HSC and Alim Level Student Mistakes in English Writing:

A Comparative study

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN CONFORMITY TO THE REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS.

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ABSTRACT

This research has been made especially for HSC and Alim level students whose mother tongue is Bangla and who have made various kinds of mistakes in writing English. It deals with the common errors usually made by the students and these are categorized under the sources of interlingual and intralingual errors. Therefore, this paper aims not to look at each and every cause of error in writing rather it attempts to analyze some recurrent and systematic errors and its causes which will help students write authentic English.

DECLARATION

I declare that this thesis is based on my original work except the quotations and citations, and it is not previously been submitted by me for a degree in the present or any other universities.

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CHAPTER- ONE

INTRODUCTION

1.1 Introduction

As the communicative approach to English language teaching puts more emphasis on meaning than on form, many learners believe that their main target is to attain fluency and not to bother about accuracy. For any educated person, speaking incorrect English fluently is utterly ridiculous. Every good learner of English should get rid of inaccurate forms and attain both fluency and accuracy in their writing and speech. While teaching, teachers are now advised to have a tolerant attitude to their learners' mistakes and errors but correct English is everywhere appreciated. In examinations, students' writing with correct English is always rewarded and those who write incorrect English are always penalized. An understanding of common errors in English and learning their correct forms are, therefore, highly essential for every student who wants to express their ideas concisely and precisely (Islam, 2004: 3).

Language learners' errors were, at a time, thought highly inappropriate and supposed to be avoided by any means. It is inevitable that learners make mistakes in the process of foreign language learning. However, the question among teachers is why students go on making the same errors even when such errors have been repeatedly pointed out to them. Yet, not all mistakes are the same; sometimes they seem to be deeply rooted, but at other times, students correct themselves with ease. Thus, researchers and teachers of foreign languages came to realize that the errors a learner made in the process of learning a new language are needed to be analyzed carefully, for, they possibly held in them some of the keys to the understanding of second language acquisition.

1.2 The existing curriculum in Bangladesh

There are three levels or stages of secondary education in the education curriculum. These are Junior Secondary, Secondary and Higher Secondary levels. In education system of the country, there are four sub-systems which are:

a) General Education sub- system
b) Madrasah Education sub- system
c) Vocational
d) English Medium

1.3 Place of English in the national curriculum

English is taught as a compulsory subject throughout all the levels of all the sub-systems. Bengali, the mother tongue, is also taught as a compulsory subject. In general and vocational education there are two compulsory papers in English and two papers in Bengali of 100 marks each, whereas in madrasah education, language syllabus in junior level differs from those of secondary and higher secondary levels. In junior secondary level madrasah students read two compulsory papers of Arabic, one paper of English and one of Bengali, in secondary level one compulsory paper of English, Arabic and Bengali each and in higher secondary level one compulsory paper of English and Bengali each. For the absence of one compulsory paper of English, it seems that perhaps, madrasah students face little difficulties than college students in writing English.

1.4 Sources of errors

There are several sources of errors and they are-

a) L1interference: We are the native speakers of Bengali which is our first language (L1). So whenever we try to express our thoughts in English, then the L1 usually interferes there. The L1 habits are inevitable like breathing. It may happen in the three fields. They are-

i) Sentence structure: In English we know that the sentence structure is SVO (subject+verb+object). But in Bengali the structure is different like SOV. That is why; students tend to make mistakes in case of translation. For example, 'I eat rice'. Here 'I' is subject, 'eat' is verb and 'rice' is object. But according to Bangla it will be 'I rice eat'; which is not correct.

ii) Spelling mistakes: While spelling words, students make lots of mistakes which also happen for the interference of our first language. In Bangla, there is a one to one relation between orthography (the system of spelling in a language) and sound system or pronunciation, which is not the case in English. That is why, problems crop up. For example, kemical (chemical), raf (rough), nock (knock).

iii) Pronunciation: When students pronounce any word, some of them pronounce it as mother tongue. In Bengali, a few phonemes have some allophonic variations which do not have their counterparts in English. As a result, one is always exposed to the danger of substituting a wrong allophone which pronounces an English phoneme. One such phoneme is's' /s/ which has three allophonic variations in Bengali.

b) Unscientific grammar: When students try to write something, then they have to follow certain grammatical rules, but at times the rules may not be scientifically correct. For example, in the sentence 'A book has been published by an author'. Here the line is correct according to structure but the sentence is wrong because we have created unnecessary distance between the author and the book. If we want to make it correct, the sentence will be 'A book by an author has been published'.

c) Over generalization of L2 rules: Here errors arise when a learner creates a deviant structure on the basis of the other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. For example, 'he can sings' where English allows 'he can sing' and 'he sings'.

d) Carelessness: When a student writes something, sometimes he/she becomes careless; as a result he/she makes mistakes. For example, 'that's why' but for carelessness someone may write 'that's way' which is wrong.

e) Ignorance of rules: If a learner does not know the rules, he/she will obviously make mistakes and there is no doubt about that. For example, 'The man ahead of me looked sick'. This sentence is not correct because 'ahead of' means "in a better position than", whereas "in front of" means "on the front side of". So in this case the correct sentence will be, 'The man in front of me looked sick'.

1.5 Errors in Bangladeshi context

In Bangladeshi context errors are the mistakes which a student makes while writing English fluently. Realizing the importance of English, it is taught compulsorily in school, college and madrasah. After studying 12 years, students of Alim and H.S.C level make a lot of mistakes in case of writing English. Consequently, English often seems to be a heavy burden to them. Madrasah students (Dakhil and Alim level) study only one full paper on English whereas students of general stream in both SSC and HSC level study two full papers. As students of both streams do not take the same load, competence

level is more likely to vary. English, being a foreign language, here, three levels or errors in a student writing can be considered as major. They are-

- Grammar (sentence level) errors
- Paragraph level errors
- Whole text level errors

This paper focuses on the grammatical or sentence level errors. Students of Alim and H.S.C level of our country tend to make the following mistakes while writing English.

- Subject verb agreement
- Changing patterns of the same word as noun, adverb and adjective
- Using article and preposition
- Indicating present, past and future tense
- Sentence structure, phrase and clause
- Verbal principal (s, es, ing, ed)
- Use of modal auxiliaries (in terms of request, advice, suggestion, etc).

1.6 Problem statement

According to Lawrence (1972) correcting learners' errors helps them discover the function and limitation of the syntactical and lexical form of the target language. And ELT practitioners are trying to find out the reasons behind errors.

Most students of Alim and H.S.C level often cannot write a sentence without mistakes because they think that English is an unnecessary burden to them. As English is a foreign language, they cannot express their ideas properly as they think. Their vocabulary is not often adequate. Not only students of Alim and H.S.C level but also students who have completed their masters degree, often commit mistakes while writing anything in English. It shows their lack of interest in English.

