Section 13

Use of Punctuation

Punctuation has been defined as 'a convention practiced by the writer for the convenience of the reader'. (G. H. Vallins: *Good English*)

The basic or fundamental mark of punctuation is (.) It is called full stop in British English and period in American English. Use this punctuation mark

- at the end of a sentence which is not a question (?) or an exclamation (!)
  Example: I rang. There was no answer.
- Sometimes in abbreviations
  Example: Jan. e.g. a.m., etc
- internet and e-mail addresses (called 'dot')
  Example: sahmed. com

Comma (,)

- to separate words in a list. The comma is often omitted before *and.*
  Example: a blue, red and white dress tea, coffee, milk or chocolate
- to separate phrases or clauses
  Example: If you work hard, revise your notes, you will do well in the exam..
  Educated at Dhaka University, Mr Kamal joined the Civil Service.
- before and after a clause or phrase that gives additional but not essential information about the noun it follows
  Example: Dhaka, which is the capital of Bangladesh, is the largest city in the country.

- to separate main clauses, especially long ones, linked by a conjunction such as *and, as, but, for*

  Example: We have been looking forward to our annual picnic, but unfortunately rain ruined our programme.

- to separate an introductory word or phrase or an adverbial that applies to the whole sentence from the rest of the sentence:

  Example: By the way, have you heard that our mutual friend Anis is going abroad?

  As you know, our headmaster is going to retire next year.

- to separate a tag question from the rest of the sentence:

  Example: He is intelligent, isn't he?

  You are American, aren't you?

- before or after 'he said' when writing down conversation:

  Example: 'I'm ill,' he said.

- before a short quotation:

  Example: The Bible says, 'Man does not live by bread alone'.

Colon (:) Use this punctuation mark

- to introduce a list of items

  Example: To do well in the exam, you need: hard work, a good memory and intelligence

- in formal writing before a clause or phrase that gives more information about the main clause

  Example: The room needs cleaning: it is dirty and smelly.

- to introduce a quotation:

  Example: As Socrates says: 'Man is a rational animal'.

Semi-colon (;)

- instead of a comma to separate parts of a sentence
  Example: He is a poet; he is also a novelist.
- in formal writing, to separate two main clauses:
  Example: There are heavy clouds in the sky; it may rain.

Question mark (?)

- at the end of a direct question:
  Example: Are you happy with your results?
  Is he out?
  Do not use a question mark at the end of an indirect question.
  Example: He asked if she was hungry.
- to express doubt, especially with a date
  Example: John Donne died in 1630 (?)

Exclamation mark (British English)
Exclamation point (American English)

Use exclamation mark (!)

- at the end of a sentence expressing surprise, joy, anger or another strong emotion:
  It is wonderful!
  How nice!

Apostrophe (')

Use this punctuation mark

- to indicate that a thing or person belongs to somebody.
  Example: This is my uncle's house.
  He is my sister's son.
- to indicate that letters or figures have been omitted:
  Example: I'm (I am)
  The winter of '90
- Sometimes with s to form the plural of a letter, a figure or an abbreviation:
  Example: during the 1980's

Hyphen (-)

Use this mark

- to form a compound from two or more words

  Examples: a kind-hearted man
  a soft-spoken woman

- to form a compound from a prefix and a proper name

  Example: anti-American
  pro-Indian

- when writing compound numbers between 21 and 99 in words

  Example: twenty-five
  seventy-three

- sometimes, in British English, to separate a prefix ending in vowel from a word beginning with the same word

  Example: pre-eminent
  co-ordinator

- after the first section of a word that is divided between one line and the next

  Example: I do not under-
  stand what you mean.

Dash (—)

- in informal English ,instead of a colon or semi-colon, to indicate that what follows is a summary or conclusion of what has gone before.

  Example: The fire was raging, electricity went off, people were shouting, the children were crying-----it was all chaos.
  You admitted that you had stolen the watch----- how can I trust you again?

- singly or in pairs to separate a comment or an after-thought from the rest of the sentence:

  Example: He knows nothing about it----or so he said.

Dots (...)

- to indicate that words have been omitted especially from a quotation at the end of a conversation:

  Example: We.....are very proud that we achieved independence after an armed struggle.

Slash/oblique (/)

Use this mark to separate alternative words or phrases:

Example: You can have tea/coffee.
single/married divorced/ widowed

Quotation marks (') (")

In American English double quotation marks are used. Use the marks

- to indicate words and punctuation in direct speech:

  'Why were you absent from yesterday?' the teacher asked.
  'I'll answer the telephone,' she said.

- to draw attention to a word that is unusual for the context, for example, a slang
- expression or to a word that is being used for special effect, such as irony:

  He was arrested in the name of 'national security'.
  She told the servant to 'get lost'.

- around the titles of articles, books, poems:

  Keats's 'Ode to a Nightingale'
  He has published an article called 'Global Warming'.

- around short quotations or sayings:

  Do you know the meaning of the saying 'God's ways are mysterious'?

Brackets ( ) (British English)

Parenthesis (American English)

Use brackets

- to separate extra-information or comment from the rest of a sentence:

Mr Hakim (80) died of old age yesterday.

We teach romantic poetry (Wordsworth, Coleridge, Shelley and Keats) in the Honors course

- to enclose cross references:

  Homer does not glorify war. (see The *Iliad*)

- around numbers or letters in texts:

  Our aim in this course is to (i) give you a good grounding in English Grammar and (ii) to help you develop an insight into literature

Italics

Use this mark

- to show emphasis:

  The tea is not for me—it is for *you*.

  Under no circumstances will I do it again.

- to indicate titles of books, plays, etc.

  Shakespeare's *Macbeth* is a great tragedy.

- for foreign words and phrases:

  mote just (appropriate word)

Exercise

Punctuate the following sentences:

a. Let us begin by looking at the two countries where population pressures are most severe Bangladesh and India.

b. An audience is basically one of three things friendly, hostile or indifferent.

c. Some industries have established good relations with their unions by increasing benefits vacations insurance and pension plans.

d. He has gone abroad. He will visit several countries: U SA Canada and Mexico.

e. Tell me what's your name.

Section 14

Translation from Bangla into English

Translation বা অনুবাদ একটি কঠিন কাজ। অনেক সময় আক্ষরিক অনুবাদ সঠিক ভাব প্রকাশ করে না। আবার, এক ভাষার বাক্যের গঠন অন্য ভাষার বাক্য গঠন থেকে স্বতন্ত্র হতে পারে। তাছাড়া, প্রত্যেক ভাষার নিজস্ব কিছু বাগধারা আছে যা হুবহু অনুবাদ করলে হাস্যকর হয়। কথাগুলো বাংলা থেকে ইংরেজী অনুবাদের ক্ষেত্রেও প্রযোজ্য। কিছু উদাহরণ দেওয়া যাক।

"সে ভাত খাচ্ছে" এই বাক্যের অনুবাদ "He is eating rice" করলে সঠিক ভাব প্রকাশ করা হয় না, কারণ বাংলা বাক্যটিতে 'ভাত' বলতে যা বুঝায় তাকে ইংরেজীতে 'meal' বলে। তাই বাংলা বাক্যটির যথাযথ ইংরেজী হবে "He is eating/having a meal." বাংলা ও ইংরেজী বাক্যের গঠন যে কত স্বতন্ত্র তা নিম্নোক্ত উদাহরণ থেকে স্পষ্ট হবে: "আমি কালকে ঢাকায় যাবো: এই বাক্যের গঠন অনুযায়ী ইরেজী অনুবাদ করলে এই দাঁড়ায়: "I tomorrow to Dhaka will go." কিন্তু এটা ইংরেজী বাক্য হলো না। ইংরেজী বাক্যের গঠন অনুযায়ী এটাকে অনুবাদ করতে হবে: "I will go to Dhaka tomorrow." অথবা "I am going to Dhaka tomorrow." উভয় ভাষার বাগধারা যে এক নয় তার একটা উদাহরণ দেওয়া যাক: 'আমি রিকশার জন্য দাঁড়িয়ে আছি: -এর অনুবাদ "I am standing for a rickshaw: করলে হাস্যকর হবে, কারণ 'stand for' এর অর্থ 'support' অথবা 'represent,' তাই বাংলা বাক্যটির অনুবাদ করতে হবে এই ভাবে: I am waiting for a rickshew.

নীচে নমুনা স্বরূপ কয়েকটি বাংলা passage-এর ইংরেজী অনুবাদ দেওয়া হলো। Passage গুলো তিনটি ভাগে ভাগ করা হয়েছে: Descriptive, Narrative ও Expository, কারণ সাধারণত: লেখা এই তিন ধরনের হয়ে থাকে এবং এদের প্রত্যেকটির ভাষা কিছুটা স্বতন্ত্র হয় যেটা শিক্ষার্থীর জানা দরকার। Passage গুলোর অনুবাদ সরাসরি করা হয়নি, একটি process অনুসরণ করা হয়েছে। প্রথমে শিক্ষার্থীর পক্ষে কঠিন হতে পারে এমন কিছু বাংলা শব্দ বা বাক্যাংশের (phrase) অনুবাদ দেওয়া হয়েছে, তার পর প্রত্যেকটি বাংলা বাক্য ইংরেজী structure-এ রূপান্তরিত করে অনুবাদ করা হয়েছে। কিন্তু একটি passage-এর অনুবাদ করতে গিয়ে প্রত্যেকটি

বাক্যকে আলাদা আলাদা করে দেখলে হয় না। Passage-এর ভাব, ভাষার সৌন্দর্য ও বাক্য গঠনে বৈচিত্র-এ সবের খাতিরে কোন কোন ক্ষেত্রে একটি বাক্য দু'টি অথবা দুটি বাংলা বাক্যকে একটি ইংরেজী বাক্যে প্রকাশ করতে হয়। তাই একটি final version দেওয়া হয়েছে। পরীক্ষায় শিক্ষার্থীদের final version টি লিখতে হবে। Procees টি আয়ত্ব করলে শিক্ষার্থীর পক্ষে অনুবাদের কাজ সহজ হতে পারে।

Group A

(Descriptive Passages)

১. আমাদের শ্রেণী কক্ষটি আর্টস বিল্ডিং এর দোতালায়। কক্ষটি বেশ বড়। পঁচিশ ফুট লম্বা ও আঠারো ফুট চওড়া। দেয়ালগুলো হালকা নীল কিন্তু ছাদের নীচের পিঠ সাদা। কক্ষে একটি দরজা ও চারটি জানালা আছে। ঘরটিতে আলো বাতাস আছে। গরমের সময় ঘরটি ঠান্ডা রাখার জন্য পাঁচটি ফ্যান আছে। সামনের দেয়ালে একটি বড় ব্লাকবোর্ড আছে। ব্লাকবোর্ডের সামনে শিক্ষকের ডেস্ক। ছাত্রদের জন্য কক্ষে প্রায় চল্লিশটি চেয়ার আছে। প্রত্যেক চেয়ারে একটি সমতল ডান হাত আছে। এটি ছাত্রের ডেস্ক। মোটের উপর, আমাদের শ্রেণীকক্ষটি বেশ সুন্দর ও মনোরম।

Words and Phrases

আমাদের শ্রেণীকক্ষ – our classroom

আর্টস বিল্ডিং এর দোতালায়– on the first floor of the Art Building

বেশ বড় fairly big

হালকা নীল– light blue

ছাদের নীচের পিঠ– ceiling

গরমের সময়– in the summertime

ব্লাক বোর্ডের সামনে– in front of the blackboard

সমতল হাত ডান হাত– flat right arm

মোটের উপর– on the whole

সুন্দর ও মনোরম– nice and pleasant

Sentence structures

আমাদের শ্রেণী কক্ষটি আর্টস বিল্ডিং এর দোতালায়।

Subject + 'be' verb + adverbial of place

Our classrom is on the first floor of the Arts Building.

কক্ষটি বেশ বড়।

Sub + L-verb + adj-complement

The room is fairly big.

