

Grammar

1. Tense

Tenses	Affirmative	Negative/Question
Simple Present	A: He speaks. \\ <u>do/does</u> সে কথা বলে	N: He does not speak. Q: Does he speak? Why does he speak?
Present Continuous	A: He is speaking. \\ <u>am/is/are doing</u> সে কথা বলছে	N: He is not speaking. Q: Is he speaking? What is he doing?
Simple Past	A: He spoke. \\ <u>did</u> সে কথা বলেছিল	N: He did not speak. Q: Did he speak? Why did he speak?
Past Continuous	A: He was speaking. \\ <u>was/were doing</u> সে কথা বলছিল	N: He was not speaking. Q: Was he speaking? When was he speaking French?
Present Perfect Simple	A: He has spoken. \\ <u>have/has done</u> সে কথা বলেছে	N: He has not spoken. Q: Has he spoken? Why has he spoken Mandarin?
Present Perfect Continuous	A: He has been speaking for 5 minutes. সে কথা ৫ মিনিট যাবৎ বলছে \\ <u>have/has been doing</u> A: He has been speaking since 10 o'clock সে ১০টা থেকে কথা বলছে	N: He has not been speaking..... Q: Has he been speaking since 10 o'clock? Why has he been speaking for so long?
Past Perfect Simple	A: He had left before I reached. \\ <u>had done</u> আমি পৌঁছার আগেই সে চলে গেল ..I thought you would come.	N: He had not uttered a word before I mentioned her name. Q: Had he spoken....?
Past Perfect Continuous	A: He had been speaking before you entered the class. shall/will be doing তুমি ক্লাসে প্রবেশ করার আগে সে কথা বলছিল \\ <u>had been doing</u>	N: He had not been speaking before you came. Q: Had he been speaking before I entered the class?
Future Simple	A: He will speak. \\ <u>shall/will do</u> সে কথা বলবে	N: He will not speak. Q: Will he speak? What will you do? When will they go?
Future Continuous	A: He will be speaking. \\ <u>shall/will be doing</u> সে কথা বলতে থাকবে	N: He will not be speaking. Q: Will he be speaking? What will he be doing/speaking?
Future Perfect	A: He will have spoken. \\ <u>shall/will have done</u> সে কথা বলে থাকবে	N: He will not have spoken. Q: Will he have spoken?
Future Perfect X Continuous	A: He will have been speaking. সে কথা বলতে থাকবে \\ <u>shall/will have been doing</u>	N: He will not have been speaking. Q: Will he have been speaking?

2. Passive

The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is. For example, "I noticed that a window **had been left** open." "Every year thousands of people **are killed** on our roads."

Passive forms are made up of be/be verb+past participle (be done):

	be	past participle	
English	is	spoken	all over the world.
The windows	have been	cleaned.	
Lunch	was being	served.	
The work	will be	finished	soon.
They	might have been	invited	to the party.

If we want to show the person or thing doing the action, we use *by*:

She was attacked by a dangerous dog.

The money was stolen by her husband.

Passive voice with infinitives (to be done):

You **have to be tested** on your English grammar.

She **wants to be invited** to the party.

I **expect to be surprised** on my birthday.

Passive voice with gerunds: (being done)

I **remember being taught** to drive.

The children are excited **about being taken** to the zoo. //The children are excited **to be taken** to the zoo.

Most film stars **hate being interviewed**. //Most film stars **hate to be interviewed**.

Active to Passive at a glance (Source: modified from <https://halsepele.files.wordpress.com>)

	ACTIVE	PASSIVE
Simple Present	Denis teaches them.	They are taught by Denis.
Present Continuous	Denis is teaching them.	They are being taught by Denis.
Present Perfect	Denis has taught them.	They have been taught by Denis.
Simple Past	Denis taught them.	They were taught by Denis.
Past Continuous	Denis was teaching them.	They were being taught by Denis.
Past Perfect	Denis had taught them.	They had been taught by Denis.
Will-future	Denis will teach them.	They will be taught by Denis.
Be going to	Denis is going to teach them.	They are going to be taught by Denis.
Future Perfect	Denis will have taught them.	They will have been taught by Denis.
Modals	Denis can/may teach them.	They can/may be taught by Denis.