In our country examination is based on writing. We know that to learn a language properly all the four skills (reading, writing, listening and speaking) are necessary. In examinations student writing correct English is always rewarded and those who write incorrect English are always penalized. This is why, writing is given preference through rest of the three (reading, speaking and listening) are practiced more or less in the class. For error analysis, we can mainly highlight three areas which are important. They are- grammar (sentence level) errors, paragraph level errors (sentences, problems with coherence within the paragraphs and other devices) and whole text level errors (introduction, thesis statement and concluding etc).

It appears that there are not enough materials to study on error analysis especially on the errors of Bangladeshi students. So, the researcher has to depend on the empirical data that are collected from the questionnaire survey among the learners at Alim and H.S.C level.

1.7 Purpose of the study

As understanding of common errors in English and learning their correct forms are, therefore, highly essential for every student who wants to express their ideas concisely and precisely (Islam, 2004). After studying 10 years, the students of Alim and H.S.C level in most cases fail to achieve a satisfactory standard. This is why, the researcher is interested to work in this field and the purpose of this research is-

- to use English more confidently
- to write more accurately
- to make fewer mistakes

1.8 Importance of the study

There are two kinds of benefits, theoretical and practical. The expected benefit of the study both theoretical and practical is:

a) Practical benefit

- The finding of the research will be useful for students of Alim and H.S.C level who want to write English correctly.
- It will also be helpful for English teachers especially in improving students writing skill.

b) Theoretical benefit

- The result of this research can contribute to other researchers who want to work in this field.

1.9 Research questions

This study will address the following research questions.

a) What are the common errors often made by students?
b) Why are they making mistakes after studying for about 10 years?
c) How can these mistakes be corrected?

1.10 Delimitation

There are many madrasahs and colleges in Bangladesh. It will be very difficult to collect data from all the madrasahs and colleges. Besides, time is another important factor. So, for this small scale research the study is limited to two rural madrasahs and two rural colleges.

1.11 Limitations of the study

There are a vast number of students in madrasah and college level. There is no doubt that it is impossible for one to conduct the study all over Bangladesh. For this reason, the researcher decided to collect data from the selected students who have the highest marks in English subject (for example, A+ to A- in the exam of SSC and Dakhil). The authority of the colleges and the madrasahs may not be cooperative; the students may not be comfortable to answer the questions etc. Another problem is that research articles based on the local context are hardly available in this field.

CHAPTER-TWO
LITERATURE REVIEW

2.1 Introduction

Learning a foreign language is a gradual process, during which mistakes are to be expected in all stages of learning. Mistakes will not disappear simply because they have been pointed out to the learner, contrary to what some language learners and teachers believe. Language acquisition does not happen unless the learner is relaxed and keen on learning. Fear of making mistakes prevents learners from being receptive and responsive. In order to overcome learners, fear it is essential to create a friendly and relaxed atmosphere in language classrooms to encourage cooperation through peer work or small group work and apply techniques for language acquisition that suit and involve each of the learners. According to Harmer (2001) mistakes are often a sign of learning and, as a result, must be viewed positively.

2.2 Present state of Madrasah education in Bangladesh

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time, and many madrasahs, in the meantime, grew up in this sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

General sections	Aliya sections	
Primary	Ebtedayee	5 years
SSC	Dakhil	5 years
HSC	Alim	2 years
Bachelor degree	Fazil	4 years
Master degree	Kamil	1 or 2 years

a. Primary level or Ebtedayee education. This is equivalent to primary level of general education. The first level of madrasah education is comprised of five years of schooling (grades I - V). Normally, the children of 6 years of age begin in class 1 and finish class V at the age of 11 years.

b. Secondary level. The secondary level of madrasah education is comprised of seven (5+2) years of formal schooling. It takes five years in Dakhil stage (S.S.C. level) from grade VI - X while the last two years in Alim stage (H.S.C. level).

There are categories of courses from grade IX of Dakhil stage and grade XI of Alim stage. There are streams of courses such as Humanities, Science and Business Education, where students are free to choose their courses of studies. There are two public examinations namely; Dakhil and Alim after the completion of ten and twelve years of schooling respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

c. Tertiary level of Madrasah Education. This level is comprised of four (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the Alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in two years Fazil programme. After successful completion of Fazil degree one can enroll in two years Kamil level programme. There are four streams of courses in Kamil level education; streams are Hadis, Tafsir, Fiqh and Adab. Islamic University conducts these two Fazil and Kamil examinations and awards certificates. After successful completion of the specified courses one can appear these examinations. The Kharizi or Quomi madrashas education certificates do not have any formal recognition from the government.

2.3 Present state of general education in Bangladesh

The present mainstream education system of Bangladesh may be broadly divided into three major stages, viz. Primary, secondary and tertiary education. Primary level institutions impart primary education basically. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honours, masters and other higher- level institutions or equivalent section of other related institutions impart tertiary education. The education system is operationally categorized into two streams: primary education (Grade 1-5) managed by the Ministry of Primary and Mass Education (MOPME) and the other system is the post- primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (MOE). The descriptions of the stages and the duration of each stage are given below:

a) Primary education. The first level of education is comprised of five years of formal schooling (class/grades 1-5). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other

types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

b) Secondary education. The second level of education is comprised of seven (3+2+2) years of formal schooling. The first three years (grades 6-8) is referred to as junior secondary; the next two years (grades 9-10) is secondary while the last two years (11-12) is called higher secondary. At this level, there are three streams of courses: Humanities, Science, and Business Education, which start at class IX, where the students are to choose their courses of studies. The Board of Intermediate and Secondary Educations (BISE) conducts the S.S.C. and the H.S.C. examinations. There are seven such boards at different places in Bangladesh: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Dinajpur. These Boards are responsible for holding S.S.C. and H.S.C. examinations and issuing certificates for successful candidates.

c) Tertiary education. This stage of education consists of two-six years of formal schooling. H.S.C. certificate holders are qualified for admission to three-four years degree pass courses and four years Bachelor degree honours courses at the degree level colleges or universities. Master degree course consists of four year Bachelor's (honours) degree holders and three years for Bachelor's (pass) degree holders. Some Public universities offer M.Phil. and Ph.D. degrees in different disciplines.

2.4 Bangladeshi researchers views about error analysis

In 'Analysis of Mistakes and Errors in Student Writing' Khan (2008) talks about the errors and mistakes which are viewed as creative source of language learning. From the pedagogic point of view, he has found that the analyzing factors and reasons as to why learners make mistakes appear to be crucial factor for syllabus and material designers and English language teachers. He also observes that in case of learners, writing often appears as rigorous task for the L2 learners for their lack of confidence in what they write. He has also found out that teachers hardly provide any constructive comments for correct writing. He further says that in real life situation the students hardly can write correct sentences by their own when they are given an open- ended topic to write. In a preliminary observation, Khanum and Jahan (2005) say that as we are going through grammar translation method, so it is hardly possible for the students to write freehand.

