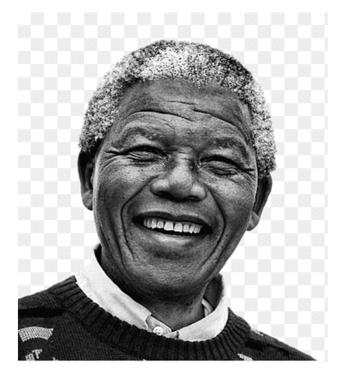
Welcome

Md. Abdul Mannan Junior Instructor(Non-Tech)English Mymensingh Polytechnic Institute

Subject-English(25722) 2nd semester/1st shift **UNIT ONE** People or Institutions Making History





Nelson mandela,from apartheid fighter to president

15 December 2013

JOHANNESBURG (Reuters)-Nelson Mandela guided South Africa from the shackles of apartheid to a multi-racial democracy, as an icon of peace and reconciliation who came to embody the struggle for justice around the world.

Imprisoned for nearly three decades for his fight against white minority rule, 5 Mandela never lost his resolve to fight for his people's emancipation. He was determined to bring down apartheid while avoiding a civil war. His prestige and charisma helped him win the support of the world.



"I hate race discrimination most intensely and in all its manifestations. I have fought it all during my life; I will fight it now, and will do so until the end of my 10 days," Mandela said in his acceptance speech on becoming South Africa's first black president in 1994.... "The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come."

"We have, at last, achieved our political emancipation."

In 1993, Mandela was awarded the Nobel Peace Prize, an honor he shared with 15 F.W. de Klerk, the white South African leader who had freed him from prison three years earlier and negotiated the end of apartheid.

Mandela went on to play a prominent role on the world stage as an advocate of human dignity in the face of challenges ranging from political repression to AIDS.

He formally left public life in June 2004 before his 86th birthday, telling his 20 adoring countrymen: "Don't call me. I'll call you." But he remained one of the world's most revered public figures, combining celebrity sparkle with an unwavering message of freedom, respect and human rights.

"He is at the epicenter of our time, ours in South Africa, and yours, wherever you are," Nadine Gordimer, the South African writer and Nobel Laureate for Literature, once 25 remarked.

The years Mandela spent behind bars made him the world's most celebrated political prisoner and a leader of mythic stature for millions of black South Africans and other oppressed people far beyond his country's borders.

Charged with capital offences in the 1963 Rivonia Trial, his statement from the 30 dock was his political testimony.

"During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination.

"I have cherished the ideal of a democratic and free society in which all persons 35 live together in harmony and with equal opportunities," he told the court.

"It is an ideal I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

Friends adored Mandela and fondly called him "Madiba," the clan name by which he was known. People lauded his humanity, kindness and dignity. 40

10000

Answer the following questions:

- a. The text is a report prepared by a news agency. An English language newspaper here is interested to publish it in a shortened form. Write a summary of the report for the newspaper.
- b. What do the following dates refer to?
 - 1963 1993 1994 2004
- c. Why did Nadine Gordimer remark that "He (Mandela) is at the epicenter of our time, ours in South Africa, and yours, wherever you are"?
- d. What emancipation did Mandela hint at by saying "We have, at last, achieved our political emancipation"?
- e. Mandela is quoted in the report as saying, "It is an ideal I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die." What ideal is he talking about? Do you support his ideal?

E. Read the text below and fill in the gaps with the right use of verbs:

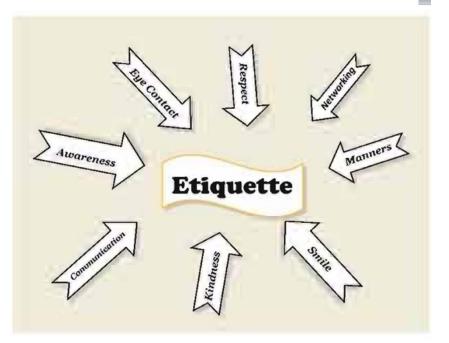
Mandela(be) among the first to advocate armed resistance to apartheid, going underground in 1961 to form the ANC's armed wing. He (leave) South Africa and...... (travel) the continent and Europe, studying guerrilla warfare and building support for the ANC.

Branded a terrorist by his enemies, Mandela(sentence) to life imprisonment in 1964, isolated from millions of his countrymen as they(suffer) oppression, violence and forced resettlement under the apartheid regime of racial segregation. He(imprison) on Robben Island, a penal colony of Cape Town, where he(spend) the next 18 years before being moved to mainland prisons. SUBJECT--ENGLISH-2(25722) 2ND SEMESTER /1ST SHIFT UNIT -2 HUMAN RELATIONSHIP ETIQUETTE AND MANNERS

Md. Abdul Mannan Junior Instructor(English) Mymensingh Polytechnic Institute

2. Read the text below and answer the questions that follow:

As a child you must have been told to greet your elders and visitors to your home according to your culture and tradition. You must also have been taught to be polite in company and keep quiet while others, especially your elders, spoke. Possibly, you at times grudged such schooling. Possibly, at times you even protested such disciplining. Now, certainly you know that you can't always behave the way you want specially in the



presence of others. There are rules of behavior you have to follow in a company. We are social beings and have to consider the effect of our behaviour on others, even if we are at home and dealing with our family members.



We have two terms to describe our social behaviour-'etiquette' and 'manners.' 'Etiquette' is a French word and it means the rules of correct behaviour in society. The word 'manners' means the behaviour that is considered to be polite in a particular society or culture. Manners can be good or bad. For example, it is a bad manner to speak with food in one's mouth. No one likes a bad-mannered person. Remember that etiquette and manners vary from culture to culture and from society to society.

We learn etiquette and manners from our parents, families and various institutions, such as schools, colleges or professional bodies. There are rules of behaviour for all kinds of social occasions and it is important to learn them and practise them in



everyday life. The manners that are correct in a wedding reception will not do in a debating club. Therefore, we have to be careful about etiquette and manners. We know how important it is to say 'please' and 'thank you' in everyday life. A few more polite expressions such as 'pardon me,' 'excuse me', 'may I,' are bound to make your day smooth and pleasant.

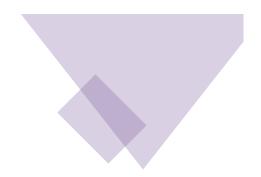












Find out the meaning of the following words and make sentences with them:

- a. grudge
- b. club
- c. smooth
- d. yell
- e. handsome

Find the antonyms of the following words:

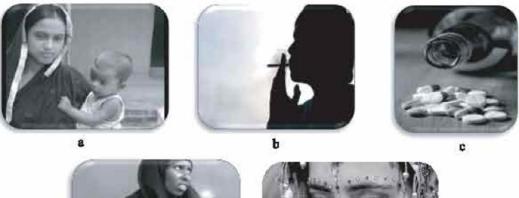
- a. polite
- **b.** presence
- c. particular
- d. pleasant
- e. ignorance



SUBJECT--ENGLISH-2(25722) 2ND SEMESTER /1ST SHIFT UNIT -3 Adolescence Md. Abdul Mannan Junior Instructor(English) Mymensingh Polytechnic Institute

LESSON -1

Adolescence and some problems(Related) in Bangladesh

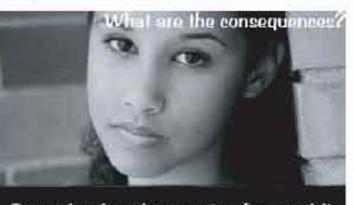




- a. What does each of these photographs show?
- b. What are some typical health problems affecting adolescent boys and girls?
- c. Who, do you think, are more vulnerable to adolescent health problems-boys or girls? Why?
- d. Why should all of us say 'No' to habit-forming drugs of every kind?

- 2. Now read about some typical health problems experienced by adolescent girls and boys in Bangladesh.
- i. Adolescents constitute a nation's core resource for national renewal and growth. Adolescence is a period in life when transition from childhood to adulthood takes place and behaviours and life styles are shaped. According to the World Health Organisation (WHO), adolescence is the period which shapes the future of girls' and boys' lives. There are 28 million adolescents in Bangladesh; 13.7 million of them are girls and 14.3 million boys.

iii. In Bangladesh, the legal age of marriage is 18 for girls and 21 for boys. However, 33 percent of adolescent girls are married before the age of 15 and 60 percent become mothers by the age of 19. Research finds that adolescents with higher level of education and from more affluent families tend to marry at a later age. Boys, however, become ready for marriage only



Teen and unplanned pregnancies of young adults are at the root of many health a social issues.

Photo: http://emertisens.cfsites.org/files/adgirl2.jpg

after several years of adolescence and young adulthood.

iv. When a girl gets married, she usually drops out of school and begins full-time work in her inlaws' household. In the in-laws' house, she is marginalized. She becomes vulnerable to all forms of abuse, including dowry-related violence. In Bangladesh, it is still common for a bride's family to pay dowry, despite the practice being illegal. Dowry demands can



source: internet

also continue after the wedding. For an adolescent bride, even if her in-laws are supportive, there are greater health risks in terms of pregnancy and child birth. The majority of adolescent brides and their families are uninformed or insufficiently informed about reproductive health and contraception. The maternal mortality rate for adolescents is double the national rate. v. When adolescent girls are pulled out of school, either for marriage or work, they often lose their mobility, their friends and social status. The lack of mobility among adolescent girls also curtails their economic and non-formal educational

opportunities. Moreover, they lack information about health issues. According to a study, only about three in five adolescents have even heard of HIV. It is also reported that more than 50 percent of adolescent girls are undernourished and suffer from anaemia. Adolescent fertility is also high in Bangladesh. The contribution of the adolescent fertility rate to the total fertility rate increased from 20.3% in 1993 to 24.4% in 2007. Moreover, neonatal mortality is another concern for younger mothers.

vi. While the situation for adolescent boys is somewhat better, many are vulnerable and lack the power to make decisions about their own lives. Many boys who are unable to go to school, or are unemployed, remain unaware of social or health issues. They are at considerable risk of being drawn into criminal activities. They are also more likely to get exposed to drugs and alcohol.



source: The Internet

Read the following statements and decide if they are true or false. If a statement is false, correct it.

