

Unit 2
Developing the
reading skills-2



Unit 2 : Developing the reading skills - 2

Lesson 2.1 Reading narrations

Objectives: *After you have studied the lesson you will be able*

- to narrate how Majeda Begum got a loan from Grameen Bank,
- to use *v+how+n/pron*. e.g. I told him how I had received the letter.
- to tell the meanings of such words as *snakebite, condolences, standing crop, grab, collateral, puffed-rice*.



A. Read the story to write answers to the following questions.

When my husband Halim died from a snakebite, my heart broke. I asked myself, “What am I going to do now?” I just could not think of anything.

My neighbour Kalim did not waste any time. He came to express his condolences to me and advised me to sell my land.

“How can you irrigate your field yourself?” said he. “Also people are not good. They will steal your standing crop. However, I can help you. I can buy your land for a good price.”

I knew he wanted to grab my land. So I told him politely, “I have to think about it. Please give me some time.”

I thought and thought. I thought for a whole week. Then I went to the Grameen Bank and talked to a Grameen worker for quite a long time. And when I came out of the Bank, I was very happy.

Next day I talked to some of my neighbours who like me had little or no land but big problems. I told them how we could get loans from the Grameen Bank. “And the good news is,” I said, “we can get the loans without any collateral.”

“What’s that?” asked Kariman.

“Collateral is *jamanat*”, I explained. “It’s money or property which is used as a guarantee that a loan will be repayed. That is why only a person who has money or assets can take a loan from other banks. But we the poor – we don’t need any money or asset as a guarantee to take a loan from the Grameen Bank.”

The women were all smiles to hear that. So we formed a group of five and I was made chairperson. Then I told them how we all should immediately apply for loans.

On a Friday we went to a Grameen Centre. There, a Grameen worker explained how we would have to utilise our loans in productive activities and how we should work as a team.

Our loans were granted. Kariman got the loan money first for raising some goats. Then Sharifa got the money for running her puffed- rice business. And I got my loan to buy a treadle pump.



A1. Questions

1. How did Majeda Begum feel when her husband died?
2. How did Kalim try to grab her land?
3. Majeda Begum was very happy after her meeting with a Grameen worker. Write the dialogue that you think was held between Majeda and the worker.
4. 'We can get a loan from a Grameen Bank without collateral'. What does this statement mean?
5. Mention 10 productive activities including the 3 that have been mentioned in the text.

B. Study these words.

- snakebite** (n) - the bite of a poisonous snake
- condolences** (n) - expression of sympathy for someone whose friend or relative has died recently. We also send/ receive a message/ letter of condolence.
- standing crop** - crop that is in the field, not yet cut or harvested
- grab** (v) - to get something quickly, especially unfairly and for a selfish reason
- collateral** (n) - If you want to take a loan from a commercial bank you have to sign an agreement with the bank. And in that agreement you have to show proof that you have assets such as landed property, a factory or firm or money which is now invested in some business. And in case you fail to repay the loan the bank will have the right to claim your assets. Collateral means these assets.
- all smiles** (phrase)- If someone is all smiles, he or she looks very happy.
- puffed-rice** - *muri* or *khoi* which is prepared by frying rice or paddy on hot sand



C. Use v+how+n/pron and make a sentence with each of the following groups of words. Use past tenses.

1. He/tell her/he miss her while away from home.
He told her how he had missed her while he was away from home.
2. They see/ the culprit/beat/by the mob
3. I/ask/Dr. Khan/he invent/the solar cooker
4. I not know/my land/make free from pests
5. You know/my brother study in England?
6. Rabeya narrate/her marriage a source of strength for her



D. Self-assessment

Choose the best answer.

