

# UNIT 1

## Reading Texts Thematically and Linguistically

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### Lesson - 1 : Identifying Texts and Topics

*Objectives : After you have studied this lesson you will be able to -*

- identify a text, i.e., say whether the text is taken from a story, a newspaper, a letter, a brochure, an advertisement, and so on.
- identify the topic of a text.

*A.*

Read the following *six extracts*. Think about the sources they have been taken from and then write the names of the sources (e.g. a newspaper, a letter, etc.).

1.

A pleasant drive of 64 km from Chittagong brings you to the Kaptai Lake of blue water ringed with evergreen tropical forests. It's a wonderful place for fishing, rowing or just sight seeing.

2.

There was once an old king who had three daughters. One day he called them one by one and said, "How much do you love me, darling?"

3.

New Authors

Do you want to publish your work?

We consider all subjects :  
Fiction, Non-fiction, Biography,  
Religions, Poetry, Children's . . .

Send your manuscripts to :  
Academy Publishers  
38/B Banglabazar, Dhaka

4.

The government will build Shanti Nibash (peace homes) for the old people in country's six divisional headquarters, reports APB.

5.

I have read your advertisement for the post of Assistant Manager in The Daily Star yesterday and would like to apply for the post.

6.

In the past people did not have any clear idea about the size and nature of the universe. They believed that the earth was flat and stationary, and the sun, the moon and the planets moved round the earth.

### Activity

1. Match the above paragraphs with the descriptions given below. Just write the number of a paragraph in the right blank.

- a ----- a job application
- b ----- a newspaper advertisement
- c ----- a tourism brochure
- d ----- an article
- e ----- a story
- f ----- a news item

2. Here are *six topics*. Read the extracts in section A again and decide which topic goes with which extract.

- 1) The old king and his daughters
- 2) The old concept of the universe
- 3) Wanted - Assistant Manager
- 4) A tourist attraction
- 5) Homes for the old
- 6) Good news for the new authors

3. Here are *four extracts*. Read them and write the sources they are taken from and the topics that go with them :

(1)

Evening session:

3:00 Opening announcement, Recitation from Al-Quran

3:10 Recitation from The Bible

3:15 Patriotic song

3:20 Cartoon film: Bananas in Pajamas

3:45 Programme on nutrition

4:00 Khabar  
4:05 Aamar Thikana  
4:30 Open University.

(2)

The history of the development of transport shows how people have been trying from pre-historic times to use more and more advanced types of transport, thereby replacing gradually the traditional means of carrying men and goods.

(3)

Two apartments at plot 25, Road 68A, Gulshan 2, each measuring 2000 sq. ft. on furnished or unfurnished basis including air-cooler, are ready for immediate occupation. Each apartment has three bed rooms with attached baths, living, dining, family living, kitchen and maid's room with bath, spacious veranda facing south and a reserved car park. There is provision for emergency power supply and full time security. Please contact:

Dr. A Rahman  
Phone : 607306

(4)

Alam Khan : May I speak to Mr Chowdhury, please? This is Alam Khan.  
Secretary : I'm sorry, Mr Chowdhury is away at a conference in Chittagong.  
Alam Khan : When will he be available?  
Secretary : He'll be back Thursday afternoon.  
Alam Khan : Oh! I really need to talk to him urgently. Could you help me?  
Secretary : I'll try, Mr Khan.  
Alam Khan : I sent you an order five weeks ago and the goods have not arrived yet.

## Explanatory Notes

<b>pleasant drive</b>	nice and enjoyable trip in a car
<b>ringed with</b>	surrounded by
<b>evergreen</b>	a tree or bush which never loses its leaves
<b>tropical forest</b>	forest in the hottest part of the world
<b>sight seeing</b>	the act of visiting famous or interesting places as tourists
<b>rowing</b>	the activity of making a boat move through water by using oars
<b>publish</b>	to arrange the writing, production of a book, magazine etc.
<b>fiction</b>	books and stories about imaginary people and events
<b>non fiction</b>	books, articles etc. about real events, not imaginary
<b>biography</b>	an account of a person's life written by someone else
<b>universe</b>	all space, including all the stars and planets
<b>stationary</b>	standing still instead of moving; static

### ANSWER KEY (for activity 1 & 2)

1.
  - a. 5 a job application
  - b. 3 a newspaper advertisement
  - c. 1 a tourism brochure
  - d. 6 an article
  - e. 2 a story
  - f. 4 a news item
  
2.
  - 1) The topic, 'The old King and his daughters' goes with the 2<sup>nd</sup> extract.
  - 2) The topic, 'The old concept of the universe' goes with the 6<sup>th</sup> extract.
  - 3) The topic, 'Wanted –Assistant Manager' goes with the 5<sup>th</sup> extract.
  - 4) The topic, 'A tourism attraction' goes the 1<sup>st</sup> extract.
  - 5) The topic, 'Home for the old' goes with the 4<sup>th</sup> extract.
  - 6) The topic, 'Good news for the new authors' goes with the 3<sup>rd</sup> extract.

## **Lesson - 2 : Identifying the Thesis Statement and Topic Sentence**

*Objectives : After you have studied this lesson you will be able to identify -*

- the topic of a composition
- the thesis statement in a composition
- identify the topic sentence in a paragraph.

*A.*

Read this composition to answer the following questions.

### **Our Secondary English Textbooks**

*1*

(1) Secondary English textbooks should be used as a useful aid for teaching and learning English communicatively in our situations. (2) These books, based on a national curriculum, are centrally produced by National Curriculum and Textbook Board, one for each class, and are followed in all the secondary schools, government and non-government, in the country. (3) The books are reasonably priced so as to enable every student to buy his/her copy.

*2*

(4) Most of our teachers use, rather overuse, these books, because these are the only teaching materials available to them. (5) Moreover, they are not adequately trained to use any other materials. (6) As a result, most of the lesson activities lack variety and challenge, and as such, they hardly stimulate students to learn. (7) To help our teachers to use the textbooks and other support materials effectively, they should be properly trained. (8) This is because only trained teachers can best use textbooks, aids, newspapers, magazines or any texts adapted or prepared by themselves or their students, for teaching English for communicative purposes.

*3*

(9) Students can learn the language for communicative use only through practising the basic language skills (i.e., listening, speaking, reading and writing). (10) That is why the lessons of a textbook should include adequate language activities for practising language skills. (11) You can memorise words, sentences or even the entire text of a lesson and then think that you have learned English. (12) But, you are wrong. (13) The words and sentences of a lesson are used to provide suitable contexts for practising language skills. (14) They are the means, not the end.

**4**

(15) Once the students have practised the language skills with the help of a lesson, they should be able to use the skills in real-life situations. (16) A textbook lesson should have tasks and activities which will involve students in communicating with others in English. (17) In other words, the textbook tasks or exercises will be so designed that their practice inside the classroom will lead to language use outside the classroom, i.e., in real life.

**5**

(18) Teacher's guide should be used to make a lesson effective. (19) The guide will help the teachers with knowledge and techniques of how to make a lesson plan, how to present a word or structure and most importantly how to make the class participatory through pair-work, group-work, role play, etc. (20) However, teachers should be free to use or adapt the guidelines provided in the teacher's guide according to the need of the individual classes.

**6**

(21) A multiple-textbook policy should be introduced at the secondary level. (22) That is, instead of a single textbook for a particular class, there should be more than one book. (23) So writers and publishers should be allowed to produce textbooks freely. (24) English teachers should have freedom to choose any book or books which they think would be suitable for their classes. (25) Only then the writers and publishers will compete for developing quality books.

**7**

(26) Once the teachers have free access to a variety of teaching materials, i.e. textbooks and other support materials suitable for their classes and once they are adequately trained in how to use these materials, they would be able to use them for developing their students' communicative competence.

**Activity - 1**

- 1 What is the composition about ?
- 2 Identify a sentence in the composition (either underline or rewrite it) which tells what the whole composition is about.
- 3 In each paragraph identify one sentence that tells what the paragraph is about.

**8.**

If you want to write an essay or article, first of all, you have a subject in mind. Then you think about the subject, its various aspects, functions, etc., gather information/data and finally you get down to writing the essay. This subject about which you are writing the essay or article is its **topic**.

**So, the topic of a composition just means the subject of the composition.**

Whether a topic is broad or limited depends on the length of the article you are planning to write. Look at the topic of our article: “Our Secondary English Textbooks”.

### ***B1.***

Can you think about any differences between these topics ?

- 1 Textbooks
- 2 English textbooks
- 3 Secondary English textbooks
- 4 Our secondary English textbooks

No 1 is too broad a subject to be dealt with within the space used for the article, because it includes textbooks for all subjects at all levels of education.

No 2 is still broad and general, because all English textbooks for all grades have to be dealt with.

No 3 is quite limited in scope, but yet it could be secondary English textbooks of any country in general.

No 4 is precisely limited to what can be dealt with easily in the space available.

You have perhaps noticed that a topic can be expressed in a single word (War, Peace, etc..) or in a phrase (e.g. Civil Society, Safe Drinking Water, etc.).

### ***c.***

Read the article again and identify a sentence that tells what the entire article is about. This sentence you are going to identify best expresses the subject of the whole composition and is called a **thesis statement**.

The thesis statement is usually made in the first paragraph. It is clearly written as part of the introduction. Only the idea in your thesis statement and other ideas, facts, etc. related to the idea of the thesis statement should be included and dealt with in your composition.

Now, there are three sentences in paragraph 1. Only sentence 1 expresses clearly how our secondary English textbooks have to be used and for what purpose. Sentences 2 and 3 only give us other facts (e.g. how and for whom

these books are produced and why they are not expensive). These facts are related to the main idea expressed in sentence 1. So, sentence 1 is the thesis statement of the entire composition.

## D.

A paragraph contains a unit of thought or idea which is expressed in several or many sentences. The topic sentence in a paragraph tells what the paragraph is about. It expresses the main idea which is developed in the paragraph.

A good topic sentence uses key words which you can develop in the paragraph. It is usually a positive statement. For example :

*My family members do not like fast foods.*  
(a bad topic sentence)

*My family members avoid fast foods.*  
(a good topic sentence)

A topic sentence can be put anywhere in the paragraph.

Considering the above-mentioned characteristics of a topic sentence, you can check your answers to section B with the following clues.

### **Paragraph 1**

Sentence 1 has key words like *English textbooks, teaching, learning, communicatively, situations*. Remember, sentence 1 states the main idea of the entire composition. And it also states the main idea of paragraph 1.

### **Paragraph 2**

Sentence 7 expresses the main idea of training teachers in order to enable them to use the textbooks and other support materials effectively. Other sentences in the paragraph justify this statement by telling that teachers are not properly trained and most of them do not have access to even such simple teaching materials as newspapers, magazines, etc.

### **Paragraph 3**

See how the idea in sentence 9 has been supported by, and developed through, the remaining sentences of the paragraph.

### **Paragraph 4**

Sentence 15 indicates why students should be able to use the language skills in real-life situations after they have practised the language skills



(clue: *communicate*). Sentence 16 tells us what will help them to communicate with others in English. (clue: *tasks and activities in a lesson*). Sentence 17 further explains the idea of sentence 16.

### **Paragraph 5**

Sentence 18 gives the key idea of the need of teacher's guide for the effective use of a textbook. Sentence 19 tells us how a teacher's guide can help effective teaching, while sentence 20 informs how a teacher should use the guide.

### **Paragraph 6**

The idea of multiple-textbook policy is expressed in sentence 21. Sentence 22 explains the policy. Sentence 23 tells us what we should do to implement the policy. Sentence 24 points out what teachers should do under the policy. Sentence 25 connects teachers' role (sentence 24) with the development of quality textbooks.

