

UNIT 3

Communicative Grammar

Lesson 1 : Talking about the Present

Objectives : After you are through the lesson you will be able to understand -

- present simple tense
- present continuous tense
- present perfect tense
- present perfect continuous tense

A

Present simple to talk about

- Habits (with frequency adverbs)
- States (Something true for a long time)
- Facts (Something always true about a person or the world)

Situation

Friday is Rafiq's day off. Following is his Friday routine.

7:30--9:30	9:30— 12:30	12:30— 2:30	2:30— 4:30	4:30—7:30	7:30— 11:00
Get up, have break fast, read news-papers	watch TV, play Tv games	Go to mosque for <i>Jumma</i> prayer	Lunch and Take rest	Go out for a walk, tea & study	Watch TV, chat, have dinner go to sleep

Activity - 1

1. Write down a small paragraph telling what Rafiq does on a Friday. After you have written the paragraph, underline all the verbs in the paragraph. Have you added 's' or 'es' to the verbs ? Can you tell us why ?

Yes, the reason is all 3rd person singular verbs take 's' or 'es' after them.

Let's now look at the form of the present simple tense :

Affirmative : I work as a teacher (S + V)

He tells us a story

Negative : I don't get up late on a Friday (S + Don't / Doesn't)

He doesn't work every day.

Questions : Where does he work ? (Q + do / does + S + V)

Does he wake up early ? etc. (Do/Does + S + V)

Activity - 2

2. Write down meaningful sentences from the table.

I			
He	work		
She	water		
You	sing	at night	
Ali	sleep	in the morning	on a Friday
Zeba	eat	in the afternoon	
The teacher	teach		

3. You're a student. Make two columns. In one columns put down the things you do on a Friday, and in another column, put down the things you do on the week days. Draw the columns like this :

THINGS YOU DO ON A FRIDAY	THINGS YOU DO ON WEEKDAYS

Compare your routine with that of your neighbour, a classmate, or somebody you live with in the same house.

Dear learner, we can use the present simple to state how often we do certain things. We use *always, sometimes, never, often*, etc. to indicate how often we do certain things. These are frequency adverbs and they sit between the subject and the main verb.

Example : - He always comes late.
 - She never quarrels with her sisters.

Activity - 3

4. Now think of the things you do, and the things you do not do as part of your habits. Put the things you do in one column and the things you do

not do in another column. Use the following frequency words in your sentences :

always; usually; often; sometimes; not often; rarely, never

The Things you do	The things you don't do

5. Write an appropriate and factually correct sentence under each of the following pictures. Note, the beginning of each sentence is provided.

Possible sentences :

- The earth moves round the sun.
- A baby cries when it is hungry.
- Stars are shining brightly.
- Flood occurs when it rains much.
- Boats float in water.

Picture

3.

The Present Continuous to talk about :

- actions happening at the time of speaking
- actions happening not necessarily at the time of speaking but taking place about that time
- repeated actions or
- habits (with always)

Situation

Mr. Ali is married and has three children. One evening, he comes home from his office. He finds only his son Galib in the living room. Mr. Ali wants to know where the other people are.

Mr. Ali : Where's your mum ?

Galib : She's cooking,

Mr. Ali : Well, where's Cynthia ?

Galib : She's doing her homework.

Mr. Ali : And Samantha ?

Galib : She's sleeping.

In the above conversation, Mr. Ali is asking what the members of the family are doing, and Galib, his son, is telling him what each one is doing at that particular moment.

The present continuous may also be used to mean something which happens quite often. Look at this mini dialogue :

A : Where's the key ?

B : I'm afraid, I've lost it. I'm always losing my keys .

It means I lose my keys often, though not always.

The continuous as you can see is formed in the following ways :

Positive : I' am eating (Subject + BE + V-ing).

He is writing.

Negative : I'm not going anywhere (Subject + BE + Not + v-ing).

He is not doing anything now.

Questions : Is he doing his homework now ?

(Subject + BE + Not +v-ing)

Where is the man hiding ?

Activity - 4

1. Below is an office scene. There are three persons : the manager, the accountant, and the secretary. Identify the persons, and write a sentence telling what each one is doing.

2.

- 1) A : I've lost my key again.
B : Oh, it can't be! You're
- 2) A : The electricity has been cut off again.
B : Oh no, not again! It's
- 3) A : He's left the door open again.
B : Oh,
- 4) A : Oh, the engine has stopped again.
B : Typical!
- 5) A : Ruksana has failed .
B : Ah,

Should I complete the sentences using Present Simple, Present Continuous or anything else?

e.

The present perfect tense is used for:

- recently completed actions
- actions showing results in the present
- actions in the past without the mention of a specific time

Situation

Roni has had a busy day. He's been making a lot of preparations for the picnic of the following day. He woke up early, went to the rent-a-car office and hired a micro bus. Then, after a quick breakfast, he went to Ali's house. Together, they went to New Market to buy meat, rice, spices, fruit, and vegetables all of which they packed in a big shopping bag. Next, Roni went back home, but before that, he had dropped Ali at his house as Ali was feeling tired, but Roni had some other things to complete : he would tell others when to arrive at his house, and would also need to fix the time to return, and, also, needed to talk about some entertainment at the spot. He was deeply thinking when suddenly Rubel phoned to know what the preparations for the picnic was like.

Rubel : Have you hired a transport ?

Roni : Yes I have.

Rubel : Are you sure ?

Roni : Yes, of course.

Activity - 5

1. Now continue the conversation, using some other questions which Rubel asked Roni. He wants to know about the following :

(1) Meat; (2) Rice; (3) Vegetables; (4) Other friends; (5) Destination; (6) Entertainment; (7) Time of return.

Dear learner, you can now see that the following is form of the present perfect :

Affirmative: Subject + have + past participle in the positive, or

Negative: Subject + have /has + not + past participle in the negative

In the question, however, we use this form :

Question : Have/Has + subject + past participle ?

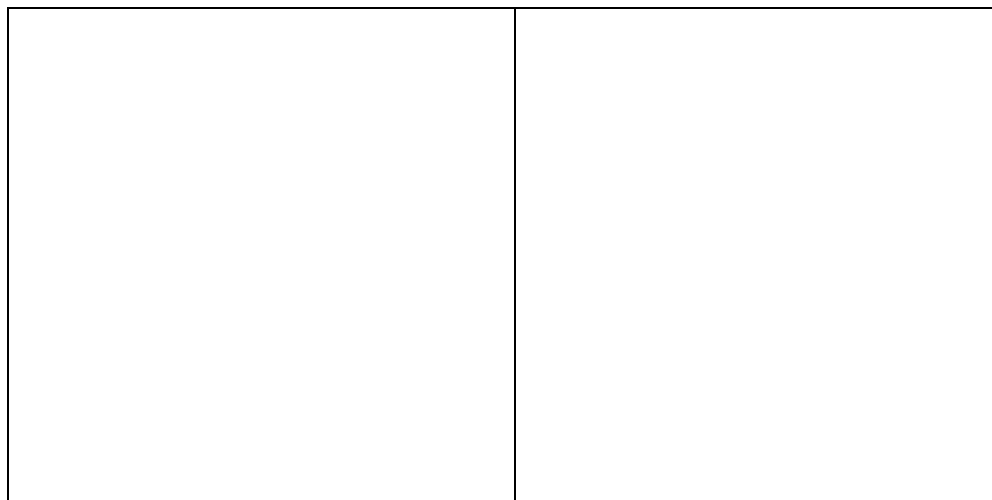
For 'wh' questions this form is used :

Where + have/has + subject + past participle ?

What + have/has + subject + past participle ?

Activity - 6

2. You've seen that the present perfect is used for actions taking place in the recent past and/or actions which have results in the present. In the following activity, you will use two pictures of the same place. In picture B, things have changed, for example, farmers have changed the forest in picture A into a farming land. Look at other changes and write one sentence for each change, like the example given above. For each change, mention who has brought about the change.



3. You have seen that the present perfect is used for actions happening in the past but without time being mentioned. Using the cues below, ask and answer questions about yourself, like this :

A : Have you ever been to London?

B : Yes, I have.

A : When did you go there?

B : I went there in 1989.