Some verbs which are very **frequently used in the passive** are followed by the **to-infinitive**:

<i>be supposed to</i>	<i>be expected to</i>	<i>be asked to</i>	<i>be told to</i>
<i>be scheduled to</i>	<i>be allowed to</i>	<i>be invited to</i>	<i>be ordered to</i>

*John **has been asked** to make a speech at the meeting.*

*You **are supposed to** wear a uniform.*

*The meeting **is scheduled to** start at seven.*

More examples: It's **said** that he lives abroad now. He **is said** to live abroad now. It's believed that he is the hero of the town. It's **claimed** that he **left** the country two months

3. Sequence of tenses:

a) As if/as though: The past subjunctive after as if / as though indicates an unreal situation in the

present.

However, if the situation is true, we use a real tense to express present time:

He **looks as if he knew** the answer. [he (probably) doesn't know]

~~He looks as if he knows~~ the answer. (he knows the answer)

He **seems as if he hadn't slept** for days. [he (probably) has or we don't know whether he has or not]

~~He seems as if he hasn't slept~~ for days. (he hasn't slept for days)

If the preceding verb is put into the past tense, the present perfect hasn't slept changes into past perfect, while the past perfect subjunctive hadn't slept stays the same:

He seemed as if he hadn't slept for days.

b) IT'S (HIGH/ABOUT) TIME + PAST (also> it is time to do....)

- It's time you went to bed.
- It's time to say goodbye.
- It's high time I bought a new pair of jeans.
- It's time for breakfast

c) Wishes

- We use past tense modals **would** and **could** to talk about wishes for the **future**:
I don't like my work. **I wish I could** get a better job.
I always have to get home early. **I wish my parents would** let me stay out later.
- We use **past tense** forms to talk about wishes for the **present**:
I don't like this place. **I wish I lived** in somewhere more interesting.
These seats are very uncomfortable. **I wish we were travelling** first class.
I wish it wasn't so cold.
- We use the **past perfect** to talk about wishes for the **past**:
Mary wishes she had listened to what her mother told her.
I wish I hadn't spent so much money last month.

d)

WOULD RATHER DO	HAD BETTER DO
I would rather stay at home than go to a movie. (I prefer staying at home)	You had better watch your steps. (you should watch your steps)
I would rather leave.	She had better listen to you.
I would rather we ate at home.	You had better not be late.
I would rather you didn't leave.	You had better not leave him out.
<i>I'd rather walk than drive.</i>	
<i>I'd rather our children didn't watch it.</i>	

e) Conditionals:

- a) If you give, he will take. **OR** He will take if you give
- b) If you gave them, they would take. **OR** They would take if you gave
- e) ~~If you had given them, they would have taken. **OR** They would have taken if you had given~~

f) Causative Verbs: get, have, make

- 1) Get somebody to do something (কাউকে দিয়ে কিছু করানো) = I got him to clean the room.
- 2) Have somebody do something (") = I had him clean the room.
- 3) Make somebody do something (") = I made him clean the room.
- 4) Have/get something done (কোনকিছু করানো) = I had/got the room cleaned.
- 5) Be made to do something= he was made to clean the room. (তাকে দিয়ে বুঁমটি পরিষ্কার করানো হয়েছিল)

4. Subject-Verb Agreement

Verb according to the noun after 'or'

- a) The children or their mother is. . . . The mother or her children are.....

Verb according to the noun before 'as well as'

b) The girl as well as her friends is. . . . The supporters as well as their candidate are. . .