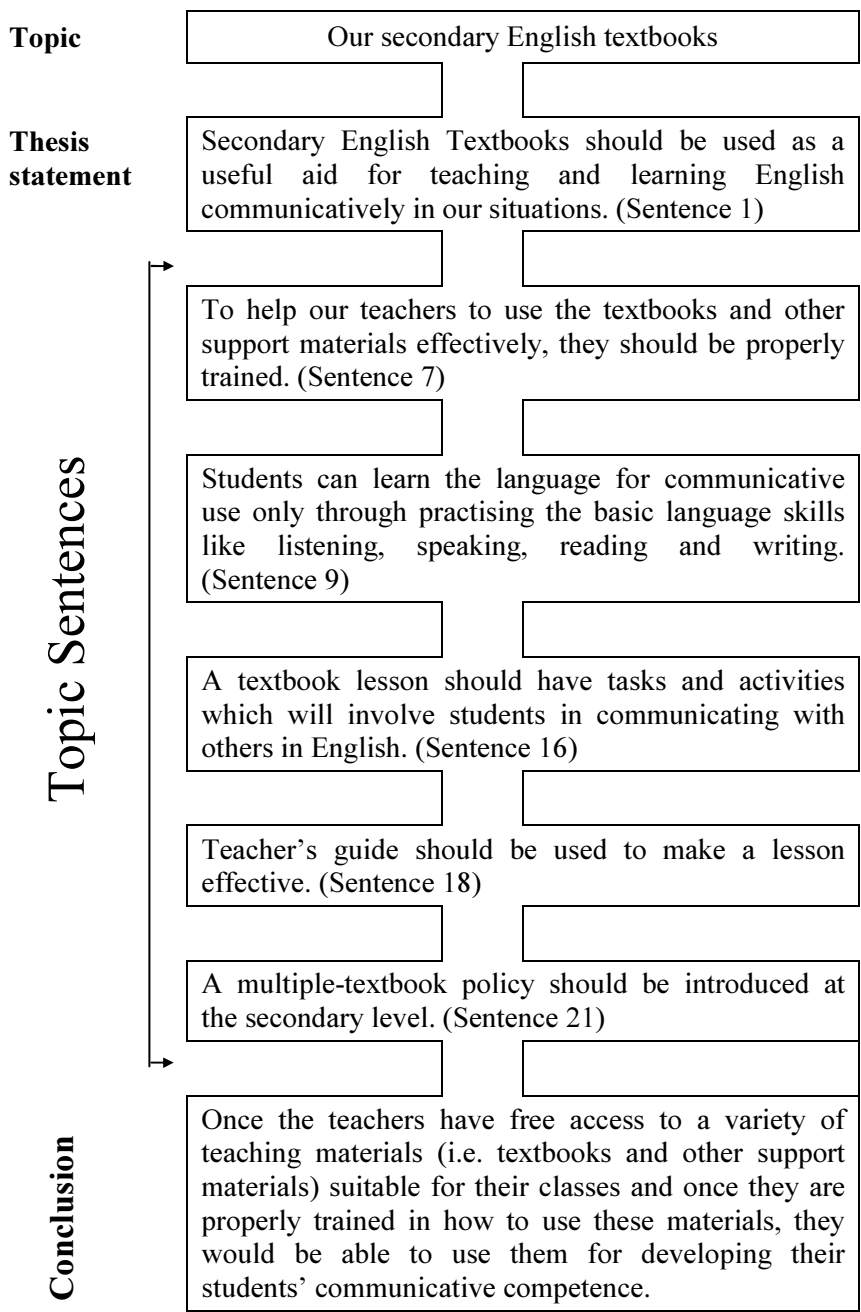
### **Paragraph 7**

It has only one sentence (sentence 26) that concludes the composition, saying that if a variety of teaching materials are available and if the teachers are trained, they would be able to develop their students' communicative competence.

**Σ.**

### **Organisation of the article**

The article 'Our Secondary English Textbooks' has seven paragraphs. The introductory paragraph begins the composition with the thesis statement. This thesis statement has been developed in the following five paragraphs (2-6). The last paragraph (paragraph 7) restates the thesis in different words and gives a conclusion to the general idea expressed of the article in the thesis statement. Look at the organisation of the article in the following table:



**Activity - 2**

- 1 Which topic do you think would be most appropriate for writing a very short article ?
  - a Floods
  - b The 1998 floods in your area
  - c Floods in Bangladesh
  - d The 1998 floods in Bangladesh

- 2 Which do you think is the best thesis statement for a 2-3 page article? Justify your answer by explaining the scope of each statement.
- a Rice is the staple diet in many countries of the world including Bangladesh.
  - b Rice production and modern agricultural technology.
  - c You will remain slim if you don't eat too much rice.
  - d Rice is our staple product.
- 3 A topic sentence
- a explains the topic of a composition.
  - b introduces the main idea of the composition.
  - c states the main idea of a paragraph.
  - d always introduces a paragraph.

## Explanatory Notes

**useful aid** something such as a machine or tool that helps someone do something

**teaching and learning English communicatively** teaching and learning English in such a way that the learners can express their ideas and understand other's too.

**centrally produced** NCTB produces books for the whole country that means NCTB produces books centrally.

**reasonably priced** not very expensive; the price which one can afford

**adequately trained** having enough training

**variety** different types of things

**challenge** something that tests strength, skill, or ability especially in an interesting way; for example, *I like my job to be a challenge*

.....**most of the lesson activities lack variety and challenge** most of the activities are boring

.....**through practising the basic language skills** If the learners do activities related to basic language skills, i.e. reading, writing, listening and speaking skills they will have the ability to use the language for communicative use.

**entire text** whole text

**The words and sentences of a lesson** .....**They are the means, not the end** If the learners can use the words and sentences of a lesson as tools to make the activities, they can learn both language and practise language skills.

**real-life situations** actual situations where people have to deal with

**participatory** a way of involving everyone in an activity/task

**a multiple –textbook policy** a policy that will permit including many textbooks for each class.

**compete for** try to be more successful than another person or organization; for example, *Several companies are competing for the contract*

**access to** the right to have something; for example, *Students must have access to a good library*

**competence** the ability to do; for example, *No one doubts her competence as a teacher.*

### MCQ

1. A thesis statement expresses
  - a. the subject of the whole composition
  - b. the subject of the 1<sup>st</sup> paragraph
  - c. the main idea of the last paragraph
  - d. the topic of a composition

### Lesson - 3 : Extracting Main Ideas

*Objective: After you have studied the lesson, you will be able to -*

- quickly recognise the main idea/ideas in a reading text.

*A*

Read this passage and study the questions and discussions that follow in Section B.

#### Text - 1

*1*

You can eat three wonderfully balanced meals a day and yet you might be wasting your food. This is mainly because you are a rapid eater. You barely spend 3/4 minutes on a meal. But if you eat slowly, taking at least 20/30 minutes for each meal, both your physical and mental health can be greatly improved.

*2*

Eating slowly will facilitate digestion. Chewing stimulates the secretion of saliva which moistens food and makes it ready for digestion. It also helps to reduce gas and prevent heartburn. Thorough chewing exercises the gums and improves the blood supply to the teeth. Eating slowly also can be turned into a relaxing and pleasurable activity, providing you with a setting for informative and interesting chats and discussions among your family and guests.

*3*

If, on the other hand, you do not chew your food slowly, the process of digestion will take longer. The stomach will have to work harder. It will have to contract and expand more and more to prepare the food to pass through the digestive tract. Also gobbling food in large mouthfuls will distort your face. Sometimes this may be dangerous. A large bite of food not chewed adequately and not moistened by saliva may get stuck in your throat and you may be choked to death.

*B.*

#### Questions and discussions

1 What is the text about ?

Think about some topics you think would be suitable. Write them down and then continue reading.

The passage tells us about eating slowly or rapidly with the respective consequences. So it is all about 'How we eat.'

2 What is the main idea in the passage?

Think about and write down the main idea in the passage.

Now continue reading. There are three ideas in the passage :

- a) Food is wasted if eaten rapidly, and beneficial if eaten slowly. (Paragraph 1)
- b) Proper chewing of food improves both physical and mental health. (Paragraph 2)
- c) Eating food rapidly is harmful and often dangerous. (Paragraph 3)

Often in a passage like this there may be two, three or more ideas of more or less or equal weight. This makes it difficult to identify the main idea.

Now before we say which one - (a), (b) or (c) - is the main idea in this passage, let us look at how we can recognise the main idea.

### **31.**

#### **How we can recognise the main idea**

There are several ways of recognising the main idea in a paragraph or passage :

- 1. It is the most significant idea and is expressed with the greatest force.
- 2. It is a summary or generalisation of the passage's content.
- 3. It is expressed as a complete thought.
- 4. It is supported and reinforced by the rest of the passage.

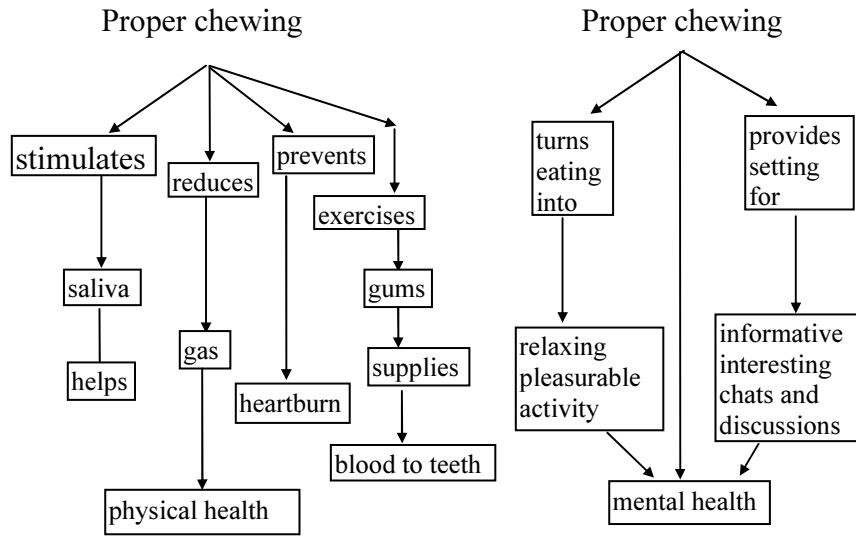
Keeping in mind these four criteria of recognising the main idea, let us now try to identify which of the three ideas, i.e. (a), (b) and (c) above, is the main idea.

Both (b) and (c) each are no doubt a complete thought and expressed with great force. While (b) tells us about the positive effects of eating slowly, (c) points out the negative effects of eating rapidly. Also they are reinforced with supporting details in the respective paragraphs.

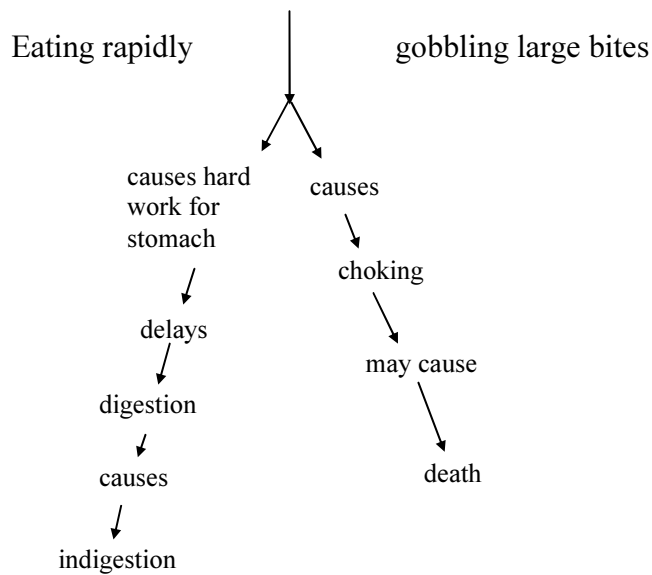
### **32.**

#### **How an idea is supported and reinforced.**

The idea in (b) "Proper chewing of food improves both physical and mental health" has been supported and reinforced in this way :



Similarly, the idea in (c) “Eating food rapidly is harmful and often dangerous” has been reinforced by these supporting details:



But neither of them summarises or generalises the passage’s content or theme. So both (b) and (c) could be the main idea in paragraphs 2 and 3 respectively, but neither of them can be the main idea of the passage. Since (a), “Food is wasted if eaten rapidly and beneficial if eaten slowly,” fulfils all the four criteria, it is the main idea of the passage.

Remember, you can identify the main idea in a paragraph, in a passage, in a chapter or in a book. Also, remember that not all ideas in a text/passage are

equally important. Subordinate ideas, expressed as details, examples or contrasts, support the main idea in a passage.

### **Activity**

**Read the passage and answer the questions that follow.**

#### **Text - 2**

Language is noise. But all noises are not language. We hear around us such noises as those of rain falling on a tin roof, wind whistling through the trees, water murmuring through the streams, a ceiling fan whizzing over our head and so on. But these noises have got nothing to do with language. Language is noise that stands for things or ideas. And these noises are made by humans by using their throats, tongues, lips and teeth. We make these noises when we want to talk about some things or ideas. For example, English speakers call a particular four-footed animal *cow*, while Bengali speakers call the same animal *goru*. Again when we get what we want we become *khushi* in Bangla and *happy* in English.

