

Unit 1

People or Institutions Making History

Objectives

After the completion of this unit, you will–

- read and understand texts through silent reading.
- ask and answer questions.
- know the reputed personalities home and abroad.

Overview

Lesson 1: Nelson Mandela, from Apartheid Fighter to President

Lesson 2: The Unforgettable History

Lesson 3: Two Women

Answer Key

Lesson 1 : Nelson Mandela, from Apartheid Fighter to President

1. Warm-up activity:



Work in pairs.

- Who are the people in the pictures? Why are they famous?
- Make a list of some famous people that you have heard about and write about their contribution to their fields.



2. Read the text.

REUTERS

15 December 2013

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

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

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

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

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

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

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

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

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

Charged with capital offences in the 1963 Rivonia Trial, his statement from the dock was his political testimony.

“During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination.

“I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities,” he told the court.

“It is an ideal I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

Friends adored Mandela and fondly called him “Madiba,” the clan name by which he was known. People lauded his humanity, kindness and dignity.

Vocabulary:

Shackle (n) – a situation or factor that restrains or restricts someone

Apartheid - (n) any system or practice that separates people according to colour, ethnicity, caste, etc

Decade –(n) a period of ten years

Revered (adj.) – very much respected and admired

Prominent (adj.) – very important

Testimony (n) – a formal written or spoken statement

Domination (n) – power or control over other people

Laud (v) – to praise highly

Prestige (n) – respect and admiration given to someone

Resolve (n) – firm determination to do something



3. Each of the following questions has a word with four alternative meanings.

Choose the word which is close in meaning in the context of the text.

i. What does *apartheid* in the title refer to?

- a. apart
- b. distance
- c. discrimination
- d. dialogue

ii. The word *icon* in the text means—.

- a. portrait
- b. image
- c. symbol
- d. idol

iii. What do *shackles* refer to?

- a. restraints
- b. sick
- c. stigma
- d. spur

iv. *Race discrimination* refers to

- a. differences on the basis of caste, creed and colour
- b. competition among the members of a race
- c. demoralization of people
- d. domination of others

v. The word *manifestation* means

- a. presentation
- b. right
- c. change
- d. sign

vi. The word *healing* means

- a. curing
- b. heating
- c. soothing
- d. ailing

vii. The word *chasm* refers to

- a. cleft
- b. top
- c. hatred
- d. border

viii. The word *emancipation* is

- a. participation
- b. encouragement
- c. expectation
- d. liberation

4. Answer the following questions:

- a. The text is a report prepared by a news agency. A newspaper here is interested to publish it in a shortened form. Write a summary of the report for the newspaper.
- b. What do the following dates refer to?
1963 1993 1994 2004
- c. Why did Nadine Gordimer remark that “He (Mandela) is at the epicenter of our time, ours in South Africa, and yours, wherever you are.”?
- d. What emancipation did Mandela hint at by saying “We have, at last, achieved our political emancipation.”?
- e. Mandela is quoted in the report as saying, “It is an ideal I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.” What ideal is he talking about? Do you support his ideal?

- f. Why can Nelson Mandela be called “an icon of peace and reconciliation”?
- g. Why is Mandela also ‘Madiba’?
- h. Do you know any other leader who struggled like Nelson Mandela? Write in brief.
- i. Who was F.W. de Klerk? What do you know about him from the passage?
- j. What is the ideal of Mandela? Do you support his ideal? Why/Why not?

5. Read the text below and fill in the gaps with the right use of verbs:

Mandela(be) among the first to advocate armed resistance to apartheid, going underground in 1961 to form the ANC’s armed wing. He (leave) South Africa and..... (travel) the continent and Europe, studying guerrilla warfare and building support for the ANC.

Branded a terrorist by his enemies, Mandela..... (sentence) to life imprisonment in 1964,isolated from millions of his countrymen as they(suffer) oppression, violence and forced resettlement under the apartheid regime of racial segregation, He(imprison) on Robben Island, a penal colony of Cape Town, where he(spend) the next 18 years before being moved to mainland prisons.

6. Read the text below and fill in the gaps with the clues given in the box. There is one extra word.

Tuberculosis	renew	to	for	be	damage
September of	remained	do	the		

But prison and old age took their toll on his health.

Mandela was treated in the 1980s forand later required an operation to repair theto his eyes as well as treatment.....prostate cancer in 2001. His spirit, however,.....strong.

“If cancer wins I will stillthe better winner, “he told reporters inof that year. “When I gothe next world, the first thing I willis look for an ANC office to my membership.”

Most South Africans are proudtheir post-apartheid multi-racial ‘Rainbow Nation’.

