famous place
5. tasty food
6. Healthy food
7. Nice decoration
8. Clean environment
9. Easy to find
10. Low price for quality foods

Out line:

1. Good location :
 - i. Near my house
 - ii. Family place

- iii. Easy to find
 - iv. In Dhanmondi
- 2. Good Food:
 - i. Tasty food
 - ii. Healthy food
 - iii. Low price for good quality
- 3. Good environment:
 - i. Clean environment
 - ii. Good decoration
 - iii. Well-mannered staff

Star kabab is my favourite restaurant because of its good location, food and environment. I always look for the best place to eat my food. Star kabab is situated in Dhanmondi which is near my College and not too far from my home. When I finish my college I usually eat at this place. Star kabab has the best taste in my opinion. They serve a variety of foods. Although the food is tasty it is not unhealthy in any way. They make sure to serve the most healthy and tasty food to the customers. People think Star kabab is expensive but it is not the case. The food is in reasonable price for its quality. In a restaurant you need to look for its environment other than food. Star kabab is excellent in this department as well. It is well decorated and they keep the place very clean. Star kabab does not stop with the good food and good environment part they have one of the best staff working for them. The staff is quick to respond to your requests and they take your order with a smile on their face. I cannot help but to go there again after experiencing all of those hospitality.

Your Favourite Place for Hanging Out with Friends

Brainstorming:

- Besides the hill
- Travelling with my friends
- Gives refreshment
- Good environment
- Eating with friends
- Beautiful place
- Playing different games
- Location
- Seeing new place

Outline:

- I. Location of place:
 - Besides the hill
 - Seeing beautiful place
- II. Sense of comfort:
 - Good environment
 - Safe place
 - Peaceful area
- III. Less expense:
 - Homemade food
 - Low cost transport service

My favourite place to hangout with friends is Bandarban. It's a place of Bangladesh. This place attracts all tourist. Very beautiful place and also comfortable. Easy to spend some quality time with friends. It gives us low cost transport service. Bandarban is a peaceful area. This place gives us so many beautiful joys. We are playing so many games. Also it gives us natural refreshment.

My favourite place beside on the hill which is located in bandarban. This place is a very beautiful place and also refreshing area. Whenever, we are free then we go to the hill and spend some good time. This place is safe for tourist and there guards are so helpfull. We bring some homemade foods. It's an amazing experience to hangout with friends. It's very less Transport service.

All over, it was a great journey for us.

Questions:

1. What is wrong with the topic sentence?
2. Which feature of the paragraph has not been mentioned in the prewriting section?
3. How many major features are mentioned?
4. What is the major flaw in the organization of the paragraph?
5. What is the major flaw in the structure of the paragraph?

Your Favourite Restaurant for Hanging Out with Friends

Outline

Topic sentence: I visit my favorite restaurant Ponto Alto as frequently as I can which is located on hill in the Bahsuss area in front of the sea with variety of food and outstanding furnishing

Brainstorming:

- Located on the hill
- Beautiful scenario
- Provides refreshment
- Good environment
- Amazing sunset view
- Colourful décor
- tasty meals
- Colourful fishes
- Classical music
- Small playground for kids

Outline:

- IV. Location of place:
 - On the hill
 - Top view
 - Sunset view
- V. Variety of food:
 - Italian food
 - Deliscious and healthy
 - Special secret sauce
- VI. Restaurant décor and environment:
 - Homemade food
 - Low cost transfort service

Concluding sentence: I think that place is the perfect place to eat and have a quit time especially if you are out with the wife or girl friend. I do not hesitate for a second to recommend anyone to visit and try this unquite restaurant.

Your Favourite Restaurant for Hanging Out with Friends

I visit my favorite restaurant Punto Alto as frequently as I can which is located on hill in the Bahsuss area in front of the sea with variety of food and outstanding furnishing. The view from this restaurant the is amazing especially during the sunset! one can sit-down and have their food while looking to its beautiful view. it is so relieving. of course since I go there a of lot the food must be great, It serves Italian food such as pasta and pizza and also large varieties of chicken and beef with its remarkable sauce. It is not like fast-food it much closer to home food but more delicious and very healthy also. The décor and design inside are very creative, it has a large painting on the ceiling with cheeful colors that draws a smile on your face every line you look up and see it. Moreover, the restaurant also plays many classical English and French music, which makes you relax and comfortable. I think it is the perfect place to eat and have a quite time especially if you are out with your partner. I do not hesitate for a second to recommend anyone to visit and try this unquite restaurant.

Narrative Paragraphs

The Most Memorable Journey in My Life

Topic sentence: I have many memorable journey in my life, but the journey by boat in the last summer vacation is the most memorable one.

Supporting details 1: Time and place.

- It was in the last summer vacation.
- We went to Jamuna river for this journey.

Supporting details 2: Boat and the boatmen.

- It was a large boat with a big shed on the top.
- The boatmen was very fun loving.

Supporting details 3: Jamuna river.

- The river was full to brim.
- There were little waves.

Concluding statement: the journey was full of joy and happiness. Whenever I remember this journey my heart leaps up with joy. If I get another chance I'll again go for it.

“The Most Memorable Journey in My Life”

Every journey is a pleasure to me. But I had the most memorable one in the last summer vacation when me along with my family went on a journey by boat. We got out from our home in the very early morning. Then we went to the Jamuna bridge. It is a huge and beautiful bridge. After seeing the bridge we went to the river side and there was so many boats. I choose a large boat and then after bargaining the rent we got on the boat. We started our journey by 11 am. The river was full to brim and the boat was quite shaking due to the little waves of the river. We were enjoying the beautiful river sights. There were paddy fields, jute fields and so on. After roaming for two two hours we paused our journey for lunch break. We took some food with us from home and we ate that in a boat like a picnic. The boatmen was very fun loving. He sang many songs for us. After finishing our lunch we started to come back to the river bank in the after noon. Then we came back to home. The journey was full of joy and happiness.