### **Questions**

1. What is the passage about? (What is the topic ?)
2. Write the main idea in the passage.
3. What are the subordinate ideas and how are they related to the main idea in the passage? (Mention a subordinate idea and write whether it supports or reinforces the main idea as a detail, an extension or an example.)



## Explanatory Notes

**balanced meals** meals that contain the right foods in the right amounts

**...yet you might be wasting your food** you are having balanced meals yet the food may not be good for you

**rapid eater** quick eater

**Eating slowly will facilitate digestion** slow eating will help in easy digestion

**stimulate** to encourage an activity, for example; *Light stimulates plant growth*

**moisten** to make soft; for example, *She moistened her lips with lip gel.*

**Chewing stimulates....makes it ready for digestion** When we chew food, saliva is produced in our mouth. Saliva helps soften food and makes it ready for digestion.

**heartburn** an unpleasant burning feeling in your stomach or chest caused by indigestion

**Thorough chewing exercises the gums and improves the blood supply to the teeth** Careful chewing makes the gum stronger and increases the blood supply to the teeth

**pleasurable activity** enjoyable activity

**chat** an informal friendly conversation

**Eating slowly also can be turned into a relaxing and pleasurable activity,.....your family and guests** Eating slowly can be a very enjoyable and comfortable activity. It can also create an environment for important and interesting conversation.

**gobbling** to eat something very quickly

### MCQ

1. The first text is about
  - a. how we eat.
  - b. how the stomach works.
  - c. how eating helps improve health.
  - d. how to reduce hurt burning.
  
2. What is the main idea in the first text?
  - a. Proper chewing of food improves both physical and mental health.
  - b. Eating rapidly is harmful and often dangerous.
  - c. Food is wasted if eaten rapidly, and beneficial if eaten slowly.
  - d. Eating slowly will facilitate digestion.
  
3. What is the topic of the last passage?
  - a. What is language

- b. Different noises
  - c. Languages
  - d. Ideas
4. What is the main idea in the last passage?
- a. Language is noise that stands for ideas.
  - b. Any noise made by humans is language.
  - c. Any noise produced by animals is language.
  - d. The noise of rain falls is a language.

## Lesson - 4 : Summarising

*Objective : After you have studied the lesson, you will be able to -*

- summarise an extract, a report, and so on.

*A.*

**Read this passage and study how to summarise.**

### Text - 1

**1**

It's already 8. You got up half an hour late today. Your little daughter's stomach was upset last night and she kept you and your wife up until 1 in the morning. So you took a quick shower, got dressed, gulped down a piece of toast and are off to the bus stand. You have to be at work by 9. You have time in hand as your office is only three kilometres from the bus stand and it should not take more than half an hour to get there by bus. But you don't know how long it may take. Traffic is worst in Dhaka at rush hour. So you are anxiously waiting for the bus.

**2**

The cars, buses, baby taxis and rickshaws taking the school-going children accompanied by their parents or escorts crowd the city roads especially around the schools.

**3**

Many public buses and *tempos* do not follow traffic rules. They stop at any place on the road to collect passengers and they often do it just in the middle of the road, often blocking the traffic.

**4**

Above three hundred thousand rickshaws plying on the roads of Dhaka City cause serious traffic congestion.

**5**

Push carts carrying goods can freely move anywhere in the city, making traffic worse.

**6**

These motorised and non-motorised vehicles plying on the same road often clog it. Once you are caught up in such a jam, you have to be ready to sit there even for an hour.

7

If you can't afford to wait that long in a traffic jam, you might like to walk. But walking is not easy either. Fruit sellers, old-book sellers, clothes sellers, newspaper men, trinket sellers and beggars occupy more than 60/70 per cent of the footpaths. So, like many pedestrians, you have to use the main road instead of using the sidewalks. But the main road with its chaotic traffic is too difficult and risky for you to walk along.

8.

### How to summarise the passage

Summarising includes the main points or ideas expressed in the paragraphs (if there are more than one paragraph) or in the text. The following steps will help you to summarise the passage.

1

**Eliminate unnecessary, unimportant points/ideas.** The main idea in the passage above is 'difficulty in going to work because of traffic congestion and misuse of sidewalks'.

The ideas or points in paragraph 1 are :

- You got up late.
- You could not sleep until 1 in the morning.
- Your daughter's sickness kept you and your wife up that late.
- You took a shower quickly.
- You ate breakfast hurriedly.
- You went to the bus stand.
- You are anxiously waiting for the bus.
- The traffic is very bad at this hour.

All these ideas in the paragraph have provided a good introduction and setting to the whole composition, but they are not necessary except the last two points for making a summary of the passage.

2

**Eliminate the point/idea which is important by itself but not so in making a summary of a passage.** The idea of parents and escorts taking children to school is important (paragraph 2), because the unescorted child may be kidnapped or other accidents may take place on the way. But when you are writing a summary of the passage centring around the topic of traffic congestion, this point needs not to be included.

3

**Use a summary/ an umbrella word instead of a series of items.** In this composition the writer discusses a number of related things like cars, buses, rickshaws, *tempos* and push carts. Vehicles could be a substitute for

all these types of transport. Again, instead of using *fruit sellers, book sellers, clothes sellers, newspaper men, trinket sellers* and *beggars* you could just use *vendors* and *beggars*.

**4**

**Mention an action itself instead of describing a series of actions or events involved in the action.** Paragraph 1 describes a series of actions or events, such as *You got up late; you could not sleep last night; you had your breakfast hurriedly; you went to the bus stand; you are anxiously waiting for the bus, because the traffic is very bad at this hour.* All these actions could be summarised just by saying : *As you were late and as the traffic is very bad this time, you are anxiously waiting for the bus.* A summary also could be written in general terms. For example, the above summary could also be written like this : *Going to work during rush hour is difficult and full of tension.*

**5**

**Select or write a topic sentence for each paragraph.** If a paragraph does not have any topic sentence you have to write one. Here are the topic sentences :

**Paragraph 1**

Going to work during rush hour is difficult and full of tension.

**Paragraph 2**

Transport taking children to schools causes traffic congestion around the schools.

**Paragraph 3**

Public vehicles often stop illegally at any place on the road, blocking traffic.

**Paragraph 4**

Countless rickshaws cause serious traffic congestion.

**Paragraph 5**

Free movements of push carts make traffic worse.

**Paragraph 6**

Both motorised and non-motorised vehicles plying on the same road cause traffic jams.

**Paragraph 7**

Walking on the footpath mostly occupied by vendors and beggars is not easy, nor is it safe to walk on the congested main road.

6

**Combine these topic sentences into a summary.** While doing this you can still eliminate repetitions and unnecessary expressions that you might notice in the seven topic/summary statements. So, the final summary you will write will be a summary of summaries.

**31.**

**Here is the summary.**

*Going to work during rush hour is difficult and full of tension. Traffic at that time becomes very bad. Vehicles taking children to schools, public vehicles stopping illegally at any place on the road, countless rickshaws, free movements of push carts – all these motorised and non-motorised means of transport plying on the same road cause serious traffic jams. Even walking on the footpaths mostly occupied by unauthorised users is not easy, nor is it safe to walk on the congested main road.*

Notice how the main points in the 7 topic sentences have been summarised as concisely and briefly as possible.

**Activity**

**Read the passage below and answer the questions that follow.**

Dr. Morehouse, founding director of the Human Performance Laboratory at UCLA talked about **maximum performance** in his book by the same name. According to him, there is in every one of us a better performer than we are. And by following certain principles, he believes, you can become one. The most common such principles are :

**Text - 2**

**1**

We often feel that we must strive to do our best. Hence is our break-neck effort to do the best. But champions never behave like this. They don't exhaust themselves. You must relax more before moving faster. Trying too hard only exhausts you.

**2**

We often give over-attention to a lot of things in our daily lives. We are too conscious of the protein and fat count in our food. But a properly balanced diet has all these things in the right proportions. We often do fitness exercises – running, jogging, aerobics, whatever – tenaciously, following a very strict schedule. But too much of them often do more harm than good. Your body often knows more than you think it knows. If you think too hard, your body will tense up and perform less well.

**3**

Avoid feeling calm before a challenge. A stage actor or a boxer feels anxious or terrible before he starts his performance, and that helps him perform better. When you are aggressive, angry or excited, your body produces a substance, a hormone called *adrenalin*, that gives you more energy.

#### 4

We often think that while we are fresh, we should first do the difficult part of the task in hand. This is wrong. If we do that, we may be left with little or no energy to finish the task. In fact, it is better to start with the simple things first. However, the best way to do a big task is to divide it up into sections and to assign a certain amount of time to each part of the task.

#### 5

Human beings are often competitive by nature. Students, business people, professionals, officials – all compete more or less with each other. This competitive culture often does good, no doubt. But it is also inhibiting and discouraging. You can always find someone either better or worse than you in many respects. So you should view your performance in terms of your own wants, needs, limitations and gifts.

### Questions

1. Choose three topics which you think would be suitable for the passage.
2. How many of these statements represent the main ideas in the passage ? Just tick each of them.
  - Dr. Morehouse talked about human performance in a book.
  - Giving over-attention to what you are doing makes your body tense.
  - Instead of comparing yourself with others do your best according to your abilities.
  - You have to try very hard to achieve your goal in life.
  - If you feel terrible, aggressive or angry, you are likely to perform better.
  - Relax more so that you can work more.
  - You have to do the difficult part of a task first while you have energy.
  - There are always people around you who are either more talented or less talented than you.
  - You perform better if you avoid thinking too much about what you are doing.
  - Do a big task part by part preferably beginning with the simpler one.

- We should not be conscious about the protein and fat count in our food.
3. Re-order all the statements you have chosen in Q2 above according to their position in the passage.
  4. Now write a summary of the passage, using these statements.



## Explanatory Notes

<b>gulped down a piece of toast</b>	ate a piece of toast very quickly without chewing
<b>rush hour</b>	busy period/time
<b>escort</b>	a person or a group of people or vehicles that go with someone in order to protect or guard them; for example, <i>My friends escorted me home</i>
<b>traffic</b>	movement of people and vehicles along the roads and streets; for example, <i>there's usually a lot of traffic at this time of day</i>
<b>ply on</b>	move regularly
<b>traffic congestion</b>	traffic jam; condition in which many road vehicles are prevented from moving forward
<b>pedestrian</b>	person walking in a street
<b>sidewalk</b>	path at the side of a street for persons on foot
<b>strive</b>	struggle; example, <i>I am striving to improve my performance.</i>
<b>breakneck</b>	extremely and often dangerously fast; for example, <i>She drove the car at breakneck speed.</i>
<b>champions</b>	persons who fight, argue or speak in support of a cause, for example, <i>She is a champion of human rights</i>
<b>fitness exercises</b>	exercises that keep people healthy and physically strong
<b>tenaciously</b>	determined to do something and unwilling to stop trying even when the situation becomes difficult

### MCQ for the 2<sup>nd</sup> text on page 22

- What is the main idea in the 1<sup>st</sup> paragraph?
  - Relax more so that you can work more
  - You have to try very hard to achieve your goal in life
  - You perform better if you avoid thinking too much about what you are doing
  - Giving-over –attention to what you are doing makes your body tense
- What is the main idea in the 2nd paragraph?
  - We often do fitness exercises tenaciously.
  - Giving-over –attention to what you are doing makes your body tense
  - You have to try very hard to achieve your goal in life
  - We should not be conscious about the protein and fat count in our body

3. What is the main idea in the 3rd paragraph?
  - a. If you feel terrible, aggressive, or angry, you are likely to perform better
  - b. Relax more so that you can work more
  - c. Giving over attention to what you are doing makes your body tense
  - d. You have to try very hard to achieve your goal in life
  
4. Which of the followings is the main point of the 4<sup>th</sup> paragraph?
  - a. We should do the difficult part of the task in hand
  - b. Do a big task part by part preferably beginning with the simple one
  - c. You have to try very hard to achieve your goal in life
  - d. We should not be conscious about the protein and fat food
  
5. The main idea in the fifth paragraph is-
  - a. instead of comparing yourself with others do your best according to your abilities.
  - b. human beings are often competitive by nature
  - c. there are always people around you who are either more talented or less talented than you
  - d. you should view your performance in term of your needs

## Lesson - 5 : Dealing with New Vocabulary - 1

*Objective : After you have studied this lesson, you will be able to -*

- explain how you can know a new word in a text.