7. Fill in the gaps in the text below using suitable words.

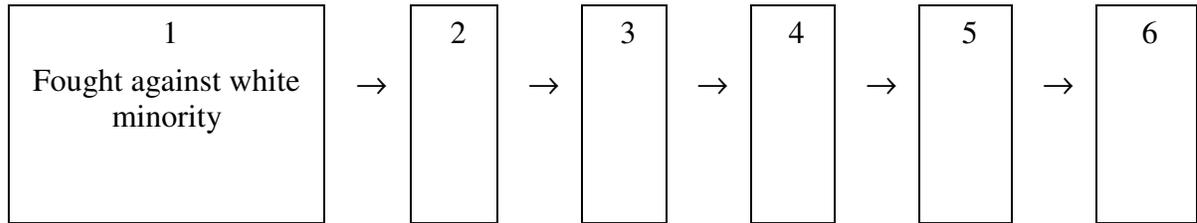
Mandela’s last major appearance on thestage was in 2010 when hea cap in the South Africanand rode on a golf cart,to an exuberant crowd of 90,000the soccer World Cup final, onethe biggest events in the country’sapartheid history.

“I leave it to public to decide how they shouldme,” he said on South Africanbefore his retirement.

“But I shouldto be remembered as an ordinarySouth African who together with others hashis humble contribution.”

[The text on Mandela is written by Andrew Quinn and Jon Herskovits; Edited by Pascal Fletcher and Angus MacSwan, Source: <http://tv.yahoo.com/news/nelson-mandela-apartheid-fighter-president-unifier-105117261.html>,accessed on 14/02/2014]

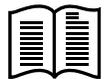
8. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the incidents of Nelson Mandela. (No. 1 has been done for you.)



9. Write a brief summary of the passage in your words.

Lesson 2 : The Unforgettable History

1. Warm-up activity:



2. Look at the photograph of Bangabandhu Sheikh Mujibur Rahman giving the 7 March 1971 historic speech. Ask and answer the questions in pairs.

- What do you know about Bangabandhu Sheikh Mujibur Rahman?
- Where is he giving the speech? What was the time?
- What is the significance of the speech?
- Have you ever heard the speech? Where?

3. Now read the speech below.

My brothers,

I stand before you today with a heart overflowing with grief. You are fully aware of the events that are going on and understand their importance. We have been trying to do our best to cope with the situation. And yet, unfortunately, the streets of Dhaka, Chittagong, Khulna, Rajshahi

and Rangpur are awash with the blood of our brothers. The people of Bengal now want to be free, the people of Bengal now want to live, and the people of Bengal now want their rights.

What have we done that was wrong? After the elections, the people of Bangladesh voted as one for me, for the Awami League. We were to sit in the National Assembly, draft a constitution for ourselves there, and build our country; the people of this land would thereby get economic, political, and cultural freedom. But it is with regret that I have to report to you today that we have passed through twenty-three tragic years; Bengal's history of those years is full of stories of torture inflicted on our people, of bloodshed by them repeatedly. Twenty-three years of a history of men and women in agony!

The history of Bengal is the history of a people who have repeatedly made their highways crimson with their blood. We shed blood in 1952; even though we were the victors in the elections of 1954 we could not form a government then. In 1958 Ayub Khan declared Martial Law to enslave us for the next ten years. In 1966 when we launched the six-point movement our boys were shot dead on 7 June. When after the movement of 1969 Ayub Khan fell from power and Yahya Khan assumed the reins of the government he declared that he would give us a constitution and restore democracy, we listened to him then. A lot has happened since and elections have taken place.

I've met President Yahya Khan. I've made a request to him not only on behalf of Bengal but also as the leader of the party which has the majority in Pakistan; I said to him: "You must hold the session of the National Assembly on 15 January." But he did not listen to me. He listened to Mr. Bhutto instead. At first he said that the meeting would take place in the first week of March. We said, "Fine, we will be taking our seats in the Assembly then." I said we will carry out our discussions in the Assembly. I went so far as to say that if anyone came up with an offer that was just, even though we were in the majority we would agree to that offer.

Mr. Bhutto came here; he carried out discussions with us; he had said that the doors of negotiations had not been shut and that there would be further negotiations. I then had talks with other leaders; I said to them, "Come and sit down with us; let's create a constitution for ourselves through discussions." But Mr. Bhutto declared that if West Pakistan members came here the Assembly would end up as a slaughterhouse. He claimed that whoever came here would be slaughtered. He said that if anyone showed up here all shops from Peshawar to Karachi would be shut down.

I declared that the Assembly would continue to meet. But suddenly on the 1st of March the Assembly was shut down. Mr. Yahya Khan called the session of the Assembly in his capacity as the President and I declared I would be attending it. Mr. Bhutto said he wouldn't be part of it. Thirty-five members of the Assembly came from West Pakistan to take part in its proceedings. But it was dissolved all of a sudden. The blame was put on the people of Bengal; the finger was pointed at me!

After the Assembly's session was prorogued, the people of this country protested. I told them, "Observe the General Strike we have called peacefully." I told them "Shut down all mills and factories." Our people responded to my call. They came to the streets spontaneously. They expressed their firm determination to carry out the struggle peacefully.

What have we got in return? Those who brought arms with our money to defend us from external enemies are now using those arms on the poor,- the wretched,- the downtrodden people of the

land. Bullets are being aimed at their hearts. We constitute the majority in Pakistan; but whenever we Bengalis have tried to assume power they have used force on us.