Another survey was done by Maniruzzaman, Islam and Rahman (2006) where they revealed that learners of our country usually made specific types of errors at a high frequency as mentioned bellow:

1. Problems with subject- verb agreement, e.g. 'But now a lot of aspects is different than ten years ago'.
2. Problems with tenses:
(a) Adding an extra 'be' verb in indefinite tenses, particularly in present and past indefinite tenses, e.g. 'I was spended my last weekend'
(b) Using regular present forms of verbs instead of past participles in perfect tenses, e.g. I have take my meal already.
3. Missing plural '-s', e.g. 'I stay there three hour'.
4. Problems with articles:
(a) Missing articles, e.g. 'It was--- very romantic day'.
(b) Wrong use of articles, e.g. 'I was taken a additional day'.
5. Problems with prepositions:
(a) Missing prepositions, e.g. 'I got up--- 8:a.m.
(b) Wrong use of prepositions, e.g. 'I catch fish on pond'.

2.5 Views of other researchers about error analysis

According to Corder (1973:283) errors are a part of human psychology-

> Errors are a result of partial knowledge because the teaching- learning
> Process extends over time. Language as we have seen is a self-
> contained system, all parts being interconnected a system of systems in a
> sense nothing is fully learned…… the nature and timing of the errors
> different in certain respects.

While dealing with Error Analysis (EA), Corder (1973) suggested the following five steps about error judgment in EA research-

a) Collection of sample language
b) Identification of errors
c) Description of errors
d) Explanation of errors
e) Evaluation of errors

Stern (1983) says that L2 learners naturally make mistakes because of their shortage of ability and they create their own way to express their ideas and thoughts in the language they are learning.

Error analysis is defined as it deals with the difference between the way people learn a language to speak and the way adult native speakers of the language use the language (Richards, 1985).

2.6 Marks distribution

Generally, there is a variation of marks distribution between General Education Board and Madrasah Education Board in Bangladesh. English subject is divided into two parts, that is, first paper (paper-1) and second paper (paper-2). This is common for both the General Education Board and Madrasah Education Board. In the General Education Board, each part contains of 100 marks that is a total of 200 marks. However, in Madrasah Education Board 100 marks is allotted for two papers. Furthermore, for the English subject (two papers); students have to sit for once. As a result of the variation of marks distribution of the two different Boards, there has been a recent controversy between the Vice Chancellor of Dhaka University and the Courts order. According to the Vice Chancellor of Dhaka University Siddique (2009) has declared that the madrasah students will not be allowed to sit for the University admission test without having 200 marks for English and Bangla in their Dakhil and Alim exams. The marks distributions of the two different Boards are shown in Appendix B.

CHAPTER- THREE
METHODOLOGY

3.1 Introduction

The chapter looks at the nature of the study design, sampling, setting, data collection and data analysis procedure.

3.2 Design of the study

The research is a descriptive one, quantitative in nature and its purpose is to find out learners problem areas and reasons behind those errors. This study focuses on the errors and mistakes made by students while writing anything in English. The questionnaire deals with the grammatical items in the sentence level and also in the paragraph level. It is an open ended and descriptive questionnaire on any of these errors that occur in writing. The sample writing is very helpful for the researcher to find out mistakes.

The methodology on error analysis is so far a traditional error analysis and accounts for the steps of Error Analysis (EA) offered by Corder (1973), consists of the following steps:

a) Collection of data (from an open ended questionnaire, that has been designed with one question)

b) Identification of errors (e.g. subject verb agreement, use of tenses, carelessness to use of punctuation and articles etc).

The research' tool is sample writing. The researcher has distributed one topic among the students of two rural madrasahs and two rural colleges and asked them to write on it. The respondents are 20. After collecting the samples, mistakes are checked and then tabulated.

3.3 Setting

Setting is another important issue in any research work. In order to collect data, the researcher has to go to two rural colleges (Mirja Golam Hafiz College and Karim Uddin Model College) and two rural madrasahs (Sinduria Darul Islam Aliya Madrasah and Sharifbaq Aliya Madrasah) and distributed the data collecting instrument such as questionnaire and the sample writings are done by the students of Alim and H.S.C level.

3.4 Sampling

The researcher has collected 20 samples from the students of two rural colleges and two rural madrasahs (5 students from each of the institutions) who use Bengali as their native language and English is a foreign or second language to them. All the samples are checked by an English teacher. According to him, out of 20 only four samples (the best and the worst of college students, and the best and the worst of madrasah students) are shown in Appendix A. As English is second language to them, we cannot expect everything correct in their writing.

3.5 Research instrument

The researcher has provided one topic among the students and asked them to write a paragraph on the basis of the specific clues to find out mistakes. For example, in sample 1-20, the respondents (10 students from madrasahs and 10 from colleges) are asked to write a paragraph about their mother. Firstly, the topic is distributed among the selected students who have the highest grades in English subject (A+ to A- in the exam of SSC and Dakhil) and students are also asked whether they have any problem to understand the topic. When they answer affirmatively, they are asked to start writing. The researcher has chosen the topic because he wanted to know that the students can use all forms of tenses or not. The researcher has collected the samples from the students of madrasahs (Alim) and HSC level.

3.6 Data collection procedure

The researcher has collected the samples from two colleges and two madrasahs, which are situated at Savar. For collecting data, the researcher has to go to the madrasahs and the colleges several times because the students are busy with their classes. The researcher has taken permission from the authority of the institutions and he could collect data from the selected students.

3.7 Data analysis procedure

After collecting 20 samples, the researcher has analyzed individually each of the samples by following the direction of his instructor to find out the errors in the writings. Firstly, the researcher has checked the samples carefully and then he put all the errors in a descriptive form (in a table).

Finally, all the information is judged according to the research questions, regarding why the students are making errors in this stage after studying English for about 10 years. The analyzed information is presented in the following chapter.

CHAPTER- FOUR

RESULTS AND DISSCUSION

4.1Findings

All the samples are observed carefully and the findings of the errors in writings are shown in the tables.