Use these cues to build up similar conversations

visit/zoo ?

eat/Mexican food ?

have/accident ?

be/India ?

win/lottery ?

write/poem ?

be/aeroplane ?

see/ghost ?

ride/an elephant ?

D.

The present perfect continuous is used to talk about:

- actions which started in the past but is still continuing
- the result(s) of a past activity

Situation

Khalid has come to attend a job interview. Two interviewers are asking him different questions. He is answering them.

Interviewer one: Well Mr. Khalid, you have got an M.A. in Sociology, I can see. What have you been doing since you got the degree?

Khalid: I worked in an NGO as a programme officer for one year, then I joined a private company as a junior executive.

Interviewer two: What happened then? Are you still working in that company?

Khalid: No, not really, sir I.. I worked in the company for just over one year, then I.. I....

Interviewer One: Yes, what then?

Khalid: Then I took up another job in another private company as a public relations officer, and I have been working there for the last three years, sir.

Interviewer Two: That's interesting! You have already worked in a number of places. Now tell us, er.. why have you been changing your job so frequently, young man?

Khalid: Sir, well, um .. maybe I have not yet found the right job, or may be I

Interviewer One: Do you think you are going to find the right job here?

Khalid: I think so, yes, sir, the job description I read before the interview has given the idea that the kind of job I've been looking forward to all these years is the one right here, the one I'm being interviewed for.

The interviewers: Well, best of luck, thank you.

Khalid: Thank you.

Activity - 7

1. Underline the sentences which :
 - i) talk about the actions which happened once in the past
 - ii) talk about actions which happened in the recent past, and
 - iii) actions which started in the past but is still continuing.

Dear learner, you can see that the present perfect continuous is used for talking about actions which started in the past but is still continuing. The present perfect continuous has the following form :

Affirmative : subject + have + been + v (ing)

Negative : Subject + have not +been + v (ing)

Questions : What have/has + subject + been + v (ing)

Have/has + subject + been + v (ing), etc.

Activity - 8

2. Imagine yourself to be the person in each of the following pictures. In each picture, something has happened to you, like, for example, your eyes are red (picture 1). There is a question under each picture, like in picture one, the question is: *Why are your eyes red?* Write down your answer. Pictures of the same person show something has happened to him/her, like:

- eyes full of tears - stained shirt
- sweating all over - dresses all wet

Answer key

Activity - 1

You may write a paragraph on “Rafiq’s Friday routine” following the model given below:

On Friday Rafiq usually gets up at 7.30. After washing his hands and face he has his breakfast and reads the newspaper till 9.30. From 9.30 he sometimes watches TV or plays video games until it is 12.30. He always goes to mosque for Jumma prayer at 12.30. He takes lunch at 2.30 and takes rest till 4.30. In the afternoon at around 4.30 he goes out for a walk. After fifteen minutes he returns home, takes tea and studies till 7.30. He often watches TV and at the same time has a chat with family members at around 8. He usually has his dinner at 10.30 and at 11 he goes to sleep.

Activity - 3

The things I do

I always get up early in the morning.
Sometimes I prepare toast and omelette for breakfast.
Usually I go out for work before 8.
I often prepare the dinner for my kids.

The things I don't do

But I do not go out for a walk.
But I do not have toast for breakfast.
I can never return home before 5.30.
Except on Fridays I never prepare lunch for the family.

Lesson - 2 : Talking about the Past

Objectives : After you are through the lesson for will be able to understand-

- past simple tense
- past continuous tense
- past perfect tense
- past continuous tense

A.

Past Simple to talk about

- Past actions which took place at a definite time in the past.

Situation

Rafiq did the following things last Friday :

8:00 a.m.	10:00 a.m.	12:00 noon	2:00 p.m.	4:00 p.m.	7:00 p.m.	10:00 p.m.	11:30 p.m.
wake up	eat break- fast	bathe	return from mosque	sleep	go out for a walk	dinner	sleep

Activity - 1

1. Write down a small paragraph telling what Rafiq did last Friday. Don't forget to use the past form of the verbs.

Dear learner now, you know that to talk about past actions which took place at definite times, we use the past simple tense which has got the following form :

Affirmative : Subject + Verb (past simple)
Subject + was/were +adjective

Negative : subject + didn't + Verb (base form)

Questions : Did + subject + verb (base form)
What + did + subject + verb (base form)
When + did + subject + verb (base form)

Activity - 2

2. You now know that to mention an action which took place in the past we use the simple past tense, but where no time is mentioned, we use the present perfect tense (see lesson 1).

Now, build conversations like this, using the prompts below:

Example: see/gorilla

A : Have you ever seen a gorilla ?

B : Yes I have.

A : When did you see it.

B : In 1996, in the Edinburgh zoo.

Prompts :

eat/Chinese food; visit/Dhaka zoo; visit/Cox's Bazar; drive/car; have/accident.



Past Continuous to express:

- i) an activity happening at a particular time in the past
- ii) an activity which was interrupted by another activity in the past
- iii) an activity going on at the same time with another activity

Activity - 3

1. Do you remember what you're doing at these times yesterday ?

9:00 am

11:00 am

2:00 pm

4:30 pm

7:00 pm

9:30 pm

12:30 am

Dear learner, if you have been able to do the above task, then you have understood where to use the past continuous. Now, let's look at the form of the past continuous tense.

Affirmative : Subject + was/were + verb (ing)

Negative : Subject + was/were + not + verb (ing)

Questions : Where + was/were + subject + verb (ing) ?

Was + subject + verb (ing) ?

What + was/were + subject + verb (ing) ? etc.

Activity - 4

2. Complete the following story, using the right form of the verbs in the spaces : (You may need to use the passive in one or two places)

Yesterday while I was return home from office, I catch terrible traffic jams. All the roads are full and all the vehicles race with one another. Near Asad Gate, as I turn left into the Mirpur road, a rickshaw just come in front of me from no where. You know, I drive quite fast, but as I manage to brake on time I not/hit the rickshaw.

3. Re-write these sentences, using past continuous or past simple form of the verbs in brackets.

(1) I was (listen) to a song when the bell (ring).

Ans

(2) She was (try) to get some sleep when the telephone (ring)

Ans

(3) When Ali (arrive) his son (sleep).

Ans

(4) Jhuma (burn) her hands when she (cook) dinner.

Ans

(5) While he (play) with other children on the roof he suddenly (fall).

Ans

e.

Past Perfect :

to talk about an activity which took place before another activity in the past.

Situation

Khalid and Rahim are two friends. They read in the same school, and live in two flats of the same building. Yesterday they left for school in a rickshaw, but on the way to school Rahim told Khalid, "Oh my God, I've forgotten my Maths homework. I must go back and collect it." So, Rahim went back in another rickshaw, while Khalid went on. He was thinking, "Rahim always forgets things, but I am not like him, I am always very organized." Suddenly he shouted and said, "I've left my money bag at home, on my reading table." Remembering this, he urged the rickshawallah to go back to the place where he had come from. When Rahim reached the gate, he saw Khalid leaving for school hurriedly in a baby taxi.

Activity - 5

1. Change the underlined parts into indirect speech.

Dear learner, you have used the past perfect while changing the underlined parts into indirect speech, haven't you ?

So, when two actions take place in the past, the one taking place before the other uses the past perfect tense. The form of the past perfect is similar to the form of the present perfect, with the only difference that 'had' is used instead of 'have/has'.

Activity - 6

2. Join each of the following pairs of sentences, using the past perfect, then arrange the sentences into the right order to tell a story.

- (1) a. The policeman called an ambulance.
b. The old man told him that he was sick.
- (2) a. An old man went out for a walk.
b. The old man ate his breakfast.
- (3) a. The old man went out for a walk.
b. He suddenly became sick.
- (4) a. He walked up slowly to an on-duty policeman.
b. The policeman took him to the police box.

- (5) a. The old man called home.
b. The ambulance arrived and took him to the hospital.
3. Following is the diary of a student in which he has recorded what he did yesterday. Look at the different things he did at different times and then complete the following sentences, using the past perfect tense or the simple past tense of the verbs, and 'before' or 'after' given in brackets.

