

ENGLISH ONE

Course Code : HSC-1852

Higher Secondary Certificate Programme
(HSC Programme)

ওপেন স্কুল
OPEN SCHOOL



Bangladesh Open University

ENGLISH ONE

Course Code : HSC-1852

Higher Secondary Certificate Programme
(HSC Programme)

Written by

Ridita Tasmin
Masud Talukder
ANM Tofail Hossain
Afaz Uddin
Md. Abdul Hye

Edited by

Professor Dr. M Maniruzzaman

Course Co-ordinator

Ridita Tasmin
Masud Talukder

উদ্বোধন স্কুল



Bangladesh Open University

ENGLISH ONE

Course Code : HSC-1852

HSC Programme

Print

First : May 2016

Reprint: April 2017

Reprint: September 2017, 2018

Reprint: February 2019, 2020, 2022

Reprint: January 2023

Reprint: June 2024

Reprint: January, 2026

Cover Design

Kazi Saifuddin Abbas

Computer Compose

Md. Siddiquil Islam

© **Bangladesh Open University**

ISBN 978-984-34-3116-5

Published by

Publishing, Printing and Distribution Division

Bangladesh Open University

Gazipur 1705

Printed by

Banglabazar Press & Publication

53, North Brook hall road

Dhaka-1000

Distribution of Marks

PART A: Seen comprehension	40 Marks
Objective Questions	20
More free/open questions	20
PART B: Vocabulary	20 Marks
Cloze test with clues	10
Cloze test without clues	10
PART: Guided writing	40 Marks

Total 100 Marks

কিভাবে ENGLISH ONE বইটি পড়বেন

প্রিয় শিক্ষার্থী

ENGLISH ONE বইটি বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় প্রবর্তিত এইচএসসি প্রোগ্রামের ইংরেজী ১ম পত্র। এই কোর্সটি নেয়ার জন্য প্রথমেই আপনাকে অভিনন্দন। আপনি বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ে ভর্তি হয়ে দূরশিক্ষণ পদ্ধতিতে পড়াশুনা শুরু করেছেন।

আপনি এখন Self Learner বা স্ব-শিক্ষার্থী

সাধারণতঃ শিক্ষার্থী স্কুলে বা কলেজে বা বিশ্ববিদ্যালয়ে যায় এবং শিক্ষকরা তাদের ক্লাশ নেন। পাঠ্য বইয়ের নির্ধারিত সিলেবাসের প্রতিটি অধ্যায় শিক্ষকরা আলোচনা করেন। শিক্ষকরা শিক্ষার্থীদের প্রতিদিন পাঠ্য সূচীর বিভিন্ন জটিল বিষয় সমূহ সমাধান করেন এবং তাদেরকে পড়ার জন্য উৎসাহিত ও বাধ্য করেন।

কিন্তু এই পদ্ধতিতে শিক্ষককে পাওয়া যাবে না। আপনাকে নিজে নিজে শিখতে হবে। আপনি এখন একজন স্ব-শিক্ষার্থী (self learner)। এরূপ শিক্ষার্থীর দায়িত্ব সাধারণ শিক্ষার্থীর চেয়ে অনেক বেশী। কারণ সাধারণ শিক্ষার্থীরা শিক্ষকের উপর নির্ভর করেন অথচ দূর শিক্ষণ পদ্ধতিতে শিক্ষার্থীরা শিক্ষকের উপর নির্ভর করেন না বরং চরম প্রতিযোগিতার সম্মুখীন হন।

দূরশিক্ষণ পদ্ধতিতে শিক্ষার্থী নিজেই নিজের শিক্ষাকে সুসংগঠিত করে, নিয়মিত পড়াশুনা করে, নিজের উৎসাহকে ধরে রাখে এবং চূড়ান্ত লক্ষ্য অর্জন করে।





শিক্ষার বিভিন্ন উপকরণের যথাযথ ব্যবহার

বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় আপনাকে যে শিক্ষা উপকরণগুলো সরবরাহ করেছে, সেগুলো সাধারণ শিক্ষা প্রতিষ্ঠানের পাঠ্য বইগুলো থেকে ভিন্ন ধরনের। এখানে শিক্ষক ও টেক্সটবই কে একত্রে উপস্থাপন করা হয়েছে অর্থাৎ পাঠ্য বইয়ের বিষয় ও ধারণা এমন ভাবে ব্যাখ্যা করা হয়েছে যেন শিক্ষার্থী অনুভব করেন যে শিক্ষক নিজেই ক্লাশরুমে শিক্ষা দিচ্ছেন।

ENGLISH ONE বইতে বিভিন্ন বর্ণনা, ঘটনা ও কাহিনীর মাধ্যমে ইংরেজী ভাষা শেখার জন্য প্রয়োজনীয় বিষয়গুলো উপস্থাপন করা হয়েছে। এ বিষয়ে নিম্নে পর্যালোচনা করা হলো-

১. **উদ্দেশ্যসমূহ (Objectives) :** বইয়ের প্রতিটি Unit-এর শুরুতে যে Objectives দেয়া আছে তাতে স্পষ্টভাবে শিখন উদ্দেশ্যগুলো বর্ণনা করা হয়েছে। নির্দিষ্ট Lesson টি পড়া শেষে শিক্ষার্থী এই উদ্দেশ্যগুলো অর্জন করেছেন কিনা সেটা পরীক্ষা করে দেখবেন।
২. **সংক্ষিপ্ত বিবরণ (Overview) :** পাঠ্য বইয়ের প্রতিটি Lesson বা পাঠে বিশেষ ভাবে শেখার বিষয়গুলো কি কি তা উল্লিখিত হয়েছে।
৩. **পড়ুন, চিন্তা করুন এবং উত্তর দিন (Read, think and answer) :** টেক্সট বইয়ের passage গুলো পড়া শেষ হলেই আপনারা কিছু প্রশ্ন দেখতে পাবেন। প্রশ্নগুলো মনোযোগ সহকারে পড়ুন এবং চিন্তা করুন, তারপর Text-এর নির্দিষ্ট অংশ থেকে সেগুলোর যথাযথ উত্তর তৈরী করুন।
৪. **প্রশ্নসমূহ (Questions) :** টেক্সটবইয়ের সমস্ত Unit ও Lesson কে ভিত্তি করে বিভিন্ন ধরনের প্রশ্ন উপস্থাপন করা হয়েছে। এগুলোর যথাযথ উত্তর পরীক্ষা এবং নিয়মিত অনুশীলন অপরিহার্য।
৫. **শব্দ ভান্ডার সমৃদ্ধকরণ (Develop Vocabulary) :** বিভিন্ন ধরনের নতুন শব্দ Vocabulary তে উল্লেখ করা হয়েছে। এগুলো সাধারণতঃ Lesson এ ব্যবহৃত হয়েছে। এসব শব্দের অর্থ বাংলা ও ইংরেজি ভাষায় ব্যবহার শিখুন। তাছাড়া নতুন শব্দ গঠন এবং Synonym বা প্রতিশব্দ খুঁজে শব্দ ভান্ডার (stock of words) সমৃদ্ধকরণ আবশ্যিক।
৬. **ইংরেজিতে কথা বলুন (Speak in English) :** জীবনের বিভিন্ন অবস্থায় (Different life situations) ভাষাকে কিভাবে ব্যবহার করা যায় তা শিখুন। এ অধ্যায়টি আপনাকে কোন বন্ধু বা পরিচিত কারো সাথে ইংরেজিতে কথা বলার অভ্যাস তৈরীর জন্য প্রস্তুত করবে।
৭. **ইংরেজিতে লেখার অভ্যাস করুন (Writing habit in English) :** কিভাবে ইংরেজিতে Paragraph, Letter, Message এবং Report লিখতে হয় সেটা এই অংশে সবিস্তারে পাবেন। শুধু তাই নয় আপনাকে অনুশীলনের জন্য সুযোগ তৈরি করবে।

৮. **প্রশ্নোত্তর মিলিয়ে দেখুন (Check your answer key) :** প্রতিটি Unit-এর শেষে Answer key বা প্রশ্নোত্তর দেওয়া আছে। আপনার প্রস্তুতকৃত প্রশ্নোত্তর সঠিক হয়েছে কি-না তা মিলিয়ে দেখুন। এতে আপনার মধ্যে স্পষ্ট ধারণা আসবে যে আপনি কতটুকু বুঝতে সক্ষম হয়েছেন।
৯. **প্রয়োজনীয় নির্দেশের প্রতীক বা ছবি এর অর্থ দেখুন (Necessary instructional sign meaning) :** এই পাঠ্য বইয়ে বিভিন্ন ধরনের চর্চা বা অনুশীলনের জন্য প্রয়োজনীয় নির্দেশের প্রতীক হিসেবে বিভিন্ন ছবি বা প্রতীক ব্যবহার করা হয়েছে। এগুলো নিম্নরূপ-

	এই ছবিটি বা প্রতীকটি দেখলে আপনি বুঝবেন, এই পাঠের উদ্দেশ্য কী?
	এই ছবিটির মাধ্যমে আপনাকে বইয়ে দেওয়া মূল পাঠ্য বিষয় বা Text পড়তে বলা হয়েছে।
	এই ছবি বা প্রতীকের অর্থ হচ্ছে পাঠোত্তর মূল্যায়ন।
	এই ছবিটির অর্থ হচ্ছে Answer Key বা প্রশ্নোত্তর। প্রশ্নের উত্তর প্রথমে নিজে লিখে প্রতিটি Unit এর শেষে দেয়া Answer Key এর সাথে মিলিয়ে দেখুন।

১০. **টিউটোরিয়াল ক্লাশে যোগদান করুন (Attend Tutorial Class) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ের অধীন বিভিন্ন টিউটোরিয়াল সেন্টার (TC)-এ মাসে দুইটি বা তিনটি টিউটোরিয়াল ক্লাশের ব্যবস্থা করা হয়। এসব ক্লাশে শিক্ষার্থীদের পাঠ্য বইয়ের নানা বিষয়ের জটিলতা, সন্দেহ এবং সমস্যাগুলো সমাধানের ব্যবস্থা এবং সংশ্লিষ্ট Unit ও Lesson এর উপর দিক-নির্দেশনা ও উপদেশ দেয়া হয়। সুতরাং শিক্ষার্থীরা ভাল প্রস্তুতি নিয়ে টিউটোরিয়াল ক্লাশে উপস্থিত হবেন যাতে তারা সীমিত সংখ্যক ক্লাশের মাধ্যমে সর্বাধিক উপকার পেতে পারেন। নিজেদের পাঠের মূল সমস্যাগুলো চিহ্নিত করে টিসি-এর সংশ্লিষ্ট বিষয়ের টিউটরের কাছ থেকে সঠিক সমাধান বের করবেন।
১১. **বেতার ও টেলিভিশন অনুষ্ঠান উপভোগ করুন (Enjoy Radio and TV Programme) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় শিক্ষার্থীদের সকালে বেতার ও টেলিভিশনের মাধ্যমে পাঠ্যসূচীর বিভিন্ন বিষয়ের উপর প্রতিদিন অনুষ্ঠান প্রচার করে। এতে শিক্ষার্থীরা ঘরে বসে পাঠ্য বিষয়ের উপর স্পষ্ট ধারণা নিতে পারে। কিছু জটিল বিষয় বুঝতে সহজ হয়।
১২. **দলীয় আলোচনায় অংশ নিন (Join Group Discussion) :** শিক্ষার্থীরা সহপাঠীদের সাথে ইংরেজী পাঠ্য বিষয়ের বিভিন্ন ধরনের সমস্যা নিয়ে আলোচনা করবেন। এতে শিক্ষার্থীরা পারস্পরিক উপলব্ধিবোধ বিনিময়ের মাধ্যমে ইংরেজি টেক্সট বইয়ের বিবিধ জটিলতা নিরসনে সক্ষম হবেন।
১৩. **চিঠি পত্র লিখুন (Write letters) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ের ওপেন স্কুলের ইংরেজি বিষয়ের কোর্স-কোঅর্ডিনেটর এর কাছে ইংরেজি পাঠ্য বই সম্পর্কিত কোন জটিলতা বা বিশেষ সমস্যার সম্মুখীন হলে তা চিঠির মাধ্যমে জানিয়ে দিন।
১৪. **নমুনা প্রশ্ন দেখে অনুশীলন করুন (Find Sample Questions and practise) :** শিক্ষার্থীদের চূড়ান্ত পরীক্ষার জন্য ইংরেজি টেক্সট বইয়ের শেষে নমুনা প্রশ্ন দেয়া আছে। নমুনা প্রশ্ন দেখে আপনারা বিভিন্ন পাঠের অনুশীলন করতে পারেন।

আশা করি, উপরে উল্লিখিত বিবিধ উপদেশ ও পরামর্শ আপনাদের যথেষ্ট সাহায্য করবে। এই পদ্ধতিগুলো ব্যবহারের মাধ্যমে শিক্ষণীয় বিষয় আয়ত্ত করতে এবং বাস্তব জীবনে ইংরেজি ভাষা ব্যবহার করতে সক্ষম হবেন। এগুলো অনুসরণ করলে আমি নিশ্চিত যে আপনি আপনার সাফল্য এবং উজ্জ্বল ভবিষ্যত প্রতিষ্ঠা করতে পারবেন।

ধন্যবাদসহ,

রিদিতা তাসমিন ও মাসুদ তালুকদার
কোর্স কো-অর্ডিনেটর

Contents

Unit 1: People or Institutions Making History	1
Lesson 1: Nelson Mandela, from Apartheid Fighter to President	2
Lesson 2: Two Women	7
Unit 2: Traffic Education	15
Lesson 1: How Your Brain Negotiates Traffic	16
Lesson 2: Traffic Capital of the World	19
Lesson 3: The Traffic Police	23
Lesson 4: From Filippus Fylaktos' Film "My Brother, the Traffic Policeman"	25
Unit 3: Food Adulteration	30
Lesson 1: Food Adulteration Reaches New Height	31
Lesson 2: Eating Habit and Hazards	34
Unit 4: Human Relationships	40
Lesson 1: Etiquette and Manners	41
Lesson 2: Love and Friendship	44
Lesson 3: Photograph	45
Unit 5: Adolescence	51
Lesson 1: The Storm and Stress of Adolescence	52
Lesson 2: Adolescence and Some (Related) Problems in Bangladesh	55
Lesson 3: Why Does a Child Hate School?	58
Lesson 4: The Story of Shilpi	60
Lesson 5: Amazing Children and Teens Who Have Changed the World	63
Unit 6: Path to Higher Education	72
Lesson 1: "An Eastern University" by Rabindranath Tagore	73
Lesson 2: Access to Higher Education in Bangladesh	76
Lesson 3: 21 st Century Higher Education	80
Unit 7: Human Rights	86
Lesson 1: Are We Aware of These Rights-I?	87
Lesson 2: Are We Aware of These Rights-II?	89
Lesson 3: Rights to Health and Education	91
Lesson 4: Amerigo, a Street Child	93
Lesson 5: Human Rights	95
Unit 8: Environment and Nature	102
Lesson 1: Water, Water Everywhere ...	103
Lesson 2: The Hakaluki Haor	105
Lesson 3: The Giant Panda	109
Lesson 4: Threats to Tigers of Mangrove Forest	113

Lesson 5: Kuakata: Daughter of the Sea	116
Unit 9: Myths and Literature	124
Lesson 1: Bengal's Face	125
Lesson 2: Orpheus	127
Lesson 3: The Legend of Gazi	129
Lesson 4 : Hercules	131
Unit 10: Dreams	136
Lesson 1: What is a Dream?	137
Lesson 2: Dream Poems	139
Lesson 3: I Have a Dream	140
Unit 11: Diaspora	147
Lesson 1: What is Diaspora?	148
Lesson 2: 'Banglatown' in East London	150
Lesson 3: Bangladeshis in Italy	154
Lesson 4: Bangladeshi Community in the UK	157
Unit 12: Peace and Conflict	162
Lesson 1: Definition, Causes and Types of Conflict	163
Lesson 2: What is Conflict?	165
Lesson 3: Cruelties of Conflict	167
Lesson 4: “The Old Man at the Bridge” by Ernest Hemingway	169
Lesson 5: Peace Movement	172
Unit 13: Greatest Scientific Achievements	179
Lesson 1: Some of the Greatest Scientific Achievements of the Last 50 Years	180
Lesson 2: Science and Technology Against an Age-old Disease	185
Lesson 3: Scientific Breakthroughs We Are Waiting For-I	189
Lesson 4: Scientific Breakthroughs We Are Waiting For-II	192
Unit 14: Art and Music	202
Lesson 1: What is Beauty?	203
Lesson 2: Folk Music	206
Lesson 3: Crafts in Our Time	211
Unit 15: Tours & Travels	221
Lesson 1: Travelling to a Village in Bangladesh	222
Lesson 2: Arriving in the Orient	226
Lesson 3: Imaginary Travel	230
Lesson 4: The Wonders of Vilayet	234

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: 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.

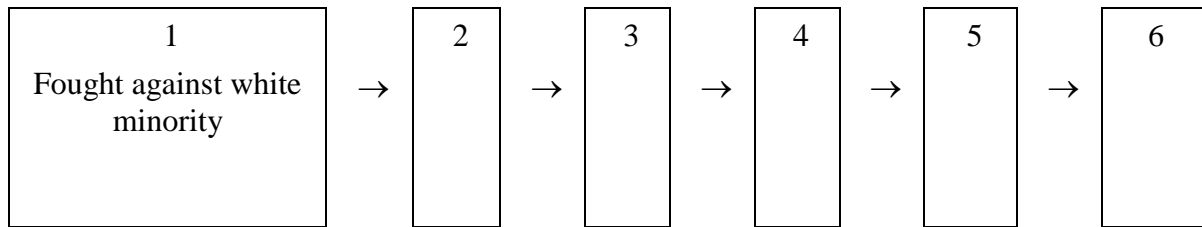
Mandela’s last major appearance on thestage was in 2010 when hea cap in the South Africanand rode on a golf cart,to an exuberant crowd of 90,000the soccer World Cup final, onethe biggest events in the country’sapartheid history.

“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 : 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

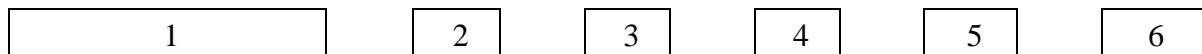
- 1. They both are engineers.
- 2.
- 3.
- 4.
- 5.
- 6.

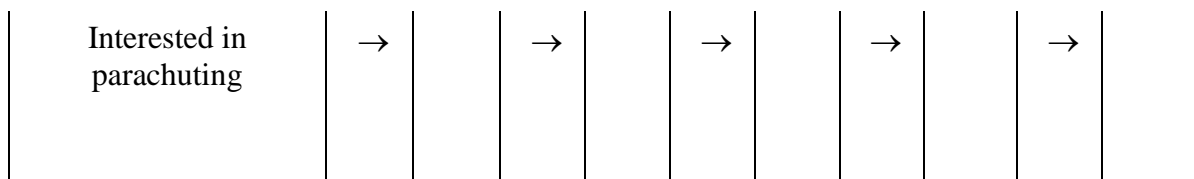
Areas of dissimilarities

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

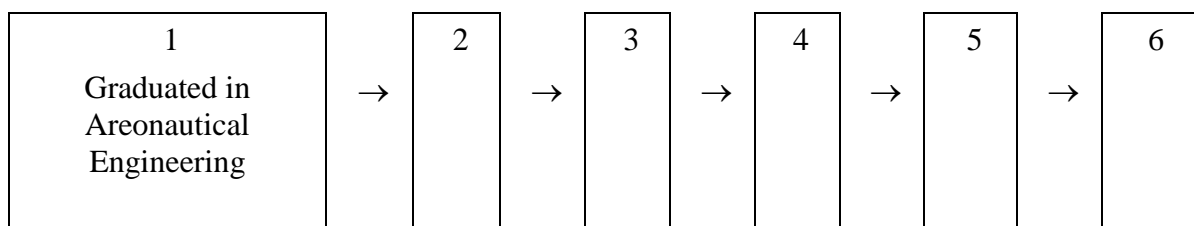
7. Write a paragraph in 150 words about Tereshkova and Chawla based on the information provided in the text.

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

Lesson 1

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’.

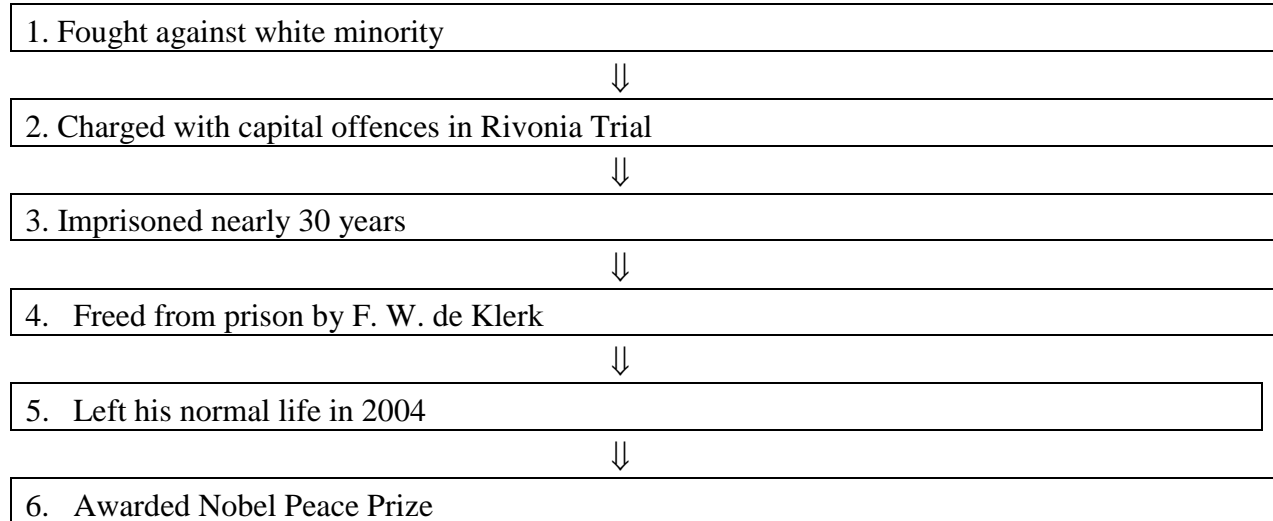
7. Fill in the gaps in the text below using suitable words.

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

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.

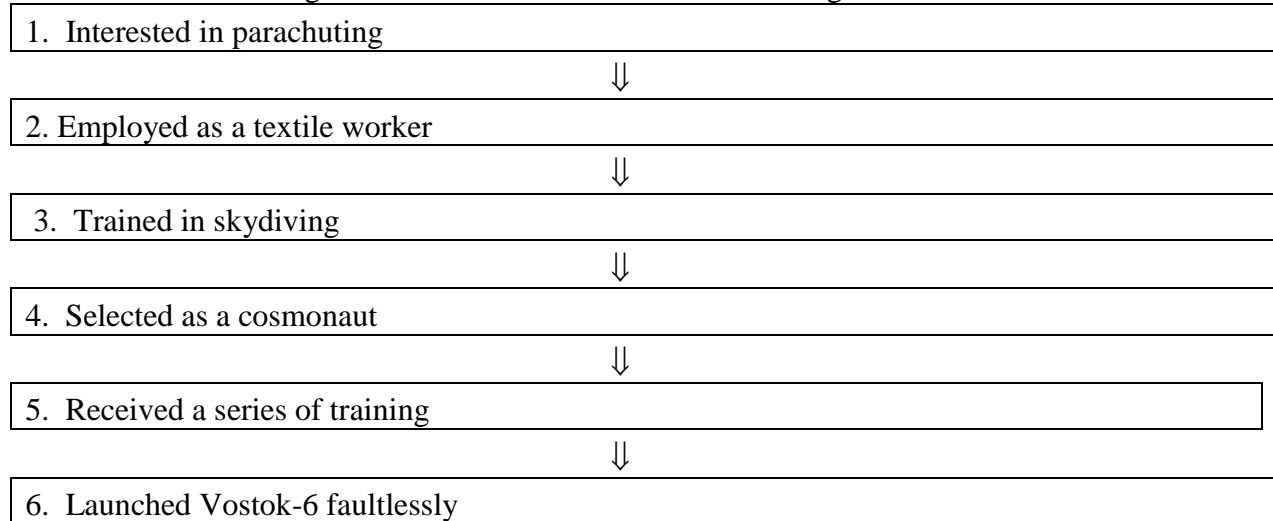
5. About Valentina Tereshkova

- 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?

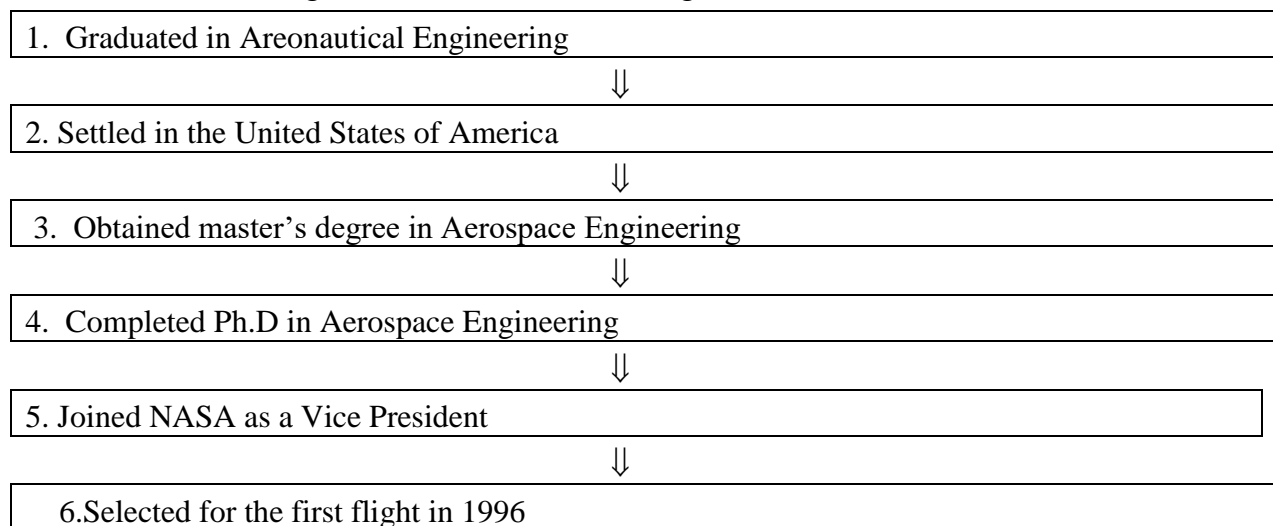
About Kalpana Chawla

- 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 |

Unit 2

Traffic Education

Objectives

After the completion of this unit, you will–

- read and understand texts through silent reading.
- ask and answer questions.
- describe the traffic and its impact on brain.

Overview

Lesson 1: How Your Brain Negotiates Traffic

Lesson 2: Traffic Capital of the World

Lesson 3: The Traffic Police

Lesson 4: From Filippos Fylaktos' Film “My Brother, the Traffic Policeman”

Answer Key

Lesson 1 : How Your Brain Negotiates Traffic



1. Warm-up activity:

Discuss in a small group the following questions.

- What do you mean by traffic?
 - Who controls the traffic?
 - What are the challenges of traffic control?
2. Do you ride a bicycle? If yes, how do you negotiate the traffic? Speak in a group. If you don't know how to ride a bicycle, ask a friend who does.



3. Read the passage below and complete the activities mentioned at the end of the passage.

When you are in the driving seat of a car, you have the steering and the horn in your hands, the brake and accelerator under your feet, eyes open looking ahead, left and right. The same can be said about a motorcycle rider, with some modifications. These are all very visible. But, behind all, there is something that keeps working unseen. And that is the Central Processing Unit (CPU), your brain. CPUs are artificially intelligent machines that are programmed to do specific jobs under fixed conditions and judgements. But the human brain is intelligent by nature. It is the most sophisticated machine that is able to operate on ever-changing conditions and standards of judgment. As conditions in the traffic keep invariably changing, this virtue of sophistication of

your brain must be at work when you are driving. The difference between traffic in the roads and highways and racing circuit must not be blurring inside you. Never imagine yourself to be a Michael Schumacher driving an F-1 at 300 mph. Leave no room for fantasy. You must always be ready to encounter unexpected behavior from any vehicle or pedestrian. 'Keep your cool' is easy to advice but difficult to maintain. Still you must always restrain yourself because, at the end of the day, you don't want to be regarded as killer. Now you see, the last thing that differentiates you from a computer is your conscience.



