



Lesson plan

English 1st paper - Chapter/unit- 5 & 6(MCQ, Question Answer, Summary, Theme, Fill in the Gaps) and English 2nd paper - Grammar- Modifier.

No.of Class -13

Class-XII

ENGLISH 1ST PAPER

LESSON PLAN -1

UNIT-5 : Food Adulteration (খাদ্য দূষণ/ ভেজাল খাদ্য)

Lesson -2: TOPIC- Eating Habit and Hazards (খাদ্যভ্যাস ও বিপদ)

Look at the following pictures of junk foods that affect human health badly



Unit -5 deals with food adulteration. What is food adulteration? Food adulteration is an act of debasing the quality of food by admixture or substitution of inferior, banned, and harmful substances for sale or preservation of the food for a long time hoping to make a quick profit. Here in this lesson- 1, we will come to know how the various food items like milk, milk products, fish, fruits, and vegetables are adulterated from the survey report conducted by the national food safety laboratory in the capital major kitchen markets. The survey report reveals that unsafe levels of some banned pesticides such as DDT, Chlordane, and Heptachlor are used in these items. Moreover, the survey team also detected the presence of formalin, lead chromate, arsenic, and antibiotics more than safety limits in turmeric powder, rice, vegetables, and poultry feed, etc. Adulterated food products are reportedly the cause of people suffering from fatal diseases like cancer, kidney failure, and heart problems. (ইউনিট পাঁচ খাদ্য দূষণ বা খাদ্যে ভেজাল নিয়ে আলোচনা করেছে। খাদ্যে ভেজাল বলতে আমরা কি বুঝে থাকি? বিক্রির জন্য দীর্ঘক্ষণ ধরে সংরক্ষণ করে রেখে দ্রুত এবং অধিক মুনাফার আশায় নিম্নমানের বা নিষিদ্ধ ও ক্ষতিকারক পদার্থ মিশিয়ে বা প্রতিস্থাপন করে খাবারের গুণাগুণ মান নষ্ট করার কাজই হচ্ছে খাদ্যে ভেজাল বা খাদ্য দূষণ। লেসন-১ - এ জাতীয় খাদ্য নিরাপত্তা কর্তৃক রাজধানীর প্রধান কাঁচাবাজারগুলোতে পরিচালিত জরিপ প্রতিবেদন থেকে জানতে পারব কিভাবে দুধ, দুগ্ধজাত পণ্য, মাছ, ফল এবং শাকসবজিসহ বিভিন্ন খাবার দূষিত হচ্ছে। এই জরিপ প্রতিবেদনে বলা হয়েছে, অনিরাপদ মাত্রার নিষিদ্ধ কিছু কীটনাশক ওষুধ এই খাবারগুলোতে মেশানো বা



ব্যবহৃত হচ্ছে। তাছাড়া, হলুদের গুড়া, চাল, শাকসবজি এবং হাঁস -মুরগির খাবারে নিরাপদ সীমার অতিরিক্ত ফরমালিন, আর্সেনিক, ক্রোমিয়াম, সীসা এবং জীবাণুনাশক ঔষধের উপস্থিতি দেখতে পয়েছে। ভেজাল খাদ্য পণ্য ক্যান্সার, কিডনি নষ্ট বা হার্টের বিভিন্ন সমস্যার মতো প্রাণঘাতী রোগে হাজার হাজার লোকের কষ্ট পাওয়ার পেছনে মূল কারণ।)

In another lesson -2 under this unit 5, there is a lesson on Eating habits and hazards. The lesson talks about the imbalanced diet and its harmful effects we -human beings have to bear on consequently. People become overweight mostly because of their overeating and taking an imbalanced diet. In this lesson, a story is presented to highlight people's overeating. The name of the story is "The Luncheon" by William Somerset Maugham, a British novelist. The luncheon is about a lady admirer/guest of the writer who managed to get a luncheon invitation from him to an expensive Paris restaurant twenty years ago. With humour and irony, the writer describes the lady's lavish eating at his expense and what happened to her twenty years later. She weighs twenty-one stone (294 pounds) after twenty years because of her overeating. And surely, we can guess that a person having such weight is leading a miserable life. (ইউনিট ৫ এর লেসন ২ খাদ্যাভ্যাস ও বিপত্তি/বিপদ নিয়ে আলোচনা করা হয়েছে। এই লেসনে ভারসাম্য খাবার গ্রহণ এবং ফলশ্রুতিতে মানুষকে এর ক্ষতিকর প্রভাব মানুষকে বহন করতে হয় তা একটা গল্পের মাধ্যমে উপস্থাপন করা হয়েছে। ব্রিটিশ ঔপন্যাসিক উইলিয়াম সমারসেট মমের লেখা বিখ্যাত গল্প 'মধ্যাহ্ন ভোজ'। গল্পটি লেখকের একজন মহিলা ভক্তকে নিয়ে লেখা যিনি ২০ বছর আগে তার নিকট প্যারিসের এক ব্যয়বহুল রেস্টুরেন্টে একটি মধ্যাহ্ন ভোজের অতিথি হওয়ার ব্যবস্থা করেছিলেন। লেখকের টাকায় মহিলা অতিথির অকাতরে খাদ্যগ্রহণ এবং বিশ বছর পর মহিলার ওজন যে ২৯৪ পাইন্ড হয়েছিল তা কৌতুকরস ও ব্যঙ্গ বিদ্রোপের মাধ্যমে লেখক বর্ণনা করেছেন।)

Now read the following extract from the story "The Luncheon" by William Somerset Maugham and summarize the text.(UNIT-5, LESSON-2) (এখন উইলিয়াম সমারসেট মমের বিখ্যাত গল্প 'মধ্যাহ্ন ভোজ' থেকে নির্বাচিত অংশটুকু পড় এবং পাঠ্যটির সারাংশ লিখ)

"I'm not in the least hungry," my guest sighed, "but if you insist I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them. The fact is, you ruin your palate by all the meat you eat."

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill.

The asparagus appeared. They were enormous, succulent and appetizing. The smell of the melted butter tickled my nostrils.....

"Coffee?" I said.

"Yes, just an ice cream and coffee," she answered.

I was past caring now. So I ordered coffee for myself and an ice-cream and coffee for her. "You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more."

"Are you still hungry?" I asked faintly.



“Oh, no, I’m not hungry, you see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see!

Then a terrible thing happened. While we were waiting for the coffee, the head waiter, with an ingratiating smile on his false face, came up to us bearing a large basket full of huge peaches.

Answer to the above question (summary)

The luncheon is a humorous and ironic story by the famous writer William Somerset Maugham. The condition of the writer was pathetic. He became penniless for entertaining the lady guest. The lady guest ordered the most expensive items on the menu- though all the while saying that she never eat more than one thing for luncheon. He knew if he ordered anything else either he would have no money for the rest of the month or he would have to face a humiliating situation. Therefore, he was very careful and ordered coffee for himself. He hoped to have a light meal but the way in which the woman ordered food one after another terrified him.

ENGLISH 1ST PAPER

LESSON PLAN -2

UNIT-6: Adolescence (বয়ঃসন্ধিকাল)

This lesson is about adolescence - an important stage of human life. Generally, a person aged between thirteen to eighteen is known as an adolescent. World Health Organisation (WHO) identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood. The adolescence period is very crucial and different from young children and adults. In this stage, a person develops and experiences biological, physical, and behavioral changes. During this stage, a person remains in a kind of pressure and restlessness mood and they frequently face new and newer experiences and often fail to understand what to do. In the context of Bangladesh, an adolescent girl and boy may fall victim to many crimes and health hazard issues because of their inability to understand the relationship between behavior and consequences. Adolescents are considered a nation’s core resource for national renewal and growth. The adolescent period is always as much risk as it is potential. For example, the situation of adolescent girls in Bangladesh is much worse than that of boys. Child marriage is still very common in Bangladesh. After marriage, an adolescent girl loses everything- her school, friends, and social status and becomes vulnerable to all forms of abuse. Besides, There remain greater health risks in terms of pregnancy and childbirth. Therefore, Adolescent boys and girls depend on their families, their communities, schools, and health services, and their workplaces to learn many things, skills, and most importantly how to cope with the pressures they always face at this stage. Therefore, parents and elderly members can play a vital role to guide the adolescent members in the family and help them make a successful transition from childhood to