9:30 am	10:00 am	11:30 noon	12:45 pm	2:00 pm	4:30 pm	5:00 pm	7:00 pm
do home work	watch TV	wash clothes	shave	have lunch	sleep	read a maga- zine	read lessons

- Roni (do) homework at (before/after) he (watch) TV.
- He (has) a shave (before/after) he (wash) his clothes.
- He (has) lunch (before/after) he (has) a sleep.
- He (has) a sleep (before/after) he (has) lunch.
- He (read) his lessons (before/after) he (read) a magazine.

D.

The past continuous

to talk about an activity which had started in the past before the time of speaking in the past, and continued up to that time, or stopped just before it.

Situation

Look at these two situations :

<p>A. It's 7 in the morning now. The <u>sky is cloudy</u>. I'm <u>looking out of the window</u>. The sun is not shining, and the <u>ground is wet</u>. It has been raining.</p>	<p>B. Yesterday <u>I got up at seven o'clock</u>. The <u>sky was cloudy</u>. I <u>looked out of the window</u> and <u>found the sky was cloudy</u> and the <u>ground was wet</u>. It had been raining.</p>
---	--

What difference do you find in the situations, and especially the underlined sentences ?

Well, in situation A, you're looking out of the window now and find that the ground is wet and the sky is cloudy. So, you know that it has been raining; the results *are* clearly seen.

In situation B, on the contrary, you're talking about yesterday, when you got up at 7 in the morning, looked out of the window and found the ground was wet and the sky was cloudy. So, you knew that it had been raining; the results *were* clearly seen.

The difference between the two tenses is clear now, isn't it ? The past perfect continuous is used to talk about an activity which started in the past but finished before or close to the time of speaking in the past.

The *form* of the past perfect continuous tense is similar to that of the present continuous, with the only difference that you use 'had' instead of 'has/had'.

Activity - 7

1. Read each of the following situations, then complete the sentence under each with the right form of the verbs in brackets and filling in the gaps where available.

(1) I went out at 12 noon. Rahim didn't go anywhere, and he was watching TV. I came back at 3 O'clock and found him still sitting in front of the TV which was just switched off.

Rahim (watch) TV for ----- hours.

(2) Ali was sleeping. When he woke up at midnight, he was heavily sweating.

Ali (dream) when he woke up at midnight.

(3) Khalid and Ali ran home sweating. They had gone out to play football at 4 O'clock and they returned at 6. They looked very tired.

Khalid and Ali (play) football for ----- hours.

(4) When I returned home at 6, I knocked on the door several times but nobody answered.

Every body in the house (sleep).

(5) Khalid looked for a job and found one in a private company in 1992. He was doing well, when the company closed in 1995.

Khalid (work) in a private company for ----- years.

2. Complete the following letter, using the past perfect continuous and any other form of the verbs given in brackets.

Dear,

Hope you're well. I'm writing to you after quite some time. Well, you know, I (busy) over my exam till yesterday when it (finish) but I (work) real hard for more than 3 weeks. Thanks God, I feel so relaxed now! After the exam yesterday, we (have) a party, but I was very late for it, so when I (go) there, I found every one was rather quiet, for they, (talk) for more than two hours when I (join).

Later that evening, we (go) out to watch an open air orchestra at the National Stadium. The band (play) very well for about half an hour, when suddenly some people (start) shouting and throwing things at the stage, so we left the place in fear. Well, that's things are like these days !
No more today. Don't forget to drop me a line.

Cheerio!

Yours

Answer Key

Activity - 1

(a paragraph on 'what Rafiq did last Friday')

Last Friday Rafiq woke up late, at 8 in the morning. At 10 he ate his breakfast and took a bath at 12 noon. After Jumma prayer he returned home from mosque at 2.00. He went to sleep at 4 in the afternoon and went out for a walk at 7. He had his dinner at 10.00 and went to bed at 11.30.

Activity - 2

(building conversations using prompts)

A: Have you ever eaten Chinese food?

B: Yes I have.

A: When did you have it?

B: In 1985, when I was in China.

A: Have you ever driven a car?

B: Yes I have.

A: When did you drive it?

B: Last year, when my driver had an accident.

Activity - 3

(Do you remember what you were doing at these times yesterday?)

Yesterday at 9 a.m I was washing my clothes.

At 11 I was writing my assignment

At 2 p.m I was preparing my lunch.

At 4.30 I was talking to my cousins who came to see me at that time.

Activity - 4, No. 2

(Complete the following story, using the right form of the verbs in the spaces)

Yesterday when I was returning home from office, I was caught in terrible traffic jams. All the roads were full and all the vehicles were racing with one another. Near Asad Gate as I was turning left into the Mirpur road, a rickshaw just came in front of me from no where. You know, I was driving quite fast, but as I managed to brake on time I did not hit the rickshaw.

Activity - 4, No. 3

(Re-write these sentences using past continuous or past simple form of the verbs in brackets)

1. I was listening to a song when the bell rang.
2. She was trying to get some sleep when the telephone rang.
3. When Ali arrived, his son was sleeping.
4. Jhuma burnt her hands when she was cooking dinner.
5. While he was playing with other children on the roof he suddenly fell.

Activity - 6

(Join each of the following pairs of sentences, using the past perfect, then arrange the sentences into the right order to tell a story.)

- a. The policeman called an ambulance after the old man had told him that he was sick.
- b. The old man had eaten his breakfast before he went out for a walk.
- c. He suddenly became sick after he had gone out for a walk.
- d. After he had walked up slowly to an on-duty police man, he took him to the police box.
- e. After the old man had called home, the ambulance arrived and took him to the hospital.

The old man had eaten his breakfast before he went out for a walk. He suddenly became sick after he had gone for a walk. When he had walked up slowly to an on-duty policeman, he took him to the police box. The policeman called an ambulance after the old man had told him that he had been feeling sick. After the old man had called home, the ambulance arrived and took him to the hospital.

Activity - 6, No. 3

(The diary of a student)

- i. Roni had done homework at 9.30 before he watched TV at 10.00.
- ii. He had a shave at 12.45 after he had washed his clothes at 11.30.
- iii. He had had lunch at 2.00 before he had a sleep at 4.30.
- iv. He had a sleep at 4.30 after he had had lunch at 2.00.
- v. He read his lessons at 7.00 after he had read a magazine at 5.00.

Lesson - 3 : Talking about the Future

Objective : After you are through this lesson you will be able to -

- use words/expressions indicating future tense

A

Future with 'will' / 'shall' to express :

- future intentions
- future plans

Situation

Three persons have won the National Sports Council lottery. They are celebrating their good luck in a restaurant. This is what they are saying.

- Ali : I think I will start a business ... um .. well .. I will open an indenting firm.
- Khaled : That's a good idea, but I think it's a bit risky.
- Zaki : Um ... what will you do then with the money ?
- Khaled : Let me think, yes, I've got an idea. I'll deposit half of my money into my account and half the money, well, I don't know yet
- Zaki : I think I'll buy a small plot of land in Savar or somewhere else near the city. You know it's great to have your own house.
- Ali : Oh yes, I can't agree more.

In the above conversation, the friends are all talking about their future plans. They have some intentions but they have not decided yet when they will fulfil their wishes.

The form used is :

Affirmative : S + will/shall + V

Negative : S + will/shall + not + V

Question : Will/Shall + S + V ?

What + will + S + V ?

How + will + S + V ?

When + will + S + V ? etc.

Activity - 1

1. Imagine you have just won 40 Lac taka in a lottery. Write a small paragraph telling what you will do with the money.

B.

“Going to” to express

decisions made about the future

Situation

In picture below the three friends express their intentions about what they will do with the money they have won in the lottery. Later, they meet again. Now they have taken decisions and a reporter interviews them and wants to know about their decisions.

Reporter : Well gentlemen, congratulations! Could you please tell me what you are going to do with all that money? To start with, well .. Mr. Ali please?

Ali : Oh, yes, I am going to start a business, that's for sure.

Reporter : That's a wise decision, the country needs educated businessmen like you. Now, what about Mr. Khalid, what are you going to do ?

Khalid : I am going to buy a small plot of land in Savar, I suppose.

Zaki : I have decided not to spend my money; instead, I am going to put all the money in the bank.

Reporter : Thank you very much, and wish you all the best, cheerio.