“An Exciting Day of My Life”

Brainstorming

1. First job
2. undergraduate
3. school kids
4. quite nervous
5. First day at job
6. Amazing feeling
7. played with the kids
8. learnt a lot of things
9. took the class
10. kids gave me so much love

Outline

1. First day at job
2. Taught and learned lots of things
3. End of an amazing day

“An Exciting Day of My Life”

The first day at my job as a teacher in a kindergarden school. Being a student it is an amazing feeling even though it comes with huge responsibilities. It was my life’s the most exciting day. The moment I entered the classroom. I was very nervous at the first place, but after some time all my nervousness went away as I met the kids. They were so nice to me and gentle. I observed how to teach these little kids from a senior teacher

who was also with me. I taught the kids seemed that they really liked me and the way I teach. After my class, I played with my students. I learnt a lot of things that day.

Questions:

1. What does the topic sentence lack?
2. Mention the irrelevant sentence from the paragraph.
3. Which point from the outline should be explained more?

A memorable day with my friends

Outline:

Topic Sentence: There are many memorable days with my friends but last year's picnic was most memorable in my life because of its timing, beautiful Places and good environment.

Supporting ideas

- 1) morning when we started our journey
- 2) evening when we enjoying the most
- 3) sang songs
- 4) played games
- 5) bonding with each other
- 6) reaching home.

Concluding sentence: At last I can say that I loved this picnic very much and it is a mamorable day. in my life with friends

There are many memorable days with my friends, but last year's picnic was most memorable in my life because of its environment. Firstly, we started our journey at 8.00 AM. Though it was a short journey we took our breakfast in the bus. we ate bread, banana, egg and water. After finishing our breakfast, we enjoyed our bus riding very much. We were singing songs, playing game and what not. At 12.00 A.M. we reached our picnic spots. The name of our picnic spot is SohagPalli. It is a very beautiful place. There are many beautiful things which made us happy and joyful. The environment was so good. At 2.00 PM we took our lunch. After taking rest for 20 minutes we again played different kinds of game. At around 8.00 AM we came back to our home. At last I can say that I loved this picnic very much and it is a memorable day with friends.

Compare and Contrast Paragraphs

1) Village Life and City Life

Prewriting

Brainstorming (Wordlist):

1. Rural area
2. Friendly neighborhood
3. Social relationships
4. Bonding
5. City people
6. Different lifestyle
7. Corporate life
8. Busy and ignorant
9. Modern facilities
10. Western food and clothing
11. Medical service and educational institutions.
12. Pollution free village
13. Environmental pollution in city

Scratch Outline:

1. Different way of life:
 - I. Social relationships
 - II. Acceptance of new standards of living
 - III. Food and dress habit.
2. Available opportunities:
 - IV. Quality of medical amenity
 - V. Standard education
3. Dissimilar environment:
 - VI. Level of pollution
 - VII. Density of population

Topic sentence: Village life and city life are different from each other for their lifestyle, opportunity and environment.

Concluding sentence: After all, this difference between village life and city life makes people lead extremely different lives.

Village Life and City Life

Village life and city life are different from each other for their lifestyle, opportunity and environment. First of all, in city life people are busy with their own lives and appear to be relatively indifferent towards one another. In contrast, village people appear to be more associated with each other. In city life people are more ready to accept differences in cultures, religions etc. whereas in village people are more bound to tradition and old ways of thinking. They do not tend to accept cultural or other differences easily. In addition to this, food habit and dress habit are not same between the two life. On the other hand, in city people get more opportunities than village. In village people can not avail quality education and decent medical service. The education system and medical facilities are much better in city life. On the other hand, there are also some differences between city life and village life in environment. The weather in village is fresh and healthy for us. We get enough fresh oxygen there to take breath. Contrastively, in city the weather is polluted. This is unhealthy for human life. Besides, habitation system is also different. In city it is over populated. Many people live there for work facilities. However, in village there are enough open places for doing anything. After all, this difference between village life and city life makes people lead extremely different lives.

2) Difference between Eating at Home vs. Eating Outside

Prewriting

Brainstorming (Wordlist):

1. Fresh food
2. Excessive oil
3. Limited amount
4. Eating to heart's content
5. Too much spicy and unhealthy

6. Cleanliness issue
7. Cooking quality
8. No care in cooking
9. Budget for food
10. Unnecessarily expensive
11. Date expired ingredients
12. Maintaining diet chart

Scratch Outline:

1. Quality of food:
 - I. Fresh food
 - II. Fresh ingredients
 - III. Usage of chemical, color, extra salt and oil.
2. Quantity of food:
 - IV. Inadequate amount at restaurants
 - V. Sufficient food at home
3. Expenditure :
 - VI. Costly and unsatisfying
 - VII. Cost-effective and healthy.

Topic sentence: Eating at home and eating outside are two distinct experiences because of the quality, quantity and expense factor.

Concluding sentence: Finally, we can say that having food outside can be enjoyable sometimes, but having food at home is more beneficial and healthy for us.

Difference between Eating at Home vs. Eating Outside

Eating at home and eating outside are two distinct experiences because of the quality, quantity and expense factor. If we are going to eat at home, the food we getting ready is totally fresh, hygienic and contains lots of nutrition. Homemade food, are basically made in a very clean environment. People try to avoid excessive oil and salt and sometimes they make their own food by following their diet chart. Home food is also served in a very cleanway. On the other hand, when we go for restaurant food, most of the time they do not use the fresh ingredients. There is also lack of nutrition, vitamins but it tastes better than

homemade food. They use various kind of spices to make it tasty, but actually it becomes unhealthy. Secondly, we can have homemade food as much as we want. There is no limitation. In contrast, at restaurants when we order a meal platter, we only get the reserved amount of items. If we need more, we need to pay more. Thirdly, homemade food is a lot cheaper than anything else. We do not need to pay extra money, tax, vat or any kind of service charge. Moreover, we do not need to travel for food where we waste time and money. Contrastively, restaurants kill our money, time, energy, and sometimes they charge irrelevant cash for a little amount of food. Eating at home is cheaper and eating outside is expensive undoubtedly. Finally, we can say that having food outside can be enjoyable sometimes, but having food at home is more beneficial and healthy for u

3) City life and Village life

city life and village life are different between from them. City and village are two part of a country. There are different habits and tradition. The city life people are modern. Village life people are normal. They lead a backdated life. Village people live in old home. The area is not standard. In village there is no shopping mall. There are markets. Sometimes they dont get their basic needs. The city people's living condition is standard.

- Give the paragraph a proper topic sentence.
- Mention the sentence which is irrelevant to the topic.
- How many major supporting ideas are there?
- Put transition words where needed.
- Give the paragraph a proper concluding sentence.