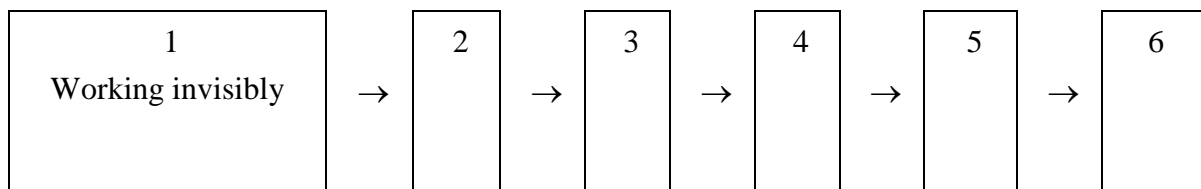
4. Read the following questions. Each question has a word in italics with four alternative meanings. Choose the word which is the closest in meaning:

- A. What is a *steering* used for?
 i. speeding
 ii. stopping
 iii. changing speed
 iv. directing
- B. What is the function of the *accelerator*?
 i. charging battery
 ii. enhancing speed
 iii. stopping
 iv. controlling
- C. Which organ is the word *visible* associated with?
 i .ear
 ii. nose
 iii. eyes
 iv. refined
- D. The word *sophisticated* in line 15 means-
 i .complex
 ii. primitive
 iii. modern
 iv. refined
- E. *Michael Schumacher* is a –
 i .Hollywood hero.
 ii. German racing driver.
 iii. English footballer.
 iv. Australian cricketer.

5. Answer the following questions:

- a. Where do you see the difference between other human organs and the brain?
- b. What is the difference between a computer and the human brain?
- c. What is a CPU? What are its functions?
- d. What are the main challenges facing a driver?
- e. What is a racing circuit?
- f. How is a racing circuit different from a public road?
- g. Why human brain is called the most sophisticated machine?
- h. What kind of skill does car driving regular?

- i. Why has fantasy been discouraged?
 - j. Why is it easy to remain cool theoretically but not practically?
- 6. Do you think the bus and truck drivers of our highways maintain traffic discipline? What are the reasons of road accidents in our country? Write your answer within 500 words.**
- 7. Make sentences with the following words and phrases:**
- a. sophisticated
 - b. invariably
 - c. fantasy
 - d. pedestrian
 - e. convince
 - f. driving seat
 - g. unseen
- 8. Do you think our towns and cities are pedestrian friendly? If your answer is “no” how can you make them so?**
- 9. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the function and characteristics of human brain according to the passage. (No. 1 has been done for you.)**



- 10. Write a brief summary of the passage in your words.**
- 11. Fill in the blanks with an appropriate word in each gap.**
- Bangladesh is the most densely (a) —country in the (b) — million people are being added to our (c)—. The problem is now out of (d) —. But this can be (e) — if the government and the people are firmly determined to control birth are grow more (f) — at the same (g)—. No improvement is (h) —unless this problem is solved. Therefore, all the people of Bangladesh and the government should join hands meet the crisis (i) — at this moment before it is too (j)—.
- 12. Read the following text and fill in the blanks with suitable word from the box. There are more words than needed. Make any grammatical change if necessary.**

the	on	might	sell	a	to
birth	of	blood	work	blue	be

Mans dignity depends upon his words. Man is a rational being (a) _____ the earth. He is to (b) _____ for others. He should not (c) _____ proud if he is of (d) _____ blood. He should be ready (e) _____ help any class of man. (f) _____ man whom he is helping (g) _____ be inferior to him by (h)_____. But after all, he is (i) _____ man. He has the same (j) _____ and flash as the above mentioned man.

Lesson 2: Traffic Capital of the World

Traffic Jam in Dhaka



1. Read the text.



I am in a tiny steel cage attached to a motorcycle, stuttering through traffic in Dhaka, Bangladesh. In the last ten minutes, we have moved forward maybe three feet, inch by inch, the driver wrenching the wheel left and right, wriggling deeper into the wedge between a delivery truck and a rickshaw in front of us.

Up ahead, the traffic is jammed so close together that pedestrians are climbing over pickup trucks and through empty rickshaws to cross the street. Two rows to my left is an ambulance, blue light spinning uselessly. This is what the streets here look like from seven o'clock in the morning until ten o'clock at night. If you're rich, you experience it from the back seat of a car. If you're poor, you're in a rickshaw, breathing in the exhaust.

I'm sitting in the back of a CNG, a three-wheeled motorcycle shaped like a slice of pie and covered with scrap metal. I'm here working on a human rights projects, but whenever I ask people in Dhaka what they think international organizations should really be working on, they tell me about the traffic.

Alleviating traffic congestion is one of the major development challenges of our time. Half the world's population already lives in cities, and the United Nations (UN) estimates that the

proportion will raise to nearly 70 percent by 2050. Dhaka, the world's densest and fastest growing city is a case study in how this problem got so bad and why it's so difficult to solve.

Dhaka's infrastructure doesn't match the scale of its population. Just 7 percent of the city is covered by roads, compared with around 25 percent of Paris and Vienna. Dhaka also suffers from the absence of a planned road network. There are 650 major intersections, but only 60 traffic lights, many of which don't work. That means the police force isn't enforcing driving or parking rules; they're in the intersections, directing traffic.

The cost of Dhaka's traffic congestion is estimated at \$3.8 billion a year, and that's just the delays and air pollution, not the less-tangible losses in quality of life. Paradoxically, the poor infrastructure is one of the reasons why the city is growing so fast. Without roads or trains to whisk them to the suburbs, Dhaka residents have no choice but to crowd into the middle, set up slums between high-rises, and walk to work.

Then there are the users of the roads. Besides pedestrians, the narrow lanes are shared by bicycles, rickshaws, scooters, motorcycles, CNGs, buses, and Cars. All these modes take up a different amount of space and have different top speeds. Most people you talk to in Bangladesh blame the traffic jams on the rickshaws. There are too many of them, they say, and they drive so slowly that they trap the cars, buses and CNGs behind them. The government is under pressure to designate some lanes as car-only, to build wider roads and overpasses, to take the slow traffic out from in front of the fast.

And this brings us to the third reason why the traffic problem is so difficult to solve. All of these fixes sound easy and obvious, but they come at a cost. One and a half million people drive rickshaws for a living, plus another few hundred thousand own and repair them. Government efforts to get people out of rickshaws and into buses and trains are going to attract huge opposition.

Even increasing bus capacity is more complicated than it sounds. A 2009 World Bank analysis found 60 separate bus companies in Dhaka. Since the bus companies compete with one another, the drivers have every incentive to drive aggressively and take more passengers than the buses can hold. What's more, the public transport isn't all that public. Many of the bus companies are owned or linked to political parties or powerful trade unions. Government efforts to unify or regularize the system would amount to a hostile takeover of all of these small companies.

The obvious solution is to separate the rickshaws from the cars, from the CNGs, give each of them lanes and lights according to their top speed, and crucially, make car drivers pay the cost of taking up more space on the roads.

But that, politically speaking, is unrealistic. Car owners are a small part of the population, but they are the most influential. Every year, Dhaka adds an extra 37,000 cars to its already overcrowded roads.

Think about all this from a Bangladeshi politician's point of view. Any attempt to solve the traffic mess means annoying the poor, the middle class, and the rich all at once.

Thanks about all this from a Bangladesh politician's point of view. Any attempt to solve the traffic mess means annoying the poor, the middle class, and the rich all at once.

Thanks to the donors, In 2012, the government announced a \$2.75 billion plan to build a metro rail system and a \$45 million bus rapid-transit line from the airport. For residents of Dhaka, it will come as a relief.

Whenever I asked my Bangladesh colleagues how long it would take to get somewhere, they always gave two answers: “Without traffic, maybe fifteen minutes. But with traffic? Who knows?”

[Adapted from the article published in www.newstatesman.org]



2. Write ‘T’ if the statement is true, ‘F’ if the statement is false.

- a. The annual cost of traffic congestion is 3.8 billion taka including less tangible costs such as quality of life.
- b. Only 10 percent of Dhaka is covered by roads.
- c. Each year 37,000 cars are being added to the streets of Dhaka.
- d. The author compares CNG to a piece of pie.
- e. According to the author, the public buses are truly public.

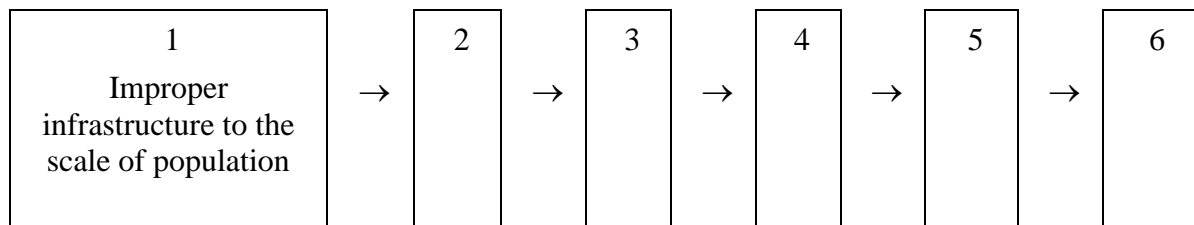
3. Answer the following questions:

- (a) Why does the author think Dhaka’s traffic congestion is difficult to solve?
- (b) What are the arguments given for banning rickshaws?
- (c) Why is it difficult to solve the traffic problem in Dhaka from a politician’s perspective?
- (d) What do you think of the style of the author?
- (e) What happens to the inhabitants of Dhaka in the absence of proper traffic system?
- (f) What amount of space do different kinds of vehicles occupy?
- (g) How much area of Paris and Vienna is covered by roads?
- (h) How does Paris and Vienna differ from that of Dhaka?
- (i) Why traffic jam is so acute in Dhaka city?
- (j) What statistics does the United Nation give regarding world population?

4. Match the words in *Column A* with their meanings in *Column B* in the box below:

<i>Column A</i>	<i>Column B</i>
i. stuttering ii. wrenching iii. exhaust iv. wriggling v. suburbs vi. wedge vii. pedestrians viii. whisk ix. paradoxically x. infrastructure	a. shaking b. tire out c. road and rail network d. faltering e. twisting suddenly and violently f. in contradiction g. a residential urban area outside the city h. force into a narrow space i. to move suddenly and quickly j. people who are walking rather than travelling in a vehicle

5. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the reasons of traffic jam in Dhaka city. (No. 1 has been done for you.)



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

Lesson 3: The Traffic Police



1. Warm-up activity:

- Discuss in a small group what traffic management means. Then write down how you think traffic management can be improved in our cities.



2. Now read the poem given below and answer the questions that follows:

Amidst killer speeds I stand
Facing the traffic, stretching my hand.
I am seen on kid's books and as cartoons everywhere
Educating people and asking them to beware
Of the erratic traffic and the signboards
Seen on almost all the roads.

So that you're safe I see each one of you
But my sweet, my plight on the road sees who?
Be it sunny or rainy,
For your safety I must be
Vigil and agile, on the middle
Standing erect, as fit as a fiddle.

Oh! My ear hurts! Oh! My head aches!
Oh! Look at the weather such unpredictable days!
But I cannot swerve; I must be on duty.
I care for your safety.
Be it noisy or dusty; Be it sunny or rainy;
I must be on duty. I care for your safety.

3. Answer the following questions:

- a. Who is the speaker in the poem?
- b. What do the words 'killer speeds' mean?
- c. What is your view of a traffic policeman?
- d. Why do his ears hurt?
- e. What is 'unpredictable'?
- f. What is the attitude of the speaker to the job he does?
- g. What pressure is the traffic police facing?
- h. What is your idea about traffic management system shown in this poem?
- i. From your reading of the poem explain the activities of the traffic police
- j. How is traffic police associated with kid's books?

4. The poem has three stanzas. What is the rhyme scheme of the stanzas? What are the advantages of using rhyme in a poem?

5. Attempt a poem of 8 or 10 lines about a policeman standing at a busy intersection in a city or a paragraph or two in prose.

6. Make sentence using the following words:

- a. erratic
- b. plight
- c. agile
- d. safety
- e. dusty

7. Write down the adjectival form of the following words:

- a. cartoon
- b. ache
- c. duty
- d. sweat
- e. educate

8. Elaborate on the meaning of the lines:

- a. Amidst killer speeds I stand
- b. Standing erect, as fit as a fiddle
- c. Oh! Look at the weather..... such unpredictable days!

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

Lesson 4 : From Filippos Fylaktos' Film "My Brother, the Traffic Policeman"

1. Warm-up activity:

- Imagine yourself as a traffic policeman. You have just finished your shift directing traffic near a school from morning till noon. Talk to a small group for 5 minutes about your experience.



2. Now read the short passage about the film and answer the questions that follow:

From Filippos Fylaktos' film "*My Brother, the Traffic Policeman*"

The persona of a traffic policeman has always been a curious one. It has often found important space and close treatment in literature and other arts. Besides the many poems about this fascinating character, there is at least one movie where the central character is a traffic policeman. In 1963, Greek film maker Filippos Fylaktos made this film named *My Brother, the Traffic Policeman*. It featured a slightly manic traffic policeman, Antonis Pikrocholos, who is utterly devoted to service and duty, and applies the traffic code with unyielding severity. Tickets rain down upon law-breakers in particular taxi-driver and especially Lampros, who happens to be in love with a businessman's daughter, Kiki, who is afraid to reveal her feelings to her father. Besides, Antonis has given lots of traffic tickets to a bus belonging to her father's company. For all these reasons, the road to marriage for both couples is long and strewn with obstacles, but the outcome is a happy one for everyone involved.



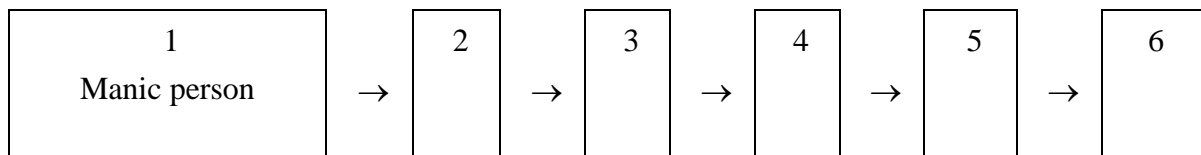
3. Guess the meanings of the following words from the context:

- persona
- curious
- fascinating
- manic
- devoted
- obstacles

4. Answer the following questions:

- What does 'giving tickets' mean in the context?
- What idea of the central character have you formed?
- What is meant by 'the road to marriage'?
- In which language was the movie probably made?
- How does the movie end?
- What kind of character is Antonis Pikrocholos?
- What is the setting of the story?
- Why is kiki afraid to real her feeling to her father?
- What idea has the story teller tried to convey through such an insignificant plot?
- Why is the outcome happy for everyone involved?

5. Find the meaning of the word ‘manic. What is the root word for manic? Describe in 5 sentences how a manic traffic policeman would behave in real life.
6. Do you think our traffic policeman perform the following duties? If not, why?
 - a. apply traffic codes with severity
 - b. give tickets to all law-breakers
7. The passage suggests that traffic policemen have found important space in literature. Can you remember reading about a traffic policeman in any novel, short story or poem?
8. Imagine that you are a taxi-driver and have broken traffic rules on the road. Now write a dialogue between the traffic policeman in *My Brother, the Traffic Policeman* and yourself.
9. Go to Google and find out more about the film and write a 200 words paragraph based on your search. If possible, watch the film on the You Tube.
10. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the characteristics of Antonis Pikrocholos. (No. 1 has been done for you.)



11. Write a brief summary of the passage in your words.
12. Fill in the gaps with suitable words from the box. There are more words in the box than you need.

educate	recreation	religion	original	question	broadcast	sent
aim	facilities	concern	look	consider	though	taken

Television, a source of much knowledge, pleasure and information and a widely used media of mass communication, is now being (a) — at from a different point of view. Is the TV really doing good, especially to the youngsters of our new generation? It is an important (b) — both to ask and to answer indeed. Viewed from an (c) — point of view, TV is to be (d) — one of the most effective means of educating both the students and the public as a whole. Again, it has almost become the most effective and popular means of people's (e) —. Films, dramas, songs, dances, comedy series — all these are very attractive packages of programmes. As a means of communication TV is (f) — not the most important, yet the most effective and useful means of communication. Up to this point, we must say that the TV is doing good to our youngsters by educating them and by giving them recreational (g) —. But as far as the satellite TV is (h) —, we cannot say "this for certainly. The commercial package programmes (i) — by satellite TVs are detrimental to our young generation, pernicious to our societies, threatening to our values and traditions and (j) — beliefs.

13. Fill in the blanks with appropriate words:

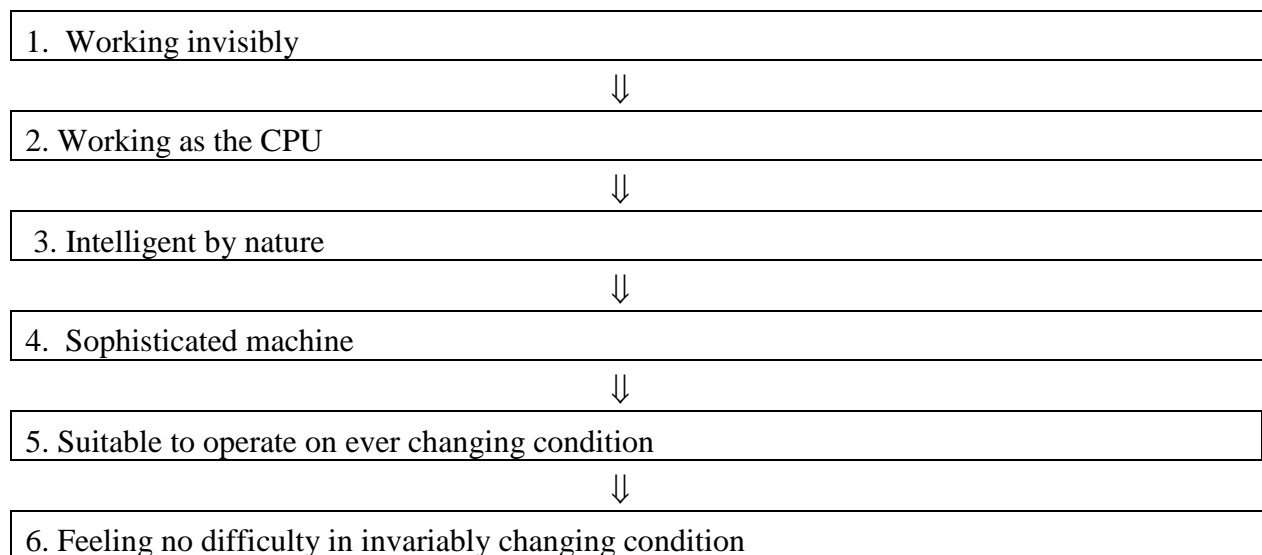
The importance of women in the society is in no way less than that of men. But women in our society have become (a) _____ of gender disparity. They are oppressed in (b) _____

ways. Thousands of girls fall victim to (c) _____ system. The worst sufferers are the working (d)_____ of women. Women generally work longer hours (e) _____ men but they are paid less than (f) _____. It is high time, we considered women (g) _____ partners of men. Everybody especially, the young (h) _____ should come forward boldly to remove this (i) _____. The first and foremost thing what the (j) _____ people can do is that they should have a clear conscience about the gender disparity..

Answer Key

Lesson 1

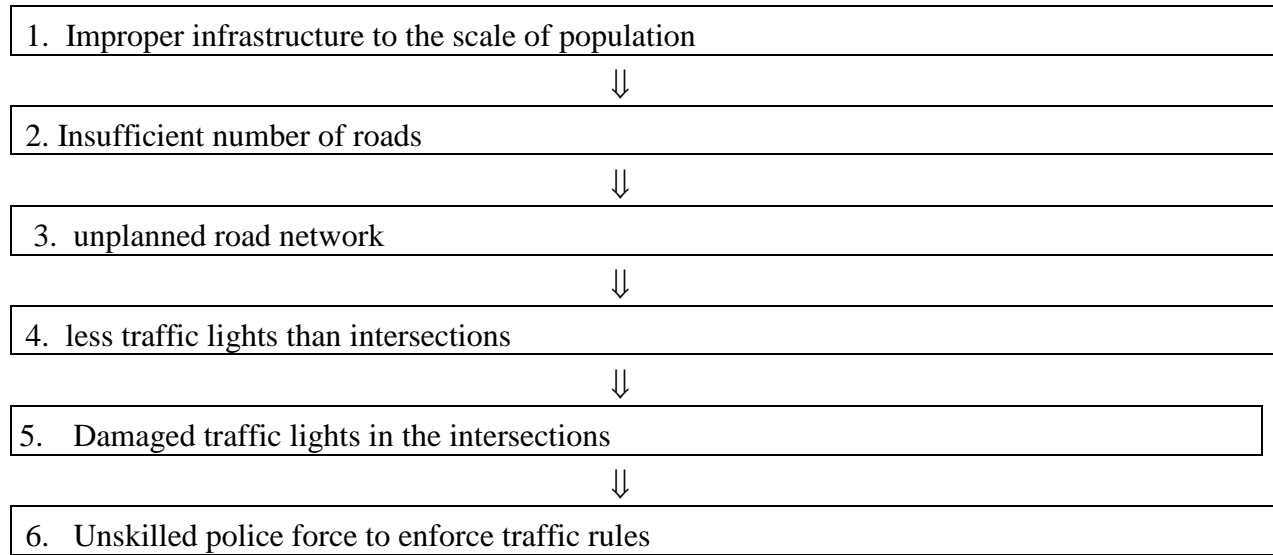
4. A. (iv) directing; B. (ii) enhancing speed; C. (iii) eyes; D. (iv) refined; E. (ii) German racing driver.
5. Prepare the answers by yourself and show your tutor.
6. Prepare the answers by yourself and show your tutor.
7. Prepare the answers by yourself and show your tutor.
8. Prepare the answers by yourself and show your tutor.
9. A flow chart showing the function and characteristics of human brain according to the passage is given below:



10. Prepare the answers by yourself and show them to your tutor.
11. a) population b) world c) population d) control e) possible f) rapidly
g) way h) sustainable i) to solve j) difficult
12. a) on b) work c) be d) blue e) to f) The g) might h) birth
i) a j) blood

Lesson 2

2. a) F; b) F; c) T; d) T; e) F
4. (i)+(d); (ii)+(e); (iii)+(b); (iv)+(h); (v)+(g); (vi)+(a); (vii)+(j); (viii)+(i); (ix)+(f), (x)+(c)
5. A flow chart showing what people did after the dissolution of the Assembly is given below:



6. Prepare the answer by yourself and show it to your tutor.

Lesson 3

- 3. (a): The speaker in the poem is a traffic policeman.
- (b): ‘Killer speeds’ means the frightening speeds of the vehicle which can cause accidents.
- (c): My view of a traffic policeman is that he is a very dutiful person. He is courageous and industries. He has to work standing still in the busy road to apply the traffic rules.
- (d): His ears hurt as he has to work in the midst of the running vehicles that create unbearable noise.
- (e): His days are unpredictable because of weather.
- (f): The attitude of the speaker to the job he does is that his service is full of courage and importance.

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

5. Prepare the answers by yourself and show then to your tutor.

6.

a. erratic	The speeds of the killer vehicles are erratic.
b. plight	The plight of a traffic police on duty beggars description
c. agile	A traffic police in duty is very agile.
d. safety	A traffic police has to ensure the safety of the vehicles running on the road.
e. dusty	A traffic police has to continue his duty in the dusty environment.

7.

- a. cartoon = cartoon, cartoonish
- b. ache = achy
- c. duty = dutiful
- d. sweat = sweaty
- e. educate = educative

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

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

Lesson 4

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

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

5. Manic means agitated. The root word for manic is 'mania'.

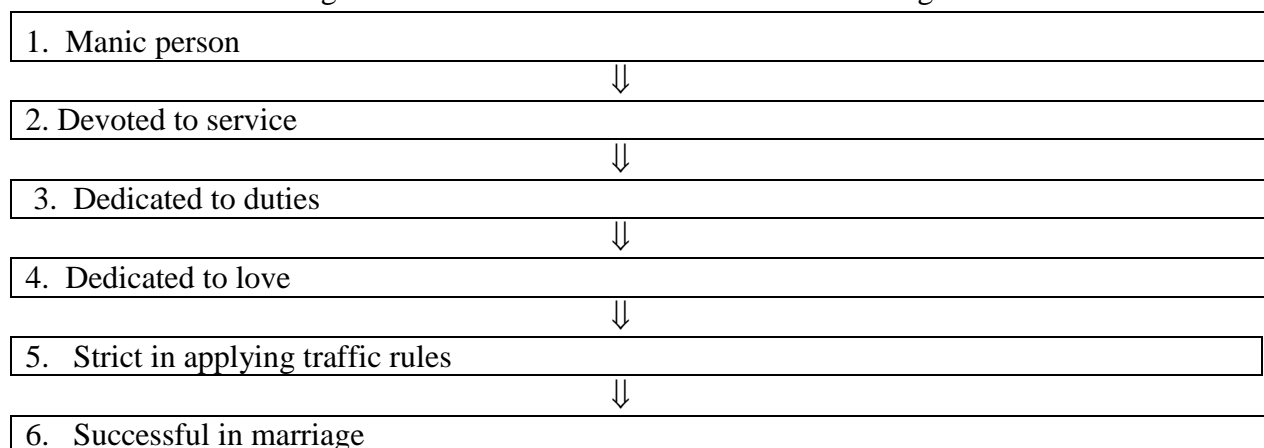
Five sentences on how a manic traffic policeman would behave in real life-

- i) He is somewhat harsh
- ii) He is disciplined
- iii) He is punctual.
- iv) He is loyal to the law.
- v) He is hard working and dutiful.

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

7. Yes, I can remember reading about a traffic policeman in a poem. Its name is 'The Traffic Police'. I can also remember watching a film about a traffic policeman named 'My Brother, the Traffic Policeman'.

10. A flow chart showing the characteristics of Antonis Pikrocholos is given below:



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

12. a) looked
 b) concern
 c) educational
 d) considered
 e) recreation
 f) taken
 g) facilities
 h) original
 i) telecast
 j) religious
13. a) victim
 b) many
 c) dowry
 d) place
 e) than
 f) men
 g) equal
 h) people
 i) curse
 j) conscious

Unit 3

Food Adulteration



Objectives

After the completion of this unit, you will–

- develop comprehensive reading.
- learn vocabulary and uses.
- write paragraphs based on themes.

Overview

Lesson 1: Food Adulteration Reaches New Height

Lesson 2: Eating Habit and Hazards



Answer Key

Lesson 1 : Food Adulteration Reaches New Height

1. Look at the picture and read the following questions



Tangail district administration destroys a truckload of mangoes at Tangail bypass area labelling them formalin tainted.

- What is food adulteration?
- Have you heard the name of a pesticide called formalin which is used as a preservative?
- Who, do you think, uses chemical pesticides on food, fruits?



2. Read the following feature item published in a Dhaka daily.

Unsafe levels of pesticides are present in around half of the vegetables and more than a quarter of fruits sold in the capital's markets, a recent survey has found. A 15-member team of the National Food Safety Laboratory, with support from the Food and Agriculture Organisation (FAO), came up with the findings after collecting and testing food samples from the capital's Gulshan, Karwanbazar and Mohakhali markets.

The survey report, a copy of which was acquired by the Dhaka Tribune, read that nearly 40% of 82 samples of milk, milk products, fish, fruits and vegetables contained banned pesticides such as DDT,- Aldrin, Chlordane and Heptachlor. The amounts of pesticide in these samples were found to be 3 to 20 times greater than the limits set by the European Union. Around 50% vegetables and 35% fruits were found to be contaminated with unsafe level of pesticides.

Analysing more than 30 samples of turmeric powder (branded, packaged and open), the team also found that nearly 30% of the samples contained traces of lead chromate, which can be fatal if swallowed or inhaled. These samples also contained lead at 20 to 50 times above the safety limit of 2.5 parts per million set by the Bangladesh Standard Testing Institute (BSTI). Arsenic and chromium above safety limits were detected in a total of 5 out of 13 rice samples.

Using a sensitive High-Performance Liquid Chromatography (HPLC) method developed by the Food Safety Lab, 66 samples were analysed for the presence of formaldehyde. Adulteration was thereby detected in samples of coriander, mango and fresh shrimps.

The tests indicated that poultry feed in the country had also been contaminated, as samples of chicken and fish contained traces of antibiotics. High microbial populations were found in several samples of pasteurised milk, indicating poor processing procedures by the manufacturers. Samples of cucumber and street foods also showed high microbial populations, suggesting widespread contamination in the water supply. The Director of Institute of Public Health (IPH), told the Dhaka Tribune that the survey report has been submitted to the Health Ministry. Further tests of different products were being carried out at the Food Safety Lab.

A former Director General of the Health Services and senior national adviser of the FAO, said the findings were shocking for the whole nation. He added that instead of focusing only on the end products, the issue should be addressed at the root level. Pointing out that there were four steps in the production process-farmer, transport, wholesale, and retail trader, -he said better monitoring and supervision were mandatory for stopping food adulteration.

Adulterated food products are reportedly the cause behind thousands of people suffering from fatal diseases like cancer, kidney failure and heart problems. Health specialists told the Dhaka Tribune that the Ministry of Food had enacted a Food Safety Act, but was yet to prepare the necessary rules. As the issue of food safety was also linked to 14 other ministries, a coordinated agency should take responsibility of ensuring safety in food products, they added.