In the above conversation, the three friends now know what they will exactly do with their money. They have made some decisions. The forms they have used are:

Affirmative :	S + BE + going to + V
Negative :	S + BE + not going to + V
Question :	BE + S + going to + V
	When + BE + S + going to + V
	What + BE + S + going to + V
	Why + BE + S + going to + V

Can you write a few sentences using each sentence-type on structure

Activity - 2

1. Go back to activity 1 in section A, where you expressed your intentions about what you will do with the money you have in the lottery. Now you have taken decisions about what you will do. Re-write the earlier paragraph using "going to" instead of "I will".
2. Look at the following pictures. Each picture shows an activity, e.g. reading, cooking, watching TV, having a hair-cut, playing cards, driving, etc. Imagine you are the person in the pictures. Make a list of the things you are going to do this evening and the things you are not going to do.

3.

3. Imagine you have a week off for a trip. Draw up a list of places you could visit and things you could do. Now write a paragraph telling us what you have decided to do.

c.

The present continuous to express :

- definite future arrangements

Situation

Anwar and Fahim are two students from the same school. They are going on an excursion to BARD (Bangladesh Academy for Rural Development). They are talking about the trip.

Anwar : Are you joining the trip on Saturday ?

Fahim : What trip ?

Anwar : To BARD, Comilla. We are spending the whole day there, and in the afternoon, we are visiting Comilla town before our return to Dhaka.

Fahim : Who's going ?

Anwar : All of us, including our English teacher. So, why aren't you coming too ?

Fahim : Well, let me think ...

Activity - 3

1. Given below is the programme of the trip. Go through it and say what the students are doing on Saturday. Use the present continuous.

The Trip Programme

7:30	Bus starts for Comilla
8:30	Stop at 'Miani' (a hotel) and are have breakfast
9:30	Bus starts again
10:45	The group reach BARD and they take rest for 15 minute
11:00	The group is introduced to different programmes of BARD
12:30	Free time
1:00-2:00	Lunch time
2:00-3:00	Rest
3:00-4:00	Sightseeing – library, museum
4:00	Bus goes to Comilla.
4:30	Shopping, people buy 'Roso Malai' from ' <i>Matri Bhandar</i> '
5:00	Returns to Dhaka
6:00	Stop at Miani again
7:25	Reach Dhaka

So, you have used the present continuous tense for definite arrangements in the future. You have already been able to understand the form of the present continuous. Now, do this activity.

Activity - 4

2. Imagine you're flying to London tomorrow. These are the notes you've made for the trip. Ask your secretary to write down each arrangement in complete sentences, using your notes.

Notes

6:30	taxi to airport
7:30	check-in
8:30	board the plane
9:30 p.m.	lands at London
8:30 a.m. the following day	visit Tower of London
2:00 p.m.	visit the British Council
4:00 p.m.	return to hotel
4:00 p.m. to 7:00 p.m.	take rest

Now, you are the secretary. Write down the sentences, for example:

At 6:30, the boss is taking a taxi to the airport.

D.

Simple present tense to express

- definite actions set out in a timetable or a routine.

Situation

Go back to the excursion programme. It's Saturday morning and the students are waiting for the bus. Fahim has come too, but he has lost his programme.

Activity - 5

1. Fahim asks you questions about the excursion and you answer his questions. Build mini conversations, using Fahim's questions and your answers. These are Fahim's questions:

- time/leave?
- stop/on the way?
- when/arrive/BARD?
- what/lunch?
- afternoon?
- places/visit?
- any/meeting?
- dinner?
- return?
- stop/way back?

Example : *Fahim : What time do we leave for Comilla ?*

You : We leave at 8:30 sharp.

So, dear learner, you have just seen that to express actions in the future fixed by a routine or timetable or an authority, the simple present tense is used. However, there is no need for the presentation of the form of the simple present tense again, because this has already been done in the 1st lesson.

Activity - 6

2. You've asked your younger brother who lives and studies in Chittagong to pay you a visit. Your brother, to the contrary, has written to you that he can't come because he has exams and some other things to do. This is the letter he has written to you, with some words missing. Complete the letter, using the words given below.

lasts, start, has, remains, begin, is

Dear

Thank you for your letter, and asking me to come to Dhaka, but I'm afraid I can't come right now. My classes ----- this month. On the 16th there ----- a reunion of students. The following day, the university ----- its annual meeting of parents and students. The whole university ----- busy over the function. Two days later, the mid-term exams ----- . The exams -----through the month.

So, you see I am very busy at the moment. I will try to come sometime next month. Until then, good bye and take care.

Yours ever

E.

Future continuous to express an action which continues at a given time in the future in the normal course of events.

Situation

Compare the following sentences :

1.	I am seeing him tonight	1.	I will be meeting him sometime next week
2.	I am taking an examination	2.	I will be taking TOEFL soon
3.	I am helping mother in the evening	3.	I will be helping mother then

In the above examples, the sentences on the left express definite actions in the future, while those on the right express actions which will keep on going at a particular moment in the future. The form of the simple present is not new to you, but the form of the future continuous is this :

Affirmative : S + will/shall + be + V(ing)

Negative : S + will/shall + not + V(ing)

Question : Shall/will + S + be + V(ing)?

What/How/Which/When, etc + will/shall + S + be + V(ing)?

Activity - 7

1. You want to take Ruma to the cinema tomorrow at 6:00p.m. The table below shows what Ruma will be doing at different times of the day tomorrow. Write down a sentence under each timing expressing what she will be doing, e.g. Ruma will be singing at 7:30 in the morning tomorrow. Finally, find out if she can go out with you.

7:30 – singing	3:00 – 6:00 we sitting are not 6:30 – return home
8:30 – shopping	7:30 -11:30 – dinner/TV
12:30 resting	11:30 -- sleep

7.

The future perfect to express

- an action in the future which will be over at a given time in the future.

Situation

You may have found that, Ruma cannot go with you because she will be visiting her aunt then.

You still want to see if she can go out with you another time. So, you phone her. This is what the conversation is like :

You : Hello, is Ruma there ?

Ruma: Yes, speaking.

You: Well, ..um I know you're not free at five-thirty, but

Ruma : Yes, I will be visiting my aunt then.

You : What about seven o'clock ?

Ruma : Let me think. Great, that sounds all right I'll have finished my homework then.

In the above dialogue, Ruma uses the future perfect to express an action she will have completed by a certain time. The future perfect is often used with a time expression of by, by then, by that time, by the 24th, and so on. The form is as under :

Affirmative : S + will/shall + have + V p.p.

Negative : S + will/shall + not + V p.p.

Question : Shall/will + S + V p.p.

Activity - 8

- Imagine a list of things you'll have done over a period of time in future. Now, write down sentences, telling what you'll have done at different times. One example :

I'll have finished my study by September, 1999

Given below are two diaries (A and B). Find out someone you can talk to, a neighbour, a classmate or a friend of yours. In the diaries the different activities taking place at different times are mentioned. Ask your partner questions like "What will you have done by 9:00 o'clock on Monday ?" The answer could be "Well, I'll have finished my breakfast. then." Ask each other questions about the rest of the times and activities. Remember, you must use the future perfect tense for your questions and your answers.

Diary 'A'

Diary 'B'

Sat.	Sun.	Mon.
9:00 go to college	10:00 go to college	8:00 starts for
3:00 watch a film	3:00 return home	Chittagong
4:00 do home-work	4:00 take rest	3:30 reach Chittagong
5:00 take rest	5:00 go out for a walk	11:30 go to bed
6:00 read newspaper	7:30 start reading	
7:00 go out for a walk	10:30 take rest	
	11:00 watch TV	
	12:00 go to bed	

Sat.	Sun.	Mon.
9:00 go to college	11:00 visit a friend	10:00 finish doing home-work
3:30 return home	12:00 return home	12:00 take a bath
5:30 go out for a walk	1:30 have lunch and rest	2:00 have lunch
6:30 return home and take rest	3:30 go out for shopping	5:00 go out for a walk
	5:00 return home	7:00 return home
		7:30 start preparing lessons
		11:30 go to bed

Answer Key

Activity - 1

I will get all new property of my own. It may cost about two hundred thousand taka. I will make a huge personal library which may cost about twenty thousand. I will make a trip to India, Sri-Lanka and Nepal. With the one third of the rest I will make an orphanage. I will keep the rest of the money in my account. That is all I will do with 40 hundred thousand taka.