Singular verb after a single amount/distance/weight etc.

c) Five dollars is not a big amount. 10 miles is too long for walking. 150 kg is too much for him to lift.

d) Everybody/somebody/nobody is.... Everything/something/nothing is....

e) 'Each of them is' but 'they each are' (each preceded by plural noun).

Collective Nouns ([source: en.oxforddictionaries.com/grammar/matching-verbs-to-collective-nouns](http://en.oxforddictionaries.com/grammar/matching-verbs-to-collective-nouns))

Collective nouns are nouns which stand for a group or collection of people or things. They include words such as *audience, committee, police, crew, family, government, group, and team*.

In American English, most collective nouns are treated as singular, with a singular verb:

✓ *The whole family was at the table.*

✓ *The government is doing a good job.*

✓ *He prefers an audience that arrives without expectations.*

In British English, most collective nouns can be treated as singular or plural:

The whole family was at the table.[singular collective noun; singular verb]

The whole family were at the table.[plural collective noun; plural verb]

The government is doing a good job.[singular collective noun; singular verb]

The government are doing a good job.[plural collective noun; plural verb]

There are a few collective nouns (in both British and American English) that are *always* used with a plural verb, the most common of which are *police* and *people*:

✓ *She's happy with the way the police have handled the case.*

✓ *It's been my experience that people are generally forgiving.*

f) *A third of the city is unemployed. A third of the people are unemployed. All of the pie is gone. All of the pies are gone. Some of the pie is missing. Some of the pies are missing.*

g) *A number of (= some) problems have arisen. The number of homeless people has increased dramatically.*

h) *Slow and steady wins the race. (one who is slow and steady).*

5. Sentence types: Simple, Compound and Complex

List of Conjunctions

Coordinating Conjunctions: for, and, nor, but, or, yet, so (mnemonic= FANBOYS)

Correlative Conjunctions: both/and, either/or, neither/nor, not only/but, whether/or

Some Subordinating Conjunctions: after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while

6. Adjective

Comparative vs superlative:

A comparative compares a person or thing with another person or thing. A superlative compares a person or thing with the whole group of which that person or thing is a member:

Joe's older than Mike. (comparing one person with another)

Sheila is the youngest girl in the family. (comparing one person with the whole group she belongs to)

When there are just two members in a group, traditionally, we use the comparative. However, in informal situations people often use the superlative:

*Who is **younger**, Rowan or Tony? (traditional usage)*

*Jan and Barbara are both tall, but Jan's **the tallest**. (more informal)*

Comparative and superlative adjectives: form

One-syllable adjectives (*big, cold, hot, long, nice, old, tall*)

To form the comparative, we use the *-er* suffix with adjectives of one syllable:

*It's **colder** today than yesterday. It was a **longer** holiday than the one we had last year. Sasha is **older** than Mark.*

To form the superlative, we use the *-est* suffix with adjectives of one syllable. We normally use *the* before a superlative adjective:

*I think that's **the biggest** apple I've ever seen! They have three boys. Richard is **the oldest** and Simon is **the youngest**.*

Some one-syllable adjectives have irregular comparative and superlative forms:

bad, worse, worst far, farther/further, farthest/furthest

good, better, best old, older/elder, oldest/eldest

*The morning flight is **better** than the afternoon one.*

*His **elder** sister works for the government.*

*Olivia is Denise's **best** friend.*

*I think that was the **worst** film I've ever seen!*

*Pluto is **the furthest** planet from the sun in our solar system.*

Farther, farthest or further, furthest?

Farther and *further* are comparative adverbs or adjectives. They are the irregular comparative forms of *far*. We use them to talk about distance. There is no difference in meaning between them. *Further* is more common:

*We can't go any **further**; the road's blocked.*

*After this, I felt a little refreshed but as I came over the hill, my legs rebelled. I could walk no **further**.*

*How much **farther** are we going?*

Farther, and, much less commonly, *further* can be used as adjectives to refer to distance away from the speaker:

*He could see a small boat on the **farther** shore.*

*At the **further** end of the village stood an old ruined house.*

We often repeat *farther* or *further* to emphasise the distance:

*'I am just a little ship,' Aunt Emily said, 'drifting **farther** and **farther** out to sea.'*

We often use *along* with *farther* and *further*.