পঁচিশ ফুট লম্বা ও আঠারো ফুট চওড়া।

Sub + L-verb + adj-complement

It is twenty-five feet long and eighteen feet wide.

দেয়ালগুলো হালকা নীল কিন্তু ছাদের নীচের পিঠ সাদা।

Sub + L-verb + adj-complement + but + Sub + L-verb + adj-complement.

The walls are light blue, but the ceiling is white.

কক্ষে একটি দরজা ও চারটি জানালা আছে।

Sub + Tr-verb + object/There + verb + subject

The room has a door and four windows/There are a door and four windows in the room.

ঘরটিতে আলো বাতাস আছে।

Sub + L-verb + Adj-complement

The room is light and airy.

গরমের সময় ঘরটি ঠান্ডা রাখার জন্য পাঁচটি ফ্যান আছে।

Sub + Be + Verb + Subject

There are five fans in the room for keeping it cool in the summertime.

সামনের দেয়ালে একটি বড় ব্লাকবোর্ড আছে।

There + Be + Verb + Subject + Adverbial of place

There is a big blackboard on the front wall.

ব্লাকবোর্ডের সামনে শিক্ষকের ডেস্ক।

Sub + 'Be' + Adverbial of place.

The teacher's desk is in front of the blackboard.

ছাত্রদের জন্য কক্ষে প্রায় চল্লিশটি চেয়ার আছে।

There + 'Be' + Subject.

There are about forty chairs in the room for the students.

প্রত্যেক চেয়ারে একটি সমতল ডান হাত আছে।

Sub + Tr-verb + Object

Each chair has a flat right arm.

এটি ছাত্রের ডেস্ক।

Sub + L-verb + Noun-complement

It is the student's desk.

আমাদের শ্রেণীকক্ষটি বেশ সুন্দর ও মনোরম।

Sub + L-verb + Adj-complement

Our classroom is very nice and pleasant.

Final Version

Our classroom is on the first floor of the Arts Building. It is a fairly big room twenty-five feet long and eighteen feet wide. The walls are light blue, but the ceiling is white. The room which has a door and four windows is light and airy. There are five fans in the room for keeping it cool in the summertime. There is a big blackboard on the front wall. The teacher's desk is in front of the blackboard. There are about forty chairs in the room for the students. Each chair has a flat right arm which is the student's desk. On the whole, ours is a nice and pleasant classroom.

2. আমার দাদার বয়স প্রায় সত্তর বছর। কিন্তু তাকে কম বয়েসী দেখায়। তিনি এখনো বেশ সুস্থ সবল। তিনি মেদবিহীন, পাতলা ও লম্বা। তার মাথা ভর্তি চুল; সবে পাক ধরেছে। দাঁড়ী আছে, কিন্তু ছাটা। দাঁতগুলো সাদা ও সমান এবং সবগুলো ভাল অবস্থায় আছে। তিনি ভাল খেতে পারেন; তার ভাল ঘুম হয়। তিনি হাসিখুশী, মিশুক ও দয়ালু। তিনি গ্রামের সকলের খুব প্রিয়।

Words and Phrases

আমার দাদা– my grandfather

সুস্থ সবল – hale and hearty

মেদবিহীন, পাতলা ও লম্বা – lean, slim and tall

মাথা ভর্তি চুল– a shock of hair

সাদা ও সমান– white and even

হাসিখুশী, মিশুক ও দয়ালু– cheerful, sociable and kind-hearted

সকলের খুব প্রিয়– a great favourite with everybody/Everybody is fond of him

Sentence structures

আমার দাদার বয়স প্রায় সত্তর বছর।

Sub + L-verb + Adj-complement

My grandfather is about seventy years old.

কিন্তু তাকে কম বয়েসী দেখায়।

Sub + L-verb + Adj-complement

But he looks younger than his years.

তিনি এখনো বেশ সুস্থ সবল।

Sub + L-verb + Adj-complement

He is still hale and hearty.

তিনি মেদবিহীন, পাতলা ও লম্বা।

Sub + L-verb + Adj-complement

He is lean, slim and tall.

তার মাথা ভর্তি চুল; সবে পাক ধরেছে।

Sub + Tr-verb + Object, Sub + L-verb + Adj- complement

He has a shock of hair, It is just turning grey.

তার দাঁড়ী আছে, কিন্তু ছাটা।

Sub + Tr-verb + Object, + but + Sub + Tr-verb + Object

He has a beard, but he trims it.

তিনি ভাল খেতে পারেন; তার ভাল ঘুম হয়।

Sub + Tr-verb + Object, Sub + Intr-verb

He has a good appetite., He sleeps well.

তিনি হাসিখুশী, মিশুক ও দয়ালু।

Sub + L-verb + Adj-complement

He is cheerful, sociable and kind-hearted.

তিনি গ্রামের সকলের খুব প্রিয়।

Sub + L-verb + Noun-complement/Sub + L-verb + Adj-complement

He is a great favourite with everybody in the village/Everybody in the village is fond of him.

Final Version

My grandfather is about seventy years old, but he looks younger than his years. Lean, slim and tall, he is still hale and hearty. He has a shock of hair which is just turning grey. He has a trimmed beard. His teeth, which are white and even, are all in good condition. He has good appetite and he sleeps well. Cheerful, sociable and kind-hearted, he is a great favourite with everybody in the village.

লক্ষণীয় যে Descriptive passage এ সাধারণত linking verb ও adjective বেশী ব্যবহৃত হয়। Adjectives বিভিন্ন ধরনের হতে পারে যেমন:

Adjectives of size: small, big, long, short, wide

Adjectives of shape: flat, round, square, rectangular

Adjectives of colour: black, white, blue, green, grey

Adjectives of mental condition: happy, cheerful, sad, disappointed

Adjectives of quality: nice, pleasant, charming, comfortable

Exercises

Translate the following passages into English:

(a) আমার শোবার ঘরটি ছোট। বারো ফুট লম্বা ও দশ ফুট চওড়া। ঘরে একটি দরজা ও দু'টি জানালা আছে। একটি জানালা দক্ষিণ দিকে, অন্যটি পূর্ব দিকে। দেয়ালগুলো সাদা। দেয়ালে একটি ক্যালেন্ডার ও একটি পৃথিবীর মাত্রচিত্র আছে। আমার বিছানাটি পূর্ব দিকের দেয়ালের ধারে। বিছানার ঠিক উপরে একটি ফ্যান আছে। দক্ষিনের জানালার ধারে একটি টেবিল ও একটি চেয়ার আছে। পশ্চিম দিকের দেয়ালের ধারে একটি আলনা আছে। মেঝেতে কার্পেট বিছানো। ঘরটি বেশ সুন্দর ও আরামদায়ক।

(b) আমাদের ইংরেজী শিক্ষক একজন সুদর্শন ব্যক্তি। তার বয়স তিরিশের কোঠায়। বেশ লম্বা। দেহ সুগঠিত। গায়ের রং ফর্সা। মাথায় ঘন কোঁকড়ানো চুল। মুখমন্ডল গোলাকার। দাঁড়ী কামান নিখুঁতভাবে। চশমা পরেন। পোষাক-পরিচ্ছদে ফিটফাট। বস্তুত: তার চেহারা খুব আকর্ষণীয়।

Group B
(Narrative Passages)

1. নাসিরুদ্দিন হোজ্জা একজন পন্ডিত ও রসিক ব্যক্তি ছিলেন। একদিন তিনি এক জায়গায় যাচ্ছিলেন। হঠাৎ একজন লোক তার কাছে এসে বললো: 'দয়া করে আমার এই চিঠিটা পড়ে দেবেন?"

নাসিরুদ্দিনের তাড়া ছিল। তিনি বললেন, "আমি লেখাপড়া জানি না।"

লোকটি বললো: 'তা কি করে হয়? আপনার মাথায় এত বড় পাগড়ী। একমাত্র পন্ডিত লোকেরাই পাগড়ী পরে।"

নাসিরুদ্দিন নিজের পাগড়ীটি খুলে লোকটির মাথায় পরিয়ে দিলেন। তারপর বললেন: "বেশ, এখন তো তোমার মাথায় পাগড়ী। চিঠিটা এখন তুমি নিজেই পড়ে নেও।"

Words and Phrases

পন্ডিত ও রসিক ব্যক্তি–a learned and witty person

চিঠি পড়ে দেওয়া– read a letter for someone

তাড়া– in a hurry

এত বড় পাগড়ী– such a big turban

বেশ– all right/well

Sentence structures

নাসিরুদ্দিন হোজ্জা একজন পন্ডিত ও রসিক ব্যক্তি ছিলেন।

Sub + L-verb + noun-complement

Nasiruddin was a learned and witty person.

একদিন তিনি এক জায়গায় যাচ্ছিলেন।

Sub + Intr. verb/Sub + 'Be' + Adverbial of place.

One day he was going to a place.

One day he was on his way to a place.

হঠাৎ একজন লোক তার কাছে এসে বললো:

Sub + Intr. verb + and + said

Suddenly a man came up to him and said.

'দয়া করে আমার এই চিঠিটা পড়ে দেবেন?

Would + Sub + Tr. verb + Object

"Would you please read this letter for me?"

নাসিরুদ্দিনের তাড়া ছিল।

Sub + 'be' + adverbial

Nasiruddin was in a hurry.

তিনি বললেন: 'আমি লেখাপড়া জানি না।"

Sub + Tr. verb + sub + Intr. verb

He said: "I can't read and write."

লোকটি বললো: 'তা কি করে হয়?'

Sub + Tr verb + how + auxiliary + sub + main verb

The man said: "How can that be?"

আপনার মাথায় এত বড় পাগড়ী।

Sub + Tr. verb + Object

You've got such a big turban on your head.

একমাত্র পন্ডিত ব্যক্তিরাই পাগড়ী পরে।

Sub + Tr. verb + Object

Only learned men wear turbans.

নাসিরুদ্দিন নিজের পাগড়ীটি খুলে লোকটির মাথায় পরিয়ে দিলেন।

Sub + Tr. verb + Object

Nasuruddin took off his turban and put it on the man's head.

তারপর বললেন, "বেশ এখন তো তোমার মাথায় পাগড়ী।"

Sub + Tr. verb + Sub + Tr. verb + Object

Then he said, "Well, You've got a turban on your head now.

"চিঠিটা তুমি এখন নিজেই পড়ে নাও।"

Tr. Verb + Object

"Read the letter for yourself now."

Final Version

Nasiruddin Hozza was a learned and witty person. One day he was on his way to a place when suddenly a man came up to him and said. "Would you please read this letter for me?" Nasiruddin was in a hurry, so he said, "I can't read or write."

The man said, "How can that be? You've got such a big turban on your head. Only learned men wear turbans."

Nasiruddin took off his turban and put it on the man's head. Then he said, "Well, now that you've got a turban on your head, read the letter for yourself.'

2. হাসান স্কুল থেকে হেঁটে বাড়ী ফিরছিলো। বৃষ্টি হওয়াতে রাস্তা ভিজা ও পিচ্ছিল ছিল। হাসান একটু অন্যমনস্ক হয়ে পড়েছিল। হঠাৎ সে পা পিছলে পড়ে গেল এবং বাম হাটুতে ব্যাথা পেল। সে বসে বসে আহত হাটুতে হাত বুলাচ্ছিল। একটি রিকশাওয়ালা ঐ পথ দিয়ে যাচ্ছিল। ছোট ছেলেটিকে ঐ অবস্থায় দেখে সে তাকে রিকশায় তুলে নিয়ে কোথায় থাকে জিজ্ঞাসা করলো এবং তাকে তার বাসায় পৌছে দিলো। হাসান তাকে ভাড়া দিতে গেল, কিন্তু সে নিলো না। হাত নেড়ে চলে গেল।

Words and Phrases

ভিজা ও পিচ্ছিল– wet and slippery

অন্যমনস্ক– absent-minded

পা পিছলে যাওয়া– slip

আহত হাটু– injured knee

রিকশাওয়ালা– trishaw driver/rickshaw driver

হাত নাড়া– wave

Sentence structures

হাসান স্কুল থেকে হেঁটে বাড়ী ফিরছিলো।

Sub + Intr. verb

Hasan was walking home from school.