Activity - 2, No. 1

I am going to get all new property of my own. It may cost about two hundred thousand. I am going to make a huge personal library which may cost about twenty thousand. I am going to make a trip to India, Sri-Lanka and Nepal. With the one third of the rest, I am going to make an orphanage. I am going to keep the one third of the rest in my very own account. That is all I am going to do with the 40 hundred thousand I have own in lottery.

Activity - 2, No. 2 (exercise using pictures)

This evening I am going to:

- i. read the newspaper,
- ii. watch television
- iii. go to a long drive.

This evening I am not going to:

- i. cook food,
- ii. have my hair cut
- iii. play cards.

Activity - 2, No. 3

3. If I get a week off for a trip. I will do the following things:

- | | |
|----------------|--|
| a. First day | I will take rest at home and walk around the town. |
| b. Second day | I will go to Cox's Bazaar and stay there. |
| c. Third day | I will spend the day and the next one on the beach. |
| d. Fifth day | I will go to Rangamathi and move around there . |
| e. Sixth day | I will return to Dhaka. |
| f. Seventh day | I will take rest at home and in evening take a walk in the nearest park. |

Lesson - 4 : Talking about Possibilities and Abilities

Objective : After you are through this lesson, you will be able to -

- talk about possibilities and abilities using proper expressions.

A

Talking about possibilities and abilities

Read the following text, then sort the underlined sentences into i) possibilities and ii) abilities.

Ali cannot swim well, but he, along with a friend, went to the sea to swim. The day was stormy and the sea was rough. As they were swimming, a big wave suddenly hit them. As Ali was a bad swimmer, he could have been drowned. However, they returned home early. Ali's father was angry. He said, "You cannot swim. So, why did you go swimming, especially on such a bad day ?" As Ali's father was shouting, suddenly there was a knock on the door. Father said, "Oh, it could be your teacher." "No, it can't be," said Ali, "not on such a bad day!"

In the above text, the expressions of possibilities and abilities are these :

Possibilities

- he could have been drowned
- it could be your teacher
- it can't be

Abilities

- Ali cannot swim well
- You cannot swim

The other modals you can use to express either possibilities on abilities are:

- might
- might have
- may/may have
- can
- (be) able to

The form of possibilities:

study these mini dialogues

- (1) Present A : What shall I do ?
 B : You might/could/can go to the cinema.
- (2) Future A : They haven't come yet.
 B : Well, they might/could/may arrive at any time.
- (3) Past A : I stayed at an expensive hotel.
 B : You could/might have stayed with me.

Now, look at the form of abilities using the same modals, excepting may or might.

- (1) Present A : Can you sing ?
 B : No, I can't but I can dance.
- (2) Past A : I was able to reach there on time.
 B : But I couldn't; I was late.
- (3) future A : Where is Samantha ?
 B : Don't worry, I will be able to find her out soon.

Situation

Imagine, you're going to Cox's Bazar next month with some of your friends. What do you think you could do there ?

For example, you could say : "We could bathe in the sea."

Activity - 1

1. Write a letter to one of your cousins telling about the trip and what you all might do in Cox's Bazar. Ask him to join the trip.
2. Complete B's part in the following conversations, using the words in brackets. (we may/might + BE + N, or may/might have + verb (P.P.))
 - (1) A : The bell is ringing.
 B : It(Roni).
 - (2) A : Ali is still sleeping .
 B : He(worked).
 - (3) A : It's been raining for two days.
 B : The roads(flooded).
 - (4) A : The bus hit a tree .
 B : The passengers(killed).
 - (5) A : He dropped the plate .
 B : It(broken).
3. Imagine you've been marooned on an island with some fellow passengers after a shipwreck. Choose the items from the pictures below and say why you need each one of them.

For example, We chose the knife to cut small things with.

4. Imagine you're being interviewed for a job you applied for. Make a list of questions about your abilities which the interviewer might ask you.

Example : Can you type ?

Now answer each question, saying you can or you cannot.

5. You're a young man or woman, aren't you ? Do you still remember what you could do 10 years ago as a boy or a girl, what you can't do now ?

Write a few sentences.

Example :

1. I could walk 5 miles a day.
2. I was able to drink 1 litre of milk every day, etc.

6. Think of these animals – the tiger, the leopard, the lion, the horse, and the kangaroo. For each of these animals, say what it can do and what it cannot do.

Answer Key

Activity - 1

(Imagine you're being interviewed for a job you applied for. Make a list of questions about your abilities which the interviewer might ask you)

4. Interviewer: : Can you speak English fluently?
You : Yes. I can.
Int. : Can you do computer programming?
You : No. I can't
Int. : Are you able to write reports?
You : Yes, I'm.
Int. : Can you travel a lot?
You : No, I can't.
5. I could run very fast.
I could paint pictures well.
I was able to eat boxes of chocolate a day.
I could finish reading two or three novels a day.
I could make great funny games in the computer.
I was able to write on blackboards fast.

Lesson - 5 : Talking about Chances and Wishes

Objectives : After you are through this lesson you will be able to -

- talk about chances and express wishes using proper expressions

A.

Wishes

Sometimes you may wish that something is what you would like it to be. These are ‘wishes.’

Read these examples of wishes.

- (1) I wish I knew him.
- (2) I wish it stopped raining.
- (3) I wish I met you before.
- (4) I wish I could fly.
- (5) I wish I were a king.

Note, when you ‘wish’, the verb is in the past tense.

Now look at these sentences :

- (6) I wish I had not gone there.
- (7) I wish I had not eaten so much.
- (8) I wish I had not left this job.
- (9) I wish the day had been cooler.
- (10) I wish I had known they were coming.

How are these ‘wishes’ different from the ‘wishes’ you read earlier? These are regrets that something has really happened the way you didn’t like it to happen. So, for example, in sentence 7 above, you regret that you have eaten a lot; it would have been better if you had eaten less.

Therefore, the forms of ‘wish’ are these :

wish + past tense = wishes

wish + past perfect tense = regrets for something you’ve done or something which happened in a way you didn’t like it to happen.

Activity - 1

1. Read these sentences, then re-write each sentence, beginning with ‘I wish

Example : I have no car (so, I travel by rickshaws and babytaxis),
I wish I had a car.

Now complete these :

(1) You have no savings.
.....

(2) There is frequent load-shedding (so, life is unbearable),
.....

(3) You need a break, but you can't have one now because you're busy.
.....

(2) You're out in the street when it suddenly starts raining. But you've no umbrella.
.....

(5) You wish to visit the UK, but you've not enough money.
.....

2. The following things have happened to you. You regret them all. Begin each sentence with : “I wish

(1) You didn't study well, so you failed in the examination.

Example :

I wish I had studied well; I wouldn't have failed then.

(2) You studied literature. Now you regret it.
.....

(3) You were an M.B.A student. But left it unfinished. Now you think it was a wrong thing to do.
.....

(4) There was a better job offer, but you refused to accept it. Now you think the decision was wrong.
.....

(5) You're travelling to Chittagong by bus. But near 'Kanchpur' You're held in a long traffic jam. Now you realize that you should have taken the train, instead.
.....

B.

Talking about chances : Real and Unreal chances

Read the following texts :

Text 1

Ali goes to Khaled who is his classmate. Ali looks a bit worried, so Khaled asks, “What happened Ali ? Why do you look so worried ?” Ali says, “Oh, I think I lost my notes, but I don’t remember where I lost them.” Khaled assures him, “Well, don’t be upset. I’ll try to find them, and if they’re found, I will return them to you immediately.” “Thank you so much,” said Ali.

Text 2

Farzana rang her friend Juhi and said, “Juhi, I’ve lost my camera.” Juhi was shocked, because she knew the camera was an expensive one. She asked Farzana, “But, do you know where you might have left it ? I saw you putting it on your desk before leaving for your house yesterday.” “Oh, no, I am sure I put it back in my bag,” Farzana said. Juhi said, “Well, then it is difficult to find it, well hmm if I found it I would give you a ring, or I would come over ”

Can you tell why these two structures are used?

