

# SHERPUR POLYTECHNIC INSTITUTE

Diploma in Engineering

2nd semester

Muhammad Hafizur Rahman

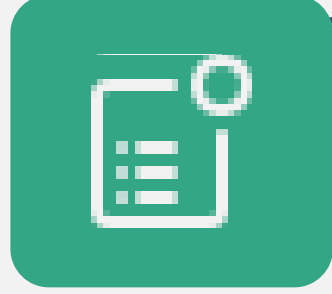
Instructor non-tech (**English**)

WE LEARN IN THIS SESSION :

**Right forms of verbs**



# TENS অনুযায়ী



## Present Tense (বর্তমান কাল)

- A. Present Simple (সাধারণ বর্তমান)
- B. Present Continuous (বর্তমান ক্রিয়াকর্ম)
- C. Present Perfect (সম্পূর্ণ বর্তমান)
- D. Present Perfect Continuous (সম্পূর্ণ বর্তমান ক্রিয়াকর্ম)

## Past Tense (অতীত কাল)

- A. Past Simple (সাধারণ অতীত)
- B. Past Continuous (অতীত ক্রিয়াকর্ম)
- C. Past Perfect (সম্পূর্ণ অতীত)
- D. Past Perfect Continuous (সম্পূর্ণ অতীত ক্রিয়াকর্ম)

## Future Tense (ভবিষ্যৎ কাল)

- A. Future Simple (সাধারণ ভবিষ্যৎ)
- B. Future Continuous (ভবিষ্যৎ ক্রিয়াকর্ম)
- C. Future Perfect (সম্পূর্ণ ভবিষ্যৎ)
- D. Future Perfect Continuous (সম্পূর্ণ ভবিষ্যৎ ক্রিয়াকর্ম)

Right from  
of verb

# Present Tense (বর্তমান কাল)

## 1. A. Present Simple

- Structure: Subject + Base form (s/es)
- নিয়ম:
  - Third person singular (he, she, it) এর ক্ষেত্রে ক্রিয়ার শেষে s/es যোগ হয়।
  - বাকিদের ক্ষেত্রে Base form ব্যবহৃত হয়।
- Example:
  - He plays football. (সে ফুটবল খেলে।)
  - They play football. (তারা ফুটবল খেলে।)

## 2. B. Present Continuous

- Structure: Subject + am/is/are + verb + ing
- নিয়ম:
  - Continuous tense-এ সবসময় verb-এর সাথে -ing যোগ হয়।
- Example:
  - I am playing football. (আমি ফুটবল খেলছি।)
  - They are playing football. (তারা ফুটবল খেলছে।)

## 3. C. Present Perfect

- Structure: Subject + has/have + past participle
- নিয়ম:
  - Present Perfect tense-এ past participle (ক্রিয়ার তৃতীয় রূপ) ব্যবহৃত হয়।
- Example:
  - She has eaten. (সে খেয়ে ফেলেছে।)
  - They have eaten. (তারা খেয়ে ফেলেছে।)

## 4. D. Present Perfect Continuous

- Structure: Subject + has/have been + verb + ing
- নিয়ম:
  - Present Perfect Continuous-এ been এর সাথে verb-এর সাথে -ing ব্যবহৃত হয়।
- Example:
  - She has been playing football for two hours. (সে দুই ঘণ্টা ধরে ফুটবল খেলছে।)

Right from  
of verb

# Past Tense (অতীত কাল)

## 1. A. Past Simple

- Structure: Subject + past form (verb-এর দ্বিতীয় রূপ)
- নিয়ম:
  - অতীতে সম্পন্ন হওয়া কাজ বোঝাতে past form ব্যবহৃত হয়।
- Example:
  - He played football yesterday. (সে গতকাল ফুটবল খেলেছিল।)

## 2. B. Past Continuous

- Structure: Subject + was/were + verb + ing
- নিয়ম:
  - Past Continuous-এ verb-এর সাথে -ing যোগ হয়।
- Example:
  - I was playing football when he came. (সে আসার সময় আমি ফুটবল খেলছিলাম।)

## 3. C. Past Perfect

- Structure: Subject + had + past participle
- নিয়ম:
  - Past Perfect-এ past participle ব্যবহৃত হয়।
- Example:
  - They had eaten before I arrived. (আমি আসার আগেই তারা খেয়ে ফেলেছিল।)