### *A*

When you read anything in English – textbooks, stories, newspapers, messages, whatever – you may find new words, whose meanings you do not know.

### Activity - 1

What do you usually do with new words ?

Here are some clues to the answer :

- ask teacher/fellow student/ parents
- look up in a dictionary
- ignore these words
- read them again and again
- read the sentence/sentences in a text/passage where they are used

You may do one or more than one thing mentioned in the clues. Write your answer.

### *B.*

How should you try to know a new word? There are some ways in which you can possibly try to know and understand a new word.

### *B1.*

**Know the context.**

**Read this sentence :**

1) *I have bought a 'tomaline'*

What does the word *tomaline* mean?

The other words in the sentence *I have bought* do not give any hint at or clue to the meaning of *tomaline*. The only word **a** (*an article*) indicates that *tomaline* is a single thing (*a singular noun*).

So *tomaline* could be anything that you can buy: a fish, a flute, a pen, a computer, a hammer, a shop, a table, a cow, anything living or inanimate, movable or immovable. Therefore, it is difficult to say what this word exactly means.

**Now read this sentence :**

2) *I cut the cake with a 'tomaline'*

Here in this sentence, there are two words *cut* and *cake* which give clues to the meaning of *tomaline*. That is, it is some kind of tool with which you can cut a cake, for example, a 'knife'. These words *cut* and *cake* form a **context** from which the meaning can be inferred.

A word may have more than one meaning. And it depends on the context in which the word is used. Look at these two sentences :

3) *I cut the wood with a 'tomaline'*

4) *I cut the rice with a 'tomaline'*

The context provided with *cut* and *wood* in sentence (3) indicates that *tomaline* here means a *chisel* while the context provided with *cut* and *rice* in sentence (4) means a *sickle*.

**So, different contexts may give different meanings to the same word. And from a given context it might be possible to infer the meaning of a particular word.**

As you have seen in sentences (2), (3) and (4) above, the words forming contexts are used *before* the new word (*tomaline*). But, context words may also be used *after* the word. Look at these sentences :

5) *I saw a 'tomaline' sitting in its nest.* (a bird)

6) *I saw a 'tomaline' sitting on the runway.* (a plane).

Therefore, a context is part of a reading text that surrounds the new word.

It can be a single word, a phrase, a sentence, a paragraph or even a longer text that explains and restates the meaning of the new word.

**Activity - 2**

Read the passage. The underlined words are supposed to be new words. Identify the contexts and explain how they have made the new words meaningful. No 1 is done for you.

*My uncle being very much attached to his nephew, invited me to study under him in his home. He was a professor of philosophy, chemistry, geology, mineralogy, and many other ologies<sup>1</sup>.*

Professor Hardwigg<sup>2</sup>, my worthy uncle, is by no means a bad sort of man; he is however, choleric<sup>3</sup>. To bear with him means to obey; and scarcely had his heavy feet resounded within our joint domicile<sup>4</sup> than he shouted for me to attend upon him.

“Harry --- Harry --- Harry --- ”

I hastened to obey, but before I could reach his room, jumping three steps at a time, he was stamping<sup>5</sup> his right foot upon the landing.

“Harry !” he cried, in a frantic<sup>6</sup> tone, “are you coming up?”

(adapted from *A Journey to the Center of the Earth* by Jules Verne).

No 1 *ologies* : The context words are subjects like *geology* and mineralogy, particularly *geology* which ends with ‘ology’. The speaker’s uncle is a professor of these subjects and many other similar subjects which end with *ology* such as *physiology*, *sociology*, *biology* and so on. The new word *ologies* is plural and refers to many such subjects.

## B 2

### Know the grammatical characteristics.

We have seen in section B1 how we can know new words with the help of contexts. Let us now see how grammatical characteristics and uses of the new words together with the context words can help us to understand the new words better.

Sometimes grammatical knowledge and use of words of different parts of speech will help you to know new words better.

Take these words, for example: *jubilant*, *chilly*, *devastating*, *ferocious*.

Do not try to know these words in isolation. That is, do not try to know the meaning of each word by itself. They modify or describe something. That is, they are adjective words. So look out for another word (which will be a noun word) that is usually used with each of them. For example: a *jubilant party*, a *chilly night/winter*, a *devastating flood/war*, a *ferocious tiger/man*. These noun words (party, flood etc.) will give you context clues and you are expected to grasp the meaning of the new words (*jubilant*, *chilly*, etc.) with the help of these nouns. Similarly, when some verb words are new to you, read them with their objects or adverbials. For example: to *chase a thief*, to *enact a new law*, to *provoke a person* to *answer rudely*, to *swoop down on the muggers*.

**So, if any word of any part of speech is new to you, try to read it with the words which are grammatically associated with it.**

The form or shape of a word often helps you to know a new word.

Read each of these groups of words below and write what characteristics each group of words has with regard to their forms, shapes, and if possible, general meanings. Notice that a suffix is used after and a prefix is used

before some form of a word. Group (a) is done for you. A good dictionary will help you to answer this question (see lesson 11).

### **Suffixes and prefixes**

- (a) learner, teacher, writer, worker, actor, operator
- (b) education, admission, pollution, extension, nomination, confession
- (c) happiness, sadness, weakness, dryness, silliness, forgetfulness
- (d) accuracy, fluency, diplomacy, infancy, supremacy
- (e) scarcity, crudity, flexibility, productivity
- (f) friendship, scholarship, membership, ownership
- (g) development, government, enjoyment, excitement
- (h) childhood, motherhood, fatherhood, brotherhood
- (i) hopeful, forgetful, peaceful, eventful
- (j) pious, poisonous, delicious, outrageous
- (k) active, passive, productive, constructive
- (l) harmless, treeless, useless, spiritless
- (m) happily, sadly, stupidly, nicely
- (n) immature, impartial, inedible, inconvenient
- (o) unjust, unclear, uncomfortable, unethical
- (p) disappear, dislike, disconnect, disqualify
- (q) misunderstand, misbehave, misinform, misconduct
- (r) overdo, overhead, overthrow, oversleep
- (s) proactive, pro-government, pro-revolutionary, pro-American
- (t) anti-Russian, anti-social, anti-war, antiseptic

Group (a) : Here the suffix *er/or* is used with verbs and has made them into nouns, e.g., *learn+er = learner*. These nouns usually mean persons who are the doers of some activity.

## **33.**

### **Know the pronunciation**

You may infer the meaning of a new word from its context (B1). You may know its grammatical meaning and form (B2). But you may not know how to say the word. Though this matter of pronunciation is not very important while you are reading something silently for comprehension, yet you should know how to say the new words you come across in a reading text. This is because you may have to use these words while you speak to somebody or you may have to understand them while somebody use them in his/her speech. So, you should learn how to say the new words you find in your texts.

One way of learning how to pronounce a word is to hear the word said with correct stress and pronunciation. Your tutor or a fellow student can help you. Or, if you somewhat regularly listen to radio and watch television programmes and consciously try to learn the pronunciation of some words,

you are likely to hear them said, if not in a single programme but over the time.

This is perhaps the best way to learn pronunciation, because English pronunciation does not always follow some fixed rules. It is often irregular and depends on convention.

### **3.1**

**Try to pronounce the following groups of words:**

- (a) comb, debt, calm, palm, knee, knife, fasten, soften, psychic, receipt, hour, heir. (Underlined letters are silent.)
- (b) flu/flew, steak/stake, through/threw, place/plaice, dough/does, rough/ruff. (Each pair is pronounced exactly in the same way.)
- (c)
- (i) He took the **lead** in organising the protest meeting.  
**Lead** poisoning is a serious health hazard.
- (ii) I used to **wind** my old watch every morning.  
 The **wind** is strong, so don't go out now.
- (iii) I'll be back in a **minute**.  
 The **minute** details of the incident are published in today's newspapers.

The two words in bold type in each pair of the sentences in (c) above are spelled in the same way but are different in pronunciation.

These are only a few examples to show how difficult English pronunciation is to us. Especially to the foreign language learners who may have some opportunity to hear English spoken in classroom, but who have hardly any scope of hearing or using English outside the class.

However, there are some rules that can really help you to learn pronunciation. And a good dictionary can help you best in this respect.

### **Activity - 3**

**1. What are the context clues to finding meanings of the underlined nonsense words in the passage below ? What do these words mean?**

Mr. Benet was booding on an arm-chair with a kriomit in his hand. As he was reading it, he came across a funny terara standing on its head. Beneath it was a short glottsy that told about a joker who used to sheekh his living by paandoning all sorts of physical feats.

**2. Read the passage below. Write the meanings of the underlined words with the help of the context clues and grammatical forms used in the passage.**

Freedom to learn, to think, to speak, and to publish are among the basic elements of a democratic way of life. In the seventeenth century, these freedoms were restricted throughout most of Europe. Many of the colonial leaders brought negative thoughts about these freedoms along with them to the New World. From the earliest days, they had misgivings about the growing spirit of independence among the settlers. These leaders believed that it was dangerous to educate men and women or even to allow them to read freely. In fact, one such leader, William Berkeley, Governor of Virginia, went so far as to boast that while he was governor, there were neither free schools nor printing presses in his colony. On the other hand, many colonists held an opposing view. They believed that people should be free to learn, to think and to express their opinions. They also believed that printers should be free to print and distribute their own thoughts and the thoughts of others.

One of these colonists was John Peter Zenger. Zenger's *New York Weekly Journal*, begun in 1733, spoke out in opposition to the King's government. Then in the autumn of 1734, Zenger was arrested for printing criticism of the governor. Under British law, this made him guilty of criminal libel, even if the criticism was true.

Zenger's arrest excited intense interest throughout the colonies. Fortunately, Andrew Hamilton, one of the ablest lawyers in America, agreed to defend him. Hamilton argued with force and passion. He argued that the charges printed by Zenger were true; therefore, they were not libelous. He asserted that Zenger had been fighting for the right to speak and write the truth. In short, he had been fighting for liberty itself.

The jury returned a verdict of not guilty and John Peter Zenger, editor and publisher, walked out of the courtroom as a free man.

This landmark decision helped establish in America the principle of freedom of the press.

### **Explanatory Notes**

#### **suffixes and prefixes**

group (b): Here the suffix tion/sion is used with verbs and has made them into nouns, e.g., educate+tion=education; extend+sion=extension; pollute+tion=pollution

These nouns usually mean processes through which something happens



group (c): Here the suffix 'ness' is used with adjectives and has made them into nouns, e.g., happy+ness=happiness; silly+ness=silliness; weak+ness=weakness

These nouns usually mean mental state.

group (o): Here the prefix 'un' is used with adjectives and has given them the opposite meaning, e.g., un+just= unjust; un+clear=unclear; un+comfortable=uncomfortable

group (p): Here the prefix 'dis' is used the verbs and has given them the opposite meaning, e.g., dis+like=dislike; dis+appear=disappear; dis+qualify=disqualify

### Answer key (Activity - 3, No-2)

**restricted** limited; for example, *Speed is restricted to 30 kilometres in towns.*

**colonial** related to a country that controls and rules other countries; for example, *Bangladesh was under colonial rule for many years.*

**misgivings** a feeling of doubt, distrust or fear about what might happen or whether something is right for example, *I have serious misgivings about taking the job*

**settler** someone who goes to live in a new place where there are few people

**freely** if you are allowed to read freely you can do it as much as you like and in whatever way you like; for example, *You may require courage to speak freely*

**leader** the person who directs or controls a team

**boast** to talk too proudly about one's achievements or abilities; for example, *He is always boasting about his success.*

**lawyers** someone whose job is to advise people about laws

**defend** to protect; for example, *When the dog attacked me I defended myself with a stick*

**verdict** an official decision of a law court; for example, *The jury announced their verdict.*

**This land mark decision** The decision that makes a turning point

## Lesson - 6 : Dealing with New Vocabulary - 2

*Objective : After you have studied this lesson, you will be able to -*

- recognise how a text is organised with the help of clue words.

### *A.*

A piece of writing always carries some meaning to its reader. That is, the reader gets a message, an idea or a feeling by reading a text.

Read these sentences :

- (1) The story-book is fascinating.
- (2) I had a headache.

Do these sentences give you a single message, idea or feeling? Two sentences have two messages. Taken together, they do not give any feeling of unity. So, they do not make sense as a unified idea.