I have had a talk with Mr. Yahya Khan. I told him, "Mr. Yahya, you are the President of Pakistan; come and observe how the poor people of my country are being mowed down with bullets; come and see how our mothers are being deprived of their children; how my people are being massacred. Come, observe, and only then pass a judgment on what is going on. He has apparently said that I had agreed to attend a Round Table Conference on the 10th of March. Didn't I say a long time back: what is the point of another Round Table conference? Who will I sit with? Should I sit with those who have shed the blood of my people? He has suddenly dissolved the Assembly without carrying out any discussions with me; after sitting in a secret meeting for five hours he gave a speech where he has put all the blame on me. He has even blamed the Bengali people!

My brothers,

The Assembly has been called into session on the 25th of March. But the blood spilled on our streets has not yet dried. About the 10th of this month, I have told them: Mujibur Rahman won't join the Round Table Conference because that would mean wading over the blood that has been shed. Although you have called the Assembly into session, you'll have to listen to my demands first. You'll have to withdraw Martial Law. You'll have to return all army personnel to their barracks. You'll have to investigate the way our people have been murdered. And you'll have to transfer power to the representatives of the people. It is only then that I'll decide whether we will take our seats in the Assembly or not. I don't want the Prime Minister's office. We want the people of this country to have their rights. I want to state clearly that from this day Bangladesh's courts, magistracies, government offices and educational institutions will be shut down indefinitely. So that the poor don't have to suffer, so that my people don't have to go through hardships, all other things will be exempted from the General Strike from tomorrow. Rickshaws, horse carriages, trains, and launches will be allowed to move. Only the Secretariat, the Supreme Court, the High Court, Judges' Court and semi-government organizations such as WAPDA will not be allowed to work. On the 28th employees will go and collect their salaries. If their salaries are not paid, if another bullet is fired, if my people are shot dead again, I request all of you: convert every house into a fort; confront the enemy with whatever you have. And even at the risk of your life, and even if I am not around to direct you, shut down all shops and make sure that traffic on all roads and ports are brought to a standstill. If need be, we will starve to death, but we'll go down striving for our rights.

To those in the armed forces I have this to say: you are my brothers; stay in your barracks and no one will bother you. But don't try again to aim your bullets at our chests. You can't suppress seventy million people forever. Since we have learned to sacrifice ourselves no one can suppress us any more.

And as for our martyrs and those who have been wounded, we in the Awami League will do everything we can to assist them and their loved ones. If you have the means, please give what little you can to our Relief Committee. To owners of factories whose workers had participated in the General Strike the last seven days I have this to say: make sure that they are paid wages for those days: To government employees I have this to tell: you'll have to listen to my directives. Till our country is liberated, taxes and custom duties won't be collected. No one will pay them either.

Remember: the enemy is amidst us to create chaos and confusion, to create anarchy and to loot. In our Bengal Hindus and Muslims, Bengalis and non-Bengalis are all brothers. We are responsible for their safety; let us not taint ourselves in any way.

Remember those of you who work for radio and television: if the people running the radio station aren't ready to listen to us, no Bengali will report for work there. Banks will be open for two hours every day so that people can collect their salaries. But we won't allow even a single poisha to be transferred from East Bengal to West Pakistan. Telephones and telegram services will continue as before in our East Bengal; if we have to transmit news abroad you will see to that. But if any attempt is made to exterminate our people all Bengalis must take appropriate action.

Form Revolutionary Committees under the leadership of the Awami League in every village, every community. Be prepared to act with whatever you have in your possession.

Remember: since we have already had to shed blood, we'll have to shed a lot more of it; by the Grace of God, however, we'll be able to liberate the people of this land.

The struggle this time is a struggle for freedom-the struggle this time is a struggle for emancipation.

Long live Bengal!

[The speech has been translated by Fakrul Alam]

Vocabulary

History (n) – the branch of knowledge dealing with past events

Repeatedly (adv.) – happening again and again

Election (n) – a public vote on an official proposition

Declare (v) – to announce officially

Rein (n) – the controlling or directing power

Restore (v) – to bring back into existence

Carry out (v) – to put into operation; execute

Show up (v) – be, allow, or cause to be visible

Capacity (n) – a specified role or position

Suddenly (adv.) – quickly and unexpectedly

Respond (v) – say something in reply

Majority (n) – the greater number

Assume (v) – suppose to be the case, without proof

Martial law (n) military government

Hardship (n) – severe suffering or privation

Convert (v) – change the form



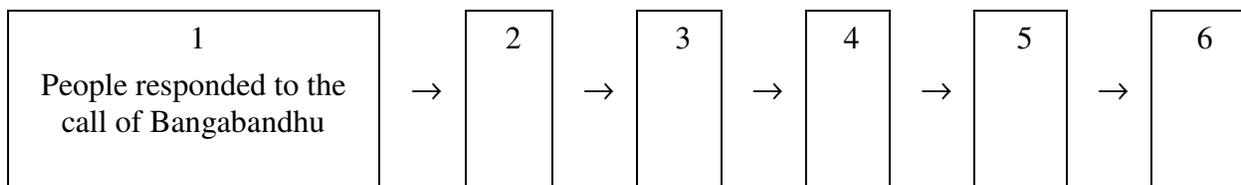
4. Answer the following questions:

- a. Which features of the speech do you appreciate most? Why?
- b. What are the two main parts of the speech?
- c. Why does Bangabandhu say that “that 23 years of our history with Pakistan is a history of repression and bloodshed?”
- d. How do you differentiate between the ‘struggle for freedom’ and the ‘struggle for emancipation?’
- e. Can you compare this speech with other famous speeches in history that you know about?