1. The real purpose of Kalim's visit to Majeda Begum's home immediately after her husband's death was
 - a. to express his sympathy for her great loss.
 - b. to tell her that she would not be able to do the farm work.
 - c. to offer his help to her anytime she would need.
 - d. to make her sell her land to him.
2. Majeda was happy when she came out of the Grameen Bank because
 - a. she knew that Kalim wanted to grab her land.
 - b. the Grameen worker told her that she could get a loan.
 - c. she talked to the Grameen worker for quite a long time.
 - d. the people at the Bank behaved with her politely.
3. What was the good news for Majeda and her group members?
 - a. They could get loans without any money or asset as a guarantee.
 - b. They would not have to repay their loans.
 - c. They could take loans from any other banks.
 - d. All the poor women like them would get loans.
4. What productive activity was the Grameen worker talking about?
 - a. begging at the market places
 - b. collecting tolls from the bus drivers
 - c. making baskets from bamboo
 - d. eating and sleeping for a restful life

Lesson 2.2 Reading descriptions - 1



Objectives : *After you have studied the lesson you will be able*

- to identify different parts of a plant,
- to describe the functions of some of these parts,
- to tell the meanings of these words : *affect, damage, absorb, minerals, photosynthesis, convert.*

A. Look at the picture and read the passage.

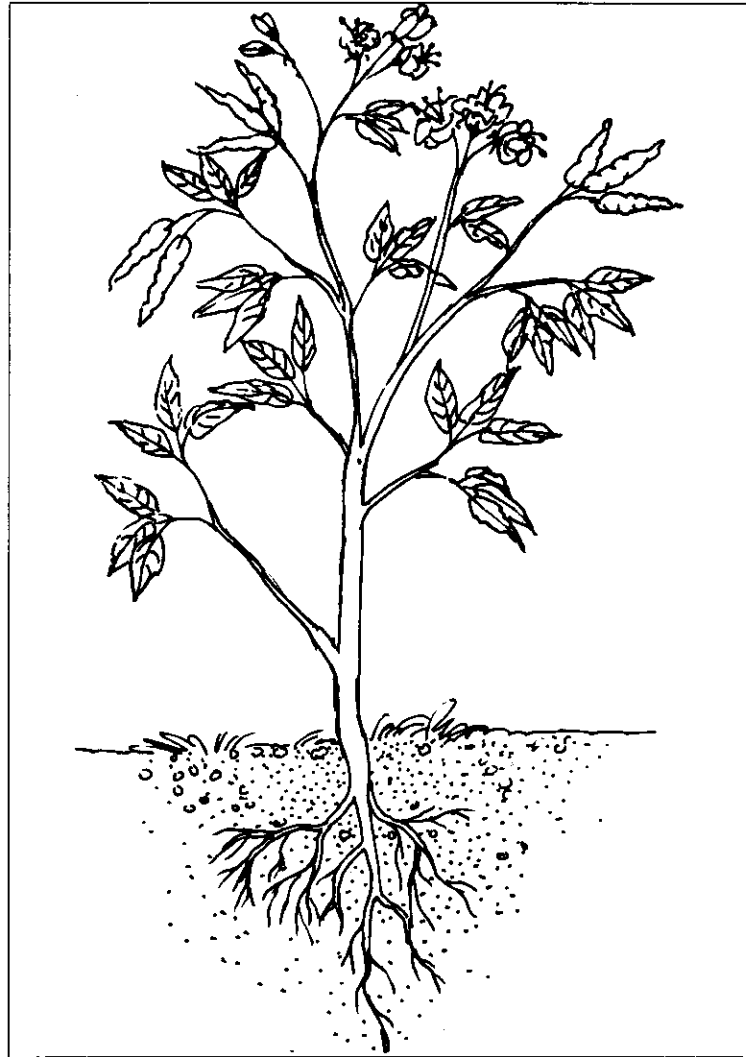


Fig 2.1 : A plant

A plant is a living body. It has different parts and each part has a definite function. If one part is sick and cannot function properly, the whole plant is affected. However, you can cut off flowers and sick leaves or branches and the damage is temporary.



There are two basic parts of a plant : the root system and the shoot system. The main function of the root is to absorb water and minerals from the soil. The other main function of the root is to hold the plant firmly in the soil.