বৃষ্টি হওয়াতে রাস্তা ভিজা ও পিচ্ছিল ছিল।

As + Sub + Intr. verb + sub + L-verb + Adj. complement

As it had rained, the road was wet and slippery.

হঠাৎ সে পা পিছলে পড়ে গেল এবং বাম হাটুতে ব্যাথা পেল।

Sub + Intr. verb + and + Passive verb

Suddently he slipped and got hurt in the left knee.

সে বসে বসে আহত হাটুতে হাত বুলাচ্ছিল।

Sub + Intr. verb

He sat rubbing the injured knee.

একটি রিকশাওয়ালা ঐ পথ দিয়ে যাচ্ছিল।

Sub + Intr. verb

A rickshaw driver was passing along the road.

ছোট ছেলেটিকে ঐ অবস্থায় দেখে সে তাকে রিকশায় তুলে নিলো।

Sub + Tran. verb + Object

Seeing the boy in that condition, he lifted him on to his rickshaw.

কোথায় থাকে জিজ্ঞাসা করে তাকে বাড়ি পৌছে দিলো।

Sub + Tr. verb + Indirect object + Noun clause as Direct Object + Tr. verb + Object + adverbial of place

He asked him where he lived and took him home.

হাসান তাকে ভাড়া দিতে গেল।

Sub + Tr. verb Indirect object + Direct object

Hassan offered him the fare

কিন্তু সে নিলো না।

Sub + Tr. verb Infinitive as Object

But he declined to take it.

হাত নেড়ে চলে গেল।

Sub + Tr. verb

With a wave of his hand, he went off.

Final Version

Hasan was walking home from school. As it had rained, the road was wet and slippery. Hasan was a little absent-minded. Suddenly he slipped and got hurt in the left knee. He sat rubbing the injured knee. A rickshaw driver was passing along the road. Seeing the boy in that condition, he lifted him on to his rickshaw, asked him where he lived and took him home. Hassan offered him the fare. But he declined to take it. With a wave of his hand, he went off.

মনে রাখতে হবে যে Narrative Passage এ যথাযথ verb, tense form ও adverbial এর ব্যবহার খুব গুরুত্বপূর্ণ। বর্ণনার ভাষা ও কথোপকথনের ভাষার মধ্যে পার্থক্য থাকতে পারে। কথোপকথনে phrasal verb (e.g. *take* off. *put on*) ও contracted form (e.g. *can't. you've*) বিশেষভাবে লক্ষণীয়।

Exercises

Translate the following passages into English.

(a) কামালের একটি কুকুর ছিল। সে তাকে খুব ভালবাসতো। কুকুরটিও তাকে ভালবাসতো। কামালকে দেখলে সে আনন্দে লেজ নাড়তো। কিন্তু তার একটি দোষ ছিল, সে রাত্রে ডাকতো। তাতে কামালের ঘুমের ব্যাঘাত হতো। অবশেষে সে বিরক্ত হয়ে কুকুরটিকে রাখবে না বলে মনস্থ করলো। একদিন সে কুকুরটিকে রিকশায় করে অনেক দূরে এক মাঠের মধ্যে রেখে চলে এলো। ভাবলো সে পথ চিনে আসতে পারবে না। ঐ দিন গভীর রাত্রে কিসের শব্দে কামালের ঘুম ভেঙে গেল। উঠে বুঝতে পারলো যে বাইরে গেটে কে একজন আঘাত করছে। গিয়ে দেখে তার কুকুরটি আনন্দে লেজ নাড়ছে। কামাল মৃদ হেসে তাকে ভিতরে নিয়ে এলো।

(b) এক সুলতান ট্যাক্স আদায় করার জন্য একজন সৎ লোক নিয়োগ করতে চেয়েছিলেন। তার বিজ্ঞ উপদেষ্টা সকল আবেদনকারীকে প্রাসাদে ডেকে আনার পরামর্শ দিলেন। তিনি বললেন:

"আপনি তাদের নাচতে বলবেন। তাহলে আমি আপনাকে সৎ লোক দেখিয়ে দেবো।"

আবেদনকারীরা এলে তাদেরকে এক এক করে অন্ধকার বারান্দা দিয়ে সুলতানের সামনে যেতে বলা হলো। সবাই একত্রিত হলে সুলতান বললেন, "ভদ্রমহোদয়গণ, আমি আপনাদের নাচ দেখতে চাই।"

কিন্তু একজন ছাড়া আর সবাই নাচতে অস্বীকার করলো। ঐ লোকটি খুশি মনে নাচতে লাগলো।

"এই ব্যক্তি সৎ", উপদেষ্টা বললেন। তিনি অন্ধকার বারান্দায় টাকার বস্তা রেখে দিয়েছিলেন। অসৎ লোকগুলো বারান্দা দিয়ে যাওয়ার সময় টাকা দিয়ে পকেট ভর্তি করেছিল। নাচলে টাকার শব্দ হতো। তাই তারা নাচতে অস্বীকার করেছিল।

Group C
(Expository Passages)

(a) দুধ একটি আশ্চর্য খাদ্য। এতে প্রচুর পরিমাণ প্রোটিন, ভিটামিন ও খনিজ পদার্থ রয়েছে। এ সবই আমাদের স্বাস্থ্যের জন্য অতি প্রয়োজনীয়। তাই প্রত্যেকের দৈনিক অন্তত: দুই গ্লাস দুধ খাওয়া উচিৎ। তবে দুধ বীজানুর জন্যও ভাল খাদ্য। দুধে বীজানু দ্রুত বেড়ে যায়। সুতরাং দুধ না ফুটিয়ে কখনো পান করা উচিৎ নয়।

Words and Phrases

আশ্চর্য খাদ্য– wonder food

খনিজ পদার্থ– minerals

অতি প্রয়োজনীয়– essential

অন্তত:– at least

বীজানু– germs

Sentence structures

দুধ একটি আশ্চর্য খাদ্য।

Sub + L-verb + Noun-complement.

Milk is a wonder food.

এতে প্রচুর পরিমাণে প্রোটিন, ভিটামিন ও খনিজ পদার্থ রয়েছে।

Sub + L-verb + Adj-complement/Sub + Tr. verb + object

It is rich in proteins, vitamins and minerals.

It has plenty of proteins, vitamins and minerals.

এ সবই আমাদের স্বাস্থ্যের জন্য অতি প্রয়োজনীয়।

Sub + L-verb + Adj-complement.

They are all essential to our health.

তাই প্রত্যেকের দৈনিক অন্তত: দুই গ্লাস দুধ খাওয়া উচিৎ।

Sub + Tr. verb + object

So everyone should drink as least two glasses of milk a day.

তবে দুধ বীজানুর জন্যও ভাল খাদ্য।

Sub + L-verb + Noun-complement.

However, milk is also a good food for germs.

বীজানু দুধে দ্রুত বেড়ে যায়।

Sub + Intr. verb

Germs grow fast in milk.

অতএব দুধ না ফুটিয়ে পান করা উচিৎ নয়।

Sub + Tr. verb + Object.

Therefore one should never drink milk without boiling it.

Final Version

Milk is a wonder food. It is rich in proteins, vitamins and minerals. They are all essential to our health. So everyone should drink as least two glasses of milk a day. However, germs grow fast in milk as it is also a good food for them. Therefore one should never drink milk without boiling it.

(b) আমাদের দেশে অপরাধের হার বেড়ে চলেছে। প্রতিদিন কাগজে অপরাধের খবর দেখতে পাওয়া যায়। তবে সব অপরাধ প্রকাশিত হয় না। অপরাধ দমন করতে হলে আইন শৃঙ্খলা উন্নত করতে হবে। অপরাধীকে কঠোর শাস্তি দিতে হবে। তবে এসব ব্যবস্থা যথেষ্ট নয়। মানুষের নৈতিক বোধ জাগ্রত না করে অপরাধ নির্মুল করা যাবে না। নৈতিক বোধের সঙ্গে কি ধর্ম বিশ্বাসের কোন সম্পর্ক আছে? অনেকে মনে করেন যে ধর্ম বিশ্বাস ছাড়া নৈতিক বোধ কাজ করে না।

Words and phrases

অপরাধের হার– the crime rate

অপরাধের খবর– reports of crimes

আইন শৃঙ্খলা– law and order

কঠোর শাস্তি– rigorous punishment

নৈতিক বোধ– sense of morality

ধর্মবিশ্বাস– religious belief

অপরাধ নির্মুল করা– to root out crimes

Sentence structures

আমাদের দেশে অপরাধের হার বেড়ে চলেছে।

Sub + Intr. verb/Sub + Be + Adverbial

The crime rate is increasing in our country.

The crime rate is on the increase in our country.

প্রতিদিন খবর কাগজে অপরাধের খবর দেখতে পাওয়া যায়।

Sub + Tr. verb + Object

Every day we see reports of crimes in the newspapers.

তবে সব অপরাধের খবর প্রকাশিত হয় না।

Sub + Passive verb

But not all crimes are reported.

অপরাধ দমন করতে হলে আইন শৃঙ্খলা উন্নত করতে হবে।

Sub + Passive verb

To prevent crimes, law and order must be improved.

অপরাধের শাস্তি কঠোর হতে হবে।

Sub + L-verb + Adj-complement

Punishment for crimes must be severe.

তবে এসব ব্যবস্থা যথেষ্ট নয়।

Sub + L-verb + Adj-complement

But these measures are not enough.

মানুষের নৈতিক বোধ জাগ্রত না করে অপরাধ নির্মুল করা যাবে না।

Sub + Passive verb

Crime cannot be rooted out without awakening people's sense of morality.

নৈতিক বোধের সঙ্গে কি ধর্ম বিশ্বাসের কোন সম্পর্ক আছে?

'Be' + 'There' + sub

Is there any connection between moral sense and religious belief?

অনেকে মনে করেন যে ধর্ম বিশ্বাস ছাড়া নৈতিক বোধ কাজ করে না।

Sub + Tr. verb + Noun-clause as object.

Many people think morality does not work without religious belief.

Final Version

The crime rate is on the increase in our country. Every day we see reports of crimes in the newspapers. Not all crimes, howover, are reported. To prevent crimes, law and order must be improved, Punishment for crimes must be severe. However, these measures are not enough. Crime cannot be rooted out without awakening people's sense of morality. Is there any connection between moral sense and religious belief? Many people think that morality does not work without religious belief.

উল্লেখ্য যে, Expository passages এর ভাষা Descriptive বা Narrative passage এর ভাষা থেকে কিছুট স্বতন্ত্র। এই জাতীয় লেখায় ব্যাখ্যা বিশ্লেষণ থাকায় noun বা noun phrase এর ব্যবহার বেশী থাকে এবং শব্দগুলো সাধারণত: abstract হয়।

Exercise

Translate the following passages into English.