5. Read the speech again. The speech has references to some years and dates in our history. Find out their historical importance and complete the flow chart,

1958	1966	23 February 1969	7 December 1970	25 March 1971
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6. Based on your reading of the speech, make short notes in each of the boxes in the flow chart showing what people did after the dissolution of the Assembly. (No. 1 has been done for you.)



7. Write a brief summary of the speech in your words.

8. Fill in the gaps with a suitable words from the box. (Make any grammatical change necessary). There are more words in the box than you need.

lives	identify	movement	dead	significant	symbol
immortal	designed	concept	mausoleum	inspiration	mortal

The central ShahidMinar was built to make the memory of the martyrs (a) — who down their (b) — in 1952 in the historical language (c) — for the cause of our mothertongue. (d) — of the ShahidMinar in our national life is very great. It (e) — all the aspirations of Bengali identity and nationalism. It has been (f) — to focus the language movement as the central (g) —. The basic horizontal and vertical forms of the Shahid Minar express the concept of Bengali solidarity and unity of their national (h) —. The vertical lines of the design suggest the inner strength of the nation and the four columns on both sides of the central structure suggest the balance and harmony of a united stand thus the Shahid Minar is not a mere (i) — but it stands for our national hope and (j) —.

Lesson 3 : Two Women



1. Read the following text on two women of extraordinary achievements and answer the questions that follow.

Valentina Tereshkova (born on 6 March 1937)

Valentina Tereshkova was born in the village Maslennikovo, Tutayevsky District, in Central Russia. Tereshkova's father was a tractor driver and her mother worked in textile plant. Tereshkova began school in 1945 at the age of eight, but left school in 1953 at continued her education through distance learning. She became interested in parachuting from a young age, and trained in skydiving at the local Aeroclub, making her first jump at age 22 on 21 May 1959. At that time she was employed as a textile worker in a local factory. It was her expertise in skydiving that led to her selection as a cosmonaut.

After the flight of Yuri Gagarin (the first human being to travel to outer space in 1961), the Soviet Union decided to send a woman in space. On 16 February 1962, "proletaria" Valentina Tereshkova was selected for this project from among more than four hundred applicants. Tereshkova had to undergo a series of training that included weightless flights, isolation tests, centrifuge tests, rocket theory, spacecraft engineering, 120 parachute jumps and pilot training in MiG-15UTI jet fighters.



Since the successful launch of the spacecraft Vostok-5 on 14 June 1963, Tereshkova began preparing for her own flight. On the morning of 16 June 1963, Tereshkova and her back-up cosmonaut Solovyova were dressed in space-suits and taken to the space shuttle launch pad by a bus. After completing her communication and life support checks, she was sealed inside Vostok6. Finishing a two-hour countdown, Vostok-6 launched faultlessly.

Although Tereshkova experienced nausea and physical discomfort for much of the flight, she orbited the earth 48 times and spent almost three days in space. With a single flight, she logged more flight time than the combined times of all American astronauts who had flown before that date. Tereshkova also maintained a flight log and took photographs of the horizon, which were later used to identify aerosol layers within the atmosphere.

Vostok-6 was the final Vostok flight and was launched two days after Vostok-5, which carried Valery Bykovsky into a similar orbit for five days, landing three hours after Tereshkova. The two vessels approached each other within 5 kilometers at one point, and from space Tereshkova communicated with Bykovsky and the Soviet leader Khrushchev by radio.

Much later, in 1977 Tereshkova earned a doctorate in Engineering from Zhukovsky Air Force Academy. Afterwards she turned to politics. During the Soviet regime she became one of the presidium members of the Supreme Soviet. Now this living legend is a member in the lower

house of the Russian legislature. On her 70th birthday when she was invited by the Russian Prime Minister Vladimir Putin, she expressed her desire to fly to Mars, even if for a one-way trip.

Kalpana Chawla (17 March 1962-1 February 2003)

Chawla was born in Karnal, India. She completed her earlier schooling at Tagore Baal Niketan Senior Secondary School, Karnal. She is the first Indian-born woman and the second person in space from this sub-continent. After graduating in Aeronautical Engineering from Punjab Engineering College, India, in 1982, Chawla moved to the United States the same year. She obtained her Master's degree in Aerospace Engineering from the University of Texas in 1984. Later she did her Ph.D. in Aerospace Engineering in 1988 from the University of Colorado.