*Ben Gunn had told me his boat was hidden near the white rock, and I found that rock **farther** along the beach.*

We often use *a little*, *a bit* or *a lot* before *further* and *farther*.

*Now push and stretch that arm just **a little further** and count to ten.*

Superlative forms

Farthest and *furthest* are superlative adjectives or adverbs. They are the irregular superlative forms of *far*. We use them to talk about distance. There is no difference in meaning between them. *Furthest* is more common than *farthest*.

*The **furthest** galaxies are about three thousand million light years away.*

*Go on, boys! Let's see who can run **furthest**.*

Comparing and contrasting – modifying comparatives

When we want to talk about similarities and differences we can use adjectives in their comparative forms ...

- *Max is taller than Judy. *You're more intelligent than me.*

or we can use **(not) as** (adjective) **as**

- *Her hair is as long as mine. *This one's not as interesting as his first book.*

We can also use expressions like **different from**, **similar to** and **the same as**.

- *She's very different from her sister. They're very different. *Sri Lankan food is similar to Indian food. They're similar. *Andrew is the same age as Lily. Their ages are the same.* We use **same** with nouns.

Modifying comparisons

A big difference – much, a lot, far

We can modify comparative adjectives to show that there is a big difference between things.

- *Sales in July were much higher than sales in June. *She's a lot taller than you. *This one's far more expensive than the blue one.*

We can also say that things are completely or totally different from each other. (*They may be twins but they're completely different from each other.*)

A small difference – slightly, a little, a bit, not much

**Sales in August were slightly lower than sales in July. *You're a bit younger than me. *These are not much more expensive than those.*

No difference – exactly, more or less, roughly

We can show that there is no difference or almost no difference.

- *He's exactly the same age as me. (No difference) *The figures for December are more or less the same as the figures for November. (a tiny difference)*
- **Twice, three times, etc.** (double, triple, in quantity, rate, etc.)

*The area is twice the size of Wales
Cats sleep twice as much as people.
At 56 he's three times her age.
Three times as long as something
Three times longer than something
Three times the length of something*

Viv took a corner seat **farthest** away from the door.

7. Gerund (doing); infinitive (to do)

Common verbs usually followed by the gerund:

enjoy fancy discuss dislike	I enjoyed living in France I fancy seeing a film tonight We discussed going on holiday together I dislike waiting for buses	mind suggest recommend keep	I don't mind coming early He suggested staying at a hotel They recommended meeting earlier. He kept working , although he felt ill.
miss appreciate delay postpone practise	She misses living near the beach I appreciated her helping me. He delayed doing his taxes. He postponed returning to Paris She practised singing the song.	consider can't stand can't help risk admit	She considered moving to New York. He can't stand her smoking in the office. He can't help talking so loudly. He risked being caught. He admitted cheating on the test.

And here are some common verbs followed by 'to' and the infinitive:

agree ask decide help	She agreed to help . I asked to leave early / I asked him to leave early We decided to go out for dinner. He helped to clean the kitchen / he helped me to clean the kitchen	hope would like promise	I hope to pass the exam I would like to see her / I would like you to see her We promised not to be late
can afford manage prepare* demand choose	We can't afford to go on holiday. He managed to open the door. They prepared to take the test. He demanded to speak to Mr. Harris. I chose to help .	offer wait would hate would love seem	Frank offered to drive us home. She waited to buy a movie ticket. I'd hate to be late / I'd hate you to be late. I'd love to come / I'd love him to come . Nancy seemed to be disappointed

8. Prepositions:

At	In	On
At 4:30 pm	in March	on Monday
At 3 o'clock	In Winter	On 6 March
At noon	In the summer	On 22 Dec.2012
At dinnertime	In 1990	On Christmas Day
At bedtime	In the next century	On your birthday
At the moment	In the future	On New Year's Eve

In the morning / **on** Monday morning == **In** the mornings / **on** Sunday mornings == **In** the afternoon(s) / **on** Sunday afternoons == **In** the evening(s) / **on** Friday evenings.