- a. In Bangladesh there are more adolescent boys than adolescent girls.
- b. Many girls in Bangladesh get married before they reach the legal age for marriage.c. A bride's family has to pay dowry only before the wedding.
- d. More than half of Bangladeshi adolescent girls can not meet their dietary needs.
- e. Many adolescent boys in Bangladesh are likely to be involved in various forms of criminal offence.



4. Column A of the following table lists some causes while Column B lists some effects. Match the causes with the effects and join them to make sentences using 'as', 'since' or 'because'.

Column A: Causes	Column B: Effects
i. Some adolescent girls have higher level of education.	a. This leads to increased mortality rates among adolescent brides during childbirth.
ii. Boys are usually more concerned about their financial independence.	b. They have to work all day long at their in-laws' household.
iii. Many girls drop out of school after marriage.	c. They get married several years after adolescence and young adulthood.
iv. Married girls have no status and bargaining power in their in-laws' house.	d. They become victims of domestic violence.
v. Most adolescent brides have no or little knowledge of reproductive health and contraception.	e. They have a tendency of getting married at a later age.
vi. Many adolescent boys are unemployed and unaware of many social or health issues.	f. They have the risks of getting involved in criminal activities, including drug abuse.







Find out the meanings of the words given below and make sentences with them:

- a. dowry
- **b.** mobility
- **c.** contraception
- **d.** undernourished
- e. vulnerable



Subject-English (25722) 2nd semester/1st shift Unit-4 HUMAN RIGHTS

Md. Abdul Mannan Junior Instructor(English) Mymensingh Polytechnic Institute

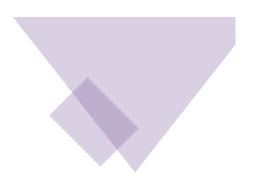
Lesson – 1 Amerigo , a Street Child

Look at the pictures and then discuss the following questions in small groups.



- □ Who do you think are these children? What would you call them in your own language?
- What are they doing?
- Do these pictures contradict the idea behind the Universal Declaration of Human Rights?
- Have you got such children in your locality? What problems do they have in their lives?





2. Read the following story and answer the questions that follow:

My name is Amerigo. I am 13 years old and I live on the street, alone. My mother, who is separated from my father, doesn't want me. She told me to go away Now she is married to another man. My father lives very far away. I want to go to him, but he won't take me either. I begged him to send me some money so that I could buy a bus ticket. I am still waiting. He hasn't answered.

The streets are now my home. Sometimes I find work. I used to collect trash and sell it to a vendor. I stopped doing that after I had a serious infection and a doctor told me to stay away from the trash dump. Once I worked for an ice cream shop owner and sold ice cream on the beach. But I got no money in return. The owner of the shop gave me something to eat, and let me sleep in his hut at night. The work was difficult and painful. The ice cream box is quite heavy when it is full. I had to walk for hours, offering my ice cream to whoever wanted to buy. There were days when I could not even sell one ice cream.



In a way, I am lucky because I am alive. My friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash. Many of us work for 10 to 12 hours, and get so little in return that we can't even buy food.

Shoe-shining is very popular among the street kids. A few of my friends also work in factories and workshops. A boy I know lost one of his eyes after a piece of hot glass flew into his eye at the glass factory where he worked. The owner refused to pay for medical help and fired him.

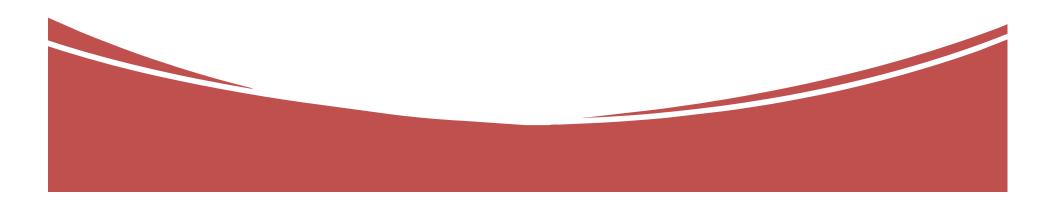


For me, like all other children on the street, it is very hard. I am always hungry, and I don't know where I will sleep the next night. I would like to live in my own home and sleep there in peace. The nights are very cold in the winter. You can die of cold in the street.

- 3. Answer the following questions:
- a. What is your impression about Amerigo's parents?
- b. What was Amerigo's first job? What made him stop doing that job?
- c. How is Amerigo's experience of selling ice cream?
- d. How does Amerigo evaluate his life now? Does he have any option to change it?
- e. What does Amerigo desire now? Should he desire such things? Why/Why not?
- f. If you were Amerigo, what would you do?
- g. Have you ever met a boy or a girl like Amerigo? If yes, write about him/her.
- h. What should society do for children like Amerigo?

4. Make a list of the differences between yours, and Amerigo's lives:

Amerigo's life	My life (similarities)	My life (dissimilarities)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.



Subject-English-2(25722) 2nd semester/1st shift Unit-5 Diaspora

Md. Abdul Mannan Junior Instructor(Non-Tech)English Mymensingh Polytechnic Institute

What is Diaspora? Lesson-1

Diaspora means-

*people settled far from their ancestral homelands

*the movement, migration, or scattering of a people away from an established or ancestral homeland

The term 'diaspora' is used to refer to people who have left their homelands and settled in other parts of the world, either because they were forced to do so or because they wanted to leave on their own. The word is increasingly used for such people as a collective group and/or a community. The world has seen many diasporas but scholars have been studying the phenomenon with great interest only in recent decades.

Among the great diasporas of history is that of the Jewish people, who were forced to leave their lands in ancient times. The movement of Aryans from Central Europe to the Indian sub-continent thousands of years ago is also a noteworthy diaspora, although the causes of this diaspora are unclear. In twentieth century history, the Palestinian diaspora has attracted a lot of attention and been a cause of concern for world leaders because of the plight of Palestinians. There have been massive diasporas in Africa, too, over the centuries, either because of war or because of the ravages of nature. But the chief reason why the phenomenon of diaspora is attracting so much attention now is globalization.



3. Guess the meanings of the words in *Column A* from the context and match them with the meanings given in *Column B*:

Column A	Column B	
a. settled	i. occurrence	
b. community	ii. significant	
c. noteworthy	iii.moved to	
d. ravages	iv.negative effects	
e. phenomenon	v. group of people	





4. Answer the following questions:

- a. Are all diasporas voluntary?
- **b.** If all diasporas are not voluntary, why would a group of people want to leave their country?
- c. When has the study of diasporas started to attract scholars?
- d. What are some of the major diasporas of the past?
- e. What has globalization to do with diasporas?

5. Put the following words/phrases in a chronological order:

- a. over the centuries
- b. twentieth century
- c. recent decades
- **d.** now
- e. ancient times
- f. thousands of years ago





7. Answer the following questions in one word:

- **a.** What would be the noun form for someone who has settled in a new world?
- **b.** What is the plural form of 'phenomenon'?
- c. What part of speech is 'massive" in the phrase 'massive diasporas'?
- **d.** Can you think of some other words that can substitute for 'although' in line 8 of the passage?
- e. What is the simple present form of 'is attracting'?



'Banglatown' in East London

Lesson-2





Bangladeshis in Italy

Last month, a 20-year dream came true: we visited Italy. While it was an amazing lesson in history, I was also taken by surprise at the Bangladeshis in Italy. I heard estimates of between 200,000 and 600,000 Bangladeshis in Italy.

I saw them in Rome, Florence and Venice (but not in Siena.) The ones I saw all had small to medium-size businesses. In Rome, they were selling handbags, sunglasses and tourist material on the streets. In Florence, we walked into a store selling 'Indian-looking' things – a 'monohori dokan' –only to find the owner was a Bangladeshi who had a chain of these stores in the city.

In Venice, they were selling trinkets-like little puppets made from balloons – on the Accademia Bridge and in San Marco Square. One seller told me these would not sell in Rome, but in Venice the tourists buy them.

They were incredibly kind and polite to us. The person in Florence-much to our protestations-treated us with cokes and ice cream, and sold things to us at large discounts. When it came to prices, they said "Pay us what you want-we are so happy to see a Bangladeshi tourist here." It was a kind of haggling in reverse. One street vendor in Rome, after selling a sunglass at 18 Euro to a European person, turned around and sold me a similar sunglass at 4.5 Euro. I wanted to pay him more, but, incredible as it seems, he would not take it. I think this barely covered his cost.

At a mini-flea-market of Bangladeshi stalls at the Tiburtina station in Rome, I fell into a discussion of the business. It costs them 1000–2000 Euros a month to rent each stall.





The work is very hard, and they live frugally. So they are able to save some money which they send home.

One seller in Venice said he can save up to Euro 1000 a month, but only if a lot of conditions are met (e.g. he has to sell an average of 50 euros' worth daily; his food expenses cannot exceed Euro 80/month, etc.)

I was inspired by their entrepreneurship and touched by their generosity and hope their Diaspora comes true soon.

Here is a stall at the mini-flea market outside Tiburtina:







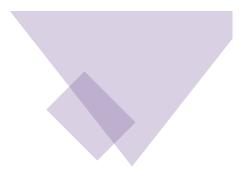
4. Answer the following questions:

- a. What was the author's dream and what did he expect to see in Italy?
- b. What are some of the occupations of the Bangladeshis the author met in Italy?
- c. How was the author treated by the expatriate Bangladeshis?
- **d.** What kind of bargaining took place between the author and some of these Bangladeshis?
- e. What kind of savings do these Bangladeshis make and what do they do with them?
- f. What is the author's feeling about these expatriate Bangladeshis?
- 5. Read the following statements and write 'T' if a statement is true and 'F' if it is false. In case of false statements, correct the information.
 - a. The author was not impressed by Italy's history.
 - b. The Bangladeshis the author met were big businessmen.
 - c. These Bangladeshis treated the author as they would do other customers.
 - d. The Bangladeshis he met were delighted to meet the author.
 - e. The Bangladeshi businessmen he met often sold him goods at low prices.
 - f. The author was deeply moved by his experience of meeting Bangladeshis in Italy.