Determined to become an astronaut even in the face of the Challenger disaster 1986 that broke apart 73 seconds into its flight, leading to the deaths of its seven crew members, Chawla joined NASA in 1988. She began working as a Vice President where she did Computational Fluid Dynamics (CFD) research on vertical take-off and landing. In 1991 she got U.S. citizenship and started her career as a NASA astronaut in 1995. She was selected for her first flight in 1996. She spoke the following words while travelling in the weightlessness of space, "You are just your intelligence." She had travelled 10.67 million miles, as many as 252 times around the Earth.

Her first space mission (Mission STS 87) began on 19 November 1997 with six other astronauts on the Space Shuttle Columbia. On her first mission that lasted for 15 days, 16 hours, 34 minutes and 4 seconds, she travelled 6.5 million miles. She was responsible for deploying the Spartan Satellite which however malfunctioned, necessitating a spacewalk by Winston Scott and Tako Doi, two of her fellow astronauts, to retrieve the satellite.

In 2000 she was selected for her second space mission STS 107. This mission was repeatedly delayed due to scheduling conflicts and technical problems. On 16-January 2003, Kalpana Chawla finally started her new mission with six other space crews on the ill-fated space shuttle Columbia. She was one of the mission specialists. Chawla's responsibilities included the microgravity experiments, for which the crew conducted nearly 80 experiments studying earth and space science, advanced technology development, and astronaut health and safety.

After a 16 day scientific mission in space, on 1 February 2003, Columbia disintegrated over Texas during its re-entry into the Earth's atmosphere. All the crew in Columbia including Chawla died only 16 minutes prior to their scheduled landing. Investigation shows that this fatal accident happened due to damage in one of Columbia's wings caused by a piece of insulating foam from the external fuel tank peeling off during the launch. During the intense heat of re-

entry, hot gases penetrated the interior of the wing, destroying the support structure and causing the rest of the shuttle to break down.

Vocabulary:

Textile (adj.) – relating to fabric or weaving

Continue (v) – doing something

Undergo (v) – to experience something

Successful (adj.) – achieving the result hoped for

Decide (v) –to choose something

Complete (v) – to finish doing something

Identify (v) – to recognize something

Vessel (n) a large craft

Approach (v) – to come near or advance nearer

Log (v) – to officially record something

Flight (n) – a trip by a flying object

Express (v) – to convey a thought or feeling in words

Deploy (v) – bring into effective action

Retrieve (v) – get or bring back from somewhere



2. What do the following words mean? You can use any number of words to establish the meanings.

isolation
centrifuge
spacecraft
launch
cosmonaut

spacesuit
nausea
aerosol
regime
legislature

adopt
weightlessness
malfunction
ill-fated
disintegrate

3. These sentences below are true about either Tereshkova or Chawla. Find out which apply to whom.

- a. She is an engineer.
- b. She is one of the victims of a spacecraft disaster.
- c. She came from an ordinary family.
- d. She earned a Ph.D. degree.
- e. She was selected from among 400 competitors.
- f. She was involved in politics.
- g. She made history.

4. Find a partner and compare the lives and achievements of Tereshkova and Chawla using your answers.

5. Complete the questions about the two astronauts. Then ask and answer them with your partner.

About Valentina Tereshkova

- a. Where born?
- b. When as a cosmonaut?
- c. When first space flight?
- d. How old..... then?
- e. How feel in the spacecraft?
- f. Who talk to from the space?
- g. What want to do now?

About Kalpana Chawla

- h. Where born?
- i. When.....her first flight?
- j. Why to USA?
- k. Why..... NASA?
- l. What..... in 1997?
- m. How..... die?
- n. What make?

What do you think?

Who are some of the famous women in your country and why are they famous?

6. Find out the similarities and dissimilarities between Tereshkova and Chawla.

Areas of similarities

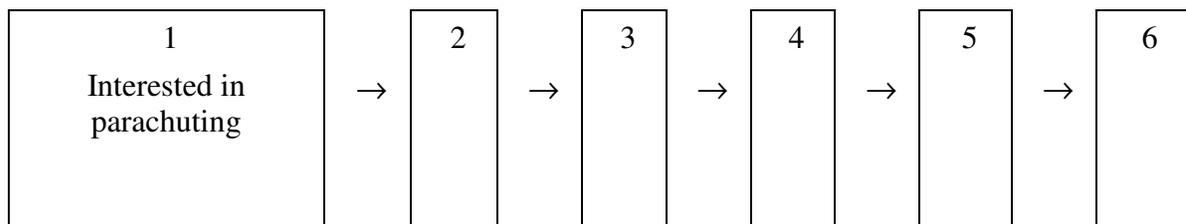
- 1. They both are engineers.
- 2.
- 3.
- 4.
- 5.
- 6.

Areas of dissimilarities

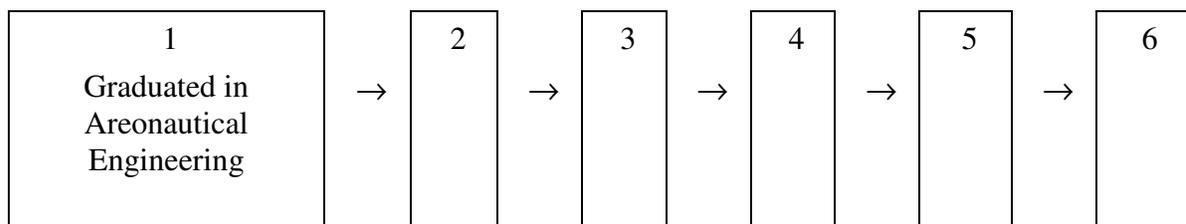
- 1. Tereshkova was born in Russia while Chawla was born in India.
- 2.
- 3.
- 4.
- 5.
- 6.