4) Public transport v/s private transport

Regular bus travelling is common for most of the city people. Bus is the public transport. Public transport is cheap for general public. People use it because it can save more money. Maximum time public transport waste our valuable time. Many people suffer in traffic jam on a daily basis. It's not so easy to travel on the public transport regularly.

Private transport includes people's own car. It's easy to use a car regularly. This is very comfortable because of the relaxing journey it can give. It's very expensive because everyone does not have the ability to buy a car. This also saves our valuable time. At last we can say that private transport is better than public transport.

- Does the paragraph have a proper topic sentence?
- How many major supporting ideas are there?
- Put transition words where needed.
- Mention the supporting idea which has been used to describe only private transport.
- What is the biggest structural mistake in this paragraph?

Cause and Effect Paragraphs

1) Effects of Facebook Addiction

Facebook is a social media. It helps our communicating system. it has some effects which makes our dangerous. There are so many effects of using facebook like lack of attention, effect on time and effects to health also. Sometimes we don't notice a very important matter by using facebook. What is happening in the real world we some time don't notice yet. We always put our attention in facebook all the time. It also affects our valuable time. Some time we don't notice the time by using facebook. It kills our important valuable time. We always our brain focus in facebook. So that's why we don't notice our time values. In that cases our time goes away from our life and we don't notice this things. Over all it has so many effects on our precious life. So that we have to take some steps to effects on facebook. Lastly I am going to say that facebook is not a bad thing in our social life, but we have to proper use it.

- Does the paragraph have a proper topic sentence?
- How many major supporting ideas are there?
- Put transition words where needed.
- Which supporting idea has not been explained in the paragraph?
- Write a proper concluding sentence for the paragraph.

2) Effects of Facebook Addiction

Prewriting

Brainstorming (Wordlist):

1. Time killing
2. Wastage of study time
3. Easy access to internet
4. Smartphone using
5. Bad for health
6. Losing energy

7. Losing enthusiasm for real life works
8. Overlooking real life events
9. Less importance to daily activities
10. Unsafe position
11. Vulnerable condition
12. Emotional dependence
13. No privacy

Scratch Outline:

1. Wastage of valuable time:
 - Losing time of study
 - Wasting time of practical work.
2. Ignorance to real life work:
 - Losing time of study
 - Wasting time of practical work.
3. Lack of privacy:
 - Trespassing one's personal life
 - Unwanted access to unknown people.

Topic sentence: In this modern era, all of us are addicted to facebook which has many effects like wasting valuable time, ignoring one's surroundings and giving access to private life to unknown people.

Concluding sentence: Therefore, getting social with friends and relatives through facebook is good, but getting addicted to it can cause a lot of problems.

Effects of Facebook Addiction

In this modern era, all of us are addicted to facebook which has many effects like wasting valuable time, ignoring one's surroundings and giving access to private life to unknown people. To begin with, facebook addiction has become a common matter nowadays because of much internet availability. People kill their important time being unaware of its consequence. Sometimes spending a lot of time can cause less attentiveness in our studies and work. Moreover, people have become unresponsive to

their real life events. It is noticeable that people do not give enough time to their family and real friends because of their addiction to virtual life. Finally, people kill their time by getting social with less known or unknown people. An unknown person can harm a lot through facebook. They can create a controversy by using someone's personal pictures. Unknown people can give us fake news and we might get harassed by it. It may have a huge impact on our regular life. Therefore, getting social with friends and relatives through facebook is good, but getting addicted to it can cause a lot of problems.

3) Causes of increasing mental depression among young people in Dhaka

Prewriting

Brainstorming (Wordlist):

1. Abusive people
2. Unexpected behavior from friends
3. Unhealthy work environment
4. Unsupportive family
5. Too much expectations
6. Difference between reality and dream
7. High aspiration
8. Academic failure
9. Rude life partners
10. Domestic violence
11. Emotional discontent
12. Materialistic mentality.

Scratch Outline:

1. Psychological Harassment:
 - Ill treatment from friends and family
 - Uncooperative work environment.
2. Unrealistic and high demand:

- Too much expectation from life
 - Hanking after wealth.
3. Disappointing relationships:
- Lack of support from near ones.
 - Any accident in the family.

Topic sentence: Depression is an extremely complex disease, which can occur for mental harassment, high expectations, and problematic emotional relationships.

Concluding sentence: The ultimate impact of depression can be death.

Causes of Increasing Mental Depression among Young People in Dhaka

Depression is an extremely complex disease, which can occur for mental harassment, high expectations, and problematic emotional relationships. Mental frustration can come from various reasons. Nowadays people are very judgmental towards others. Before knowing the truth they pass comments. Many of us like to gossip about someone's physical conditions, appearance or smartness. Sometimes with their words they insult people. Additionally, depression can come from our high expectations from family and friends. If we do not get desired behavior or feelings from our near ones, then we fall into frustration. Finally, depression and relationships are related to each other. If a person faces his father, mother or any family member's death, loses any friend or faces breakup or divorce, then he will get into severe depression. So, people from all age, class, education level, social or economic background may suffer from depression. The ultimate impact of depression can be death.

4) The Causes of Water Pollution in Dhaka City

Water pollution is a big problem in our country. Specially in Dhaka. where population is more than extreme. Dhaka is a developing city with a lots of factory and lots of buildings. There is less supply of pure water than demand. People are putting all kind of waste in the water. They don't care about the environment. Once dhaka was a clean

city. The water was very clean but now there are lot of factory by the river side. They are putting those dangerous chemicals in the water. There are also a lot of ships going in these rivers. The oil of the boats are making the water unusable. As for the drinking water there is not much left. We waste water besides polluting it. This polluted water is killing people. We have to stop getting our waste in the water. Otherwise there won't be any pure water left to drink or use. This is one of the most important issue of our country.

- Does the paragraph have a proper topic sentence?
- How many major supporting ideas are there?
- Put transition words where needed.
- Which supporting idea has not been explained in the paragraph?
- Write a proper concluding sentence for the paragraph.

Process Analysis Paragraphs

Planning for a Family Picnic

Topic Sentence:

To plan a picnic we should keep some issues in mind such as- selecting a location, making a budget, asking others for collaboration and executing the plan successfully.