Table 1: The respondents' errors (college students)

Respondent	1	2	3	4	5	6	7	8	9	10	Total
Subject verb agreement	0	1	2	2	1	3	0	4	3	4	20
Sentence construction	0	3	2	3	3	1	0	1	0	3	16
Prepositions	1	2	1	0	1	0	0	2	2	3	12
Present tense	0	0	1	1	1	1	0	0	0	0	4
Past tense	0	0	0	1	0	0	1	1	0	0	3
Articles	0	1	0	1	2	1	1	0	1	2	9
Spelling mistakes	0	0	2	1	0	1	0	3	2	0	9
Parts of speech	0	0	0	0	0	3	3	1	2	1	10
Small letters instead of capital letters	0	0	1	0	0	0	0	0	0	0	1
Pronouns	0	0	1	0	0	0	0	1	0	1	3
Others	0	1	1	1	1	0	1	0	3	0	8

Table 2: The respondents' errors (madrasah students)

Respondent	1	2	3	4	5	6	7	8	9	10	Total
Subject verb agreement	0	2	2	4	3	3	1	1	2	1	19
Sentence construction	0	2	2	5	5	3	0	2	1	5	25
Prepositions	0	2	0	0	0	2	3	2	0	1	10
Present tense	0	0	0	1	0	0	0	0	1	0	2
Past tense	0	1	2	0	0	1	0	0	0	0	4
Articles	0	0	7	0	3	0	1	0	1	3	8
Spelling mistakes	0	2	1	2	0	1	1	1	0	0	14
Parts of speech	0	0	0	1	1	1	0	0	0	1	5
Small letters instead of capital letters	0	0	1	0	1	1	0	0	0	0	2
Pronouns	0	0	1	1	2	0	1	0	0	2	7
Others	0	1	1	1	3	1	1	2	2	1	13

4.2 Discussion

By checking all the samples, the researcher has found that about 15 students have problems with sentence construction within 20 students (7 college and 8 madrasah students). Secondly, the students have problems with subject verb agreement. In this case, eight college students have made 20 mistakes; on the contrary, nine madrasah students have made 19 mistakes. The students' are asked about these errors, which they commit frequently in their writing. According to them, it is a very difficult task to memorize all of the grammatical rules and also to apply those grammatical rules in case of writing.

About 11 students have problems in the use of prepositions. The most common answer about this error is that they become confused while using prepositions in their writing. They know the rules, yet they have made mistakes because of their carelessness in the use of prepositions. In this case, six college students have made 12 mistakes, for instance, five madrasah students have made 10 mistakes. And, three madrasah and one college students have totally forgotten to use prepositions in their writing. The students also have made mistakes in spellings. About 11 students have made the spelling mistakes within 20 students (5 college and 6 madrasah students).

Though, all the students in this level have studied English as compulsory subject (college students studied 2 papers and madrasah students studied 1 paper of English) for 10 years, still they face problems with the use of tenses and parts of speech. Among 20 students seven college and five madrasah students have problems with the use of tenses and nine students cannot use the proper parts of speech (especially in adjective, verb and adverb).

In the use of articles the students still have problems. While writing most of them become careless about the use of articles, the result is that they have made mistakes in their writing. In this case, four madrasah students have made 8 mistakes; on the contrary, seven college students have made 9 mistakes.

Among all the students only two madrasah students have used small letters instead of capital letters. The respondents have some other problematic areas, such as wrong use of pronouns, plural's', inappropriate punctuation, and so on.

The researcher has gone through the samples very carefully and found no significant difference between the writing of college and madrasah students.

4.3 Findings in terms of research questions

The main focuses of the research questions are on the very common errors made by the students and the reasons behind committing the errors in H.S.C and Alim level. According to these, two questions and investigation on the collected samples, the researcher has found out the following common errors made by the students in the sample writings.

    a) Problems with subject verb agreement
    b) Problems with tenses
    c) Problems with articles
    d) Problems with sentence construction

e) Problems with prepositions
f) Problems with parts of speech
g) Spelling mistakes

In addition, there are some other problematic areas, such as wrong use of pronouns, plural's', inappropriate punctuation, small letters instead of capital letters, and so on.

The researcher has also tried to find out the reasons or sources behind having various kinds of errors in the students' writing after studying English for about 10 years. While looking for sources of errors the researcher has found that the main reason of error is the L1 interference.

Another error is in the use of sentence construction. It happens because of the differences of sentence construction of Bangla (subject+object+verb) and English (subject+verb+object).

Some common errors occur due to the over-generalization of L2 rules. Suppose some students write 'Kamal can writes' because he /she knows that the subject is 3rd person singular number. But, it is an error because there is a modal auxiliary in the sentence, for which the correct sentence will be 'Kamal can write'.

Another very common source of errors is the carelessness of the students. As they are not aware while writing so they start a new sentence with small letter. Sometimes they are missed to use punctuation marks in proper place. For example, 'i write a letter'. This type of errors happens because of carelessness.

Errors are also made by students because of ignorance of rules. Suppose a student is in H.S.C or Alim level but he/she doesn't know how to use 'gerund' or 'participle' in a sentence. For this error may be two things are responsible. Firstly, may be the instructor could not make them understand the rules with a lot of examples. On the contrary, may be the students have forgotten the rules because of lack of understanding or lack of enough practice.

These are the sources behind committing errors in writing by the students of H.S.C and Alim level. On the basis of the errors the researcher has tried to give suggestions in the next chapter, through which the students could become conscious of their writing with reasonable number of mistakes.

CHAPTER- FIVE
CONCLUSION

5.1 Introduction

This chapter looks at the summary of the findings, possible solutions and further study of the research area.

5.2 Summary of the findings

This study has tried to find out the errors made by the students of H.S.C and Alim level in Bangladesh and the reasons committing behind those errors. The errors cited in this paper are from the analysis on the sample writing collected from two rural colleges and two rural madrasahs at Savar. Finally, in the findings the researcher is going to give a very short overview on his findings of errors and the possible sources of errors.

The analysis of the data reveals that the students usually made various kinds of mistakes in the sample writings. And they are:

a) Problems with subject verb agreement
b) Problems with tenses
c) Problems with articles
d) Problems with sentence construction
e) Problems with prepositions
f) Problems with parts of speech
g) Spelling mistakes

The sources of errors are also responsible for which the students made mistakes. At a glance the sources are-

a) L1 Interference
   ► Pronunciation
   ► Spelling mistakes
   ► Sentence structure
b) Unscientific grammar
c) Over-generalization of L2 rules
d) Carelessness
e) Ignorance of rules

5.3 Possible solutions

The researcher has tried to discuss a lot about the errors and the sources of errors. However, relevant solution or suggestion may support to some extent.

To correct the writing both the students and teachers can follow some steps. They are-

- Mistake is a sign of learning; therefore, teachers should not humiliate or rebuke the students for committing any mistakes.
- To help the learners overcome the difficulties, the teachers should emphasize the extensive use of language and meaning through language games and other motivating language activities instead of emphasizing rule learning.
- Learners should develop a habit of reading in variety of interesting texts as these are usually considered good and active sources of learning useful vocabulary.
- Learners should not translate literally anything from their native language while writing English.
- Learners should know about the grammatical rules and their use properly. At the same time they should practise the rules a lot.
- Learners should revise their copies after finishing writing.
- Teachers should teach the rules and should make those clear by using a lot of examples.
- Teachers should encourage learners to find out their own errors so that they could correct their writing by themselves.
- Class size should be standard (within 20-30 students).