(a) আমাদের দেশে প্রায় বারো বছর যাবৎ বাধ্যতামূলকভাবে ইংরেজী পড়ানো হয়। কিন্তু এই দীর্ঘ সময়ের পরেও ছাত্র-ছাত্রীরা গ্রহণযোগ্য ইংরেজী লিখতে ও বলতে পারে না। এর অনেকগুলো কারণ আছে। প্রথমত: স্কুল পর্যায়ে যোগ্য ইংরেজী শিক্ষকের অভাব আছে। যারা ইংরেজী পড়ান তাদের কোন প্রশিক্ষণ নেই বললে চলে। দ্বিতীয়ত: বাস্তব জীবনে ইংরেজীর কোন ব্যবহার না থাকায় ছাত্ররা ইংরেজী শিখতে আগ্রহী হয় না। তারা কোন রকমে পাশ করতে চায়। তৃতীয়ত: পরীক্ষা পদ্ধতি ত্রুটিপূর্ণ। যে ধরনের প্রশ্ন করা হয় তা মুখস্তকে উৎসাহিত করে। ইংরেজী শিক্ষার গুরুত্ব অনুধাবন করে অবিলম্বে এই সব সমস্যার সমাধানের চেষ্টা করা উচিৎ।

(b) আমাদের শিক্ষা প্রতিষ্ঠাগুলোতে সন্ত্রাস প্রধান সমস্যা হয়ে দাঁড়িয়েছে। সন্ত্রাসের ফলে বেশ কিছু ছাত্র প্রাণ হারায়। অনেকে আহত হয়। যে প্রতিষ্ঠানে সন্ত্রাস হয়, সেটি অনির্দ্দিষ্টকালের জন্য বন্ধ হয়ে যায়। এতে ছাত্রদের পড়াশুনা ব্যাহত হয়। সন্ত্রাসের জন্য কেউ কেউ রাজনৈতিক দলগুলোকে দায়ী করেন। কেউ কেউ শিক্ষকদের দায়ী করেন। তাদের বক্তব্যের মধ্যে কিছুটা সত্য আছে সন্দেহ নেই। কিন্তু আসল কারণ অন্যত্র। আমাদের শিক্ষা ব্যবস্থা ছাত্রদের চরিত্রের উপরে কোন প্রভাব ফেলে না। তাদের মানবিক গুণাবলীর বিকাশ ঘটায় না। তাই ছাত্ররা সন্ত্রাসী হচ্ছে এতে আশ্চর্য হওয়ার কিছু নেই।

Section 15

Use of Capital Letters

First word of a sentence: Capitalize the first word of every sentence or expression punctuated with an end stop (period, question mark or exclamation mark):

Is your mother better? Not much. The reason is not clear.

First word of a line of poetry: The first word of each line is capitalized:

Full many a gem of purest ray serene
The dark unfathomed waves of ocean bear
Full many a flower is born unseen
And waste its sweetness in the desert air.

First word of a quotation: The first word of a direct quotation that is in itself a complete sentence is capitalized.

He said: 'The future of this country is very bright'.

But no capital is used when the quotation is fragmentary or built into the structure of a sentence or when the second part of a quoted sentence is interrupted by an expression such as he said:

According to Aristotle, the function of tragedy is to 'evoke the feelings of pity and fear'.

'The opinion is based', he said,' on wrong assumption'.

In parenthesis: A complete sentence enclosed in parenthesis is always capitalized when it stands alone, but when enclosed within another sentence, it usually is not:

A popular programme is often interrupted by commercials. (The sponsors do not believe that the viewers might be annoyed.

He comes from a prominent family (his mother was a poet) and was awarded a prize for a good documentary.

After a colon: A complete sentence standing alone after a colon is not usually capitalized when the connection with the preceding sentence is close:

If he had not been an actor, he would have got into less trouble: the professional politicians resented his intrusion.

The sentence after the colon is sometimes capitalized if it is distinctly separate or if the writer wants to give it emphasis:

Quite a few teachers in the department of English would tell the students: We know what we are doing.

In titles of written material: The first word, the last word, the principal parts of speech (nouns, pronouns, verbs, adjectives and adverbs) and prepositions of more than five letters are capitalized in the titles, magazine articles, themes and so on:

Lord of the Flies
Poetry Through the Ages

I and O: The pronoun I and the exclamation 0 are always capitalized to prevent their being read as parts of other words:

As I told you, O my darling.

Capitals for Proper Nouns and Their Derivatives

Names and titles of people: A person's name or nickname is always capitalized:

William Butler Yates
Sher-e- Bangla

A few titles of high rank are usually capitalized whether or not the officeholder is named:

The President, The Prime Minister, The Chief Justice

Titles referring to a position or an office rather than to the specific person holding it are not capitalized:

Capital	No capital
Professor Huq	He was appointed judge

The Queen addressed the conference England has had a number of queens. Names of family relationships are usually capitalized when used with a person's name or when used as proper nouns standing alone for the name: They are not capitalized when used as common nouns or when preceded by a possessive:

Capitals	No capitals
Grandpa Ahsan	He is a grandfather
Grandma Shirin	She is a grandmother
Uncle Toby	My uncle is a widower

Names of groups: Names referring to racial, national, linguistic, political or religious groups are capitalized:

Indian German Catholic
Liberal Democratic Muslim

Names of social or economic groups are not capitalized:

the middle-class, the intelligentsia, the aristocracy

Names of organizations: Names and abbreviations of business organizations, clubs, political parties and other organizations are capitalized:

The Wasa The Dessa The BNP The Awami League

Names of places: Words that designate specific geographical divisions or places and areas are capitalized:

Asia Africa Latin America Hyde Park

When names of directions are used to identify geographical areas, they are generally capitalized. When they merely indicate direction, they are not:

Capitals	No capitals
the Far East	the east of Suez
the Mid West	the south East

Names of institutions: The names of specific public or private institutions and their divisions and departments are capitalized. Names that apply to a whole class of institutions are not:

Capitals	No capitals
London Library	a public library
Vicarunnesa School	our high school

Names of government departments are capitalized although some newspapers have discontinued the practice:

The Department of Education

The Department of Law and Parliamentary affairs

Specific high-school, college or university courses are capitalized, general subjects are not: except for language courses:

Capitals	No capitals
Modern English Literature	literature
Advanced Writing Course	composition

Nouns of specific objects: Nouns of specific objects such as ships, planes, structures, famous documents and artifacts are capitalized:

the Empire State Building the Titanic the Magna Carta

Words designating specific periods, events, days, months are capitalized:

The Stone Age, the Renaissance, January , Monday, the May Day

Names of seasons are not generally capitalized:

autumn winter spring summer

Reference to deities and sacred texts are capitalized:

God Bible Quran Buddha

Exercise

1. Supply capital letters in the sentences below:
   a. opposition leader michael clark said: ' this is no time to show weakness'.
   b. the town of belmonte perched atop a rocky hilltop.
   c. French physician Maurice bucaille has written a remarkable book called the bible, the quran and science.
   d. the Norman conquest of England is an important historical event.
   e. friday is a weekly holiday in Bangladesh.

Section 16

Reading Comprehension

The Importance of Reading Comprehension

আমাদের দেশে ইংরেজী লেখা বা বলার চেয়ে ইংরেজী বইপত্র পড়ে বুঝতে পারার প্রয়োজন অনেক বেশী। সর্বস্তরে শিক্ষার মাধ্যম বাংলা, এবং অফিস আদালতেও প্রধানতঃ বাংলা ব্যবহৃত হয় বলে ইংরেজী লেখা বা বলার তেমন দরকার হয় না বা সুযোগ নেই। কিন্তু শিক্ষার মাধ্যম বাংলা হলেও উচ্চ শিক্ষার ক্ষেত্রে শিক্ষার্থীকে ইংরেজীতে লেখা বইপত্র পড়তে হবে উপাত্ত-উপকরন সংগ্রহ করার জন্য, পঠিত বিষয় গভীরভাবে জানার জন্য, কারণ বিশ্বের জ্ঞান-বিজ্ঞান প্রধানতঃ ইংরেজী ভাষায় লিপিবদ্ধ। বস্তুতঃ যারা ইংরেজী বোঝে না তাদের জ্ঞান সাধাণতঃ অগভীর হয়। তাই Reading Comprehension খুবই গুরুত্বপূর্ণ।

Difficulties about Reading Comprehension

ইংরেজী পড়তে গিয়ে শিক্ষার্থীকে কতকগুলো অসুবিধার সম্মুক্ষীন হতে হয়। সেগুলো নিম্নরূপঃ

1. অধিকাংশ শিক্ষার্থীর শব্দ-সম্ভার অত্যন্ত সীমিত। এস, এস, সি এবং এইচ, এস, সি পরীক্ষায় শব্দের উপর কোন প্রশ্ন হয় না বলে তারা নতুন শব্দ শিখতে কোন তাগিদ বোধ করে না। একই কারণে শিক্ষকরাও এদিকে নজর দেন না। ফলে সীমিত শব্দ-সম্ভার নিয়ে শিক্ষার্থীর পক্ষে ইংরেজী লেখার অর্থ উদ্ধার করা প্রায় অসম্ভব হয়ে পড়ে।
2. ইংরেজী বাক্যের গঠন, বিশেষ করে complex sentence বা জটিল বাক্যের গঠন, সম্পর্কে অনেক শিক্ষার্থীর ধারনা অস্পষ্ট বলে শব্দের অর্থ জানলেও তারা বাক্যের অর্থ বুঝতে পারে না।
3. আমাদের দেশে ইংরেজী শিক্ষা দেওয়া হয় sentence level বা বাক্য পর্যায়ে। Paragraph লিখতে শেখানো হয় না এবং পাঠ্যবই পড়ানোর সময় paragraph-এর গঠন পদ্ধতি আলোচনা করা হয় না, তাই শিক্ষার্থীরা লেখকের বক্তব্যের ধারা বা কৌশল বুঝতে পারে না।

উপরোক্ত অসুবিধাগুলো কাটিয়ে উঠতে হলে নিম্নলিখিত techniques বা কৌশল ব্যবহার করা যেতে পারে।

Vocabulary – interpretation techniques

1. Check the meaning of the unfamiliar word in a dictionary. ইংরেজী লেখা পড়ার সময় অজানা শব্দের অর্থ dictionary (Oxford Advanced Learner's Dictionary of Current English সব চেয়ে বেশী উপযোগী) দেখে জেনে নিতে হবে। শব্দ-সম্ভার বাড়ানোর এটাই সর্বত্তোম কৌশল। দৈনিক অন্ততঃ ১০টি নতুন শব্দ শেখার চেষ্টা করতে হবে। Dictionary কিভাবে দেখতে হবে সে ব্যাপারে শিক্ষকের সাহায্য নেওয়া যেতে পারে।

2. Guess the meaning of a word from the context by using context clues. Dictionary দেখে প্রতিটি অজানা শব্দের অর্থ জানতে হলে পড়ার গতি মন্থর হয়, কারণ অধিকাংশ শিক্ষার্থীর কাছে অজানা শব্দের সংখ্যাই বেশী। এতে অনেকে নিরুৎসাহিত হয়ে পড়ে। Dictionary ছাড়াই অনেক সময় context clues ব্যবহার করে শব্দের অর্থ অনুমান করা যায়। Context clues নানা ধরনের হতে পারে। কয়েকটি উদাহরণ দেওয়া হলোঃ

a. Definition : কোন কোন সময় কঠিন শব্দের সংজ্ঞা দেওয়া থাকে বা বাক্যের মধ্যে যথেষ্ট ব্যাখ্যা থাকতে পারে যা থেকে শব্দটির অর্থ স্পষ্ট হয়ে ওঠে।

Examples:

Every living being has a habitat (living place) to which it is suited.

Habitat means "living place"

Clue: The words within brackets ( )

Perishables, foods that go bad quickly, should be refrigerated.

Perishables means "foods that go bad quickly".

Clue : The appositive set off by commas (,)

Capital punishment is punishment by legally killing a person who has committed a serious crime.

Capital punishment means "punishment by legally killing a person who has committed a serious crime".

Clue : Definition structure.

b. Experience : আমাদের অভিজ্ঞতা ব্যবহার করে শব্দের অর্থ বুঝাতে পারা যায়।

Examples:

Milk is a wholesome food.

Wholesome means "good for health"

Clue : The reader knows from experience that milk is good for health.

c. **Contrast :** যখন দুটি শব্দ বিপরীত অর্থে ব্যবহৃত হয়, তখন একটির অর্থ জানলে, অন্যটির অর্থ সহজে বুঝা যায়।

Examples :

He is fat, but his wife is slim.

Slim means "not fat".

Clue : *fat, but*

Kamal is trustworthy but his brother is not reliable.