adulthood. (ইউনিট ৬ এর প্রায় প্রত্যেকটি লেসনে বয়ঃসন্ধিকাল বা কৈশোর কাল ও এই বয়সের ছেলেমেয়েদের সমস্যা ও সম্ভাবনার কথা বলা হয়েছে। সাধারণত ১৩ থেকে ১৮ বছর বয়েসী ছেলেমেয়েদের আমরা কিশোর বা কিশোরী বলে থাকি। একজন মানুষ বেড়ে ওঠাকালীন কয়েকটি ধাপের মধ্যে কৈশোর বা বয়ঃসন্ধিকাল সবচেয়ে গুরুত্বপূর্ণ সময় বা ধাপ। বিশ্বস্বাস্থ্য সংস্থা বয়ঃসন্ধিকালকে এমন একটি পর্যায় বা ধাপ হিসেবে চিহ্নিত করেছে যা শৈশবের পরে এবং স্বাবলকত্বের পূর্বে মানুষের বৃদ্ধি ও বিকাশ ঘটে থাকে। কিশোর বয়সের ছেলেমেয়েরা ছোট শিশু ও প্রাপ্তবয়স্ক উভয়দের থেকে ভিন্ন হয়ে থাকে। এই বয়সে একজন মানুষের আচরণ গত, দৈহিক, জৈবিক দ্রুত পরিবর্তন এবং পরিপূর্ণতা লাভ করে। এই বয়সে ছেলেমেয়েরা একধরনের অস্থিরতা বা চাপের মধ্যে থাকে এবং প্রায় নতুন থেকে নতুনতর অভিজ্ঞতার মুখোমুখি হয়, এবং অনেক সময় কোন সময়ে কোন কাজ করতে হবে ঠিক বুঝে উঠতে পারেনা। বাংলাদেশের অবস্থার প্রেক্ষিতে কিশোর/কিশোরীরা আচরণ এবং আচরণ পরবর্তী ঘটনার সম্পর্কের বিষয়টি বুঝতে পারার অক্ষমতার কারণে বিভিন্ন সময়ে অপরাধমূলক কার্যক্রমে এবং স্বাস্থ্যহানিকর কার্যক্রমের শিকারে পরিণত হয়। উদাহরণস্বরূপ বাংলাদেশী কিশোর বয়সী মেয়েদের অবস্থা বেশ নাজুক। বাল্যবিবাহ বাংলাদেশে এখনও বেশ প্রচলিত। বাল্যবয়সে বিয়ের কারণে একটি মেয়ে লেখাপড়া, বন্ধুত্ব, সামাজিক অবস্থা বা তার চলাচল - সবকিছু হারিয়ে ফেলে এবং সকল ধরনের নির্যাতনের সম্মুখীন হয়। তাছাড়া, গর্ভধারণ ও সন্তানজন্মানের মত মারাত্মক স্বাস্থ্যঝুঁকির বিষয়তো রয়েছে। তাই কিশোর/কিশোরীরা কোন কিছু শিখতে বা দক্ষতা অর্জনে তাদের পরিবার, তাদের সম্প্রদায়, স্কুল, স্বাস্থ্যসেবা এবং কর্মস্থানের ওপর নির্ভর করে এবং বিশেষ করে এই বয়সে প্রায় চাপের মুখোমুখি হয়ে চাপ মোকাবেলার জন্য তাদের এদের উপর নির্ভর করতে হয়। সেজন্য পরিবারের বাবা-মা ও বড়জনেরা কিশোর বয়সী ছেলেমেয়েদের পরামর্শ দিয়ে বা পাশে থেকে সাহায্য করে তাদেরকে শিশুকাল থেকে বয়ঃপ্রাপ্তির ধাপে সফলভাবে যেতে গুরুত্বপূর্ণ ভূমিকা রাখতে পারে।



Say "NO" to early Marriage



Say "NO" to drugs

UNIT-6, L-2(ADOLESCENCE: ADOLESCENCE AND SOME RELATED PROBLEMS IN BANGLADESH)

Adolescents constitute a nation's core resource for national renewal and growth. Adolescence is a period in life when the transition from childhood to adulthood takes place and behaviors and lifestyles are shaped. According to the World Health Organization (WHO), adolescence is the period that shapes the future of girls' and boys' lives. There are 28 million adolescents in Bangladesh; 13.7 million of them are girls and 14.3 million boys.

The situation of adolescent girls in Bangladesh is characterized by inequality and subordination within the family and society. This inequality leads to a widespread practice of child marriage, marginalization or exclusion from health, education and economic opportunities, and a vulnerability to violence and sexual abuse. In Bangladesh, the legal age of marriage is 18 for girls and 21 for boys. However, 33 percent of adolescent girls are married before the age of 15 and 60 percent become mothers by the age of 19. Research finds that adolescents with higher level of education and from more affluent families tend to marry at a later age. Boys, however, become ready for marriage only after several years of adolescence and young adulthood. When a girl gets married she usually drops out of school and begins full timework in her in-laws' household. In the in-laws' house, she is marginalized. She becomes vulnerable to all forms of abuse, including dowry-related violence. In Bangladesh, it is still common for a bride's family to pay dowry, despite the practice being illegal. Dowry demands can also continue after the wedding. For an adolescent bride even if her in-laws are supportive, there are greater health risks in terms of pregnancy and childbirth. The majority of adolescent brides and their families are uninformed or insufficiently informed about reproductive health and contraception. The maternal mortality rate for adolescents is double the national rate.

A. Choose the correct answer from the alternatives.

1X5=5

- (a) What could be the closest meaning of the word 'core' in the first sentence?
i. Alternative ii. Subsidiary iii. Central iv. Minor
- (b) The phrase 'leads to' in the passage refers to—
i. results of ii. results in iii. results from iv. results to
- (c) Adolescence is a period from childhood to adulthood.
i. constant ii. transitional iii. rigid iv. fixed
- (d) The synonym of 'legal' is—
i. illicit ii. banned iii. prohibited iv. lawful
- (e) The word 'economic' can be replaced by—
i. monetary ii. economical iii. cheap iv. financed

Answer to the MCQ-1.(A)

- (a) iii. Central
(b) results in
(c) ii. transitional
(d) iv. lawful
(e) i. monetary

B. Answer the following questions

2X5=10

- (a) How will you define adolescence?
(b) Why is adolescence important?



- (c) What do the adolescent girls in Bangladesh usually face?
- (d) What are the effects of female inequality in Bangladesh?
- (e) How do wealth and education influence a girl's marriage?

KEYNOTES ON SOLVING MCQ

Notes for MCQ - Multiple Choice questions. MCQ questions are set to test students' certain strategies or skills of Reading. So students need to carefully read the passage and somehow have to try to understand the meaning of the passage. It is better to read the important passages of English for Today well ahead of the exam. Most of MCQ are set to find out synonym or antonym of the word of the given passage or paraphrases of any sentence or words or phrases.

'Refer' 'replaced by/with' 'indicate' 'mean' closest meaning' 'related' – these words/phrases are commonly used in MCQ questions to find out the synonym of any word.

(**MCQ** প্রশ্নগুলো দেয়া হয় ছাত্র/ছাত্রীদের পড়ার কিছু দক্ষতা বা কৌশল যাচাই করার জন্য। সেজন্য ছাত্র/ছাত্রীদের **passage** এর মূল বিষয় বা বাক্যের অর্থগুলো যে কোনভাবেই অনুধাবন বা বুঝতে হবে। এটা খুব ভাল হয় ছাত্র/ছাত্রীরা পরীক্ষার আগেভাগেই ইংরেজি ১ম পত্রের বই **English For Today** থেকে গুরুত্বপূর্ণ **passage** গুলো পড়ে নেয়া। **MCQ** প্রশ্নগুলোর মধ্যে একটি সাধারণ ধারা হচ্ছে প্রদত্ত **passage** থেকে শব্দ দিয়ে শব্দগুলোর **synonym** (সমার্থক) or **antonym**(বিপরীত) শব্দ লিখতে বলা হয়। অথবা কোন বাক্যের বা শব্দের এক কথায় বা একশব্দে রূপান্তর (**paraphrases**) করতে বলা হবে।

কোন শব্দের সমার্থক শব্দের উত্তর চাওয়া হলে সাধারণত প্রশ্নে এই শব্দগুলো দেয়া থাকবে -'refer' (উল্লেখ করা) 'replaced by/with' (স্থলাভিষিক্ত হওয়া) 'indicate' (নির্দেশ করা) 'mean' (বুঝানো) **closest/nearest meaning** (কাছাকাছি অর্থ) 'related' (সম্পর্কিত)।

Answer to question 1(B)

(a) Adolescence is one of the stages of human growth that starts after childhood and ends before adulthood. According to the World Health Organisation adolescence is the period of human growth and development. Generally, a person having the age of between thirteen to eighteen is known to be adolescent or teenager.

(b) Adolescence is important because adolescent boys and girls not only constitute a nation's core resource for national renewal and growth but their behaviors and lifestyles are also shaped at this stage.

(c) The situation of adolescent girls in Bangladesh is worse than the boys. Girls face discrimination from their birth. They are not welcomed by most families. From the beginning, they grow up in the cycle of inequality and subordination within the family and society.

(d) When a girl from her birth grows up facing inequality and subordination, the effects of such female inequality become even worse. Consequently, an adolescent girl falls victim to child marriage, marginalization or exclusion from health, education, and economic opportunities, and vulnerability to violence and all sorts of abuses.

(e) It is seen through research findings that educated families and affluent families emphasize the continuation of both boy's and girl's education. They don't seem to show any discrimination toward girls. Besides, girls of educated and affluent families are interested to continue the study and tend to marry at a later age.