Subject:Englis h-2(25722) **7**nd semester/1st shift Unit-6 Peace and Conflict

Md. Abdul Mannan Junior Instructor (Non-Tech)English Mymensingh Polytechnic Institute





2. Read the text below for a clear and critical understanding and then answer the questions that follow:

An old man with steel rimmed spectacles and very dusty clothes set by the side of the road. There was a pontoon bridge across the river and carts, tracks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The tracks ground up and away heading out of it all and the peasants plodded along in the sold deep dust. But the old man sat there without moving. He was too tired to go any farther.



It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the ensury had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

"Where do you come from?" I asked him.

"From San Carlos," he said, and amiled.

That was his native town and so it gave him pleasure to mention it and he amiled.



"I was taking care of animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos."

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, "What animals were they?"

"Various animals," he said, and shook his head. "I had to leave them."

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there.

"What animals were they?" I asked.

"There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons."

"And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank.

"No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others."

"What politics have you?" I asked.

"I am without politics," he said. "I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further."



He looked at me very blankly and tiredly, and then said, having to share his worry with someone, "The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?"

"Why they'll probably come through it all right."

"You think so?"

"Why not," I said, watching the far bank where now there were no carts.

"But what will they do under the artillery when I was told to leave because of the artillery?"

"Did you leave the dove cage unlocked?" I asked.

"Yes."

"Then they'll fly."

"Yes, certainly they'll fly. But the others. It's better not to think about the others," he said.

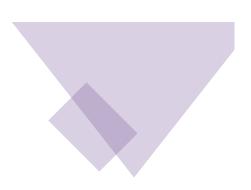
"If you are rested I would go," I urged. "Get up and try to walk now."

"Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

"I was taking care of animals," he said dully, but no longer to me. "I was only taking care of animals."

There was nothing to do about him. It was Easter Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.





4. Answer the following questions:

- a. What was the old man doing in his native town?
- b. How does the narrator describe the old man?
- c. Why is the old man not much concerned about the cat?
- d. Why is the old man so concerned with 'other animals'?
- e. Where are the trucks going?
- f. Which war does the author use as the backdrop of his story?
- g. What is the narrator's job in the story?
- h. Why does the old man stop and not go across the bridge?
- i. Why does the author describe contact as 'that ever mysterious event'?
- j. What is the function of the old man in the story?
- k. What effect does the war have on the peasants?
- **I.** What is the setting of the story?







7. Find the meaning of the following words and make sentences with them:

- a. spectacles
- b. spokes
- c. plod

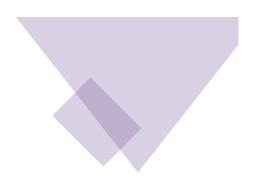
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- d. explore
- e. bridgehead
- f. herdsman
- g. artillery
- h. blantly
- i. unquiet
- j. sway
- k. overcast



Subject : English-2(25722) 2nd semester,1st shift Unit-7 **Environment and Nature** Md. Abdul Mannan Junior Instructor(Non-Tech), English Mymensingh Polytechnic Institute





2. Read the report on the alarming fate of the Royal Bengal Tigers and answer the questions below. The report was published in the online version of *The Guardian* newspaper.

A vast mangrove forest shared by Bangladesh and India that is home to possibly 500 Bengal tigers is being rapidly destroyed by erosion, rising sea levels and storm surges, according to a major study by researchers at the Zoological Society of London (ZSL) and others.

The Sundarbans forest took the brunt of super cyclone Sidr in 2007, but new satellite studies show that 71% of the forested coastline is retreating by as much as 200 metres a year. If erosion continues at this pace, already threatened tiger populations living in the forests will be put further at risk.





Natalie Pettorelli, one of the report's authors, said: "Coastline retreat is evident everywhere. A continuing rate of retreat would see these parts of the mangrove disappear within 50 years. On the Indian side of the Sundarbans, the island which extends most into the Bay of Bengal has receded by an average of 150 metres a year, with a maximum of just over 200 metres; this would see the disappearance of the island in about 20 years."

The Sundarbans is known for vanishing islands but the scientists said the current retreat of the mangrove forests on the southern coastline is not normal. "The causes for increasing coastline retreat, other than direct anthropogenic ones, include increased frequency of storm surges and other extreme natural events, rises in sea-level and increased salinity which increases the vulnerability of mangroves," said Pettorelli.

"Our results indicate a rapidly retreating coastline that cannot be accounted for by the regular dynamics of the Sundarbans. Degradation is happening fast, weakening this natural shield for India and Bangladesh."

"As human development thrives, and global temperature continues to rise, natural protection from tidal waves and cyclones is being degraded at alarming rates. This will inevitably lead to species loss in this richly biodiverse part of the world, if nothing is done to stop it."

"The Sundarbans is a critical tiger habitat; one of only a handful of remaining forests big enough to hold several hundred tigers. To lose the Sundarbans would be to move a step closer to the extinction of these majestic animals," said ZSL tiger expert Sarah Christie.

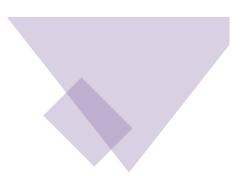


3. Read the statements below and say if they are true (T) or false (F):

- a. There are about 500 tigers in the Sundarbans.
- b. Researchers forecast that some parts of the Sundarbans might cease to exist in the next 50 years.
- c. Natural calamities are the only reasons for the increase in coastline retreats.
- d. There has been less natural protection from storms and tidal waves.
- e. The Sundarbans is a world famous site for its biodiversity







4. Match the words from the report in Column A with their meanings in Column B:

(Column A) Words		(Column B) Meanings
1. erosion	i.	(noun) the natural environment in which a species or group
		of species lives
2. to retreat	ii.	(adjective) of, relating to, or resulting from the influence of human beings on nature
3. mangrove	iii.	(mangrove) a tropical tree that has roots which grow from its branches and that grows in swamps or shallow salt water
4. coastline	iv.	(noun) the state or situation that results when something (such as a plant or animal species) has died out completely
5. storm surge	v.	(verb) a process by which the surface of the earth is worn away by the action of water, winds, waves, etc.
6. to account for	vi.	(verb) to move back from a position of advancement or become smaller
7. anthropogenic	vii.	(verb) to grow vigorously; flourish
8. to thrive	viii.	(noun) the outline of a coast, esp. when seen from the sea, or the land adjacent to it
9. habitat	ix.	(noun) an abnormal rise in the level of the sea along a coast caused by the onshore winds of a severe cyclone
10. extinction	x.	(phrasal verb) to be there as an explanation for something



Subject:English-2(25722) 2nd semester,1st shift Unit-8 Myths and Literature Md. Abdul Mannan Junior Instructor(Non-Tech), English Mymensingh Polytechnic Institute

The Legend of Gazi

According to some myths and legends, Gazi Pir was a Muslim saint who is said to have spread Islam in the parts of Bengal close to the Sunderbans. He was credited with many miracles. For example, he could supposedly calm dangerous animals and make them docile. He is usually depicted in *poats* or scroll psintings riding a flerce-looking Bengal tiger, a snake in his hand, but in no apparent danger. According to some stories, he also fought crocodiles who threatened the people of a region full of canals and creeks, indeed, a kind of watery jungle bordering the Bay of



Bengal. Because of his alert and vigilant presence, all predatory animals were said to have been kept within bounds. It was also believed that he enabled villagers to live close to forests and jungles and cultivate their lands. Consequently, people of these regions would pray to him for protection. The story of Gazi Pir has been preserved in folk literature as well as art and has been performed in indigenous theatre. In fact, some Gazir past scrolls are part of the collection of the British Museum.

- 3. Find out the meanings of the following words:
 - a. legends
 - b. docile
 - c. scroll
 - d. creeks
 - e. vigilant
 - f. predatory
 - g. collection

4. Answer the following questions:

- a. According to some myths and legends, what kind of extraordinary power did Gazi have?
- **b.** What was the geographical nature of the region where Gazi performed his miracles?
- c. Why, do you think, was Gazi admired in parts of rural Bangladesh for a long time?
- **d.** What are the different art forms in which the myth of Gazi is kept alive in Bangladesh and even outside the country?

6.	Which of the following statements seem to be false and which true? Tick 'I	Г' or					
	'F' after each statement to register your response:						

a. Gazi was admired and followed because of the miracles he could perform.	T/F	
b. The miracles of Gazi are followed by people in all parts of Bangladesh.	T/F	
c. Gazi was said to have helped people in settling down in the southeastern parts Bangladesh		
d. Gazi's deeds are celebrated in folk art and theatre.	T/F	
e. Gazi paats are to be found on display only in Baqngladesh.	T/F	

Subject:English-2(25722) 2nd semester/1st shift Unit-9 Path to Higher Education

Md. Abdul Mannan Junior Instructor (Non-Tech), English Mymensingh Polytechnic Institute



2. Now read the following text and answer the questions that follow:

Many educators believe that one of the functions of education today should be to impart 21st century skills that are indispensable for participation, achievement and competitiveness in the global economy. Beyond the assessment of reading, mathematics and science, it is now necessary to train other essential skills that are in demand in the 21st century. All people, not just an elite few, need 21st century skills that will increase their ability, employability and readiness for citizenship. Such skills include:

□ Thinking critically and making the best use of the barrage of information that comes their way everyday on the Web, in the media, in homes, workplaces and everywhere else. Critical thinking empowers people to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action.



□ Solving complex, multi-disciplinary problems that all workers in every kind of workplace encounter routinely. The challenges workers face don't come in a multiplechoice format and typically don't have a single right answer. Nor can they be neatly categorized as 'math problems,' for example, or passed off to someone at a higher pay grade. Businesses expect employees at all levels to identify problems, think through solutions and alternatives, and explore new options if their approaches don't work. Often, this work involves groups of people with different knowledge and skills who, collectively, add value to their organizations. □ Creativity and entrepreneurial thinking skills are always associated with job creation. Many of the fastest-growing jobs and emerging industries rely on workers' creative capacity—the ability to think unconventionally and produce astonishing work. Students should develop the ability to recognize and act on opportunities and the willingness to embrace risks, for example.