When we say next, last, this, every we do not use at, in, on:

I went to New York **last June**. She is coming back **next Monday**. I go home **every Easter**. We'll call you **this afternoon**.

Place: at, in, on

At		In		On	
At the bus stop	At work	In London	In a helicopter	On the wall	On a plane
At the corner	At school	In the garden	In an elevator	On the ceiling	On a bicycle
At the entrance	At university	In a box	In the sky	On the floor	On the radio
At the crossroads	At the top	In a building	In the street	On the carpet	On the left
At the top of the page	At the bottom	In a car	In a row	On a page	On a horse
At home	At the side	In a car	In a boat	On a bus	On a boat
	At reception	In a taxi		On a train	

Idiomatic phrases with prepositions

All the money paid by investors is now **at risk**. // Mark always drives **at top speed**. // I dialed the wrong number **by mistake**. // I'd like to buy this picture if it's **for sale**. // You have to pay half the cost of the holiday **in advance**. // I can't stop. I'm **in a hurry**. // I drive about ten thousand miles a year, **on average**. // Did you go there **on holiday** or **on business**? // They went **on a trip to** Cox's Bazar. // They went **on a tour of** Cox's Bazar. // Mr Jones is **on leave** this week. He'll be in the office next Monday. // There are so many different computers **on the market**. // I saw it **on television**. // I heard it **on the radio**. // I'm afraid the machine is **out of order**.

9.

subjunctive

What is the subjunctive?

Some languages have special verb forms called 'subjunctive', which are used especially to talk about 'unreal' situations: things which are possible, desirable or imaginary. Older English had subjunctives, but in modern English they have mostly been replaced by uses of *should*, *would* and other modal verbs, by special uses of past tenses (see 426), and by ordinary verb forms. English only has a few subjunctive forms left: third-person singular present verbs without *-(e)s*, (e.g. *she see*, *he have*) and special forms of *be* (e.g. *I be*, *he were*). Except for *I/he/she/it were* after *if*, they are not very common.

that she see

Ordinary verbs only have one subjunctive form: a third person singular present with no *-(e)s* (e.g. *she see*). It is sometimes used in *that*-clauses in a formal style, especially in American English, after words which express the idea that something is important or desirable (e.g. *suggest*, *recommend*, *ask*, *insist*, *vital*, *essential*, *important*, *advice*). The same forms are used in both present and past sentences.

It is essential that every child have the same educational opportunities.

It was important that James contact Arthur as soon as possible.

Our advice is that the company invest in new equipment.

The judge recommended that Simmons remain in prison for life.

Do is not used in negative subjunctives. Note the word order.

We felt it desirable that he not leave school before eighteen.

With verbs that are not third-person singular, the forms are the same as ordinary present-tense verbs (but they may refer to the past).

I recommended that you move to another office.

be

Be has special subjunctive forms: *I be*, *you be* etc.

It is important that Helen be present when we sign the papers.

The Director asked that he be allowed to advertise for more staff.

I were and *he/she/it were*, used for example after *if* (see 258.4) and *wish* (see 630) in a formal style, are also subjunctives.

If I were you I should stop smoking.

I wish it were Saturday.

fixed phrases

Subjunctives are also used in certain fixed phrases. Examples:

God save the Queen! Long live the King!

God bless you. Heaven forbid.

He's a sort of adopted uncle, as it were. (= ... in a way.)

Be that as it may ... (= Whether that is true or not ...)