Key Notes on Questions:

(i) These types of questions are known as open-ended questions (no limit or any fixed rules) are given to measure the higher-level skills like comprehending, analyzing, synthesizing, and evaluating. (এই



ধরনের open-ended প্রশ্নগুলো ছাত্র/ছাত্রীদের অনুধাবন, বিশ্লেষণ, সংশ্লেষণ ও মূল্যায়নের মত উচ্চতর দক্ষতাগুলো যাচাই করার জন্য দেয়া হয়।)

(ii) As questions are set in an interrogative form, to understand or know the meaning of 'WH' word is important. 'WH' word includes- Who, Whom, Whose, What, Which, Why, When, Where, and How. (প্রশ্নবোধক বাক্যগুলোর গঠন যেহেতু ভিন্ন এবং এখানে auxiliary verb-subject এর আগে থাকে এবং 'WH' word গুলোর অর্থ জানা খুবই গুরুত্বপূর্ণ : Who -কে, Whom - কাকে, Whose -কার, What-- কি, Which-- কোনটি, Why--কেন, When-- কখন, Where --- কোথায়, How -- কিভাবে/কেমন করে)

(iii) To see the structure and tense of the question. (প্রশ্নের গঠন এবং tense টা ভালভাবে দেখে নিতে হবে। প্রশ্ন যে tense থাকবে সে tense এ প্রশ্নের উত্তর দেয়াটা বাঞ্ছনীয়।)

(iv) Not to finish the answer in just in one sentence. Try to write at least 2/3 sentences in answer to a question. (এক বাক্যে প্রশ্নের উত্তর না লিখে ২/৩ বাক্যে প্রশ্নের উত্তর লিখার চেষ্টা করতে হবে।)

UNIT-6, L-2(ADOLESCENCE: ADOLESCENCE AND SOME RELATED PROBLEMS IN BANGLADESH)

When adolescent girls are pulled out of school, either for marriage or work, they often lose their mobility, their friends and social status. The lack of mobility among adolescent girls also curtails their economic and non-formal educational opportunities. Moreover, they lack information about health issues. According to a study, only about three I five adolescents have even heard of HIV. It is also reported that more than 50 percent of adolescent girls are undernourished and suffer from anemia. Adolescent fertility rate increased from 20.3% in 1993 to 24.4% in 2007. Moreover, neonatal mortality is another concern for younger mothers.

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

A. Choose the correct answer from the alternatives.

1X5=5

(a) The word 'mobility' means ----- .

(i) ability (ii) creativity (iii) movement (iv) activity

(b) The phrase 'exposed to' may best be replaced by -----

(i) to remove something (ii) make public (iii) experience something harmful (iv) shocking news

(c) The closest meaning of 'study' is -----

(i) skipping (ii) omitting (iii) reporting (iv) learning

(d) The word anemia refers to

(i) blood pressure (ii) blood sugar (iii) shortage of food (iv) blood contamination

(e) The neonatal is closely related to -----

(i) a newborn baby (ii) a mother (iii) an adolescent (iv) a disease



Answer to the MCQ-1.(A)

- (a) (iii) movement
- (b) (iii) experience something harmful
- (c) (iv) learning
- (d) (iv) blood contamination
- (e) (i) a newborn baby

B. Answer the following questions.

2x5=10

- (a) Why are adolescent girls the worst sufferers?
- (b) What happens to a girl when she loses mobility?
- (c) Who, do you think, are more vulnerable to adolescent health problems ---- boys or girls ? Why?
- (d) What major problems do boys face during adolescence?
- (e) Why should all of us say 'no' to drugs?

Answer to question 1(B)

- (a) The adolescent girls are the worst sufferers because they face inequality and discrimination from their family and society. This inequality leads to the widespread practice of child marriage. When an adolescent girl gets married, her condition becomes even worse. Then she suffers all sorts of abuses and violence in her in-laws' house. Her conditions become worst when she at an early age gets pregnant.
- (b) A girl cannot take economic and non-formal educational opportunities, lack information about health issues when she loses mobility.
- (c) Girls are more vulnerable to adolescent health problems than boys. An adolescent girl suffers most from health issues when she drops out of school and gets married at an early age. At her in-laws' house, she has to do all the household works, faces abuses and violence. On the other hand, as the study shows, a young girl is undernourished and suffers from anemia. Therefore, there remains a greater health risk for a young girl if she gets pregnant being undernourished and suffering from anemia.
- (d) Those adolescents boy who do not attend the school and remain unemployed, they are also at risk of being influenced by social evil forces. These evil forces force young boys to use as well as carrying drugs and alcohol and engage them in criminal activities
- (e) All of us must say "no" to drugs because, at present, the use of drugs is spreading fast across the country. Our young generation and adolescent boys are falling victim to the fatal use of drugs. Drugs do no good to us. Drugs addicted become a burden for the family. Both Peace and harmony in the family life get spoiled if one of the members of the family is drug-addicted. A drug-addicted can hardly come to normal life.

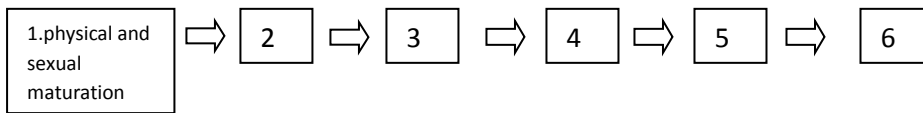
UNIT-6, L-1(ADOLESCENCE: THE STORM AND STRESS OF ADOLESCENCE)

1.Read the following text and make a flow chart showing the major characteristics of adolescence

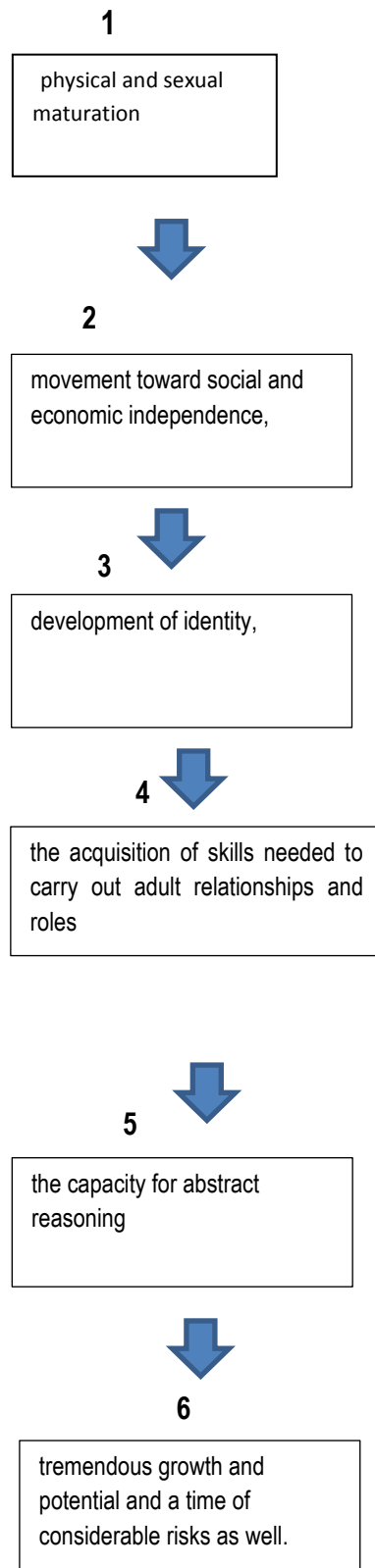
The time of adolescence is a period of preparation for adulthood during which one experiences several key developments. Besides physical and sexual maturation, these experiences include movement toward social and economic independence, development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risks during which social contexts exert powerful influences. Many adolescents face pressure to use alcohol, cigarettes, or other drugs and to initiate sexual relationships putting themselves at high risk for intentional and unintentional injuries, unintended pregnancies, and sexually transmitted



infections(STIS), including the human immunodeficiency virus (HIV). Many also experience a wide range of adjustment and mental health problems.



Answer to the above question(Flow Chart)

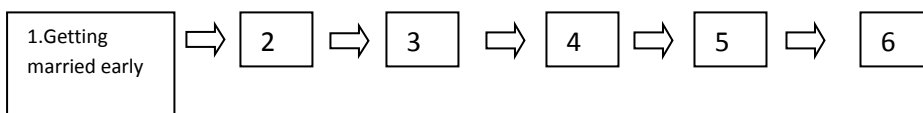




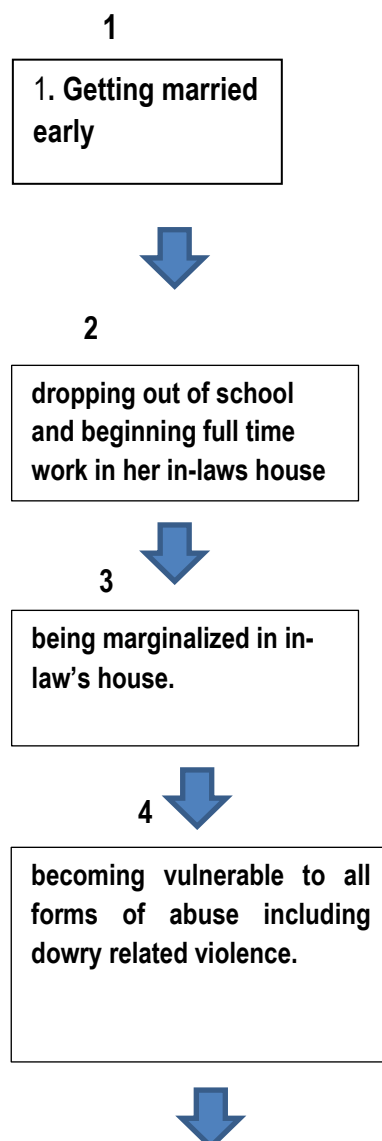
UNIT-6, L-2(ADOLESCENCE: ADOLESCENCE AND SOME RELATED PROBLEMS IN BANGLADESH)

1.Read the following text and make a flow chart showing the situation of adolescent girls in Bangladesh

In Bangladesh, the legal age of marriage is 18 for girls and 21 for boys. However, 33 percent of adolescent girls are married before the age of 15 and 60 percent become mothers by the age of 19. Research finds that adolescents with higher level of education and from more affluent families tend to marry at a later age. Boys, however, become ready for marriage only after several years of adolescence and young adulthood. When a girl gets married she usually drops out of school and begins full timework in her in-laws' household. In the in-laws' house, she is marginalized. She becomes vulnerable to all forms of abuse, including dowry-related violence. In Bangladesh, it is still common for a bride's family to pay dowry, despite the practice being illegal. Dowry demands can also continue after the wedding. For an adolescent bride even if her in-laws are supportive, there are greater health risks in terms of pregnancy and childbirth. The majority of adolescent brides and their families are uninformed or insufficiently informed about reproductive health and contraception. The maternal mortality rate for adolescents is double the national rate.