□ Communicating and collaborating with teams of people across cultural, geographic and language boundaries is a necessity in diverse and multinational workplaces and communities. Mutually beneficial relationships are important in achieving goals everywhere, not just in business.

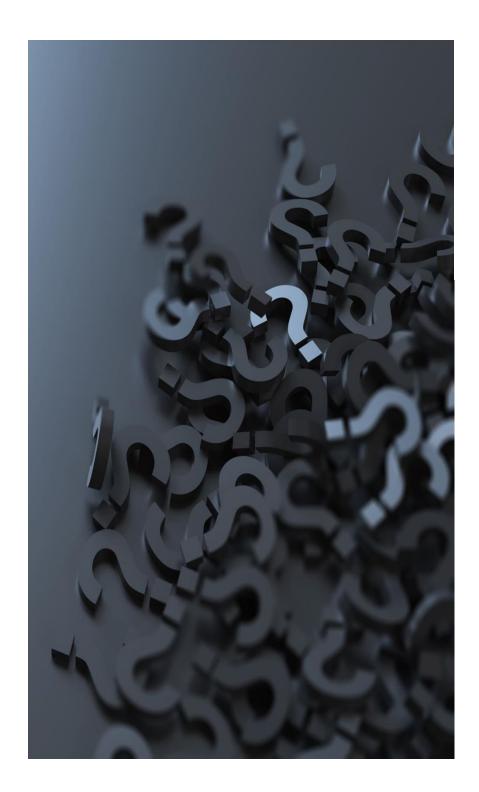
□ Making innovative use of knowledge, information and opportunities which create new services, processes and products. The global marketplace rewards organizations that rapidly and routinely find better ways of doing things. Companies want workers who can contribute to this environment.



- 3. Give contextual meanings of the following words. Also, give the part of speech of each word, change them in as many parts of speech as possible, and make sentences of your own with each changed form:
 - i. indispensable
 - ii. empower
 - iii. credibility
 - iv. unconventional
 - v. dynamic
 - vi. beneficial
 - vii. emerging
 - viii. typically
 - ix. categorized
 - x. evaluate



Subject:English-2(25722) 2nd semester,1st shift Unit-10(Grammar) Md. Abdul Mannan Junior Instructor(Non-Tech),English Mymensingh Polytechnic Institute



Lesson-1 Use the Right Form of Verbs

• What is Right form of verb?

Right form of verb indicates using the correct form of a verb in a sentence according to the form of the subject, time of the action/event, and other time indicating words or phrases in English grammar. To grasp the concept of the right form of verbs, we need to master the rules first.

Rule #1: 3rd Person & singular number

If your **subject is 3rd Person & singular number and the verb is in Simple Present Tense**, then. Also, It is not applicable for other Tense.

Add 's'/'es' to the verb to make it plural.

Example:

He *drinks* coffee.

She *eats* rice.

Right form of verb Rule #2: Universal Truths

In the case of **Universal truth & the habitual** fact:

The sentence is in Simple Present Tense.

Example:

The sun **gives** us light.

Humans are mortals

Right form of verb Rule #3: Present Continuous

If the work is continuing at present:

The verb is in the present continuous. Indicative words: now, at present, at this moment, etc.

Example:

She *is singing* now.

He *is reading*.

Right form of verb Rule #4: 'just', 'just now..', etc

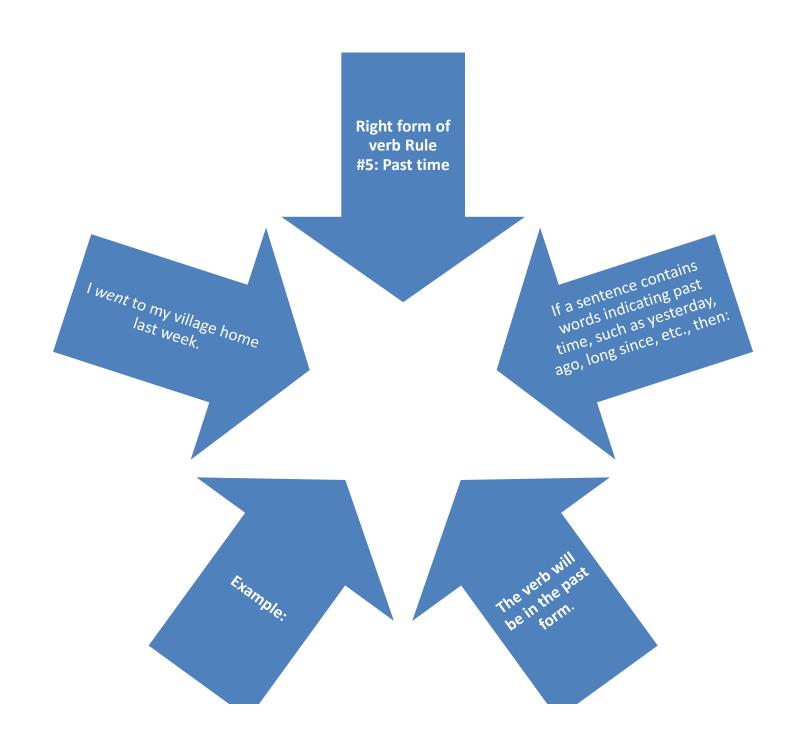
If a sentence contains just, just now, already, yet, ever, lately, recently, etc., then:

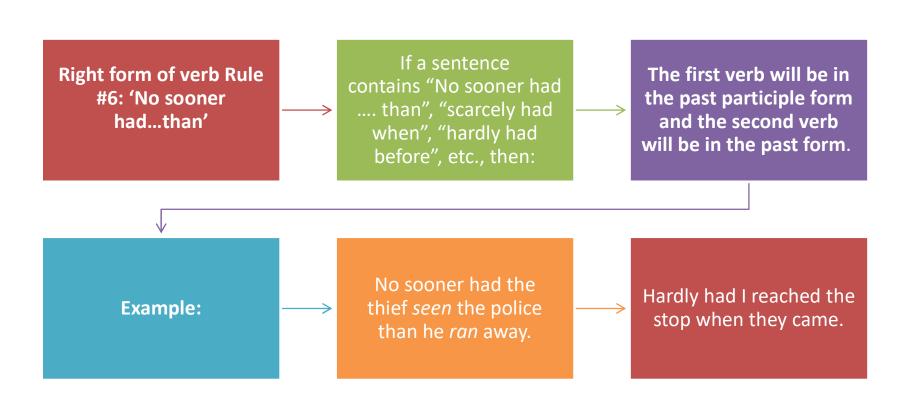
The verb will be in the present perfect tense.

Example:

He has just left the house

I have *already done* this research





Right form of verb Rule #7: 'since'

If the first part of 'since' is in present indefinite or present perfect tense **then the next part will be past indefinite.**

Example: It has been many years since I *came* to Paris.

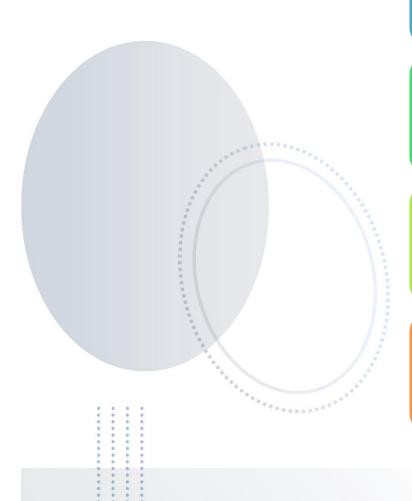
If the first part of 'since' is in past indefinite tense **then the next** part becomes past perfect.

Example:

It was many years since they had first *met*.

Right form of verb Rule #8: 'nor, or, either..'

When nouns or pronouns are joined by 'or, nor, either...or, neither... nor': The verb form usually **agrees with the noun that is closest to the verb**. **Example:** Neither the President nor the two houses are *governing* now.



Right form of verb Rule #9: 'after'

If the first part of 'after' is in past indefinite tense, **then the next part will be past perfect**.

Example:

The teacher started the class after Raju had come.

Right form of verb Rule #10: 'while'

If the verb

comes after 'while', then the verb will take 'ing' with it.

if comes after 'while + subject', then the verb will be in the past continuous tense.

Example:

While going to school, I saw a snake.

Lesson-2 Changing Voice from active to passive

'Voice' – What is it?

The term 'voice' is a term that is used to denote the form of the <u>verb</u> which shows if the subject in a given sentence is the doer or receiver of the action. The voice of a verb describes the relationship between the action and the participants (<u>subject</u> or <u>object</u>) in a sentence. There are two voices in the English language and they are as follows:

- Active Voice
- Passive Voice



Active Voice	Passive Voice
 Denotes that the subject is performing the action. 	•Denotes that the subject is acted upon by the verb or action in the sentence.
•The active voice does not require a linking verb to make sense.	•The passive voice uses a linking verb followed by the past participle of the main verb.
•The active voice focuses on the doer of the action.	•The passive voice comes in handy when the doer of the action is undetermined.
•Has a direct, clear and strong tone.	 Has an indirect, weak and subtle tone.
 Examples: I decorated the hall. Devi gave Shanthi a gift. 	 Examples: The hall was decorated by me.

Rules to be Followed When Converting the Active Voice to the Passive Voice

Conversion Rules for Active Voice and Passive Voice						
Tense	Voice	Simple Tense	Continuous Tense	Perfect Tense	Perfect Continuous Tense	
Present	Active	Tamim plays cricket.	Tamim is playing cricket.	Tamim has played cricket.	Tamim has been playing cricket.	
	Passive	Cricket is played by Tamim.	Cricket is being played by Tamim.	Cricket has been played by Tamim.	No Passive	
Past	Active	Tamim played cricket.	Tamim was playing cricket.	Tamim had played cricket.	Tamim had been playing cricket.	
	Passive	Cricket was played by Tamim.	Cricket was being played by Tamim.	Cricket had been played by Tamim.	No Passive	
Future	Active	Tamim will play cricket.	Tamim will be playing cricket.	Tamim will have played cricket.	Tamim will have been playing cricket.	
	Passive	Cricket will be played by Tamim.	No Passive	Cricket will have been played by	No Passive	

Change of Pronouns			
Active Voice	Passive Voice		
I	Me		
We	Us		
Не	Him		
She	Her		
They	Them		
lt	lt		

• Examples of the Active and Passive Voice

Active Voice – Twinkle likes adventure stories. **Passive Voice** – Adventure stories are liked by Twinkle. Active Voice – Latha is learning French this year. **Passive Voice** – French is being learnt by Latha this year. Active Voice – Kurt has brought macaroons. **Passive Voice** – Macaroons have been brought by Kurt. Active Voice – Sidharth played cricket. **Passive Voice** – Cricket was played by Sidharth. Active Voice – They were making invitation cards. **Passive Voice** – Invitation cards were being made by them. Active Voice – Becky had packed the bags. **Passive Voice-** The bags had been packed by Becky

Lesson - 3

Appropriate Prepositions

DEFINITION

- A preposition links nouns, pronouns, and phrases to other sentence.
- ° It describes a relationship between other words in a senter
- 1. It is a letter for you.
- 2. This book is on the table.
- 3. They met before lunch.