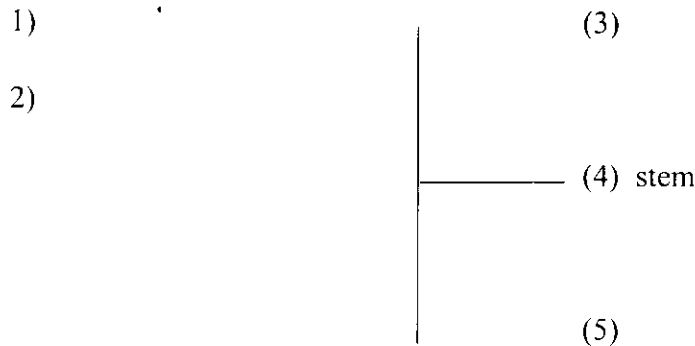
The shoot system has the stem, leaves, flowers and fruit. The stem supports the plant. The other important function of the stem is to help water and minerals pass from the roots up to the leaves and flowers. The leaves make food for the plant by a process called photosynthesis. Sunlight falls on the leaves and as a result, water from the soil and carbon dioxide from the air are converted into sugars which give energy to the plant.

B. Study these words.

- affected** (adj) - attacked by a disease/pests
- damage** (n) - harm; loss
- absorb** (v) - soak; suck in
- minerals** (n) - A mineral is a substance such as salt, tin, coal, etc that is formed naturally in the soil.
- photosynthesis** (n) - This is a process by which green matter (chlorophyll) in leaves makes food for the plant) with the help of sunlight.
- convert** (v) - to change something into a different form



C. You have read about five parts of a plant. Write the names of the parts and label them with the parts in the diagram. One is done for you



D. Read the passage again and answer these questions.

1. What are the main two functions of the root of a plant?
2. Describe the functions of the stem of a plant?
3. How is food produced in the leaves of a plant?

**E. Self-assessment****Choose the best answer.**

1. If you cut off flowers or sick leaves from a plant
 - a. the loss is serious.
 - b. the plant is likely to die.
 - c. no part of the plant can function properly.
 - d. the plant suffers only for the time being.

2. The main function of the root is to absorb water and minerals from the soil.

Which of the following means the same as the underlined word in the sentence ?

 - a. take in
 - b. produce
 - c. convert
 - d. mix

3. The flowers get water directly from
 - a. the root.
 - b. the stem.
 - c. the leaves.
 - d. the soil.

4. The leaves make food for the plant by a process called photosynthesis. Here 'process' means
 - a. the action of sunlight.
 - b. the mixing of water and carbon dioxide.
 - c. any continued set of natural actions.
 - d. sugars that give energy to the plant.

Lesson 2.3 Reading descriptions - 2

Objectives : *After you have studied the lesson you will be able*



- to describe homestead farming.
- to tell the meanings of these words : *surrounding, occupied, edge, creeper, forestry, fuel, fodder, livestock, poultry.*

A. Look at the picture and write your answer to the question:

What can you see in the picture and where is it ?

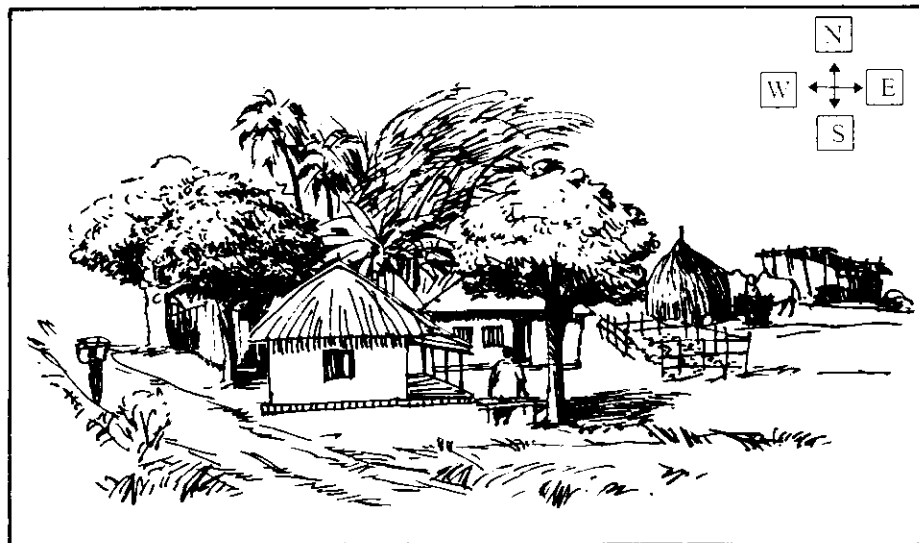


Fig 2.2 : A homestead

Example : I can see some banana trees on the west of the east-facing house.