Answer to the above question: flow Chart





5

greater health risks in
terms of pregnancy and
child-birth



6

Uninformed or insufficiently
informed about reproductive
health and contraception

Key Notes on Flow Chart: (i) To write on any point of the main subject of the passage in short notes in the boxes in the Flow Chart. (প্যাসেজের মূল বিষয় নিয়ে বা মূল বিষয়ের কোন দিক নিয়ে বক্সগুলোর মধ্যে তথ্যের সারণি আকারে short notes এ লিখতে হবে।)

(ii) There are three things the students should be looking at carefully. (a) Making short notes (b) boxes in the flow chart (c) The word 'showing'/'highlighting' – after which the topic of the short notes is given. (এই প্রশ্নের নির্দেশনায় তিনটি বিষয় লক্ষ্য রাখতে হবে - (a) short notes এ লিখতে হবে (b) boxesগুলো flow chart আকারে দেয়া আছে। (c) এই প্রশ্নের নির্দেশনায় একটি শব্দ দেয়া আছে- 'showing'/'highlighting' - এই শব্দের পরে flow Chart এর boxes গুলোতে প্যাসেজের কোন বিষয় নিয়ে লিখতে হবে তা বলা থাকে)

(iii) The information has to be carried forward through the boxes. A series of information on the given topic has to be put into the box one after another. (যে বিষয় নিয়ে লিখতে বলা হয় সে বিষয় সম্পর্কিত তথ্যগুলো বক্সের মধ্যে পরপর লিখতে হবে। প্যাসেজের শুরু থেকে শেষ পর্যন্ত তথ্যগুলো যেভাবে ধারাবাহিকভাবে দেয়া থাকে সেভাবেই বক্সের মধ্যে লিখতে হবে।)

(iv) Students must draw the box in the answer script. (পরীক্ষার খাতায় বক্সগুলো আঁকতে হবে।)

(v) How to write short notes: (a) Firstly, short notes, consisting of words or phrases, is not a sentence but will carry the meaning of a sentence. (short notes কিভাবে লিখতে হবে : প্রথমত, short notes শব্দ বা শব্দসমষ্টি দ্বারা গঠিত এবং এটি কোন sentence নয় তবে short notes থেকে বাক্যের মত অর্থ পাওয়া যাবে।)

(b) Form of short notes: If a piece of relevant information for the flow chart is found in a sentence, then turn the sentence into short notes in the following manner: (short notes এর গঠন : যদি প্যাসেজের কোন বাক্য থেকে প্রাসঙ্গিক তথ্য পাওয়া যায় box এর flow chart এ লিখার জন্য তাহলে বাক্যটিকে নিম্নলিখিতরূপে short notes রপান্তরিত করা যাবে।)

In terms of placement of verb in a sentence, there can be three types of sentences found in a passage (বাক্যে verb এর অবস্থান বিবেচনায় একটি প্যাসেজের মধ্যে তিন ধরনের বাক্য পাওয়া যায়।)



- (a) Subject +AV+O.W → Other words (Subject and A.V বাদ যাবে)
 → being (am,is,are,was,were হলে)+ O.W
 → Having (have, has, had হলে)+other words

(b) Subject+AV+PV+Other words → PV(ing)+O.W(Subject and A.Vবাদ যাবে)

or

To+PV+O.Words(PV-Principal verb)

or

Being/having+P.Verb past participle

(c) Subject+PV+Other words → P.verb(ing) + O.words (PV-Principal verb)

or

To + PVerb+other words

Subject to be deleted. Auxilliary verb to be deleted. Then only write the other words. Or Writing in your words or phrases (এই ধরনের বাক্য পেলে Subject এবং Auxilliary verb বাদ যাবে এবং বাক্যের অন্যান্য শব্দগুলো লিখতে হবে। অথবা, অন্যান্য শব্দ দ্বারা যে অর্থ দাঁড়াবে সেটি নিজস্ব শব্দ ব্যবহার করে লিখা যাবে। যে বাক্যে principal verb থাকবে এর present form এর ing সঙ্গে যুক্ত হবে। principal verb টি যদি past form এ থাকে তাহলে এর past form টি লিখতে হবে। Subject কেন বাদ যাবে? Subject তখনই বাদ যাবে যখন প্যাসেজের মূল বিষয় কে নিয়ে লিখতে বলা হয় যেমন উপরের অনুচ্ছেদটিতে মূল বিষয় হচ্ছে **adolescent girls**। সুতরাং **adolescent girls** নিয়ে লিখতে বলা হবে তখন **adolescent girls** শব্দটা আর বারবার **boxes** গুলোতে লিখতে হবেনা। অনেক সময় পাঁচটি বক্সে লিখার জন্য যথেষ্ট information থাকেনা তখন প্যাসেজের মধ্যে বিশেষ করে compound sentence এ and দিয়ে যুক্ত যখন দুটি বাক্যে দুটি তথ্য থাকে সেগুলোকে পৃথক করে আলাদা আলাদা বক্সে লিখা যাবে এবং simple sentence এ and দ্বারা যখন দুটি অর্থপূর্ণ ভিন্ন তথ্য থাকে তখন সেগুলোকেও পৃথক করে আলাদা আলাদা বক্সে লিখা যাবে।

(vi) Another point in this question the students should carefully look at, that is - after the word 'Showing' in the instruction there usually remains some words such as : characteristics, feature, trait, aspect, quality -- these words carry the same meaning.(এই প্রশ্নে আরেকটি বিষয় ছাত্র/ছাত্রীদের লক্ষ্য রাখতে হবে সেটি হচ্ছে প্রশ্নের নির্দেশনায় 'Showing' শব্দের পরে flow Chart এর **boxes** গুলোতে প্যাসেজের কোন বিষয় নিয়ে লিখতে হবে তা বলা থাকে, এবং এখানে অনেক সময় প্যাসেজের কোন বিষয়ের 'বিভিন্ন দিক বা বৈশিষ্ট্য' লিখতে বলা হয়। 'বিভিন্ন দিক বা বৈশিষ্ট্য' - এই শব্দগুলোর ইংরেজি অর্থ হচ্ছে - characteristics, feature, trait, aspect, quality- these words carry the same meaning. এছাড়া প্রশ্নের নির্দেশনায় কোন বিষয়ের 'কারণ' জানতে চাইলে দেয়া থাকবে cause বা reason এবং ফলাফল, প্রভাব জানতে চাইলে দেয়া থাকবে result, consequence, impact, effect ইত্যাদি শব্দ।



ENGLISH 1ST PAPER

LESSON PLAN -3

UNIT-6: Adolescence (বয়ঃসন্ধিকাল)

Topic : Summary and Theme

UNIT-6, L-5(ADOLESCENCE: Amazing Children and Teens Who Have Changed the World)

02. Summarise the following text.

10

Anne Frank is perhaps the most well-known victim of the Nazi Holocaust of World War II. Anne, born on 12 June 1929, was given a diary at the age of 13, in which she chronicled her life from 1942 to 1944. During this time, Anne spent two years in hiding with her family in Nazi-occupied Amsterdam in a secret annex with four other Jews. Betrayed and discovered in 1944, Anne was sent to the Bergen – Belsen concentration camp, where she died of typhus in 1945. Anne's father, Otto Frank, was the only occupant of the secret annex to survive the war. In 1947, he published Anne's diary as *The Diary of a Young Girl*. Anne's account of her interment, as well as her deep belief in humanity has become one of the world's most widely read books.

The passage is about a famous teenage girl - Anne Frank about whom the world knows by reading her diary. At the age of 13, Anne was given a diary and she wrote her horrible experiences of world war-II during her hiding with family. She died of typhus in the concentration camp after being captured from the hiding. Her accounts of suffering and her deep belief in humanity that were written in the diary still move the people of the world and made her diary the most widely read book.



Now read the following poem written by William Blake from Unit -6 , lesson -3 and then write down the theme of the poem.