KINDS OF PREPOSITIONS

- ° Simple Preposition
- ° Compound Preposition
- ° Phrase Preposition
- ° Participle Preposition

SIMPLE PREPOSITION

- ° Prepositions at its basic form
- Eg: At/ By/ For/ From/ In/ Of/ Off/ On/ To/ With/ I

COMPOUND PREPOSITION

- Generally formed by prefixing a Preposition to a Noun, ar or an Adverb
- Eg:About/Above/Behind/Below/Within/Without/Inside Between/Beneath/Amongst

PHRASE PREPOSITION

Groups of words used with the force of a single preposi
Eg: According to / By means of / In order to /With regard sake of / Because of /Away from

PARTICIPLE PREPOSITION

- Present participles of verbs used absolutely without any r pronoun being attached to them
- Eg: Concerning/Considering/Touching/Respecting/Rega
 Pending

RELATIONS EXPRESSED

- Place
- ° Time
- ° Agency, Instrumentality
- ° Manner
- ° Cause, Reason, Purpose
- Possession
- ° Measure, Standard, Rate, Value
- ° Contrast, Concession
- ° Inference, Motive, Source, Origin

PLACE

- 1. Went about the world
- 2. In the sky
- 3. Lay under the table
- 4. Fell among thieves
- 5. Stood before the door
- 6. Within the house

TIME

- 1. After his death
- 2. Wait till tomorrow
- 3. For many years
- 4. By three o' clock
- 5. Towards evening

AGENCY, INSTRUMENTALITY

- 1. Sell goods at auction
- 2. Destroyed by fire
- 3. Cut it with a knife
- 4. Sent the parcel by post

MANNER

- 1. Dying by inches
- 2. Fought with courage
- 3. Won with ease

CAUSE, REASON, PURPOSE

- 1. Died from fatigue
- 2. Shivers with fever
- 3. Laboured for good of humanity
- 4. Did it for our good

POSSESSION

- 1. The mosque of Omar
- 2. A man of means
- 3. The boy with red hair

MEASURE, STANDARD, RATE, VAI

- 1. I am taller than you by two inches.
- 2. He charges interest at 9%.
- 3. Cloth is sold by the yard.

CONTRAST, CONCESSION

- 1. For one enemy he has a hundred friends.
- 2. With all his faults, I admire him.
- 3. After every effort, one may fail.

INFERENCE, MOTIVE, SOURCE, ORIGIN

- 1. From what I know of him, I hesitate to trust him.
- 2. His skill comes from practise.
- 3. Light emanates from the sun.

OPPOSITE

- 1. Ram is sitting opposite Shyam.
- 2. His house is opposite to ours.

IN FRONT OF

He parked the car in front of the hotel.
 He put the plates on the table in front of us.

OVER

- Used to talk about a movement from one side of a place such as surfaces or lines
- 1. I shall jump over the wall and open the gate.
- 2. The aircraft flew over the lake.

ACROSS

- Used to express position in relation to something which st from one side of a place to another.
- 1. There was a barrier across the road.
- 2. The bank is across the street.

ALONG

- ° Used to show the movement following a line
- 1. He walked along the line.
- 2. They were walking along the road.
- 3. Well-wishers began placing flowers along the railings.
- 4. Somewhere along the path, there is a sign post.

TO

- Indicates movement with the aim of a specific destination be a place or an event
- 1. I am going to USA tomorrow.
- 2. Are you going to the party?
- 3. What time did you go to work?
- 4. Can you tell me the way to the station?

UP TO

° Often used to express movement to a person.

1. She came up to me and asked me what the time was.

TOWARDS

- ° Indicates movement in a particular direction.
- 1. She was carrying a suitcase and walking towards the railw
- 2. He hit the ball towards the goal.

AT

° Used for a precise time

- 1. At 3 o'clock
- 2. At 9 am
- 3. At sunrise
- 4. At night
- 5. At the moment
- 6. At present
- 7. At the same time

AT

- ° Used for a point
- 1. At the corner
- 2. At the bus stop
- 3. At the entrance
- 4. At the top of the page
- 5. At the crossroads
- 6. At the end of the road

AT vs IN

- ° AT is used for a small place
- ° IN is used for a big place
- 1. He lives at Alwar in Rajasthan.
- 2. A temple is situated at Madurai in Tamil Nadu.

AT vs IN

- AT shows stable position
- ° IN shows movement
- 1. She is at home.
- 2. The taxi is in motion.

IN

• Used for enclosed space
1. In the garden
2. In Delhi
3. In India
4. In a car
5. In my wallet
6. In a box

IN

- Used for long periods, centuries, years and months1. In 1990
- 2. In the next century
- 3. In the Ice Age
- 4. In the past
- 5. In the morning
- 6. In the mornings

IN

- ° Used for existing state of things
- 1. He is swimming in the river.
- 2. There are 25 students in the class.

ON

- ° Used for days and dates
- 1. On Sunday
- 2. On Tuesdays
- 3. On &March
- 4. On Independence Day
- 5. On my birthday
- 6. On Monday evening

ON

- ° Used for a surface
- 1. On the ceiling
- 2. On the page
- 3. On the carpet
- 4. On the door
- 5. On the floor

Lesson-- 4

Completing Sentences

Completing sentences can be completed with these three basic components-

- 1.Words or
- 2.Phrase or
- 3.Clause
- They change according to the meaning and context

Rules of Completing Sentence

- Rule 1: Relative pronouns who/ which/when/whom.....
- Relative pronouns-এর ক্ষেত্রে completing sentence-এ **number ও person** অনুযায়ী পরের verb change হয়।
- Example:
- Incomplete: It is I who_
- Complete: It is I who am going abroad

- Rule 2: so that/ in order that
- এ ক্ষেত্রে first clause-এর verb-এর tense অনুযায়ী main verb এর আর্গে may/might or can/could বসে।
- Example:
- Incomplete: The workers work hard so that
- **Complete:** The workers work hard so that they may/can earn a decent salary.

Rule 3: as if/as though

- Verb present form + as if/as though + verb past form
- or, verb past form+ as if/ as though + verb past perfect
- Example:
- Incomplete: She speaks as if_
- Complete: She speaks as if she was mad

- Rule 4: So
- (Subject+ verb+ so+ adjective) + (subject+ cannot/could not +verb)
- Example:
- Incomplete: I am so tired
- Complete: I am so tired that I cannot stand up

- Rule 5: provided/ provided that/ providing that Or, "If"
- Simple future form of verb+ simple present form of verb
- Example:
- Incomplete: I will get tired if
- Complete: I will get tired if I don't eat regularly

- Rule 6: though/ although
- In this case, the meaning of the main clause will be contradictory to the subordinate one
- Example:
- Incomplete: Though he worked hard
- **Complete:** Though he worked hard, he could not succeed in life; The meaning of these two clauses are opposite

- Rule 7: Since /as
- In this case, the meaning of the main clause will not be contradictory to the subordinate one
- Example:
- Incomplete: As he knows English,
- Complete: As he knows English, he may get a good job.

- Rule 8: Since (1)
- Since এর আগের clause টি simple present বা present perfect হলে পরের main clause টিতে verb এর simple past tense হয়।
- Example:
- Incomplete: It is ten years since_
- Complete: It is ten years since I met him.

- Rule 9: Since (2)
- কিন্তু since এর আগের clause-টি simple past হলে পরের main clause-টিতে verb এর past perfect tense হয়।
- Example:
- Incomplete: It was ten years since
- Complete: It was ten years since I had met you last

- Rule 10: It is time/ It is high time
- এক্ষেত্রে main clause টিতে verb এর past tense হয়।
- Example:
- Incomplete: It is time _____
- Complete: It is time we changed our schedule

- Rule 11: Unless
- Unless যুক্ত বাক্যে main clause টিতে verb এর সাথে negative form হয়।
- Example:
- Incomplete: Unless you obey your elders
- **Complete:** Unless you obey your elders, you cannot succeed in life.
- Incomplete: Unless you work hard_
- **Complete:** Unless you work hard, you will not prosper in life.

- Rule 12: I wish/ would that
- I wish/ would that যুক্ত বাক্যে main clause টিতে subject + were use করা হয়।
- Example:
- Incomplete: I wish_
- Complete: I wish I were a king
- Incomplete: Would that
- **Complete:** Would that he were alive.

Lesson -- 5

Punctuation and Capitalization

What is punctuation?

The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning

What is Capitalization?

Capitalization occurs when the first letter in a word is an upper case letter.

For example, the first word in this sentence contains a capital F

Why do we use Punctuation and Capitalization?

Marks of punctuation and capitalization help readers understand and interpret sentences better. Some marks are required to prevent misreading and some are optional and depend on what the writer wishes to achieve. For example ending a sentences with an exclamation mark rather than a period.

Punctuation Rules

Apostrophe (')

There are three main uses of apostrophe ('):

1. Contracted words:

Apostrophe marks dropped letters.

mustn't-must not / what's-what is

2.Possession:

Daniel's money / Nora's son The car's color / Bicycle's tire

3. Plurals of "non-words":

I only get A's and B's. Number 7's are the best. • Question Mark '?'

1. A question ends with a question mark.

When is she coming?