## 4. D. Past Perfect Continuous

- Structure: Subject + had been + verb + ing
- নিয়ম:
  - Past Perfect Continuous-এ had been এবং verb-এর সাথে -ing ব্যবহৃত হয়।
- Example:
  - He had been playing football for two hours before it started raining. (বৃষ্টি শুরু হওয়ার আগে সে দুই ঘণ্টা ধরে ফুটবল খেলছিল।)

Right from  
of verb

# Future Tense (ভবিষ্যৎ কাল)

## 1. A. Future Simple

- Structure: Subject + will/shall + base form
- নিয়ম:
  - ভবিষ্যতে সম্পন্ন হওয়া কাজ বোঝাতে will/shall এবং base form ব্যবহৃত হয়।
- Example:
  - I will play football tomorrow. (আমি আগামীকাল ফুটবল খেলব।)

## 2. B. Future Continuous

- Structure: Subject + will be + verb + ing
- নিয়ম:
  - Future Continuous-এ will be এবং verb-এর সাথে -ing যোগ হয়।
- Example:
  - She will be playing football at this time tomorrow. (আগামীকাল এই সময় সে ফুটবল খেলবে।)

## 3. C. Future Perfect

- Structure: Subject + will have + past participle
- নিয়ম:
  - They will have eaten by the time you arrive. (তুমি আসার আগেই তারা খেয়ে ফেলবে।)
- Example:
  - They had eaten before I arrived. (আমি আসার আগেই তারা খেয়ে ফেলেছিল।)

## 4. D. Future Perfect Continuous

- Structure: Subject + will have been + verb + ing
- নিয়ম:
  - Future Perfect Continuous-এ will have been এবং verb-এর সাথে -ing ব্যবহৃত হয়।
- Example:
  - She will have been playing football for two hours by the time you come. (তুমি আসার আগেই সে দুই ঘণ্টা ধরে ফুটবল খেলতে থাকবে।)

**If** দ্বারা যুক্ত clause টি যদি present indefinite tense হয় তাহলে পরের clause টি future indefinite tense হবে।

Example :-

- If he comes, I'll go.
- If you work hard, you'll shine in life.

**While** এর পর verb থাকলে সেটির সাথে ingযোগ হয়। কিন্তু while এর পর subject থাকলে এর অংশটি past continuous tense হয়।

Example :-

- While walking through the zoo, I saw a
- While it was raining, I was watching a movie.

1 **Wish/fancy/it is time/it is high time** ইত্যাদিথাকলে verb এর past tense হবে।

Example :-

- I wish I won the first prize.
- It is high time you changed your bad habits.
- I fancy I flew in the sky.

**As if/as though** থাকলে were বসে।

- He speaks as if he were the leader.
- He acts as though he were a hero.



**Present Indefinite Tense** এর subject, third person singular number হলেও সেটি যদি negative sentence হয় তাহলে does not ব্যবহৃত হবে। তখন verb এর শেষে s/es যোগ হবেনা।

Example :-

- He does not go to school.
- Ashish does not eat rice.

**Past tense or future tense** হলে verb এর শেষে s/es যোগ হবে না। তখন সেই tense এর structure অনুযায়ী verb বসবে।

- He went to school.

**বাক্যটি যদি universal truth (চিরন্তন সত্য) হয়, habitual fact (অভ্যাসগত কাজ) বোঝায় তাহলে present indefinite tense হবে।**

Example :-

- The sun rises in the east.
- Ice floats on water.

**Sentence টি passive voice হলে এবং modal auxiliary verb (can, could, may, might, shall, should, will, would, ought to, need, dare, have to, must etc.) এর পরে be + past participle form of verb বসে।**

Example :-

- It can be done by you.
- All the fruits could be taken.

**বাক্যে have/has থাকলেসেটি present perfect tense হবে।**

- He has done the work.
- They have eaten rice.

**To এরপরেসবসময় verb এর present form বসে।**

Example :-

- You need to do the work in time.
- He went to the market to buy a shirt.