‘The School Boy’ by William Blake

I love to rise in a summer morn,
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me:
O what sweet company!
But to go to school in a summer morn,
O it drives all joy away!
Under a cruel eye outworn,
The little ones spend the day
In sighing and dismay.

Ah then at times I drooping sit,
And many an anxious hour;
Nor in my book can I take delight,
Nor sit in learning's bower
Worn through with the dreary shower.

How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing, And forget his
youthful spring!

O father and mother if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay,--

How shall the summer arise in joy?
Or the summer fruits appear?
Or how shall we gather what grief destroy of
Or bless the mellowing year,
When the blasts of winter appear

‘বিদ্যালয়ের বালকটি’ — উইলিয়াম ব্লেইক

আমি গ্রীষ্মের সকালে উঠতে ভালোবাসি,
যখন গাছের ডালে পাখিরা গায়;
দূরের শিকারী তাঁর বাঁশি বাজায়,
এবং ভরত পাখি আমার সাথে গায়:
ও কি মিষ্টি বন্ধু!

কিন্তু গ্রীষ্মের সকালে স্কুলে যাওয়া,-
ওহ, সব আনন্দ তাড়িয়ে দেওয়া!
নিষ্ঠুর চোখের শাসনে ক্লান্ত হয়ে,
ছোট্ট ছেলেটি দিন কাটায়
দীর্ঘশ্বাস ও হতাশায়।

আহ তখন তখন কখনও কখনও আমি ক্লান্ত হয়ে বসি,
এবং অনেকগুলো উদ্ভিন্ন ঘন্টা কাটায়ে;
না আমি আমার বইয়ে আনন্দ পাই,
না পড়ার কক্ষে বসে,
বিষাদ বর্ষণে ক্লান্ত আমি।

আনন্দের জন্য জন্ম নেয়া সেই পাখি কীভাবে
খাঁচায় বসে থাকতে পারে আর গাইতে পারে গান?

কীভাবে একটি শিশু, যখন ভয় বিরক্ত করে,
পারে তার কচি ডানা গুটিয়ে রাখতে।

আর ভুলে যেতে তার তারুণ্যদীপ্ত বসন্ত!

ও বাবা-মা যদি কুঁড়িগুলো নষ্ট করা হয়

আর ফুলগুলো সব উড়িয়ে নেয়া হয়

এবং যদি কচি চারাগুলোকে উপড়ে ফেলা হয়

তাদের বসন্ত দিনের আনন্দের সময়ে

দুঃখ আর যন্ত্রের অবহেলায়,-

তবে কীভাবে গ্রীষ্ম আনন্দে ভাসবে,

অথবা গ্রীষ্মের ফল আসবে?

অথবা দুঃখ যা বিনাশ করে আমরা তা গড়ব,

অথবা পরিপূর্ণ জীবন উপভোগ করব

যখন শীতের আঘাত হানা দিবে?

Answer to the above question(Theme)

The schoolboy is a poem written in the pastoral tradition that focuses on the problems of formal learning. It considers how going to school on a summer day drives all joy away. The boy in this poem is more interested in escaping his classroom than being with the rude teacher in the class. A child in school is compared to a bird in a cage meaning something that was born to be free and in nature. A child doesn't want to be trapped in the classroom which is like a cage and makes him anxious and obedient.



(আমাদের শিক্ষাব্যবস্থায় শিশুদেরকে শ্রেণিকক্ষগুলোতে খাঁচার মতো বন্দি করে রাখা হয় এবং তাদের চোখ রাঙিয়ে, ভয় দেখিয়ে পড়ানো হয় এবং তাদের একটু স্বাধীনতা দিয়ে পড়ানো হয়না - এই বিষয়গুলো কবিগুরু রবীন্দ্রনাথ ঠাকুর এবং উপরোক্ত কবিতার রচয়িতা উইলিয়াম ব্লেইক(ইংরেজ কবি- যার কবিতার প্রিয় বিষয়ের একটি শিশুরা) এর কাছে একেবারেই অগ্রহণযোগ্য। শিশুর শিক্ষার অধিকার বলতে শুধু স্কুলে যাওয়া নয়, বরং একটি আনন্দদায়ক, শিক্ষাবান্ধব পরিবেশে হেসে খেলে, ভয়-ভীতিহীন আনন্দঘন সময় উপভোগ করে লেখাপড়া করবে- এমন পরিবেশ ও পরিস্থিতি পাওয়াটাও শিশুদের অধিকার। ইংরেজ কবি উইলিয়াম ব্লেইক তার এমন একটি কবিতার মাধ্যমে একটি শিশুর তার বাবা-মার কাছে নিরানন্দ ও ভয়ভীতি জাগানিয়া স্কুলে না পাঠানোর আকুতি তুলে ধরেছেন। বালকটি হতাশা ও দীর্ঘশ্বাস নিয়ে তার পাঠসমূহকে সহ্য করে। সে তার বাবা মা কে খাঁচার ন্যায় শ্রেণিকক্ষে বন্দি না করতে অনুরোধ করে। এর চেয়ে বরং তার কাছে গ্রীষ্মের সকালে ঘুম থেকে ওঠে প্রকৃতির কাছে, তার বন্ধু- পাখি, গাছের সংস্পর্শে থাকতে তার ভাল লাগার কথা জানায়।)

KEYNOTES ON WRITING THEME OF POEM OR SHORT STORIES

❖ Key Notes on writing of THEME of poem/story

While appreciating a short story or a poem, the students will find out the theme only. Writing the theme of a poem or story means writing the underlying message (central idea) of the same. The theme will tell us the underlying message of the poem or story. How does the poem or story or any piece of writing relate to life. In other words, what critical belief (idea) about life is the author trying to convey in the writing of a novel, play, short story, or poem. Theme writing generally refers to the central idea or a perception conveyed in writing. Theme explains the reason why it was written. (কোন কবিতার(বা যে কোন লেখার) যখন মূল্যায়ন লিখতে বলা হয় তখন লেখার থিম লিখতে হয়। থিম হচ্ছে উক্ত লেখার মূল বক্তব্য যা লেখার চরিত্র বা পটভূমি বা ঘটনার অন্তরালে থাকে, যা জীবনের সাথে সম্পর্কিত, যাকে ঘিরেই তার তার লেখাটি আবর্তিত হয়। কোন গল্প, কবিতা, ছোটগল্প, উপন্যাস পড়ে লেখকের জীবন সম্পর্কে গভীর বিশ্বাস,পর্যবেক্ষণ নিপুণ ধারণা পাওয়া যায় যা সময়, সাংস্কৃতিক পরিমন্ডলকে ছাপিয়ে গিয়ে জীবন বা জগৎ সম্পর্কে একটি স্বাভাবিক ধারণা পাঠকের মানসপটে জায়গা করে নেয়।)

(Find out the difference between theme and summary) (see the definition of summary given below)

(Theme and summary এর তুলনাগুলো বের কর। নীচে summary এর সংজ্ঞা দেয়া আছে।)

Key Notes on Summary:

In summary, the original text is usually cut to about one-third. The summary is what the story/passage/poem is about without the reader having to go into elaborate details (সারমর্ম/সারাংশ/সামারি হচ্ছে মূল প্যাসেজের এক-তৃতীয়াংশ। সামারি হচ্ছে গল্প/অনুচ্ছেদ/কবিতাটির মূল বিষয় নিয়ে লেখা।)

In summary, a student should mention only the main ideas/main action without examples, repetitions, and quotations. (সামারি লিখার সময় শুধু প্যাসেজের মূল বক্তব্যই উপস্থাপন করতে হবে। এখানে কোন উদাহরণ, ব্যাখ্যা, একই বিষয়ের বাক্যের পুনরাবৃত্তি বা উদ্ধৃতি দেয়া যাবেনা)

Though there is no certain clear instruction about the size of the summary, it is expected that to write the main ideas or summary of any given topic, there should not be more than 5/6 sentences. (যদিও সামারির/সারাংশ/সারমর্মের আকার নিয়ে তেমন বলা না থাকলেও ৫/৬ বাক্যের মধ্যে লেখা বাঞ্ছনীয়।)

Summary writing with the exact sentences from the original passage has been discouraged. (মূল প্যাসেজ থেকে হুবহু বাক্য দিয়ে সামারি লেখার জন্য নিরুৎসাহিত করা হয়।)

In writing summary, students must note the important point of beginning, middle and last portion of the passage. (ছাত্র/ছাত্রীরা সামারি লেখার সময় মূল প্যাসেজের প্রথম, মাঝের ও শেষ অংশের গুরুত্বপূর্ণ বিষয় গুলো লক্ষ্য করে সামারি সাজাতে হবে।)

There should be an introductory as well as a concluding sentence of the summary. (সামারিতে একটি সূচনা বাক্য ও সমাপ্তিসূচক বাক্য থাকা উচিত)



No need to give a title of the summary. The summary must not be written with the number or bullet point. (কোন টাইটেল দেয়া দরকার নেই। সামারির বাক্যগুলো পয়েন্ট বা নাম্বার দিয়ে লেখা যাবেনা।)

In a short, a summary should be a small passage of 5/6 sentences containing the main idea of the original passage. (এক কথায়, সামারি- সারাংশ/সারমর্ম হচ্ছে ৫/৬ বাক্যের একটি ছোট অনুচ্ছেদ যেখানে মূল প্যাসেজের প্রধান বক্তব্যই থাকবে।)

ENGLISH 1ST PAPER

LESSON PLAN -4

UNIT-6: Adolescence (বয়ঃসন্ধিকাল)

Topic : Fill in the Blanks

1.

poisonous	of	preserve	greatest	be	more
refresh	stern	By	production	contamination	health

Food adulteration is one of the (a) ---- problems in the recent time in our country. Different food and food products, vegetables, fruits and fishes are being (b) --- (c) ---- the unscrupulous and profit monger businessmen and green grocers. However, we, the general people (d) --- the victims (e) --- all sorts of pangs and serious diseases. The businessmen use (f) --- chemicals such as DDT, Aldrin, Heptachlor just to make their products (g) --- attractive or to (h) ---- them for a longtime. So it is time the authority concerned took (i) ---- steps to stop such food adulteration. Proper monitoring, supervision, and public awareness should be compulsory from (j) --- level to consumers.