[Adapted from a news published in Dhaka Tribune]



3. Choose the right answers:

- a. What percentages of the milk samples contained pesticide?
i. 60 ii. 45 iii. 40 iv. 50
- b. How did the scientists realize that the water supply was contaminated?
 - i. because of microbial presence
 - ii. from the color of the water
 - iii. from an analysis of the mineral content
 - iv. through chemical test
- c. Why were microbial populations present in pasteurised milk?
 - i. because of widespread contamination in the water cows drink
 - ii. because of the formaldehyde content in the milk
 - iii. because of poor processing of the milk
 - iv. all of the above
- d. The amounts of pesticide in local food samples are _ times greater than the limits set by the European Union.
i. 3 ii. 20 iii. 3-32 iv. 60
- e. How many ministries are concerned with the food safety issue?
i. 10 ii. 15 iii. 1 iv. 14
- f. Turmeric powder was contaminated by
i. useful level of DDT. ii. unsafe level of Aldrin . iii banned pesticides. iv. Lead Chromate
- g. The word “safety” means

- i. Security ii Danger iii. peril iv. impure
- h. Banned Pesticides Contaminate.
- i. Only Milk and Milk Products. ii Only Fish & Fruits iii. Only vegetables & turmeric
iv. milk, milk products, fish, fruits & vegetables

4. Answer the following questions:

- a) Which foods contained banned Pesticides?
- b) From which markets Were Food Samples Collected for testing?
- c) How did the Scientists realize that the water supply was contaminated?
- d) What does ‘new height’ refer to in the title of the news report?
- e. What confirms that even our poultry products are contaminated?
- f. What is the health risks related to adulterated food?
- g. What is the current state of the Food Safety Act?

5. Read the text below and fill in the gaps with suitable words from the text.

The contracted form of Food and Agriculture is (a) ----- . Again, FAO is (b) -----
--- concern of the UNO. Under the supervision (c) ----- FAO, food testing
operation is launched many times in many countries. The aim of launching (d) -----
- is to detect pesticide in food (e) ----- . In recent times, it has been (f) -----
----- that many samples of turmeric powder are (g) ----- by lead
chromate, a (h) ----- substance for human body. The appearance of excess (i) -----
----- and chromium in rice is an alarming report for us. However (j) -----in food
must be checked anyhow.

6. Write a letter to the editor of a national daily pointing out the problems of food adulteration in your locality. Or, write a response to this news item published in the Dhaka Tribune.

7. Match the words in Column A with their meanings in Column B in the box below:

Column A	Column B
i. pasteurised	a. pertaining to, or characteristic of a microbe
ii. banned	b. made impure by contact or mixture with something unclean
iii. contaminated	c. the process of heating (milk) to a high temperature and then quickly cooling it before bottling or packaging to make it free from bacteria
iv. populations	d. compulsory
v. end product	e. which is produced as the final result of an activity or process
vi. mandatory	f. prohibited
vii. microbial	g. organisms of the same group or species

Lesson 2 : Eating Habit and Hazards

1. Look at the picture before reading the following questions and check if the story helps you to answer them.

- a. What is a balanced diet? Why do we need to take a balanced diet?
- b. Why do some people become overweight?



2. Now read the story and answer the questions that follow.

The story, “The Luncheon,” is written by William Somerset Maugham (1874-1965). Maugham was a British novelist, playwright and short story writer whose work is characterized by a clear, lucid style, and a profound understanding of human nature. “The Luncheon” is about a lady admirer of the writer who managed to get a luncheon invitation from him to an expensive Paris restaurant twenty years ago. With humour and irony, the writer describes the lady’s lavish eating at his expense and what happened to her twenty years later.



The Luncheon

William Somerset Maugham

I caught sight of her at the play, and in answer to her beckoning, I went over during the interval and sat down beside her. It was long since I had last seen her, and if someone had not mentioned her name I hardly think I would have recognized her.

She addressed me brightly.

“Well, it’s many years since we first met. How time does fly! We’re none of us getting any younger. Do you remember the first time I saw you? You asked me to luncheon.”

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin quarter overlooking a cemetery, and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited, and the only free moment she had was on the following Thursday; she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyot’s afterwards? Foyot’s is a restaurant at which the French senators eat, and it was so far beyond my means that I had never even thought of going there. But I was flattered, and I was too young to have learned to say no to a woman. ... I had eighty francs (gold francs) to last me the rest of the month, and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks I could manage well enough.

I answered that I would meet my friend-by correspondence-at Foyot’s on Thursday at half-past twelve. She was not so young as I expected and in appearance imposing rather than attractive. She was, in fact, a woman of forty ... and she gave me the impression of having more teeth,

white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed inclined to talk about me I was prepared to be an attentive listener.

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

“I never eat anything for luncheon,” she said.

“Oh, don’t say that!” I answered generously.

“I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon.”

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

“No,” she answered, “I never eat more than one thing unless you have a little caviare, I never mind caviare.”

My heart sank a little. I knew I could not afford caviare, but I could not very well tell her that. I told the waiter by all means to bring caviare. For myself I chose the cheapest dish on the menu and that was a mutton chop.

“I think you are unwise to eat meat,” she said. “I don’t know how you can expect to work after eating heavy things like chops. I don’t believe in overloading my stomach.” Then came the question of drink.

“I never drink anything for luncheon,” she said.

“Neither do I,” I answered promptly.

“Except white wine,” she proceeded as though I had not spoken.

“These French white wines are so light. They’re wonderful for the digestion.”

“What would you like?” I asked, hospitable still, but not exactly effusive.

She gave me a bright and amicable flash of her white teeth.

“My doctor won’t let me drink anything but champagne.”

I fancy I turned a trifle pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

“What are you going to drink, then?”

“Water.”

She ate the caviare and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

“I see that you’re in the habit of eating a heavy luncheon. I’m sure it’s a mistake. Why don’t you follow my example and just eat one thing? I’m sure you’d feel ever so much better for it.”

“I am only going to eat one thing.” I said, as the waiter came again with the bill of fare. She waved him aside with an airy gesture.

“No. no. I never eat anything for luncheon. Just a bite, I never want more than that, and I eat that more as an excuse for conversation than anything else. I couldn’t possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them.”

My heart sank. I had seen them in the shops, and I knew that they were horribly expensive. My

mouth had often watered at the sight of them.

“Madame wants to know if you have any of those giant asparagus.” I asked the waiter.

I tried with all my might to will him to say no. A happy smile spread over his broad, priest-like face, and he assured me that they had some so large, so splendid, so tender, that it was a marvel.

“I’m not in the least hungry,” my guest sighed, ‘but if you insist I don’t mind having some asparagus.’

I ordered them.

“Aren’t you going to have any?”

“No, I never eat asparagus.”

“I know there are people who don’t like them. The fact is, you ruin your palate by all the meat you eat.”

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill.

The asparagus appeared. They were enormous, succulent, and appetizing. The smell of the melted butter tickled my nostrils....

“Coffee?” I said.

“Yes, just an ice cream and coffee,” she answered.

I was past caring now. So I ordered coffee for myself and an ice cream and coffee for her.

“You know, there’s one thing I thoroughly believe in,” she said, as she ate the ice cream. “One should always get up from a meal feeling one could eat a little more.”

“Are you still hungry?” I asked faintly.

“Oh, no, I’m not hungry; you see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see!”

Then a terrible thing happened. While we were waiting for the coffee, the head waiter, with an ingratiating smile on his false face, came up to us bearing a large basket full of huge peaches. They had the blush of an innocent girl; they had the rich tone of an Italian landscape. But surely peaches were not in season then? Lord knew what they cost.

“You see, you’ve filled your stomach with a lot of meat”-my one miserable little chop-“and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach”.

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three francs I left for the waiter, and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example,” she said as we shook hand, and never eat more than one thing for luncheon.”

“I’ll do better than that”, I retorted. “I’ll eat nothing for dinner to-night.”

“Humorist!” she cried gaily, jumping into a cab, “you’re quite a humorist!”

But I have had my revenge at last. I do not believe that I am a vindictive man, but when the immortal gods take a hand in the matter it is pardonable to observe the result with complacency. Today she weighs twenty-one stone.

Vocabulary

The meanings of some words and terms from the story are given below. Read the story a second time, and if you still have words you don't know the meanings of find them in a dictionary.

Luncheon	: a formal lunch
Play	: a theatre performance
Latin quarter	: a section of Paris, popular with students and writers like the story's narrator
Cemetery	: a large burial ground
Senator	: a member of a senate, a lawmaker
Imposing	: impressive in appearance
Startle	: give sudden shock
Bill of fare	: a menu
Generous	: liberal, showing readiness to give something
Caviare	: the mass of eggs of a large fish, especially sturgeon, eaten as a delicacy
Hospitable	: friendly, genial
Effusive	: showing pleasure or emotion in an unrestrained manner
Amicable	: friendly
Airy	: causal
Ingratiating	: intended to gain someone's approval or favour
Humorist	: a humorous writer
Vindictive	: revengeful
Complacency	: uncritical self-satisfaction
Stone	: 14 pounds

**3. Answer the following questions.**

- a. what does the word "beckon" means
 - i) call
 - ii) shout
 - iii) call by a movement of hand or head
 - iv) criticize
- b. the word interval means-
 - i) break
 - ii) period
 - iii) holiday
 - iv) Rest
- c. "catch sight of" means
 - i) See for a moment
 - ii) Hear
 - iii) Call Loudly
 - iv) Under stance
- d. The writer was living in Paris at a
 - i) Small flat
 - ii) Big apartment
 - iii) A Hotel

- iv) A House
- e. The writer was -----to see the bill of fare
 - i) Frightened
 - ii) Delighted
 - iii) Glad
 - iv) Pleased
- f. What does 'Talkative' mean—
 - i) Flatterer
 - ii) Verbose
 - iii) Sycophant
 - iv) Chatterbox

4. Answer the following questions:

- a) What is Foyot's?
- b) Where did the writer live? How was the environment there?
- c) How did the lady look actually?
- d) How many times of food does the lady order?
- e) With how much amount did the writer enter Foyot's?
- f) At one stage of the luncheon, the writer feels panicked. Why?
- g) What is an asparagus?

5. Summarize the passage in your own language?

6. Read the text below and fill in the gaps with suitable words from the text.

The (a) -----story "The Luncheon" is about a (b) -----admirer of the writer. His first (c) -----being published he got many (d)----- of thanks from the readers. Among his (e) ----- the lady guest was one. Through (f) -----second letter the lady (g)----- -----to have a gossip with the writer.(h) -----Writer responded to her proposal and he invited the lady (i)----- Foyot's (j)-----a luncheon. There he went with eighty gold francs, the French Currency.

7. Fill in the blanks with appropriate prepositions:

While we were waiting_____coffee, the head waiter, with a smile_____his face came_____to us, bearing a large basket full_____huge peaches.



Answer Key

Lesson 1

- 3.
- a. iii. 40
- b. i. because of microbial presence
- c. iii. because of poor processing of the milk
- d. ii. 20
- e. ii. 15
- f. iv. Lead chromate
- g. . i. security

- h. iv. milk, milk products, fish, fruits & vegetables
4. a) Milk, milk products, fish fruits,& vegetables contained Banned Pesticides
- b) A 15-member team of the national Food Safety Laboratory with support from the Food & Agriculture Organisation (FAO) collected & tested food samples from the capitals Gulshan, Kawranbazar, & Mohakhali.
- c) The Scientist realized that the water supply was contaminated because they showed the presence of high microbial population in water.
- d) In the title of the news report the phrase new height refers to the alarming situation of the food adulteration prevailing in our Country.
- e) The traces of antibiotics in the samples of chicken & fish confirm that even our poultry products are contaminated.
- f) The health risks related to adulterated food is very fatal. Eating adulterated food People suffer from many fatal diseases like cancer, kidney failure & heart problems.
- g) The current state of the Food Safety Act is that the Ministry of Food has enacted the Act but has not prepared the necessary rules yet.
5. a) FAO, b) a, c) of, d) operation e) samples, f) found g) contaminated h) fatal i) arsenic j) adulteration
7. i+c, ii+f, iii+b, iv+g, v+e, vi+d, vii+a

Lesson 2

3.

- a. iii) call by a movement of hand or head
- b. i) break
- c. i) See for a moment
- d. i) Small flat
- e. i) Frightened
- f. iv) Chatterbox

4.

- a) Foyot's is an expensive restaurant at which the French senators eat.
- b) The writer lived in Paris. There he had a tiny apartment in the Latin Quarter overlooking a cemetery.
- c) The lady was actually a woman of forty. She was not so young as the writer expected and in appearance imposing rather than attractive. Above all, she was talkative.
- d) The lady ordered seven times of food. They are Salmon, Caviare, Champagne, Asparagus, Coffee, Ice-cream and Peaches.
- e) The writer entered into Foyot's with eighty gold Franc.
- f) The writer had only eighty Francs in his pocket. But the lady ate seven expensive items of food. So the writer felt panicked wondering whether he had enough money to pay the bill.
- g) An asparagus is a plant whose young green or white stems are cooked and eaten as a vegetable.
5. The luncheon is a famous short story by William Somerset Maugham. The lady admirer, the focus character, wrote a letter of thanks to him for his first book and he also thanked her. In the second letter she wanted to have chat with him before passing through Paris. At last the writer entertained the lady at Foyot's and was startled to see the bill of fare.

6. a) short, b) lady, c) book, d) letters, e) readers, f) the, g) liked ,h) the, i) at, j) for. 7. for, on, up, of

Unit 4

Human Relationships

Objectives

After the completion of this unit, you will–

- Take part in-group discussion
- Realize the importance of etiquette and manners in society
- Study some observations on manners and etiquette
- Do some short writing tasks
- Answer questions from a lyric

Overview

Lesson 1: Etiquette and Manners

Lesson 2: Love and Friendship

Lesson 3: Photograph

Answer Key

Lesson 1 : Etiquette and Manners

1. Warm-up activity:

- What is etiquette?
- What is manner?
- How should we behave with seniors and juniors?
- Talk about the need for good manner with your friends.

Now look at the pictures below and discuss.



2. Now read the text below and answer the questions that follow.

We are social human being. We have to live carefully in the society. We should behave in a manner that pleases others. Etiquette and manner is kind of social behavior. Etiquette is a French word and it means the rules of correct behavior in society. Manners mean the behavior that is considered to be polite in a particular society or culture. Manners can be good or bad. Manners and etiquettes do not cost anything, but they bring us valuable gains. One can win over even if he presents good manners. Good manners and etiquettes are key to success.

Nobody is born with good manners. Everyone either learns or acquires them. The home is considered as the best place to harness manners and etiquette where the child spends most of its time. Child tries to stimulate its parents and elders in their behavior and slowly acquires certain traits of character. They learn a lot in company of their friends at school.

Anywhere we go out; we are judged by the way we speak. Therefore, words play an important role in our day-to-day conversation. The way we speak to our younger's and the way we speak to our seniors/elders reflect our personality. Try to speak in a soft, gentle and pleasant tone. Try to avoid rude and harsh words. Always show respect to others. Not only in words, but also in our action and gestures should be submissive. We know how important it is to say 'please' and 'thank you' in everyday life. A few more polite expressions such as 'pardon me', 'may I', are bound to make your day smooth and pleasant.

Here are some observations on manners:

Think of others first.

Be friendly and hospitable.

Never be arrogant.

Listen before speaking.

Never interrupt while others speaking.

Give compliments- a fundamental thing.
Be considerate and do not embarrass others.
Be on time.
Keep your promise.

At Home / With Guests

Do not shout at children.
Listen to your parents.
Wear clean clothes at home.
Lower the music when others are trying to sleep or pray.
Do not continue to watch TV or surf the net when you have a visitor.

In Public

Always introduce yourself and others.
Be helpful.
In a mixed group, always greet the elders and the women first.
In a bus or train, offer a seat to the elders.
Stand when the national anthem is playing. Show respect to flag.

Table Manners

Wash your hands before and after eating.
Sit up straight.
Put your both hands on the table, but never your elbows.
Always use a napkin to dab your mouth.
Eat slowly, but keep up with your host.
Always say 'thank you' when served something.

Phone Manners

When the phone rings speak clearly and politely. e.g. "Hello, this is Taifa speaking."
When the call is for someone else, clearly answer with, e.g. "just a minute please."
Let the number you are calling ring six to eight times before hanging up, as the person is busy.
Never hang up abruptly.
Mobile phone should either be switched off or set on 'vibrate' or 'silent' during meals, prayer time etc.

Importance of Manner and Etiquettes

Manners represent your inner self, whereas etiquette is what and how you portray yourself to the public. One represents your way of acting, and the other is how you treat others. Saying 'Please' and 'Thank You', or common courtesies like holding a door for someone, or offering your seat to an elderly or disabled person, are some basic manners that we all practice.

They Help You Earn Respect

The way you behave and conduct yourself mirrors your personality. Good manners and etiquette help you earn respect. Rude and offensive behavior does not go down well with anyone. And as they say, 'respect given is respect earned'. Hence, if you treat others with respect and acknowledge them, you are most likely to be respected, trusted, and cared for.

They Charm Your Personality

Good manners and etiquette embellishes your personality. They add extra charm which will go a long way in portraying you as an individual. Remember, manners need to be acquired and adapted. So, learning and inculcating good manners will help create a positive impression on others.

They Make Relationships Smoother

Good manners teach you to be polite. Even if someone behaves rudely with you, your manners and etiquette will stop you from over-reacting. You have better control over your emotions. Hence, you teach people how to treat and interact with you.

They Increase Your Confidence

Practicing good manners make you more confident, and increase awareness of your surroundings. They act as a magnet and draw people towards you. These come from the practice of good manners and etiquette, which are the stepping stones of success in life.

They Keep You Motivated and Happy

Manners, etiquette, wisdom, virtue, knowledge, and intelligence are accepted and appreciated universally. Being kind and generous towards other people, and maintaining calm and composed stature even in bad situations, helps earn respect. It is impressive behavior that will please others and help gain respect. Good manners and etiquette give constant happiness to your own self, and help gain self-respect. They constantly keep you motivated.



3. Following are the some situation. Think of yourself and tell/write how you will deal with these situations.

- a) You are taking preparation for the upcoming examination but your younger brother is disturbing you times and again.
- b) You are in a social gathering, how you will talk with others.
- c) While waiting for a bus in a queue.
- d) In a discussion, someone is disagreeing with you in a particular point.
- e) One of your friends is offending you even though you are innocent.

4. Write short answer to the following questions:

- a) What do you mean by manner?
- b) What is etiquette?
- c) What is the importance of manner and etiquette in our lives?
- d) Mention some tips which you need to maintain in social gathering.
- e) How will you achieve others respect?

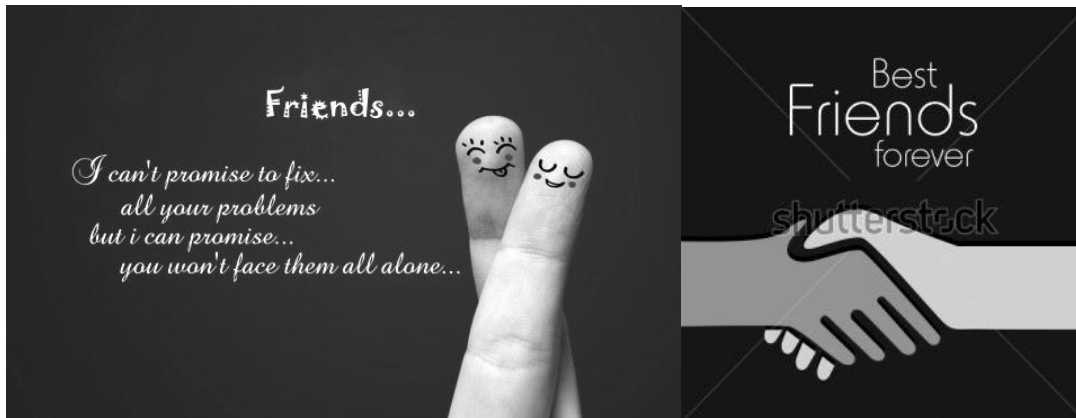
5. Write a paragraph on the importance of manner and etiquette in our social life.

Lesson 2: Love and Friendship

1. Warm-up activity



Imagine how human relationships have changed over time. Boys and girls reading in the same class may become good friends. This was impossible a hundred a years ago. Write a page describing the benefits of better human relationship.



Love and friendship are two important demands of human life. Human life becomes unlivable in their absence. Though human beings need them badly, true love and friendship are difficult to find. The short song from William Shakespeare's (1564-1616) play 'As You Like It' laments the absence of true love and friendship in human life.

2. Now read the lyric and answer the questions that follow:

Blow , blow, thou winter wind,
Thou art not so kind
As man's ingratitude;
Thy tooth is not so keen,
Because thou art not seen,
Although thy breath be rude.

High-ho! singheigh-ho!unto the green holly:
Most friendship is feigning, most loving mere folly:
Then heigh-ho, the holly!
This life is most jolly.
Freeze, freeze, thou bitter sky,
That dost not bite so nigh
As benefits forgot:
Though thou the waters warp,
Thy sting is not so sharp
As friend remembered not.
High-ho! Sing heigh-ho! Unto the green holly.....



3. Answer the following questions:

- a. Why does the poet call the winter wind “unkind”?
- b. What is worse than the winter wind?
- c. Why does the poet imagine that the wind has tooth?
- d. What has got sharper tooth than the winter wind?
- e. Can the wind breathe? Why does the poet say that the wind’s breath is rude?
- f. What is the poet’s observation about friendship and love?
- g. Why does the poet find the sky bitter?
- h. What kind of people forget received benefits?
- i. What makes the sting of the sky sharp?

4. Make a summary of the song.

5. When writers give human characteristics and attributes to objects, it is called personification. Find out the instances of personification in the poem. What ideas does the poet convey by using the device?

6. One of the charms of poetry is the music it creates with words. Read the song aloud and feel how the last word in each line matches in sound with the last words in other lines. The poet has followed a pattern here in rhyming. Identify the pattern by showing which word matches with which word in sound. You can mark each word i. e., a, b, c, d letters from the alphabet.

7. What is the general theme of the song? Do you think it is still valid? Give reasons for your answer.

8. Narrate two short events describing true love and friendship.

Lesson 3 : Photograph

1. Warm-up activity:

- In a group, initiate a discussion on photography in your time and in your parent’s or grandparents’ time.
- Most mobile phones nowadays are fitted with a camera. How does a mobile phone take pictures? Discuss with friends.



2. Read the following story and answer the questions that follow:

I was ten years old. My grandmother sat on the string bed, under the mango tree. It was last summer and there were sunflowers in the garden and a warm wind in the trees. My grandmother was knitting a woolen scarf for the winter months. She was very old, dressed in a plain white sari; her eyes were not very strong now, but her fingers moved quickly with the needles, and the needles kept clicking all afternoon. Grandmother had white hair, but there were very wrinkles on her skin.

I had come home after playing cricket on the maiden. I had taken my meal, and now I was rummaging in a box of old books and family heirlooms that had just that day been brought out of the attic by my mother. Nothing in the box interests me very much, except for a book with colorful pictures of birds and butterflies. I was going through the book, looking at the pictures, when I found a small photograph between the pages. It was a faded picture, a little yellow and foggy; it was a picture of a girl standing against a wall and behind the wall there was nothing but sky; but from the other side a pair of hands reached up, as though someone was going to climb the wall. There were flowers growing near the girl, but couldn't tell what they were; there was a creeper too, but it was just a creeper.

I ran out into the garden. "Granny!" I shouted. "Look at the picture! I found it in the box of old things. Whose picture is it?"

I jumped on the bed beside my grandmother and she walloped me on the bottom and said, "Now I've lost count of my stitches, and the next time you do that I'll make you finish the scarf yourself." she took the photograph from my hand, and we both stared at it for quite a long time. The girl had long, loose hair, and she wore a long dress that nearly covered her ankles, and sleeve that reached her wrists, and there were a lot of bangles on her hands; but, despite all this drapery, the girl appeared to be full of freedom and movement; she stood with her legs apart and her hands on her hips, and she had a wide, almost devilish smile on her face.

"Whose picture is it?" I asked.

"A little girl's of course", said Grandmother. "Can't you tell"?

"Yes, but did you know the girl?"

"Yes, I knew", said Granny, "but she was a very wicked girl and I shouldn't tell you about her. But I'll tell you about the photograph. It was taken in your grandmother's house, about sixty years ago and that's the garden wall, and over the wall there was a road going to town".

"Whose hands are they", I asked, "coming up from the other side"?

Grandmother squinted and looked closely at the picture, and shook her head. "It's the first time I've noticed", she said. "That must have been the sweeper boy's. Or maybe they were your grandfather's."

"They don't look like grandfather's hand," I said. "His hands are all bony."

"Yes, but this was sixty years ago."

"Didn't he climb up the wall, after the photo?"

"No, nobody climbed up. At least, I don't remember."

"And you remember well, Granny."

"Yes, I remember.... I remember what is not in the photograph. It was a spring day, and there was a cool breeze blowing, nothing like this. Those flowers at the girl's feet, they were marigolds, and the bougainvillea creeper; it was a mass of purple. You cannot see these colours in the photo, and even if you could, as nowadays, you wouldn't be able to smell the flowers or feel the breeze."

"And what about the girl?" I said. "Tell me about the girl."

“Well, she was a wicked girl,” said Granny. “You don’t know the trouble they had getting her into those fine clothes she’s wearing.”

“Who was the girl?” I said. “You must tell me who she was.”

“No, that wouldn’t do,” said Grandmother, but I pretended I didn’t know. I know, because Grandmother still smiled in the same way, even though she didn’t have as many teeth.

“Come on, Granny,” I said “tell me, tell me.”

But Grandmother shook her head and carried on with the knitting; and I held the photograph in my hand looking from it to my grandmother and back again, trying to find points in common between the old lady and the little pig- tailed girl. A lemon coloured butterfly settled on the end of Grandmother’s knitting needle, and stayed there while the needles clicked away. I made a grab at the butterfly, and it flew off in a dipping flight and settled on a sunflower.

“I wonder whose hands they were,” whispered Grandmother to herself, with her head bowed, and her needles clicking away in the soft warm silence of that summer afternoon.



3. Answer the following questions:

- a. Why do you think the grandmother does not tell the boy that she was the little girl in the picture?
- b. Whose hands do you think are those that are seen in the photograph? Why does the grandmother whisper the question to herself?
- c. Describe the grandmother and the boy in your own words. Do you think she likes the boy because she wallops him for making her lose count of her stitches?
- d. Have you ever seen your grandmother or mother knitting a woolen scarf or sweater? Can you describe how she did it?
- e. What is significance of a butterfly perching on the grandmother’s knitting needle? Why does the boy try to grab it?

4. Make sentences with the following words:

- a. Rummage
 - b. Heirloom
 - c. Faded
 - d. Wallop
 - e. Breeze
5. Can you pick up the names of two flowers mentioned in the story? Then look at the picture of these flowers in a book or on the Internet and write a few lines describing them.
 6. The girl in the photograph is described as ‘full of freedom and movement’. What particular aspect of her character or personality does the phrase highlight?
 7. Among a group of friends, retell the story from the grandmother’s point of view.
 8. Write a paragraph from the boy’s perspective on ‘Grandma sixty years earlier.’

Answer Key

Lesson 1

3.

- a. Manner is type of behavior that is considered to be polite in a particular society or culture.
- b. Appropriate types of behavior which is accepted by a particular society or culture is called etiquette.
- c. Manner and etiquette are considered to be valuable asset of a person that cost nothing. One can easily win over with the help of manner and etiquette.
- d. In a social gathering you need to maintain the following tips:
Always be helpful to the elders and women, introduce yourself and others,
In a bus or train offer seat to the elders, show respect to the flag while national anthem is playing.
- e. Your impressive and generous behavior even in bad situations will impress others. Kind and well- behavior to others will help you to achieve respect.

Lesson 2

3.

- a. the poet calls the winter wind unkind because of its breadth is rude.
- b. man's ingratitude is worse than the winter wind.
- c. the poet imagines that the wind has tooth because it pinches us with its pinching cold and rude breath.
- d. An ungrateful friend has got sharper tooth than the winter wind.
- e. yes, the wind can breath. The poet says that the wind's breath is rude because it blows with pinching cold.
- f. The poet's observation about friendship and love is that, true love and friendship are difficult to find through human beings need them badly.
- g. The poet finds the sky bitter because it does not bite so nigh.
- h. Bitter people like the bitter sky to forget received benefits.
- i. warping water makes the sting of the sky sharp.

4. Summary :

Love and friendship are the two important demands of human life which becomes unlivable in their absence. But true love and friendship are rare in the society. So a love –sick seeks love and friendship in the lap of nature at the end.