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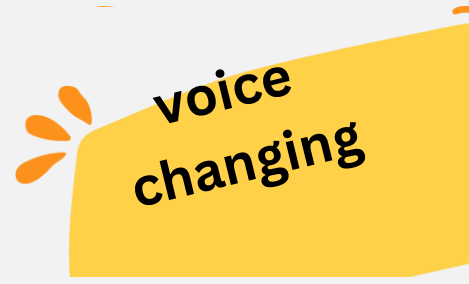
Instructor non-tech (**English**)

WE LEARN IN THIS SESSION :

**Voice Changing**



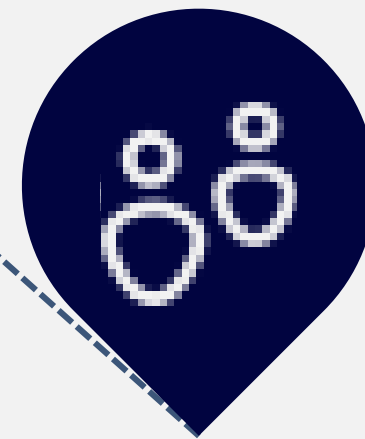
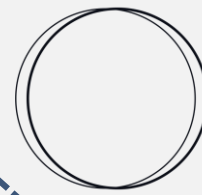
Voice Changing বা Active থেকে Passive Voice-এ রূপান্তর করার জন্য নির্দিষ্ট নিয়ম অনুসরণ করতে হয়। সাধারণত, যখন কোনো বাক্য Active Voice-এ থাকে, তখন subject কাজটি করে এবং object কাজটি পায়। Passive Voice-এ object-কে আগে আনা হয় এবং subject-কে পরে বা উল্লেখ করা হয় না।



## Active Voice



- Active Voice-এ, বাক্যের subject কাজটি করে।
- সাধারণত subject বাক্যের শুরুতে থাকে এবং object বাক্যের শেষে থাকে।



- Passive Voice-এ, বাক্যের object কাজটি পায় এবং এটি প্রথমে থাকে।
- এখানে subject-কে বলা নাও হতে পারে। যদি উল্লেখ করা হয়, তবে এটি "by" ব্যবহার করে যুক্ত করা হয়।



## Passive Voice

Present/Past/Future এদের Perfect Continuous : Passive Voice-এ পরিবর্তন করা যায় না।

voice  
changing

# PRESENT TENSE (বর্তমান কাল)



## Simple

- Structure:
  - Active: Subject + verb (base form) + object
  - Passive: Object + am/is/are + past participle + (by subject)
- Example:
  - Active: I eat a mango.
  - Passive: A mango is eaten by me.
  
  - Active: They play football.
  - Passive: Football is played by them.



## Continuous

- Structure:
  - Active: Subject + am/is/are + verb + ing + object
  - Passive: Object + am/is/are + being + past participle + (by subject)
- Example:
  - Active: I am eating a mango.
  - Passive: A mango is being eaten by me.
  
  - Active: They are playing football.
  - Passive: Football is being played by them.

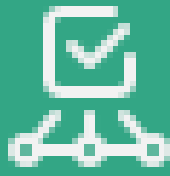


## Perfect

- Structure:
  - Active: Subject + has/have + past participle + object
  - Passive: Object + has/have + been + past participle + (by subject)
- Example:
  - Active: I have eaten a mango.
  - Passive: A mango has been eaten by me.
  
  - Active: They are playing football.
  - Passive: Football is being played by them.

voice  
changing

# PAST TENSE (বর্তমান কাল)



## Simple

- Structure:
  - Active: Subject + past form + object
  - Passive: Object + was/were + past participle + (by subject)
- Example:
  - Active: I ate a mango.
  - Passive: A mango was eaten by me.
  
  - Active: They played football.
  - Passive: Football was played by them.



## Continuous

- Structure:
  - Active: Subject + was/were + verb + ing + object
  - Passive: Object + was/were + being + past participle + (by subject)
- Example:
  - Active: I was eating a mango.
  - Passive: A mango was being eaten by me.
  
  - Active: They were playing football.
  - Passive: Football was being played by them.

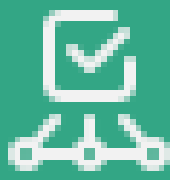


## Perfect

- Structure:
  - Active: Subject + had + past participle + object
  - Passive: Object + had been + past participle + (by subject)
- Example:
  - Active: I had eaten a mango.
  - Passive: A mango had been eaten by me.
  