Comma ','

1. A comma separates things in series. (list of items)

I ate pizza, a burger, and ice cream. I like reading, listening to music, taking long walks, and visiting my friends. 2. A comma separates an interruption from the rest of the sentence.

Mr. Walker, our teacher, is very clever.

3. A comma separates two independent clauses that are connected by a conjunction such as 'but'.

They wanted to purchase a new car, but their financial situation would not allow it. I would really enjoy see

Quotation Marks (double " or single ')

1. Quotation marks are used to identify the exact words of a speaker.

President Bush said, "We will not tire, we will not falter, and we will not fail."

2. For speech within speech, the other style is used as inner quotation marks:

'Dave said, "Good afternoon, Frank"', recalled Frank.

Lesson -- 6

Sentence Structure



What is the learning goal for sentence structure? *identify subject and predicate in a sentence *identify different types of sentence parts *recognize different types of sentences

What is sentence?

• A sentence is a combination of words arranged in such an order that it expresses a complete sense or meaning.

There are three main features of sentences --

- 1. Completeness of sense
- 2. Correct order
- 3. Combination of words

ELEMENTS OF THE SENTENCE

VERB

•

The verb is the most important part of a sentence. Example --He goes home He eats rice Rahim plays football

Ask "what does the subject do?"

Answer will be 'verb'

here each sentence has a verb goes, eats, plays are verbs in these sentences.

SUBJECT

He eats rice.

•

ask "who does?"

Here answer will be "He"

Here 'HE' is the subject.

OBJECT

• He eats rice.

Ask "What does the subject act with?"

Answer will be 'object'

Here 'rice' is the object.

ADJECTIVE

He is a good boy

•

Ask "how is the subject/object? "

The answer will be adjective. That means here in this sentence 'good' is the adjective.

ADVERB

The bird flies swiftly.

ullet

•

Ask "how is the work done"?

Here 'swiftly ' is the adverb

Some sentence structures with example

sub+Verb **Ex-Birds fly** Sub+Verb+object **Ex-He eats rice** Sub+be verb+adjective **Ex-She is beautiful** Subject + verb + complement Ex- He is a student.

Lesson -- 7

Phrase

Phrase:

▶ a group of related words that is used as a <u>single part of speech</u>.

missing either a subject or a predicate – so NOT a complete sentence.

walking to school (no subject)

the boy next door (no predicate)

Three types of phrases

Prepositional phrases
 Adjective phrases
 Adverb phrases

Verbal phrases
 Infinitives
 Participles
 Gerunds

Appositive phrases

1. Prepositional Phrases

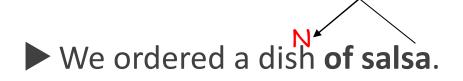
Contain a preposition <u>and</u> a noun or pronoun

on the road beside the ducks over the riverfrom Grandma to the gym above me PREPOSITION NOUN NOUN WHISTLER AT] SKIING JOHN PREDICATE 508JECT

Adjective Phrases

Adjectives modify nouns and pronouns

prepositional phrases that modify *nouns* or *pronouns*



The park near the bay is beautiful.

The map with one arm committed the crime.

Adverbs modify verbs by telling us:

- When?
- Where?
- How?

Adverb Phrases prepositional phrases that modify verbs, adjectives, or adverbs

The mole burrowed **under the lawn**.

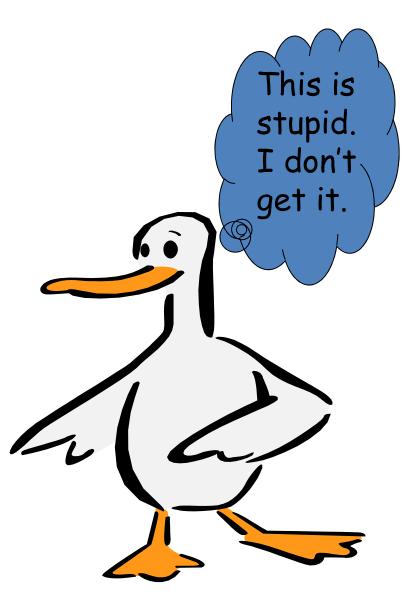
► I am excited **by this discovery.**

We arrived late at night.

2. Verbal Phrases

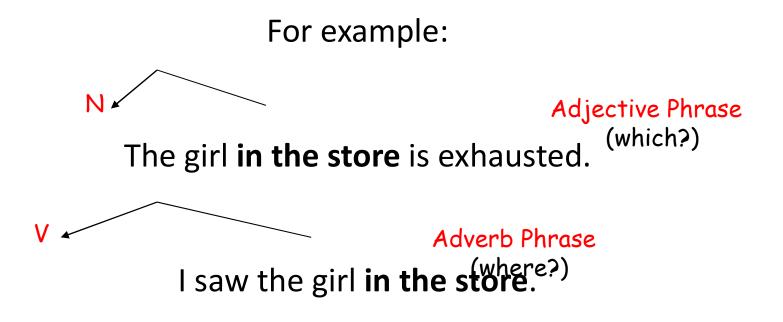
When a word that <u>looks like</u> a verb really functions as a different part of speech.

Huh? A verb that isn't really a verb is a verbal??



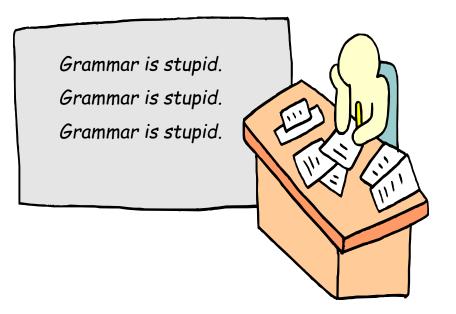
Important Concept:

The <u>part of speech</u> depends on how a word is <u>used</u> in a real sentence.



There are three types of verbal phrases:

- 1. Infinitive
- 2. Participle
- 3. Gerund



Infinitive



Infinitives look like verbs but function as NOUNS!

EXPLANATION: Sam likes **to eat**.

- It seems like "eat" is just a verb, but when it's with the word "to", the two words together are telling us WHAT Sam likes to do.
- That makes the phrase "to eat" a noun.

EXPLANATION: I'm trying **to talk** to you.

- It seems like "talk" is just a verb, but when it's with the word "to", the two words together are telling us WHAT the subject is trying.
- That makes the phrase "to talk" a noun.

Don't forget: look for the "to" next to what looks like a verb.

Participle

 a word ending in -ing or -ed that helps describe something

Participles look like verbs but function as ADJECTIVES!

Three examples of participles.

Ν

N

N

We watched an <u>exciting</u> film.

The receiver made a <u>diving</u> catch.

The man admired the <u>painted</u> barn.

Wait! Shouldn't "diving" be a verb? It sounds like action!

It depends on the sentence. Here, "diving" <u>describes</u> the catch, so it's an adjective.

It might be a <u>bobbled</u> catch or a <u>leaping</u> catch, but it is a <u>diving</u> one.

Diving is not an action done by a subject. It describes the type of catch.

Participial phrases

Participles can also be in phrases. Look for "-ing" or "-ed".

The people <u>standing in line</u> grew irritated. *N Which people? The ones standing in line.*

Determined to make the team, Jo shot baskets every night.

For what reason did Jo shoot? Because she's determined to make the team.

Gerund

- A gerund ends in -ing
- A gerund <u>always</u> functions as a noun.

Gerunds look like -ing verbs but function as NOUNS.

In this sentence I'm a <u>gerund</u> I may look like a verb, but I'm all houn,

Gerunds: end in -ing

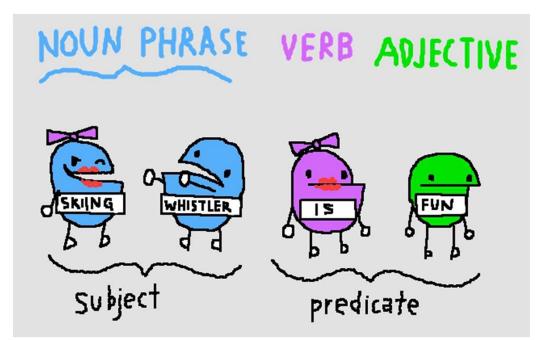
You can learn a lot from studying.

You can learn a lot from *what*? Studying.

Reading is a wonderful activity.

What is a wonderful activity? Reading.

If you can ask a "what" question, and the word answers it, then it is a noun—a gerund.

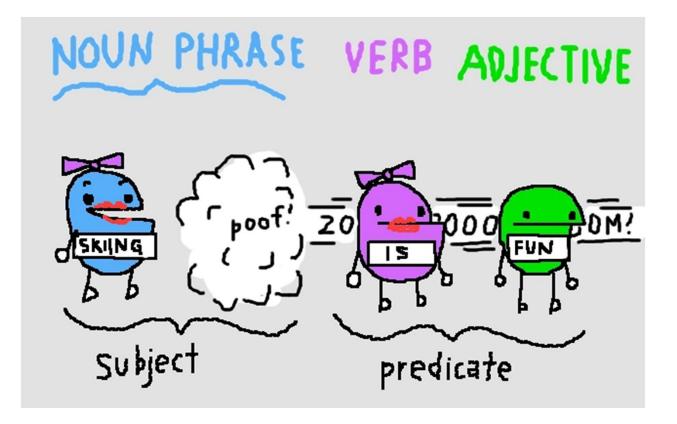


Gerunds in phrases

A gerund can also be in a phrase:

Laura enjoyed vacationing in Michigan.

Laura enjoyed *what*? Vacationing in Michigan.



3. Appositives

 gives information which helps us be POSITIVE that we know what is being talked about

Appositive Phrases

In each of the examples, the underlined part is the appositive.

Larry, the plumber, fixed the sink.

<u>An excellent dancer</u>, Rebecca took years of lessons.

Miss Piggy, <u>Kermit's girlfriend</u>, won first prize.

Appositives are SO easy! They just tell us *extra information* about a noun.

REVIEW:

- A phrase is a group of words that functions as a single part of speech.
- A phrase is missing *either* a subject *or* a predicate
- Phrases are not complete sentences

Subject : English-2(25722) **Second Semester** Ist Shift Unit: 11-Composition Md. Abdul Mannan **Junior Instructor(English) Mymensingh Polytechnic Institution**

Chapter-1

Process Writing

What is Process Writing

An approach to teaching composition that emphasizes writing as a series of recursive steps, often including brainstorming, planning, drafting, revisioning, and editing.