5. Instances of personification in the poem are given below:

Winter wind is personified in the following lines:

Thou winter wind-----

Thou art not so unkind

Thou tooth-----

Thou art not seen

Thy breath-----

The sky is personified here:

Thou bitter sky

Thou the water wrap

Thy sting is not so sharp

By using the device the poet conveys the idea of raising man's sense and sensibility regarding love and friendship in life.

6. The poet here maintains a rhyming end with the words of same sound. The words are as follow:
 - a. wind
 - b. unkind
 - c. ingratitude
 - d. rude
 - e. holly
 - f. folly
 - g. holly
 - h. jolly
 - i. sky
 - j. nigh
 - k. warp
 - l. sharp

7. Real love and friendship in the society is rare at present time. Everyone is for himself /herself. No one cares for anybody. Everywhere there is discomfort and dissatisfaction. Peace loving people resort to shelter in the lonely forest where they have some natural forces, though hostile sometimes. Peace lovers try to avoid conflict and seek refuge in the lap of nature.

8. Try yourself.

Lesson 3

3.
 - a. The grandmother does not tell the boy that she was the little girl in the picture because she wants her grandchild to find out himself who the little girl was in the picture. She wants to see whether her grandchild can recognize the little girl in the picture.
 - b. I think the hands seen in the photograph are of her husband's hands. Her husband wanted his hands to be captured in the photograph. But the grandmother still does not know whose hands those were. That's why the grandmother whispered the question to herself.
 - c. The grandmother is very old. Now she wears plain white sari, her eyesight has become weaker. But still she is expert with needles. She has white sari, but there were very few wrinkles on her skin. She has sense of humour. She does not tell her grandchild who the girl in the photograph was. She wants to have a fun with her grandchild. The boy is ten years old. He is fond of games and sports. He plays cricket. He has a good relationship with his mother. He finds a photograph of his grandmother of her early days. He becomes very excited about the photograph. He shows it to his grandmother and asks her whose photograph it was. He

does it just to have fun. He insisted on telling about the girl in the photograph. As she doesn't tell it, he tries to find the points in common between the old lady and the little girl in the picture. Finally he is able to understand that the girl in the picture is his grandmother.

- d. Yes, I have seen my mother knitting a woolen sweater. I saw her using a pair of needles and yarn to knit a sweater. She took two needles in two hands and made a knot in yarn very skillfully. Sometimes I saw her counting stitches. She made different embroideries on sweater through stitches. She made butterflies, leaves, flowers or some other forms of embroidery on the sweater. She did this work when she was free. Sometimes I looked at her work with a great wonder.
- e. The significance of a butterfly on the grandmother's knitting needle is the embroidery on the scarf. The grandmother made embroidery of a butterfly on the scarf. It looked like a lively butterfly. That's why the boy tried to grab it.

4.

- a. rummage: she was rummaging around in her bag for keys.
- b. heirloom: this violin is the only heirloom in our house.
- c. faded: I don't want to wear this faded clothes any more.
- d. wallop: the police walloped the thief to get information.
- e. breeze: a gentle breeze was blowing in that evening.

5. The two flowers mentioned in the story are marigold and sunflower.

Marigold: marigolds are brightly colored members of the daisy family. Its botanical name is Tagetes. Marigolds have cheery blooms that showcase a spectrum of yellow, orange and red shades. Hybrids may have two-toned flowers, such as scarlet flowers with yellow margins. The dark green, pungent smelling leaves have a lacy, delicate appearance. Marigolds are easy to grow by sowing the pointed black seeds directly in the soil in spring.

Sunflower: A sunflower is one of the most beautiful flowers in the world. It is found almost everywhere in the world. Its botanical name is Helianthus. It has big, daisy like flower face of bright yellow petals. It has brown centers that ripen into heavy heads filled with seeds.

6. The phrase full of 'freedom and movement' highlights the cheerfulness and energy of the girl.

7. Try yourself.

Unit 5

Adolescence

Objectives

After the completion of this unit, you will–

- understand what the adolescence is.
- know the features that are demonstrated by adolescents of this age.
- be able to know how the adolescence is treated in different times and places.
- identify the negative and positive aspects of adolescence.
- know what role responsibility the society has towards adolescents.

Overview

Lesson 1: The Storm and Stress of Adolescence

Lesson 2: Adolescence and Some (Related) Problems in Bangladesh

Lesson 3: Why Does a Child Hate School?

Lesson 4: The Story of Shilpi

Lesson 5: Amazing Children and Teens Who Have Changed the World

Answer Key

Lesson 1 : The Storm and Stress of Adolescence

1. Warm-up activity:

Discuss the questions with your friend.

- How old are you?
- Are you a child, an adolescent, or an adult?
- Do you wish to be a child again?
- Are you happy with the people and events around you? If not, why?



2. Read the passage below and do the tasks that follow:

Children must pass through several stages in their lives to become adults. For most people, there are four or five such stages of growth where they learn certain things: infancy (birth to age 2), early childhood (3 to 8 years), later childhood (9 to 12 years) and adolescence (13 to 18 years). Persons 18 and over are considered adults in our society. Of course, there are some who will try to act older than their years. But, for the most part, most individuals have to go through these stages irrespective of their economic or social status.

World Health Organisation (WHO) identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood. This phase represents one of the critical transitions in one's life span and is characterized by fast paced growth and change which are second only to those at infancy. Biological processes drive many aspects of this growth and development with the onset of puberty marking the passage from childhood to adolescence. The biological determinants of adolescence are fairly universal; however, the duration and defining characteristics of this period may vary across time, cultures, and socio-economic situations. This period has seen many changes over the past century—puberty for example, comes earlier than before, people marry late, and their sexual attitudes and behaviours are different from their grandparents, or even parents. Among the factors responsible for the change are education, urbanization and spread of global communication.

The time of adolescence is a period of preparation for adulthood during which one experiences several key developments.

Besides physical and sexual maturation, these experiences include movement toward social and economic independence, development of identity, the acquisition of skills needed to carry out adult relationships and roles and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risks during which social contexts exert powerful influences.



Many adolescents face pressure to use alcohol, cigarettes, or other drugs and to initiate sexual relationships putting themselves at high risk for intentional and unintentional injuries, unintended pregnancies, and sexually transmitted infections (STIs), including the human immunodeficiency virus (HIV). Many also experience a wide range of adjustment and mental health problems. Behaviour patterns that are established during this period such as the use or avoidance of drugs and taking or abstaining from sexual risk can have long-lasting negative and positive effects on future health and well-being. As a result, adults have unique opportunities to influence adolescents.

Adolescents are different both from young children and adults. Specifically, adolescents are not fully capable of understanding complex concepts, or the relationship between behaviour and consequences, or the degree of control they have or can have over health decision-making, including that related to sexual behaviour. This inability may make them particularly vulnerable to sexual exploitation and high-risk behaviours. Laws, customs, and practices may also affect adolescents differently than adults. For example, laws and policies often restrict adolescents' access to reproductive health information and services, especially when they are unmarried. In addition, even when services do exist, provider attitudes about adolescents often pose a significant barrier to the use of those services.

Adolescents depend on their families, their communities, schools, health services and their workplaces to learn a wide range of skills that can help them to cope with the pressures they face and make a successful transition from childhood to adulthood. Parents, members of the community, service providers, and social institutions have the responsibility to both promote adolescent development and adjustment and to intervene effectively when problems arise.

[Source: http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/
http://childdevelopmentinfo.com/child-development/teens_stages/]



3. Which of the following statements is True and which one is False.

- Mostly range of adolescence is 13-18 years.
- Only the male children become adolescents.
- Adolescence is the most risky period.
- Law, customs and policies are mostly against adolescents.

4. Match Column A with Column B:

Column A	Column B
adolescence	extreme
Determinants	aftermath
acquisition	to become involved in something
tremendous	period from puberty to maturity
adjustment	prone to injury or disease
Consequence	change
vulnerable	possession
Intervene	factors or causes
Transition	adapt

5. Read the text again and answer the following questions:

- a. What is adolescence?
- b. What are the risks of the adolescents?
- c. How are the adolescents different from the adults?
- d. What should the society and family do for the adolescents?
- e. Do the adolescents get enough help from the family?

6. Make a list of adolescents' diseases and try to give solutions.

7. Find out meanings of the following words from your dictionary:

- Infancy
- Onset
- Puberty
- Initiate
- Adjustment
- Acquisition
- Abstain
- Intervene

Lesson 2: Adolescence and Some (Related) Problems in Bangladesh

1. Warm-up activity:

- Look at the pictures and discuss the following questions with your classmates:



- What do you see in each of these photographs?
- Who are some common health problems that affects adolescent boys and girls of our country?
- What should we all do for these boys and girls?



2. Now read about some typical health problems experienced by adolescent girls and boys in Bangladesh:

i. Adolescents constitute a nation's core resource for national renewal and growth. Adolescence is a period in life when transition from childhood to adulthood takes place and behaviours and life styles are shaped. According to the World Health Organisation (WHO), adolescence is the period which shapes the future of girls' and boys' lives. There are 28 million adolescents in Bangladesh; 13.7 million of them are girls and 14.3 million boys.

ii. The situation of adolescent girls in Bangladesh is characterised by inequality and subordination within the family and society. This inequality leads to widespread practice of child marriage, marginalisation or exclusion from health, education and economic opportunities, and vulnerability to violence and sexual abuse.

iii. In Bangladesh, the legal age of marriage is 18 for girls and 21 for boys. However, 33 percent of adolescent girls are married before the age of 15 and 60 percent become mothers by the age of 19. Research finds that adolescents with higher level of education and from more affluent families tend to marry at a later age. Boys, however, become ready for marriage only after several years of adolescence and young adulthood.

iv. When a girl gets married, she usually drops out of school and begins full-time work in her in-laws' household. In the in-laws' house, she is marginalized. She becomes vulnerable to all forms of abuse, including dowry-related violence. In Bangladesh, it is still common for a bride's family to pay dowry, despite the practice being illegal. Dowry demands can also continue after the wedding. For an adolescent bride, even if her in-laws are supportive, there are greater health risks in terms of pregnancy and child birth. The majority of adolescent brides and their families are uninformed or insufficiently informed about reproductive health and contraception. The maternal mortality rate for adolescents is double the national rate.

v. When adolescent girls are pulled out of school, either for marriage or work, they often lose their mobility, their friends and social status. The lack of mobility among adolescent girls also curtails their economic and non-formal educational opportunities. Moreover, they lack information about health issues. According to a study, only about three in five adolescents have even heard of HIV. It is also reported that more than 50 percent of adolescent girls are undernourished and suffer from anaemia. Adolescent fertility is also high in Bangladesh. The contribution of the adolescent fertility rate to the total fertility rate increased from 20.3% in 1993 to 24.4% in 2007. Moreover, neonatal mortality is another concern for younger mothers.

vi. While the situation for adolescent boys is somewhat better, many are vulnerable and lack the power to make decisions about their own lives. Many boys who are unable to go to school, or are unemployed, remain unaware of social or health issues. They are at considerable risk of being drawn into criminal activities. They are also more likely to get exposed to drugs and alcohol.



3. Which of the following statements is True and which one is false? If a statement is false, correct it.

- a. In Bangladesh there are more adolescent boys than adolescent girls.
- b. Many girls in Bangladesh get married before eighteen.
- c. There is no dowry in Bangladesh.
- d. Adolescent wives suffer from anaemia.
- e. Adolescent boys are likely to be involved in various crimes.

4. Match the two columns:

Column A: Causes	Column B: Effects
i. Some adolescent girls have higher level of education. ii. Boys are usually more concerned about their financial independence. iii. Many girls drop out of school after marriage. iv. Married girls have no status and bargaining power in their in-laws' house. v. Most adolescent brides have no or little knowledge of reproductive health and contraception. vi. Many adolescent boys are unemployed and unaware of many social or health issues.	a. This leads to increased mortality rates among adolescent brides during childbirth. b. They have to work all day long at their in-laws' household. c. They get married several years after adolescence and young adulthood. d. They become victims of domestic violence. e. They have a tendency of getting married at a later age. f. They have the risks of getting involved in criminal activities, including drug abuse.

5. Find out the meanings of the following words from your dictionary:

- a. Dowry
- b. Mobility
- c. Contraception
- d. Undernourished
- e. Vulnerable

6. The above text has six paragraphs (i-vi). Choose the most suitable headings for the paragraphs from the list of headings below. There are more headings in the box than the paragraphs, so you will not use all of them.

List of headings	
1.	Reasons for adolescent fertility
2.	Concerted efforts to address adolescents' needs
3.	Significance of adolescent population
4.	A process of disempowerment of women
5.	The curse of early marriage
6.	Consequences of taking drugs
7.	Unfortunate state of adolescent girls
8.	Boys are not free from risks
9.	Violence within the family

Lesson 3 : Why Does a Child Hate School?

1. Warm-up activities

- a. How were your school days?
- b. Did you enjoy the school life?
- c. Who was your best friend in your school life?
- d. Is there any difference between urban and rural schools?



2. Read the text.

Children's right to education also implies that the school they go to will have a pleasant and learning-friendly environment where everyone will have an enjoyable time. Teachers will be kind, caring and supportive and children will feel relaxed. No harsh words will be spoken to them and special care will be taken of children with learning disabilities.



That unfortunately is not the general picture in our schools. The system of education in our part of the world does not allow children much freedom, and classrooms look more like cages where they are pent up for hours. Rabindranath Tagore (read his "An Eastern University" in Unit Six) found it unacceptable; so did William Blake (1757-1857), an English poet and painter, whose favourite subjects included children. In his poem "The School Boy" Blake writes about a young boy who is unhappy with his school where dour-faced teachers give joyless lessons. He would rather like to be outdoors and enjoy the summer day. He pleads with his parents to rescue him from the drudgery of school.

Now read the poem:**'The Schoolboy'***by William Blake*

I love to rise in a summer morn,
 When the birds sing on every tree;
 The distant huntsman winds his horn,
 And the skylark sings with me:
 O what sweet company!

But to go to school in a summer morn,
 O it drives all joy away!
 Under a cruel eye outworn,
 The little ones spend the day
 In sighing and dismay.

Ah then at times I drooping sit,
 And spend many an anxious hour;
 Nor in my book can I take delight,
 Nor sit in learning's bower,
 Worn through with the dreary shower.

How can the bird that is born for joy
 Sit in a cage and sing?
 How can a child, when fears annoy,
 But droop his tender wing,
 And forget his youthful spring!

O father and mother if buds are nipped,
 And blossoms blown away;
 And if the tender plants are stripped
 Of their joy in the springing day,
 By sorrow and care's dismay, -
 How shall the summer arise in joy,
 Or the summer fruits appear?
 Or how shall we gather what griefs destroy,
 Or bless the mellowing year,
 When the blasts of winter appear?

**3. Answer the following questions :**

- How many stanzas are there in the poem?
- According to the poet, what does school do to a schoolboy on a “summer’s morn”?
- After reading the poem, how do you feel about the schoolboy? Do you feel sorry for him, can you relate to him?
- In what way, according to poet, are a schoolboy and a bird similar?
- In the last two stanzas, what does William Blake compare a child’s mind to?
- What does the poet think of education?
- Did you like the poem? Give two reasons why or why not.

Lesson 4 : The Story of Shilpi

1. Warm-up activity:

- Imagine that one of your classmates is going to be married. What steps will you take to convince the parents of the girl to cancel the marriage?



2. Read the text and answer the questions that follow:

Shilpi was only 15 years old when she married Rashid in 2008. Marrying off daughters at an early age is a standard practice for many families living in rural Bangladesh. After her wedding, Shilpi joined a local empowerment group that provides adolescent girls with the tools needed to gradually change cultural practices, particularly those pertaining to early marriage and pregnancy.



The group's activities include discussions on how to most effectively change behaviour related to reproductive health as well as one-on-one counseling. It also offers peer-to-peer support and life skills training that help adolescents say no to early marriage. The empowerment group is one of more than 10,000 groups supported by some local Non-Government Organizations (NGOs) working all over Bangladesh. These NGOs work through Canada's Adolescent Reproductive Health Project which also aims to increase access to quality health services for adolescents. During one of the group sessions, Shilpi came to understand the potentially harmful effects of early marriage and pregnancy.

While maternal mortality in Bangladesh has declined by nearly 40 percent since 2001, the rate remains high with 194 maternal deaths per 100,000 live births in 2010— dropping from 322 in 2001 with a projected decrease to 143 by 2015. Girls who get pregnant are at risk of serious health complications. These include dangerous hemorrhage and fistula, a painful internal injury caused by obstructed childbirth that commonly leads to serious maternal morbidities and social exclusion. When Shilpi heard about those risks, she invited her husband, Rashid, to discuss pregnancy with a counsellor. After hearing about the risks, Rashid agreed to delay having children for five years despite pressures from his parents and neighbours to produce an offspring. Together, the couple met with a female health care provider, who informed them about the

various family planning options available.

Shilpi's mother-in-law and neighbours continued to pressurize the newlyweds. Deeply rooted cultural practices and traditions caused a rift between Shilpi and Rashid and their extended family, some of whose members insulted and criticized the couple. Unable to convince their close relatives of the risks, Shilpi and Rashid returned to the counsellor. They took the help of a parent peer who has been trained to speak to other parents about adolescent issues. Shilpi's mother-in-law and neighbours eventually came to understand the harmful effects of early pregnancy on mother and child.

Today, the village no longer pressurizes the couple; their parents and neighbours now support them and speak out against early marriage and pregnancy.



3. Discuss the following questions in pairs:

- Did Shilpi take children soon after her marriage?
- How old is Shilpi now?
- What does the local empowerment group do?
- What health complications may be found among girls who get pregnant?
- Why did Shilpi's husband decide to delay having children for five years?
- How was Shilpi treated for not being able to produce a child?
- What did Shilpi do to convince her in-laws?

4. After reading Shilpi's story, you are really impressed and pleased with her. You want to congratulate her on the great success she has achieved. Now write a letter to Shilpi congratulating her on her great success.

5. Complete the passage below by using the words given in the box:

Evident	In contrast	Than	Older
Victims	Alarming	Compared to	with

Study has found that the percentage of married women aged 15-19 and 20-24 have experienced physical or sexual violence. In general, it is seen that women of both age groups are more likely to be victims of physical violence(a) sexual violence. 39.8 % of rural marriedadolescents (aged 15-19) and 35.3 % of urban adolescents have experienced some form of physical violence. On the other hand, 11.8% and 16.8% respectively of theurban age groups of 15-19 and 20-24 have been (b)..... of sexualviolence. According to the study, 11.8% and 16.8% married women in urban areas in the age groups of 15-19 and 20-24 respectively have experienced sexual violence(c) 22.2% and 20.2% married women in rural areas. It isalso (d) from the study that young women aged 20-24 are morelikely to have experienced physical violence than adolescents aged 15-19.(e)....., younger women in rural areas are somewhat more likely to have experience of sexual violence than (f) women. Overall, the studysshows an (g) picture of rural and urban adolescents andyoung becoming victims of violence.

6. Adolescent health quiz

Take the quiz to see how healthy you are. Tick each item that is true for you. Each tick mark is worth 1 point. Add up the points and check your score.

Life at home

- You have the opportunity to make decisions that are important to you.
- You can talk to caring and responsible adults about important things.
- You feel safe at home.
- You understand and follow the rules your parents have set for you.
- Life at College
- You do well in college and ask for help when you need it.
- You plan to do well in your HSC examination.
- You can complete your homework/college tasks on your own.

Making good choices

- Your friends do not use or offer you cigarettes, alcohol or drugs.
- You have friends who are trustworthy.
- You are active in college sports, cultural clubs and voluntary organizations.

Healthy lifestyle

- You have 3 healthy meals each day including breakfast.
- You take 3 calcium rich food items, such as milk or yogurt everyday.
- You eat enough fruit and vegetables daily.
- You avoid eating food high in fat, sugar and salt most days of the week.
- You watch 2 hours of TV or less every day.
- You exercise or play sports daily.

Bonus points

- You volunteer in your community to help others.
- You do things to help out at home.

7. Identify the meaning of these words from your dictionary:

- a. empowerment
- b. reproductive
- c. counselling
- d. peer
- e. potential
- f. hemorrhage
- g. obstructed
- h. morbidity
- i. option
- j. advocate

8. Write a summary of Shilpi's story in five sentences.

Lesson 5 : Amazing Children and Teens Who Have Changed the World

1. Warm-up activity:

- Do you know the boy who stopped a train running on a track with missing fishplates?
- Do you know the youngest FIDE Master of Bangladesh?

- **Now share the following introduction with a friend.**

It's an adults' world. They make the decisions, create the laws, make the money, and have all of the freedoms. But there have been exceptions. Take for example, these child visionaries-boys and girls who have changed our world through their good actions or examples. Some have mobilized millions for a good cause; others have moved us simply by their generous and hopeful view of humanity. Let's read about some of these amazing young people.



2. Read the text and answer the questions that follow:

Dylan Mahalingam

At the age of nine, Dylan Mahalingam became the co-founder of Lil' MDGs, a nonprofit international development and youth empowerment organization. Lil' MDGs' mission is to use the power of the digital media to engage children in the United Nations' Millennium Development Goals (MDGs).

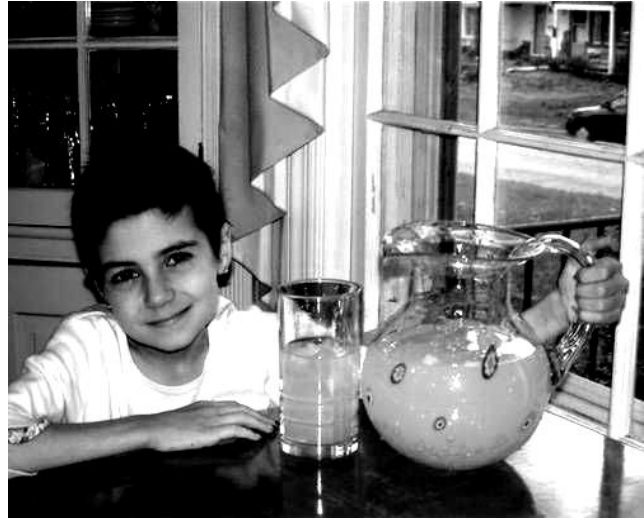
His organization has mobilized more than 3 million children around the globe to raise 780,000 US dollars for tsunami relief, and more than 10 million dollars for hurricane relief. He has built a dormitory in Tibet, a mobile hospital in India, and a school playground serving AIDS orphans in Uganda. Dylan is a youth speaker for the United Nations.



Alexandra 'Alex' Scott

Alexandra 'Alex' Scott was born in Connecticut in 1996, and was diagnosed with neuroblastoma, a type of childhood cancer, shortly before she turned one. In 2000, just after turning four, she informed her mother that she wanted to start a lemonade stand to raise money for doctors to help children.

Her first lemonade stand raised 2,000 dollars and led to the creation of the Alex's Lemonade Stand Foundation. Alex continued her lemonade stands throughout her life, ultimately raising over one million dollars toward cancer research. She passed away in August 2004 at the age of eight. Today, Alex's Lemonade Stand sponsors a national fundraising weekend in the United States which is popularly known as Lemonade Days. Each year, as many as 10,000 volunteers at more than 2,000 Alex's Lemonade Stands make a difference for children with cancer.



Ryan Hreljac

In 1998, six-year old Ryan Hreljac was shocked to learn that children in Africa had to walk many kilometers every day just to fetch water.

Ryan decided he needed to build a well for a village in Africa. By doing household chores and public speaking on clean water issues, Ryan raised enough money with which his first well was built in 1999 at the Angolo Primary School in a northern Ugandan village. Ryan's determination led to Ryan's Well Foundation, which has completed 667 projects in 16 countries, bringing access to clean water and sanitation to more than 714,000 people.



Katie Stagliano

In 2008, 9-year old Katie Stagliano brought a tiny cabbage seedling home from school. As she cared for her cabbage, it grew to 40 pounds.

Katie donated her cabbage to a soup kitchen where it helped to feed more than 275 people. Moved by the experience of seeing how many people could benefit from the donation of fresh produce to soup kitchens, Katie decided to start vegetable gardens and -donate the harvest to help feed people in need. Today, Katie's Krops donates thousands of pounds of fresh produce from numerous gardens to organizations that help people in need.



Anne Frank

Anne Frank is perhaps the most well-known victim of the Nazi Holocaust of World War II. Anne, born on 12 June 1929, was given a diary at

the age of 13, in which she chronicled her life from 1942 to 1944. During this time, Anne spent two years in hiding with her family in Nazi-occupied Amsterdam in a secret annex with four other Jews. Betrayed and discovered in 1944, Anne was sent to the Bergen-Belsen concentration camp, where she died of typhus in 1945.

Anne's father, Otto Frank, was the only occupant of the secret annex to survive the war. In 1947, he published Anne's diary as *The Diary of a Young Girl*. Anne's account of her internment, as well as her deep belief in humanity has become one of the world's most widely read books.

[By: Katherine Butler, from:
<http://www.mnn.com/lifestyle/responsible-living/photos/8-amazing-kids-who-have-changed-the-world>]



3. Answer the following questions:

- a. Who is the founder of Lil' MDGs?
- b. Why did Alexandra Scott die?
- c. What makes Ryan Hreljac dig wells in Africa?
- d. How did Katie Staglian help people?
- e. Why is *The Diary of a Young Girl* one of the world's most widely read books?

4. Discuss the following questions in pairs:

- a. Which of the five children/teen activists inspired you the most? Why?
- b. Do you think you have to wait to be an adult to help people who are in need?
- c. Do you know any young boy/girl who has given exceptional humanitarian services to the people in your society/community/country? How old is s/he?
- d. What could be some possible activities that you can start right now to help poor or sick people in your area?

5. Find the meanings of the following words:

- a. empowerment
- b. mobilize
- c. fundraising
- d. betray
- e. grace
- f. holocaust

6. Match the words/phrases in Column A with their meanings in Column B in the table below:

column A	column B
leverage (verb)	the process of keeping places free from dirt, infection, disease, etc. by removing waste, trash and garbage
lemonade (noun)	to describe a series of events in the order that they happened
determination (noun)	agricultural products, especially fresh fruits and vegetables
sanitation (noun)	imprisonment of large groups without any legal process
fresh produce (noun phrase)	to use (a quality or advantage) to obtain a desired effect or result
chronicle (verb)	something that serves as tangible proof or evidence
concentration camp (noun phrase)	a quality that makes you continue trying to do or achieve something that is difficult
internment (noun)	a drink made of lemon juice, water, and sugar
testament (noun)	a type of prison where large numbers of people who are not soldiers are kept during a war and are usually forced to live in harsh conditions

7. Can you mention three famous children/teens of your own country? If you can, then introduce them to them by writing one paragraph for each person.

Answer Keys

Lesson 1

3.

- a. True.
- b. False
- c. True.
- d. True.

4.

<i>Column A</i>	<i>Column B</i>
adolescence	period from puberty to maturity
Determinants	factors or causes
acquisition	possession
tremendous	extreme
adjustment	adapt
Consequence	aftermath
vulnerable	prone to injury or disease
Intervene	to become involved in something
Transition	period from puberty to maturity

- 5.
- Adolescence is the period of time when a human being reaches adulthood from childhood.
 - The adolescents are in high risk of intentional and unintentional injuries, unintended pregnancies, and sexually transmitted infections, drug addiction etc.
 - The adolescents are not fully capable of understanding complex concepts, or the relationship between behaviour and consequences, or the degree of control they have or can have over health decision-making like the adults.
 - The society and family have the responsibility to both promote adolescent development and adjustment and to intervene effectively when problems arise.
 - The adolescents get much help and support from their families.

6.

Disease	Solution
Drug addiction	Avoidance of drugs.
Injuries	Teaching of moral lessons
Sexually transmitted infection	Abstaining from sexual risk
Unintended pregnancy	Keeping safe from sexual exploitation
Mental health problem	Proper care and guidance

7.

Infancy- শৈশব

Onset - সূত্রপাত

Puberty- বয়ঃসন্ধি

Initiate - আরম্ভ করা

Adjustment- সমন্বয়

Acquisition- অর্জন

Abstain - বিরত থাকা

Intervene - হস্তক্ষেপ করা

Lesson 2

3.

- True.
- True.
- False. Correct statement: there is much dowry in Bangladesh.
- True
- True.

4.

<i>Column A: Causes</i>	<i>Column B: Effects</i>
i. Some adolescent girls have higher level of education. ii. Boys are usually more concerned about their financial independence. iii. Many girls drop out of school after marriage. iv. Married girls have no status and bargaining power in their in-laws' house. v. Most adolescent brides have no or little knowledge of reproductive health and contraception. vi. Many adolescent boys are unemployed and unaware of many social or health issues.	e. They have a tendency of getting married at a later age. c. They get married several years after adolescence and young adulthood. b. They have to work all day long at their in-laws' household d. They become victims of domestic violence. a This leads to increased mortality f. They have the risks of getting involved in criminal activities, including drug abuse.

5.