  - Active: They had played football.
  - Passive: Football had been played by them.

voice  
changing

# FUTURE TENSE (বর্তমান কাল)



## Simple

- Structure:
  - Active: Subject + will/shall + base form + object
  - Passive: Object + will/shall + be + past participle + (by subject)
- Example:
  - Active: I will eat a mango.
  - Passive: A mango will be eaten by me.
  
  - Active: They will play football.
  - Passive: Football will be played by them.



## Continuous

- Structure:
  - Passive Voice-এ পরিবর্তন করা যায় না।



## Perfect

- Structure:
  - Active: Subject + will/shall have + past participle + object
  - Passive: Object + will/shall have been + past participle + (by subject)
- Example:
  - Active: I will have eaten a mango.
  - Passive: A mango will have been eaten by me.
  
  - Active: They will have played football.
  - Passive: Football will have been played by them.

## Active voice কে passive voice এ রূপান্তর করার নিয়ম:

Rule 1:

- Active voice এর subject টি passive voice এর object হয়ে যায়।
- Active voice এর object টি passive voice এর subject এ রূপান্তর হয়।
- মূল verb এর past participle হয় এবং subject ও tense অনুসারে auxiliary verb/be verb হয়।

Rule 2:

Indefinite tense:

- Present indefinite – am, is, are.
- Past indefinite – was, were.
- Future indefinite – shall be, will be.

Continuous tense:

- Present Continuous- am being, is being, are being.
- Past Continuous – was being, were being
- Future Continuous – shall be being, will be being.

Perfect tense:

- Present Perfect – has been, have been.
- Past Perfect- had been.
- Future Perfect- shall have been, will have been.



Rule 3:

a) Present indefinite tense যুক্ত active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Object এর subject + am/is/are + verb এর past participle form + by + subject এর object.

Active - I play football.

Passive- Football is played by me.

Active- They eat rice.

Passive- Rice is eaten by them.

b) Present continuous tense যুক্ত active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Object এর subject + am being/is being/are being + verb এর past participle form + by + subject এর object.

Active: I am playing football.

Passive: football is being played by me.

c) Present perfect tense যুক্ত active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Object এর subject + have been/ has been + verb এর past participle form + by + subject এর object.

Active: He has eaten rice.

Passive: Rice has been eaten by him.



Rule 4:

May, might, can, could, must, ought to, going to active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Object এর subject + may, might, can, could, must, ought to, going to এর পরে be + verb এর past participle form + by + subject এর object.

Example :-

Active: I may help you.

Passive: You may be helped by me.

Active: You must do the work.

Passive: The work must be done by you.

Rule 5:

Subject + verb + object + present participle যুক্ত active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Object এর subject + tense ও person অনুযায়ী Auxiliary verb + verb এর past participle form + present participle যুক্ত অংশটি + by + subject এর object.

Example :-

Active: I saw him playing cricket.

Passive: He was seen playing cricket by me.



Rule 6:

One + should যুক্ত active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Object এর subject + should be + verb এর past participle form

Active: One should take care of one's education.

Passive: Education should be taken care of

Rule 7:

Reflexive object (myself, ourselves, yourselves, yourself, themselves, himself, herself) যুক্ত active voice কে passive voice এ রূপান্তর করার নিয়ম-

Structure:

Active voice subject টি অপরিবর্তিত অবস্থায় passive voice এর subject হিসেবে হবে + tense ও person অনুযায়ী Auxiliary verb + verb এর past participle form + by + Reflexive object বসবে।

Active: He hanged himself.

Passive: He was hanged by himself.



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WE LEARN IN THIS SESSION :

**Completing Sentence**





## Completing Sentence

### Completing Sentence

Completing sentences can be completed with these three basic components-

1. Words or
2. Phrase or
3. clause

They change according to the meaning and context

### Rules of Completing Sentence

Rule 1: Relative pronouns – who/ which/when/whom.....

Relative pronouns-এর ক্ষেত্রে completing sentence-এ number ও person অনুযায়ী পরের verb change হয়।

Example:

Incomplete: It is I who\_\_\_\_\_

Complete: It is I who am going abroad

Rule 2: so that/ in order that

এ ক্ষেত্রে first clause-এর verb-এর tense অনুযায়ী main verb এর আগে may/might or can/could বসে।

Example:

Incomplete: The workers work hard so that\_\_\_\_\_

Complete: The workers work hard so that they may/can earn a decent salary.