Text 1 : If + (Present) V + will + V

Text 2 : If + (past) V + would + V

The reason is: the first form means the chances of finding the notes are positive, whereas chances of finding the camera in the second text are distant, so unreal. The first chance is a real or possible chance, while the second chance is an unreal chance - you’re simply imagining something.

Activity - 2

1. Say what you will do in each of these situations. Begin with ‘If I.....’

(1) A tiger jumps at you in a forest.

.....

(2) You think you’ll fail in the examination.

.....

(3) There are chances that half a dozen guests will visit you this afternoon.

.....
(4) It might rain tonight.
.....

(5) You're caught in a traffic jam near Mahakhali railway crossing. You cannot reach the office on time.
.....

2. Imagine, you've bought a lottery ticket. Write ten sentences, telling what you would do if you won 4000,000 Taka ?

Begin like this :

If I won 4000,000 Taka I would: 1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

3. Now, put your intentions in a priority order, and write a letter to your closest friend talking about your plans and priorities. (Don't forget to tell him to keep his/her mouth shut - it is top secret!)

c.

Past Chances

Read this dialogue.

Cynthia : Didn't you once go in a small boat ?

Samantha : Oh, that takes me back. I'll never forget that experience.

Cynthia : Tell me about that, please.

Samantha : Well, I was paddling the boat well for sometime, when it suddenly hit something.

Cynthia : Oh, what what happened ?

Samantha : Terrible, the boat started to sink, and I I didn't know how to swim.

Cynthia : Oh, what did you do then ?

Samantha : Nothing, I was about to drown, when a man jumped from the shore into the water and pulled me safely out of the water.

Cynthia : Thank God, but what would have you done if there hadn't been anybody to help you ?

Samantha : Well I don't know may be I would have shouted, screamedshouted to a friend or simply I would have drowned.

So, what would have Samantha done if there had been nobody to help her ?

The example above is of chances in the past, with this form :

if + had would + have + V past participle.

Other examples of past chances :

- If I had met you there, I would have talked about my plan.
- I would have called you if I hadn't fallen asleep.

Activity - 3

Rewrite each of the following sentences, using *if* for chances in the past.

1. I didn't study, so I failed.
.....
2. The bus was overloaded, so it lost its balance and ran off the road.
.....
3. Wasima was not injured in the accident because she was wearing a seat belt.
.....
4. A man saw me drowning and rescued me.
.....
5. I didn't know that you were coming, so couldn't meet you at the airport.
.....

Answer Key

Activity - 1

Wishes

1. I wish I had some savings.
2. I wish there was no load-shedding.
3. I wish I had a break.
4. I wish I had an umbrella.
5. I wish I had enough money to visit the UK.

Regrets

2. I wish I had not studied literature
3. I wish I had not left my M.B.A unfinished.
4. I wish I had not refused to accept the job offer.
5. I wish I had not taken the bus instead of the train. I wouldn't have stuck in a jam then.

Activity - 2

1. If a tiger jumped at me in a forest, I would try to get a weapon and kill it.
2. If I fail in the examination, I will not take it again.
3. If half a dozen guests visit me this afternoon, I will entertain them with a cup of coffee.

Activity - 3

1. If I had not studied, I would have failed.
2. If the bus had not been overloaded, it would not have lost its balance.
3. If Wasima had not been wearing a seat belt, she would have been injured.

Lesson - 6 : Describing Processes and How Things are Done

Objective : After you are through the lesson, you'll be able to -

- describe the process of doing some thing by using proper expressions.

A

How something works

The passive is used in describing :

1. how something is done or made
2. a natural process
3. how something works

Given below is the picture of a bicycle pump, and opposite it, is the description of how it works. After you have read the description, underline the verb phrases, e.g., is pulled out, is pushed in, is forced out, and so on.

Picture

When the handle is pulled out, the valve inside the cylinder opens, and this allows the cylinder to fill with air. As the handle is pushed in, the increased air-pressure inside the cylinder closes the valve, and air is forced out of the other end of the cylinder, through the tube, and into the tyre. The air enters the tyre through a valve which prevents it from escaping from the tyre when the handle is pulled back again.

What tense is used for the description? Definitely, the simple present, but in the passive form. So, the description of how something works uses the passive form along with the active.

Form : Object + is/are + Verb (past participle)

Example : *When the lever is pushed in, air inside the cylinder is compressed.*

Dear learner, remember, in a passive sentence, what happens to the object is important, not the agent or the subject which is often omitted or missed out.

Activity

1. Can you now underline the active sentences or the active parts of some sentences in the description above ?
2. Use this diagram to describe the process of how cheap U.S. dollars can be produced.

Money Machine : How to Produce Cheap U.S. Dollars

B.

Describing a natural process

Activity

1. Using this diagram, describe how coal was formed millions of years ago.

Remember to use the past tense

Picture

You may begin like this : Millions of years ago, huge plants and trees grew in swamps by the edge of the sea. As they gradually died. . .

The tense you will use here is the simple past, because you're talking about what happened in the past. You'll use both the passive as well as the active to describe what happened.

Example : *As the plants and trees died, they were slowly changed into decomposed vegetation, etc.*

The passive form used here is this : Object + was/were + Verb (past participle)

2. Think of any other natural process, for example, how rains occur, and write down a description of it. You may use suitable diagrams and label them, if you wish.

c.

How something is done or made

The notes and pictures below show the process of producing and publishing a book. Describe the process, using the passive where necessary.

Picture

You may begin like this :

When a couple of sample chapters have been written, they are typed out neatly and sent to the publisher together with an outline of the rest of the story. This is read by a publisher's reader and the publisher himself . . .

The form of the passive used here is this :

Object + have/has + been + Verb (past participle)

Object + is/are + Verb (past participle)

Activity

1. Think of a favourite meal of yours. Describe the process of how to cook it.

Lesson - 7 : Reported Speech

Objective : After you are through the lesson you will be able to -

- use reported speech properly in different contexts.

A.

Reported Statements

Two friends are talking about smoking.

Roni : I think smoking should be banned at public places, because other people around the smoker are affected by it.

Arif : Oh yes, I agree entirely. Many people are affected every year by passive smoking.

Roni : Yeah, you may please yourself but you cannot harm others.

Arif : Absolutely, but some people don't understand it. They, hmm... don't have any, any respect for others.

Roni : That's just what I was thinking. We should give up smoking, and even if we smoke, we shouldn't smoke at public places.

Can you now report what Roni and Arif have said about smoking ?

Examples:

(1)- Roni said (that) he thought that smoking should be banned from public places because

(2)- Arif said that he agreed entirely because many people are affected every year by passive smoking.

Remember i) When you're reporting statement like the above, we use *say* (past *said*) or *tell* (past *told*). ii) We go back one step into the past, but when one talks about something which is a fact, we don't need to go one step back.

Form

Change of tense and pronouns in reported speech :

will _____ would
will be _____ would be
present simple _____ past simple
present continuous _____ past continuous
past _____ past perfect

Remember once again, if you're reporting a statement which gives a fact, you don't need to follow the one-step-back rule.

Pronoun changes :

I _____ he/she
You _____ you
We _____ they
Their _____ his/her
Ours _____ theirs
Us _____ them

Situation

1. Roni's father, who's in the UK now, wrote this letter to Roni. Read the letter :

Dear Roni,

I was glad to have your letter yesterday. Now I'm writing about myself. It is January and very cold in UK now. Last night it snowed so heavily that in the morning all the roads were covered with snow. While the sun shines on the snow, it dazzles the eyes, but what a lovely sight it is !

I'm busy with my studies. My course work is over, but I'm preparing to write my dissertation which will take me about three months to write. So, I need to do a lot of reading in the library.

Hope everyone is fine in Dhaka. By the way, I've bought a hover-craft for you. Love for your mom, Cynthia . Bye for now.

Your dad.

Activity - 1

1. Now, report each underlined statement to your mother.

Dad said/wrote that :

- i) It is very cold in the UK now.
- ii) The night before it had snowed so heavily that all the roads had been covered with snow.

2. Imagine, you've recently attended a job interview. You answered questions about :

- Your age
- Your qualification
- Experience
- Places you visited
- Hobbies
- Likes and dislikes

Later, report the questions to a friend. You may begin like this :

- i) What my age was (or, is)

Note : 'Is' can be used here instead of 'was'

B.***Reported commands/ orders/ requests***

Your brother has been admitted to a public school. Following are the instructions the Head-teacher gave him :

- i) Do not smoke anywhere on the campus.
- ii) Get up at 5 a.m.
- iii) Put the lights off at 10 p.m.
- iv) Take part in all games.
- v) Don't allow visitors in your room after 10 o'clock at night.