- a. Dowry- যৌতুক
 b. Mobility- গতিশীলতা
 c. Contraception- গর্ভনিরোধ
 d. Undernourished- অপুষ্টি
 e. Vulnerable- আহত করা যায় এমন

6.

3. Significance of adolescent population

i. Adolescents constitute a nation's core resource for national renewal and growth. Adolescence is a period in life when transition from childhood to adulthood takes place and behaviours and life styles are shaped. According to the World Health Organisation (WHO), adolescence is the period which shapes the future of girls' and boys' lives. There are 28 million adolescents in Bangladesh; 13.7 million of them are girls and 14.3 million boys.

4. A process of disempowerment of women

ii. The situation of adolescent girls in Bangladesh is characterized by inequality and subordination within the family and society. This inequality leads to widespread practice of child marriage, marginalization or exclusion from health, education and economic opportunities, and vulnerability to violence and sexual abuse.

7. Unfortunate state of adolescent girls

iii. In Bangladesh, the legal age of marriage is 18 for girls and 21 for boys. However, 33 percent of adolescent girls are married before the age of 15 and 60 percent become mothers by the age of 19. Research finds that adolescents with higher level of education and from more affluent families tend to marry at a later age. Boys, however, become ready for marriage only after several years of adolescence and young adulthood.

5. The curse of early marriage

iv. When a girl gets married, she usually drops out of school and begins full-time work in her in-laws' household. In the in-laws' house, she is marginalized. She becomes vulnerable to all forms of abuse, including dowry-related violence. In Bangladesh, it is still common for a bride's family to pay dowry, despite the practice being illegal. Dowry demands can also continue after the wedding. For an adolescent bride, even if her in-laws are supportive, there are greater health risks in terms of pregnancy and child birth. The majority of adolescent brides and their families are uninformed or insufficiently informed about reproductive health and contraception. The maternal mortality rate for adolescents is double the national rate.

1. Reasons for adolescent fertility

v. When adolescent girls are pulled out of school, either for marriage or work, they often lose their mobility, their friends and social status. The lack of mobility among adolescent girls also curtails their economic and non-formal educational opportunities. Moreover, they lack information about health issues. According to a study, only about three in five adolescents have even heard of HIV. It is also reported that more than 50 percent of adolescent girls are undernourished and suffer from anemia. Adolescent fertility is also high in Bangladesh. The contribution of the adolescent fertility rate to the total fertility rate increased from 20.3% in 1993 to 24.4% in 2007. Moreover, neonatal mortality is another concern for younger mothers.

8. Boys are not free from risks

vi. While the situation for adolescent boys is somewhat better, many are vulnerable and lack the power to make decisions about their own lives. Many boys who are unable to go to school, or are unemployed, remain unaware of social or health issues. They are at considerable risk of being drawn into criminal activities. They are also more likely to get exposed to drugs and alcohol.

Lesson 3

3.

- a. There are six stanzas in the poem.
- b. According to the poem, School takes away all the elements of delight from a school boy on a summer's morn.
- c. After reading the poem, I feel compassionate for the boy because he thinks all the happiness is taken away from his life by school. But he must understand that, it's for his own good.
- d. According to the poet, A schoolboy is similar to a bird in the way that both are made for joy and they don't like to be caged.
- e. In the last two stanzas, William Blake compares a child's mind to nature.
- f. The poet thinks of education as a preparation for a better future.
- g. I really like this poem. Because:
 - (i) It's about the effect of school on young minds.
 - (ii) It's based on the importance of education.

Lesson 4

3.

- a. No, Shilpi didn't take children soon after marriage.
- b. Shilpi is 22 years old now.
- c. The local empowerment group provides adolescent girls with the tools needed to gradually change cultural practices, particularly those pertaining to early marriage and pregnancy.
- d. Dangerous hemorrhage and fistula, a painful internal injury caused by obstructed childbirth that commonly leads to serious maternal morbidities and social exclusion may be found in girls who get pregnant.
- e. Shilpi's husband decided to delay having children for five years to avoid the risk of health complications.
- f. Shilpi was insulted and criticized for not being able to produce a child.
- g. Shilpi took the help of a parent peer who has been trained to speak to other parents about adolescent issues to convince her in-laws.

4.

09/18/14

Koyra, Bhola

Dear Shilpi,

I have come to know about your great success in the newspaper. This news has inspired me greatly. I have decided to write a letter to congratulate you for this.

In Bangladesh, the girl children are deprived of their rights. They are taken out of school, married off at a very early age. Their education stops at a early age. They give birth to child at teenage. As a result both of mother and child become unhealthy and sick. It also raises the maternity death rate. These girls are also prone to various fatal diseases. I want to thank you for your brave steps to stop these things. You've created an example for all of us to follow. Make sure you keep up the good work.

No more today. I will be glad if you reply me. Hope you are well in your family.

Yours sincerely
Karim Hossain

From, Karim Hossain Koyra Bhola	To, Shilpi Akhtar Ramnagar P/O: Joypur Devidar Comilla	Stamp
--	---	-------

5.

- a. than
- b. victims
- c. in contrast to
- d. evident
- e. with
- f. older
- g. alarming

7.

- a. empowerment- ক্ষমতায়ন
- b. reproductive – বংশ বৃদ্ধিকর

- c. counseling – পরামর্শ করা
- d. peer – সঙ্গী
- e. potential- সম্ভাব্য
- f. hemorrhage-রক্তস্রাব
- g. obstructed- ব্যাহত
- h. morbidity- রোগ
- i. option- বিকল্প
- j. advocate- ঊকিল

8. Shilpi is a rural girl who got married really early. Shilpi took help from a local empowerment group. She and her husband decided to take children later. They were criticized by family and neighbors. But eventually they came to understand.

Lesson 5

- 3.
- a. Dylan Mahalingam is the founder of Lil' MDGs.
 - b. Alexandra Scott died of cancer.
 - c. Ryan Hreljac digs wells in Africa to provide the children of Africa with drinking water.
 - d. Katie Staglian donates thousands of pounds of fresh produce from numerous gardens to organizations that help people in need.
 - e. The Diary of a Young Girl is one of the most widely read books because it describes the faith in humanity.
- 5.
- a. Empowerment - ক্ষমতায়ন
 - b. Mobilize – সচল করা
 - c. fundraising - চাঁদা একত্রিত
 - a. Betray – বিশ্বাসঘাতকতা করা
 - b. Grace- অনুগ্রহ
 - c. Holocaust – ব্যাপক হত্যাকাণ্ড।

6.

Column A	Column B
leverage (verb)	to use (a quality or advantage) to obtain a desired effect or result
lemonade (noun)	a drink made of lemon juice, water, and sugar
determination (noun)	a quality that makes you continue trying to do or achieve something that is difficult
sanitation (noun)	the process of keeping places free from dirt, infection, disease, etc. by removing waste, trash and garbage
fresh produce (noun phrase)	agricultural products, especially fresh fruits and vegetables
chronicle (verb)	to describe a series of events in the order that they happened
concentration camp (noun phrase)	a type of prison where large numbers of people who are not soldiers are kept during a war and are usually forced to live in harsh conditions
internment (noun)	imprisonment of large groups without any legal process
testament (noun)	something that serves as tangible proof or evidence

Unit 6

Path to Higher Education

Objectives

After the completion of this unit, you will–

- be familiar with Rabindronath Tagore’s idea of a university.
- understand the purpose of university education.
- get to know the Eastern concept of an ideal university.
- know who is an ideal teacher.
- identify the differences between the Eastern and Western concept of university.

Overview

Lesson 1: æAn Eastern University" by Rabindranath Tagore

Lesson 2: Access to Higher Education in Bangladesh

Lesson 3: 21st Century Higher Education

Answer Key

Lesson 1: "An Eastern University" by Rabindranath Tagore



Introduction

Rabindranath Tagore was not only an outstanding poet but also a very committed educator. He has written extensively in both Bengali and English about his philosophy of education as well as his educational experiments and his desire to transform teaching and learning in Bengal. Here is an example of his thinking about education and desire to implement it in his institution.

1. Warm-up activities:

Rabindranath Tagore set up a university with the expectation that it would be truly eastern and reflect the ideals of education that he cherished and found in the system of education once practiced in the Indian subcontinent. Find out the name and other details of the university from the internet and make a note of three sentences about it.

Answer the following questions:

- Did Tagore go to any university?
- What is the name of the university founded by Rabindranath Tagore?
- Have you ever visited any university? If you have, now write a description of the university you visited.

2. Read the following excerpt from Tagore's essay and answer the questions that follow:

Universities should never be made into mechanical organizations for collecting and distributing knowledge. Through them the people should offer their intellectual hospitality, their wealth of mind to others, and earn their proud right in return to receive gifts from the rest of the world. But in the whole length and breadth of India there is not a single University established in the modern time where a foreign or an Indian student can properly be acquainted with the best products of the Indian mind. For that we have to cross the sea, and knock at the doors of France and Germany. Educational institutions in our country are India's alms-bowl of knowledge; they

lower our intellectual self-respect; they encourage us to make a foolish display of decorations composed of borrowed feathers....

Man's intellect has a natural pride in its own aristocracy, which is the pride of its culture. Culture only acknowledges the excellence whose criticism is in its inner perfection, not in any external success. When this pride succumbs to some compulsion of necessity or lure of material advantage, it brings humiliation to the intellectual man. Modern India, through her very education, has been made to suffer this humiliation. Once she herself provided her children with a culture which was the product of her own ages of thought and creation. But it has been thrust aside, and we are made to tread the mill of passing examinations, not for learning anything, but for notifying that we are qualified for employments under organizations conducted in English. Our educated community is not a cultured community, but a community of qualified candidates. Meanwhile the proportion of possible employments to the number of claimants has gradually been growing narrower, and the consequent disaffection has been widespread. At last the very authorities who are responsible for this are blaming their victims. Such is the perversity of human nature. It bears its worst grudge against those it has injured....

In the Bengali language there is a modern maxim which can be translated, 'He who learns to read and write rides in a carriage and pair.' In English there is a similar proverb, 'Knowledge is power.' It is an offer of a prospective bribe to the student, a promise of an ulterior reward which is more important than knowledge itself. . . . Unfortunately, our very education has been successful in depriving us of our real initiative and our courage of thought. The training we get in our schools has the constant implication in it that it is not for us to produce but to borrow. And we are casting about to borrow our educational plans from European institutions. The trampled plants of Indian corn are dreaming of recouping their harvest from the neighbouring wheat fields. To change the figure, we forget that, for proficiency in walking, it is better to train the muscles of our own legs than to strut upon-wooden ones of foreign make, although they clatter and cause more surprise at our skill in using them than if they were living and real.

But when we go to borrow help from a foreign neighborhood we overlook the fact that among the Europeans the living spirit of the University is widely spread in their society, their parliament, their literature, and the numerous activities of their corporate life. In all these functions they are in perpetual touch with the great personality of the* land which is creative and heroic in its constant acts of self-expression and self-sacrifice. They have their thoughts published in their books as well as through the medium of living men who think those thoughts, and who criticize, compare and disseminate them. Some at least of the drawbacks of their academic education are redeemed by the living energy of the intellectual personality pervading their social organism. It is like the stagnant reservoir of water which finds its purification in the showers of rain to which it keeps itself open. But, to our misfortune, we have in India all the furniture of the European University except the human teacher....

A most important truth, which we are apt to forget, is that a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds; he cannot quicken them- Truth not only must inform but inspire. If the inspiration dies out, and the information only accumulates, then truth loses its infinity. The greater part of our learning in the

schools has been waste because, for most of our teachers, their subjects are like dead specimens of once living things, with which they have a learned acquaintance, but no communication of life and love.

The educational institution, therefore, which I have in mind has primarily for its object the constant pursuit of truth, from which the imparting of truth naturally follows. It must not be a dead cage in which living minds are fed with food artificially prepared. It should be an open house, in which students and teachers are at one. They must live their complete life together, dominated by a common aspiration for truth and a need of sharing all the delights of culture. In former days the great master-craftsmen had students in their workshops where they co-operated in shaping things to perfection. That was the place where knowledge could become living - that knowledge which not only has its substance and law, but its atmosphere, subtly informed by a creative personality. For intellectual knowledge also has its aspect of creative art, in which the man who explores truth expresses something which is human in him - his enthusiasm, his courage, his sacrifice, his honesty, and his skill. In merely academic teaching we find subjects, but not the man who pursues the subjects; therefore the vital part of education remains incomplete.



3. Answer the following questions:

- a. Why does Tagore criticize the Indian universities of his time?
- b. What, according to Tagore, should a university do?
- c. Why, do you think, 'Modern India' (Tagore's phrase) abandoned its traditional system of education?
- d. What could be the equivalent of the maxim, 'He who learns to read and write, rides in a carriage and pair' in Bangla?
- e. Do you agree with Tagore when he says that the training we get in our schools makes us believe that we must borrow rather than produce?
- f. Who is Tagore's ideal teacher?
- g. What positive features of European universities does Tagore highlight in the essay?

4. Explain the following ideas in your own words:

- a. Knowledge is power.
- b. It is better to train the muscles of our own legs than to strut upon wooden ones of foreign make.
- c. A lamp can never light another lamp unless it continues to burn its own flame.
- d. Intellectual knowledge also has its aspect of creative art.
- e. Our educated community is not a cultured community, but a community of qualified candidates.

5. What do the following words/terms mean:

- a. hospitality
- b. borrowed feathers
- c. humiliation
- d. prospective
- e. initiative
- f. trampled

- g. recoup
- h. perpetual
- i. disseminate

6. Which of the following statements are true and which are false in the context of the essay? Write T/F besides the statements.

- a. Tagore believes that Indian universities only collect and distribute knowledge.
- b. Educational institutions in India teach their students to borrow and not produce. Culture is fashion which is external.
- c. Our educated community is a cultured community.
- d. European universities explore self-expression and self-sacrifice.
- e. A teacher should have an active contact with knowledge.
- f. Educational institutions should constantly teach the past events.

7. Identify the parts of speech of these words and make a sentence with each one:

Enthusiasm, pursues, acquaintance, disseminate, proficiency, unfortunately, meanwhile, excellence, properly, aristocracy, gradually, perversity, intellect

Lesson 2 : Access to Higher Education in Bangladesh



1. Warm-up activity:

- There are different kinds of higher educational institutions in Bangladesh.
- Can you mention some of the types of higher educational institutions in Bangladesh?
- What do you think about your higher education? Write briefly on your plan on getting higher education.
- Why is higher education necessary? Do you think that higher education in Bangladesh is good enough?



2. Read the following text and answer the questions that follow:

Tertiary education in Bangladesh comprises two categories of institutions: degree awarding universities and colleges affiliated with the National University (NU). There were only 4 universities in Bangladesh at the time of independence in 1971. All of those universities were publicly financed autonomous entities. At present, there are 35 such universities.

Private universities are a relatively new phenomenon in this country. In the early 1990s, the private sector came forward to establish universities. Since then the country has experienced a spectacular growth in private universities—mostly in and around Dhaka and couple of other large cities. At present, there are 79 private universities. The number of colleges providing tertiary level education is around 1,400. Most of them offer BA (pass) education of three year duration; only one-third of them offer B.A. (Honors) courses and some offer MA degrees as well. All of these colleges are affiliated with the National University.



Accessibility to higher education

Accessibility to higher education implies that students get the opportunity to get university education and sufficient support from educational institutions. Increasing enrolment at the secondary and higher secondary levels puts pressure on higher educational institutions. But due to limited capacity, only a small number of students may be enrolled in universities. Thus, each year a large number of students are denied access to higher education. Also, due to poverty and increase in educational expenses, students of the lower middle class do not get easy access to higher education. Moreover, those who get places in the universities have limited access to avail all kinds of diversified educational facilities relating to their study fields.

Only about 12 percent of graduates enter higher educational institutions. More than 80 percent of these students are admitted to NU affiliated colleges. Others are absorbed by the public and private universities. In the last two decades, there has been a substantial rise in the number of students in private universities. According to the UGC Annual Report 2010, the number rose from 88,669 in 2005 to 2,00,752 in 2010.



Public universities in Bangladesh

Public Universities are the first choices of most students. The public universities offer a wide range of subjects in Science, Commerce, Liberal Arts, Humanities, Engineering and Technology, Law, Education and Medicine. Public universities attract the best minds to teaching although monetary compensation for teachers is anything but attractive. Library, laboratory, Internet and research facilities are much better there than anywhere else in the country. Seminars, symposiums, lectures, workshops, debates, and exhibitions are often held in these institutions and there is ample scope for national and international exposure for promising young knowledge seekers. Moreover, public universities offer residential and boarding facilities at low cost/subsidized rates.



Annual total intake and total number of students in selected public universities:

Name of the university	Annual Total Intake	Total students	Male students	Female students
University of Dhaka	5219	28772	19119	9653
University of Chittagong	3773	19301	14192	5109
University of Rajshahi	4305	26909	19133	7776
Khulna University	642	4423	3440	983
Comilla University	350	591	417	174
Jahangirnagar University	1361	10417	7082	3335
Islamic University	1210	10109	7913	2196
Bangladesh Agriculture University	757	4621	3211	1410
Jagannath University	2415	25896	21774	4122
Bangladesh University of Engineering & Technology	885	7218	5865	1353
Shahjalal University of Science and Technology	1160	7930	6156	1774
Bangabandhu Sheikh Mujib Medical University	Na	1116	695	421

Source: Journal of Management and Science, Vol.III. No 2. June 2013. ISSN 2250-1819 / F.ISSN 2249-1260 <http://jms.nonolympicrimes.org>



3. Answer the following questions:

- a. How many public and private universities are there in Bangladesh?
- b. What percentage of students gets opportunities for admission into tertiary education?
- c. Why don't the students of the lower middle class get easy access to higher education?
- d. Why do the students choose public universities?
- e. What kinds of academic activities are regularly held at universities?

3. Identify the meanings of the following words:

- a. Comprise
- b. Phenomenon
- c. Spectacular
- d. Tertiary
- e. Affiliated
- f. Support
- g. Enroll
- h. Compensation
- i. Symposium
- j. Subsidy

4. Make sentences with the following phrases:

- i. at present
- ii. due to
- iii. access to
- iv. as well as
- v. in and around

5. Write a paragraph within 150 words on "Higher Education in Bangladesh".

Lesson 3 : 21st Century Higher Education

1. Warm-up activity:

- What do you think should be the focus of 21st century education? Do you think that your country's higher education fulfill the demand of the 21st century? If not, then why?



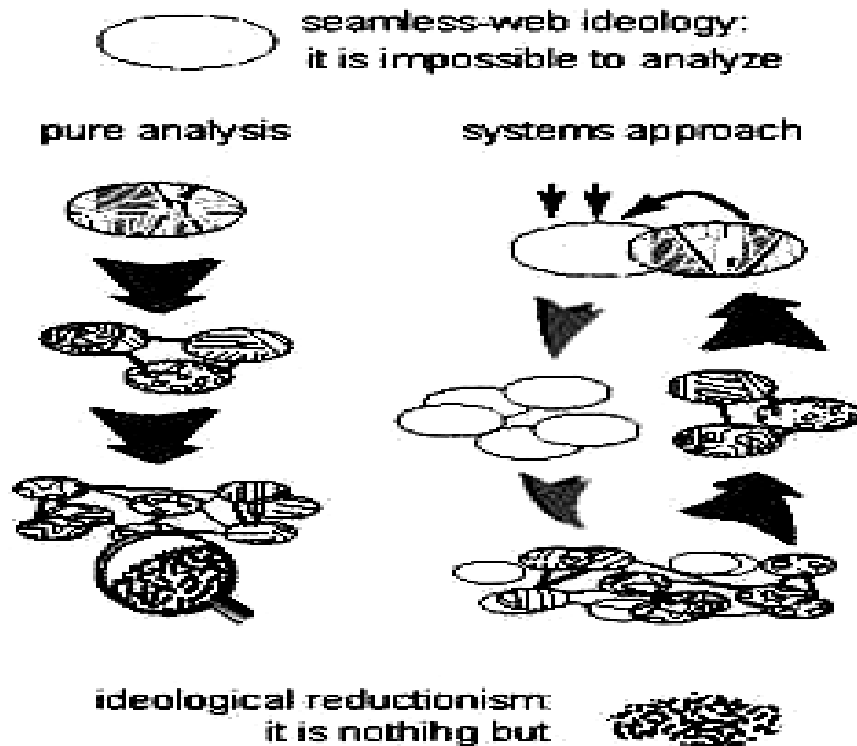
2. Now read the following text and answer the questions that follow:

Many educators believe that one of the functions of education today should be to impart 21st century skills that are indispensable for participation, achievement and competitiveness in the global economy. Beyond the assessment of reading, mathematics and science, it is now necessary to train other essential skills that are in demand in the 21st century. All people, not just an elite few, need 21st century skills that will increase their ability, employability and readiness for citizenship. Such skills include:

- **Thinking critically and making the best use of the barrage of information** that comes their way every day on the Web, in the media, in homes, workplaces and everywhere else. Critical thinking empowers people to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action.



- **Solving complex, multi-disciplinary problems** that all workers in every kind of workplace encounter routinely. The challenges workers face don't come in a multiple-choice format and typically don't have a single right answer. Nor can they be neatly categorized as 'math problems,' for example, or passed off to someone at a higher pay grade.



Businesses expect employees at all levels to identify problems, think through solutions and alternatives, and explore new options if their approaches don't work. Often, this work involves groups of people with different knowledge and skills who, collectively, add value to their organizations.

- **Creativity and entrepreneurial thinking skills** are always associated with job creation.

Many of the fastest-growing jobs and emerging industries rely on workers' creative capacity—the ability to think unconventionally and produce astonishing work. Students should develop the ability to recognize and act on opportunities and the willingness to embrace risks, for example.



- **Communicating and collaborating** with teams of people across cultural, geographic and language boundaries is a necessity in diverse and multinational workplaces and communities. Mutually beneficial relationships are important in achieving goals everywhere, not just in business.

- **Making innovative use of knowledge, information and opportunities** which create new services, processes and products. The global marketplace rewards organizations that rapidly and

routinely find better ways of doing things. Companies want workers who can contribute to this environment.

These skills will prepare everyone to prepare for the challenges of the 21st century and contribute meaningfully to the country's development.



3. Read the text and try to give meanings to the following words:

- a. Indispensable
- b. Empower
- c. Credibility
- d. Unconventional
- e. Dynamic
- f. Beneficial
- g. Emerging
- h. Typically
- i. Category
- j. Evaluate

4. Write answers to the following questions:

- a. What does education mean in the 21st century?
- b. What skills should be acquired by all people of the 21st century?
- c. How does critical thinking help people?
- d. What kinds of problems employees have to face in their work places?
- e. Apart from the skills mentioned in the passage, is there any other skills that you think important?

5. Write a summary of the passage.

6. Suppose you have a pen friend in Australia. You want to share your views of education in the 21st century with him/her. Now write a letter to him/her exchanging your views of the 21st century education.



Answer Key:

Lesson 1

3.

- a. Tagore criticizes the Indian universities of his time because none of them give the chance to a foreign or an Indian student can properly be acquainted with the best products of the Indian mind.
- b. According to Rabindranath, a university should give the students chance to offer intellectual hospitality, their wealth of mind to others, and earn their proud right in return to receive gifts from the rest of the world.
- c. 'Modern India,' (Tagore's phrase) abandoned its traditional system of education because she wanted to make qualified candidates than intellects.
- d. The person who is educated can prosper in life.
- e. Yes I agree with Tagore when he says that the training we get in our schools makes us believe that we must borrow rather than produce.

- f. Tagore's ideal teacher is he who is also learning himself.
- g. The European universities provide a life related education, they are always connected with the great men and they have good scholars.
- 4.
- a. Knowledge is power – It is a proverb that says that knowledge can overcome every obstacle. A man who knows a lot has his own value. He has a force which other men lack.
- b. It is better to train the muscles of our own legs than to strut upon wooden ones of foreign make – It's better to get self educated than to follow the footsteps of another. Because man can learn through his follies and mistakes.
- c. A lamp can never light another lamp unless it continues to burn its own flame – A teacher who himself is learning can teach his students well. Because his teaching is close to life.
- d. Intellectual knowledge also has its aspect of creative art – Knowledge is not only bookish. It can be implied in art. To recreate a piece of art is an intellect's greater success.
- e. Our educated community is not a cultured community, but a community of qualified candidates- - Education should be the medium of knowing new things. It should not be the process of getting a better job.
- 5.
- a. hospitality- আতিথেয়তা
- b. borrowed feathers- ধার করা পালক
- c. humiliating-অপমানজনক
- d. prospective- প্রত্যাশিত
- e. initiative- উদ্যোগ
- f. trampled- পদদলিত
- g. recoup- ক্ষতিপূরণ করা
- h. perpetual- চিরস্থায়ী
- i. disseminate- প্রচার করা
- 6.
- a. T
- b. T
- c. F
- d. T
- e. T
- f. F
- 7.
- Enthusiasm (noun) – I have a great enthusiasm for cricket.
- Pursue (verb) – we should not pursue developed countries.
- Acquaintance (noun) – He is one of my close acquaintances.
- Disseminate (verb) – We should always disseminate knowledge.
- Proficiency (noun) – He has a great proficiency in English.
- Unfortunately (adverb) – Unfortunately he fell down from a tree.
- Meanwhile
- Excellence (noun) – Rafiq is showing his excellence in Mathematics.
- Properly (adverb) – I haven't done the work properly.
- Aristocracy (noun) - He is not shy of showing his aristocracy.
- Gradually (adverb) – His making progress gradually.
- Perversity (noun) – We should always avoid perversity.

\Intellect (noun) – We should make proper use of our intellect.

Lesson 2

3

- a. There are 35 public and 79 private universities in the country.
- b. Only 12 percent students get access to tertiary education.
- c. Due to poverty and increase in educational expenses, students of the lower middle class get easy access to higher education.
- d. The students choose public universities because of the wide range subjects, educational and boarding facilities.
- e. Seminars, symposiums, lectures, workshops, debates, and exhibitions are regularly held at universities.

4.

- a. Comprise- গঠন করা
- b. Phenomenon- বিস্ময়কর ঘটনা
- c. Spectacular- দর্শনীয়
- d. Tertiary- তৃতীয় শ্রেণীর, চূড়ান্ত
- e. Affiliated-সম্বন্ধীয়, অঙ্গ ভক্তি
- f. Support- সমর্থন
- g. Enroll- ভর্তি করা
- h. Compensation- ক্ষতিপূরণ
- i. Symposium- সভা
- j. Subsidy- ভর্তুকি

5.

- I. at present – there are 60 students in our class at present.
- II. due to – Our school is closed due to strike.
- III. access to – You don't have access to my private life.
- IV. as well as – He as well as his brothers is naïve.
- V. in and around – We should get there in and around 4 pm.

6. Higher Education in Bangladesh

Bangladesh is a country where facilities of education are limited. There aren't sufficient educational institutions for students in Bangladesh. A great many students pass the higher secondary examination every year but there are only a handful of universities in our country. The number of state-run universities is limited, such as Dhaka University, Rajshahi University, Chittagong University, Jahangirnagar University, Shah Jalal University, Khulna University, Agricultural University Bangladesh University of Engineering and Technology (BUET), National University, Open University etc. there are also a number of private number of private universities. So the universities in our country are divided into state-run universities and private universities. They offer courses in a wide range of subjects. The tuition fees of the state-run universities are within the means of the common man. But the tuition fees in the private universities are very high. Only the rich can afford to study there. The system of education in Bangladesh was quite different from the British system of education but now the educational system has been changed in line with educational systems in the modern world.

Lesson 3

- 3.
- Indispensable- অপরিহার্য
 - Empower- ক্ষমতা প্রদান করা
 - Credibility- বিশ্বাস যোগ্যতা
 - Unconventional- রীতি বিরুদ্ধ
 - Dynamic- প্রগতিশীল
 - Beneficial- উপকারি
 - Emerging- উদীয়মান
 - Typically- সাধারণত
 - Category- শ্রেণী
 - Evaluate- মূল্য নির্ণয় করা
- 4.
- Education in the 21st century means to achieve skills that are indispensable for participation, achievement and competitiveness in the global economy.
 - Thinking critically and making the best use of the barrage of information, solving complex, multi-disciplinary problems, relativity and entrepreneurial thinking skills, communicating and collaborating, making innovative use of knowledge, information and opportunities ; these skills should be acquired by all people of the 21st century
 - Critical thinking empowers people to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action.
 - The employees have to face complex, multi-disciplinary problems in their workplaces.
 - Apart from the skills mentioned in the passage, A man should have a good command over information technology in the modern time.
5. Education should not be only bookish in the 21st century. People should learn to think critically to assess the value of information. They should also learn to solve complex problems. He should also acquire entrepreneur skills. He should be well adept in communicating and making innovative use of knowledge.

6.

23/11/2009

Savar, Dhaka

Dear James,

I have received your letter yesterday. I am glad that you are all well in your family. I am so so. In your letter you wrote about your view on the education of the 21st century and wanted to know about my view. So today, I am going to write about it.