ANSWER TO THE QUES. NO.-1 (fill in the blanks with clues)

(a) greatest (b) contaminated (c) by (d) are (e) of (f) poisonous (g) more (h) preserve (i) stern (j) production

2. In our country, women are the worst sufferers at every stage of life. Social prejudices and customs tend to (a) ---- their position. When a female child is born, it is not regarded (b) ---- a happy event. She is not welcomed with the deep (c) ---- of heart. Instead of being delighted, most of the members of the family think that she has come to add to their (d) ---. Even the mother of the female child is not welcomed cordially for giving (e) ---- to a female child. Rather the mother of the female child is (f) --- for this. In the most cases, women are the victim of gender (g) ----. In fact, the life of our women is not smooth (h) ----. If we want lasting development of the country. We have to (i) --- the dignified status of (j) ---- women of our country. The government is conscious of this matter

ANSWER TO THE QUES. NO.-2 (fill in the blanks without clues)

(a) degrade/ deny/ threaten/ humiliate/weaken (b) as (c) coreaffection/love (d) sufferings/ miseries/burden/sorrows (e) birth (f) blamed/ scolded/ insulted/abused/accused/ dishonoured (g) discrimination/disparity/inequality (h) at all/ enough/often/ yet (i) upgrade/improve/establish/ensure /uphold (j) the / all/ neglected/deprived

3. Adolescents (a)—— on their (b)——, their communities, schools, health services and their workplaces to (c)—— a wide range of skills that can (d)—— them to cope with the (e)—— they face and make a successful transition from (f)—— to adulthood. Parents, members (g)—— the community, service providers, and (h)—— institutions have the (i)—— to both promote adolescent development and adjustment and to intervene (j)—— when problems arise.



ANSWER TO THE QUES. NO.-3 (fill in the blanks without clues)

- (a) depend/rely (b) parents/families/communities/ elders/seniors/ societies
(c) get/learn/achieve/acquire/attain (d) help/assist/prepare (e) problems/ crisis/ situation/pressures
(f) Childhood (g) of (h) educational/social/ welfare (i) responsibility/duty
(j) successfully/carefully/effectively/sincerely/responsively

4. There goes a saying that child is (a) --- of the man. Today's child is the (b) --- of a nation. He will (c) --- the country. The whole (d) --- depends on their proper (e) ----. It is our fundamental (f) --- to rouse their (g) ---- talent. A sound environment is (h) ---- both in the family and society so that a child can (i) --- up physically, mentally and spiritually. Only then it will be (j) --- to build up a beautiful and developed country.

ANSWER TO THE QUES. NO.-4 (fill in the blanks without clues)

- (a) father (b) leader/future (c) rule/lead/guide/serve (d) nation/country (e) care/ caring/ nurture/training
(f) duty/responsibility/work (g) hidden/latent (h) needed / important /essential/ required (i) grow
(j) possible/easier

ENGLISH 2ND PAPER

TOPIC: GRAMMAR: USE OF MODIFIER

❖ LESSON PLAN -5

❖ Learning Outcome:

- (i) To introduce the question type of Modifier
(ii) Students will learn about Modifier (ছাত্র/ছাত্রীরা Modifier সম্পর্কে ধারণা পাবে।)
(iii) To have a complete discussion/ keynotes on Modifier (Modifier এর উপর নিয়ম-কানুনসহ উত্তর সহায়ক পূর্ণাঙ্গ আলোচনা)
(iv) Having some Board questions and solutions. (বোর্ড প্রশ্ন ও সমাধান)

USE OF MODIFIER

QUESTION TYPE:-

9. Read the following text and use modifiers as directed in the blank spaces. .5X10=5

Sheikh Saadi was a great (a) -----(pre-modify the noun) poet. He lived very (b) -----(post modify the verb). Once he went to the court of the Sultan (c) --- (post-modify the verb with an infinitive) the sultan. As the night fell, he took shelter in a rich (d) --- (pre-modify the noun with a possessive) house. At that time he wore a (e) -----(pre-modify the noun) dress. The people of the house did not show (f) -----(pre-modify the noun) respect to him. (g) -----(pre-modify the verb with a present participle) the house, he again started to meet the Sultan. On the way back, he went to that house (h) ----(post-modify the verb). This time he wore a (i) -----(pre-modify the noun) dress. The people of the house showed him proper respect and gave him rich food (j) -----(post-modify the noun with an infinitive)



যেসব **word** বা **phrase noun/adjective/verb** এর আগে বা পরে বসে **noun/ adjective/verb** কে **Modify** (বিশেষিত) করে বা **noun/ adjective/verb** সম্পর্কে আরও তথ্য দেয় বা গুণ প্রকাশ করে তাকে **Modifier** বলে।

(i) A blooming flower. (ii) A broken chair (iii) a pen on the table

(iv) A beautiful long, new black British plastic pen.(v)A man with white beard

(vi) Running train. (vii) a photo taken by me

- কাকে **Modify** করব ? : Noun/Adjective/verb
- কি দিয়ে **Modify** করব ? : Pre-modifier and Post modifier
- **Two types: (I) pre-modifier (ii) post modifier**

এই **question** এ ব্র্যাকেটে কাকে **modify** করব এবং কি দিয়ে **modify** করা হবে অর্থাৎ **modifier** এর নাম দেয়া থাকবে

- ব্র্যাকেটের মধ্যে যে শব্দকে (**noun/ adjective/verb**) Pre modify করতে বলা হবে -সে শব্দটি (**noun/ adjective/verb**) দেখা যাবে bracket এর পরে রয়েছে এবং answer হবে bracket এর আগে।

Example: Arsenic is a ----- (pre-modify the noun) substance

Answer: natural

Example: Arsenic is ---- (use an intensifier to pre-modify the adjective) dangerous for human health.

Answer: very

- ব্র্যাকেটের মধ্যে যে শব্দকে (**noun/ adjective/verb**) Post modify করতে বলা হবে -সে শব্দটি (**noun/ adjective/verb**) দেখা যাবে bracket এর আগে রয়েছে এবং answer হবে bracket এর পরে।

Example: One should select the newspaper (h) --- (post-modify the verb).

Answer: judiciously/wisely

Example: A newspaper helps a man ---- (postmodify the verb with infinitive) his general knowledge.

Answer: to increase

- Bracket এ অনেক সময় শুধুমাত্র কি দিয়ে **modify** করব তা বলা থাকে অর্থাৎ **modifier** এর নাম দেয়া থাকে। কাকে premodify বা postmodify করব এটা দেয়া থাকেনা।

Example: ----- (use present participle) adulterated food, people get sick.

Answer: Taking/ by taking



Example: Drivers in our country often do not realize that life is ----- (use a determiner) valuable than time.

Answer: more

List of Modifiers:

PREMODIFIER

- I) Determiner: (a) regular
- (b) Predeterminer
- (c) postdeterminer
- (ii) Present participle
- (iii) Past participle
- (iv) Adjectives
- (v) Noun-adjective

POSTMODIFIER

- (i) Present participle
- (ii) Past participle
- (iii) To infinitive phrase
- (iv) Preposition phrase
- (v) Appositive
- (vi) Relative/Nominal clause
- (vii) Adjective phrase

(1) Determiner: যেই সব শব্দ ব্যক্তি বা বস্তুকে সনাক্ত করে বা তাদের সংখ্যা বা পরিমাণ নির্দেশ করে।

Example: a girl, two friends, my head.

Various Determiner:

(a) Article: a, an, the

(b) Demonstrative: this, that, these, those

(c) Possessive: my, his, her, your, its, their, Karim's

(d) Numerals/number expressions/ cardinal number: two, three, or any numeral. First, second, third (ordinal numbers)

(e) Quantifiers: all, both, some, any, no, every, each, either, neither, few, a few, little, a little, many, much, more, enough, half, least, several, another, a number of, a lot of

(2) Adjective: Adjective always gives information about noun or modify noun (Adjective এর কাজ হচ্ছে noun এর গুণ প্রকাশ করা।)

(a) Hamida is a pretty girl.



(b) There are two red apples in the basket.

(c) a beautiful long, new black British plastic pen.