Trustworthy means "not reliable".

Clue : *but, not reliable.*

d. **Inference :** বাক্যের মধ্যে এমন কিছু শব্দ থাকে যা থেকে একটা নির্ভরযোগ্য অনুমান করা যায়।

Example :

The secret of his marriage was jealously guarded for a couple of years.

Jealously means "watchfully"

Clues : *secret, guarded, a couple of years.*

3. **Interpret the meaning of a word by word-analysis :** অনেক মূল শব্দের সঙ্গে prefix or suffix থাকে। এগুলো অর্থ জানলে শব্দের অর্থ উদ্ধার করা যায়। কয়েকটি প্রধান prefix-এর উদাহরণ দেওয়া হলো।

a. *dis* is used to make negative a noun/adjective/verb : distrust, dishonest, disagree

b. *mis* (bad, wrong) : misconduct, mismanage, misread.

c. *non* expresses a negative idea : non-payment, non-stop, non-fat.

d. *post* (after) is used to time or order : postmodifiers, post-war.

e. *pre* (before) : pre-modifiers, pre-independence.

f. *re* means "again" : rebuild, reconsider, rebirth.

g. *semi* means "half" : semi-cirele, semi-final, semi-detached.

h. *sub* means "under" : sub-cditor, sub-let, sub-committee.

i. *super* means "above" : supermarket, supernatural, superstructure.

j. *un* is a negative prefix : unhappy, unkind, unemployment.

Suffix : Prefix এর সঙ্গে suffix এর তফাৎ এই যে prefix মূল শব্দের আগে বসে এবং suffix মূল শব্দের শেষে বসে। তাছাড়া, prefix এর একটি আলাদা অর্থ আছে কিন্তু suffix মূল শব্দকে অন্য part of speech এ পরিবর্তন করে : kind-kindness. important – importance

Sentence – Comprehension techniques

এমন প্রায়শঃ ঘটে যে শিক্ষার্থী প্রায় প্রতিটি শব্দের অর্থ জানে কিন্তু তবু বাক্যের অর্থ, বিশেষ করে complex sentence বা জটিল বাক্যের অর্থ, বুঝতে ব্যর্থ হয়। এ ক্ষেত্রে নিম্নলিখিত পদ্ধতি অবলম্বন করা যেতে পারে।

1. **Sentence analysis :** ইংরেজী simple sentence গড়ে উঠে noun ও verb কে কেন্দ্র করে। তাই noun phrase-এর structure জানা থাকলে বাক্যটিকে analysis করে অর্থ বের করা যায়। আবার simple sentence. এর সমন্বয়ে complex sentence গঠিত হয়। একটি বাক্য যতই জটিল হোক না কেন, তার main clause এবং subordinate clause গুলো adjective clause , adverbial clause ও noun clause সনাক্ত করতে পারলে বাক্যের অর্থ পরিষ্কার হওয়ার কথা। যেহেতু এই বইটিতে বিভিন্ন sentence structures বিস্তৃতভাবে আলোচনা করা হয়েছে, তাই এখানে নতুন করে sentence analysis করার প্রয়োজন নেই।

2. **Recognition of reference terms :** লেখকরা একই শব্দের পুনরাবৃত্তি এড়ানোর জন্য reference terms ব্যবহার করে থাকেন। এগুলো নিম্নরূপ ঃ

Personal pronouns	:	he, she, it, etc.
Indefinite pronouns	:	some, somebody, any/anybody, nobody, every/everybody
Demonstrative pronouns	:	this, that, these, those
Relative pronouns	:	who, which, that, whom

এই reference items বুঝতে ব্যর্থ হলে বাক্যের অর্থ বোঝা যায় না। তাই পড়ার সময় এগুলো কোন্ শব্দের পরবর্তে ব্যবহৃত হয়েছে তা জানতে হবে।

Example:

Rocks are composed of a number of different substances. These are called minerals which are classified according to their chemical composition. Some are oxides, Some are sulfides, Some are silicates.

these = different substances
which = minerals
some = some minerals

3. **Recognition of signal word :** Signal word বলতে এমন শব্দ বা phrase বুঝায় যা বাক্যে অথবা বাক্যের মধ্যে connector বা যোগসূত্র হিসেবে কাজ করে। এই শব্দগুলো গুরুত্বপূর্ণ। এগুলো না বুঝলে লেখকের বক্তব্য ধরা যায় না। যে সমস্ত signal word সচরাচর ব্যবহৃত হয় সেগুলো নীচে উল্লেখ করা হলো ঃ

   a. Words signifying Addition : *and, as well as, besides, apart from, in addition to, moreover, furthermore*
   b. Words signifying Contrast : *but, though, although, still, yet, despite, even though, in contrast*
   c. Words signifying Emphasis : *in fact, above all, indeed, in particular, especially, particularly, in effect*
   d. Words signifying Cause- Effect Relationship : *accordingly, as a result, so, therefore, thus, as a consequence, so that , because of, owing to, in view of, on account of, etc*
   e. *Word signifying Condition : if, when, unless, provided*
   f. Words signifying Doubt or Hypothesis : *possibly, probably, perhaps*
   g. Words signifying Sequence or Order of Events *first, next, then, firstly, secondly, finally, lastly, in the first place*
   h. Words signifying Comparison : *like, unlike, likewise, in the same way, in the same mannet, similarly*
   i. Words signifying Illustration *for example, for instance, that is, namely, such as*
   j. Words singifying Summary : *on the whole, in short, in brief, to sum up, in conclusion, to conclude*

Types of Question:

আমাদের দেশে বিভিন্ন পরীক্ষায় যে সব প্রশ্ন করা হয় সেগুলোতে কোন নির্দিষ্ট type অনুসরণ করা হয় না এবং সেগুলোর উত্তর পরীক্ষার্থীরা set passage থেকে হুবহু উদ্ধৃত করে দেয়। এতে তারা নম্বর পায় বটে, কিন্তু comprehension-এর উদ্দেশ্য সাধিত হয় না। আসলে comprehension প্রশ্নে বিভিন্ন type আছে। এগুলোর কিছু অপেক্ষাকৃত সহজ এবং নিম্নস্তরের শিক্ষার্থীদের জন্য; কিছু অপেক্ষাকৃত কঠিন এবং উচ্চ স্তরের শিক্ষার্থীদের জন্য। এসব প্রশ্ন শুধু শিক্ষার্থীদের ইংরেজী বুঝতে সাহায্য করে তাই নয়, ইংরেজী ভাষা আয়ত্ব করতেও কার্যকরী হয়। নীচে উদাহরণ হিসেবে কয়েকটি passage এবং তাদের উপর বিভিন্ন ধরণের প্রশ্ন, কোন কোন ক্ষেত্রে উত্তরসহ, দেওয়া হলো। কয়টা passage এখানে অর্ন্তভূক্ত করা হয়েছে সেটা বড় কথা

নয়; বড় কথা হলো কিছু technique শেখানো যাতে শিক্ষার্থীরা নিজেরা ইংরেজী লেখা পড়ে বুঝতে পারে এবং লেখার কৌশল আয়ত্ব করতে পারে। আশা করি শিক্ষকরা প্রশ্নগুলোর আলোকে নতুন নতুন passage শিক্ষার্থীদের দিয়ে অনুশীলন করাবেন। মুখস্ত করা নয়, skill আয়ত্ব করাই শিক্ষার্থীদের লক্ষ্য হওয়া উচিৎ।

Passage A

Bed rest is bad for you. The reason, according to the leading American health magazine *Prevention*, is that a whole range of bodily functions begin to weaken after as short a time as one day in bed. Muscle tissue starts to break down, robbing the body of important minerals and leading to substantial weakness in just a few days: bones start to break down and lose calcium : the body is unable to use food efficiently, heart and blood vessels get weak after a couple of days, which can lead to a rise in pulse rate and a drop in blood volume: joint stiffness and constipation are also common.

'Prolonged bed rest is not to be taken lightly', says Dr Benjamin Natelson, professor of neurosciences of New Jersey Medical School. And that is why doctors these days make every effort to get patients up and moving as soon as possible after heart attacks and operations.

1. Polar questions (Yes – No questions)

   (a) Is bed rest good for us?
   Answer : No.

   (b) Should patients be up and moving after heart attacks and operations?
   Answer : Yes.

2. Multiple – choice questions (questions to which correct answers are to be chosen out of a number of alternatives)

   (a) *Prevention* is a
   i. book
   ii. magazine
   iii. disease

   (b) Calcium is a
   i. mineral
   ii. vitamin
   iii. cabrohydrate

(c) Dr. Benjamin Natelson is a professor of
   i. Medicine
   ii. Surgery
   iii. Neurosciences

3. *Wh*-questions (questions which begin with interrogative words: *who, what, why, whether* and *how*)
   a) What happens when muscle tissue breaks down?
   b) How does physical activity help heart patients?

4. Inference questions (questions to which answers are not obvious; they have to be deduced)
   a) What bodily functions are mentioned in the passage?
   b) How does physical activity help heart patients?

5. What is the structure of the passage or how is the passage organised?

Answer: The opening sentence is the topic sentence: It introduces the topic, namely, "Bed rest is bad for us" The second sentence gives the reason why bed rest is bad: rest causes the bodily functions to weaken. Sentence 3 which consists of a series of co-ordinate clauses joined by semi-colons (;) gives details of the weakening of the various bodily functions. These details support the topic sentence. The second paragraph about doctors' attempt to get patients up and moving after heart attacks and operations follows logically from the evidence mentioned in the first paragraph.

6. Cohesion questions (questions about sentence linkers) :

"And that is why doctors these days, etc....."
   a) What does 'And' signify?
   b) What does 'that is why' signify?

7. Grammar Review

Adverbial clauses can often be replaced by participle phrases. Here is an example from the text.

"Muscle tissue starts to break down, robbing the body of important minerals....."

This could be rewritten with a full adverbial clause :

When muscle tissue breaks down, it robs the body of important minerals.

Directions : Now rewrite the following sentences, using participle phrases. Make any other changes that you consider necessary.

a) When she slipped in the bathroom, she broke her ankles.

b) When he fell asleep, he snored his head off.

The relative pronoun *which* refers back to the preceding noun or statement. Here is an example from the text.

"..... heart and blood vessels get weak after a couple of days, which can lead to a rise in pulse rate....."

Directions : Now combine the following pairs of sentences, using *which*. Make any other changes that you consider necessary.

a) He failed in the exam. It made his parents very unhappy.

b) We cannot always expect success. We often forget this.

8. Vocabulary : The following sentence occurs in the text.

-- Bed rest is bad for us --.

a. Note the expression 'bad for us'. Now fill in the blanks in the following sentences with 'good for us' or 'bad for us'.

i) Milk is .....
ii) Smoking is .....
iii) Overeating is .....

b. Change the following words as directed and make sentences with them.

weakness (into adjective), unable (into noun), stiffness (into adjective) operation (into verb), lose (into noun)

c. Make sentences with the following words as directed without changing their forms.

function (as verb), start (as noun), rise (as verb), drop (as verb)

d. The following adverbials appear in the text.

in just a few days; after a couple of days; efficiently; lightly.

Use them in the blanks below :

i) His liver is not functioning .....

ii) I will come to Dhaka .....

iii) Symptoms should not be taken .....

iv) He was hospitalised after an accident. But he was released .....

Passage B

The ancient Greek Olympic Games (approximately 776 B.C – A.D. 394) lasted six days and included four main athletics contests. First, there was the 'stadion', from which we get the word 'stadium', This was a foot race covering a distance of 607 ft. Second, there was the 'pentathlon', a contest in which each contestant had to excel in five different events; running, jumping, wrestling, throwing the dirscus, and throwing the javelin. Third, there was boxing. In this contest, the boxers fought with bare fists and the match continued until one or the other was knocked out or admitted defeat. The final event was horse racing, both races with four-horse chariots and races with the contestants riding bareback.