Education should not be only bookish in the 21st century. People should learn to think critically to assess the value of information. They should also learn to solve complex problems. He should also acquire entrepreneur skills. He should be well adept in communicating and making innovative use of knowledge. Critical thinking empowers people to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action.

No more today. Convey my best regards to your parents and love to all.

Yours ever,
Fuad

Unit 7

Human Rights

Objectives

After the completion of this unit, you will–

- know the basic human rights
- know what the Universal Declaration of Human rights contains.
- realize that every human being has these rights irrespective of their distinction, such as race, religion, country, etc.

Overview

Lesson 1: Are We Aware of These Rights - I?

Lesson 2: Are We Aware of These Rights - II?

Lesson 3: Rights to Health and Education

Lesson 4 : Amerigo, a Street Child

Lesson 5 : Human Rights

Answer Key

Lesson 1 : Are We Aware of These Rights - I?



1. Warm-up activity:

- Look at the pictures below. What is happening in each picture? What is common in the pictures?



2. Fill in gaps in the following articles of the *Universal Declaration of Human Rights* with appropriate words from the box below.

Of	With	Shall	Should	As	Human	To
----	------	-------	--------	----	-------	----

Article 1:All....beings are born free and equal to dignity and rights. They are endowed....reason or conscience and....act towards one another in the spirit....brotherhood.

Article 2:Everyone is entitled to uphold the rights and freedoms set forth in this Declaration without distinction of any kind, such....race, color, sex, language, religion, politics, national or social origin, property, birth or other status. Furthermore, no distinction.....be made on the basis.....the political, jurisdictional or international status of the country or territory to which a person belongs.

Article 3: Everyone has the right....life, liberty and security of a person.

3. How are the following words related to human rights?

- a. freedom of speech
- b. freedom of belief
- c. freedom of press
- d. right to education
- e. right to food
- f. right to safe shelter
- g. activism
- h. protection
- i. violation

4. What would you do in the following situations and why?

Group work

Discuss what you would do in the following situations and why.

Some of your friends do not agree with you on certain issues. They have their own beliefs but they are few in number. Will you impose your own beliefs on them? Why/Why not?

Some people tell you that they do not like what you are doing. Will you force them to keep silent as you are very powerful? Why/Why not?

Some people dominate others who belong to different gender or race or cultural identity. Do you support them? Why/Why not?

5. As human beings, what rights do men, women and children have? Make a list of the rights. If you don't know, imagine what the rights may include:

For example:

A human being has the right to express his or her opinion without any fear.

- i
- ii
- iii
- iv



6. Read the texts in Column A and match them with those in Column B:

Column A	Column B
a. No one shall be held in slavery or servitude; b. No one shall be subjected to torture or to cruel, inhuman c. Everyone has the right to recognition everywhere d. All are equal before the law and are e. No one shall be subjected f. Everyone has the right to freedom of movement and residence g. Everyone has the right to leave any country including his h. Everyone has the right to freedom of peaceful i. No one may be	i. within the borders of each state. ii. compelled to belong to an association. iii. own, and to return to his country. iv. entitled without any discrimination to equal protection of the law. v. to arbitrary arrest, detention or exile. vi. or degrading treatment or punishment. vii. as a person before the law. viii. assembly and association. ix. slavery and the slave trade shall be prohibited in all their forms.

6.1 Work with a friend and check your answers.

6.2 Discuss whether these declarations are essentials for human beings or not.

6.3 Write your arguments in favour of or against these declarations.

Lesson 2: Are We Aware of These Rights II?

1. Warm up activity:

Pick up the day's newspapers (at least two) and find out stories about violation of human rights / rights of children, women, the disadvantaged, ethnic minorities, etc. and summarize them in a paragraph.





2. Read the following texts which are some of the articles of the Universal Declarations of Human Rights.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.



3. Match the words in Column A with their meanings in Column B:

Column A	Column B
a. asylum	i. conducting of legal proceedings against someone
b. arbitrarily	ii. the closing down or dismissal of an assembly, body etc.
c. prosecution	iii. an inner feeling or voice which directs one's behaviour
d. dissolution	iv. protection granted by a nation to someone who left his or her native country or as a political refugee .
e. conscience	v. clear or obvious to the eye or mind
f. manifest	vi. authentic
g. genuine	vii. the right to vote in political election
h. suffrage	viii. determined by chance, whim or impulse and not by reason or principle

- Refugees who have to leave their own countries for political, economic and other reasons have to lose many of the rights above. The provision of which articles above are denied to them?
- What do you think freedom of expression and freedom of assembly imply? Write a paragraph explaining what you mean by the terms.
- Write a paragraph on any of the ethnic groups in Bangladesh. (Not more than 150 words).

Lesson 3 : Rights to Health and Education



1. Warm-up activity:

- Discuss what you see in the pictures above.
- Discuss in small groups what each of you think the term 'Human Rights' means. See if the points you come up with are similar to the ones described in the text below.



2. The following text has extracts from the Universal Declaration of Human Rights and are about health and education. Read them and say whether your country has been able to comply with these declarations.

Article 25: (1) Everyone has the right to a standard of living adequate for the health and well-being of oneself and of one's family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond one's control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Your opinion: I think my country has been able/not been able to comply with this because

Article 26: (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Your opinion: I think my country has been able/not been able to comply with this because

3. Log into <http://www.un.org/en/documents/udhr/> and find out:

- a. How many articles are there in the declaration?
- b. How many have not been mentioned here? Briefly discuss one of them.

4. Write an essay of 300 words using the answers to the following questions:

- a. What is the Universal Declaration of Human Rights?
- b. Which organization has formulated this declaration?
- c. Why is this declaration made?
- d. Which are the most important declarations to you?
- e. Did you know them beforehand?
- f. How will the knowledge of this declaration help you as a citizen?

5. It is said that education makes an individual aware of his / her own rights and the rights of others. Do you think this has been the case with you? If not, why not?

Lesson 4 : Amerigo, a Street Child

1. Warm-up activity:

Look at the pictures and then discuss the following questions:



- Who are these children?
- What would you call them in your own language?
- What are they doing?
- Do these pictures contradict the idea behind the Universal Declaration of Human Rights?
- Have you seen such children in your locality? What problems do they have in their lives?



2. Read the following story and answer the questions that follow:

My name is Amerigo. I am 13 years old and I live on the street, alone. My mother, who is separated from my father, doesn't want me. She told me to go away. Now she is married to another man. My father lives very far away. I want to go to him, but he won't take me either. I begged him to send me some money so that I could buy a bus ticket. I am still waiting. He hasn't answered.

The streets are now my home. Sometimes I find work. I used to collect trash and sell it to a vendor. I stopped doing that after I had a serious infection and a doctor told me to stay away from the trash dump. Once I worked for an ice cream shop owner and sold ice cream on the beach. But I got no money in return. The owner of the shop gave me something to eat, and let me sleep in his hut at night. The work was difficult and painful. The ice cream box is quite heavy when it is full.' I had to walk for hours, offering my ice cream to whoever wanted to buy. There were days when I could not even sell one ice cream.

In a way, I am lucky because I am alive. My friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash. Many of us work for 10 to 12 hours, and get so little in return that we can't even buy food.

Shoe-shining is very popular among the street kids. A few of my friends also work in factories and workshops. A boy I know lost one of his eyes after a piece of hot glass flew into his eye at the glass factory where he worked. The owner refused to pay for medical help and fired him.

For me, like all other children on the street, it is very hard. I am always hungry, and I don't know where I will sleep the next night. I would like to live in my own home and sleep there in peace. The nights are very cold in the winter. You can die of cold in the street.

[Taken from <http://www.un.org/cyberschoolbus/humanrights/stories/amerigo.asp>, accessed on 10/05/2014]



3. Answer the following questions:

- a. Why are Amerigo's parents unwilling to take him?
- b. What was Amerigo's first job? What did he stop doing that job?
- c. How was Amerigo's experience of selling ice cream?
- d. How does Amerigo evaluate his life now?
- e. What does Amerigo desire now?
- f. If you were Amerigo, what would you do?
- g. Have you ever met a boy or a girl like Amerigo? If yes, write about him/her.
- h. What should society do for children like Amerigo?

4. Make a list of the differences between your and Amerigo's lives:

Amerigo's life	My life (similarities)	My life (dissimilarities)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Now use these points and write a paragraph on the similarities and dissimilarities you have with a street child.

5. **Read the first paragraph of Amerigo's story. What form of speech is used here- direct or indirect speech?**
6. **Now read the following text. What form of speech is used here: direct or indirect?**
His name was Amerigo. His father lived very far away. He wanted to go to his father, but he (the father) won't have taken him either. He had begged him (his father) to send some money so that he could buy a bus ticket. He was waiting. However, his father hadn't answered.
7. **Convert the following text into indirect speech:**
Amerigo says, "In a way, I am lucky because I am alive. My friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash."
8. **Identify the meaning of the following words:**
 - g. Rubbish
 - h. Pile
 - i. Trash
 - j. Vendor
 - k. Infection
 - l. Beach
 - m. Refuse
 - n. Peace
9. **Summarise Amerigo's story in 150 words and give it a title which is different from the title of the lesson.**

Lesson 5 : Human Rights



1. **Warm-up activity:**
 - In a group talk about the child labour situation in Bangladesh. You must have seen children as young as 7 or 8 working in households, shops, rickshaw or motor garages and in a number of other professions. Do you think they can exercise any of their rights?
 - How do employers treat child labourers? What human rights do the employers violate?
 - Write a page on the plight of street children in our cities.



2. Now read this poem and see what happens to a young boy who was doing a man's work.

The boy was working alone sawing wood in a yard in rural New England. There were no adequate protections for him, and the inevitable happened towards sunset one day when his sister announced the time for supper.

The poem has been written by the American poet Robert Frost (1874-1963), who is known for his poems—mostly set in New England, in the North-Eastern part of USA - which depict the social realities and the philosophical concerns of his time.

Out, Out-'

by Robert Frost

The buzz saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet-scented stuff when the breeze drew across it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said
To please the boy by giving him the half hour
That a boy counts so much when saved from work.
His sister stood beside him in her apron
To tell them 'Supper.' At the word, the saw,
As if to prove saws knew what supper meant,
Leaped out at the boy's hand, or seemed to leap —
He must have given the hand. However it was.
Neither refused the meeting. But the hand!
The boy's first outcry was a rueful laugh,
As he swung toward them holding up the hand
Half in appeal, but half as if to keep
The life from spilling. Then the boy saw all —
Since he was old enough to know, big boy
Doing a man's work, though a child at heart —
He saw all spoiled. "Don't let him cut my hand off
The doctor, when he comes. Don't let him, sister!"
So. But the hand was gone already.
The doctor put him in the dark of ether.
He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright.
No one believed. They listened at his heart.
Little - less - nothing! - and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs.



3. Answer the following questions:

- a. What happens to the boy at the end?
- b. What attitude of society to the tragic incident is reflected in the last two lines of the poem?
- c. What does “supper” mean in the poem: meal or death or both?
- d. What does it mean by "Little - less - nothing!"?
- e. Who is responsible for the boy’s death?

4. Learn the meanings of the following words:

- | | |
|-------------|-----------|
| a. Buzz-saw | d. Apron |
| b. Snarl | e. Spill |
| c. Rattle | f. Plight |

5. Complete the summary of the poem:

The poem features the story of a boy who accidentally cuts off his own hand with a buzz saw while doing yard work. While a doctor comes



Answer Key

Lesson 1

2.

Article 1: All human beings are born free and equal to dignity and rights. They are endowed with reason or conscience and shall act towards one another in the spirit of brotherhood.

Article 2: Everyone is entitled to uphold the rights and freedoms set forth in this Declaration without distinction of any kind, such as race, color, sex, language, religion, politics, national or social origin, property, birth or other status. Furthermore, no distinction should be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs.

Article 3: Everyone has the right to life, liberty and security of a person.

3.

- a. freedom of speech – everyone should have the liberty to give his opinion.
- b. freedom of belief – everyone should have the right to put faith in whatever he wants to.
- c. freedom of press – the authority should not curb the publications in social media.
- d. right to education – the authority must ensure proper educational facilities for every child.
- e – right to food – the authority should take proper steps to make food available for every individual.
- f – right to safe shelter – Everyone should have the right to have place for residence.
- g – activism – A citizen can want changes in society for his own good.
- h – protection – A citizen should have protection of the state.
- i – violation – A citizen should not violate the rules of the state.

5.

- i. Every human being is born free.

- ii. Human beings are endowed with reason and conscience.
- iii. Human beings are act towards one another in the spirit of brotherhood.
- iv. Every human being has the right of life, security and liberty of a person.

6.

<ul style="list-style-type: none"> a. No one shall be held in slavery or servitude; b. No one shall be subjected to torture or to cruel, inhuman c. Everyone has the right to recognition everywhere d. All are equal before the law and are e. No one shall be subjected f. Everyone has the right to freedom of movement and residence g. Everyone has the right to leave any country including his h. Everyone has the right to freedom of peaceful i. No one may be 	<ul style="list-style-type: none"> ix. slavery and the slave trade shall be prohibited in all their forms. vi. or degrading treatment or punishment. vii. as a person before the law. iv. entitled without any discrimination to equal protection of the law. v. to arbitrary arrest, detention or exile. i. within the borders of each state. iii. own, and to return to his country. viii. assembly and association. ii. compelled to belong to an association.
--	--

Lesson 2

3.a+iv, b+viii, c+I, d+ii, e+iii, f+v, g+vi, h+vii

4. Refugees who take shelter in other countries have to suffer a lot. They are deprived of any human right. They are overlooked by the govt. too. They are denied of any nationality as mentioned in article 15. They are also denied of suffrage as described in article 21. They have no rights in the country they take refuge.

5. Freedom of expression means the right to express anything a person wants to. They are different kinds of people in a country. They have different kinds of thoughts and ideas. A citizen should have the right to share his/her ideas and opinions with others. He should be allowed to speak what he wants to. No interference or impediment should be made by others.

Freedom of assembly means the right to take part in the activities of an organization. Every citizen has the right to join any organization he wants to and take part in its activities. No citizen should be denied of the chance of joining any organization.

6.

The Chakmas in Bangladesh

Chakma also known as the Changhma are a community that inhabits the Chittagong Hill Tracts of Bangladesh, the North-East India and Rakhine state of Myanmar. The Chakmas are the largest ethnic group in the Chittagong Hill Tracts, making up more than half the tribal population. religion, Theravada Buddhism. The Chakma's are a people with their own culture, folklore, literature and traditions. The Chakma women wear an ankle length cloth around the waist which is also called Phinon and also a Haadi wrapped above the waist as well as silver ornaments. The Phinon and the Haadi are colourfully hand weaved with various designs. The design is first

embroidered on a piece of cloth known as Alaam. The most important festivals celebrated by the Chakmas are Bizhu and Buddha Purnima. Bizu is the most important socio-religious festival of the Chakma. This festival gave birth to the Bizu dance. The festival lasts for three days and begins on the last day of the month of Chaitra. The first day is known as Phool Bizu. It is celebrated on the full moon day in the month of Baisakh. It actually encompasses the birth, enlightenment (nirvāna), and passing away (Parinirvāna) of Lord Buddha. On the day of the worship devotees go to the monastery with Siyong (offerings of rice, vegetable and other fruits and confectionaries).

Lesson 3

3.

a. There are 30 articles in total in this declaration.

b. Article 26 is not mentioned here. His article is about the right of education. Everyone should have the right of education. Primary education should be free of cost and higher education should be accessible to all. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, The parents have the right to choose the proper form of education for their children.

4. Universal Declaration of Human Rights

The Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations in 1948. This declaration is analyzed as a system of elaborated and coordinated rules and guidelines of the world community. It is actually a code of mutually acceptable, civilized behavior of different countries, nationalities, corporative formations and also given citizens. This document has a universal meaning as it reflects the consolidated will of more than two hundred states of the planet. The XX century has brought a lot of new changes into the life of the nations. These changes include not only the achievements in the sphere of the scientific and technical progress, but also ecological problems and new types and systems of weapon, capable of destroying the human civilization. These influences resulted in the changes in the social, political and spiritual development of the humanity and also the character of the relations between different states. This declaration is an attempt to define the inner logic of the history and correspondingly save the humanity from diverse problems and offer a productive social organization. The Declaration became the perfect solution made after the humanity experienced two world wars and a way to escape social inequity, wars, violence and compulsion. In other words it became a sort of political defense for more than two hundred countries. The war experiences showed that a state may be an effective instrument of mobilization of the society aimed at solving ultimate priorities. At the end of the XIX century appeared the first organized political parties, capable of transforming into an instrument of ruling a country. The positions of these parties were the first methods of monitoring the public opinion. In its turn this led to the devastation of the social life of people and million of dead people who fought for the idea of some political party. It was owing to the democratic countries the Declaration appeared. For the first time in the world history, appeared a need to find a way of giving order to the development of the humanity in the name of the preservation of life on Earth and the preservation of the political and economic integrity of the countries. According to me, Article 26 – The right to education is the most important one. Because education is the prerequisite of all developments. A well educated person can be aware of his rights properly and give his service well to the state. I didn't know about the rights beforehand. This knowledge of rights will definitely help me as a citizen because it is necessary to know about your rights first before you can observe them.

5. It is true. As I am an educated person, I get the chance to know about my rights. It is necessary for every citizen to know about his rights. It also helps to authority to imply law and

order. An illiterate person doesn't have access to any kinds of books. So he cannot know about the importance of his rights. Thus he is devoid of his rights.

Lesson 4

3. a. Amerigo's parents are unwilling to take him because they are separate and they have new spouses.
 - b. Amerigo's first job was to collect trash. He stopped to collect trash because he had a serious infection once.
 - c. Amerigo's experience of selling ice cream is awful because he has to carry heavy box during his work.
 - d. Amerigo considers himself lucky to be alive.
 - e. Amerigo's desire is to go to his own home and sleep there in peace.
 - f. If I were Amerigo, may be I should have the same condition.
 - g. Yes, I met a street child called Rahim once. He used to sell bottles and plastics to earn money. There were 8 members in his family. He couldn't eat three meals in a day. I saw him fighting with his fellow street children.
 - h. The society should take proper steps to ensure the education, health and shelter for these street children.
4. A list of the differences between mine, and Amerigo's lives:

Amerigo's life	My life (similarities)	My life (dissimilarities)
1. Doesn't go to school	1.	1. I go to school regularly.
2. Sleeps in the street.	2.	2. I sleep at my own home
3. Lives alone	3.	3. I live with my parents and brothers and sisters.
4. Has to do different kinds of works	4.	4. I only study.
5. Don't have the chance of having a square meal.	5.	5. I have three square meals in a day.
6. Can die of cold.	6.	6. I live in my warm home.
7. His life is full of hardship	7.	7. My life is easier.

Actually there is no similarity between my life and a street child's life. He has no access to education unlike me and has to work hard to live. I have my parents and brothers and sisters with me but he has none. Each night he has to sleep under open sky. On the other hand, I live in my comfortable home and can have a sound sleep each night. I don't have to do odd jobs to earn my livelihood. I can eat to my heart's content every day whereas a street child doesn't have this opportunity. In the winter, A street has to stay out in the cold. On the contrary, I stay at home and put on my warm clothes. My life is much easier and more comfortable than the life of a street child.

5. Direct speech
6. Indirect speech.
7. Amerigo says that in a way he is lucky because he is alive. His friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash.

8.

- a. Rubbish – আবর্জনা
- b. Pile – গাদা
- c. Trash – আবর্জনা
- d. Vendor – বিক্রেতা
- e. Infection – সংক্রমণ
- f. Beach – সৈকত
- g. Refuse – প্রত্যাখ্যান করা
- h. Peace – শান্তি

9. The Painful Life of a Street Child

Amerigo is a street child who is parentless and lives in the street. Both of his parents doesn't want him. Amerigo He used to collect trash and sold it to a vendor. But he stopped doing it after he had an infection. He also worked for a ice cream shop owner. He had to carry a heavy box of ice creams and sell ice creams all the daylong in the beach. He didn't receive any money. He had a shelter and some foods for doing this. It was a painful experience for him. Amerigo considers himself lucky as he is alive. One of his friends was killed in the trash damp. Many of street children have to work for 10-12 hours. Shoe-polishing is a popular work among them. They don't get any compensation if they are injured during work. Amerigo has the chance to die in the cold of winter. He is always hungry. He wants to go home and sleep in peace.

Lesson 5

3. a. The boy dies at the end.

- b. The society wasn't concerned about the boy because the people didn't have to suffer like the boy.
- c. Supper means both meal and death here.
- d. The society doesn't care about the sufferings of a little poor boy. So they call him "Little - less - nothing!"
- e. The society who has forced him to work is responsible for the death of the boy.

4.

1. Buzz-saw- ভোঁ ভোঁ করা
2. Snarl- খেঁক করা
3. Rattle- খন খন শব্দ
4. Apron- বহির্বাস
5. Spill- বরা
6. Plight- সঙ্কটাপন্ন দশা

5. The poem features the story of a boy who accidentally cuts off his own hand with a buzz saw while doing yard work. While a doctor comes And gives him medicines. But he has having problem in his breathing. His pulse was beginning to get slower and slower. Then he died. All the people who were watching him left the pace gradually as it was not them who were dead.

Unit 8

Environment and Nature

Objectives

After the completion of this unit, you will–

- read and understand texts through silent reading.
- ask and answer questions.
- describe the elements of nature and environment.

Overview

Lesson 1: Water, Water Everywhere ...

Lesson 2: The Hakaluki Haor

Lesson 3: The Giant Panda

Lesson 4: Threats to Tigers of Mangrove Forest

Lesson 5: Kuakata: Daughter of the Sea

Answer Key

Lesson 1 : Water, Water Everywhere ...



1. Warm-up activity:

- Ask an elderly villager or relative how the river nearly was in his or her youth. Then compare the state of the river at present and write down the differences. Make a presentation in a group.
- With a group of friends, make a survey of ponds/water bodies in your locality. Then ask an elderly person living in the area if there were more of them in his younger days. Imagine the reasons why the water bodies/ponds had been filled up and write them down.



2. Now read the four lines from Samuel Taylor Coleridge's poem *The Rime of the Ancient Mariner* and answer the questions that follow:

Water, water, everywhere
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink

Coleridge's poem, a ballad, narrates the harrowing sea-voyage of an old mariner who at one point of his journey didn't have any water to drink because of a curse. Cursed or not, we know how important drinking water is in our life. We know we cannot survive without it. In fact two-thirds of our body is made up of water. Not for nothing is it said that the other name of water? The United Nations in a meeting on the eve of the new millennium identified the drinking water problem as one of the challenges for the future. But do we need to worry about the problem as ours is a land of rivers and we have plenty of rainfall? Besides, we have a sea in our backyard too.

One of the sources of water in our country are the rivers. Rivers are everywhere in our life, literature, economy and culture. But are the rivers in good shape? Unfortunately, they are not. A few already dead and several are going through the pangs of death. The river Buriganga is an example of a dying river. A report published in the Daily Sun describes what has happened to the river Buriganga and why. Its water is polluted and a perpetual stench fills the air around it. But that is not what it was like before.

The report says that the river had a glorious past. Once it was a tributary of the mighty Ganges and flowed into the Bay of Bengal through the river Dhaleshwari. Gradually, it lost its link with the Ganges and got the name Buriganga. The Mughals marveled at the tide level of the Buriganga and founded their capital Jahangirnagar on its banks in 1610. The river supplied drinking water and supported trade and commerce. Jahangirnagar was renamed Dhaka which grew into a heavily populated city with a chronic shortage of space.

The city paid back the bounty of the river by sucking life out of it! According to newspaper report, the Buriganga is dying because of pollution. Huge quantities of toxic chemicals and wastes from mills and factories, hospitals and clinics and households and other establishments are dumped into the river every day. The city of Dhaka discharges about 4500 tons of solid waste every day and most of it is directly released into the Buriganga. According to the Department of the Environment (DoE), 20,000 tons of tannery wastes, including some highly toxic materials, are released into the river every day. Experts identified nine industrial areas in and around the capital city as the primary sources of river pollution: Tongi, Tejgaon, Hazaribagh, Tarabo, Narayanganj, Saver, Gazipur, Dhaka Export Processing Zone and Ghorashal.

The river would need a monster's stomach to digest all the wastes mentioned above. There is a limit up to which it can put up with its cruel and thoughtless treatment. We the humans have successfully killed one of our rivers. There are other rivers in the country that are being subjected to similar thoughtless treatment. Unless we take care of our rivers there may come a time when we will cry 'water, water' and find it nowhere.

Vocabulary:

Source (n) – the place something comes from or starts at

Perpetual (adj.) – never ending or changing

Link (n) – a connection between two people, things, or ideas

Heavily (adv) – in large amounts

Bounty (n) – a reward

Chronic (adj.) – persisting for a long time

Discharge (v) – to release something

Tide (n) – the rise and fall of the sea or river

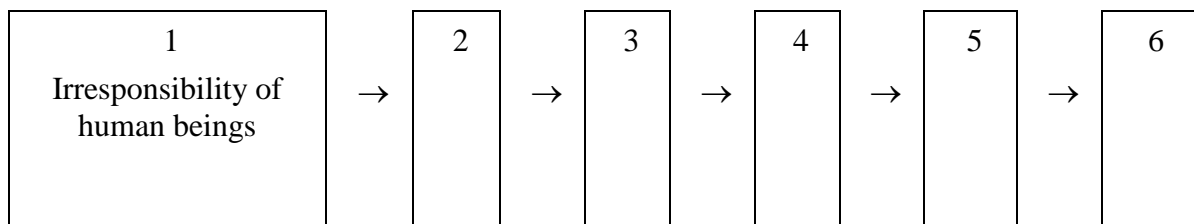
Stench (n) – a strong and very unpleasant smell

Do the following activities:

3. Collect some reports on the dying rivers in Bangladesh from newspapers and magazines. Write a paragraph summarizing the main points.
4. Make a survey of the water bodies in your locality and write a report on whether they are being properly protected or not.
5. In a group, collect the data on the average rainfall of the last three years and write a report on any changes in our rainfall pattern.
6. The following words can be used both as verbs and nouns. Make sentences of your own to show the differences:
 - a. waste

- b. subject
- c. release
- d. marvel
- e. shape

7. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the reasons behind the death of our rivers. (No. 1 has been done for you.)



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

Lesson 2 : The Hakaluki Haor



1. Warm-up activity:

- Read the title of the article and look at the picture. Do not read the text yet. Guess what kind of Information you are likely to get from the article.
- In pairs, discuss whether the article may contain the following information-
- Location and surrounding areas of Hakaluki Haor
- Kinds of fish available in Hakaluki Haor
- Kinds of migratory birds that visit the Haor in winter
- The economic importance of the Haor



2. Now read the article and see how much of the above information you can find in it.

Hakaluki: A rich hub of biodiversity and livelihood

Bangladesh is blessed with huge inland open water resources. It has numerous river canals, beels, lakes and vast areas of floodplains. Hakaluki haor is one of the major wetlands of Bangladesh. With a land area of 18,386 hectares, it supports a rich biodiversity and provides direct and indirect livelihood benefits to nearly 190,000 people. This haor was declared an Ecologically Critical Area in April 1999 by the government of Bangladesh.

Hakaluki is a complex ecosystem, containing more than 238 interconnecting beels and jalmahals. The most important beels are Chatle, Pinlarkona, DullaSakua, Barajalla, Balijhuri, Lamba, Tekonia, Haorkhal, Tural, Baghalkuri and Chinaura.

Hakaluki Haor is bounded by the Kushiara river as well as a part of the Sonai-Bardal river to the north, by the Fenchuganj-Kulaura railway to the west and to the south, and by the Kulaura-Beanibazar road to the east. The haor falls under two administrative districts, Maulvubazar and Sylhet. Some 190,000 people live in the area surrounding the haor.



Hakaluki Haor is an important source of fisheries resources for Bangladesh. Kalibaus, Boal, Rui, Ghagot, Pabda and Chapila are the main fish species found here. From the Kushiara there are frequent upstream movement of fish towards the beels and tributaries of Hakaluki. The beels in Hakaluki haor provide winter shelter for the mother fisheries. In early monsoon these mother fisheries produce millions of fries for the entire downstream fishing communities. Floodplains are also an important source of fisheries resources within the area. However, many of the beels

have lost their capacity to provide shelter for mother fisheries because of sand deposits from upstream rivers and canals, use of complete dewatering technique for fishing and lack of aquatic plants to provide feed and shelter for parent fish. The haor is very important resting place for migratory waterfowls flying in from the north. The most interesting species is the Barheaded Goose, which is now hardly seen in fresh water wetlands. Many other important species of waterfowls make the Haor their temporary home. Unfortunately, illegal poaching has been a threat to the waterfowl population in these vast wetlands. Hakaluki haor is known as a good grazing land in winter. People from villages around the Haor and also from distant areas send their herds for grazing. During this time, herders make temporary shelters near the beels and graze their animals for a period of 4-5 months. The Haor had very dense swamp forests in the past, but deforestation and a lack of conservation practices have virtually destroyed this unique forest in the last two decades.