Resources for Writers: The Writing Process

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

Prewriting

- Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).
- Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

Drafting

- Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.
- Don't pay attention to such things as spelling at this stage.
- This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.

Editing

- Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check it.
- Don't edit your writing until the other steps in the writing process are complete.

Revising

- Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? Is your organization effective? Do readers need to know X before they can understand Y?
- At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

THE PROCESS OF MAKING A CUP OF TEA

Making a cup of tea is a very simple process. When the family members are away it looks odd to prepare for the guest but one has to manage it. For preparing a tasty and flavored tea, certain points are to be kept in mind, Take water in a kettle according to the need for the quantity of tea. The kettle should be clean. Heat the water till it begins boiling. When the water had boiled off some time, put leaves of tea and some cardamom into it to get a tasty flavor. Of course, the number of tea leaves added will vary according to our taste whether we want to string, light or moderate tea. Takedown the kettle a poured tea in a teapot. Now boil mild and put it into a milk pot. Put some sugar in hot. If it's a winter season, cover the teapot with a woolen cloth. Arrange all the things with cups on a table. The tea is ready to be enjoyed. None of the parties goes complete without this hot drink.

How to make a cup of tea

We will start this blog post with a very simple question "How do you make a cup of tea?" That's an easy one you may say. There are simple steps and order in which you must do things:

- 1. Fill up the kettle with water
- 2. Boil the kettle
- 3. Place a teabag in your favourite mug
- 4. Pour boiling water into your favourite mug
- 5. Brew the tea for a few moments
- 6. Remove and dispose of the teabag
- 7. Add milk
- 8. Add sugar
- 9. Stir the tea
- 10. Enjoy the hot drink

How to Learn English

English is treated as a lingua franca to communicate internationally and helpful to get good jobs. Therefore, if you want to improve your English skill, you follow certain steps when learning English.

Firstly, vocabulary : Without words, you cannot do anything. To memorize many words and learn new words everyday is important. However, it is certainly very boring and difficult to spend a long time and try to remember words letter by letter. Learning words through reading artical or fiction is always an efficient way.

Secondly, having a good grammar : You need a good enough grammar to organize your sentences and express it accurate. You need numbers of practices in writing sentences with varied kinds of grammar. Write and write with simple sentence . Let write daily.

Finally, it is also important to learn how to pronounce

the English clearly, or the other peoples may hard to understand you when you are speaking. You should speak more english every day and pay attention on how the teacher speaking english. Let listen and sing favorite English songs.

It is not easy to learn english well, there are a lot of difficulties on the way of learning. If you follow to this way, you can develop your English skill and more confident to comunicate with other people.

Chapter--2

Completing Stories

(1) There lived two rats in a house. They were so happy. The led their lives by stealing food from the house. One day they together stole a piece of cake. They could not divide it between themes. They started to quarrel over their share. As they could not take decision, they went to a monkey

Two Foolish Rats and a Cunning Monkey

There lived two rats in a house. They were so happy. The led their lives by stealing food from the house. One day they together stole a piece of cake. They could not divide it between themes. They started to quarrel over their share. As they could not take decision, they went to a monkey for right division of their bread. They asked the monkey to divide the piece of bread equally. The monkey was very clever. He assured them that he would divide the bread equally between them but they must give him some. The rats agreed. The monkey began to divide the piece of bread. As the pieces were not equal, one side became lighter than other. To make two sides equal, the monkey ate a bit off a portion from the heavier side and weighed again. But this time the lighter side became heavier and he again ate a portion from this heavier part. The monkey continued this trick many times. The rats could realize their foolishness and lost the cake.

(2) You will have heard the name of Bayazid Bostami. He loved his mother very much. His devotion to his mother is well known to all. One night Bayazid was studying while his mother was sleeping. Suddenly he heard that his mother was uttering, "Water, water". Bayazid went to his mother but found her sleeping. Then he went to the pitcher for water. Unfortunately, the pitcher was totally empty. It was deep.....

Bayazid's Devotion to Mother

You will have heard the name of Bayazid Bostami. He loved his mother very much. His devotion to his mother is well known to all. One night Bayazid was studying while his mother was sleeping. Suddenly he heard that his mother was uttering, "Water, water". Bayazid went to his mother but found her sleeping. Then he went to the pitcher for water. Unfortunately, the pitcher was totally empty. It was deep dark night. But his love for mother removed all his fear. He took the pitcher and went outside to bring water. The source of water was not near. He had to go to a spring far away from his house. After about two hours he returned home with water. This time his mother was in deep sleep. He was standing beside his mother's bed holding the glass of water. The night passed and his mother was surprised to see Bayazid standing with a glass of water her bed. She prayed to Allah for Bayazid.

Almighty Allah granted her prayer. Bayazid Bostami became famous all over the world. Allah made him one of his greatest devotees. (3) Once upon a time there was a shepherd in a village. He used to tend a flock of sheep in a nearby field. There was a thick forest next to the field. The shepherd was a great liar. He always got pleasure to cheat people with his lies. While tending sheep in the field, he often cried out, "Wolf, Wolf, help, help!"

A Liar Shepherd

Once upon a time there was a shepherd in a village. He used to tend a flock of sheep in a nearby field. There was a thick forest next to the field. The shepherd was a great liar. He always got pleasure to cheat people with his lies. While tending sheep in the field, he often cried out, "Wolf, Wolf, help, help!" Hearing his shouting the farmers usually left their work and rushed to him in order to save him. But the boy laughed and got pleasure thinking that the farmers were foolish.

One day a wolf really came. The boy now cried aloud to attract the farmers. He cried and cried for help. No farmer responded to his crying because they thought that the shepherd was making fun with them. So, they did not come to help the boy. The wolf found the cowboy alone and killed him. After eating his flesh it went away. The liar shepherd was thus punished for his lie. (4) One day a lion was sleeping in its cave. A mouse was playing nearby. While playing, the mouse came on the lion's body. When it came on the lion's ear, the lion woke up and became very angry. He caught the mouse and said, "O little mouse, how dare you tease me? I'll kill you now.

A Lion and a Mouse

One day a lion was sleeping in its cave. A mouse was playing nearby. While playing, the mouse came on the lion's body. When it came on the lion's ear, the lion woke up and became very angry. He caught the mouse and said, "O little mouse, how dare you tease me? I'll kill you now.

Hearing this, the mouse became frightened and begged for its life. It said, "One day I may help you in your danger." Hearing this lion laughed but let it free. Some days later, the lion was caught in a hunter's net. He began to roar. The mouse heard the roar of the lion. It cut the net with its sharp teeth and saved the lion.

The lion became very grateful. He apologized to the mouse for his previous behavior. He said, "I've learnt a great lesson that even a little creature can help a big creature." (5) Once there lived an old man in a village. He had three sons. They used to quarrel with one another. The old man was anxious of this matter. He was always in a gloomy mood. He thought how to stop the quarrel. The old man was intelligent. One day he found out a way to stop the quarrel. He made a plan.

Unity Is Strength

Once there lived an old man in a village. He had three sons. They used to quarrel with one another. The old man was anxious of this matter. He was always in a gloomy mood. He thought how to stop the quarrel. The old man was intelligent. One day he found out a way to stop the quarrel. He made a plan.

He told his elder son to bring some sticks and to tie the sticks in a bundle. He told him to break the bundle. The elder son could not break the bundle. The same thing happened to the other two brothers.

Then the old man then untied the bundle and gave his each son a stick separately to break. All of them broke the sticks.

Then the old man said, "My boys, you are like the sticks. When the sticks were together, you were not able to break them but when they were separated, you could break them easily. Now if you continue your quarrel, everyone will get chance to harm you. Remember, unity is strength (6) Once upon a time, a crow became very thirsty. It was summer and the weather was very hot. There was little water in that place. The crow flew here and there looking for water. But it could not find water anywhere. It seems that......

A Thirsty Crow

Once upon a time, a crow became very thirsty. It was summer and the weather was very hot. There was little water in that place. The crow flew here and there looking for water. But it could not find water anywhere. It seems that it was about to die for the thirst of water. But it did not lose heart. The crow continued its search and found a pitcher to drink water. But there was a little water at the bottom of the pitcher. The crow tried to drink but failed. The water level was too far for the crow's beak to reach. It tried to find out a good plan. At once it hit upon a plan. It picked up stones one by one and dropped them into the pitcher. After dropping a number of stones, the water level in the jar roses high enough to reach. Then, the crow drank water. Thus the crow saved his life by the use of his wisdom.

Chapter--2

Completing Stories

Chapter--3

Dialogue Writing

1. A dialogue between two friends about how to Learn/Improve English.

Lima : Hello, Mahi. How are you? Mahi : I'm fine. What about you?

Lima : I'm not in a good mood. Mahi : But why?

Lima : I am worried about my weakness in English. I have got very poor marks in English in the first term exam. Mahi : Don't be upset. You know that I myself was weak in English too.

Lima : Can you suggest me how I can be skilled at this subject? Mahi : Of course. Firstly, you have to learn all the basic rules of grammar. It will help you to write correctly in the answer script.

Lima : English Grammar is not very hard to me. In fact I don't know sufficient words. Hence, I fail to make sentence properly. Mahi : If you understand grammatical rules appropriately, then your problem is not

If you understand grammatical rules appropriately, then your problem is not much bigger. You just need to increase your vocabulary. Beside this, you can form a group or join in any English language club. To achieve fluency in speaking, Lima : I feel shy because often I do not understand others.

Mahi : To increase your listening skill, you can listen to the BBC or VOA news. You can watch English cartoons on different channels. You also can watch English news on Television.

Lima : Often I can not concentrate on all these. Mahi : But why?

Lima : I don't feel easy to learn English. It seems to me very tough.

Mahi : Try to love this language. Your learning will be easy. Remember that reading is for pleasure. I will suggest you to read your English text book and at least an English newspaper daily. Don't forget to write in the paper daily. In this way you will develop your reading and writing skills.