5.4 Further studies

In this paper the researcher has dealt with the common errors made by the students in writing with source of errors. Further studies (M.Phil or Ph.D) can be done on the same topic but more data need be collected. Furthermore, other researchers can collect data from not only students but also from madrasah and college administrations as well as guardians.

5.5 Conclusion

To become a good writer, students have to find out their errors. In this field the learners need the support the guidelines of the instructors and teachers. To help the learners overcome the difficulties, the teachers should emphasize the extensive use of language and meaning through language games and other motivating language activities instead of emphasizing rule learning. It is not necessary to identify and treat all types of errors at the beginning;

rather it is useful to raise the learners' confidence, and to do that the teachers may make them aware of the major areas in which they make serious errors.

In fine, it is recommended that the language teacher should have a clear concept of the nature of the learners' interlanguage (Maniruzzaman, Islam and Rahman 2006). The knowledge of the interlanguage might help him/her become more confident as well as competent than before in detecting the learners' errors, the causes of the errors and adopting appropriate and adequate remedial measures to give proper treatment to the learners' errors (ibid). There is no doubt at all that if the errors and the sources of those can be forced out, the learners obviously could improve their performance through their works. And, they would become considered as good writers.

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APPENDIX A
SAMPLES WRITING

In this appendix the researcher has shown only four out of 20 samples (the best and the worst of college students, and the best and the worst of madrasah students) which he collected from the selected students (HSC and Alim) of two rural colleges and two rural madrasahs at Savar.

From the following page the samples are presented one by one (the first two samples of college students and the second two samples of madrasah students).

Write a paragraph about your mother within 100words. Use the clues in the box below:

> Profession, educational background, likes and dislikes, advice of your mother and your future plan about your mother

My Mother

My mother name is Mrs. Sofia Begum. She is an M.A. She is a teacher. She passed S.S.C and H.S.C from Savar cantonment public school and college. She completed her M.A degree from Dhaka university <u>on</u> English. She likes to read in leisure time. She does not like to make any lame excuse. She advises me not to tell a lie. I should be always with my mother in future.

The worst Paper
among
college students

Write a paragraph about your mother within 100words. Use the clues in the box
below:

Profession, educational background, likes and dislikes, advice of
your mother and your future plan about your mother

It is impossible to write something about my
mother with 100 words. You said me
write something, that is why, I write
about my mother. My mother is housewife
She is an B.A. She clean our house
everyday. She make food for
us. She is very serious about my
study. My mother loved me
very much. I also love
him more than anyone.
She likes to cook food. She
dislikes dishonest people. She
also advising me to study
regularly.

Write a paragraph about your mother within 100words. Use the clues in the box below:

Profession, educational background, likes and dislikes, advice of your mother and your future plan about your mother

My Mother

My mother name is Amina. She is forty years old. She is an ideal housewife. She is very polite, affectionate and intelligent. She manages our family very nicely. She takes great care of all of us. She loves me very dearly. My mother is very religious. She likes to help the poor as far as possible. She also likes to read books when she gets time. She does not like lazy people. She advises me to follow the path of truth and ~~honest~~ honesty. She also advises me to be polite, gentle and modest. I want to see my mother happy always in future.

The worst Paper
among
Madrasah students

Write a paragraph about your mother within 100words. Use the clues in the box below:

> Profession, educational background, likes and dislikes, advice of your mother and your future plan about your mother

My mother name is Reepee Roni Das. She is an housewife. But she is well-educated women. Her educational background is very rich. My mother always advice me to read my lesson and gain other knowledge. We are member of Five. I have two sister. My mother loves us very much. She always advice as many different subject. My mother likes that we are not waste our time in bad work. We always best use of time. Because she told that "time and tide wait for none". So she

31

always told that we are always best use of times in our study. My mother always advice me about my future plan. She told that if we don't select our future plan then we did't shine in life. My future plan is to be a banker. My mother always support me in their choice. She told that if I wanted to be a banker then I have gain must knowledge about other subject.

APPENDIX B

MARKS DISTRIBUTION AND QUESTIONS

In this appendix the researcher has shown the marks distributions of the two different Boards and the full version of the questions of H.S.C and Alim level in 2001. From the following page they are presented one by one (Firstly, the marks distributions of the two Boards; and Secondly, the questions of HSC and Alim level).

The marks distributions of the two different Boards are given bellow-

The marks distribution of general Education Board is as follows:

Paper-1

A. Seen comprehension............................... .... 40 Marks
   Objective questions…………………… 20
   More free/ open questions…………………… 20
B. Vocabulary………………………………… 20 Marks
   Close test with clues………………………… 10
   Close test without clues ……………………… 10
C. Guided writing ……………………………… 40 Marks
   Substitution tables…………………………. 12
   Rearrangement……………………………….. 14
   Answering questions in a paragraph ………… 14
   ………………………………………….
   Total   = 100 Marks

Paper-2

A. Grammar part   ………………………….. 40 Marks
   Right form of verbs,
   Articles, tag questions, passage writing,
   Idioms and phrase, appropriate prepositions,
   Translation, completing sentence and so on.
B. Guided writings ………………………. 60 Marks
   Paragraph writing, composition,
   Dialogue writing, letter writing
   ………………………….
   Total   = 100 Marks
   (Shahidullah, Islam, Majid and Shams: 2001)

The marks distribution of Madrasah Education Board is as follows-

Total Marks- 100

Section- 1

Seen comprehension …………………… 25 Marks
Multiple choice /objective………………. 05
Fill in the gap ……………… 05
Information transfer ……………… 05
More free/ open question ………………. 10

Section- 2

Unseen comprehension ……………….. ..25 Marks
Multiple choice /objective……………….05
Fill in the gap ……………….05
Information transfer ……………….05
More free/ open question ………………..10

Section- 3

Vocabulary test …………………………10 Marks
Close test with clues …………………….05
Close test without clues …………………05

Section- 4

Grammar test ……………………………10 Marks
Close test with clues……………………...05
Close test without clues…………………..05

Section- 5

Guided writing ……………………. …...30 Marks
Paragraph …………………………… 05
Application ……………………….. ….. 05
Creative writing ……………………….. 05

……………………………………………

Total= 100 Marks

(Islam: 2007)

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ENGLISH (COMPULSORY)

FIRST PAPER

Time—3 hours

Full marks—100

[N.B.—The figures in the right margin indicate full marks.]