1. **Polar questions :** a) Was 'pentathlon' a foot race?
   b) Were chariots drawn by four horses?

2. **Multiple-choice questions : Choose the correct answer:**
   a) *Stadion* was a
      i) foot race
      ii) race with horses
      iii) fighting with bare fists
   b) Boxing was a contest in which contestants fought until one or the other
      i) was knocked out or admitted defeat?
      ii) was killed
      iii) was disabled

3. **Wh - questions :**
   a) What was the foot race called and what was the distance of the race?
   b) What did 'pentathlon' mean?
   c) How long did the ancient Olympic Games last?

4. Inference questions :

a) What were the four athletics contests?

b) In what way was 'pentathlon' a more difficult contest than 'stadion'?

c) How many races are mentioned in the passage?

5. What is the structure or organizational pattern of the passage?

The passage is about the ancient Greek Olympic Games. This is mentioned in the opening sentence which also gives information about the approximate dates, the duration and the number of contests. There were four contests. Each is named and described in sequence : first, stadion, a foot race, second, pentathlon, a contest of five different events; third, boxing , and fourth, horse racing.

6. Cohesion questions (questions about sentence linkers) :

"This was a foot race."

a) What does 'this' refer back to?

"in this contest ....."

b) What does 'this contest' refer to?

c) What other sentence linkers do you find in the passage?

7. Grammar Review :

Adjective clauses can often be replaced by participle phrases. Here is an example from the passage.

"This was a foot race covering a distance of 607 ft."

This could be rewritten with a full adjective clause:

"This was a foot race which covered a distance of 607 ft.

Directions : Now combine the following pairs of sentences, using participle phrases. Make any other changes that you consider necessary.

a) I saw a beautiful bird. It was pecking at a tree.

b) Last night there was power failure. It lasted three hours.

8. Vocabulary :

a) Make sentences with the following words as directed without changing their forms:

contest (as verb), throw (as noun), race (as verb), ride (as noun) match (as verb), defeat (as verb)

b) Change the following words as directed and make sentences with them:

last (into adjective), different (into noun), distance (into adjective), main (into adverb), approximately (into adjective)

Passage C

What are the diffculties in learning a second language? Clearly one of the main difficulties is that usually the learner does not live in an environment where the second language is commonly spoken. The language may be used in special language classes or even as a medium of instruction in school, but generally only a fairly small proportion of the learner's time is spent in using it. Another difficulty is that of 'interference' between the learner's mother tongue and the second language. Interference is perhaps most noticeable in pronunciation, but also affects the learner's understanding of grammar and ability to write well in the second language. Learning another language then is clearly not easy. It requires interest, persistence, the confidence to make mistakes and the determination to correct them.

1. Polar questions :

a) Is a second language difficult to learn?
b) Does a non-native speaker spend a lot of time using the second language?

2. Multiple-choice questions : Choose the correct answer :

a) Learning another language is
   i) useless
   ii) waste of time
   iii) not easy
b) In learning a second language the learner's mother tongue
   i) helps
   ii) interferes
   iii) distracts

3. Wh-questions :

a) Where does the learner of a second language usually live?
b) How does the learner's mother tongue interfere with his learning a second language?
c) What qualities does the learner require to acquire a second language?

4. Inference questions :

a) What helps most in learning a second language?

b) What makes it difficult to learn a second language?

5. What is the structure of the passage or how is the passage organized?

The passage begins with a question : "What are the difficulties in learning a second language"? The next four sentences answer the question. Two difficulties are mentioned. Sentence 2 speaks of the first difficulty; the learner lives in a non-native environment. Sentence 3 further clarifies this difficulty. Sentences 4 & 5 speak of the second difficulty : that of interference caused by the learner's mother tongue. Sentence 6 which says that learning a second language is not easy follows from the difficulties explained in sentences 2-4. The concluding sentence states what it requires to learn a second language.

6. Cohesion questions :

a) What does the word 'another' in sentence 4 refer back to?

b) What does 'then' in sentence 6 indicate?

c) What does 'it' in the last sentence refer back to?

7. Change the following words as directed and then make sentences with them.

difficulty (into adjective); ability (into adjective), require (into noun); determination (into verb) interference (into verb).

8. Fill in the blanks with the following adverbs which occur in the passage :

only, commonly, generally, fairly, perhaps, clearly.

a) The late Toffazzal Hossain, —— known as Manik Mia, was the founder of The Ittefaq.

b) A.K. Fazlul Hoque was —— popular.

c) It is —— untrue to say that money can buy happiness.

d) Your essay is —— good.

e) Mr. Hakim is —— the oldest man in the village.

f) Kamal is an —— son of this parents.

Passage D

Gautama Buddha, whose original name was Prince Siddhartha, was the founder of Buddhism, one of the world's great religions. Siddhartha was the son of a king ruling in Kapilavastu, a city in northeast India, near the borders of Nepal. Siddhartha himself was born in 563 B.C in Lumbini within the present borders of Nepal. He was married at sixteen to a cousin of the same age. Brought up in the luxurious royal palace, Prince Siddhartha did not want for material comforts. Nevertheless, he was profoundly dissatisfied. He observed that most human beings were poor and continually suffered from want. Even those who were wealthy were frequently frustrated and unhappy, and all men were subject to disease and ultimately succumbed to death. Surely, Siddhartha thought, there must be more to life than transitory pleasure, which were all too soon obliterated by suffering and death.

1. **Polar questions :**
   a) Was Kapilavastu in Nepal?
   b) Did Prince Siddhartha marry young?
   c) Was Prince Siddhartha happy?

2. **Multiple-choice questions :** Choose the correct answers
   a) Parince Siddhartha was born in
      i) Kapilavastu
      ii) Lumbini
      iii) Katmandu
   b) Prince Siddhartha married when he was
      i) twenty
      ii) twenty-five
      iii) sixteen
   c) Prince Siddhartha was
      i) happy
      ii) unhappy
      iii) neither happy nor unhappy

3. WH-questions :

a) What is Buddhism?

b) Where was Siddhafrtha born and where was he brought up?

c) How did Siddhartha react to poverty, disease and death?

4. Inference questions :

a) How was Prince Siddhartha different from other young men?

b) How did Prince Siddhartha look upon human life?

4. What is the structure of the passage?

The passage which is about Gautama Buddha, founder of Buddhism, is informational. It gives us information concerning his birth, his upbringing, his early marriage and profound dissatisfaction with human existence. Since the theme, Gautama Buddha, remains the same throughout the passage, the focus is on what is new about the theme.

6. Grammar Review

When we need to indicate that a sentence contrasts sharpely with what has already been stated, we can use the marker 'nevertheless'. Here is an example from the passage :

"... Prince Siddhartha did not want for material comforts. Nevertheless, he was profoundly dissatisfied."

The second sentence functions as a contrastive statement. The marker 'nevertheless' alerts us to the sentence's function.

Direction : Now write statements that would contrast with these sentences :

a) Mr. Hakim is rich. Nevertheless....

b) Mr. Kamal is chronically ill. Nevertheless...

c) Mina failed in her exam. Nevertheless...

Note the use of the relative pronoun 'whose' in the following Sentence : "Gautama Buddha, whose original name was Prince Siddhartha, was the founder of Buddhism.."

Direction : Now combine the following pairs of sentences using 'whose' :

a) The boy is sad. His father is in prison.

b) The poor man is now homeless. His house has been washed away by the flood.

c) Kamal is unhappy. His mother is ill.

Note the use of the front-shifted past participle phrase in the following sentence.

"Brought up in the luxurious royal palace, Prince Seddhartha did not want for material comforts."

Direction : Now rewrite the following pairs of sentences using one of them as a front-shifted past participle phrase:

a) Hasan was educated at Dhaka University. He joined the Bangladesh Civil Service.

b) The bridge was destroyed by the flood. It had been rebuilt.

c) He was bitten by a poisonous snake. He died a few hours later.

7. Vocabulary :

a) Change the following words as directed and make sentences with them:

comfort (into adjective) : luxurious (into noun), original (into adverb): founder (into verb): religion (into adjective).

b) Make sentences with the following words as directed without changing the forms:

name (as verb): present (as verb); age (as verb): subject (as noun)

c) The following adverbs appear in the passage:

profoundly, continually, frequenly. ultimately. surely. Use them in the blanks below.

i) He goes abroad ——.

ii) He neglects his studies. He will —— fail.

iii) I was —— shocked at the news of his father's death.

iv) We are faced with a lot of problems, but we will —— win through.

v) They are —— quarrelling.

Passage E

Bright and dull children are very different. The bright child is curious about life and eager to get involved in it The dull child, however, is less interested in the real world, more inclined to live in the world of fantasy. The bright child likes to experiment, to try things out. If he cannot do something one way, he will try another. However, the dull child is usually afraid to try at all. If he does try and then fails, he gives up.

1. Polar questions :

a) Is the bright child incurious?
b) Does the dull child live in an unreal world?

2. Multiple-choice questions Choose the correct answer.

a) The bright child is
   i) intelligent.
   ii) grave
   iii) sad
   b) The dull child is
   i) interested in the real world
   ii) interested in the world of fantasy
   iii) interested in neither world

3. Wh - questions:

a) What is the bright child's attitude to life?
b) How does the dull child feel about experiments?

4. Inference questions:

a) What are the qualities of the bright child?
b) How does the dull child differ from the bright child?

5. What is the structure or organizational pattern of the passage?

The passage begins with the topic sentence: Bright and dull children are very different. The rest of the sentences support this main statement. Sentence 2 describes a trait of bright children: they are curious about life. Sentence 3 describes a major trait of dull children: they are not interested in the world about them.

Sentence 4 points out another characteristic of bright children: they want to find out things for themselves. Sentence 5 describes the attitude of dull children to experiments. In the passage the characteristics of the two groups of children are described for contrastive purposes.

6. Vocabulary :

a) Change the following words as directed and make sentences with them.
different (into noun); curious (into noun): fantasy (into adjective) fail (into noun): real (into adverb):

b) Make sentences with these phrases :
get involved: interested in; inclined to; give up

7. Grammar :

When we need to indicate that a sentence contrasts sharply with what has already been stated, we can use the marker, *however.* Here is an example from the text:

If the bright child cannot do something one way, he will try another. However, the dull child is usually afraid to try at all.

The second sentence functions as a contrastive statement The marker, 'however', alerts us to the sentence's function.

Direction : Now write statements that would contrast with these sentences :

a) Success in exams is important. However ——.
b) We cannot do without money. However ——.
c) You may not understand every word in a passage. However ——.
d) English is a difficult language to learn. However ——.

8. Cohesion questions :

"The bright child is curious about life and eager to get involved in it."

a) What does 'it' refer back to?

"If he cannot do something one way, he will try another."

b) Another what?

Section 17

Abbreviations

This lesson discusses the conventions followed in using abbreviations in most general writing.

Abbreviations for Titles, Degrees and Given Names

The courtesy titles Dr, Mr, Ms, Mrs and Messrs are always abbreviated when used with proper names, as are Jr and Sr. Mr Hasan, Mrs Hasan, Stepen Sr and Stephen Jr. The convenient Ms used as a courtesy title equivalent to Mr in addressing a woman without regard for marital status must remain an abbreviation since it was devised as an abbreviation and does not stand for any word. Academic degrees are also abbreviated: M.A, Ph. D, LL. D. If a degree or honorary title is added after a name, it is the only title used:

Abdul Hakim, Ph.D. or Dr Abdul Hakim (Not: Dr Abdul Hakim, Ph.D.

In formal writing, titles like Professor, General, Senator are usually written in full. In other styles, they may be abbreviated if the first name or initials of the person are used:

Standard forms	Forms to avoid
Professor Abdur Rahman	Prof. Abdur Rahman
Professor Rahman	Abdur Rahman is an English Prof.