If we have to pay £2,000, then so be it. (= We can't do anything to change it.)

other structures

Most subjunctive structures are formal and unusual in British English. In *that*-clauses, British people usually prefer **should + infinitive** (see 521), or ordinary present and past tenses.

It is essential that every child should have the same educational opportunities. (OR ... *that every child has ...*)

It was important that James should contact Arthur as soon as possible. (OR ... *that James contacted ...*)

inversion (1): auxiliary verb before subject

We put an auxiliary verb (and non-auxiliary *have* and *be*) directly before the subject of a clause in several different structures.

questions

Have your father and mother arrived? (NOT ~~*Have arrived your father and mother?*~~)

Where is the concert taking place? (NOT ~~*Where is taking place the concert?*~~)
(NOT ~~*Where the concert is taking place?*~~)

with *may*

May can come before the subject in wishes.

May all your wishes come true! May he rot in hell!

after *so, neither, nor*

In 'short answers' and similar structures, these words are followed by auxiliary verb + subject.

I'm hungry. ~ So am I.

I don't like opera. ~ Neither/Nor do I.

For more details of these structures, see 541 and 374.

after *as, than* and *so*

Inversion sometimes happens after *as*, *than* and *so* in a literary style.

She was very religious, as were most of her friends.

City dwellers have a higher death rate than do country people.

So ridiculous did she look that everybody burst out laughing.

conditional clauses

In formal and literary conditional clauses, an auxiliary verb can be put before the subject instead of using *if* (see 261.5).

Were she my daughter ... (= If she were my daughter ...)

Had I realised what you intended ... (= If I had realised ...)

Negatives are not contracted in this case.

Had we not spent all our money already, ... (NOT ~~*Hadn't we spent ...*~~)

after negative and restrictive expressions

If a negative adverb or adverbial expression is put at the beginning of a clause for emphasis, it is usually followed by **auxiliary verb + subject**. These structures are mostly rather formal.

Under no circumstances can we cash cheques.

At no time was the President aware of what was happening.

Not until much later did she learn who her real father was.

The same structure is possible after a complete clause beginning *not until ...*

Not until he received her letter did he fully understand her feelings.

Inversion is also used after restrictive words like *hardly* (in BrE), *seldom*, *rarely*, *little* and *never*, and after *only + time expression*. This is formal or literary.

Hardly had I arrived when trouble started. (BrE)

Seldom have I seen such a remarkable creature.

Little did he realise the danger he faced.

Never ... was so much owed by so many to so few. (Churchill)

Only then did I understand what she meant.

Only after her death was I able to appreciate her.

Not only did we lose our money, but we were nearly killed.

Not a single word did he say.

Inversion is not used after *not far ...* and *not long ...*

Not far from here you can see foxes. (NOT ~~*Not far from here can you ...*~~)

Not long after that she got married.

inversion (2): whole verb before subject

after adverbial expressions of place

When an adverbial expression of place or direction comes at the beginning of a clause, intransitive verbs are often put before their subjects. This happens especially when a new indefinite subject is being introduced. The structure is most common in literary and descriptive writing.

Under a tree was lying one of the biggest men I had ever seen.

On the grass sat an enormous frog.

Directly in front of them stood a great castle.

Along the road came a strange procession.

This structure is often used in speech with *here*, *there* and other short adverbs and adverb particles.

Here comes Freddy! (NOT *Here-Freddy-comes.*)

There goes your brother.

I stopped the car, and up walked a policeman.

The door opened and out came Angela's boyfriend.

If the subject is a pronoun, it goes before the verb.

Here she comes. (NOT *Here-comes-she.*) *Off we go!*

reporting

In story-telling, the subject often comes after reporting verbs like *said*, *asked*, *suggested* etc when these follow direct speech.

'What do you mean?' asked Henry. (OR ... *Henry asked.*)

'I love you,' whispered Jan.

If the subject is a pronoun, it usually comes before the verb.

'What do you mean?' he asked.