Supporting ideas:

- Select a location
- Make a budget
- Ask others for collaboration
- Execute the plan successfully

Select a location

- More of a rural area

Make a budget

- Suitable for everyone

Ask others for collaboration

- Everyone has to help
- Execute the plan successfully
- To enjoy the moments

Conclusion

Following these steps we can arrange a successful family picnic.

Planning for a Family Picnic

To plan a picnic we should keep some issues in mind such as- selecting a location, making a budget, asking others for collaboration and executing the plan successfully. When a group of people go somewhere for refreshment, relaxation and enjoyment that is called a picnic. When it is with family, it is called family picnic. Firstly, we should choose a location that is more of a rural area. It must be accessible where we can move easily. Secondly, we have to make an affordable budget so that we do not have to spend a lot of money. Thirdly, everyone should make an effort to make the plan successful. Finally, we will know the plan is successful when we can enjoy the moments and stay calm. We should not rush things because picnic is all about relishing the moments. Following these steps we can arrange a successful family picnic.

How to get Get Admitted in East West University

Topic Sentence:

East West University is one on the most reputed universities of Bangladesh and we need to follow some steps to get admitted here.

Complete the online application process



Sit for the examination



Get Selected



Complete all the admission process



Pay the tuition fees

How to get admitted in East West University

East West University is one of the most reputed universities of Bangladesh and we need to follow some steps to get admitted here. Getting admission into a good university is a dream to all and we need to follow some several steps to get admitted in university. To get admitted in East West University, firstly we need to apply for the desired subjects and departments online and we have to pay a definite amount of money to apply. After that, we will get an admit card to sit for the admission test and we have to be selected in the admission test. After getting selected, we have to follow some procedures such as completing admission papers and all the required information. Then we need to submit all our original copies S.S.C and H.S.C admit card, registration card and birth certificates to confirm our identity. After these steps we have to pay a fixed amount of admission fees and tuition fees. After completing all these steps, the authority of East West university will provide us an ID card or money receipt. By following all these steps, we will be able to get admitted in East West University.

How to reduce smartphone Addiction

Outline:

Topic Sentence: To use smartphone is a very common issue.

Supporting Ideas:

1. Maintain time
2. know its misuse.
3. Time for children

Concluding Sentence:

If we follow this rule then people will reduce smartphone addiction.

How to reduce smartphone Addiction

To use a smartphone is a very common issue. Now-a days it is increasing day by day. People are being addicted to the internet. children also being addicted. So, we need a proper solution. We need to maintain time to use smartphone. We can share with each other information of its bad use or effect. Children are also going to be addicted. So, we can inform them about its bad effect. If children get proper time from their parents then they will not suffer from this issue. So people need to meet each other and gossip with each other. And then they can reduce their use of smartphone. it is a very helpful thing for us as we communicate with people. So, we need not misuse it. If we follow this rule then people will reduce smartphone addiction.

- What is wrong with the topic sentence?
- Rewrite the topic sentence.
- Find out the unnecessary sentence from the paragraph.
- Put correct transition words.
- Which step of the main paragraph is not mentioned in the outline?

Argumentative Paragraphs

Each student Must Have a Right to Pick Only Those Disciplines He/She is Interested In.

Outline:

Topic sentence: I agree with the statement because allowing students to pick up their own disciplines leads not only to a better chance of attaining the careers they desire, but it can also make them much happier.

Supporting ideas:

1. Better career
 - several options to choose from
 - having interest
2. more enthusiastic and happier
 - less likely to be absentees

- being successful

Refutation:

-All students are equal

-There is a better opportunity by choosing same discipline

Concluding sentence: Therefore, to have a better career, each student must have a right to pick discipline he/she is interested in.

Each student Must Have a Right to Pick

Only Those Disciplines He/She is Interested In.

I agree with the statement because allowing students to pick up their own disciplines leads not only to a better chance of attaining the careers they desire, but it can also make them much happier. Firstly, They can get to choose their career from various options. As they can choose by themselves, they are more interested in that. Secondly, They are less likely to be absentees. It is natural that students are more enthusiastic when they are provided the opportunity to do those things they like. In addition, there is a greater chance to be successful in this way. Lastly, many people think, all students should pick same discipline. If they choose the same discipline there is a better opportunity for everyone. I completely disagree with this concept because when a student is being forced to do something, he/she cannot succeed. Therefore, to have a better career, each student must have a right to pick discipline he/she is interested in.

Scientific Experiments Should Not Be Done on Animals

Outline:

Topic sentence: Scientific experiments should not be done on animals because animals are very important in our Nature and Animals keep natural balance and we try to save animals life.

Logical reason 1: Natural balance.

Logical reason: Scientific experiments

Logical reason: Animals life.

Concluding statement: Last of all We say that Scientific experiments is not good because this reason many animals die and nature balance goes to very worst.

Scientific experiments should not be done on animals

Scientific experiments should not be done on animals because animals are very important for our nature and animals keep natural balance and animals not only for scientific experiments. Animals try to our natural beauty. Because natural beauty needs animals. It's not right to kill them. Because of scientific experiments, many animals Everyday die. We should not this. Animals try to keep natural balance. If we want beautiful life we need better nature. We also need to keep our environment clean. Because natural is not good we don't keep better life. For the last of all we say that scientific experiment is not necessary and because of this reason many animals die and nature's balance is destroyed.

- How many major arguments are used in the paragraph?
- Rewrite the topic sentence including all the major arguments.
- Find out the unnecessary sentence from the paragraph.
- Put correct transition words.
- An extremely illogical argument has been used in the end. What is that?

Scientific Experiments Should Not Be Done on Animals (Rewritten)

Outline:

Topic Sentence: Scientific experiments should not be done on animals as it affects bio diversity, hampers food chain and also leads to extinction of species.

Logical reason 1: Effect on bio diversity

Logical reason 2: Hampers food chain.

Logical reason 3: Extinction of species.

Concluding statement: We should save animals and our world by stopping scientific experiments on animals.