Do you know why they fail to do that? These are rather isolated sentences – they are not organised to form a text giving a single message.

Now read this sentence.

- (3) Though I had a headache, yet I could not stop reading the story-book, because it was fascinating.

The two isolated sentences have been organised here according to some patterns based on contrast, ‘cause and effect’ and ‘pronoun reference’.

Notice the **contrast** between *my having a headache and, in spite of that, my reading the story-book*. And then notice the **effect** : *I could not stop reading the story-book* and the **cause** : *it (the book) was fascinating*. Also notice that ‘it’ is used for ‘the story-book.’ That is, ‘it’ (a pronoun) stands for a noun, the ‘story-book.’

The pattern of text organisation here is built up with some **clue words**. For example, **though** and **yet** are the clue words for **contrast**, **because** is used for **cause** and **effect** and **it** for referring back to its noun, i.e., **the story-book**.

### *B.*

Notice the following patterns of organising a text with the help of some clue words/phrases.

**1**

The **time sequence** of an event/action in a text is expressed through the use of these clue words: *now, before, after, soon, during, while, immediately, since, until*, e.g. :

**During** our journey by boat, we saw beautiful countryside on either side of the river.

**2**

The, **event-order**, i.e., the order in which something happens, is shown with the use of these clue words: *first, second, last, then, next*, e.g. :

**First** he gave a brief talk and **then** he invited questions from the audience.

**3**

A word, phrase or concept is **defined**, using such clue words as: *is, means, like*, e.g. :

An **anecdote is** a short, amusing account of something that happened in the past.

**4**

A statement is often **clarified**, either with something new added to it or with an example or examples. The clue words used for this type of text are: *in other words, of course, that is, clearly, for example/instance*, etc., e.g. :

You should take some simple precautions during a long journey, **for example**, drinking enough safe water.

**5**

A statement is often **summarised** with these clue words: *in short, in brief, to sum up, in conclusion, on the whole* etc., e.g.:

To improve your reading skills, read English newspapers, journals, magazines, stories, **in short**, any materials available.

**6**

Things, events or ideas are often **compared** to show their similarities with the use of these clue words: *similarly, similar to, compare with, also*, etc., e.g.:

Even a blind mother can recognise her child by just hearing its cries. **Similarly**, she can identify it by just touching its skin.

**7**

Things, events or ideas are often **contrasted** to show their dissimilarities or differences. The clue words used for this purpose are: *though, although*,

*yet, however, but, on the contrary, at the same time, in fact, on one hand ... on the other hand, etc., e.g.:*

**Although** he is just 16, he has all the qualities of a politician.

### 8

The **cause** and **effect** of an action are expressed through the use of such clue words as: *as a result, because, accordingly, consequently, hence, as, therefore, so, thus, etc., e.g.:*

The farmer could not prepare his land properly. **Consequently**, he had a poor harvest.

### 9

In a text noun words, phrases or clauses are often **referred** to by some pronoun words, such as: *it, he, she, they, himself, herself, themselves, its, his, her, their, I, we, you, this, that, which, what, whose, who, whom, etc..* Even some noun words can be used as referring words, e.g.:

Every day Ms. Shefali Majumdar, an English <sup>1</sup>**teacher** of the Dhanmondi Preparatory School, takes <sup>2</sup>**her** three <sup>3</sup>**children**, Kamal, Monika and Naina, to <sup>4</sup>**school**. <sup>5</sup>**The Children** study in <sup>6</sup>**their** <sup>7</sup>**mother's** school <sup>8</sup>**which** is only about half a kilometre from <sup>9</sup>**their** home. While the <sup>10</sup>**son** is in class 5, the <sup>11</sup>**daughters**, <sup>12</sup>**who** are <sup>13</sup>**twins**, are in class 2. Usually <sup>14</sup>**they** walk to school.

See how the numbered words refer to other words in the above example :

1	teacher	refers to	Ms Shefali Majumdar
2	her	refers to	Ms Shefali Majumdar
3	children	refers to	Kamal, Monika and Naina
4	school	refers to	Dhanmondi Preparatory School
5	the children	refers to	Kamal, Monika and Naina
6	their	refers to	Kamal, Monika and Naina
7	mother's	refers to	Ms Shefali Majumdar
8	which	refers to	Dhanmondi Preparatory School
9	their	refers to	All of them (mother & children)
10	son	refers to	Kamal
11	daughters	refers to	Monika and Naina
12	who	refers to	Monika and Naina
13	twins	refers to	Monika and Naina
14	they	refers to	All of them (mother & children)

### Activity

1. You have seen some nine patterns of organising a text. You have also seen that more than one pattern can be used in organising a particular text [see A sentence (3) above]. Now read the following texts and write how different patterns and clue words are used in organising them.

**Text : A**

While I was walking through the thick forest, I saw some strange birds making shrill sounds in a big tree that frightened me.

**Text : B**

Shuma could not study for about three weeks as she was sick. Also her father had a heart attack just two weeks before her exams. So, she thought she would not be able to take the exams. However, just a week before her first paper, which was Bangla, she began to feel better. Immediately, she started preparing for the great ordeal. Shuma took her exams, but she could not do well in English and maths, which made her upset.

2. Rewrite the following jumbled sentences to make them organised texts. Explain what patterns and clue words have helped you to organise the texts.

- 1
  - (1) The shop was profitable.
  - (2) In this way, they made a good profit.
  - (3) The students worked in their shop by turns.
  - (4) Last year the students started a cooperative shop in their school.
  - (5) All the year they learned and worked together.
  
- 2
  - (1) Without a tail the fox looked strange and he felt bad.
  - (2) He asked all the foxes of the jungle to come to a meeting.
  - (3) One day a fox fell into a trap while he was walking through a jungle.
  - (4) At last he could free himself from the trap, but he left his tail behind.
  - (5) But he was clever and he made a plan.
  - (6) One of the wise old foxes was listening.
  - (7) The clever fox said, "We don't need them. A tail looks ugly. It is not useful and it is always dirty."
  - (8) The old fox continued, "You want us to cut off our tails because you have lost your own tail."
  - (9) He paused, looked around and then said, "Therefore, my friends, cut off your tails."
  - (10) He tried and tried for quite some time to get out of the trap.
  - (11) The other foxes said, "We don't know. We have never thought about our tails."
  - (12) When they came, the fox without a tail said, "My friends, listen. I have found something new. Tell me, why do we need our tails"? He said, "My dear friend, your plan is interesting but foolish. You have no tail."

**MCQ**

1. When different from you are comparing objects or situations and saying that they are completely each other, you will use
  - a. though
  - b. because
  - c. during
  - d. until
  
2. The time sequence of an event/action in a text is expressed through the use of
  - a. now, before, after, soon, during, etc.
  - b. of course, that is, clearly, for example
  - c. in conclusion, on the whole, to sum up
  - d. similarly, similar to, compare with
  
3. The cause and effect of an action are expressed through the use of
  - a. as a result, because, accordingly, consequently
  - b. now, before, after, soon, while
  - c. which, what, who, whom
  - d. in conclusion, in the whole, in short

## Lesson - 7 : Reading Charts and Graphs

*Objective : After you have studied this lesson, you will be able to -*

- get specific information from a chart or graph.

*A.*

We have to read many things in life, depending, of course, on our ability to read. We read textbooks, fiction, non-fiction, reports, letters, newspapers, journals, magazines and so on. We also read maps, timetables, charts, graphs, road signs, etc. The purpose of our reading is to get information, ideas or simply pleasure from the reading materials.

The information contained in charts and graphs is not usually stated or described in complete sentences – it is often visualised through figures, diagrams and some key words/phrases. Suppose you are going to Sylhet by train. You are now standing at Kamalapur Railway Station, looking at the big timetable above the entrance to the platforms.

On the timetable information about different trains to different destinations is given. But you are interested in only one specific train – the train to Sylhet.

### Kamalapur Railway Station TIMETABLE

Departure		Arrival	
Time	Train	Destination	Time
0730	Upokul	Noakhali	1325
0700	Parabat	Sylhet	1335
0750	Tista	Dinajpur	2135
0810	Mahanagar Provati	Chittagong	1355
0840	Padma	Jagannathganj	2120
0950	Egarasindur	Kishoregonj	1350
1330	Jayantika	Sylhet	2110
1500	Mahanagar Godhuli	Chittagong	2125
1630	Jamuna	Jagannathganj	2220
1700	Suborna Express	Chittagong	2205
1800	Ekota	Dinajpur	0740
2200	Upabon	Sylhet	0530
2300	Turnanishitha	Chittagong	0530

If you look at the timetable you will find that one train *Parabat* had already left for Sylhet at 0700. And the next train available for Sylhet is *Jayantika* that is going to leave at 1330. It will reach Sylhet at 2110.

This is a reading skill, and by using this skill, you have got the information.

How do we know that you have got the right information?

There are three ways of making sure that you have got it.

• **By doing**

After reading the timetable, you can go to the right platform, get into the right compartment and take your seat before the train leaves the station.

• **By speaking**

If someone, who cannot read, asks you about when this train arrives at Sylhet, you will look at the time and tell him/her that it arrives at Sylhet at 2110.

• **By writing**

Most information you get from charts, diagrams, etc. can be written for further and/or future use.

These last two skills, i.e., **speaking** and **writing**, are commonly used by the students and researchers to facilitate their study.

So, in order to ascertain that you have got the right message, you have to transfer the information from one skill (here reading) to another (either speaking or writing mainly).

**Activity - 1**

**1. Read this chart and answer the questions that follow.**

Number of students sitting for the SSC examination from all the Boards during 1994-98

Name of Board	1994		1995		1996		1997		1998	
	Women	Total	Women	Total	Women	Total	Women	Total	Women	Total
Dhaka	87772	219872	98851	235829	60454	138400	93971	215604	92822	210270
Comilla	66782	168801	79487	189605	35373	80464	53436	119472	53975	119691
Chittagong	--	--	--	--	19938	44218	28394	62315	27530	59541
Jessore	54818	135575	54837	142367	30922	74951	55554	136129	55497	136311
Rajshahi	54818	161583	67971	197334	50094	126234	72469	183345	78036	196487
Total	258612	685831	301146	765135	196781	464267	303824	716864	307860	722300

Source : 1998 Education Week booklet

**Notice** that the number of male students has not been shown in a separate column. But if you subtract the number of female students from the total number of students, you will find the figure of male students taking the examination. Question 1 is done for you.

(a) 1 How many students took the 1997 exam from Chittagong Board ?

Ans. 62315. or 62315 students took the 1997 exam from Chittagong Board. (We normally give the first answer.)



- 2 What was the total number of students who took the 1994 SSC exam from all the Boards?
- 3 How many female students sat for the 1996 exam. from Dhaka Board?
- 4 How many male students took the 1998 exam. from Jessore Board?
- 5 In which year did the highest number of female students take the exam. from Comilla Board?
- 6 In which year was the number of students taking the exam from all the Boards lowest?

(b) Make 10 more questions from the chart and write answers to them.

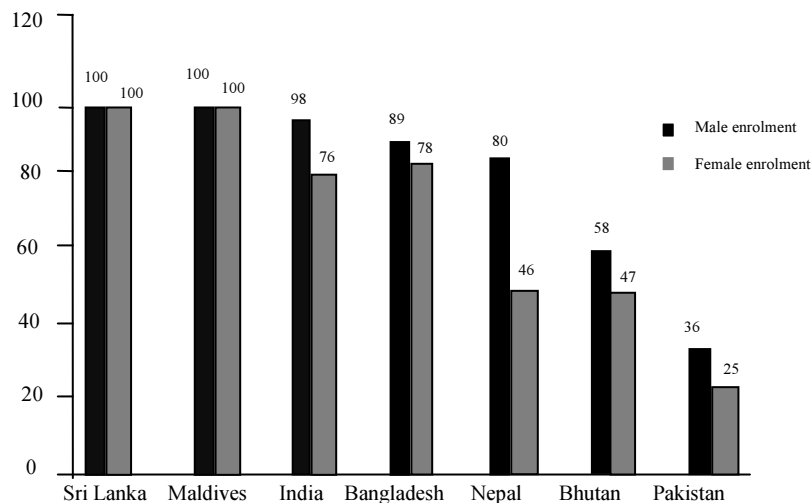
*B.*

Sometimes a graph helps you more than language to have a clear picture of a situation or development.