WRITING

10. Letter, application, CV

a. Job application/cover letter

12 Clover Way
Swindon
SN2 4MR

12 May 2008

The Recruitment Officer
Partington Borough Council
Partington
Manchester
M31 4FY

Dear Sir or Madam

Vacancy for Social Worker (Children's Services), Partington Borough Council

I am writing in reply to your advert for the above post, which appeared in The Guardian on 9 May 2008, and I attach my CV for your attention.

As you will see from my CV, I am currently studying for a BA (Hons) in Social Work at Thames University, Swindon, and will be graduating in June 2008. Successful completion of this degree will give me fully qualified social worker status with the GSCC. As an experienced primary school teacher I have a real enthusiasm and flair for working with children and wish to transfer the interpersonal, communication, and motivational skills that I gained in my teaching posts to a new career in social work. In addition, I have a long-standing interest in developing children's potential with regard to sporting activities, and am currently the manager of an under-11s football team.

I feel that as a social worker, I can make a real difference to the lives of the children and families of your area; I would also welcome the chance to work for a local authority such as your own, where I would be part of a small and committed team. One of my work placements during my degree course was with a local authority of a similar size, so I am familiar with working in this type of environment.

I look forward to hearing from you in the near future.

Yours faithfully

Signature
Name

11. CV/Resume´

Musharraf Ahmed

Address:

32 Mitali
MC College Road, Sylhet
P/O: Head Post Office-3100
Phone: 01*****
Email: x***z@gmail.com

Career Objective

Looking to develop a career as a software developer within an international environment, where I can realize my full potential rising gradually to the executive-level position.

Educational qualifications:

January 2017 to present: M.Sc. Engg. in CSE
Metropolitan University, Sylhet

September 2012 –August 2016: B.Sc. Engg. In CSE
Metropolitan University, Sylhet
CGPA 3.85 on the scale of 4.00

2010-2012: HSC, Science Group
Education Board, Sylhet
CGPA 4.95 on the scale of 5.00

2008-2010: SSC, Science Group
Education Board, Sylhet
CGPA 5.00 on the scale of 5.00

Employment history:

January 2015-October 2016: **Assistant Engineer**
XY IT Ltd, Dhaka

Other qualifications and skills: Advanced Certificate in Programming
Language: C, C++, Java, PHP, Python

Good at speaking and writing English

Interest: Cricket, travel, swimming

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12. Essay

1. *As well as making money, businesses also have social responsibilities. To what extent do you agree or disagree?*

Businesses have always sought to make a profit, but it is becoming increasingly common to hear people talk about the social obligations that companies have. I completely agree with the idea that businesses should do more for society than simply make money.

On the one hand, I accept that businesses must make money in order to survive in a competitive world. It seems logical that the priority of any company should be to cover its running costs, such as employees' wages and payments for buildings and utilities. On top of these costs, companies also need to invest in improvements and innovations if they wish to remain successful. If a company is unable to pay its bills or meet the changing needs of customers, any concerns about social responsibilities become irrelevant. In other words, a company can only make a positive contribution to society if it is in good financial health.

On the other hand, companies should not be run with the sole aim of maximising profit; they have a wider role to play in society. One social obligation that owners and managers have is to treat their employees well, rather than exploiting them. For example, they could pay a "living wage" to ensure that workers have a good quality of life. I also like the idea that businesses could use a proportion of their profits to support local charities, environmental projects or education initiatives. Finally, instead of trying to minimise their tax payments by using accounting loopholes, I believe that company bosses should be happy to contribute to society through the tax system.

In conclusion, I believe that companies should place as much importance on their social responsibilities as they do on their financial objectives.

2. *Some people think that all university students should study whatever they like. Others believe that they should only be allowed to study subjects that will be useful in the future, such as those related to science and technology. Discuss both these views and give your own opinion.*

People have different views about how much choice students should have with regard to what they can study at university. While some argue that it would be better for students to be forced into certain key subject areas, I believe that everyone should be able to study the course of their choice.