Part A—Seen Comprehension

Read the passage below and answer the questions 1—4 :—

'Communicative competence' refers to the ability to use language appropriately in different circumstances. There are two ways of developing communicative competence in a language. The first is acquisition which is similar to the way people develop ability in their mother tongue. It is a natural, subconscious process in which users are not usually aware of acquiring a language. They are aware only of the fact that they are using the language to communicate. In non-technical terms, acquisition is 'picking up' a language spontaneously. It may also be called 'implicit' learning.

On the other hand, the second way of developing communicative competence in a language is learning that language. It refers to conscious knowledge of a language, knowing the rules of language use, being aware of using them, and being able to talk about them. In non-technical terms, learning is to know consciously about a language. It may be described as 'explicit' learning.

Language specialists believe that acquiring a language is more successful and longer lasting than learning. Therefore, teachers these days encourage learners of a second language to practice and experience that language in different situations where they are involved in communicating with others.

Marks

1. Choose the right word to complete each sentence :—   1×5=5

(a) Communicative competence devalues/means/discourages the ability to use language appropriately.

(b) Explicit learning refers to subconscious/careless/conscious knowledge of a language.

(c) Acquiring a language is more difficult/temporary/effective than learning it.

(d) Nowadays teachers inspire learners of a second language to practise/learn/utilize the language in different situations.

(e) Language specialists believe that learning a language is not so successful as/like/than acquiring it.

2. True/False? If false, give the correct information :—   1×5=5

(a) Acquisition of a language and learning it are the same process.

(b) Implicit learning lasts longer than explicit learning.

(c) Explicit learning takes much effort to learn.

(d) Knowing the rules of language use is a part of 'implicit' learning.

(e) People learn a second language subconsciously.

3. Fill in the gaps with the correct form of the words in brackets. Add any prepositions if   1×5=5 necessary :—

(a) English is (treat) ———— a foreign language.

(b) Every person learns mother tongue (natural) ————.

(c) Learning (differ) ———— acquisition in many ways.

(d) There is an element of (spontaneous) ———— implicit learning.

(e) You should be (competence) ———— communicating with others.

4. Make a list of five things about developing communicative competence in a second language.   1×5=5

[Please turn over

Marks

Read the passage below and answer the questions 5—8 :—

Every year millions of people all over the world die unnecessarily as a result of pollution. These unfortunate and avoidable deaths are brought about by four specific factors. Firstly, air pollution from factories, burning trash, and vehicle fumes causes pneumonia, bronchitis and other respiratory diseases. Then, water pollution from industrial discharge, the indiscriminate disposal of toxic chemicals, and the dumping of human waste into rivers and canals causes poisoning and water-borne diseases such as cholera and diarrhoea. The next factor is the noise pollution from vehicle horns and microphones that might cause aggression and damage hearing. And finally, odour pollution from dumped or untreated human waste causes serious discomfort to our sense of smell, and attracts disease bearing creatures such as rats and flies. We should take determined action to control these problems and clean up the environment to avert these unnecessary diseases.

5. Write short answers to the following questions :—   1×5=5

(a) What are the four types of pollution mentioned in the passage?

(b) What is odour pollution?

(c) How does air get polluted?

(d) What is the effect of noise pollution?

(e) How does the paragraph end?
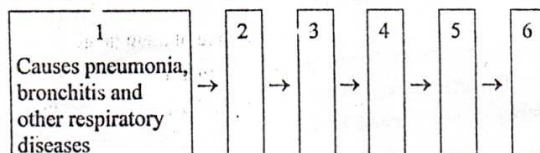
6. Fill in the gaps with suitable words :—   1×5=5

Air and water are the two important (a) ——— of our environment. Many people die every year all over the world because of the (b) ——— of these elements. The unfortunate deaths (c) ——— by pollution can be avoided if we become (d) ———of the disastrous (e) ———of pollution.

7. Summarise the passage in five sentences.   1×5=5

8. Based on your reading of the passage, make short notes in each of the boxes of the   1×5=5
flow-chart showing the effects of pollution (No. 1 has been done for you) :—

| 1 Causes pneumonia, bronchitis and other respiratory diseases | → | 2 | → | 3 | → | 4 | → | 5 | → | 6 |

Part B—Vocabulary

9. Fill in the gaps with suitable words from the box (make any grammatical changes if   1×10=10
necessary). There are more words in the box than you need :—

spelling	language	alphabetic	find	syllable	neglect
noun	life	synonyms	picture	friends	antonyms

Dictionaries are very important books in the (a) ——— of a people. A dictionary lists the words in a language (b) ———, so that the reader may (c) ——— them easily. A dictionary entry gives us the accepted (d) ——— of a word, its division into (e) ———, its pronunciation, its origins, and its meanings. Sometimes a dictionary also provides (f) ———, or opposites of a word. In addition, if the word is a (g) ——— that describes a visible thing, the dictionary may provide a (h) ——— of it. Dictionaries of the past, present and future can become your teachers and good (i) ———. Don't (j) ———them.

10. Fill in each gap with an appropriate word :—   1×10=10

Sports are a popular form of (a) ———. Many international (b) ——— events are organised from time to time. Most of those events are (c) ——— by multinational manufacturing companies and business firms. They (d) ——— for the sport events in exchange for the right to (e) ——— their products during those events. These events are (f) ——— worldwide by satellite and people all (g) ——— the world watch them (h) ———. As a result, the sponsors' products receive maximum media (i) ——— thus giving companies international (j) ———.

Part C—Guided Writing

Marks

11. Match the phrases in the following substitution table to make sensible sentences. Write out the sentences in full :— 2×6=12

	A	B	C	D
(i)	The culture of a society	in one society	complete picture of	in Britain
(ii)	The patterns of behaviour	in Bangladesh are	different from those	patterns of it
(iii)	To know the culture	can easily give a	also can give some distinct	cultural differences
(iv)	The modes of behaviour	of a society	we need to study different	life and living of that society
(v)	Language, eating habits etc.	between different cultures	are considered	in other societies
(vi)	The existing differences	of a society	differ from those	ideas about that society

12. The following sentences are jumbled. Re-write them in the proper order and in a continuous paragraph to make a story :— 1×14=14

(i) The grocer sent his son with the fruit-seller.

(ii) "Just the same way as mice can eat away the balance and weights," said the fruit-seller.

(iii) Then one day, the fruit-seller said to the grocer, "I am going to the town to do some shopping."

(iv) "You liar, how can a crow carry away such a big boy?"

(v) After a few days, the fruit-seller asked the grocer to return his balance and weights.

(vi) The next day the fruit-seller came back alone from the town.

(vii) The grocer shouted angrily.

(viii) One day, a grocer borrowed a balance and weights from a fruit-seller.

(ix) But he checked his temper.

(x) Please send your son with me to carry my things.

(xi) The grocer said, "The mice ate away your balance and weights. So I can't return them."