Your brother finds it difficult to obey these instructions, so he writes to your father reporting them, like this :

- i) not to smoke anywhere on the campus.
- ii) to get up at 5 a.m.
- iii) to put the lights off at 10 p.m.
- iv) to take part in all games.
- v) not to allow visitors in my room after 10 o'clock at night.

Form :

In reported commands and requests we use tell or ask. We can also use these verbs :

urge, persuade, advise, remind, warn etc.

Examples :

- He warned me not to tell this to anyone.
- She asked me to slow down.
- I told him not to shout.

Activity - 2

1. Select a newspaper report. Now underline the reported commands and requests, then change them into direct commands and requests.

2. Look at these sentences, which are direct.

1. Please don't shout.
2. Stay in bed for a few more days.
3. Don't worry, Ali.
4. Could you pass the salt please ?
5. Can you lend me your pen, please ?

Now, complete each of the following sentences choosing one of the above.

- a. Ali was thinking seriously about the matter, so I
- b. We were in a restaurant, eating our meal. I asked the person at the next table
- c. Khaled was shouting while Rina was reading, so she
- d. Roni has not recovered completely, so the doctor
- e. While writing my English test, my pen ran out, so I

e.

Reporting Questions

Imagine you were asked the following questions at an interview board.

1. What's your name ?
2. How many brothers and sisters do you have ?
3. Where do you live ?
4. How old are you ?
5. What is your qualification ?
6. Do you have any hobbies ?

7. What do you like most ? etc.

Can you report these questions ? The reported questions will be like this :

1. They asked me what my name was.
2. They asked me how many brothers and sisters I have.
3. They asked me where I lived.
4. They asked me how old I was.
5. They asked me what my qualification was.
6. They asked me if I have any hobbies, and so on.

Form

In asking questions we use said, told, etc., but these are changed into asked in the reported speech. The tense change is same as in reporting statements (that is one tense back rule), but if the question is about something still true, you don't need to change the tense. Therefore in sentences 1, 3 and 4 above you could even use is, live and am instead of was, lived and was respectively.

One other thing to note is, in reported speech the question is not a direct question, so the word order is not that of a question.

Example :

He said to me, "what is your name ?"

He asked me what my name is (not what is my name) ?

Also note that if you're reporting a 'yes/no' question (question 6 above), if or whether is used.

Example :

He said to me, "Are you a member ?"

He asked me if I was a member.

Activity - 3

1. Interview a classmate, a member of your family or a neighbour. First, report the question you asked, e.g. I asked him what his hobbies were. Then report the answers he/she gave. e.g. He said his hobbies were gardening and reading novels.

(Note : Ask, then report at least ten different questions, and their answers.)

Answer Key

Activity - 1

- iii) Dad wrote that while the sun shone on the snow, it dazzled the eyes.
- iv) He was busy with his studies.
- v) His course was over but he was preparing to write his dissertation which would take him about three months to write.
- vi) He needed to do a lot of reading in the library.
- vii) He had bought a hover-craft for me.

Activity - 2

- a. Ali was thinking seriously about the matter, so I advised him not to worry.
- b. We were in a restaurant, eating our meal. I asked the person at the next table to pass the salt.
- c. Khaled was shouting while Rina was reading, so she requested him not to shout.
- d. Roni has not recovered completely, so the doctor advised him to stay in bed for a few more days.
- e. While writing my English test, my pen ran out, so I asked him to lend me a pen.

Lesson - 8 : Generalising and Specifying : Articles

Objectives : After you ore through this lesson you will be able to -

- generalise and specify articles
- make proper use of articles

A.

'a/an' is used before:

- uncountable nouns
- an example of a class of anything
- expressions of quantity

Read this text in which all the articles are numbered.

On the plane he met a(1) man who was reading a(2) book about tigers. I said I am a(3) Bangladeshi. He seemed to be interested in me. He said he had heard about the Sunderbans, and he wanted to know if a(4) tiger is a ferocious animal. I said that a(5) tiger is really a(6) very ferocious animal. He asked me many things about it. I tried to answer all his questions from the little knowledge I have about it.

An(7) hour later the plane started to land at Dhaka airport. As the plane was about to land, a small boy wanted an(8) orange drink. The cabin crew said he couldn't give him any, because no food or drink is allowed while the aircraft is landing. Any way, the plane landed safely; we all got off the plane, proceeded to the terminal building, and cued up for immigration clearance. Suddenly I heard a(9) loud noise just a(10) little away from where I was standing. Now put the articles in the column 'Articles' from the text following the categories on the left hand side.

Categories	Articles from the text
a. for countables	
b. for a class or a group	
c. for expressions of quantity	

If you have been able to do this exercise, you have now discovered, for example, that articles 1 and 2 should go with countable nouns, while article 3 is for a class or group and number 6 expresses an amount or quantity.

Activity

Put 'a/an' as appropriate in the following text.

My last day in London was really very hectic. I got up very early in the morning and got shaved. Then I went to nearby restaurant and had heavy breakfast. While I was eating I met Bangladeshi who gave me lift in his car to the nearest department store.

I bought few items, and as I was coming out of the mall, I met Indian who wanted to see the camera I had bought. Suddenly, I realized that I had forgotten to buy some almonds which my children like, so I rushed to the store and bought 5-kg packet of almonds. The price was amazing -- just ten pounds only ! I, then, went back to my hotel, planning the evening.

B.

Omission of 'a/an'

Read these sentences :

- a. I had bread for breakfast.
- b. The chair is made of wood.
- c. I like coffee.
- d. I need help.
- e. No living thing can avoid death.
- f. (A news headline in a newspaper) "Old man killed by armed robbers"

In the above sentences, bread, wood, and coffee are uncountable nouns, while the words 'old man' makes part of the headline which generally should be preceded by 'a'; it has been omitted for being a news headline. The words *help* and *death* are abstract nouns which, in the same way, do not take articles. However, to give a special meaning to an abstract or an uncountable noun, we can use 'a/an', or 'the'. Look at these examples :

- a. I was invited to a dinner in honour of the ambassador (a special dinner).
- b. She has nice black hair, but she often pulls out a gray hair out (one strand of hair).
- c. He has courage, but the courage he showed in the battlefield has earned him a number of medals (a special act of courage).

Activity

1. Read this text and use articles where necessary.

Yesterday afternoon, accompanied by a close friend, I went to furniture shop to buy some furniture. I bought four chairs, table, and chest of drawers. All the pieces were made of wood. My father was not very happy with the buy. He said, "Wood used in the furniture you've bought is not good quality. You could have bought better furniture for the money you have spent."

It was already 8:30, so I asked my friends to stay for dinner, but he refused to stay, because he had been invited to dinner at his office to say good bye to an old colleague. Well, I knew he would need to travel far (to Savar) where his office is, so I asked him if he needed help.

2. Read these newspaper articles, then give each one a suitable title. Avoid using articles.

- A. The title

A man was arrested yesterday at Azimpur for beating a young boy to death. The boy worked as a servant and allegedly had stolen five hundred taka. The man was so angry that he beat him with a cane for about half an hour when he was knocked unconscious. He later died in the hospital. A case has been filed with Lalbag police station. The accused has not been arrested yet.

- B. The title

Twenty three people died yesterday on the Dhaka-Aricha highway when a speeding bus skidded off the road and fell into a ditch. Eye-witnesses say the bus was traveling at a very high speed, and the driver lost control. Fifteen people died on the spot while the rest were dead on their way to hospital. The bus driver was not found at the scene.

c.