Abbreviations for Agencies and Organizations

If a government agency or other organization is known primarily by its initials, the writer should generally use the familiar abbreviations rather than the full name:

BTV	BBC	WASA
NTV	CNN	DESA

Abbreviations that are pronounced as words have become very common:

UNESCO, NATO, SARC

Abbreviations for Place Names and Dates

The names of countries, provinces, months and days are usually written out

Bangladesh, India, Pakistan, January, Monday

Words like Street, Road, Avenue should be written out in general Mirpur Road, Oxford Street, Fifth Avenue

A few unusually long place names are customarily abbreviated even in formal writing:

The UK, The USA

Other Standard Abbreviations

There are a few standard abbreviations that are used in all levels of writing:

a.m, p.m. The expressions a.m. (ante meridiem, 'before noon') and p.m. (post meridiem, 'after noon') are always abbreviated: 8.00 a.m., 12:15 p.m. Current usage prefers small letters for these abbreviations, but they may be capitalized.

The abbreviations a.m. and p.m. are used only in referring to a specific time.:

Standard: She had an appointment at 5 p.m.
Not: She had an appointment in the p.m.

B.C., A.D.: These expressions are used to distinguish dates in history in reference to the birth of Christ; they are always abbreviated. B.C. means 'before Christ' and follows the date; A.D. stands for anno domini, 'in the year of our Lord' and precedes the date when it is necessary to use at all:

536 B.C. A.D. 126 (usually 126 only)

English has absorved a number of Latin expressions that are conventionally abbreviated. The following are in common use and should not be italicized

cf. confer==compare (with another source)
e,g.===for example
etc. ===etcetera(and so forth)
i.e. ====id est (that is)

Many writers prefer the English equivalents for these and similar expressions. In student writing etc. should be avoided. It is best to use *and so on (and so forth)* or to replace the list introducing it with *such as*. In student writing the ampersand (&) should not be used as a substitute for *and*.

Appendix A

Transformation of Sentences

Transformation of Sentences বলতে বুঝায় বাক্যের অর্থ পরিবর্তন না করে বাক্যের structure বা গঠনে পরিবর্তন আনা। Structure-এর উপর কতখানি দখল আছে সেটা পরীক্ষার জন্য এ ধরনের exercise-এর প্রয়োজন আছে। Active থেকে passive, passive থেকে active, direct speech থেকে indirect speech কিংবা indirect speech থেকে direct speech এসবই transformation.-এর জন্য শিক্ষার্থীকে প্রাসঙ্গিক Lesson গুলো পুনরায় পড়ে দেখার পরামর্শ দেওয়া হলো। বস্তুতঃ সমস্ত বইটা আয়ত্ব হলে অন্যান্য structure-এ transformation করাও কঠিন বলে মনে হবে না কারণ বইটাতে প্রধাণতঃ structure নিয়েই আলোচনা করা হয়েছে। যাহোক, অন্যান্য structure-এর transformation-এর কিছু উদাহরণ নীচে দেওয়া হলো।

1) Phrases into Clauses:

a) Present participle phrase:

The man walking along the road looks tired. (Simple sentence)

The man who is walking along the road looks tired. (Complex sentence— phrase turned into adj. clause)

Having sung the national anthem, the girls went into the room. (Simple sentence)

The girls went into the room after they had sung the national anthem. (Complex sentence— phrase turned into adverbial clause)

The girls sang the national anthem and went into the room. (Simple sentence— phrase turned into predicate).

b) Past participle phrase:

The headmaster, followed by his staff, came out of the building. (Simple sentence)

The headmaster, who was followed by his staff, came out of the building. (Complex sentence — phrase turned into adj. clause)

The bridge destroyed by the flood has been rebuilt. (Simple sentence)

The bridge, which was destroyed by the flood, has been rebuilt. (Complex sentence— phrase turned into adj. clause)

c) Prepositional phrase:

At the age of twenty-five he got married. (Simple sentence)

When he was twenty-five, he got married. (Complex sentence— phrase turned into adverbial clause)

He could not attend the meeting because of illness. (Simple sentence)

He could not attend the meeting because he was ill. (Complex sentence— phrase turned into reason clause)

He is confident of success. (Simple sentence)

He is confident that he will be successful. (Complex sentence—phrase turned into noun clause)

Before going to bed, he had put out the light. (Simple sentence—

Before he went to bed, he had put out the light (Complex sentence— phrase turned into adverbial clause)

He put out the light and went to bed. (Compound sentence-phrase turned into predicate)

d) Infinitive phrase:

I have no money to spare. (Simple sentence)

I have no money that I can spare. (Complex sentence-phrase turned into adjective clause)

I am glad to receive your letter. (Simple sentence)
I am glad that I have received your letter. (Complex sentence-phrase turned into noun clause)

2) Complex sentences into simple ones:

Complex : If you don't walk fast, you will not get there on time.

Simple : You will not get there on time without walking fast.

Complex : She went home after she had passed the exam.

Simple : She went home after passing the exam.

Complex : He was pleased because he got a prize.

Simple : He was pleased at getting a prize.

Complex : He was so tired that he could not walk.

Simple : He was too tired to walk.

Complex : She was so clever that she passed.

Simple : She was clever enough to pass.

Complex : The man who was buying a pen dropped his money.

Simple : The man buying a pen dropped his money.

Complex : I know where he lives.

Simple : I know his address.

Complex : Mr Karim, who was the president of our club, has resigned.

Simple : Mr Karm, president of our club, has resigned. (adjective turned into appositive)

3) Compound Sentences into Complex ones:

Compound : He whishtled and the dog came back.

Complex : When he whistled, the dog came back.

Compound : He is short, but his wife is tall.

Complex : Although he is short, his wife is tall.

Compound : Speak the truth, and you will be rewarded.

Complex : If you speak the truth, you will be rewarded.

Compound : Speak or I will fire.

Complex : If you don't speak, I will fire.

Compound : It is now late, so we had better go to bed.

Complex : As it is now late, we had better go to bed.

4) Complex sentences into Compound ones:

Complex : If you don't work hard, you will fail

Compound : Work hard, or you will fail.

Complex : As soon as the police arrived, the crowd dispersed.

Compound : The police arrived and the crowd dispersed.

Complex : I have found the money that I lost.

Compound : I lost the money, but I have found it.

Complex : If you don't leave the room. I will use force.

Compound : Leave the room, or I will use force.

Complex : As he was tired, he went to bed early.

Compound : He was tired and so he went to bed early.

5) Interchange of Degree of Comparison:

Superlative : Dhaka is the largest city in Bangladesh.

Comparative : Dhaka is larger than any other city in Bangladesh.

Positive : No other city in Bangladesh is as large as Dhaka.

Superlative : Karim is the tallest boy in his class.

Comparative : Karim is taller than any other boy in his class.

Positive : No other boy in his class is as tall as Karim.

6) Combining a group of Simple sentences into one Simple or Compound or Complex sentence :

Compound ও Complex sentence-এর structure আয়ত্ব হয়ে থাকলে এই জাতীয় transformation করা খুব সহজ। Phrases, conjunctions, subordinationg conjunctions, relative pronouns, noun clause introducers ইত্যাদি সংযোগে একাধিক simple sentence কে compound অথবা complex sentence-এ পরিণত করা যায়। বইতে এগুলোর অসংখ্য উদাহরণ দেওয়া হয়েছে। এখানে মাত্র কয়েকটি উদাহরণ দেওয়া হলোঃ

a) Ali is a doctor. He works in the Middle East.
Ali is a doctor working in the Middle East.
(Simple sentence by using a present participle phrase)

b) Hasan was educated at Dhaka University. He joined the police service.

Educated at Dhaka University. Hasan joined the police service. Simple sentence by using a past participle phrase.

c) Ahmed is my friend. He is an engineer.

Ahmed. who is an engineer, is my friend.

(Complex by using an adjective clause)

Ahmed, an engineer, is my friend.

Simple by using an appositive.

d) Malek is happy. He has got a good job.

Malek is happy because has got a good job.

(Complex by using an adverbial clause of reason)

e) Take exercise, otherwise you will not keep fit.

Take exercise, or you will not keep fit.

(Compound by using a conjunction)

f) I am glad. You have passed the exam.

I am glad that you have passed the exam.

(Complex by using a noun clause).

g) Kairm is tall. He is handsome. He is intelligent.

Karim is tall, handsome and intelligent.

(Simple by using comma and conjunction)

h) You must go to bed. You are ill.

You must go to bed because you are ill.

(Complex by using a reason clause)

Appendix B

Common Errors

বিভিন্ন স্তরের শিক্ষার্থীদের ইংরেজী লেখায় অজস্র ভুল থাকে। ভুলগুলো classify বা শ্রেণী বিভাগ করে সেগুলো সংশোধন করে দেওয়া হলো।

1. Subject – Verb Disagreement (Subject এর সঙ্গে finite verb এর মিলের অভাবজনিত ভুল) ঃ

a) Incorrect : The books on the shelf remains unread. (Plural Subject, singular verb)

Correct : The books on the shelf remain unread.

Incorrect : The decision of the judges were not in his favour. (Singular subject, plural verb)

Correct : The decision of the judges was not in his favour

মনে রাখতে হবে যে prepositional phrase কখনো Subject-এর কাজ করে না, Subject কে modify. করে মাত্র। Verb-কে Subject-এর সঙ্গে agree করতে হবে, prepositional phrase-এর সঙ্গে নয়।

b) Incorrect : Physics are a difficult subject.

Correct : Physics is a difficult subject.

Incorrect : Three thouand dollars are a fair price for this car.

Correct : Three thusand dollars is a fair price for this car.

Incorrect : *Gulliver's Travels* are a satire.

Correct : *Gullivers's Travels* is a satire.

Incorrect : Measles are a common disease among children.

Correct : Measles is a common disease among children.

(উপরোক্ত বাক্যগুলোতে *physics, dollars, Gullivers's Travels, measles* এই subject গুলো plural in from কিন্তু singular in meaning. এদের verb গুলো singular হবে।

e) Incorrect : Ali, along with his younger brother, are going to school.

Correct : Ali, along with his younger brother, is going to school.

Incorrect : Mina, as well as her sister, have gone shopping.

Correct : Mina, as well as her sister, has gone shopping.

Incorrect : Neither Laila nor her sisters is willing to wash the dishes after dinner.

Correct : Neither Laila nor her sisters are willing to wash the dishes after dinner.

Incorrect : Either his friends or Karim have eaten the fruit.

Correct : Either his friends or Karim has eaten the fruit.

(দুই noun এর মধ্যে যখন *along with* ও *as well as* থাকবে তখন verb প্রথম noun এর সঙ্গে agree করবে, পক্ষান্তরে neither- *nor* ও *or* এর ক্ষেত্রে *nor* ও *or* এর পরে যে noun বসবে verb সেইটার সঙ্গে agree করবে।)

d) Incorrect : This is one of the most important bridge that has been destroyed by the flood.

Correct : This is one of the most important bridges that has been destroyed by the flood.

Incorrect : Each of those books which is on the table belong to Hamida.

Correct : Each of those books which are on the table belongs to Hamida.

(*One of the* এর পরে noun টি সব সময় plural হবে এবং relative pronouns (*who, which, that*) পরে verb টি one এর সঙ্গে agree করা উচিত। তবে Traditional grammar অনুযায়ী উপরের বাক্যগুলোতে *that* ও *which* যথাক্রমে *bridges* ও *books* কে refer করেছে এবং ঐ noun গুলো plural; অতএব verb গুলোও plural হবে। এ সম্বন্ধে আলোচনার জন্য Lesson 8 দ্রষ্টব্য।

Each শব্দটি যখন subject হিসাবে কাজ করবে তখন verb টি singular হবে। তাই উপরের উদাহরণে *belong* এই verb টি *belongs* হবে।

2. Disagreement between Determiners and Nouns (Noun-এর সঙ্গে Determiner এর মিলের অভাবজনিত ভুল) ঃ

Incorrect : Each/Every pencils in the box is red.