(xii) "Where is my son?" Asked the grocer.

(xiii) The lame excuse of the dishonest grocer made the fruit-seller very angry.

(xiv) "A crow carried your son away," replied the fruit-seller.

13. Write a paragraph of about 150 words based on the following questions. Your answer to the questions should give as much detail as possible :— 14

(a) What do you understand by eve teasing?

(b) Who are the common eve teasers?

(c) What is your attitude to them?

(d) Who are the main targets of this heinous act?

(e) What are the causes of eve teasing?

(f) What are its effects?

(g) What measures should be taken against eve teasing?

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Marks

12. Write a dialogue between two friends about their future plan of studies.   10

Or,

Write a summary of the following passage :—

Most men long for wealth. Wealth, they think, brings happiness. But often wealth brings a great deal of worry instead of much happiness. A millionaire is a very wealthy man indeed, but his great wealth is also a great responsibility. He may have large estates and factories. Estates and factories usually need a lot of attention. There may be disputes between the millionaire and his workers over one troube or another. These disputes may lead to strike. In that case, the millionaire may lose a lot of money; or some gangsters may kidnap his child and demand thousands of pounds to return his child safe and sound. A very rich man, in spite of his great wealth, may not have an easy life.

13. Complete the following story with the cue :—   15

Once there lived a poor wood-cutter in a village. He was very honest. Every day he went to cut wood in the jungle. One day while cutting wood ....

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ENGLISH (COMPULSORY)
SECOND PAPER
Time—3 hours
Full marks—100

[N.B.—*Figures in the margin indicate full marks.*]

Part A—Grammar

Marks—40   Marks

1. Complete the passage with suitable verbs from the list. Put them in the correct tense. Use the negatives where necessary :—   1×5=5

| require | achieve | take | become | consider | learn | rise |

Education is often compared to light and (a) ——— as the pillar of human civilization. So, it is only education which can make a nation (b) ——— to the level of standard development. From this point of view, it (c) ——— quite clear to us that if a country can provide its people with education (d) ——— for the modern aspects of life, it will be able to (e) ——— an all-out prosperity to the betterment and welfare of the nation.

2. Read the following letter and fill in the blanks with suitable prepositions :—   1×5=5

Dear Rony,

Thanks for your letter. I have learnt that you are keen (a) ——— learning English. I appreciate your interest. You can listen (b) ——— BBC, CNN and such other news programmes. You should go (c) ——— English newspapers, story books, etc. You can maintain a diary and write your feelings (d) ——— English. You should communicate (e) ——— others in English. Go ahead. I hope you will be successful.

Your elder brother,

Farhan.

[*Please turn over*

Marks

3. Use articles where necessary. Put a cross (×) mark where an $\frac{1}{2}×10=5$ article is not needed :—

Bangladesh is *(a)* ——— world's most densely populated country. Our development efforts are frustrated because of *(b)* ——— great size of our population. *(c)* ——— population explosion is *(d)* ——— constant threat to our environment and *(e)* ——— society. Her population is growing at such *(f)* ——— high rate that *(g)* ——— environment may soon fail to supply *(h)* ——— people with their minimum necessities. It is indeed *(i)* ——— alarming situation. Something should be done to change *(j)* ——— situation.

4. Make meaningful sentences with the following idioms 1×5=5 (any five) :—

look down upon; at random; beggar description; at sixes and sevens; apple of discord; as a result; a black sheep.

5. Re-write the following passage in the reported speech :— 1×5=5

"Follow my example," she said as we shook hands, "and never eat more than one thing for luncheon."

"I'll do better than that," I retorted. "I'll eat nothing for dinner tonight."

"Humorist," she cried gaily, jumping into a cab.

6. Read the following passage and transform the underlined 1×5=5 sentences as directed :—

(a) Water, an important element of environment, is polluted by various ways. (Complex) *(b)* The water which is pure is necessary for us. (Simple) *(c)* Men pollute water by throwing waste in it. (Compound) *(d)* The farmers use water in time of cultivation largely. (Passive) *(e)* It is one of the most important elements of all living beings. (Positive)

Marks

7. Fill in the blanks with tag questions :— 1×5=5

(a) Life is full of troubles and difficulties, ——— ?

(b) They have to be overcome if we are to succeed in life, ——— ?

(c) So, we should face them with courage, ——— ?

(d) We may fail at first, ——— ?

(e) But we must not loose heart, ——— ?

8. Complete the following sentences :— 1×5=5

(a) We should say 'no' to corruption because ——— .

(b) Corrupt persons are not only dishonest but also ——— .

(c) Now, it is high time ——— .

(d) We should work together if ——— .

(e) But we are so self-centred ——— .

Part B—Composition

Marks—60

9. Suppose, you are a reporter of a reputed Daily. You have 10 interviewed a number of common people recently about the price hike of day-to-day commodities. Now, write a report on your interview.

10. Write a short composition on the following :— 15

World Cup Cricket in Bangladesh.

11. Write an application to the principal of your college seeking 10 permission to arrange a voting camp for the selection of the Sundarbans as one of the seven wonders of the world.

[Please turn ov

ALIM EXAMINATION, 2011

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ENGLISH (COMPULSORY)

Time—3 hours

Full marks—100

[N.B.—The figures in the right margin indicate full marks.]

Seen Comprehension

1. Read the passage below and answer the questions that follow:—

The most significant event for Bangladesh in the last century has been its birth as an independent nation. Prior to that, it experienced British colonial rule until 1947, followed by an oppressive existence as East Pakistan from 1947 to 1971.

The life of our people has often been shaped by tragedy. Floods have devastated our land and tidal waves from the sea have swept away thousands of lives. Poverty has been an ever-present spectre. As a result, nearly seventy per cent of the population suffer from various degrees of malnutrition. Rapid population growth has added to this problem. Although the growth rate has slowed down to some extent, the population has almost doubled since independence. On the other hand, turbulent politics and instability, and the rise of terrorism and crime are adversely affecting society.

Despite these negative aspects, the last twenty-five years will remain memorable for certain events. The 21st of February 1952 immediately comes to mind. Only recently, our language day has been declared the International Mother Language Day by UNESCO. 16 December 1971 is another day our nation will cherish forever. The day when we became citizens of a free state following our victory over the occupation forces of Pakistan. In addition, in the field of literature, art and culture we have produced great poets, novelists, and artists. For instance, Bangladesh is proud of the great poet Kazi Nazrul Islam who raised his fiery voice against injustice and oppression.

Marks
1×3=3

(a) Choose the best answer from the alternatives:—

(i) ——is the most significant event for Bangladesh of the last century.