B. Read the passage and answer the questions given after each paragraph.

A homestead is a home and the surrounding land occupied by a family. There is usually no space in a homestead for growing crops. However, the little space here and there, round or behind a house, at the back or on the corner of the yard, around the edges or boundary of the homestead is used for the production of various crops, trees, plants, livestock and poultry. This production work is usually done by the women in the family.

B1. Question : Where can you find space in a homestead for growing crops?



Women generally grow vegetable crops like beans, pumpkins, snake gourds, sweet gourds, cucumber, *puishak*, etc and *pan* (betel) which are creepers and climb up roofs and trees. Sometimes a bamboo structure

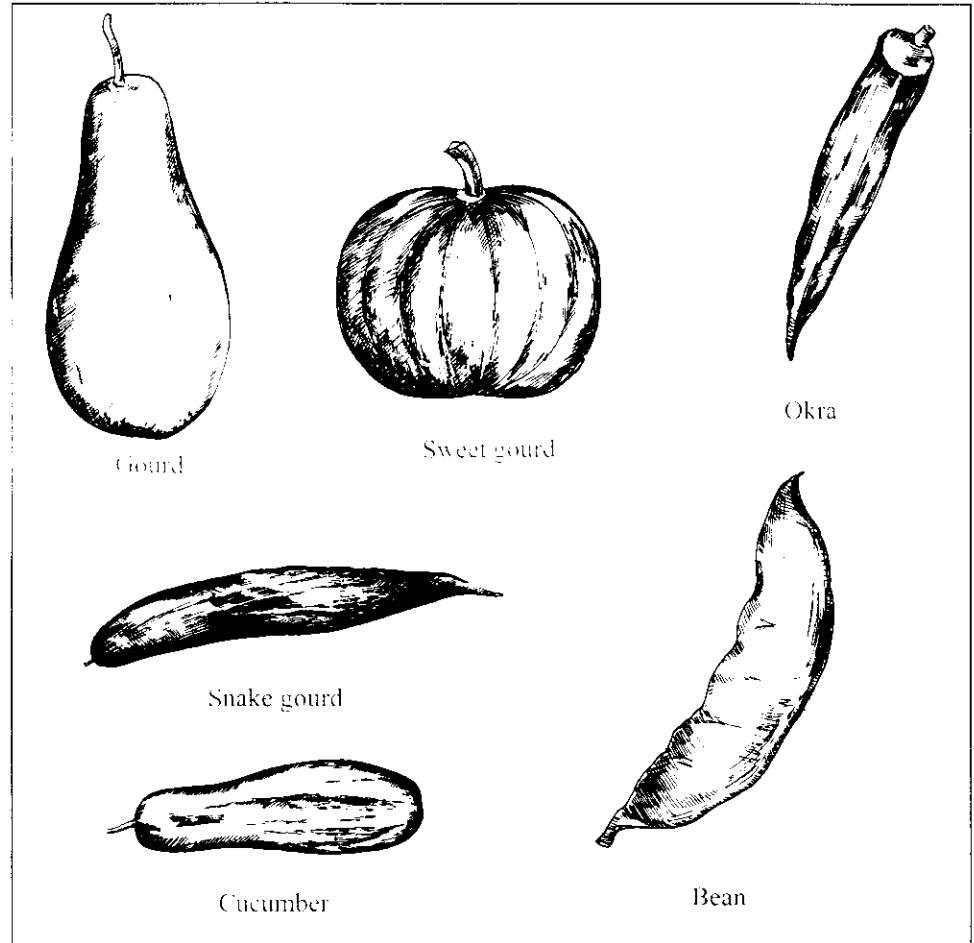


Fig 2.3 : Vegetables

is made in the yard or behind a house for these crops to climb up. Also vegetable crops like chilli, *lalshak*, lady's finger, eggplants, etc. are grown here and there in the homestead.