### Activity - 2

Look at the chart and answer the following questions.

Male-female gaps in net primary enrolment



Source : Mahbubul Haq & Khadija Haq, The University Press Ltd., Dhaka, 1998

- 1 Which countries do not have any male-female gap in primary enrolment?
- 2 Which country has the widest gap between the male-female enrolment?
- 3 Which countries have the same ratio of male-female enrolment?
- 4 Which three countries have the same male-female enrolment gap?
- 5 Describe the male-female enrolment gap in India.

*C.*

Apart from asking and answering questions, you can write a composition, usually a paragraph, using the information you get from a chart/diagram. Look at how the information got from the chart below is expressed in the following paragraph.

### Bangladesh

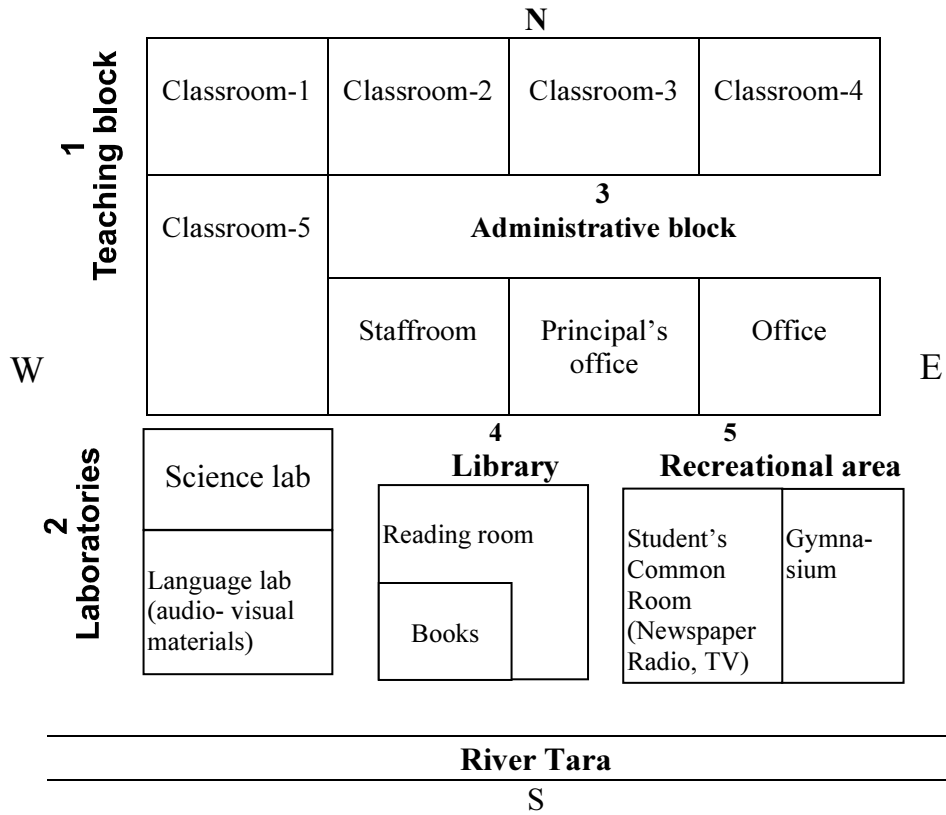
Location	Area	Popu- la- tion	Tempera- tures	Annual rainfall (average)	Adminis- trative units	Cities & seaports
20°34' -- 26°38' N 88°01' -- 92°41' E	144000 sq km	122 m	max 38° c min 10° c	78.8 inches	6 divs., 64 dists., 492 thanas & 4,472 ups	<u>Cities :</u> Dhaka (capital) Chittagong, Rajshahi, Khulna, Sylhet <u>Seaports:</u> Chittagong Chalna

Bangladesh is a small country situated between 20°34' - 26°38' N and 88°01' - 92°41' E. It has an area of only 144 thousand sq. km. But it has a very big population of 122 million. The country experiences temperatures ranging from a maximum of 38° C (average) in May-June to a minimum of 10° C (average) in January - February. The average annual rainfall is 78.8 inches. The administrative units of Bangladesh consist of 6 divisions divided into 64 districts, 492 thanas and 4472 union parishads. Dhaka, the capital city, has a population of about 9 million. Other big cities include Chittagong, Rajshahi, Khulna and Sylhet. Bangladesh has two seaports – Chittagong and Chalna.

#### Activity - 3

Follow the diagram of a college. Let's call it "Ideal College". There are five main areas in the diagram. Read the diagram and write a description of the college. You may write 5 brief paragraphs on the five areas. Use these expressions: on the (north, northern side), south, etc. of), in the (corner, middle, etc.), beside, next to (etc.).

**IDEAL COLLEGE (estd. 1995)**



You may give an introduction like this :

Ideal College stands on the northern bank of the river Tara. It is a small but well-designed newly built college. . .

## Lesson - 8 : Predicting

*Objective : After you have studied this lesson, you will be able to -*

- tell what a reading passage is going to be about.

### *A*

Often you have to read a passage silently either in a test or in a textbook. In either case, you don't have to read the passage word for word. Reading every word in a passage is time-consuming, i.e., it takes a lot of time. Also it is like plodding (i.e. going slowly) through the passage aimlessly looking for all the information and all the ideas in it.

This kind of reading hinders you from becoming a fluent reader. An efficient reader is one who can read a passage quickly and get the meaning which is expressed in the language of the passage. This meaning is intended for the reader. In order to do that, you don't have to look at every word in the passage. On the other hand, you have to acquire techniques of predicting, i.e., being able to see or guess what words, expressions, ideas, etc. are coming next. There are indications or hints in reading passages which help efficient readers to predict both the language use and the theme that will follow. Their knowledge of the language (here English) and experience about the world around them help them make these predictions. Here are some of the ways efficient readers make use of the indications they find in a reading text. (See lesson 6, section **B** also.)

### 1 Identifying patterns

Take this example :

Though he got 80% marks in his maths papers, . . . . .  
When you come across a sentence part like this you expect some **contrasting idea** to complete the sentence. It can be: *he is not good at keeping simple accounts* or *he failed his English tests*. You wouldn't definitely expect something similar in other papers. For example, you wouldn't say, *he got high marks in other subjects*.

### Activity - 1

**Read these sentence parts and complete them.**

- 1 If there had been more lifeboats on the Titanic, . . . . .
- 2 A is very tall but his brother B . . . . .
- 3 He was not allowed to board the plane because. . . . .
- 4 I gave the beggar a used shirt. Also . . . . .
- 5 The over-bridge on this busy crossroads . . . . .
- 6 Samira was a very good student, whereas . . . . .
- 7 I watch television at night after . . . . .

- 8 They closed a part of the road in order to .....
- 9 Eating too much animal fats .....
- 10 As the prospect of food production in the country is very bright this year, .....

## 2 Looking at the title of a passage

Suppose the title of the article you are going to read is ‘Air Pollution’. Now before you read the article/passage, think about the title and write 10-15 words which you expect to see in the passage. (If you have another student with you, say in a tutorial session, you can discuss with him/her what you both think about the theme of the passage and predict some words).

Probable words will be: *environment, pollute, smoke, burn, petrol, diesel oil, care, buses, trucks, two-stroke engines, mills, factories, inhale, sick, disease, prevent, etc.*

After you have done this, you have already got some general ideas about the theme of the article. Now read the article. Your reading will be somewhat directed and focused, and as such you can quickly get the message from the reading passage. Now check whether the words you have chosen have appeared in the text or not. You may find that some words might have appeared but didn't.

### Activity - 2

Write 10-15 words for each of these topics:

- (1) Traffic Jam
- (2) The Country Road
- (3) A Picnic
- (4) A Rickshawala
- (5) A Winter Night
- (6) Life without Electricity and Gas

## 3 Looking at the title and headings for each section

If you look at the title and the headings for each section before you read the article, you will have a mental picture of what the passage is going to be about.

Take this example :

For the title of an article : “Rivers in Bangladesh,” the following headings are possible :

- (a) Land of Rivers
- (b) Curse or Blessing
- (c) Fertility of Soil
- (d) Use in Irrigation

- (e) Sources of Energy
- (f) Means of Transport
- (g) Sources of Food
- (h) Proper Use

If you go on to read the article with all these points in mind, you can quickly get the main ideas about our river wealth. Most importantly, you can swiftly identify any specific point in the article. For example, to answer a comprehension question like **What transport is used in our rivers?** You can predict the answer (i.e. boats, launches, steamers, etc.) and check it quickly by reading only section (f).

### Activity - 3

One question (e.g., What transport is used in our rivers?) on section (f) above has already been asked. Read the headings (a) - (h) again and make 10 questions (at least 1 from each heading). Now write answers to them.

### 4 Look at the picture(s), diagram(s), etc. if the reading passage has any.

Pictures, diagrams or any kind of visuals in a reading passage can help you to make predictions on what the passage is going to be about. Look at this picture, for example.

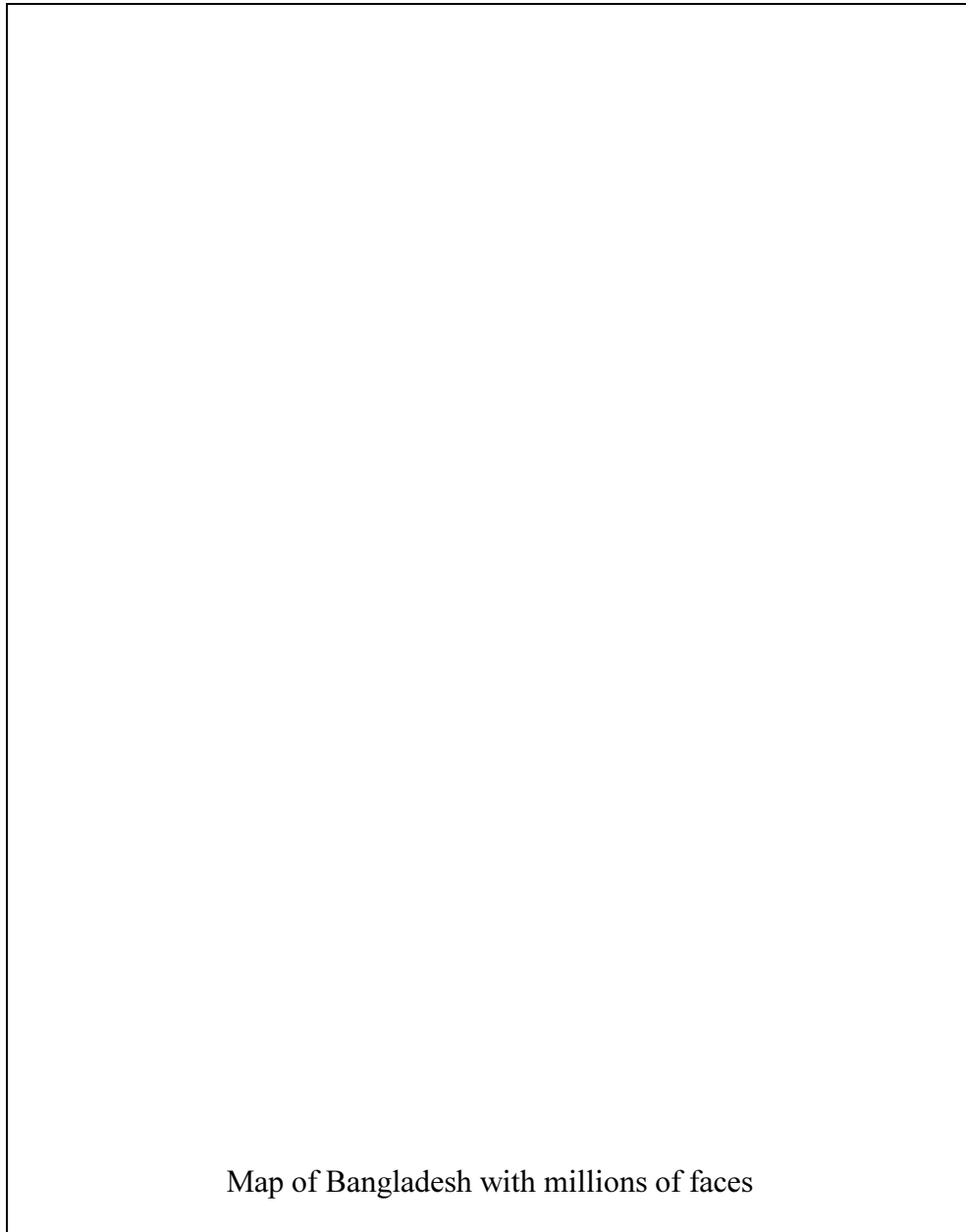
Picture

A farmer is ploughing - wearing 'lungi' and bamboo/straw hat, bare body, a little girl with food and water standing nearby . . .