(3) Noun-adjective: noun যখন nounকে modify করে। এদেরকে / Noun adjective compound word বলে। এরা পাশাপাশি বসে এক শব্দের মত ব্যবহৃত হয়।

Example: (i) I bought a nice *leather bag* yesterday.

Mr. Alam usually goes for a *morning walk* every day.

Some more noun-adjective words:

Guest room, TV serial, film producer, school inspector, heart attack, Book store, business man, body guard, moon light, letter box, science fiction, toy train, Birthday party, book shelf, footpath, bookshelf, morningwalk

(4) Present Participle: A participle is a double parts of speech – a verb and adjective combined. It expresses an action going on and not completed and are formed by adding 'ing' to the verb. (Present Participle কে double parts of speech বলা হয়। এটা একসঙ্গে verb ও adjective এর কাজ করে। Present Participle দিয়ে ঘটমান কাজকে বোঝাবে এবং কাজটি অসমাপ্ত বোঝায়। verb এর সাথে 'ing' যুক্ত থাকবে।)

(i) This is *charming* scenery

(ii) A *rolling stone* gather no moss.

(iii) The scenery looks *charming*.

(iv) We saw him *running* away.

(5) Past or Perfect participle: expresses an action complete and are formed by adding ed, d, t en, n, with the verb (Past or Perfect participle দিয়ে কোন কাজের সমাপ্ততা বোঝাবে।)

(i) He is a *learned* man.

(ii) Try to cover your *lost* health.

(iii) I saw a man *injured* by an accident.

(iv) A tiger *killed* by the hunter was left in the jungle.

Participle phrase: participle সঙ্গে যদি আরো কিছু শব্দ থাকে, তাহলে তাকে Participle phrase বলে।

(i) *Seeing the man*, he became scared.



(6) Gerund: The forms of the gerund and the present participle are the same but their functions are different. A gerund functions as a noun and a participle functions as an adjective. So a gerund has the same form as a present participle (present participle এর মতো Gerund form বা গঠন একই হলেও কাজ ভিন্ন। participle হলো verb + ing যার মধ্যে একই সঙ্গে Noun এবং adjective কে বুঝাবে এবং অপরদিকে Gerund হলো verb + ing যার মধ্যে একই সঙ্গে Noun এবং Verb কে বুঝাবে। এজন্য participle এর মতো Gerund কে Double part of speech বলে।

Form of Gerund (Gerund এর গঠন) : Verb + ing – writing , speaking, painting, typing

Examples: (i) Swimming is a good exercise
(ii) He likes catching
(iii) Her hobby is playing tennis

(7) Prepositional phrase: Prepositional phrase বলতে preposition +noun অথবা noun phraseকে বোঝায়।

Example: The book *on the table* is green.

(ii) Belal is a man *of regular habits*.

(8) Infinitive Phrase: Verb এর মূল form এর আগে to বসালে যে শব্দ সমষ্টি তৈরি হয় তাকে Infinitive phrase বলে। to + verb + noun

Example: I have an essay *to write* tomorrow.

I am the last man *to leave the place*.

(9) Appositives: বলতে noun অথবা noun with premodifiers/postmodifier বুঝায়। appositive এর কাজ হচ্ছে nounসম্বন্ধে অতিরিক্ত তথ্য দেয়া। সাধারণত বাক্যের Subject/Noun সম্পর্কে অতিরিক্ত তথ্য দেয়া হয়। Subject/Noun এর পর কমা (,) থাকে এবং এর পরে appositive বসে অর্থাৎ appositive মানে হচ্ছে Subject এর পাশে এসে বসা। পাশে বসেই Subject সম্পর্কে অতিরিক্ত তথ্য দিবে বা কিছু বলবে।

Example: Mr Ali, *an engineer*, is working in England.

Mr Hakim, *Headmaster of Agrani School*, is very strict.

(10) Relative clause: who, which, that, whom, where, when দ্বারা দুটি বাক্য যুক্ত হয়। এবং পূর্ববর্তী বাক্যের noun কে modify করে।

Example: The boy *who came* is my cousin.

Example: This is the place *where he was born*.

(11) Intensifier: adverb যখন adjective এর আগে বসে adjective এর অর্থ জোরদার করে তখন তাকে intensifier বলে।



Some common intensifiers:

Actually, enough certainly, surely, definitely, really, absolutely, thoroughly, utterly, very much, indeed, highly, very, deeply, seriously, greatly, perfectly, totally, a lot, of course, quite, fairly, scarcely, most, extremely, unusually, madly, terribly, badly, almost

(i) His behaviour is **absolutely** awful.

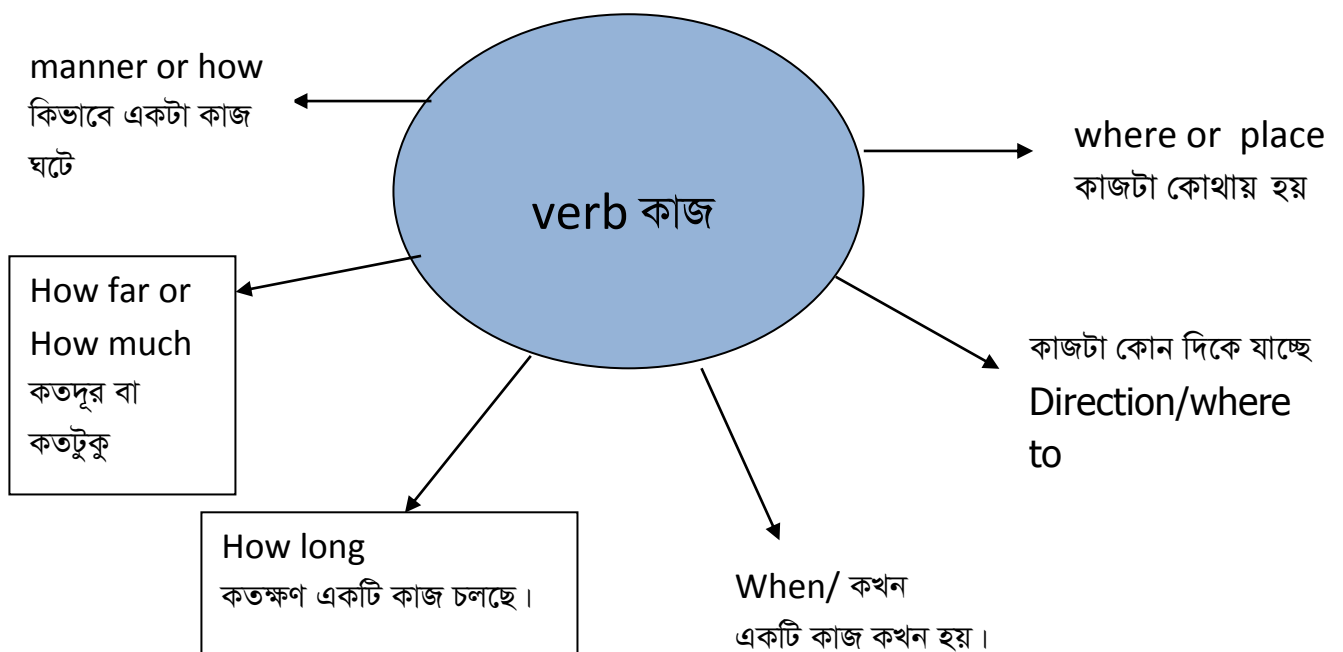
(ii) The house is **completely** empty.

(iii) I am **deeply** sorry.

(iv) Nazma is **extremely** shy.

The modifier (adverb) of verb adds something more to the meaning of a verb or modify the meaning of verb (কাজকে(verb) বিশেষিত করে, কাজ সম্পর্কে অতিরিক্ত তথ্য দেয়, কাজের গতি-প্রকৃতি নিয়ে কথা বলে)

• Post Modifier of verbs.



(1) A bomb exploded at night.

(2) He speaks slowly

(3) Monica is reading in the university library.

(4) Jamal is going to school.



(5) I agree with you completely.

Pre-modifier of verb : These modifier of verb (they are actually adverb) say how often something happens. (কোন কাজ কোন কোন সময়ে ঘটে) এই **modifier adverb** গুলো **auxiliary verb** (am, is, are, was, were) এর পরে এবং **principal verb** এর আগে বসে।

Examples: Always, ever, usually, normally, often, frequently, sometimes, occasionally, rarely, seldom, soon, then, immediately, regularly, often, probably,

Example: You can **always** come and stay with us.

We **sometimes** see some rain in the summer here in Bangladesh.

Board Questions:

1. Read the following text and use modifiers as directed in the blank spaces:-

0.5×10 = 5

Arsenic is a (a) ____ (pre-modify the noun) substance. It is (b) ____ (use an intensifier to pre-modify the adjective) dangerous for human health. (c) ____ (use a demonstrative to pre-modify the noun) substance is found in the water of the tube well. There are (d) ____ (use a quantifier to pre-modify the noun) villages in (e) ____ (use possessive to pre-modify the noun) country. Most of our (f) ____ (use a noun adjective to pre-modify the noun) people drink tube well water. As a result, many of them are suffering from arsenic problem. This problem is (g) ____ (pre-modify the verb) found in North Bengal. We should take proper measures (h) ____ (post-modify the verb with an infinitive phrase). Government is trying to mark the tube wells having arsenic (i) ____ (use a participle to post modify the verb) red colour. People should be refrained from drinking water of (j) ____ (use demonstrative to pre-modify the noun) tube wells. Otherwise, they suffer from arsenicosis.