## Completing Sentence

Rule 3: as if/as though

Verb present form + as if/as though + verb past form

or, verb past form+ as if/ as though + verb past perfect

Example:

Incomplete: She speaks as if\_\_\_\_\_

Complete: She speaks as if she was mad

Rule 4: So

(Subject+ verb+ so+ adjective) + (subject+ cannot/could not +verb)

Example:

Incomplete: I am so tired\_\_\_\_\_

Complete: I am so tired that I cannot stand up

Rule 5: provided/ provided that/ providing that Or, "If"

Simple future form of verb+ simple present form of verb

Example:

Incomplete: I will get tired if\_\_\_\_\_

Complete: I will get tired if I don't eat regularly

Rule 6: though/ although

In this case, the meaning of the main clause will be contradictory to the subordinate one

Example:

Incomplete: Though he worked hard\_\_\_\_\_

Complete: Though he worked hard, he could not succeed in life; The meaning of these two clauses are opposite



## Completing Sentence

Rule 7: Since /as

In this case, the meaning of the main clause will not be contradictory to the subordinate one

Example:

Incomplete: As he knows English, \_\_\_\_\_

Complete: As he knows English, he may get a good job.

Rule 8: Since (1)

Since এর আগের clause টি simple present বা present perfect হলে পরের main clause টিতে verb এর simple past tense হয়।

Example:

Incomplete: It is ten years since \_\_\_\_\_

Complete: It is ten years since I met him.

Rule 9: Since (2)

কিন্তু since এর আগের clause-টি simple past হলে পরের main clause-টিতে verb এর past perfect tense হয়।

Example:

Incomplete: It was ten years since \_\_\_\_\_

Complete: It was ten years since I had met you last

Rule 10: It is time/ It is high time

এক্ষেত্রে main clause টিতে verb এর past tense হয়।

Example:

Incomplete: It is time \_\_\_\_\_

Complete: It is time we changed our schedule



## Completing Sentence

Rule 11: Unless

Unless যুক্ত বাক্যে main clause টিতে verb এর সাথে negative form হয়।

Example:

Incomplete: Unless you obey your elders \_\_\_\_\_

Complete: Unless you obey your elders, you cannot succeed in life.

Incomplete: Unless you work hard\_\_\_\_\_

Complete: Unless you work hard, you will not prosper.

Rule 12: I wish/ would that

I wish/ would that যুক্ত বাক্যে main clause টিতে subject + were use করা হয়।

Example:

Incomplete: I wish\_\_\_\_\_

Complete: I wish I were a king

Incomplete: Would that \_\_\_\_\_

Complete: Would that he were alive.



## Completing Sentence

Rule 13: Before/ after

Incomplete sentence-এ, Before-এর আগের এবং after-এর পরের verb-এর past perfect tense থাকলে নিচের নিয়মে sentence complete করা হয়-

- Subject+ past perfect...+ before+ subject + past simple

Example:

Incomplete: I had read the letter before\_\_\_\_\_

Complete: I had read the letter before I burnt it

- Subject+ past simple...+ after+ subject+ past perfect

Example:

Incomplete: \_\_\_\_\_after I had read it

Complete: I burnt the letter after I had read it.

Rule 14: No sooner had/ Scarcely had

- No sooner had+ subject+ verb participle+ than+ past tense

Example:

Incomplete: No sooner had the doctor gone\_\_\_\_\_

Complete: No sooner had the doctor gone than the patient died

- Scarcely had+ subject+ verb participle+ when+ past tense

Example:

Incomplete: Scarcely had he arrived the station.

Complete: Scarcely had he arrived at the station when the train left.

# SHERPUR POLYTECHNIC INSTITUTE

Diploma in Engineering

2nd semester

Hafizur Rahman Instructor non-tech (**English**)

WE LEARN IN THIS SESSION :

**NELSON MANDELA**





## Nelson Mandela

### 1. Read the passage and answer the questions A and B.

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

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

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

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

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

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

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

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

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



## Nelson Mandela (MCQ)

### A. Choose the correct answer from the alternatives.

(a) What does 'justice' refer to in line 3?

- (i) impartiality      (ii) corruption      (iii) fair      (iv) satisfy

(b) Mandela shared the Nobel Peace Prize with —.