You can predict that the theme of the passage with this picture will relate to a farmer's life – his clothes, his food, his work, working conditions – easy or hard, etc.

**Activity - 4**

Imagine that the following picture appears in a reading passage. Looking at the picture, describe with as many details as possible what the passage is going to be about.



## **Answer key (Activity - 2)**

‘Traffic Jam’

probable words : street, busy, rush hour, reckless, angry, pollution, inhale, car fume, fly-over

‘The Country Road’

probable words: muddy, tea stalls, rickshaws, big trees, shade, hawkers, exhausted people, hardly any construction, grocery, no mills or factories

‘Picnic’

probable words: holiday, picnic, ready, hire, bus, hills, meals, fun, jokes, sunset, return

‘Rickshawala’

probable words: poor, no regular meal, hardworking, little money, illiterate, diseases, slums, unhygienic, skinny, malnutrition, many children

‘A Winter Night’

probable words: cold, foggy, warm bed, ghostly atmosphere, warm clothes



## **Lesson - 9 : Understanding the Writer's Purpose or Intention**

*Objective : After you have studied this lesson, you will be able to -*

- tell, discuss and evaluate the writer's intention or purpose from a reading passage.

*A.*

### **Purposes for writing**

A writer has a purpose for writing. Various writers write for various purposes. However, the most common purposes are to :

- inform
- describe something
- discuss something
- define something
- state a problem
- classify
- analyse
- compare
- tell a story
- offer a solution
- present new information
- suggest an alternative
- defend an action or idea
- convince or persuade
- criticise
- entertain
- evaluate

You can be aware of the writer's purpose before, while and after you read a passage. Often the purpose or intention is clearly expressed in a reading passage but sometimes it is implied. To be an effective reader, you should be able to identify and clearly understand the writer's purpose – expressed or implied.

However, determining the writer's purpose is not a difficult task. There are some clues provided in the text and some others usually outside the text, which can help you identify and understand the purpose.

## **3.**

### **Clues in the text**

#### **1) Titles, headings, sub-headings, boldface and italics**

You can quickly glance at these features in a reading text and find some indications to the author's purpose.

Suppose you have to read two articles – (1), **Illiteracy and malnutrition**, and (2), **Save the jungle – save the world** with relevant headings and subheadings. The purpose of the first article is to clearly inform the readers and to make them aware of the causes of malnutrition and the remedies thereof. While the purpose of the second article is not only to inform but to convey the importance of the message. This difference in the purposes is noticeable from the use of language. Compare the plain language of the first title with the poetic and emotionally charged language of the second title. Also boldface type and italics can focus on some key words that signal the writer's purpose.

#### **2) The main idea**

The purpose for writing is closely related to the main idea of a reading passage. Suppose the main idea of an article is :

**'Baby taxis' and 'tempos' have to be phased out if we want to make Dhaka a pollution-free city.** It is clear from this idea that the author's purpose here is to state a problem and then to suggest an alternative. Hence, even if the purpose is not clearly stated, the main idea can provide clues to finding the purpose.

#### **3) Statement of purpose**

The obvious clues are often stated (by a writer at the beginning of his/her article) in the following ways: "This article outlines the present position . . . . .," "My purpose is . . . . .", "This discussion is focused on . . . . .", "My intention is . . . . .", etc.

#### **Activity - 1**

Read the following passage, identify as many clues as you find in the text (e.g. the title, headings, subheadings, boldface, italics, the main idea and the statement of purpose). Finally determine the writer's purpose from these clues.

## **Bachelor in English Language Teaching (BELT)**

### **What is it ?**

BELT is a bachelor's degree-level teacher training programme. It trains you in the modern methods of teaching English.

### **Who is it for?**

BELT is mainly for secondary school teachers of English in Bangladesh. However, higher secondary and tertiary level teachers of English will also find the programme useful. Even educated parents, guardians and others interested in the teaching of English may find it helpful.

### **How long is the programme?**

The duration of the programme is four semesters, i.e., two years.

### **How many courses and credits does the programme have?**

The BELT programme has **23 courses** and **72 credit hours**. One credit hour is equivalent to 15 hours of class work (as is done at the traditional colleges and universities) and additional 10-15 hours of study.

### **Who can register?**

Anybody with a bachelor's degree or an equivalent degree and with a keen interest in the teaching of English at the secondary level can register for the programme. Practising and prospective teachers of English at the higher secondary and tertiary levels can also register.

### **How do I apply?**

Simple. The admission dates are announced in the leading English and Bengali dailies and also on the radio and TV programmes of BOU. The addresses of our Regional Resource Centres (RRCs) will be given in the advertisements. A list of banks will be available at our RRCs. Go to the nearest authorised banks and pay Tk. 100. Then go to the RRC you have chosen, show the payment receipt and collect your **Student Guide** with the attached **admission form**. The student guide will give you all the necessary information.

### **4) Introduction, summaries and conclusions**

The introduction, summary and conclusion in an article are likely to give you a clear idea about the writer's intention. So, it is worthwhile to glance at these sections before you start reading the article in detail.

### **5) Writer's tone**

The writer's tone or mood varies according to his/her mental conditions. And it is this tone or mood that influences the writer's purpose or intention. For example, if the tone is friendly, humorous or lighthearted, the writer's purpose is more likely to entertain than to evaluate or criticise. If, on the other hand, the writer is emotionally charged or excited, the language he/she will use will give you good clues to his/her purpose which is likely to convince or persuade. Look at the use of language:

“Those verdant, beautiful forests – irreplaceable treasures for living things – vanishing every day, leading the only habitable planet on to the precipice of destruction! Shouldn't we stop the pillage and save the forests, save the life and save the world?”

The words and expressions heavy with emotions convey the purposes of the writer, which are to emphasise the message about serious environmental degradation and to persuade the readers to save the world.

*e.*

### **Clues outside the text**

#### **1) Writer's background**

If you know the background of a writer, it often becomes easier for you to predict what he/she would say or try to say about the theme of his/her writing. This knowledge about writer's background, therefore, helps you to evaluate whether his/her intention or purpose is biased or objective. For example, if a writer is an economist and a human rights activist, his/her article on “Poverty Alleviation and Human Resources in Bangladesh” will definitely state problems and suggest alternatives.

#### **2) Publication date**

The time when something was written and published often provides some clues to the purpose behind writing it. An article on “The Status of English in Bangladesh” written immediately after our Liberation in 1971 and another article on the same topic written today will not definitely have the same purpose. This is because the socio-political and economic situations and the needs for English prevailing at both the times are not the same.

### **Activity - 2**

Read the passages and answer the following questions for both the passages.

*1*

According to an old saying, “Diamonds are a girl’s best friend.” However, that kind of “best friend” is expensive! Today, many women are finding that CZ can be a “friend,” too.

CZ, cubic zirconium, is an artificial diamond. It is also called phyanite cubic zirconium. The preferred term for artificial gems is simulant, so CZ is a simulant, substitute, or imitation diamond. It appeared on the diamond scene about two or three years ago and has been gaining in popularity ever since.

CZ is very much like the diamond in its characteristics. It is not zircon and it is not a synthetic diamond. CZ is made by cooking natural stone (ZrO) at 5,000 degrees Fahrenheit. Originally, CZ was made for use in airplane windows, bricks, or laser optics.

How is CZ different from the diamond? For one thing, it is much heavier – almost twice as heavy as diamond. Secondly, CZ reflects less white light than the diamond, and cubic zirconium does not become yellow with age.

There are other kinds of imitation diamonds made from glass and strontium titanite. But, most experts agree that CZ is far superior to these. It has, on occasion, fooled experts!

Of course, a ring made from CZ is not a diamond ring. People tend to prefer natural diamonds. Nevertheless, experts believe that the value of a gem depends upon its beauty, rarity, and durability. CZ has two of these qualities: beauty and durability.

No doubt, diamonds will continue to be much sought after as a girl’s “best friend,” but cubic zirconium, perhaps, can at least be a “good friend.”

*2*

To put it bluntly, marriage is not romantic. Even under the most favourable circumstances, strain and pain characterise the first adjustments. Consider how different is the vantage point from which the couple sees one another before and after marriage. On dates, the fellow was dressed in his best clothes; the girl spent hours grooming herself to “go out.” Both felt in top spirits because they were having “fun”. After marriage, she groggily crawls out of bed to turn off the alarm clock. He learns to smile when she burns his breakfast. They have less money for recreation at movies, dances, or nightclubs and more time when they must work together on serious problems. Before marriage, they may have lived with parents. The girl did not need to cook or clean or shop. The fellow did not contribute substantially to the budget of the household. After the ceremony, they are supposed to manage a home of their own.

**Questions**

- 1 Write what you can find out about the background of each writer.
- 2 What thought/information is the writer trying to convey or give?
- 3 Does the material appeal to any emotions? If it does, what emotions are they?
- 4 What is the implied message, if any?
- 5 How can he make the message clearer?

## Lesson - 10 : Making Notes

*Objectives : After you have studied this lesson, you will be able to -*

- say why note-taking is important and
- make notes from a reading text.

*A.*

### **Where will you take notes from ?**

You may listen to some lectures or some recorded speech and take some notes from them. Again you can read a news item, a short story or any written composition and take some notes about it. Here in this lesson we will deal only with this second type of note-taking, i.e., note-taking from reading a text.

*B.*

### **Why is note-taking important ?**

Note-taking is a study skill. You, as a student or official, often have to read a text (say, a report, an article in a journal or a chapter in a textbook) to get the message from it by understanding the facts, ideas and feelings expressed in the text. And this you do mainly for two purposes: (1) to use the message in your own writing, such as answers to questions, reports, articles, etc. and (2) to use the message while giving a lecture or talk or leading a discussion.

*C.*

### **How should you take notes from a text ?**

**Follow these steps :**

*1*

Use a particular structure of your notes. Your notes should not look like a printed page filled with sentences from top to bottom and from margin to margin. Your notes on a page of your notebook should form a particular shape that you can easily picture in your mind. This is particularly important if you are using your notes while giving a lecture/talk to an audience.

- 1) Write your notes clearly so that you can easily read and understand them at a later stage.
- 2) Make a list of the facts in the text chronologically. Put a number for each fact.
- 3) Ascertain and list the key ideas and leave out unessential information.
- 4) Put down your own ideas about, and reactions to, the text.

The last point is important for understanding the text critically. In other words, only when you thoroughly understand the writer's purpose, tone and message conveyed in the text, you will be able to note your own ideas about and reactions to the passage.

**D.**

### **Different forms of notes**

The floors of the ocean contain many riches that can be used by men. Oil and some chemicals and minerals already are taken from the sea.

By using nuclear energy, ocean water can be turned into fresh water by removing the salt.

Producing food from farms under the sea is a possibility in the future. Food grown in the sea could help solve the problem of many of the world's people who go hungry every day. About 10-15% of the world's population do not have enough food.

Some scientists believe that some day the sea will be used to make electric power. This would meet the need for more power for the world's industries. The decreasing supply of coal, oil, and gasoline shows that the need to find new kinds of power is urgent.

### **Student 1**

Riches of the ocean

- Oil, chemicals, minerals
- Production of electricity
- Production of food

### **Student 2**

Why the ocean is important

The reasons are :

- (1) Oil, chemicals, minerals produced in the sea are useful.
- (2) Food may be produced in the under-water farms to meet food problems.
- (3) Electric power may be produced in the sea to supply more power to industries.

### **Student 3**

- (1) From the ocean human beings can:
  - (a) get oil, chemicals and minerals
  - (b) produce electricity
  - (c) get fresh water



(d) produce food

- (2) Explain how these things can be procured from, or produced in, the sea.
- (3) Only technologically advanced countries will benefit – explain.

**Activity**

1. Think about and write answers to these questions.

- (1) Which of the three notes of the students are incomplete and do not contain enough hints so as to help you describe all the points made in the text ?
- (2) In what way do the notes taken by the three students differ from one another ?