(a) Language movement

(b) Its birth as an independent country

(c) It is offensive against independence

(d) All of the above

(ii) The 16th December is our——

(a) Independence Day

(b) Victory Day

(c) Mother Language Day

(d) National Mourning Day

(iii) The importance of our mother tongue has been upheld by——

(a) Bangladesh

(b) Pakistan

(c) Britain

(d) the International community.

1×3=3

(b) Write true or false. If false give the correct answer:—

(i) Rapid population growth is adding to the misery of people here.

(ii) The life of our people has often been shaped by happiness.

(iii) Malnutrition is a major cause of poverty.

[Please turn over

(c) Fill up the gaps with the correct form of the words in the brackets:— **Marks**
1×3=3

(i) Bangladesh was a British (colonial)——until 1947.

(ii) Kazi Nazrul Islam (raise)——his voice against oppression.

(iii) Our society (affect)——adversely by turbulent politics.

(d) Complete the following chart with the information from the text:— **1×3=3**

(i) Bangladesh has become an independent nation ....

(ii) Bangladesh experienced ....

(iii) Bangladesh feels proud of ....

(e) Match the phrases in the following substitution table to make sensible sentences:— **1×3=3**

The life of our people	to have	been an ever present spectre.
Bangladesh	to be	often been shaped by tragedy.
Poverty		under Pakistan from 1947 to 1971.

(f) Answer the following questions:— **1×5=5**

(i) How many years had we been with Pakistan?

(ii) What is the most significant event for Bangladesh in the last century?

(iii) What is the significance of Language Movement?

(iv) Why is Bangladesh proud of Kazi Nazrul?

(v) When is our Victory Day?

(g) Summarise the above passage in **five** sentences. **5**

Unseen comprehension

2. Read the passage carefully and answer the questions that follow:—

The computer is a fairly recent invention. It has now become an essential part of modern life. It has greatly benefited us and brought about revolutionary changes in our life. Any device that helps people perform mathematical calculations may be called a computer. In this sense, the abacus is also a simple computer. Today, however the term computer refers to a special kind of electronic machine that can perform mathematical calculations and process large masses of informations at a great speed. In a few minutes a computer can perform calculations that trained mathematicians would need years to complete. The fastest computer can handle millions of problems in a few seconds. It cannot only solve complex mathematical problems quickly and accurately, but also perform many operations at once and the same time without any confusion. The computer promises to free men from many monotonous and routine tasks. Nowadays the computer has become very sophisticated and can perform many complicated tasks. It can run a business, play chess, or even compose music. This is why many people call the computer "an electronic brain".

(a) Choose the best answer from the alternatives:— **1×3=3**

(i) Computer is a/an——

    (a) recent invention

    (b) old invention

    (c) old discovery

    (d) recent discovery

(ii) Electronic brain means——

    (a) calculator

    (b) abacus

    (c) computer

    (d) electronic machine

(iii) A computer now becomes a part of——

    (a) rural life

    (b) city life

    (c) domestic life

    (d) modern life

(b) Write true or false. If false, give the correct answer:—   1×3=3

   (i) Computer is an ancient invention.   *recent* False

   (ii) Computer is an electronic brain.   False

   (iii) It cannot perform any complicated task.   False

(c) Fill up the gaps with the correct form of words from the brackets:—   1×3=3

   (i) Computer has greatly (benefit) —— us.

   (ii) Computer has become very (sophisticate) ——.

   (iii) The term computer (refer) —— to a special kind of electronic machine.

(d) Complete the following chart with information from the text:—   1×3=3

   (i) In one sense the abacus is also a ....

   (ii) The fastest computer can ....

   (iii) Computer has now become ....

(e) Match the phrases/words of column A with column B:—   1×3=3

Column A	Column B
(i) It is essential to	(a) very fast. (iii)
(ii) Computers free men	(b) from monotony. (ii)
(iii) It can work	(c) our modern life. (i)

(f) Give answer to these following questions:—   1×5=5

   (i) What is computer?

   (ii) What interesting jobs can a computer do today?

   (iii) In what sense is the abacus a computer?

   (iv) What does computer do?

   (v) What types of promises does it make?

(g) Write short notes on the following topics:— $2\frac{1}{2}$×2=5

   (i) Computer;

   (ii) Revolutionary change.

Vocabulary

3. Select an appropriate word from the box and insert into each blank. (There are more words than necessary):—   1×5=5

Cover (c)	flow (d)	root	has (b)	shape (a)	taken (e)

A Bonsai tree is carefully (a) —— to remain small but still has the appearance of a large tree. It does not need large pots but small containers and not much of soil. It (b) —— holes in the bottom which are (c) —— with small nets so that the soil does not (d) —— out with the water. The plant is then (e) —— out of its original pot.

4. Complete the passage using suitable words:—   1×5=5

Humans are cruelly destroying (a) —— and animals and thereby (b) —— a danger for us all. The destruction of forests and other (c) —— is causing the extinction of various plants and animals every day. These (d) —— are particularly severe in the areas of tropical forest which cover only 7% of the surface of the globe. The decline of many wild animals has been (e) —— by the destruction of their feeding and nesting place.

[Please turn over

Grammar

Marks

5. Fill up the gaps with right form of verbs:— 1×5=5

Ismail first (a) ——— (receive) training in vegetable cultivation. Then he (b) ——— (get) a lease of land in his village and (c) ——— (apply) his new and improved knowledge to cultivating vegetables. He (d) ——— (earn) Tk. 25,000 as profit of Tk. one lac by (e) ——— (cultivate) quality cauliflowers the next year.

6. Fill in the blanks with appropriate words or phrases:— 1×5=5

English is an (a) ——— language as it is (b) ——— all over the world. Many multinational (c) ——— use English as (d) ——— official language. So they want people as their (c) ——— who know English well.

Writing

7. Match the phrases in the following substitution table to make **five sensible sentences** :— 1×5=5

Green house effect		have a disastrous effect on life.
The world's climate	may	global warming of the air surrounding the earth.
The oceans	to be	polluted by industrial waste products.
Global warming		increasing day by day.
World's temperature		undergoing a significant change.

8. Read the following sentences and re-arrange them in proper sequence to make a small paragraph:— 5

   (a) It was the tallest structure when it was built.
   (b) It was built by Guestave Eiffel, a French architect.
   (c) The Eiffel Tower is in Paris, the capital of France.
   (d) It is still regarded as one of the wonders of the world.
   (e) So it was named after him.

9. Think of the problem of your country. What is the main problem? What is the effect of our large population? Then what should you do? Now, write a paragraph highlighting the above answers. 5

10. Imagine that you would like to make the people of your country realise the necessity of learning English. Describe all the benefits of learning English within **100** words. 5

Population Education

11. What is the prime concern of our parents? 4

Or,

What do you understand by large family?

12. What do you know about the proverb "Charity begins at home"? 6

Or,

How does growing population hinder food production?

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