There are various reasons why people believe that universities should only offer subjects that will be useful in the future. They may assert that university courses like medicine, engineering and information technology are more likely to be beneficial than certain art degrees. From a personal perspective, it can be argued that these courses provide more job opportunities, career progression, better salaries, and therefore an improved quality of life for students who take them. On the societal level, by forcing people to choose particular university subjects, governments can ensure that any knowledge and skill gaps in the economy are covered. Finally, a focus on technology in higher education could lead to new inventions, economic growth, and greater future prosperity.

In spite of these arguments, I believe that university students should be free to choose their preferred areas of study. In my opinion, society will benefit more if our students are passionate about what they are learning. Besides, nobody can really predict which areas of knowledge will be most useful to society in the future, and it may be that employers begin to value creative thinking skills above practical or technical skills. If this were the case, perhaps we would need more students of art, history and philosophy than of science or technology.

In conclusion, although it might seem sensible for universities to focus only on the most useful subjects, I personally prefer the current system in which people have the right to study whatever they like.

3. *Some people think that employers should not care about the way their employees dress, because what matters is the quality of their work. To what extent do you agree or disagree?*

In the modern workplace, dress codes are changing as employers focus more on results than on the rules that employees must follow. While I agree that the way people dress should be seen as irrelevant in many work contexts, I believe that dress codes still exist for good reason in certain professions.

On the one hand, many employers have stopped telling their staff how to dress, and I see this as a positive trend. Some of the most successful companies in the world, including technology giants like Google and Facebook, are famous for the relaxed office environments that they try to create. Employees are encouraged to dress casually, and even the company executives and leaders are rarely seen wearing anything other than T-shirts and jeans. However, while managers and programmers are free to dress how they like, they are expected to produce work of outstanding quality. It is clear from the performance and global dominance of such companies that strict dress codes are completely unnecessary in the technology sector.

However, I would also argue that rules regarding employees' clothing are still relevant in other work situations. We expect certain professionals, such as nurses, police officers and airline pilots, to wear uniforms. These uniforms may have a practical or safety function, but perhaps more importantly they identify the person's position or role in society. Similarly, a lawyer, politician or school principal may choose to wear formal clothing in order to portray an image of authority, trustworthiness and diligence. I believe that most of us prefer to see these professionals in smart, formal attire, even if it is not strictly necessary.

In conclusion, I support the trend towards relaxed dress codes for workers, but I do not see it as applicable to all occupations or sectors of the economy.

4. *Some people claim that not enough of the waste from homes is recycled. They say that the only way to increase recycling is for governments to make it a legal requirement. To what extent do you think laws are needed to make people recycle more of their waste?*

It is true that we do not recycle enough of our household waste. Although I accept that new legislation to force people to recycle could help this situation, I do not agree that a recycling law is the only measure that governments should take.

In my view, a new recycling law would be just one possible way to tackle the waste problem. Governments could make it a legal obligation for householders to separate all waste into different bins. There could be punishments for people who fail to adhere to this law, ranging from a small fine to community service, or even perhaps prison sentences for repeat offenders. These measures would act as a deterrent and encourage people to obey the recycling law. As a result, the improved behaviour of homeowners could lead to a clean, waste-free environment for everyone.

However, I believe that governments should do more than simply introduce a recycling law. It might be more effective if politicians put education, rather than punishment, at the centre of a recycling campaign. For example, children could be taught about recycling in schools, and homeowners could be informed about the environmental impact of household waste. Another tactic that governments could use would be to create stricter regulations for the companies that produce the packaging for household products. Finally, money could also be spent to improve recycling facilities and systems, so that waste is processed more effectively, regardless of whether or not people separate it correctly in the home.

In conclusion, perhaps we do need to make recycling a legal requirement, but this would certainly not be the only way to encourage people to dispose of their waste more responsibly.