- (i) Nadine Gordimer      (ii) Einstein      (iii) F.W. de Klerk      (iv) Rontgen

(c) What is the closest meaning of the word 'advocate'?

- (i) proposition      (ii) pleader      (iii) helper      (iv) hater

(d) Mandela suffered imprisonment for  $\frac{3}{4}$ .

- (i) nearly 15 years      (ii) nearly 20 years      (iii) nearly 25 years      (iv) nearly 30 years

(e) Nelson Mandela is a/ an — of peace and reconciliation.

- (i) embody      (ii) maker      (iii) thinker      (iv) resolver

(f) South Africa is a Black — country.

- (i) dominated      (ii) free      (iii) inhabited      (iv) controlled

(g) Mandela — himself from civil war to bring down apartheid.

- (i) avoided      (ii) refrained      (iii) escaped      (iv) adopted

(h) Nelson Mandela vowed to remove —.

- (i) white      (ii) politicians      (iii) discrimination      (iv) oppressors

(i) The word 'chasm' means —.

- (i) breach      (ii) discipline      (iii) loose      (iv) gap

(j) The word 'shackle' in the text refers to —.

- (i) hamper      (ii) bond      (iii) iron      (iv) rope



## Nelson Mandela (Questions)

**B. Answer the following questions.**

- (a) What is apartheid? Do you support it? Why/ Why not?**
- (b) Which words by Mandela inspire you most?**
- (c) Why was Mandela awarded Nobel Peace Prize?**
- (d) What is democracy? How do the people of the democratic world remember Mandela?**
- (e) What is the significance and importance of 1993, 1994 & 2004?**
- (f) Who is Nelson Mandela? Why is he famous?**
- (g) When did he become the first Black President of South Africa? What did he say in his inaugural speech as President?**
- (h) What was Nelson Mandela's dream? For whom did he fight and how?**
- (i) Why does the author say Nelson Mandela an icon of peace?**
- (j) How many years was Mandela imprisoned? What was his determination?**

# SHERPUR POLYTECHNIC INSTITUTE

Diploma in Engineering

2nd semester

Hafizur Rahman Instructor non-tech (**English**)

WE LEARN IS THIS SESSION :

**Human relationship**





## Human relationship

### 1. Read the passage and answer the questions A and B.

The famous Greek philosopher Aristotle said, 'Man is by nature a social animal.' What he meant was that man, by instinct, seeks company of others and establishes relationships, much like most animals of the wild, for companionship and for physical and emotional support. Unlike the animals, however, man's relationships give meaning to his existence and inspire him to do well in education in workplace or in a profession that he pursues. Relationships are of different kinds. Some are familial and intimate, formed by blood and by marriage; some are social like the ones we have with friends and some are made in school where we form close bonds with classmates and teachers. Relationships can also be fostered in workplace, which may quickly change from professional to social. There are relationships also between human beings and animals, between children and their toys that they cannot part with. All these relationships keep us close to each other and provide us all kinds of support, love and affection. A person who has no family feels the pain of loneliness and isolation. There is no one to laugh or cry with him/her. When "we share our joy with someone, it simply redoubles, and when we suffer a loss and someone shares our sorrow, it lessens. Relationships are thus needed for our emotional health. To build relationships, we need to have trust and respect for each other, and love where this is needed. We cannot be selfish and possessive if we want to establish an effective relationship. But quite often we see people quarrelling and fighting with each other which only brings misery and loss to all.



## Human relationship (MCQ)

### A. Choose the correct answer from the alternatives.

- (a) What does 'loneliness' refer to in line 4?  
(i) isolation (ii) companionship (iii) joy (iv) support
- (b) Which type of relationship is described as being formed by blood and marriage?  
(i) social (ii) familial (iii) professional (iv) academic
- (c) What is the closest meaning of the word 'companionship'?  
(i) aloneness (ii) friendship (iii) rivalry (iv) enmity
- (d) The passage suggests that relationships are essential for —.  
(i) financial growth (ii) emotional health (iii) academic success (iv) physical strength
- (e) To build relationships, we need —.  
(i) distance (ii) trust (iii) secrecy (iv) dominance
- (f) A person without family often experiences —.  
(i) happiness (ii) fulfillment (iii) pain (iv) contentment
- (g) The passage implies that relationships provide —.  
(i) competition (ii) emotional support (iii) solitude (iv) distraction
- (h) What is needed in relationships to avoid quarrels?  
(i) selfishness (ii) honesty (iii) trust (iv) rivalry
- (i) The word 'affection' means —.  
(i) hatred (ii) love (iii) indifference (iv) criticism
- (j) The author emphasizes that effective relationships require —.  
(i) possessiveness (ii) respect (iii) authority (iv) distance