B2. Question : Where do the creepers climb up?

A homestead forest is another example of homestead farming which every family, especially in the rural areas, is interested in. This includes planting or transplanting of trees which last much longer than the vegetable crops. They also become large when fully grown. These are mango, jackfruit, coconut, lichi and similar other trees at various places on the homestead. They provide fuel, fodder, poles and fruits to the family.



B3. Question : Why are our rural people interested in homestead forestry?

Women also raise, and take care of, livestock and poultry in the homestead. They take special care of cows, goats, chickens, ducks and pigeons. They feed and vaccinate the animals and birds and often treat them like humans.



B4. Question : What role does a family play in raising livestock and poultry?

C. Study these words.

surrounding (adj) - adjoining; around and near by. There was a great circus at the thana headquarters. People were coming from the surrounding villages to see the show.

occupied (v-passive) - held; taken. A house/a bed/a seat is occupied.....

edge (n) - the outer limit of an area. Don't stand on the edge of the table.

creeper (n) - a plant with long stems that wind themselves around trees, bamboos, etc.

forestry (n) - skill of growing and taking care of trees

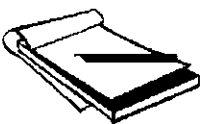
fuel (n) - material used for producing heat or power by burning.

Wood, bamboos, coal, oil and gas are different kinds of fuel.

fodder (n) - rough food for cattle or horses

livestock (n) - animals like cattle and sheep

poultry (n) - chickens, ducks and other birds kept for their meat and eggs



D. Activity : Describe the role of women in homestead farming.



E. Self-assessment

Choose the best answer.

1. A homestead is a home and the surrounding land occupied by a family.
Which of the following means the same as the underlined part of the sentence?
 - a. farming land
 - b. land on which the home is built
 - c. land around the home
 - d. any land occupied by a family

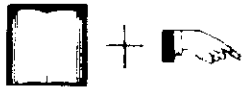
2. The activity of planting, and taking care of, crops and trees is usually carried out by
 - a. the male members in the family.
 - b. the female members in the family.
 - c. both male and female members in the family.
 - d. the children in the family.

3. Which is the example of a creeper ?
 - a. sweet gourd
 - b. chilli
 - c. eggplants
 - d. lalshak

4. In a homestead forest you will find
 - a. lady's fingers.
 - b. cucumbers.
 - c. guava trees.
 - d. pumpkins.

5. Women vaccinate the animals in order to
 - a. prevent diseases.
 - b. feed them properly.
 - C. give them injections.
 - d. make them fat.

Lesson 2.4 Reading descriptions - 3



Objectives: After you have read the lesson, you will be able

- to describe a power tiller,
- to use the passive,
- to tell the meanings of these words: *horsepower*, *clutch lever*, *tine*, *trolley*.

A. Look at the picture and read the passage.

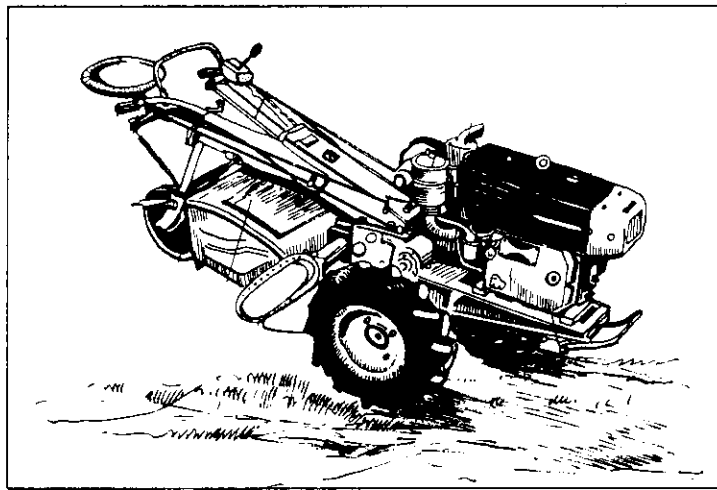
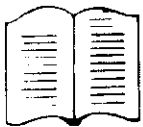


Fig 2.4 : A power tiller



A power tiller is a mechanised plough of 3 to 15 horsepower (HP). It has two wheels with a small supporting front wheel. It has two handles at the back. The clutch lever is fitted near a handle.