Correct : Each/Every pencil in the box is red.

Incorrect : Some book are worth re-reading.
Correct : Some books are worth re-reading.
Incorrect : I received much valuable suggestions from him.
Correct : I received many valuable suggestions from him.
Incorrect : He has read those book
Correct : He has read those books.

(*Each* ও *every* এর পরে singular countable noun বসবে। *Much* এর পর uncountable noun বসবে এবং *some, many, those* এই সব determiners এর পরে plural countable noun বসবে।

3. Uncountable nouns used as plurals or used with an indefinite article (Uncountable nouns কে, plural হিসেবে অথবা তাদের সঙ্গে indefinite article এর ব্যবহারজনিত ভুল) ঃ

Incorrect : He has a lot of works to do.
Correct : He has a lot of work to do.
Incorrect : Please give me some rices.
Correct : Please give me some rice.
Incorrect : This letter has brought a bad news.
Correct : This letter has brought bad news.
Incorrect : Can I have a bread?
Correct : Can I have a loaf of bread?

(*work, rice, news, bread* এই noun গুলো uncountable. এগুলো plural করা যাবে না এবং এবং এদের সঙ্গে indefinite article (*a/an*) ব্যবহার করা যাবে না। এদেরকে countable করতে হলে measure words ব্যবহার করতে হবে।

4. Countable nouns used in the singular without indefinite article (Indefinite article ছাড়া singular countable noun এর ব্যবহারজনিত ভুল।)

Incorrect : Cow is a useful animal.
Correct : A cow is a useful animal.
Or,
Cows are useful animals.
Incorrect : We have big house.
Correct : We have a big house.

5. Wrong pronoun (Pronoun এর ব্যবহারে ভুল) ঃ

Incorrect : Mr Hakim has two houses. The rent he gets from it comes to Tk 5000.00 a month.

Correct : Mr Hakim has two houses. The rent he gets from them comes to 5000.00 a month.

Incorrect : I have an old car. I bought them ten years ago.

Correct : I have an old car. I bought it ten years ago.

(Noun এর পুনরাবৃত্তি না করে তার পরিবর্তে pronoun ব্যবহার করা হয়। তাই noun যদি singular হয় তাহলে pronoun ও singular হবে; পক্ষান্তরে noun যদি plural হয় তাহলে pronoun কেও plural করতে হবে।)

6. Wrong use of tenses (Tense এর ব্যবহারে ভুল) ঃ

Incorrect : He has come yesterday.

Correct : He came yesterday.

Incorrect : The teacher asked Hamid whether he did the homework.

Correct : The teacher asked Hamid whether he had done the homework.

Incorrect : If you worked hard, you would have passed.

Correct : If you had worked hard, you would have passed.

Incorrect : If I was you, I would have accepted the job.

Correct : If I were you, I would accept the job.

Incorrect : When you will come to Rajshahi, please see me.

Correct : When you come to Rajshahi, please see me.

Incorrect : If it will rain tomorrow, I will not go to town.

Correct : If it rains tomorrow, I will not go to town.

Incorrect : Who did steal the watch?

Correct : Who stole the watch?

Incorrect : Why you are distrubing me?

Correct : Why are you distrubing me?

(উপরোক্ত বাক্যগুলোতে কি ধরনের Tense এর ভুল হয়েছে তা বুঝতে হলে Tense, Interrogative sentence ও Complex sentence এর উপর Lesson গুলো আবার পড়ে দেখার পরামর্শ দেওয়া হচ্ছে।

7. Wrong use of modals (Modals-এর ব্যবহারে ভুল)ঃ

Incorrect : I must have to go there.

Correct : I must go there.
Or,
I have to go there.
Incorrect : I can be able to swim.
Correct : I can swim.
Or,
I am able to swim.
Incorrect : I could win a prize in a swimming competition when I was at school.
Correct : I managed to win/was able to win/succeeded in winning a prize in a swimming competition when I was at school.
Incorrect : He was used to live in Natore.
Correct : He used to live in Natore.

8. Intransitive verb used as transitive (Intransitive verb কে transitive হিসাবে ব্যবহারজনিত ভুল)ঃ

Incorrect : He is going school.
Correct : He is going to school.
Incorrect : A ship carrying wheat has just arrived Chittagong port.
Correct : A ship carrying wheat has just arrived at Chittagong port.
Incorrect : He travelled Dhaka.
Correct : He travelled to Dhaka.
(Intransitive verb এর পরে Object (noun)/pronoun) বসে না। Prepositional phrase বসতে পারে।)

9. Transitive verb used as Intransitive (Transitive verb কে Intransitive হিসাবে ব্যবহার জনিত ভুল)ঃ

Incorrect : We discussed about the problem.
Correct : We discussed the problem.
Incorrect : He has ordered for a cup of tea.
Correct : He has ordered a cup of tea.
Incorrect : The sinking ship requested for help.
Correct : The sinking ship requested help.
Incorrect : He reached in London on Tuesday.
Correct : He reached London on Tuesday.

Incorrect : He resembles to his father.
Correct : He resembles his father.

(Transitive verb-এর পরে কোন preposition বসে না; সরাসরি Object (noun/pronoun বসে।)

10. Wrong use of passive voice (Passive এর ভুল ব্যবহার)ঃ

Incorrect : He was died yesterday.
Correct : He died yesterday.
Incorrect : The book is belonged to me.
Correct : The book belongs to me.
Incorrect : An accident was happened last week.
Correct : An accident happened last week.

(শুধু transitive verb এরপর passive হতে পারে। উপরোক্ত বাক্যগুলোতে intransitive verb এর ব্যবহার করা হয়েছে, তাই সেগুলোকে passive করা যাবে না।)

11. Wrong use of infinitive (Infinitive এর ভুল ব্যবহার)ঃ

Incorrect : He persisted to say this.
Correct : He persisted in saying this.
Incorrect : They prevented him to go there.
Correct : They prevented him from going there.
Incorrect : He assisted me to do this.
Correct : He assisted me in doing this.
Incorrect : I insisted on him to go away.
Correct : I insisted on his going away.

(উপরোক্ত বাক্যগুলোতে infinitive এর পরিবের্ত preposition + gerund বসবে।)

12. Use of wrong prepositions (Preposition-এর ব্যবহারে ভুল)ঃ

Incorrect : Some people have no faith on God.
Correct : Some people have no faith in God.
Incorrect : His pride for his wealth is disgusting.
Correct : His pride in his wealth is disgusting.
Incorrect : His sympathy towards the poor is praiseworthy.
Correct : His sympathy for the poor is praiseworthy.
Incorrect : He was accused for the crime.
Correct : He was accused of the crime.

Incorrect : He is angry upon you.
Correct : He is angry with you.
Incorrect : Smoking is detrimental for health.
Correct : Smoking is detrimental to health.
Incorrect : He is good in Mathematics.
Correct : He is good at Mathematics.
Incorrect : I sympathise for you in your troubles.
Correct : I sympathise with you in your troubles.
Incorrect : I differ with you on the subject.
Correct : I differ from you on the subject.

(Noun, adjective ও verb-এর পরে preposition বসে। কোন শব্দের পর কোন্ preposition বসবে তার কোন নির্দিষ্ট নিয়ম নেই। Correct preposition সহ সব শব্দের তালিকা দেওয়াও সম্ভব নয়। তবে Lesson 32 তে কিছু preposition-এর ব্যবহার দেখানো হয়েছে। ইংরেজী বই পড়ার সময় preposition-এর ব্যবহার লক্ষ্য করার জন্য শিক্ষার্থীকে পরামর্শ দেওয়া হচ্ছে।

13. Wrong use of participles (Participle এর ব্যবহারে ভুল) ঃ

Incorrect : Walking in the garden, a snake bit him.
Correct : Walking in the garden, he was bitten by a snake.
Incorrect : Knowing it might rain, an alternative plan for the ceremony was made.
Correct : Knowing it might rain, they made an alternative plain for the ceremony.
Incorrect : Driving recklessly, an accident was caused.
Correct : Driving recklessly, he caused an accident.

(Participle phrase সাধারণতঃ adjective এর কাজ করে। তাই যে noun কে participle phrase টি modify করছে তার পরে সেই noun বসাতে হবে।)

উপরের ভুলের যে শ্রেণী বিভাগ দেওয়া হলো সেটা exhaustive নয়। এগুলো ছাড়াও আরো নানা ধরণের ভুল শিক্ষার্থীদের লেখায় পাওয়া যায়। সবগুলোর বিবরণ দিতে হলে স্বতন্ত্র বই লেখা প্রয়োজন। ইংরেজী লেখা মনোযোগ দিয়ে পড়লে, শব্দ শিখলে এবং এই বই এ উল্লিখিত structure গুলো আয়ত্ব করতে পারলে ভুল কমে যাবে এবং ভাষায় দখল বেড়ে যাবে তাতে কোন সন্দেহ নেই।

Glossary

Appositives	: An appositive is a noun or noun equivalent which supplements or complements the preceding noun. It is set off by commas.
Clauses	: A clause contains a subject and a predicate. A main clause is an independent clause and is the grammatical core of a sentence. A subordinate clause has also a subject and a predicate but it functions as part of a sentence. It is related to the main clause by a connecting word that shows its subordinate relationship, either a relative pronoun or a subordinating conjunction.
Complements	: A complement is a noun or an adjective in the predicate which follows a linking verb. It is related to the subject rather than to the verb. A noun used as a complement is called a predicate noun; an adjective used as a complement is called a predicate adjective.
Objects	: An object is a noun or noun equivalent which completes the statement. In contrast to the complement, it is related to the verb rather than to the subject.
Phrases	: A phrase is a group of related words. It has no subject or predicate and cannot stand alone. The main kinds of phrases are noun phrases, verb phrases, adjective phrases, infintive phrases, participle phrases and adverbial phrases.
Simple sentence	: A simple sentence contains an independent clause and no subordinate clause.

Compound sentence : A compound sentence contains two or more independent clauses and no subordinate clauses.

Complex sentence : A complex sentence consists of one main clause and one or more subordinate caluses.

Compound-Complex Sentence: A compound-complex sentence contains two or more main clauses and one or more subordinate clauses.

Transitive Verb : A verb is transitive when it has an object.

Linking Verb : A verb is linking when it links its subject to a predicate noun or an adjective.

Infinitive : An infinitive is (1) the base form of a verb (with or without to) or (2) a verb phrase that can be used with *to*. An infinitive functions as a noun, an adjective or an adverb.

Participles : A participle is a verb form, typically ending in *ing* or-*ed* used as a modifier.

Index

Adjective:

as premodifiers,
as complements,

Adverbs:
as postmodifiers of nouns,
as verb modifiers,
as intensifiers of adjectives,
Amplification,
Appositives,
Clauses:
Adjective Clauses,
Adverbial Clauses,
Noun Clauses,
Common Errors,
Complements:
Adjective Complements,
Noun Complements,
Adverbial Complements,
Complex Sentences,
Compound Sentences,
Determiners,
Direct and Indirect Speech,
Formal and Informal English,
Gerunds, 110
Imperative and Exclamatory
56Sentences,
Sentences,
Infinitives:
as postmodifiers of nouns,
as verb modifiers,
as adjective modifiers,
as objects,
Interrogative Sentences,
Letter Writing,
Modal auxiliaries,
Non-referential *there*,
Non-referential *it*,

Nouns:

Classification,
Plural forms,
Countable and
Uncountable,
as adjective,
Objects:
Direct and Indirect
Speech,
Paragraph writing:
Choesive devices,
Rhetorical devices,
Participles:
Present Participles,
Past Pafrticiples,
Particles,
Passive Vocie,
Pre'cis,
Prepositions,
Prepositional Phrases:
as noun modifiers,
as verb modifiers,
as adjective modifiers,
Simples sentences:
Structures,
Subject-Verb Agreement,
Tag Questions,
Tag Questions,
Tenses,
Transformation of Sentences, 310
Translation,