7. Write a paragraph in 150 words about Tereshkova and Chawla based on the information provided in the text.

8. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the incidents of Valentina Treshkova. (No. 1 has been done for you.)



9. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing Chawla’s road to NASA. (No. 1 has been done for you.)



10. Write a brief summary of the passage in your words.

11. Fill in the gaps with a suitable words from the box. (Make any grammatical changes if necessary). There are more words in the box than you need.

justice	conscious	benefit	consider	expose	consequently	unnoticed
beat	introduce	law	be	maltreat	dominate	protect

Women in our society have always been (a) ——— subservient to men. The majority of the houses are male (b) ——— usually by husbands. In many household women are (c) ——— up by the husbands or (d) ——— by the in-laws but their miseries go (e) ——— because women lack of (f) ——— of their right and do not know how and where to seek (g) ———. To protect their rights the government has (h) ——— the women and children’s Repression Act. But few women are During (i) ——— by this new (j) ———.

Answer Key

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3. (i) c. discrimination (ii) c. symbol (iii) c. stigma (iv) a. differences on the basis of creed and colour (v) d. sign (vi) a. curing (vii) c. hatred (viii) d. liberation

4. Prepare the answers by yourself and show your tutor.

5. Read the text below and fill in the gaps with the right use of verbs:

Mandela was among the first to advocate armed resistance to apartheid, going underground in 1961 to form the ANC’s armed wing. He left South Africa and travelled the continent and Europe, studying guerrilla warfare and building support for the ANC.

Branded a terrorist by his enemies, Mandela was sentenced to life imprisonment in 1964, isolated from millions of his countrymen as they suffered oppression, violence and forced resettlement under the apartheid regime of racial segregation, He was imprisoned on Robben Island, a penal colony of Cape Town, where he would spend the next 18 years before being moved to mainland prisons.

6. Read the text below and fill in the gaps with the clues given in the box. There is one extra word than is necessary.

Tuberculosis, renew, to, for, be, damage September, of, remained, do, the,

But prison and old age took their toll on his health.

Mandela was treated in the 1980s for tuberculosis and later required an operation to repair the damage to his eyes as well as treatment for prostate cancer in 2001. His spirit, however, remained strong.

“If cancer wins I will still be the better winner, “he told reporters in September of that year. “When I gothe next world, the first thing I will do is look for an ANC office to renew my membership.”

Most South Africans are proud of their post-apartheid multi-racial ‘Rainbow Nation’.

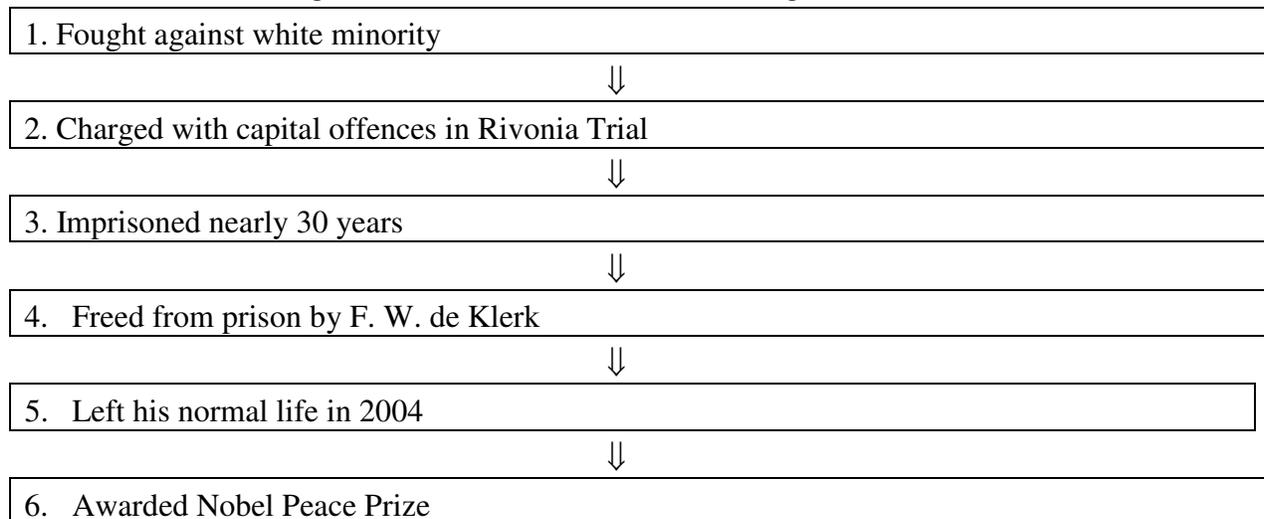
7. Fill in the gaps in the text below using suitable words.