## Human relationship (Questions)

**B. Answer the following questions.**

- (a) What role do relationships play in a person's emotional health? Explain with examples.**
- (b) How do familial relationships differ from social relationships? Which do you think is more important? Why?**
- (c) Why is trust considered essential in building relationships? Provide reasons for your answer.**
- (d) What are the effects of loneliness on an individual? How can it impact one's life?**
- (e) Discuss the significance of companionship in human life. How does it contribute to overall well-being?**
- (f) How can conflicts in relationships be resolved? Share your thoughts on effective communication.**
- (g) What qualities make a relationship meaningful? Why are these qualities important?**
- (h) Why do people form bonds with animals? What benefits do such relationships provide?**
- (i) In what ways can friendships influence a person's choices and behavior? Give examples.**
- (j) How can one foster positive relationships in the workplace? What strategies can be used?**

# SHERPUR POLYTECHNIC INSTITUTE

Diploma in Engineering

2nd semester

Hafizur Rahman Instructor non-tech (**English**)

WE LEARN IN THIS SESSION :

## Adolescence





# Adolescence

## 1. Read the passage and answer the questions A and B.

Adolescence is a critical developmental stage that typically occurs between the ages of 12 and 18. It is characterized by significant physical, emotional, and social changes. During this period, individuals experience rapid growth and hormonal changes, leading to the onset of puberty. This phase is crucial for establishing one's identity and self-concept.

Emotionally, adolescents often navigate a complex landscape of feelings. They may experience mood swings, heightened sensitivity, and a quest for independence. Peer relationships become increasingly important, and friendships can greatly influence their self-esteem and decision-making.

Socially, adolescents begin to explore their roles within family, school, and society. They start to form their own opinions and beliefs, often challenging the norms they grew up with. This can lead to conflicts with parents and authority figures as they seek to assert their independence.

Education plays a vital role during adolescence. It not only equips individuals with knowledge and skills but also helps shape their values and attitudes. Support from teachers, family, and peers is essential for fostering a positive and productive adolescent experience.

In summary, adolescence is a transformative period that lays the foundation for adulthood. Understanding and supporting adolescents through this time is crucial for their overall development and well-being.



## Adolescence (MCQ)

### A. Choose the correct answer from the alternatives.

(a) What does 'puberty' refer to in line 3?

- (i) emotional growth
- (ii) physical development
- (iii) cognitive decline
- (iv) social isolation

(b) Which of the following is often a challenge during adolescence?

- (i) lack of curiosity
- (ii) peer pressure
- (iii) financial independence
- (iv) professional responsibilities

(c) What is the closest meaning of the word 'identity'?

- (i) anonymity
- (ii) self-concept
- (iii) reputation
- (iv) social status

(d) The passage suggests that friendships are essential for —.

- (i) academic performance
- (ii) emotional well-being
- (iii) physical health
- (iv) financial success



## Adolescence (Questions)

**B. Answer the following questions.**

**(a) What impact does adolescence have on an individual's identity formation? Explain with examples.**

**(b) How do friendships during adolescence differ from childhood friendships? Which do you think plays a more significant role in personal development? Why?**

**(c) Why is emotional support considered crucial during adolescence? Provide reasons for your answer.**

**(d) What are the potential consequences of social isolation during the adolescent years? How can it affect mental health?**

**(e) Discuss the importance of peer relationships in adolescence. How do they contribute to social skills and personal growth?**

**(f) How can adolescents manage conflicts with peers effectively? Share your thoughts on conflict resolution strategies.**

**(g) What qualities are essential for healthy friendships during adolescence? Why are these qualities significant for emotional well-being?**

**(h) Why do some adolescents form strong bonds with mentors or role models? What advantages do these relationships offer?**

**(i) In what ways can peer pressure impact an adolescent's decisions and behavior? Provide examples to illustrate your points.**

**(j) How can schools foster positive relationships among students? What strategies can be implemented to create a supportive environment?**