2. Read this passage and prepare notes.

Freedom to learn, to think, to speak, and to publish are among the basic elements of a democratic way of life. In the seventeenth century, these freedoms were restricted throughout most of Europe. Many of the colonial leaders brought negative thoughts about these freedoms along with them to the New World. From the earliest days, they had misgivings about the growing spirit of independence among the settlers. These leaders believed that it was dangerous to educate men and women or even to allow them to read freely. In fact, one such leader, William Berkeley, Governor of Virginia went so far as to boast that while he was governor, there were neither free schools nor printing presses in his colony. On the other hand, many colonists held an opposing view. They believed that people should be free to learn, to think and to express their opinions. They also believed that printers should be free to print and distribute their own thoughts and the thoughts of others.

(Thomas Kral  
English Language Programmes Division  
United States Information Agency  
Washington, D.C)

## Lesson - 11 : Using a Dictionary

*Objective : After you have studied this lesson, you will be able to -*

- use an English dictionary to find out the meanings of unknown words and expressions in a reading text.

*A.*

### **Finding the meaning of a word**

When you read some authentic materials like a newspaper article, a tourism brochure, etc. or a course-book passage, you are supposed to understand the meaning of difficult or unknown words from the context. But some words may still be unknown or unclear to you. What will you do to find out what these unknown/unclear words mean ?

### **Take this example**

*I saw an **orang-utang** last September.*

It is likely that you are not familiar with this word. Nor is the context clear, from which you can guess its meaning. If you don't know the word, it could be anything – a building, a big bird, a boat and so on. So, look up this word in a dictionary. You get the meaning, i.e. an ape with long reddish hair, that comes from Borneo and Sumatra. It is simple.

However, you can get the meaning of an unknown word clearly and quickly, if you can recognise and understand three things :

- (1) The grammatical class, i.e. whether the word is a noun or an adjective, or an adverb, etc.
- (2) Distinction between a countable and an uncountable noun
- (3) Whether the word is a derivative of another word

*A1.*

### **Recognise the correct grammatical class.**

Make sure that you know whether the word you are looking for is a noun, a verb, an adjective or any other class. Though this grammatical information does not give the meaning, it gives some clue to the meaning of a word. This clue is important because the meaning of a word often varies from its class to class. That is, it may have one meaning when it is a noun, but it may have another meaning when it is a verb or adverb.

If you look at the word **direct**, for example, in *Advanced Learner's Dictionary (ALD)*, you will find that it has a number of different meanings for each of its grammatical classes (taking one meaning for each class):

**direct** adj. straight, e.g. *a direct flight*

**direct** v. show someone how to get somewhere, e.g. *Could you direct me to the National Museum, please?*

Suppose you have to settle a dispute with someone. You are trying to get his views through a third person. But he has written to you about this, saying "I would like to have a **direct** talk with you." Now which grammatical class of **direct** is used in the letter? And once you can identify the class with the help of a dictionary, you can find the meaning easily.

### Activity - 1

Here is an entry for **fine** from *ALD*. Read it and find any four grammatical classes of **fine**. Give one meaning of **fine** for each class. Give an example sentence for each meaning.

**fine**<sup>1</sup> /fain/ *n.* sum of money that must be paid as a punishment for breaking a law or rule : *Offenders may be liable to a heavy fine.*

⇒ **fine** *v.* [Tn, Tn.pr, dn.n] ~ **sb (for sth/doing sth)** punish sb by a fine: *fined for dangerous driving. The court fined him \$ 500.*

**fin.able** /1 'fainebl/*adj.* (of an action) that is likely to be punished by a fine: *a finable offense.*

**fine**<sup>2</sup> /fain/*adj.* (-r, -st) 1 (a) of high quality : *a fine painting o a very fine performance o fine food, clothes, material.* (b) carefully and skilfully made; easily damaged; delicate: *fine workmanship o fine silk.* (c) good; beautiful; pleasing; enjoyable: *a fine view o We had a fine holiday in Switzerland.* o (ironic) *This is a fine mess we're in!* 2 (of weather) bright; clear; not raining : *It poured all morning, but turned fine later.* 3 made of very small grains or particles: *fine powder, flour, dust, etc.* o Sand is finer than gravel. 4 slender; thin: *fine thread o a pencil with a fine point.* 5 (of metals) refined; pure: *fine gold.* 6(a)difficult to perceive; subtle : *You are making very fine distinctions.* (b) that can make delicate and careful distinctions: *a fine sense of humour o a fine taste in art.* 7 (of speech or writing) ornate; rhetorical; complimentary, esp in an insincere way: *His speech was full of fine words which meant nothing.* 8 in good health; well; comfortable : 'How are you?' 'Fine, thanks.' 9 (infml) satisfactory: *I'm not very hungry - a small snack is fine for me.* 10 (idm) **chance would be a fine thing** ⇒CHANCE<sup>1</sup>. **the finer points (of sth)** the details or aspects of sth which can be recognized and appreciated only by those who understand or know it well: *I don't understand the finer points of snooker but I enjoy watching it on TV.* **get sth down to a fine art** (infml) learn to do sth perfectly: *She's*

*got the business of buying birthday presents down to a fine art. not to put too fine a point on it to speak plainly: I don't much like modern music – in fact, not to put too fine a point on it, I hate it. One fine day (in story-telling) on a certain day, in the past or in the future.*

➤ **finely** *adv.* 1 well; splendidly : *finely dressed*. 2 into small particles or pieces : *finely chopped herbs*. 3 with precision; in a subtle way : *a finely tuned engine* o *The match was finely balanced*. **fineness** **n** [U].

□ **fine art** (also the fine arts, art) art or forms of art that appeal to the sense of beauty, eg painting, sculpture, etc.: [attrib] *a fine-arts course*.

**fine-tooth comb** (idm) (**go over, through, etc. sth**) with a **fine-tooth comb** (examine sth) closely and thoroughly : *Police experts are sifting all the evidence with a fine-tooth comb*.

**the fine print** = THE SMALL PRINT (SMALL).

**fine**<sup>3</sup> /fain/*adv* 1 (infml) very well: *That suits me fine*. 2 (in compounds) in a fine<sup>2</sup> (1, 6) way: *fine-drawn* (i.e. subtle) *distinctions* o *fine-spun*, i.e. delicate. 3 (idm) **cut it/things fine** leave oneself only the minimum amount, esp of time: *If we only allow five minutes for catching our train, we'll be cutting it too fine*.

## *A 2.*

### **Recognise whether a noun is countable or uncountable.**

The meaning of some noun words depends largely on their being countable or uncountable. Usually abstract and mass nouns are uncountable, e.g. sincerity, love, milk, tea, silver, etc.. Look at these two sentences :

- (a) I drink a lot of **tea**, especially while I work.
- (b) Would anybody like a **tea** or coffee?

Now **tea** in (a) is a mass or uncountable noun while in (b) it is a countable noun. **A tea** here refers to **a cup of tea**. This kind of information is useful for understanding a text. And you can have it from a dictionary. In a dictionary a countable noun is usually shown with the symbol [C] and an uncountable noun with [U]. If only [n] is shown, the noun is usually countable. Of course, there are other ways/symbols which some dictionaries use for this purpose.

### **Activity - 2**

Write whether the word **performance** is [C] or [U] in these sentences. The dictionary entry for **performance** given below will help you to decide.

- 1 The team could not make even 100 in 50 overs. A **performance** indeed !
- 2 She has an excellent record of **performance** of her duties.

- 3 All the tickets were sold out for the evening **performance**.  
 4 Though it was a reconditioned car, I was happy to see its **performance**.

**Performance** /pə'eɪfɔ:məns/ *n* **1** [sing] process or manner of performing : *faithful in the performance of his duties*. **2 (a)** [C] performing of a play at the theatre or some other entertainment : *the evening performance o give a performance of 'Hamlet'*. **(b)** [U] **in** ~ performing in a concert or other entertainment : *Come and see her in performance with the new band*. **3 (a)** [C] (esp outstanding) action or achievement : *She won a gold medal for her fine performance in the contest*. o *His performance in the test was not good enough*. **(b)** [U] ability to move quickly, operate efficiently, etc.: *The customer was impressed by the machine's performance*, o Performance is less important than reliability in a car. **4** [C] (infml) **(a)** ridiculous or disgraceful behaviour : *What a performance the child made!* **(b)** (esp unnecessary) fuss or trouble : *He goes through the whole performance of checking the oil and water every time he drives the car*.

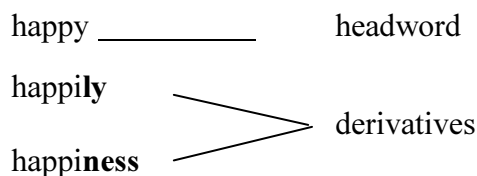
### A 3.

**Recognise whether the word you are looking for is a derivative of another word.**

A headword is the main word in a dictionary entry. It is printed in bold face or type and appears at the beginning of the entry.

A derivative is a word formed by adding a suffix (e.g. *ness* or *ly*) to a headword.

Look at this example :



So, you will find a derivative after the headword in the entry.

### A 3.1

Note these common suffixes which form derivatives:

- ◆ age (postage, breakage)
- ◆ al (magical, survival)
- ◆ an (Mexican, Italian)
- ◆ ance/ence (assistance, confidence)
- ◆ ant/ent (assistant, deterrent)
- ◆ able (fashionable, eatable)
- ◆ ary/ery (stationary, fishery)

- ◆ ative (illustrative, quantitative)
- ◆ ee (employee, refugee)
- ◆ eer (engineer, mountaineer)
- ◆ en (golden, hidden)
- ◆ ese (Japanese, Chinese)
- ◆ est (fastest, latest)
- ◆ fic (specific, terrific)
- ◆ fold (tenfold, manifold)
- ◆ ful (peaceful, handful)
- ◆ gram (kilogram, monogram)
- ◆ graph (autograph, telegraph)
- ◆ hood (childhood, brotherhood)
- ◆ ial (editorial, dictatorial)
- ◆ fy (terrify, beautify)
- ◆ ing (thinking, writing)
- ◆ ish (reddish, Spanish)
- ◆ ism (heroism, Buddhism)
- ◆ ive (active, productive)
- ◆ ize/ise (computerize, dramatise)
- ◆ less (helpless, treeless)
- ◆ let (booklet, rivulet)
- ◆ logue (dialogue, monologue)
- ◆ logy (biology, psychology)
- ◆ ly (happily, scholarly)
- ◆ ment (government, development)
- ◆ ness (dryness, kindness)
- ◆ or (governor, elevator)
- ◆ ory (laboratory, compulsory)
- ◆ ous (poisonous, jealous)
- ◆ phone (telephone, microphone)
- ◆ ship (hardship, friendship)
- ◆ tion (competition, hesitation)
- ◆ ward (backward, homeward)

### Activity - 3

1. Make a list of 5 derivatives with each of the following suffixes:

- ery, -hood, -ive, -ly, -ment, -ous, -ence, -ise, -tion, -ish.

Write the headwords for these derivatives. Use the *Oxford*, *Collins* or *Longman* dictionary.

2. Read the passage below. Use a dictionary and write the correct meanings of the **underlined** words. Write your answer in the table given below the passage. No 1 is done for you.

### Seeing Aid

Of great benefit to the blind is this ingenious device called The Seeing Aid which is an obstacle finder to help the blind as they walk. Mounted entirely on a pair of eyeglass frames, the device emits infrared light. If an object is in front of the person wearing the eyeglasses, the light is reflected back to the receiving unit, which sounds a warning note in the left ear. Hard substances, such as a wall, can be detected three or four meters away and fabrics can be detected about two steps away.

Word	Grammatical class, i.e. n, v, adj, adv, etc.	U or C	Meaning	Example (take from the dictionary entries or give one yourself)
benefit	n	u	gain	I've had the benefit of a good education.
the blind				
ingenious				
obstacle				
finder				
emits				
eyeglasses				
reflected				
sounds				
hard				
detected				

**Answer key (Activity - 3)**

<b>suffixes</b>	<b>headwords</b>	<b>derivatives</b>
-ery	rob forge confection bake cook	robbery forgery confectionery bakery cookery
-hood	child brother parent	childhood brotherhood parenthood
-ive	rest persuade	restive persuasive
-ly	keen bold friend	keenly boldly friendly
-ment	amend pay ship	amendment payment shipment
-ous	glory fame odour	glorious famous odorous
-ence	present neglect	presence negligence
-ise	person mini	personalize minimize