Answer :- (a) poisonous (Adjective always gives information about noun or modify

noun/Adjective এর কাজ হচ্ছে noun এর গুণ প্রকাশ করা। / ব্র্যাকেটের মধ্যে যে শব্দকে (noun/ adjective/verb) Pre modify করতে বলা হবে -সে শব্দটি (noun/ adjective/verb) দেখা যাবে bracket এর পরে রয়েছে এবং answer হবে bracket এর আগে।)

(b) very (adverb যখন adjective এর আগে বসে adjective এর অর্থ জোরদার করে তখন তাকে intensifier বলে।)

(c) This (Demonstrative: this, that, these, those)

(d) many (Quantifiers : all, both, some, any, no, every, each, either, neither, few, a few, little, a little, many, much, more, enough, half, lest, several, another, a number of, a lot of)

(e) our (Possessive: my, his, her, your, its, their, Karim's)

(f) village (noun যখন nounকে modify করে। এদেরকে / Noun adjective compound word বলে। এরা পাশাপাশি বসে এক শব্দের মত ব্যবহৃত হয়।)



(g) generally (Pre-modifier of verb : These modifier of verb(they are actually adverb)say how often something happens.(কোন কাজ কোন কোন সময়ে ঘটে) এই modifier adverb গুলো auxiliary verb (am, is, are,was, were) এর পরে এবং principal verb এর আগে বসে। **Examples: Always, ever, usually, normally, often, frequently, sometimes, occasionally, rarely, seldom, soon, then, immediately, regularly, often, probably,**)

(h) to solve this problem (Infinitive Phrase: Verb এর মূল form এর আগে to বসালে যে শব্দ সমষ্টি তৈরি হয় তাকে Infinitive phrase বলে। to + verb + noun/ ব্র্যাকেটের মধ্যে যে শব্দকে(noun/ adjective/verb) Post modify করতে বলা হবে-সে শব্দটি (noun/ adjective/verb) দেখা যাবে bracket এর আগে রয়েছে এবং answer হবে bracket এর পরে।)

(i) painting (Present Participle কে double parts of speech বলা হয়। এটা একসঙ্গে verb ও adjective এর কাজ করে। Present Participle দিয়ে ঘটমান কাজকে বোঝাবে এবং কাজটি অসমাপ্ত বোঝায়। verb এর সাথে 'ing' যুক্ত থাকবে।)

(j) These (Demonstrative: this, that, these, those)

More Board Questions:

2.Read the following text and use modifiers as directed in the blank spaces:- 0.5×10 = 5

Newspaper plays a very (a) ____ (pre-modify the noun) role in modern civilization. It publishes news and views of home and abroad. Only (b) ____ (pre-modify the noun) knowledge is not enough in this competitive world. A newspaper helps a man (c) ____ (post-modify the verb with infinitive) his general knowledge. Besides, academic books, one should read newspapers (d) ____ (post-modify the verb). Newspaper helps one (e) ____ (post-modify the verb with an infinitive) the facts of the world. (f) ____ (pre-modify the verb with a participle phrase) regularly, one can be aware of everything. There are (g) ____ (pre-modify the noun) kinds of newspapers. One should select the newspaper (h) ____ (post-modify the verb). One should choose the (i) ____ (pre-modify the noun) newspaper because many newspapers present news partially. Whatever the paper is, it (j) ____ (pre-modify the verb) helps a man.

Answer:

(a) important/significant (b) bookish/book/textual (c) to improve/to enhance (d) regularly/daily/always (e) to know (f) reading newspaper (g) various/many/different (h) carefully (i) unbiased/impartial/standard (j) definitely/certainly/obviously/surely

3.Read the following text and use modifiers as directed in the blank spaces:- 0.5×10 = 5

Taking food is essential. We take food a) ____ (use an infinitive phrase to post-modify the verb). We cannot survive on earth if we do not take food. In fact, (b) ____ (use a quantifier to pre-modify the noun phrase) living beings need to take food. But it is a matter of great regret that (c) ____ (use possessive to pre-modify the noun) food is being adulterated. d) ____ (use a noun adjective to pre-modify the noun) adulteration is increasing e) ____ (use an intensifier to pre-modify the adverb) alarmingly that we cannot stop it. f) ____ (use a determiner to pre-modify the noun phrase) dishonest businessmen use g) ____ (pre-modify the noun) chemical in food and fruits to make illegal and quick money. But they do not think about (h) ____ (use a possessive to pre-modify the



noun) health. i) ____ (use present participle) adulterated food, people get sick. They are often attacked with different fatal diseases. So, j) ____ (use a gerund) food safety is a must today.

Answer:

(a) to live (b) all (c) our (d) food (e) so (f) some (g) harmful (h) our (i) Taking (j) ensuring

4. Read the following text and use modifiers as directed in the blank spaces:- $0.5 \times 10 = 5$

Bangladesh is a (a) ____ (pre-modify the noun) country. Though it is a small country, it has a b) ____ (pre-modify the noun) population. People (c) ____ (pre-modify the verb with and adverb) depend on agriculture. They grow different kinds of crops d) ____ (post modify the verb with an adverbial phrase). We earn e) ____ (pre-modify the noun with an adjective) currencies by exporting some of these crops. We are also rich in f) ____ (pre-modify the noun with an adjective) resources. Now, we are able g) ____ (post-modify the adjective with an infinitive) natural gas from underground. Our industries are also rising h) ____ (post-modify the verb with an adverb). We export i) ____ (pre-modify the noun with a noun adjective) products to the developed countries. In this regard, we have already earned a j) ____ (pre-modify the noun) reputation.

Answer:

(a) small (b) large (c) mainly (d) all the year round (e) foreign (f) natural (g) to collect (h) rapidly (i) plastic (j) good

5. Read the following text and use modifiers as directed in the blank spaces:- $0.5 \times 10 = 5$

Air and water are the most a) ____ (pre-modify the noun with an adjective) elements of the environment. But we are polluting them b) ____ (post modify the verb with an adverb). Mills and factories use fuel e) ____ (post modify the verb with an adverbial). Motor vehicles also pollute the air, e) ____ (use an appositive). Water is polluted by f) ____ (pre-modify the noun with a quantifier) kinds of waste and filth. We also contaminate water g) ____ (pre-modify the verb with a present participle phrase) into it. Farmers use h) ____ (pre-modify the noun with an adjective) fertilizers and insecticides and pollute water. (i) ____ (pre-modify the noun with a past participle) water is j) ____ (pre-modify the adjective with an intensifier) harmful to health.

Answer:

(a) important (b) indiscriminately (c) to manufacture (d) profusely (e) a vital element of the environment (f) many (g) throwing toxic chemicals (h) chemical (i) polluted (j) very

Now, you should do the following remaining Board questions yourselves. For that, you should follow the complete discussion on Modifier given above

6. Read the following text and use modifiers as directed in the blank spaces:- $0.5 \times 10 = 5$

We can't think of our existence without language. It plays a a) ____ (use an intensifier) important role in our life. We use language from the time we wake up b) ____ (post-modify the verb) till we go to bed at night. We use language not only in our c) ____ (pre-modify the noun) hours but also use language e) ____ (post-modify the verb with an infinitive) information. Language is f) ____ (pre-modify the adjective) present in our life. It is an g) ____ (pre-modify the noun) part of our life. As an h) ____ (pre-modify the noun) nation, we also have a language. But



we had to struggle i) ____ (post-modify the verb) to establish the right our language. Many j) ____ (pre-modify the noun) sons sacrificed their lives for the language.

7. Read the following text and use modifiers as directed in the blank spaces:- $0.5 \times 10 = 5$

A library is a a) ____ (pre-modify the noun) of knowledge. The students b) ____ (use a participle) to all classes visit it in their library periods. Our college library is housed in two rooms. c) ____ (pre-modify the noun) almirahs are placed in one room. The other room is the e) ____ (use a participle to modify the noun) room where magazines, journals and newspapers are placed. There are about five thousand books in our library which are arranged e) ____ (post modify the verb). Any type of book can be traced in no time. The books cater to the needs and interests f) ____ (use a prepositional phrase). There are two separate sections in the library i) ____ (use a noun). The reading room is always crowded j) ____ (post modify the verb) in the afternoon.

8. Read the following text and use modifiers as directed in the blank spaces:- $0.5 \times 10 = 5$

The roads a) ____ (use an adjective phrase to post modify the noun) are beset with problems. b) ____ (pre-modify the noun) driving is one of them. Most of the drivers are not c) ____ (pre-modify the participle) trained. They are not well educated. They can d) ____ (use an adverb to pre-modify the verb) put their signature and read Bengali. They are indifferent to e) ____ (use a noun adjective) life. They do not realize that life is f) ____ (use a determiner) valuable than time. They drive g) ____ (post modify the verb). They do h) ____ (use an adverb to pre-modify the verb) drive consciously. Even they themselves are not conscious of i) ____ (use an possessive) own lives. They drive j) ____ (use an adverb phrase to post modify the verb) and try to overtake others.

THANK YOU ALL