Lima : In this regard I need your help.

Mahi : I'm always ready to give you times. Let's sit in the reading room of our school from tomorrow during the breaking time.

Lima : I will avail of this opportunity. Mahi : So, See you tomorrow.

Lima : See you and thank you for your response and advice. Mahi : You are most welcome.

2. Dialogue between two friends about the Importance of Learning English.

- Saju : Hello, Raju. How are you?
- Raju : I am quite well. And what about you?
- Saju : I am fine. What are you reading so attentively?
- Raju : I am reading an article in the newspapers.
- Saju : What does it say?
- Raju : It is about the importance of learning English.
- Saju : English is truly essential in our life, <u>isn't it</u>?
- Raju : Of course. To speak the truth, it is needed in every sphere of life.
- Saju : I also think so.
- Raju : English is compulsory in school, college and higher education, in our professional life and even in our practical life.
- Saju : So we can say that English has become an important part of our life.
- Raju : Absolutely right. In fact without knowing English well, it is not possible for us to lead a prosperous modern life.

Saju : As far as I know, the skill in this subject plays a good role to get a better job.

Raju : Right you are. Today, most of the employer organizations want employees who have a good command over English.

Saju : If anybody wants to take higher education in abroad, he/she must have good command on English because all the books of higher education are written in English or translated into English.

Raju : Hmm.. You are right. You know that the age we belong to today is the age of globalization. Apart from, The whole world has become a global village. So the world needs a common language and it is English. Saju : So, we must have to learn English well.

Raju : Of course. I also think that.

Saju : Thank you.

Raju : You are most welcome.

3. A dialogue between two friends about the Importance of reading newspaper.

Sadim : Hello, Ramim. How are you?

Ramim: I am fine, what about you?

Sadim : I am well, but confused about a matter.

Ramim : Confused? About what?

- Sadim : My elder brother has suggested me to read newspaper daily. Do you think that it is important and beneficial to us?
- Ramim : Of course. Don't you know the importance of reading newspaper?

Sadim : To speak the truth, I am in the dark about it.

Ramim : Newspaper is the mirror of our society, country and even the word. In a word, what happens in the world exactly fits in the newspaper.

Sadim : Is it? How it benefits us?

Ramim : Newspaper keeps us update with the newer information about various things. This information increases our general knowledge. By the bounty of it, we are able to know the daily affairs of home and abroad, important

events, education, literature, entertainments and what not.

Sadim : Do you read newspaper regularly?

Ramim : Of course. It is one of my daily habits. You should read it daily too.

- Sadim : But there are so many Bengali and English dailies in our country. Which should I read?
- Ramim : I read The Prothom Alo and The Daily Star everyday. You can also read those two.
- Sadim : I have made up my mind. From tomorrow, I will start reading newspaper. Thank you very much for your wise advice.
- Ramim : You have to remember that sometimes false news is published in the newspapers. It doesn't happen all the time.

Sadim : Why does it happen?

- Ramim : It happens mostly for political reason and the yellow journalists are responsible for this.
- Sadim : I can understand now. Thank you very much for your advice.

Ramim : You are most welcome.

Chapter--4

Poster Writing

ROAD SAFETY WEEK

Safe driving is the only and best option. Remember :

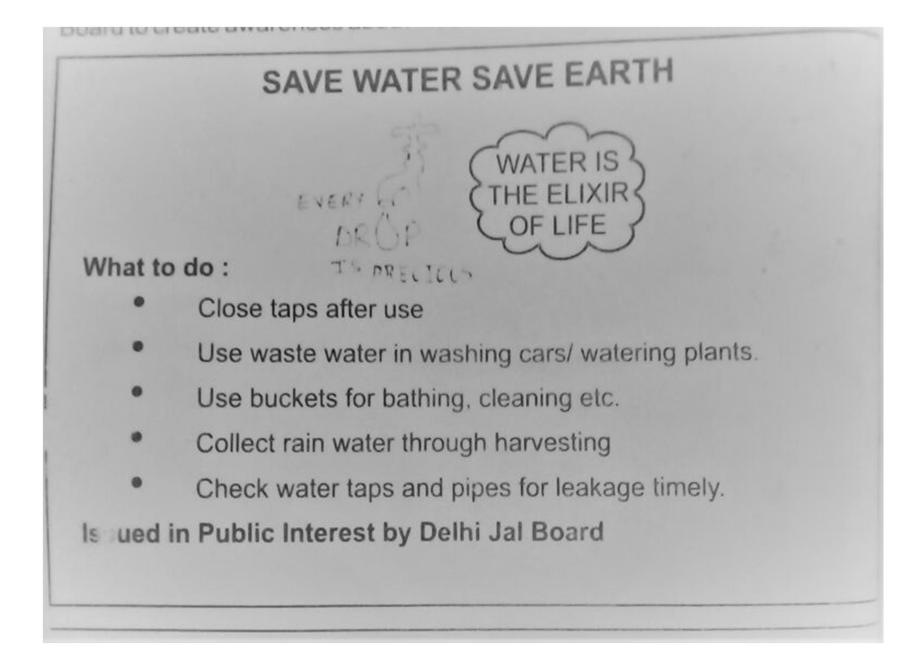
- Leave early, reach early.
- Use seaf belt while driving car.
- Use helmet while riding bike.
- Say no to 'drink and drive'./
- Avoid over speeding.
- Avoid using mobile phone while on drive.
- Avoid overtaking
- Follow 'you first' rule.
- Follow all the traffic rules.

Issued in public interest by Traffic Police, Amravati.



<u>COVID-19</u>

- Use masks while going out
- Use hand sanitizer
- Take Vaccines
- Avoid crowded places
- No Mask No Service
 Follow the rules of health



Road Accident

- Make the people aware of road accident
- Follow the traffic rules.
- Use foot-over bridge.
- Use Zebra-Crossing.
- Avoid faulty vehicles.
- Love yourself.

Save Trees Save The Earth

- Make everyone aware of tree plantation.
- Do not cut down trees.
- Plant trees more and more.
- Trees give oxygen.
- Arrange tree plantation programme.
- Trees are our best friends.
- No existence of life can be imagined without trees.

Chapter--5

Report Writing

Report Writing General Tips:-

- 1) Write a report in the past tense.
- 2) Give title to the report.
- 3) Write a report in two or three paragraphs.
- 4) Give events as they happened.
- 5) Give detailed information about the programme or event.
- 6) Give nature or name, occasion, organizers, date, time and venue of the event in the report.
- 7) All the information given in the report may be imaginary.
- 8) Give the details of chief guests, participants etc.
- 9) Use simple and clear language.

Parts of the News/Report

- 1. **The Headline** Write the given headline in capital letters. It should be in Present Tense. Avoid articles, prepositions, helping verbs and conjunctions.
- 2. Dateline- Includes
- I) Name of reporter or news agency: e.g. By our Reporter/By our local Reporter
- ii) Date: e.g. August, 2
- iii)Name of city/town: e.g. Mumbai.
- **3. The Lead /Intro:** The first paragraph of news is known as lead because it leads readers to the second paragraph of news. It should be of three /four lines or within 30 words. This paragraph provides answers to the questions like who, how, where ,when, why and what. These questions are asked in respect of the event or incident that happened.
- 4. **Continuing paragraph**.; It gives the detailed description of the event. The sequence of description is most important, important ,less important ,least important.

1. Write a report on road accident.

12 KILLED IN BUS ACCIDENT

By Our Staff Reporter,

Solapur: 15th December.

About 12 persons were killed and 13 injured in a strange accident when a bus struck a huge tree at 4 a.m. on Pune-Solapur highway near Degaon due to brake problem of the bus.

The super –express bus coming from Chiplun and bound to Solapur came near Degaon at 4 a.m. .It suddenly struck a huge tree . The accident was very horrible .The front part of the bus was completely damaged. Many people could not understand as they were in sleep. The driver of the bus who escaped unhurt said to have lost control as the break failed. The bus was carrying 6 passengers .Out of 12 persons 9 died on the spot and 3 died in the hospital. The injured were admitted to the civil hospital. The government declared Tk. 100000/- each for families of the dead. The police arrived with an ambulance after an hour.

2.Write a report on Price Hike of Essential Commodities.

Price Hike of Essential Commodities

Sujon Ahmed, Dhaka, 10 January: More than ever the prices of essential commodities are going up by leaps and bounds. All previous records of high prices have already been broken. Rice, fish, meat, chicken, edible oils, and vegetables are being sold at exceedingly high prices. The price hike hits the poor people seriously.

However, the prices of rice and vegetables have gone down recently owing to season's new rice and vegetables. But one liter of soybean oil, sold at Tk.120 one month back, is now being sold at Tk. 130. Similarly the price of kerosene oil now brings sufferings to the villagers. The hoarders are mainly responsible for this unusual price hike. Strict measures should be taken by the government to curb the hoarders' ill motive which creates artificial crisis of essential commodities.

The government has already made open sale arrangement of rice to check the price hike and as such it is now under control. But the prices of sugar, washing soap, onion, garlic, spices, and some other necessary items are still beyond the purchasing capacity of the common people. If this trend of rising prices cannot be controlled, the people of low income group will not be able to buy their daily necessaries and so they will suffer from untold sufferings.

3. Write a report on Massive Fire in a Garment Factory.

A Garment Factory Caught in Fire in Savar

Mahibur, Savar, 15 January: A devastating fire broke out in a garment factory unit of the Hamim group at Ashulia, Savar leaving at least 120 workers and employees dead. The cause of the fire is shrouded with mystery.

Smoke engulfed the whole building as a result of which the people inside the building could not come out of the building in spite of their best efforts. The Fire Brigade and Civil Defense rushed to the spot immediately to extinguish fire. The Bangladesh Army, Bangladesh Air Force also sent their personnel and helicopters to rescue the people. Even the people of all walks of life joined the rescue operation spontaneously.

After working hard for nearly 8 hours, the Fire Brigade and Civil Defense in collaboration with other agencies succeeded in extinguishing fire. The fire claimed 31 lives and left many others injured. The wounded were admitted into different hospitals and clinics of the city.

The government has already formed a 3-member inquiry committee to find out the cause of the fire.

THANK YOU