Two small patches of swamp forests still exist in the area of which one is in Chatlabeel and the other near the village of Kalikrishnapur. With the exception of these two swamp forest patches, the vegetation surrounding Hakalukihaor is unique. It includes both swamp forest as well as mixed evergreen rain forest. Thatching material is the most useful natural wetland product of the area.

The haor system provides a wide range of economic and non-economic benefits to the local people as well as to the people of Bangladesh. These include fish production, rice production, cattle and buffalo rearing, duck rearing, collection of reeds and grasses, and collection of aquatic and other plants. The haor system also protects the lower floodplains from flash floods occurring in the months of April-May, maintains the supply of fish in other lower water bodies and provides habitat for migratory and local waterfowls.

The unique haor system contributes to the beauty of the landscape both during the monsoon and the dry season. In monsoon, its unique scenic beauty makes it a hugenatural bowl of water and in the dry season it becomes vast green grassland with pockets of beels serving as resting places for migratory birds. This unique natural system can be a major attraction for tourists.

Vocabulary:

Numerous (adj.) – great in number

Inland (n) – the interior part of a country

Complex (adj.) not easy to analyze or understand

Bound (v) – to mark or form the limits of

Fry (n) – small fish

Distant (adj.) – far away

Unique (adj.) being the only one of its kind

Rear (v) – raising animals

Flash flood (n) – a sudden and severe flood

Scenic (adj.) – of relating to natural scenery

Rain forest (n) –forest with heavy rainfall

Reed (n) – a tall, thin grass that grows in wet areas

3. Answer the following questions:

- a. Why is Hakaluki Haor an important source of fisheries?
- b. What are ‘mother fisheries’? What do they do?
- c. What bird species are seen in Hakaluki Haor in winter?
- d. What economic benefits does the Haor provide to locals?
- e. Describe the natural beauty of Hakaluki Haor.

4. Do you know any wetland (beel, jalmahal, haor etc.) in your area? Write a short article in 150 words about the wetland. Your article should contain some or all of the following points:

- the name, location and area of the wetland
- the kinds of fishes available
- the kinds of vegetation that grow in and around
- benefits it provides
- its natural beauty

5. Match the words in Column A with their meanings in Column B.

i. floodplains	a. water birds such as ducks and geese
ii. ecosystem	b. a stream or river that flows into a large river or a lake
iii. tributary	c. all the plants or plant life of a place, taken as a whole
iv. fry	d. common name for several tall, grass-like plants of wetlands
v. aquatic	e. a sudden and rapid rise in river or lake water overflowing banks, typically due to heavy rain
vi. waterfowls	f. the young of various species of fish
vii. swamp forests	g. low, flat, periodically flooded lands adjacent to rivers, lakes etc.
viii. vegetation	h. a community of living and non-living things that work together
ix. reed	i. living or growing in, on, or near the water
x. flash flood	j. forest which are inundated with fresh water, either permanently or seasonally

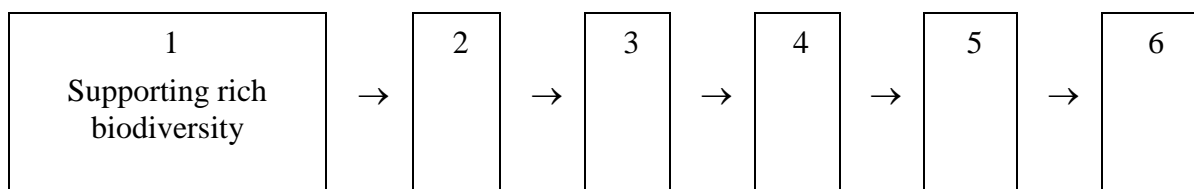
6. Find English equivalents of the following water-bodies and give a brief description of each:

- beel
- haor
- jalmahal

7. Give antonyms of the following words:

- complex
- numerous
- major
- downstream
- mixed
- distant

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



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

Lesson 3 : The Giant Panda

1. Warm-up activity:

Look at the picture of a panda below. Discuss the following questions in pairs.

- Have you ever seen a panda? If yes, where did you see it-in a zoo or on television?
- What does a panda look like? Does it look like any other animal that you know?
- Which country has the largest number of pandas?



2. Now read the text and answer the questions that follow:

Panda's bamboo food may be lost to climate change

Though they are one of the most beloved animal species on Earth, pandas aren't safe from the devastating effects of climate change. According to a new study, projected temperature increases in China over the next century will likely seriously hinder bamboo, almost the sole source of food for endangered pandas. Ninety-nine percent of a panda's diet is bamboo and an adult panda

needs around 38 kilograms of bamboo every day. Only if bamboo can move to new habitats at higher elevations will pandas stand a chance of survival, the researchers said.

However, if conservation programs wait too long, human inhabitants and activities could claim all of the new habitats capable of supporting bamboo in a warming world.

“It is tough, but I think there’s still hope, if we take action now,” said research team member Jianguo Liu... “If we wait, then we could be too late.”

The researchers used various climate-change models to project the future for three bamboo species relied on by pandas in the Qinling Mountain region of China, which represents about a quarter of the total remaining panda habitat. These models varied in their specific predictions, but each forecasted some level of temperature rise within the coming century.



The results suggest that if the bamboo is restricted to its current distribution area, between 80 and 100 percent of it will disappear by the end of the 21st century, because it won’t be able to grow under the increased temperatures.

If however, bamboo can move into new, cooler areas (which will reach the same temperatures as current bamboo habitats due to warming), then there is hope. However, all depend on the extent to which humans can curtail climate change by limiting greenhouse-gas emissions in the future.

Many pandas in the wild currently live in nature reserves protected from human encroachment. However, almost all of the land encompassed by those reserves will be unsuitable for the bamboo if the temperatures rise as predicted. But if conservationists plan ahead now to move those reserves in line with changing bamboo habitats, then it may be possible to preserve the land the pandas will need.

And climate change is not the only challenge facing giant pandas, one of the most endangered species in the world, researchers say. Human activities have already severely limited the animals’ habitats, and their dependence on a single source of food, one that is not that nutrient – or energy- rich, doesn’t help.

In addition to their native habitats in China, pandas live around the world in zoos and breeding centers. But Liu doesn’t predict a bright future for the bears if they lose their wild habitats. “To really protect pandas, you cannot just stick [them] into a breeding center or a zoo,” he said, noting that the animals’ genetic diversity would suffer, among other issues. “That’s not a long-term solution.”

[Clara Moskowitz:<http://www.livescience.com/24697-giant-panda-climate-change-bamboo-impact.html>]

Vocabulary:

- Beloved (adj.) – very much loved
- Devastating (adj.) –highly destructive or damaging
- Sole (adj.) – being the only one
- Effect (n) – the result of a particular influence
- Vary (v) – to be different from each other
- Prediction (n) – a thin predicted; a forecast
- Restrict (v) – put a limit on; keep under control
- Emission (n) an amount of gas, heat, light, etc. that is sent out
- Rely (v) – depend on with full trust or confidence
- Current (adj.) – present; most recent
- Encompass (v) – surround and have or hold within
- Unsuitable (adj.) – not acceptable or right for someone or something
- Preserve (v) – to protect or maintain
- Native (adj.) – belonging to a place by birth
- Breed (v) – to produce or offspring
- Genetic (adj.) – of relating to origin



3. From your reading of the text, answer the following questions:

- a. Why have the pandas forests disappeared?
- b. How much does an adult panda eat a day?
- c. When might the Qinling Mountains bamboo disappear?
- d. How would you define the scientist Jianguo Liu’s attitude? Is he an/a optimist/pessimist? Why do you think so?

4. Match the words in Column A with their synonyms in Column B:

<i>Column A</i>	<i>Column B</i>
1. endangered	a. danger
2. several	b. difficult
3. gone	c. a number of
4. threat	d. food
5. diet	e. threatened
6. predict	f. likelihood
7. entire	g. specialist
8. change	h. whole
9. tough	i. disappeared
10. expert	j. forecast

5. From your reading of the text, discuss whether the statements (a-h) below are true or false. Then compare your answers with those of a friend:

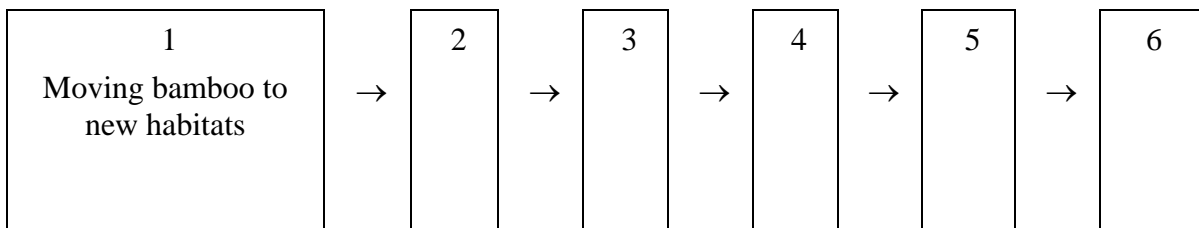
- a. The giant panda will soon be put on the endangered list T/F
- b. The article gives seven reasons for the fall in panda numbers. T/F
- c. Bamboo is disappearing because of a bug that is eating it. T/F

- d. Around 99% of a panda’s diet is bamboo. T/F
- e. A report said the bamboo in a Chinese mountain range may disappear. T/F
- f. The report says bamboo could disappear in the next two decades. T/F
- g. Pandas may survive if there is bamboo higher up the mountains. T/F
- h. A panda expert said the world should wake up and help the panda. T/F

6. Role play: Student A strongly believes that the panda will survive in the wild; Student B strongly believes that the panda has no chance of survival. Have a conversation in pairs on the issue. Use as much information as you can get from the text above. You may also add your own views and knowledge to support your stand.

7. Poster making: Look at the posters below for raising awareness among people to save pandas. Think of an animal in Bangladesh that is also in the list of endangered species. Make a poster with a slogan to create awareness among people to save that animal.

8. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing steps that should be taken to save pandas. (No. 1 has been done for you.)



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

10. Fill in the blanks with suitable words from the box, (make any grammatical changes if necessary). There are more words in the box than you need.

chase	row	distance	watch	notice	ride
real	false	races	most	struggle	run

Animals do not race unless they are made to (a) — in some way, though it often seems as if little lambs are running (b) — with each other in the fields in spring. Horses are (c) —, of course. Dogs won’t race unless they have something to (d) —and so they are given a hare to run after, either a (e) — one or an imitation one. The (f) — famous boat race in England is between Oxford and Cambridge. It is (g) — over a course on the river Thames, and thousands of people (h) — it. The eight rowers in each boat have a great (i) — and at the end there is usually only a short (j) — between the winners and the losers.

Lesson 4 : Threats to Tigers of Mangrove Forest



1. Warm-up activity:

- Spend a few minutes writing down all the different words you associate with tigers. Share your words with your friend (s) and talk about them. Together, put the words into different categories.
- Share your notes with those of your friend and tell the class about your thoughts/points



2. Read the report on the alarming fate of the Royal Bengal Tigers and answer the questions below. The report was published in the online version of *The Guardian newspaper*.

A vast mangrove forest shared by Bangladesh and India that is home to possibly 500 Bengal tigers is being rapidly destroyed by erosion, rising sea levels and storm surges, according to a major study researcher at the Zoological Society of London (ZSL) and other.

The sundarbans forest took the brunt of super cyclone Sidr in 2007, but new satellite studies show that 71% of the forested coastline is retreating by as much as 200 metres a year. If erosion continues at this pace, already threatened tiger populations living in the forests will be put further at risk.

Natalie Pettorelli, one of the report's authors said: "Coastline retreat is evident everywhere. A continuing rate of retreat would see these parts of the mangrove disappear within 50 years. On the Indian side of the Sundarbans, the island which extends most into the Bay of Bengal has receded by an average of 150 metres a year, with a maximum of just over 200 metres; this would see the disappearance of the island in about 20 years."



The Sundarbans is known for vanishing islands but the scientists said the current retreat of the mangrove forests on the southern coastline is not normal. “The causes for increasing coastline retreat, other than direct anthropogenic ones, include increased frequency of storm surges and other extreme natural events, rises in sea-level and increased salinity which increases the vulnerability of mangroves,” said Pettorelli.

“Our results indicate a rapidly retreating coastline that cannot be accounted for by the regular dynamics of the Sundarbans. Degradation is happening fast, weakening this natural shield for India and Bangladesh.”

“As human development thrives, and global temperature continues to rise, natural protection from tidal waves and cyclones is being degraded at alarming rates. This will inevitably lead to species loss in this richly biodiversity part of the world, if nothing is done to stop it.”

“The Sundarbans is a critical tiger habitat; one of only a handful of remaining forests big enough to hold several hundred tigers. To lose the Sundarbans would be to move a step closer to the extinction of these majestic animals,” said ZSL tiger expert Sarah Christie.

[Source:<http://www.theguardian.com/environment/2013/jan/29/sunderbans-disappearing-mangrove-india-bangladesh>By: John Vidal, Tuesday 29 January 2013]

Vocabulary:

Brunt (n) – the main force of something

Coastline (n) – the land along a coast

Threatened (adj.) – a danger or at risk

Evident (adj.) – clearly seen or understood; obvious

Disappear (n) to no longer exist

Degrade (v) – to make something become worse

Inevitably (adv.) – certain to happen; unavoidably

Extreme (adj.) – reaching a high or the highest degree; very great

Weaken (v) – make or become weaker in power , resolve

Thrive (v) – to prosper; be fortunate or successful

3. Read the statements below and say if they are true (T) or (F):

- a. There are about 500 tigers in the Sundorbans.

- b. Researchers forecast that some parts of the Sundarbans might cease to exist in the next 50 years.
- c. Natural calamities are the only reasons for the increase in coastline retreats.
- d. There has been less natural protection from storms and tidal waves.
- e. The Sundorbans is a world famous site for its biodiversity

4. Match the words from the report in *Column A* with their meanings in *Column B*:

<i>(Column A) Words</i>	<i>(Column B) Meanings</i>
1. erosion	i. (noun) the natural environment in which a species or group of species lives
2. to retreat	ii. (adjective) of, relating to, or resulting from the influence of human beings on nature
3. mangrove	iii. (mangrove) a tropical tree that has roots which grow from its branches and that grows in swamps or shallow salt water
4. coastline	iv. (noun) the state or situation that results when something (such as a plant or animal species) has died out completely
5. storm surge	v. (verb) a process by which the surface of the earth is worn away by the action of water, winds, waves, etc.
6. to account for	vi. (verb) to move back from a position of advancement or become smaller
7. anthropogenic	vii. (verb) to grow vigorously, flourish
8. to thrive	viii. (noun) the outline of a coast, esp. when seen from the sea, or the land adjacent to it
9. habitat	ix. (noun) an abnormal rise in the level of the sea along a coast caused by the onshore winds of a severe cyclone
10. extinction	x. (phrasal verb) to be there as an explanation for something

5. Talk in pairs about tigers. Use the questions cards below to guide your discussion. Student A and B will have separate questions cards. Make sure you don't show your questions to your friend.

Student A's Questions

- a. Do you like tigers?
- b. How interested are you in animal conservation?
- c. If the tiger disappears, what will this say about mankind?
- d. Are there any animals besides the tigers that are endangered in Bangladesh?
- e. What do you think of the fact there are only 300 tigers in the whole of Bangladesh?
- f. Whose responsibility do you think it is to save the tiger?

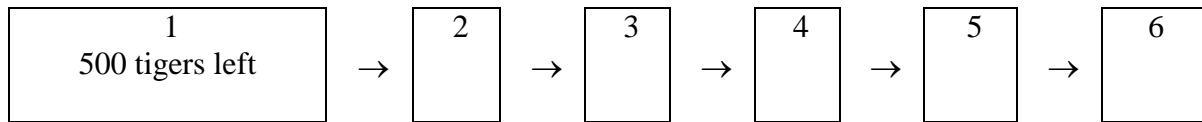
Student B's Questions

- a. Do you think it is possible for all big cats to become extinct?
- b. Do you think it is possible to breed enough tigers and introduce them in the wild?
- c. What do you think of poaching?
- d. What punishment should be given to people who trade in products made from endangered species?
- e. If you saw tiger products for sale, what would you do?
- f. How can the world stop the trade in tiger products?

6. TIGERS' SURVEY: In pairs / groups, make questions about saving tigers and other animals from extinction and do the following:

- Ask other classmates your questions and note down their answers.
- Go back to your original friend/group and compare your findings.
- Make mini-presentations to other groups on your findings.

7. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the condition of Sundarbans. (No. 1 has been done for you.)



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

Lesson 5 : Kuakata: Daughter of the Sea

1. Warm-up activity:



Discuss the following questions in pairs.

- What do you know about Kuakata?
- What does the phrase 'Daughter of the Sea' in the title means?
- Tell your friend what you wish to know about Kuakata.



2. Now read the passage below and answer the questions that follow:

Kuakata, locally known as *Sagar Kannya* (Daughter of the Sea) is a rare scenic spot located on the southernmost tip of Bangladesh. Kuakata in Latachapli union under Kalapara Police Station of Patuakhali district is about 30 km in length and 6 km in breadth. It is 70 km from Patuakhali district headquarters and 320 km from Dhaka. An excellent combination of the picturesque

natural beauty, sandy beaches, blue sky and the shimmering expanse of water of the Bay of Bengal and the evergreen forest makes Kuakata a much sought after tourist destination.

The name Kuakata takes its origin from the story of a 'Kua' – or well – dug on the sea shore by the early Rakhaine settlers for collecting drinking water. The Rakhaines had landed on Kuakata coast after being expelled from Arakan by the Mughals. Following the first well, it became a tradition to dig wells in the neighborhood of Rakhaine homesteads for fresh water supply.

Kuakata is one of the unique spots which allow a visitor to watch both the sunrise and the sunset from the beach. That perhaps makes Kuakata one of the world's most attractive beaches. The long and wide beach at Kuakata has a typical natural setting. This sandy beach slopes gently into the Bay and bathing there is as pleasant as is swimming or driving.



Kuakata is truly a virgin beach and a sanctuary for migratory winter birds. Fishing boats plying in the Bay of Bengal with colorful sails, surfing waves and the lines of coconut trees add to the vibrant colors Kuakata. The indigenous culture of the Rakhaine community and hundred year old Buddhist temples indicate the age- old tradition and cultural heritage of this area.



Kuakata is also a holy land for the Hindus and Buddhists. Each year thousands of devotees come here to attend the festivals *Rash Purnima* and *Maghi Purnima*. On these two days, pilgrims take holy bath and enjoy going to the traditional fairs.

Vocabulary:

Rare (adj.) – very unusual

Picturesque (adj.) – visually attractive

Expanse (n) – a large, open area of water

Origin (n) – the point or place where something begins

Shore (n) – the land along the edge of the sea

Expel (v) – force someone to leave a place

Homestead (n) – a house and the surrounding area of land

Sandy (adj.) – covered with sand or containing sand

Sanctuary (n) a safe place

Heritage (n) – property that is or may be inherited

Traditional (adj.) existing in or as part of a tradition

Vibrant (adj.) – pulsating with vigor and energy

Ply (v) – travel regularly over a route

Typical (adj.) – characteristic of a particular person or thing

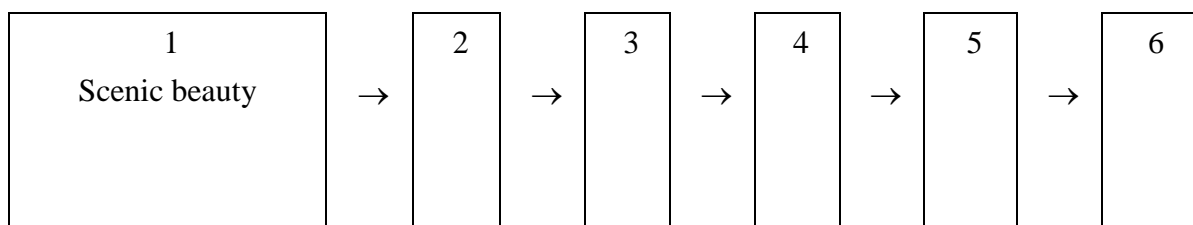


- 3. Answer the following questions:**
- Where is Kuakata located?
 - Where does the name 'Kuakata' come from?
 - What is the most unique feature of Kuakata beach?
 - What are some traditional events that take place in Kuakata?
 - Would you like to visit Kuakata? Make a list of 3 things that you'd like to do while in Kuakata.
- 4. Find the noun forms of the followings adjectives:**
- attractive
 - typical
 - migratory
 - wide
 - long
- 5. What do these words mean in the context they have been used in the text:**
- expanse
 - unique
 - virgin
 - indigenous
 - devotee
 - heritage
- 6. Project: Imagine that you work in a tourist agency. You are going to make a leaflet on Kuakata to attract potential tourists. Make a draft of 100 words for the leaflet highlighting all the attractions of the place.**

Look at the sample of the leaflets given below. Think about how to design the leaflet. Try to use some attractive pictures of Kuakata sea beach.

Finally, make a leaflet on Kuakata and display it in your college common room.

- 7. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the charm and significance of Kuakata. (No. 1 has been done for you.)**



- 8. Write a brief summary of the passage in your words.**
- 9. Fill in the gaps with a suitable word from the box {make any grammatical changes necessary}. There are more words in the box than you need.**

plenty of	expanse	collect	touch	originate	mild	nature
sandy	dominates	colourful	having	tourism	birds	

Kuakata, locally known as *Sagor Kannya* (daughter of the sea) is a rare scenic beauty. Their name Kuakata have (a) — from kua (well) dug on the sea shore by the early Rakhine settlers

in quest of (b) — drinking water. It (c) — the unending expanse of (d) — beauty (e) — excellent combination of (f) — waves of the Bay of Bengal. It has (g) — beach, blue sky and unending rows of plantation. Forest, boat plying in the Bay of Bengal with (h) — sails, fishing, towering cliffs, everything here (i) — visitors heart. A comprehensive plan may make it a nice (j) — spot.

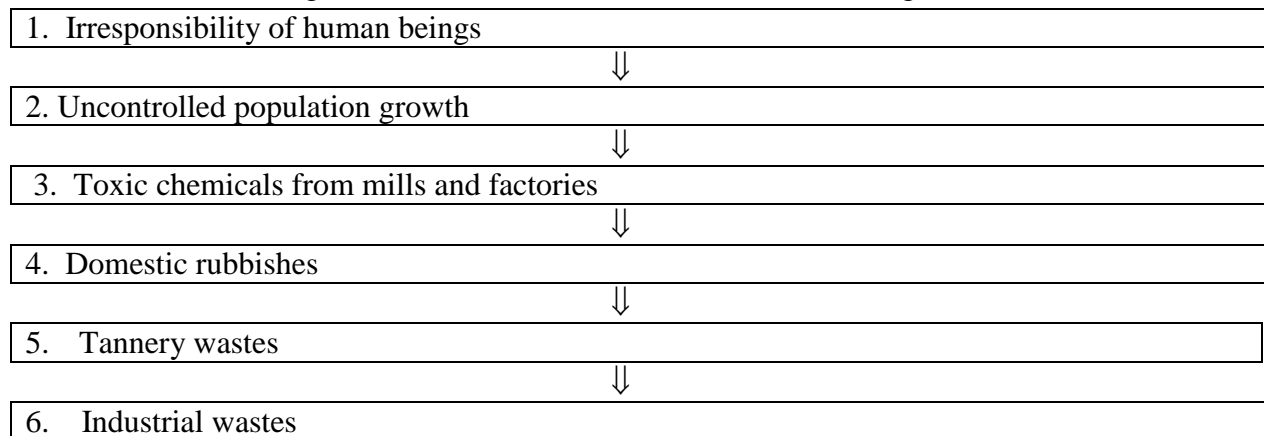
Answer Key

Lesson 1

3. Prepare the answers by yourself and show your tutor.
4. Prepare the answers by yourself and show your tutor.
5. Prepare the answers by yourself and show your tutor.
- 6.

Word	As verb	As noun
Waste	Do not waste your time.	It is a bad habit to throw waste into water.
Subject	He had subjected her to an intolerable suffering.	Our subject for discussion is the dying rivers
Release	The police released the thief.	The movie will be on release from Friday.
Marvel	We stopped to marvel at the view.	It's a marvel how they have managed to build the flyover so quickly.
Shape	You should shape your life with honesty, integrity and sincerity.	Clay can be molded into any shape.

7. A flow chart showing the characteristics of Antonis Pikrocholos is given below:



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

Lesson 2

3. Prepare the answers by yourself and show your tutor.
4. Prepare the answers by yourself and show your tutor.
5. (i+g); (ii+h); (iii+b); (iv+f); (v+i); (vi+a); (vii+j); (viii+c); (ix+d); (x+e).

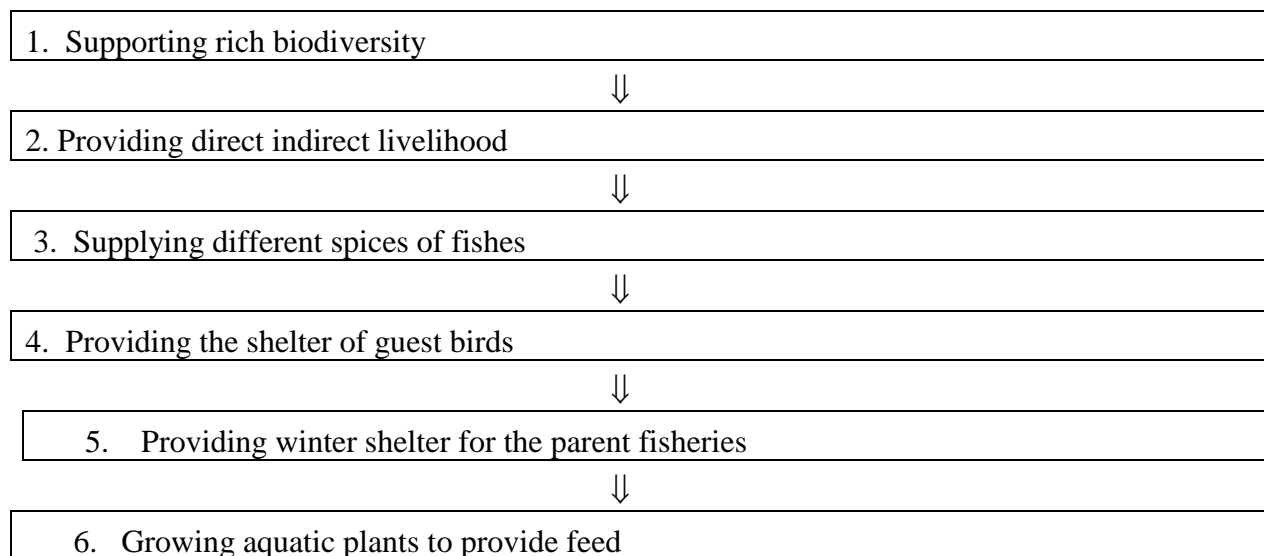
6.

a. Beel	Marsh	A beel is a term for billabong or a lake-like wetland with static water, in the Ganges- Brahmaputra flood plains of the Eastern Indian states of West Bengal, and Assam and in Bangladesh.
b. Haor	Depression	A haor is a wetland ecosystem in the north eastern part of Bangladesh which physically is a bowl or saucer shaped shallow depression, also known as a backswamp.
c. Jalmahal	Water body	Jal Mahal is a place of water body like a lake.

7.

a. Complex	simple
b. numerous	few
c. major	minor
d. downstream	upstream
e mixed	unmixed
f distant	close

8. A flow chart showing the blessing of Hakaluki Haor is given below:



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

Lesson 3

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

4.

1. endangered	e) threatened
2. several	c) a number of
3. gone	i) disappeared

4. threat	a) danger
5. diet	d) food
6. predict	j) forecast
7. entire	h) whole
8. chance	f) likelihood
9. tough	b) difficult
10. expert	g) specialist

5.

- a. A: I think the statement is true. The reason is, by the end of the 21st century the area of growing bamboo will be disappeared between 80 to 100 percent. For this reason pandas will be in crisis of food.
- b. A: Yes, this statement is true. The article demonstrates seven reason for the pandas' fall in numbered.
- c. A: No, the statement is false. Bamboo is disappearing due to increasing global temperature. The increased temperature is an huge embargo to grow bamboo.
- d. A: Yes, this statement is true according to the article showed.
- e. A: True, If the temperature increases at the same rate, bamboo in the Qinling Mountain range might be disappeared.
- f. A: False, According to the report the bamboo could be disappeared by the end of the 21st century.
- g. A: False, The survival situation of pandas depends on how much favourable environment is being created for them, not only in mountain areas.
- h. A: True, Pandas can be saved if we do not waste time and start immediately.

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

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

Lesson 4

3.