Scientific Experiments Should Not Be Done on Animals

Scientific experiments should not be done on animals as it effects bio diversity, hampers food chain and also leads to extinction of species. Many scientific experiments are ruthless experiments. It is done with no mercy and it is usually done on animals. It has a huge affect on bio diversity. It destroys environmental balance. Every animals in animal kingdom is connected to one-another. One cannot live without another. If one hampers food chain then the whole food chain process is hampered. For food animals depends on another. Due to scientific experiments a lot of animals die. It hampers our environment greatly. Scientific experiments can lead to extinction of a species. If one species gets extincted then the whole food chain will be hampered. As a result other species may die too. Extinction of a species is very dangerous for our environment. We will face problems if it happens. Every animal is important for us and our environment. Scientific experiments will cause imbalance in environment. We should take actions against scientific experiments on animals. Scientific experiments on animals should be stopped. To conclude, we should save animals and our world by stopping scientific experiments on animals.

School Life Ensures More Freedom than University Life

Outline:

Topic Sentence: School life is a life of freedom because they have no tension about their tution fee, food, life.

Logical reason 1: Tuition fee

Logical reason 2: cost of food

Logical reason 3: Life.

Concluding statement: So we can say that school life ensure much freedom than University life.

School life is a life of freedom because they have no tension about their tuition fee, food, life. They have father and mother to take the responsibility. They are free to do anything. They have a lot of friends in school. As this is a time of growing so they have no worry about the world. Their parents take care of all. Beside all of this school life is the best life of all. University life also ensure our our freedom but it is a little bit hard because they have to think about career, study, assignment, CGPA and mostly about the world. So we can say that school life ensures much freedom than University life.

- Rewrite the topic sentence.

Answer Key

First Mid Term

Present Tense

Exercise I:

ANSWERS:

is listening, are staying, go, is buying, has, leave, are driving, meet, go, comes, am having, does

Exercise III:

ANSWERS:

1. She has been baking cakes all day.
2. How many puddings has she made?
3. I have been looking for my keys since we came home.
4. I have looked for my keys several times.
5. What have you done to him?
6. What have you been doing?
7. Joy has not worked on this computer yet.
8. Joy has not been working on the computer these days.
9. How many years has he had this car?
10. How long has he been having the shower?
11. I have not been sleeping well lately.
12. I have not slept on it so far.

Exercise IV:

ANSWERS:

1. How long has she been publishing her articles in the American newspapers?
2. Has she learned /learnt Japanese before?
3. How many years have you known him?
4. What have you been doing instead of it all the time?
5. How long have you been running the hotel?
6. Has she borrowed the money yet?
7. Have you been taking pictures for a long time?
8. How long have you been waiting for him?

Exercise V:

ANSWERS:

Today **1)** is the second day of my trek around Mount Annapurna. I am exhausted and my legs **2)** are shaking; I just hope I am able to complete the trek. My feet **3)** are really killing me and my toes **4)** are bleeding, but I **5)** still want to continue. Nepal is a fascinating country, but I have a great deal to learn. Everything **6)** is so different, and I **7)** am trying to adapt to the new way of life here. I **8)** have learnt a little bit of the language to make communication easier; unfortunately, I **9)** do not learn foreign languages quickly.

I **10)** am currently travelling with Liam, a student from Leeds University in England. He **11)** is a nice guy, but impatient. He **12)** always walks ahead of me and **13)** complains that I am too slow. I **14)** am doing my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old. Right now, Liam **15)** is sitting with the owner of the inn. They **16)** are discussing the differences between life in England and life in Nepal.

Exercise VI:

ANSWERS:

As we mentioned in the exercise, you will have to make sure your whole passage is consistent in its tense. You may have noticed that the most of the verbs in this passage are in present tense; we've edited the passage be consistently in the present tense. All edited verbs have been bolded:

If you want to pick up a new outdoor activity, hiking is a great option to consider. (1) It's a sport that can be suited for a beginner or an expert—it just **depends** on the difficulty hikes you choose. However, even the earliest beginners can complete difficult hikes (2) if they pace themselves and **are** physically fit.

(3) Not only is hiking an easy activity to pick up, it also **has** some great payoffs. (4) As you **walk** through canyons and **climb** up mountains, you can see things that you wouldn't otherwise. (5) The views are breathtaking, and you **get** a great opportunity to meditate on the world and your role in it. The summit of a mountain is unlike any other place in the world.

Past Tense

Exercise I:

ANSWERS:

1. I did my homework
2. My mum often drove
3. While daddy wasn't looking

4. I called her
5. You were talking
6. Where did you study?
7. As they were walking
8. I took her
9. it changed
10. she was wearing

Exercise II:

ANSWERS:

1. Who was he talking to?
2. And when did they start it?
3. What car was she driving?
4. Why did you want to get in touch with me?
5. What was your sister doing?
6. How was he lying?
7. Which channel were you watching?
8. What happened to you?

Exercise III:

ANSWERS:

Late Bloomers

Some very remarkable adults are known to have **experienced** quite unremarkable childhoods. English author G.K. Chesterton, for instance, could not read until the age of eight, and he usually **finished** at the bottom of his class. "If we could **open** your head," one of his teachers **remarked**, "we would not find any brain but only a lump of fat." Chesterton eventually **became** a successful novelist. Similarly, Thomas Edison was **labeled** a "dunce" by one of his teachers, and young James Watt was called "dull and inept."

Mona Lisa

Leonardo da Vinci's Mona Lisa is the most famous portrait in the history of painting. Leonardo took four years to complete the painting: he **began** work in 1503 and **finished** in 1507. Mona (or Madonna Lisa Gherardini) was from a noble family in Naples, and Leonardo may have **painted** her on commission from her husband. Leonardo is said to have **entertained** Mona Lisa with six musicians. He **installed** a musical fountain where the water **played** on small glass spheres, and he **gave** Mona a puppy and a white Persian cat to play with. Leonardo did what he could to keep Mona smiling during the long hours she **sat** for him. But it is not only Mona's mysterious smile that has **impressed** anyone who has ever **viewed** the portrait: the background

landscape is just as mysterious and beautiful. The portrait can be seen today in the Louvre Museum in Paris.

Exercise IV:

ANSWERS:

1. Because I had been jogging before we met.
2. Really? I had been revising for it so long.
3. No wonder. She had been arguing with her brother all day.
4. Yes, he really was. He had been working too long.
5. They had been having a rest all afternoon.
6. Because they had been playing in mud.
7. Not really. But I had been trying to contact him all the time.
8. No, she wasn't. But she had been attending Class B for a year before she left.
9. Because they had been staying in their room all their holiday.
10. She had been sleeping till ten o'clock.