Mandela’s last major appearance on the global stage was in 2010 when he donned a cap in the South African winter and rode on a golf cart, waving to an exuberant crowd of 90,000 at the soccer World Cup final, one of the biggest events in the country’s post apartheid history.

“I leave it to the public to decide how they should remember me,” he said on South African television before his retirement.

“But I should like to be remembered as an ordinary South African who together with others has made his humble contribution.”

8. A flow chart showing the incidents of Nelson Mandela is given below:

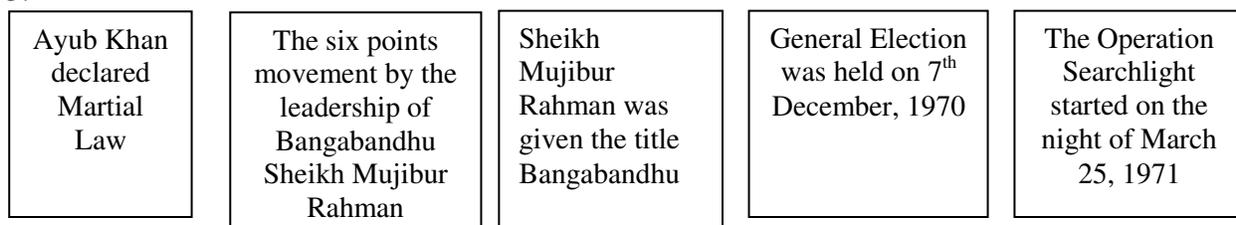


9. Prepare the answers by yourself and show your tutor.

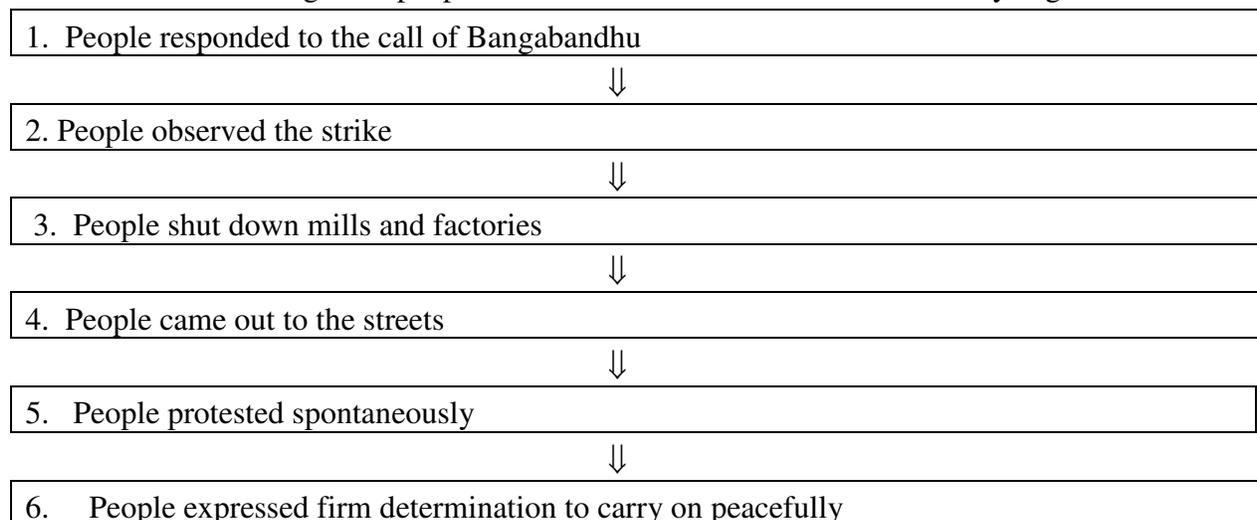
Lesson 2

4. Prepare the answers by yourself and show them to your tutor.

5.



6. A flow chart showing what people did after the dissolution of the Assembly is given below:



7. Prepare the answers by yourself and show your tutor.

8. (a) immortal
 (b) lives
 (c) movement
 (d) Significance
 (e) symbolizes
 (f) designed
 (g) concept
 (h) identity
 (i) mausoleum
 (j) inspiration

Lesson 3

2.

Word	Meaning
isolation	separation
centrifuge	a machine with a rapidly rotating container that applies centrifugal force to its contents
spacecraft	spaceship
launch	take-off
cosmonaut	an astronaut
spacesuit	a piece of clothing worn by a person who travels to space
nausea	feeling of sickness with an inclination to vomit
aerosol	a substance enclosed under pressure and released as a finer spray by means of a propellant gas
regime	a way of government
legislature	governing body
adopt	accept
weightlessness	the state of having no weight
malfunction	inability to work or operate correctly
ill-fated	unlucky or unsuccessful
disintegrate	to become much worse