A power tiller can use both rotating ploughs and tine ploughs. It can also be used to operate other agricultural implements like irrigation equipment, threshers, sprayers, etc. A trolley can be hooked to it to transport goods.

With the help of a power tiller, the soil can be deeply ploughed and harrowed. Deep-rooted weeds can be destroyed by using tine ploughs.

Power tillers are gaining popularity in Bangladesh. They are suitable especially for opening new lands and working in small areas. It can plough more quickly than bullock-drawn wooden ploughs can.

However, it has some disadvantages in our country, such as lack of repairing facilities, lack of skilled drivers, etc.

B. Study these words.

- horsepower** (n) - a measure of the power of an engine. It represents the force needed to pull 550 pounds one foot in one second.
- clutch lever** (n) - a pedal or shaft that you press before you change gear in a vehicle
- tine** (n) - the metal blade of a plough, also called a share
- trolley** (n) - a 2- or 4- wheeled carts, usually pushed by hand

**C. Read the text and look at the picture again and answer these questions.**

1. Describe the parts of a power tiller.
2. What does a power tiller do?
3. Why is a power tiller getting popularity in Bangladesh?
4. What are the disadvantages of a power tiller in Bangladesh?

D. Rewrite the following passage in the passive form where possible.

A country plough is a traditional agricultural implement. Every village carpenter can make it. And you can buy a ploughshare from any village blacksmith. The carpenter first makes its body by shaping it out of a log. Then he shapes the upper end of the curved wood into a handle. He then fixes a share to the top of the lower end of the body. Finally, he fixes a wooden beam to the body.

Now it is ready for use in the field. A pair of bullocks draw the plough while the farmer holds the handle firmly. He can use the plough to break up and loosen the soil.

- ✓ A country plough has some advantages. You can easily carry it from one place to another. It is simple to make, easy to operate and is not expensive. But if you want to do some deep ploughing and control deep-rooted weeds the country plough is not the right tool.



E. Self-assessment

Choose the best answer.

1. A horsepower
 - a. refers to the power of one horse.
 - b. is a unit of power of an engine.
 - c. means a mechanised plough.
 - d. is the strength of 3 to 15 horses.

2. Which is the correct statement?
 - a. A power tiller uses only threshers and sprayers.
 - b. A trolley can transport goods by itself.
 - c. A power tiller uses tine plough together with some other implements.
 - d. Rotating ploughs can be used for deep ploughing.

3. Soil can be deeply harrowed by a power tiller.
Which of the following means the same as the underlined word in the sentence.
 - a. broken
 - b. deep-rooted
 - c. destroyed
 - d. hooked

4. Power tillers are suitable especially for
 - a. any farmers.
 - b. working in small areas.
 - c. working in ploughed lands.
 - d. the agricultural farms.

Lesson 2.5 Review and test



A. Fill in each gap with a word from the list. There are more words in the list than there are gaps in the passage. One word may be used in more than one gap.

was, be, so, from, campus, of, I, leaves, read, among, visiting, where, as, just, the, fast, in, can't, to, conditions, not, economist, clear, which, very, many, me

"I wanted to learn 1 the people. Chittagong University 2 is located among villages. 3 I had the advantages. 4 could just walk out 5 the campus and be 6 the people in a 7 Bangladeshi village. I started 8 the very poor people 9 the village because that's 10 the problem is: Why 11 they improve their living 12? I kept on talking 13 them not as an 14, not as a teacher, 15 as a researcher but 16 as a human being, 17 a neighbour. Among the 18 things I learned and 19 people I talked to, 20 woman's story led me 21 a series of events 22 finally culminated into a 23 special kind of bank."¹