Exercise V:

ANSWERS:

When I **1)** was 18 years old, I **2)** decided to spend some time in America. However, until I **3)** saved enough money, I **4)** had not told anybody about my plan. My mum **5)** was shocked, because we **6)** had never been abroad. At that time, I **7)** had a pen-friend in Dallas, and I **8)** had always wanted to see her. I **9)** knew that my English **10)** was very good as I **11)** had passed Cambridge exams with grade A. Before I **12)** started to write to Wendy, it **13)** had never come to my mind that I **14)** could go to the States on my own. Nevertheless, after I **15)** had decided to set off, I just **16)** had to go.

Subject-verb Agreement

Exercise I

ANSWERS: 1.talks 2.looks 3.swim 4.drives 5.run 6.lives 7.cooks 8.walk 9.appears
10.bounces

Exercise II:

ANSWERS:

1. C
2. X
3. X
4. X

5. _C_
6. _C_
7. _X_
8. _X_
9. _C_
10. _C_

Exercise IV:

ANSWERS:

I love to play bocce. The game **1)** does not require any special athletic abilities. There is a new bocce league at the recreational center. There **2)** are several teams in the league. I have a new set of bocce balls. My friend **3)** has a new pallino ball. Bocce is a game for people of all ages. I **4)** am going to show you how to play. The players take turns rolling a ball down the court. Each of the players **5)** takes one ball and aims for the pallino. We try to get our balls as close to the pallino as possible. Rick often **6)** tries to bounce his ball off the side of the court. Nobody enjoys playing bocce more than I do. Everybody who plays bocce **7)** enjoys the game. There are four players on each team. There **8)** is a tournament at the end of the season. The winners of the tournament carry home a trophy. Everyone **9)** carries home good memories. I am ready to play a game now. You and your friends **10)** are welcome to join us.

Second Mid Term

Reading Comprehension Vocabulary Answer Key

Cause and Effect Reading Comprehension: Arctic Shortcut Sparks Worry

- a) iv) frozen
- b) iii) intimidating
- c) iii) sinking
- d) i) strike
- e) iii) cleanse

Compare –Contrast Reading Comprehension: Tipis vs. Igloos

- i) C. unstable
- ii) D. array
- iii) D. agree
- iv) D. unmovable
- v) B. firm

Future Tense

Exercise I:

ANSWERS:

1. Don't call me at 10 o'clock. I'll be flying to Spain.
2. I suppose we'll stay at a hotel next summer.
3. Come to see me in the afternoon. I'll be working in the garden.
4. Do you think it'll snow at the weekend?
5. Is the coat OK? - Yes, I'll take it.
6. This time on Sunday we'll be skiing in France.
7. I don't know if I will stay here. Perhaps I'll move to a big city one day.
8. Every student will be using a computer in the near future

Exercise II:

ANSWERS:

1. The New Year won't start on 31 December.
2. I'll be sleeping in the afternoon. I won't be doing housework.
3. We'll be in beds. We won't be driving to Sylhet when the sun rises.
4. I forgot to tell her. But I won't call her now. It's too late.
5. My best friend will still be in Sylhet tonight. He won't be returning to Dhaka.
6. You can't meet me at the supermarket. I won't be shopping in the afternoon.
7. Is Sami at school? - No, he isn't. I suppose he won't come.
8. I can't stand Sami. I hope he won't be there.
9. We won't be packing our luggage this time tomorrow. We'll already be on the way.
10. If you are careful, the cars won't knock you down.

Exercise III:

ANSWERS:

1. When will Sami arrive?
2. Will your mum not work late tonight?
3. Will Maria be at school tomorrow?
4. What time will you leave?
5. Will your classmates be in their classroom?
6. What will Sami think of my new hairstyle?
7. Will Mr. and Mrs. Ahmed enjoy the concert?

8. Will you not stay there till Sunday?
9. How will Sami find the hotel?
10. Will you tell me your email address?

Exercise IV:

ANSWERS:

1.A: There's no milk.

B: I know. I'm going to get some from the shop.

2.A: There's no milk.

B: Really? So I'll get some from the shop then.

3.A: Why do you need to borrow my suitcase?

B: I'm going to visit my mother in Scotland next month.

4.A: I'm really cold.

B: I'll turn the heating on, then.

5.A: Are you going to Sami's birthday party tonight?

B: Yes. Are you going too? I'll give you a lift.

6.A: What are your plans after you leave university?

B: I'm going to work in a hospital in Rajshahi. I leave on the 28th.

7.(The phone rings)

A: I'll get it!

8.A: Are you ready to order?

B: I can't decide ... Okay, I'll have the steak, please.

9.A: Are you busy tonight? Would you like to have coffee?

B: Sorry. I'm going to go to the library. I've been planning to study all day.

10.A: Why are you carrying a hammer?

B: I'm going to put up some pictures.

Exercise V

ANSWERS:

a) will have, **b)** will start, **c)** will be swimming, **d)** is going to practice, **e)** will have improved, **f)** am going to learn

Sentence Fragments

Exercise I

ANSWERS: 1. FS 5. FF 9. FS 13. SS
2. SF 6. SF 10. SF 14. SF
3. SF 7. FS 11. FS 15. FS
4. SF 8. SF 12. SF

Exercise II

ANSWERS: 1. X 2.a 3. X 4.a 5.a 6. X 7.a 8.a

Exercise III

ANSWERS: 1.a 2. X 3. X 4.a 5.a 6. X 7.a 8. X 9. X 10. X

Exercise IV

ANSWERS: **1.** F **2.** F **3.** F **4.** F **5.** F **6.** S—burst—came **7.** F **8.** F **9.** S—director—is planning **10.** S—she—will direct **11.** F **12.** S—you—Are interested **13.** F **14.** S—(you)—Practice; (you)—memorize **15.** S—Who—will play

Run-on Sentences

Exercise I

ANSWERS: My mother, father, and sister are coming to dinner tonight.

My parents and my sister are coming to dinner tonight.

2. I like learning English, but it makes me tired.

3. My sister was taller than me when we were young. Now I am the tallest, which is fun.

4. I love school and learning. I have a nice teacher.

5. I don't want much for my birthday – just some chocolates and a little toy car.

I don't want much for my birthday. I would be happy with some chocolates and a little toy car.

6. Blue is my favorite color. It is the color of the sky and the sea. Also, it reminds me of my favorite insect which is the butterfly.