'the' is used before :

- definite nouns (for singular and plural, both)
- a class or a group (singular)
- proper names of islands, mountains, countries, deserts, seas/oceans, and regions, etc.
- superlative degree of adjective
- directions

Situation

Roni is a world traveller. Currently he is travelling across the desert in Egypt and has written his father this letter :

Somewhere near Cairo
23 March 1999

Dear father,

My regards to you. Now I am passing over the Sahara which is the greatest desert on earth. Didn't I tell you I met a Bangladeshi in Tunisia ? That man has accompanied me to Egypt. Tomorrow we're going to cross the Suez canal and enter Saudi Arabia which is to the east of Egypt. We expect to see some nomads; the nomads you know are very simple and kind people. Anyway, from Saudi Arabia we'll go to the Emirates by bus, then we'll cross the Persian gulf in a ferry and get into Pakistan. From there we are planning to go to India to see a few places, especially the Taj Mahal, one of the greatest wonders of the world.

Well, this is all for now. Hope to write to you again from India.

Bye bye,

Yours Roni.

Activity

1. Now, match the examples of the use of 'the' in the text with the following categories :

Categories	Articles in the text
a. for definite nouns	
b. for the names of seas, countries, mountains, islands etc.	
c. the superlative degrees	
d. directions	

2. You've just read Roni's letter to his father from Egypt. Roni's father writes him back telling which places he still can visit and what there is to see. The letter, however, misses out the *the*'s. Use them wherever necessary in the letter.

The letter Roni's father wrote

Dear Roni,

Thank you very much for your letter. Glad to hear that you're travelling a lot. However if you go to India, don't forget to see Great Fort in Delhi which was built by Moguls. In Delhi, you can also visit Jawharlal Nehru University. Last, but not least, you can visit Nepal from where you can see Himalayas, greatest mountain range in the world

(At this point, the electricity was cut off, so Roni's father couldn't finish the letter)

D.

Omission of 'the' before :

- abstract nouns and uncountables.
- names of meals.
- names of games
- hospital, home, prison, school, work, sea and town, etc.

Read these examples and pay attention to the underlined words:

1. He went to bed early yesterday.
2. I have no fear of ghosts.
3. Every living thing must face death.
4. I am fond of tea.
5. He went home early.
6. The thief was sent to prison.
7. The boys go to school by bus.
8. The sailors went to sea last March.

In all the above sentences 'the' is not used before the nouns because they are used for their primary purposes. But notice these sentences:

1. I will go to the office of my father to borrow some money.
2. We will go to the sea in March because staying then is less expensive.
3. He went to the prison to see a friend.
4. They live near the sea.
5. Mother went to the hospital to see her sister.

Why is 'the' used before the nouns which do not usually take the with them?

Because here they are used for special purposes, not for the primary reasons for their use.

Activity

1. Complete these mini dialogues with the word given. Use ‘the’ where necessary.

(coffee)

1. A : I drink before I go to bed.
B : Oh you made is terrible !

(prison)

2. A : The thief went to at 14.
B : I think I will go to see him.

(work)

3. A : I will meet you after tomorrow.
B : I am pleased with you’re doing for me.

(oil)

4. A : The fish was cooked in
B : you used was not good.

(cricket)

5. A : I love
B : I love too, but our team has played has really disappointed me.

Lesson - 9 : Making References to People, and Objects (using Relative Pronouns – who/which/that)

Objectives : After you and through this lesson you will be able to -

- make references to people and objects using relative pronouns.

A.

‘who/which/that’ referring to the subject

Read the following pairs of words, and notice how each one is joined into one sentence, using ‘who/which/that.’

- The woman visited us yesterday.
 - The woman is a doctor.

– *The woman who visited us yesterday is a doctor.*

- There was a mango on the table.
 - I ate the mango.

– *I ate the mango that/which was on the table.*

It has been clear from these examples that we use ‘which/that/who’ to tell which person or thing we are talking about. These words are relative pronouns and they join two or more clauses into one sentence.

The forms of the relative pronouns are these :

Subject	Object	Possessive
For persons :	whom/who/that	whose
-who -that		
For things :	which	
- which - that	that	

Activity - 1

Given below is a list of a few persons and objects. Opposite each person or object is the explanation about what the person does or what the object is used for. Write one sentence using ‘which/what/who’.

(You may use the dictionary, if necessary)

Example

1. A shoplifter: A person who steals from the shop

A shoplifter is a person who steals from the shop.

Now, do the following :

2. Fodder: Food given to animals

3. A master: Has authority over someone

4. An octopus: A sea creature with eight arms.

5. A Clerk: She/he looks after official records

3.

‘who/whom/which/that’ referring to the object of the verb.

Read this text :

Ali is a workman (whom) every body likes, because he is skilled and sincere. Some workmen are skilled but do something (which) people don't like. For example, they may talk too much and take long breaks (which) people don't like. Especially, some are clock watchers and always are eager to leave early (which) many dislike.

In the above text the words in brackets refer to the objects of the verbs, so they can be missed out.

Activity - 2

Complete the following conversation. Use ‘who/whom/which/that’ where necessary.

A : I know a man plays the tabla very well.

B : Fine, contact him before it is too late. Tell him we'll pay him anything he might demand. We must get the programme going, well ... at any cost.

A : Um, have you got any idea about a good shop sells quality musical instruments ?

B : Oh, yes, go to Jatin's near Science Lab Police box. Take the money you need from the cashier.

A : Yes, I'm going in a minute. But before I go, should I phone Rebeka, our lead singer, and confirm that she's coming ?

B : Sure, why not ?

e.

'whose' as possessives of 'which/who/that'

Read these two pairs of sentences and notice how each one is joined by 'whose'

1. **a** I know a man
b His mother is a good cook.

I know a man whose mother is a good cook.

2. She is a student of class ten. Her English skills are good.

She is a student of class ten whose English skills are good.

In the above two sentences, 'whose' has been used instead of his and her. We use 'whose' in relative clauses instead of his/her/their.

Activity - 3

1. The following people are either your friends or relatives. Each one says something about another person. Look at this example:

Nuri is my friend. She says : "My father is a businessman".

Now, join the underlined sentences using 'whose' like this: *Nuri is my friend whose father is a businessman.*

Now complete these :

Mr. Kamal is my uncle. He says : “My dog has died.”

.....

Halima is my wife. She says : “My friend Rina has left for the UK”.

.....

Samantha is my daughter. She says : ‘My chocolate has fallen into the hole.’

.....

Answer Key**Activity - 1****(write sentences using which/ what/who)**

1. A shoplifter is a person who steals from the shop.
2. Fodder is food which is given to animals.
3. A master is a person who has authority over someone.
4. An octopus is a sea creature that has eight arms.
5. A clerk is a person who looks after official records.

Activity - 3**(‘whose’ as possessives)**

Mr Kamal is my uncle whose dog has died.

Halima is my wife whose friend Rina has left for the UK.

Samantha is my daughter whose chocolate has fallen into the hole.

MCQ

1. When you want to describe someone’s habits you will normally use
 - a. past simple tense
 - b. present simple tense
 - c. present perfect tense
 - d. future tense
2. When we write about facts we use
 - a. present simple tense
 - b. past simple tense
 - c. future tense
 - d. present perfect tense
3. What time ----- we leave for Comilla?
 - a. do
 - b. does
 - c. have
 - d. has
4. I’ve already ----- breakfast, but I haven’t had lunch yet.
 - a. did
 - b. had
 - c. done
 - d. has
5. Have you ever ----- a horse?
 - a. ridden
 - b. ride
 - c. rode
 - d. will ride
6. She will insist on ----- up early.

- a. to get
 - b. got
 - c. getting
 - d. is getting
7. Could you tell me ----- the museum is?
- a. when
 - b. whom
 - c. where
 - d. whose
8. Could you please tell me ----- book is this?
- a. how
 - b. where
 - c. who
 - d. whose
9. The sun was ----- by the clouds.
- a. hiding
 - b. hidden
 - c. to hide
 - d. hid
10. I ----- my visit to Brazil in 1990.
- a. am enjoying
 - b. enjoyed
 - c. have been enjoying
 - d. was enjoyed
11. Some people think that a ghost is a spirit of a dead person ----- to somebody who is still living.
- a. appearing
 - b. appeared
 - c. has appeared
 - d. had appeared
12. I'm worried ----- the future
- a. about
 - b. of
 - c. at
 - d. in

13. I'm interested ----- baseball.
- a. with
 - b. for
 - c. in
 - d. about
14. I remember ----- her at the party.
- a. have seen
 - b. see
 - c. saw
 - d. seeing

NOTES

Lined area for taking notes.