B. Read the passage and answer the following questions.

There are two sources of flooding in Bangladesh during monsoon. Water deposited in the upper watershed outside Bangladesh is brought by the rivers and we have floods— big or small— in the country. This destroys the standing crops, but it also brings silt and nutrients to the soil. The second source of flooding is rainfall within Bangladesh. This water (the rain water and the water coming from outside) is not a problem by itself. The big problem is how fast this water can be drained off the land. To solve this problem, our people have, over the centuries, dug thousands of canals and built thousands of embankments. These canals must be re-excavated and these embankments reconstructed every few years during the dry season.²



B1. Questions

1. Suggest a suitable title to the passage.
2. Describe the two sources of flooding.
3. What are the two things that usually happen as a result of flooding?
4. How can this problem of rain water and the water coming from outside the country be solved?

¹ "Grameen Bank : Experiences and reflections" — a paper presented by Professor Muhammad Yunus at a seminar in Kuala Lumpur, September 1991.

² "An Irrigation Programme for Bangladesh" — Robert H. Patten & Akhtar Hameed Khan, BARD Journal Vol IX No. 1 & 2.

C. Look at the picture and read the description that follows.

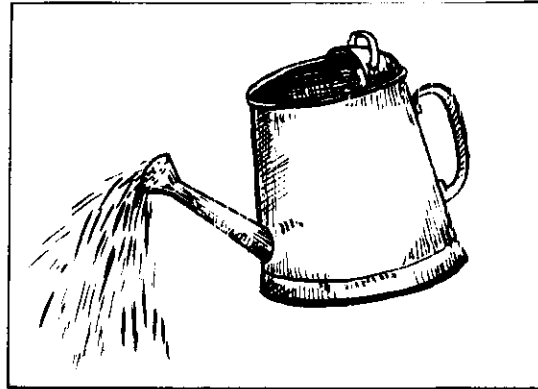
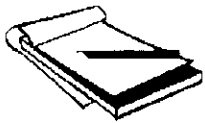


Fig 2.5 : A watering can

It is an irrigation implement. It is used to water gardens, lawns and small plots of land. A watering can is made of tin. It has a body that can contain 3 to 10 liters of water. It has a mouth with a cap. You can fill it up or put in it as much water as you wish. You carry it by its upper handle to the garden. While you water the plants you hold the can by its side handle. The water comes through the supply tube as you lower its upper part. A rose is fitted to the upper part of the supply tube. It helps sprinkle water on the plants.



D. Activity : Now write the names (underlined in the text) of the various parts of the watering can around the picture. Then draw a line from a name and join it to the appropriate part of the picture.



Answer Key Unit - 2

Lesson 2.1

D. 1. d, 2. b, 3. a, 4. c

Lesson 2.2

E. 1. d, 2. a, 3. b, 4. c

Lesson 2.3

E. 1. c, 2. b, 3. a, 4. c, 5. a

Lesson 2.4

D. A country plough is a traditional agricultural implement. It can be made by every village carpenter. And a ploughshare can be bought from any village blacksmith. Its body is first made by shaping it out of a log. Then the upper end of the curved wood is shaped into a handle. A share is then fixed to the top of the lower end of the body. Finally a wooden beam is fixed to the body.

Now it is ready for use in the field. The plough is drawn by a pair of bullocks while its handle is firmly held by the farmer. The plough can be used to break up and loosen the soil.

A country plough has some advantages.

It can be easily carried from one place to another. It is simple-----right tool.

E. 1. b, 2. c, 3. a, 4. b

Lesson 2.4

A.	1. from,	2. campus,	3. So,	4. I,
	5. of,	6. among,	7. real,	8. visiting,
	9. in,	10. where,	11. can't,	12. conditions,
	13. to,	14. economist,	15. not,	16. just,
	17. as,	18. many,	19. many,	20. one,
	21. to,	22. which,	23. very	