Blue is my favorite color because it is the color of the sky and the sea. Also, it reminds me of my favorite insect: the butterfly.

7. When I get older I want to have a big family; I like big families.

I like big families. When I get older, I want to have a big family.

I like big families. So, when I get older, I want to have a big family.

8. We usually leave at 11:00 but today is different; we are leaving at 10:30.

We usually leave at 11:00 but today is different. Today, we are leaving at 10:30.

9. I like Tuesdays and Wednesdays. I also like Fridays, because the weekend starts on Friday.

I like Tuesdays and Wednesdays. I also like Fridays; the weekend starts on Friday.

10. We should get moving; there's no time to waste.

We should get moving. There's no time to waste.

There's no time to waste. So, we should get moving.

Exercise II

ANSWERS:

1. My father retired from the Air Force last year. He is writing a book about his experiences.

2. Sami mowed the grass this morning; tonight he will water the flowers and bushes.

3. The small girl seemed to be lost; she was crying and looking for her mother.

4. Mrs. Ahmed inherited a large sum of money from her brother, so she can buy a new car now.

5. Sami and Rumi worked very hard on their project. Therefore they felt they deserved a high grade.

6. I can never beat my little brother at video games; he has them all mastered.

7. Sami is flying to Sylhet for spring break. He will be gone a week.

8. We are moving to Rajshahi in July, and I'll go to school there.

9. CORRECT

10. We will be on vacation next week, so we will be unable to attend your party.

11. We bought shoes, luggage, hats, and swimsuits at the mall. Fortunately, we have a large trunk in our car.

12. CORRECT

13. Most of my study time is spent on biology; it's my toughest class.

14. My car ran out of gas; therefore I was late for my appointment.
15. CORRECT
16. CORRECT
17. Sami's dad is a pilot for a large airline. Sometimes he is gone for several days at a time.
18. My family reunion is in three months. I wonder if everyone will be there.
19. I've missed several classes because I was ill. I hope I will pass English class.
20. CORRECT

Exercise III

ANSWERS:

- R-O** 1. Brown bears include the grizzly and the Kodiak; the largest brown bear is the Kodiak.
- R-O** 2. Kodiak bears weigh as much as 1,700 pounds, and they grow to a height of ten feet.
- S** 3. Bears can live more than 30 years in the wild.
- S** 4. Bears' sense of smell is more developed than their hearing or sight.
- R-O** 5. Females give birth to as many as four cubs; the cubs stay with their mother two or three years.
- R-O** 6. Many people are afraid of bears, but encounters with bears are actually infrequent.
- R-O** 7. Grizzly bears are solitary animals; they do not want to interact with people.
- S** 8. Generally, bears attack only when they are surprised, or when they are protecting their young.
- R-O** 9. People should always store food and garbage properly. Bears could be attracted by the smell.
- R-O** 10. Never try to outrun a bear; it can run more than 30 miles per hour.
- R-O** 11. School in Munich was too rigid and boring for young Einstein. He did not do well.
- R-O** 12. However, young Einstein showed a talent for mathematics. At the age of 12, he taught himself Euclidean geometry.
- R-O** 13. After finishing secondary school, he entered the Federal Polytechnic Academy in Switzerland; he did not like the teaching methods there.
- R-O** 14. The academy frustrated him, but he could learn in a way that interested him.

R-O 15. Einstein chose to educate himself; he missed classes often and spent the time studying physics on his own.

R-O 16. His professors had low opinions of him, but he graduated anyway in 1900.

R-O 17. In 1905, he published a paper on physics. The University of Zürich awarded him a Ph.D. for this work.

S 18. In the same year, he published four more papers that presented new thoughts on the nature of light and other important concepts.

R-O 19. Physicists resisted his ideas at first. Eventually his general theory of relativity was confirmed through observation.

R-O 20. Einstein achieved international recognition, and in 1921 he received the Nobel Prize in physics.

Final Term

Modifiers

Exercise I

ANSWERS:

1. MM 2. DM 3. DM 4. MM 5. MM 6. MM 7. DM 8. DM 9. MM 10. MM

Exercise II

ANSWERS:

1. MM man (in the blue sweater)
2. MM saw (almost) the whole
3. MM (Running out the door,) Joe
4. MM initials (carved on the tree) were
5. C
6. MM pill (every four hours.)
7. C
8. MM woman (wearing the feathered hat)
9. MM jet crashed (carrying 155 passengers)
10. MM ate (hardly) any

Exercise III

ANSWERS:

The modifying phrase is underlined, and the word it modifies is in parentheses to indicate a circle. If the sentence contains a second modifier, it is indicated by italics. In the second sentence of each pair, the corrections are shown in bolded letters.

1. (Jamil) walked into only the house of horrors.

Only Jamil walked into the house of horrors.

2. She almost needed (one) day to complete the assignment.

She needed **almost one** day to complete the assignment.

3. Her (friend) opened the door with a wicked smile.

With a wicked smile, her friend opened the door.

4. We nearly waited (one) month for the answer to our questions.

We waited **nearly one** month for the answer to our questions.

5. My (friend) took me for a ((*ride*)) after showering and shaving on the skyway.

After showering and shaving, my friend took me for a **ride on the skyway**.

Note there are two modifying phrases that must be placed correctly.

6. On the way to the movie, a bee stung (Sharif).

A bee stung **Sharif on the way to the movie**.

7. The (cat) should be treated by a veterinarian that has worms.

The **cat that has worms** should be treated by a veterinarian.

8. The (house) in the Baridhara area faces the lake which Mr. Islam bought.

The house in the Baridhara area, which Mr. Islam bought, faces the lake.

Note that this sentence contains a modifying phrase, **in the Baridhara area**, and a modifying clause, which Mr. Islam bought.

9. After reaching a weight of 275 pounds, the doctor insisted that (Mr. Ahmed) go on a strict diet.

The doctor insisted that **Mr. Ahmed, after reaching a weight of 275 pounds**, go on a strict diet.

10. (Sherina) washed her ((*hair*)) when she finished eating with a new shampoo.

When she finished eating, Sherina washed her **hair with a new shampoo**.

Note that there are two modifying phrases that must be placed correctly.

Exercise IV

ANSWERS:

Your answers may differ from those listed below; however, your answers are correct if the modifying phrase is next to the word it modifies. If you are unsure of your answers, ask a tutor to check them for you.