3. Prepare the answers by yourself and show your tutor.

4. Prepare the answers by yourself and show your tutor.

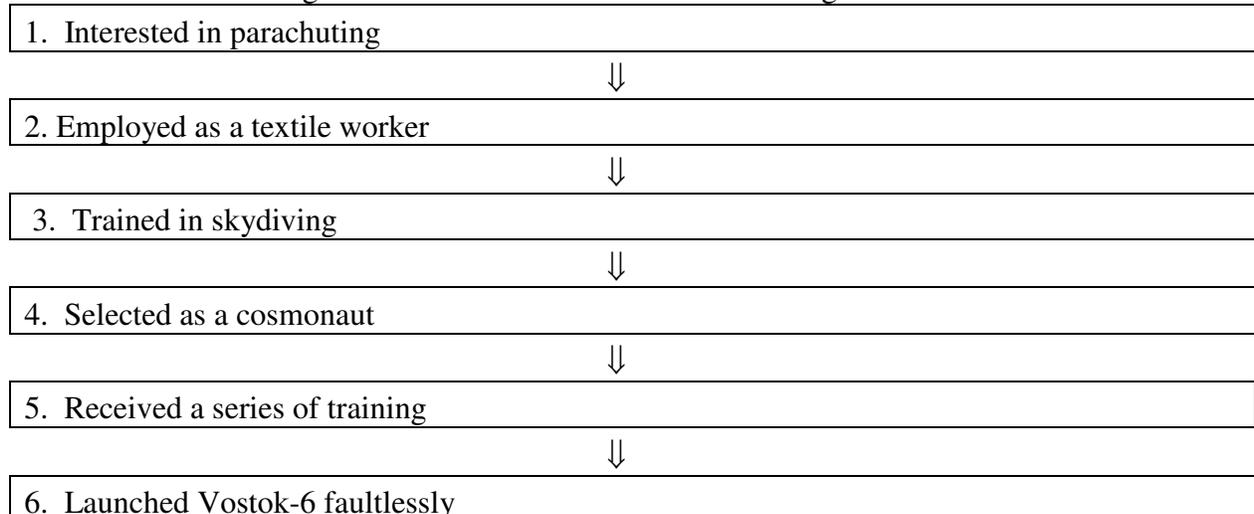
5. About Valentina Tereshkova

- a. Where was Valentina Treshkova born?
- b. When was selected as a cosmonaut?
- c. When did she make her first space flight?
- d. How old was she then?
- e. How did she feel in the spacecraft?
- f. Who did she talk to from the space?
- g. What does she want to do now?

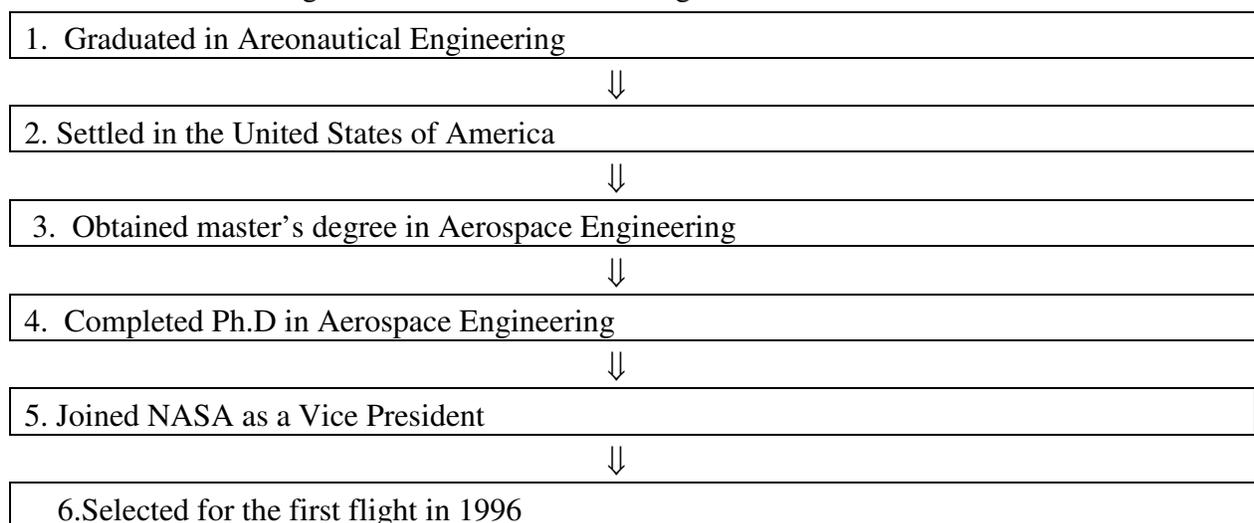
About Kalpana Chawla

- h. Where was Kalpona Chawla born?
- i. When was she selected for her first flight?
- j. Why did she go to USA?
- k. Why did she join NASA?
- l. What happened in 1997?
- m. How did she die?
- n. What did she make?

8. A flow chart showing the incident of Valentina Treshkova is given below:



9. A flow chart showing Chawla's road to NASA is given below:



11.

- | | |
|---------------|------------------|
| a) considered | b) dominated |
| c) beaten | d) maltreated |
| e) unnoticed | f) consciousness |
| g) justice | h) introduced |
| i) benefited | j) law |