1. While sweeping the floor, I let the stew boil over on the stove.

2. To write correctly, students should use proper English.

3. After putting a new ribbon in the printer, I discovered that my papers looked better.

4. Dan, while washing his brother's car, discovered a scratch on the bumper.

5. Thinking of something else, I was surprised by the instructor's voice.

6. While writing my paper, I heard the telephone ring.

7. To understand our new policy, Susan read the brochures.
8. Being short of money, we had to find an inexpensive restaurant.
9. On coming back to school after vacation, the manager developed a new work schedule.
10. By jogging five miles a day, the athlete insured himself a toned body.

Exercise V

ANSWERS:

1. I found a cuckoo's nest in a tree near the river.
2. A man and his dog with a red leather collar ran around the building.
3. I heard on the television news that our school needs additional instructors.
4. Hoping to make a profit, Sami became interested in the stock market.
5. Alarmed by the robberies in her neighborhood, Shahrin bought a pit bull dog.
6. While we waited for the rainstorm to pass through, the day passed slowly.
7. We drove only as far as the state line the first day.
8. To complete the transaction, check the check box to indicate that you agree to the terms of service.
9. As I watched the dog limping along the sidewalk, I felt sorry for it.
10. They gave prizes in gift-wrapped boxes to the top contestants.

Parallelism

Exercise I

ANSWERS: ANSWERS MAY VARY

1. Linda gets her daily exercise by walking her dog, going for a bike ride, and cleaning her house.
2. Would you prefer an owl, rat or cat as your pet? OR
Would you prefer the graceful owl, pesky rat or sneaky cat as your pet?
3. The differences between rural and country living are the height of the buildings and the size of the population.
4. Stress makes it difficult to maintain regular exercise, stable relationships, and healthy diet
5. The Writing Center can help you improve your writing skills, gain independence, and complete your assignments.
6. The position required experience, friendliness, and a willingness to get up early. OR
They wanted someone who was experienced, friendly, and willing to get up early. OR
They wanted someone who had experience, was friendly, and liked to get up early.

7. Good health requires eating right and exercising regularly.
8. Three reasons were given for the concert's cancellation: the lead singer was sick, ticket sales were low, and the drummer had left the band.
9. The city corporation explained when the cleanup would begin and how it would be funded.
10. Eggs contain not only protein but also vitamins.
11. Eggs, however, are high in cholesterol and (in) fat.
12. The yolk of one egg contains 213 milligrams of cholesterol and 5 grams of fat.
13. Some people would rather not eat eggs at all than eat only egg whites.
14. Raw eggs should not be eaten by people who are very young, pregnant, elderly, or impaired in their immune system.

Exercise II

ANSWERS:

1. The presenter had unpleasant, nasal tone, but conveyed the information clearly and humorously.
2. The coach told his players to get plenty of water, not eat sugary snacks and be sure they get plenty of sleep.
3. Benefits of coaching include: knowing each player, helping that player improve and seeing that person succeed in life.
4. At the party, my sister helped us make the cake, gathered the kids for games, cleaned up the mess, and drove some kids home.
5. Exercises I enjoy doing are running marathons, swimming lengths in a pool, riding my bicycle in the park and walking along the trails in a forest.
6. We must either change the laws about drunk driving or start enforcing them more strictly.
7. My brother loves diets and has tried: eating only meat, consuming nothing but rice, drinking smoothies in the morning (while not restricting anything else), and fasting 12 hours every day.
8. To my horror, my wedding dress looked stained, torn, and wrinkled.

Exercise III

ANSWERS:

1. We must either raise revenues or reduce expenses.
2. They deny the importance of such things as wealth, good looks, and a good reputation.
3. In his farewell address to the army, the general praised his soldiers for their unsurpassed courage and thanked them for their devotion.
4. The crowd that had gathered outside the court was loud and angry.

5. The police have a duty to serve the community, safeguard lives and property, protect the innocent against deception, and respect the constitutional rights of all.
6. Sir Humphry Davy, the celebrated English chemist, was an excellent literary critic as well as a great scientist.
7. The Ahmeds were cheerful, knowledgeable, and generous traveling companions.
8. The delegates spent the day arguing with one another rather than working together to find common solutions.
9. My sister's promotion means that she will be moving to another district and taking the children with her.
10. A company is responsible not only to its shareholders but also to its customers and employees.
11. Examples of aerobic exercises are distance running, swimming, cycling, and walking.
12. Consuming too much of a vitamin can be as harmful as not consuming enough.
13. The gyrocompass not only points to true north at all times but is unaffected by external magnetic fields.
14. Everything that could make a sound was either removed or taped down.
15. If you hire a contractor to make home improvements, follow these recommendations:
 - a. Find out if the contractor belongs to a trade association.
 - b. Obtain estimates in writing.
 - c. Ask for references.
 - d. Make sure that the contractor is insured.
 - e. Avoid contractors who ask for cash to dodge paying taxes.
16. The new instructor was both enthusiastic and demanding.
17. Annie's dress was old, faded, and wrinkled.
18. By the time she was two, the child was not only active but also well coordinated.
19. It is a truism that to give is more rewarding than to get.
20. A battery powered by aluminum is simple to design, clean to run, and inexpensive to produce.

Exercise IV

ANSWERS:

1. Drunk drivers are thoughtlessly taking the lives of other people in their own hands, risking their own lives, thinking only about their own pleasure and fun, and not considering the consequences of their actions.
2. Police enforcement is responsible for serving the community, safeguarding the property of people in that community, protecting the innocent from crimes, and ensuring that all people's constitutional rights are respected.
3. When my husband takes another job in California, I will fly out to find a house (while my mom comes here to take care of the kids) and then stay in Texas to pack up our house and let the children finish up their school year, then drive to California with all the kids while the moving van takes all of our stuff.

4. In order to convey the information correctly, the police officer spoke loudly to the crowd, told people where they should stand, repeated the information to help people remember, and gestured.
5. This afternoon, my roommate and I are going to eat lunch at my favorite pizza place downtown, study in the library until our friend Sandy is free from work, meet up with our Tri Delta sorority sisters back at our dorm, and binge-watch the latest Netflix episodes of our favorite show while eating the gourmet popcorn my mom just sent me.

THE END