- a. True
- b. True
- c. False
- d. True
- e. True

4. Ans:

(1+v); (2+vi), (3+iii), (4+viii); (5+ix); (6+x); (7+ii); (8+vii); (9+i); (10+iv).

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

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

Lesson 5

3.

- a. Kuakata is located in Latachipi union under Kalapara Police Station of Patuakhali district. It is 70 km from Patuakhali district headquarters and 320 km from Dhaka.

- b. The name Kuakata comes from 'Kua'- a well dug on the sea shore by the early Rakhaine settlers in quest of collectiong drinking water, who landed on Kuakata coast after being expelled from Arakan by the Moughals.
- c. The most unique feature of the Kuakata beach is that it has the advantages of offering the full view of the rising and setting of the sun.
- d. The traditional events that take place in Kuakata are festivals of Rash Purnima and MaghiPurnima. Thousands of people come here to take holy bath on these days. The traditional fairs also attract them.
- e. Yes, I would like to visit Kuakata. The following is the list of three things that I would like to do while in Kuakata:
 - The full view of rising and setting sun
 - The bathing in the sea
 - The traditional events

4.

Adjective	Noun
Attractive	Attraction
Typical	Typicality
Migratory	Migration
Wide	Width
Long	Length

5.

- a. Expanse: A large, open area of water.
 - b. Unique: Being the only one of its kind
 - c. Virgin: Not yet used, exploited, or processed
 - d. Indigenous: Naturally existing in a place or country rather than arriving from another place.
 - e. Devotee: A strong believer in a particular religion.
 - f. Heritage: Features belonging to the culture of a particular society.
6. Prepare the answers by yourself and show your tutor.

Unit 9

Myths and Literature



Objectives

After the completion of this unit, you will –

- be introduced with various kinds of mythical stories.
- be familiarized with Jibanananda Das's styles of writing.
- know how Jibanananda Das has used Bengali ways of life in his poem.

Overview

Lesson 1: Bengal's Face

Lesson 2: Orpheus

Lesson 3: The Legend of Gazi

Lesson 4 : Hercules



Answer Key

Lesson 1 : Bengal's Face



1. Warm-up activity:

- Myths are ancient stories that have become very popular and ideal. Look at the above mythical pictures and try to compare them with any mythological stories you heard from your parents or grandparents in your childhood.



2. Now read the following poem by Jibanananda Das (1899-1954) in an English translation and then attempt to answer the questions that follow either by responding to your classroom teacher in English or by trying to write down answers in your notebook.

I Have Seen Bengal's Face*

Because I have seen Bengal's face I will seek no more;
 The world has not anything more beautiful to show me.
 Waking up in darkness, gazing at the fig-tree, I behold
 Dawn's swallows roosting under huge umbrella-like leaves. I look around me
 And discover a leafy dome-Jam, Kanthal, Bat, Hijol and Aswatha trees-
 All in a hush, shadowing clumps of cactus and zedoary bushes.
 When long, long ago, Chand came in his honeycombed boat
 To a blue Hijal, Bat and Tamal shade near the Champa, he too sighted
 Bengal's incomparable beauty. One day, alas. In the Ganguri,
 On a raft, as the waning moon sank on the river's sandbanks,
 Behula too saw countless aswaths bats besides golden rice fields
 And heard the thrush's soft song. One day, arriving in Amara,
 Where gods held court, when she danced like a desolate wagtail,
 Bengal's rivers, fields, flowers, wailed like strings of bells on her feet.

*Translation of Jibanananda Das's "Banglar Mukh Ami Dekhiyachhi" by Fakrul Alam

3. Write down what you have guessed about the meaning of each of the following words from the context in which they have been used:

behold
fig tree
roosting
dome
hush
honeycombed
waning
desolate
wagtail
wailed.

Now consult a dictionary or search Google for the words to see if you have guessed the meanings of the words correctly.

4. Discuss the following questions with members of your group and carry on the discussion in English as far as possible:

- a. Have you heard about Chand Saudagar and Behula before? If so, in what context? Where is Ganguri and Amara?
- b. Discuss with your class friends the Manasa Mangal medieval epic. Do you know of any modern Bengali versions of this epic?
- c. Look up the story of Behula and Chand Saudagar from Wikipedia or Banglapedia. Make a summary in about 200-250 words.
- d. How and why does Jibanananda Das use this mythical story in his poem?
- e. The poem has fourteen lines and is divided into two thematic sections. What are such poems called in English and in Bangla?

5. Which of the following statements seem to be false and which true?

write 'T' or 'F' after each statement to register your response:

- a. The speaker saw the scene that he describes in his poem from a boat.
- b. The scene that he came across was noisy.
- c. Both Behula and Chand sailed down the river in a boat.
- d. The scene described in the second half of the poem is a very sad one.
- e. The poem is about a Bengal that is no more.

6. Identify the parts of speech of the following words:

leafy (line 5); sighted (line 8); incomparable (line 9); besides (line 11); wagtail (line 13); strings (line 14).

7. Write down each answer in about 300 words:

- What connection can you make among the speaker of the poem, the scene that he sees before him and the story of Behula and Chand?
- Line 9 offers a new idea and divides the poem into two. What, do you think, are the connections between the two sections?
- Why does the poet use the medieval Bengali legend in his poem?

8. Write on what other Bengali myths do you know about?**9. Follow-up activity: Group Presentation**

The Bangla poem first appeared in Jibanananda Das's collection of poems called Ruposhi Bangla, or in English, "Beautiful Bengal." As a group, find out more information about the poet, the book of poems, and its publication history and make group presentations on these topics in the next class in English.

Lesson 2 : Orpheus**1. Warm-up activity:**

Discuss the following questions:

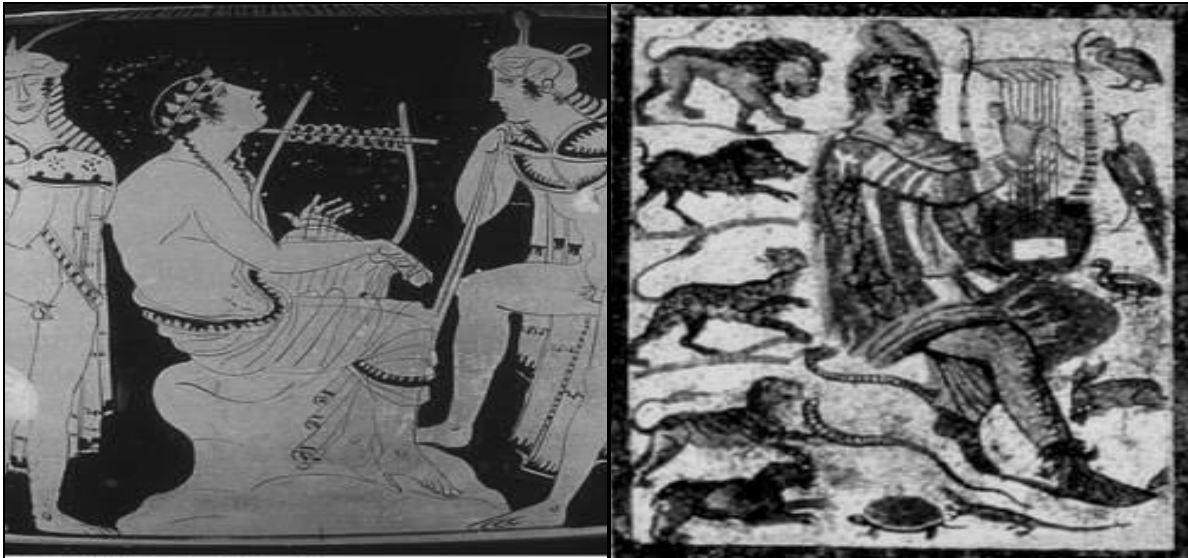
- Have you read Kazi Nazrul Islam's "Bidrohi" in Bengali? If so, did you find the use of any myths in the poem? If not, consider it your homework. Read "Bidrohi" at home for discussion in class later.
- Were any of the myths associated with music and a musician?



2. Read the following passage and fill in each gap with an appropriate word from the list of options below:

Orpheus was the son of Apollo and the Muse Calliope. He was presented by his father with a lyre and taught to (i).....upon it, which he did to such perfection that nothing could withstand the (ii)..... of his music. Not only his fellow-mortals, but (iii)..... animals were softened by his music. The very trees and rocks were charmed by him. The former crowded (iv)..... him and the latter relaxed somewhat of (v)..... hardness, softened by his notes.

- | | | | | |
|------|----------|----------|------------|-----------------|
| i. | a) drum | b) play | c) jump | d) disco |
| ii. | a) charm | b) peace | c) silence | d) satisfaction |
| iii. | a) tame | b) wild | c) rough | d) regular |
| iv. | a) on | b) for | c) around | d) below |
| v. | a) the | b) their | c) these | d) that |



3. Answer the following questions:

- a. Who were Orpheus's parents?
- b. What is Orpheus famous for?
- c. What was the impact of his music on human beings and animals?
- d. How did animals react to it?
- e. What would be a suitable title for this passage?

4. Discuss the following with your friend:

- a. Importance of music in your life.
- b. Your favourite music.
- c. Your favourite singers/bands.
- d. Your favourite musical programmes.

5. Match the words in Column A with the appropriate words in Column B:

Column A	Column B
a. play	i. a guitar
b. perform	ii. in an orchestra
c. sing	iii. a horn
d. blow	iv. a song
e. strum	v. the drums

Lesson 3 : The Legend of Gazi**1. Warm-up activity:**

- Folk art means artistic presentation of local myths. This type of art is also called indigenous art. Try to give some examples of folk art that you have seen.
- What is meant by indigenous art?

**2. Now read the following text and answer the questions that follow:****The Legend of Gazi**

According to some myths and legends, Gazi Pir was a Muslim saint who is said to have spread Islam in the parts of Bengal close to the Sunderbans. He was credited with many miracles.



For example, he could supposedly calm dangerous animals and make them docile. He is usually depicted in paatsor scroll paintings riding a fierce-looking Bengal tiger, a snake in his hand, but in no apparent danger. According to some stories, he also fought crocodiles who threatened the people of a region full of canals and creeks, indeed, a kind of watery jungle bordering the Bay of Bengal. Because of his alert and vigilant presence, all predatory animals were said to have been kept within bounds. It was also believed that he enabled villagers to live close to forests and

jungles and cultivate their lands. Consequently, people of these regions would pray to him for protection. The story of Gazi Pir has been preserved in folk literature as well as art and has been performed in indigenous theatre. In fact, some Gazir paat scrolls are part of the collection of the British Museum.

3. Which of the following statements is true and which one is false. Correct the false one(s).

- a. Gazi was admired for his miracles.
- b. Gazi is followed by people in all parts of Bangladesh.
- c. Gazi lived near the Sundarbans.
- d. Gazi's works are presented in folk art.
- e. German Museum keeps GaziPir's art.

4. Find out the meaning of the following words:

- a. legend
- b. docile
- c. protection
- d. creek
- e. vigilant
- f. predatory
- g. collection

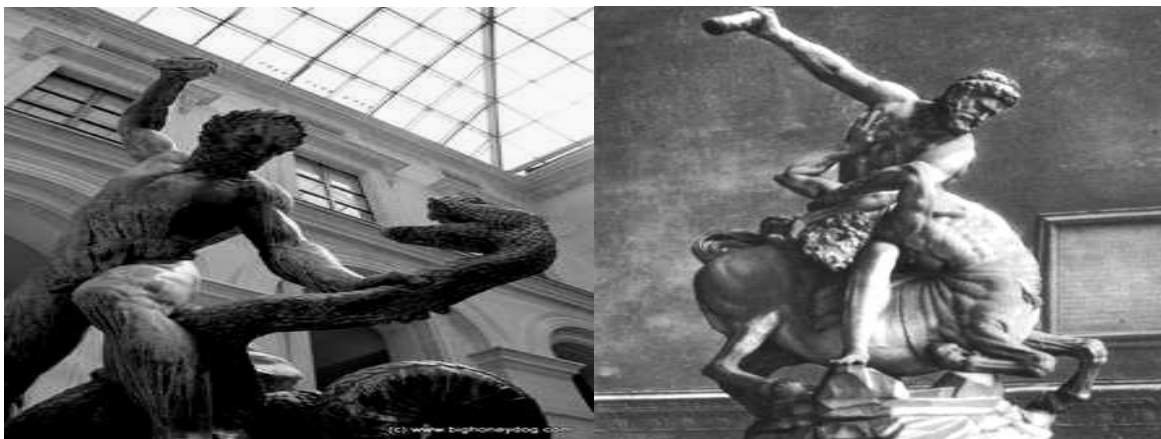
5. Answer the following questions:

- a. According to some myths and legends, what kind of extraordinary power did Gazihave?
- b. What was the geographical nature of the region where Gazi performed his miracles?
- c. Why, do you think, was Gazi admired in parts of rural Bangladesh for a longtime?
- d. What are the different art forms in which the myth of Gazi is kept alive in Bangladesh and even outside the country?

6. There are many linking words in English such as 'for example', 'also', 'indeed', 'consequently' and 'in fact'. Can you give some more examples?

7. Write a paragraph of about 150 words describing your personal experience of some forms of folk art.

Lesson 4: Hercules



1. Warm-up activity:

- Hercules is a myth. He was famous for his extra-ordinary courage. Browse the internet to know more about him. You may also watch the film “The Legends of Hercules”.
- What do you mean by saying ‘He is like Hercules’?
- Do you know of other heroes who have comparable stories — either through your reading or from watching films and television?



2. Read the following passage about Hercules and answer the questions that follow:

Hercules was the son of Jupiter and Alcmena. Eurystheus, the King of Mycenae and his cousin, made him undergo some difficult tasks, which are known in Greek myths as the ‘twelve labours of Hercules.’ The first involved a fight with a lion. The valley of Nemea was being disturbed by a terrible lion and so Eurystheus ordered Hercules to slay the beast and bring him his skin. At first, Hercules tried to fight the lion with his club and arrows but this took him nowhere. Then Hercules attempted a different tactic: he decided he would use his hands. He thus managed to slay the animal on his own, relying entirely on his immense strength. Victorious, he returned to Mycenae carrying the dead lion on his shoulders, a sight that terrified the King.

His next task was to slay a monster called Hydra that was ravaging the country of Argos. The Hydra had nine heads, of which the middle one was said to be immortal. Our hero struck off its heads with his club, but whenever he knocked off a head, two new ones erupted in its place. Eventually with the help of his devoted servant Iolaus, Hercules succeeded in burning all the heads of the Hydra except the ninth or immortal one, which he decided to bury under a huge rock. In other words, Hercules triumphed again, as he would every time he was given an impossible task by Eurystheus! And this is how he began to acquire the reputation of a hero possessing immense strength throughout the world.



- 3. Write the meanings of the following phrases and make sentences with them:**
- had to undergo
 - involved a fight with
 - took him nowhere
 - a different tactic
 - entirely on his own
 - a sight
 - succeeded in ,
 - acquire a reputation
- 4. Which of the following statements seem to be false and which true? Write 'T' or 'F' after each statement to register your response.**
- Hercules decided to accomplish impossible tasks because he wanted to be a hero.
 - The king was impressed when he saw Hercules after his first victory.
 - c. Hercules managed to defeat Hydra entirely on his own.
 - d. Hercules ended up burying all parts of Hydra.
 - Every time he was given an impossible task, Hercules succeeded in doing it.
- 5. Write a paragraph of about 150 words on a heroic man or woman that you heard or read about in your childhood. Explain in your account whether the story was a true or a mythical one, and why you consider the person you have described to be heroic.**
- 6. Make a list of seven prepositions you have come across in the passage. Now make a sentence with each of these prepositions.**

Answer Key

Lesson 1

3. behold – দেখা, তাকানো

fig tree – ছাতিম গাছ

roosting – পাখির বাসা

dome – গম্বুজ

hush – চুপ করা / করানো

honeycombed – মৌচাকের মতো দেখতে

warning – সতর্কবানী

desolate – নিঃসঙ্গ

wagtail – লম্বা লেজওয়ালা ছোট পাখি

wailed – দুঃখ ও বেদনা ভারাক্রান্ত কান্না

5. a. True

b. False

Correct ans: The scene which he came across was serene and quiet.

c. False.

Correct ans: Chand sailed in a gorgeous boat named “ Madhukar” and Behula sailed in a “vhela” which is made of some plants.

d. True.

e. False.

Correct ans: The poem is about the eternal beauty of Bengal.

6. leafy – adjective, sighted – verb, incomparable – adjective besides – adverb, wagtail – noun, strings – noun.

Lesson 2

2. (i) play (ii) charm (iii) wild (iv) around (v) their

3.

a. God Apollo, the son of Zeus and Hera and Muse Calliope were Orpheus's parents.

b. Orpheus is famous for his perfect and charming heavenly lyre music.

c. His fellow mortals could not withstand the charm of his music and crowded around him and the wild animals were softened by the music of Orpheus.

d. Animals were softened by his music and relaxed somewhat of their hardness which was softened by the notes of Orpheus.

e. “Music for life”

4.

a.. Importance of music in your life. – Music is an important element for making our everyday life relaxed. It freshens our mind and gives us relaxation from the boredom of everyday chores. Music gives us enjoyment and refreshes our hearts. Different types of music give us happiness, show us the meanings of life and cheer us for taking the new challenges.

b. Your favourite music. – My favourite music is Rabindra Sangeet. Songs written by Rabindranath Tagore are extremely connected to the inner places of human life. They represent every segment of human life such as love, family, pain, happiness and relationship with God and religious views too. They show us a complete code of life.

c. My favourite band is “Chirkut”. This is a Bangladeshi band. Their works are very admirable as their selection of the band’s name. They are working on some of our classical music in new way which I like very much.

d. Any musical programme on Rabindra Sangeet is favourite to me.

5. a + v, b + ii, c + iv, d + iii, e + i.

Lesson 3

3.

- a. True.
- b. False.

Correct ans: Gazi is followed by people in the parts of Bengal close to the Sunderbans.

- c. True.
- d. True.
- e. False.

Correct ans: British Museum keeps Gazi Pir's art.

4.

- a. legend- পৌরাণিক বিখ্যাত ব্যক্তি
- b. docile- বাধ্য
- c. protection – রক্ষা
- d. creek – ছোট নদী
- e. vigilant – সতর্ক প্রহরারত
- f. predatory – লুণ্ঠনকারী
- g. collection – সংগ্রহ

5.

- a) According to some myths and legends, Gazi Pir could extraordinarily calm dangerous animals and make them docile.
- b) Gazi performed his miracles in the parts of Bengal close to the Sunderbans. That region was full of canals and creeks, indeed, a kind of watery jungle bordering the Bay of Bengal.
- c) Gazi was admired in parts of rural Bangladesh for a long time because his works were connected to a religious view and apparently people started to pray to him for protection.
- d) The myth of Gazi is kept alive in Bangladesh and even outside the country in folk literature as well as art and in indigenous theatre performance. Some Gazir paat scrolls are part of the collection of the British Museum.

6. Furthermore, in addition, besides, correspondingly, it follows that, overall, naturally, in that case, under the circumstances, for instance, in general, particularly, especially, rather, alternatively etc.

Lesson 4

3.

- a. had to undergo (had to perform) Hercules had to undergo so many difficult tasks in his lifetime.
- b. involved a fight with (include a fight with someone) Hercules' first task involved a fight with a fierce lion.

- c. took him nowhere (give no positive result) The first fight took him nowhere.
- d. different tactic (a different, planned method to achieve a particular goal) The soldier followed a different tactic to defeat the beast.
- d. entirely on his own (relying entirely on one's own self) Sindabad conducted the fight entirely on his own.
- e. a sight (a scene of something special) The fight between Hercules and the lion created a terrible sight.
- f. succeeded in (to be successful) Hercules succeeded in burning all the heads of Hydra.
- g. acquire a reputation (become largely famous and reputed) Hercules acquired a reputation all over the world by dint of his immense strength.

4.

- a. F
- b. F
- c. T
- d. F
- e. T

6.

Of – He is the son of a rich man.

In- Hercules' myth is included in Greek mythology.

With- Hercules had to undergo a fight with Hydra.

By- He managed to do the work himself.

To- Hercules attempted a different trick to kill the Hydra.

On- We are working with a project on environmental change.

Off- Don't put off the fire.

Unit 10

Dreams

Objectives

After the completion of this unit, you will–

- identify parts of speech of contextual words and their use in sentence
- justify the basis of dream from psychological point of view
- answer questions from poetry
- comprehend poets' temperament in poems
- differentiate speech from article and short story

Overview

Lesson 1: What is a Dream?

Lesson 2: Dream Poems.

Lesson 3: I Have a Dream.

Answer Key

Lesson 1: What is a Dream?

1. Warm-up activity:

- Read the following words. Look up their meaning in a dictionary. How are they related to dreams?

Nightmare	day-dream	reverie
Imagination	fragments	pleasant
Hallucination	slivery	dreamer
Dreamy	short lasting	reality
Haunting	pleasant	romantic



2. Now read the following article and answer the questions that follow:

What are Dreams?

Dreams can be entertaining, disturbing, or downright weird. We all dream—even if we don't remember it the next day. Dreams are basically stories and images our mind creates while we sleep. Dreams can be vivid. They can make you feel happy, sad or scared. Dreams can occur anytime during sleep. But most vivid dreams occur during deep REM(rapid eye movement) sleep, when the brain is most active. According to some experts, we dream at least four to six times per night.

Why do we dream?

There are many theories about why we dream, but no one knows for sure.

Some researchers say dreams are necessary for mental, emotional, and physical health. Others say dreams have no purpose or meaning and are nonsensical activities of the sleeping brain.

What do dreams mean?

There are different views as to what dreams mean. Some experts say dreams have no connection to our real emotions or thoughts. They are just strange stories that don't relate to normal life.

Other say our dreams may reflect our own underlying thoughts and feelings--- our deepest desires, fears, and concerns especially recurring dreams. By interpreting our dreams, we may be able to gain insight into our lives and ourselves many people say they have come up with their best ideas while dreaming, so dreams may be a conduit of creativity.

Often people report having similar dreams—they are being chased, fall off a cliff etc. these types of dreams are likely caused by a hidden stress or anxiety.

Why Do Nightmares Occur?

Nightmares or bad dreams are common in children and adults. Nightmares are often caused by stress, conflict, fear, trauma, illness, or drug use. Keep in mind that no matter how scary a nightmare is, it is not real and most likely will not happen to you in real life.

What are Lucid Dreams?

Lucid dreaming is accompanied by an increased activation of parts of the brain that are normally suppressed during sleep. Lucid dreaming represents a brain state between REM sleep and being awake. Have you ever had dream where you knew you were dreaming during your dream? This is called lucid dream.

Can dreams predict the Future?

There are many examples of situations where a dream came true or was telling of a future event. When you have a dream that then plays out in real life, experts say it is most likely due to coincident, faulty memory and an unconscious tying together of known information.

Tips for Dream Recall

If you are a sound sleeper and don't wake up until morning, you are less likely to remember your dream to people compared to people who wake up several times in the night. But there are some tips that may influence your ability to remember your dreams:

Wake up without an alarm: you are more likely to remember your dreams if you wake up naturally than with an alarm. Once the alarm goes off, your brain focuses on the annoying sound and turning it off and not your dream.

Remind yourself to remember:

If you want to remember your dreams and make a conscious decision to do so, you are more likely to remember your dreams in the morning. Before you go to sleep, remind yourself that you want to remember your dream.

- **Theorists interpret dreams during our sleep. But we dream when we are awake too.**

Now give examples of some of your dreams:

A sweet dream while sleeping

A nightmare

A dream that you always cherish consciously

A day dream

- **Now write about some dreams that you want to make real. For example:**

I have always dreamt that I will be a doctor. I study science and I am good at biology, so that should not be an impossible task.

- **Now write a paragraph of 120 words narrating what you will do if you become a democratically elected student leader in your college.**



3. Answer the following questions:

- a. What are dreams?
- b. Why do people dream?
- c. Why do Nightmares occur?
- d. What do you mean by lucid dreams?
- e. Can dreams predict the future?
- f. Why are dreams hard to remember?
- g. Mention some tips to recall dream.

4. Now write a paragraph of 100 words narrating what you would do if you won a million Taka lottery.

Lesson 2: Dream Poems



1. Introduction

William Wordsworth (1770-1850), the great romantic poet, considered poet dreamers because they have the ability to turn “our wish, our power, and our thought “into a deed”. Poets give voice to what we desire and strive hard to achieve. They write about the dreams of lovers, men of action, patriots, social reformers, workers and just about anyone given to imaging a better tomorrow for themselves and for others.

In the previous lesson we’ve learnt about different aspects of dreams. In this lesson, we will read two poems, written by two poets from two sides of the Atlantic. While D.H. Lawrence (1885-1930) was an English novelist, poet and essayist, Langston Hughes (1902-1967) was an American poet, novelist and playwright. Hughes was also a leader of the Harlem Renaissance which attempted to bring changes in the lives of the Black people in the 1920s.

2. Warm-up activities:

- Find out more about Lawrence and Hughes from Wikipedia Lawrence was more famous as a novelist, so write down the names of five of his novels.
- Present your findings in a group to the class.

3. Now read the two poems.

A. Dreams

by D. H. Lawrence

All people dream, but not equally.

Those who dream by night in the dusty recesses of their mind,

Walk in the morning to find that it was vanity.

But the dreamers of the day are dangerous people,

For they dream their dreams with open eyes,

And make them come true.

Dreams

-by *Langston Hughes*.
Hold fast to dreams
For if dream die
Life is a broken- winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



4. Answer the following questions:

- What type of dreams is Lawrence referring to in his poem?
- Why does he consider them dangerous?
- What is the meaning of ‘dreaming with open eyes’?
- What is Hughes telling his readers to do?
- Why does he want his readers to hold fast to their dreams?
- Why, according to Hughes, are dreams so important in our lives?
- What type of dreams do the two poets highlight?

5. Write down the meaning of the following words and phrases?

- a broken- winged bird
- barren field
- frozen
- recesses of the mind
- dusty
- make something come true
- vanity

6. Write a summary of each of the poems in 150 words.

Lesson 3 : I Have a Dream

1. Warm-up activity:

Look at the picture.

- Guess who the person is. What do you know about him?
- Here are a few points about the man in the picture. Make sentences with them to describe him. You can go to Google to find out more about him.
- Martin Luther King Jr, January 15, 1929 April 4, 1968
American pastor, non-violent activist, humanitarian.
- Now write 5-10 sentences describing the man and his work.





2 The following is an abridged version of a famous speech made by Martin Luther King jr. on 28 August 1963 in Washington D.C. USA. Read it and answer the questions that follow:

.... (T)he Negro is still not free..... the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination..... (T)he Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.....(T)he Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.....

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed. "We hold these truths to be self-evident; that all men are created equal."

I have dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today.

I have dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of 'interposition' and 'nullification', that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight," and the glory of the Lord shall be revealed, and all flesh shall see it together."

This is our hope. This is the faith that I will go back to the South with.

With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.....

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.....

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all

of God’s children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!” (Abridged)



3. Guess the meanings of the words In Column A FROM the context and match them with their meanings given in Column B:

Column A	Column B
Sweltering	Small hill
vicious	Filled with a great feeling of joy
racist	cruel
exalted	masterpiece
crooked	discriminatory
jangling	rattling
symphony	community
molehill	twisted
hamlet	Unpleasantly hot
gentile	Someone who is not Jewish

4. Answer the following questions:

- a. What is the text type: an article, a speech, or a short story? Who delivered it?
- b. What is the text about?
- c. Why did Martin Luther King Jr. have these dreams?
- d. Which of the above dreams do you appreciate more and why?
- e. What, according to Martin Luther king jr , will be the ultimate benefit if his dreams come true?
- f. Do you think that Martin Luther King’s dreams have been fulfilled? Why/ why not?

5. Read the following statements and write’ T’ if the statement is true and’ F’ if the statement is false. For false statements, provide the correct information:

- a. The speech is meant only for black Americans.
- b. Martin Luther King Jr. believed that all men are equal.
- c. Martin Luther King Jr. had a dream that one day little black boys and girls will be able to join hands with white boys and girls.
- d. Martin Luther King Jr. maintained that the fulfillment of his dreams was a precondition for America to be a great country.

6. Here is a sentence from the text which shows King’s hopes about America. Find more similar sentences from the text:

I have a dream that one day this nation will rise up.

- a.-----
- b.-----
- c.-----
- d.-----
- e.-----

7. Complete the sentences below using adjective clauses:

- a. I have a dream that----- Bangladesh-----
- b. My friend ----- has a dream that-----
- c. My mother has a dream that -----
- d. My teacher has a dream that -----
- e. Our leader ----- had a dream that-----

8. Find the meanings of the following words and make sentences with them:

- a. interposition
- b. nullification
- c. prodigious
- d. discord
- e. hamlet

9. Project work:

In groups, prepare a list of your dreams for your country or the community you belong to and then present it in the class.

Answer Key

Lesson 1

3.

- a. Dreams are the stories and images created by our minds while we do sleep. It is the reflection of our thoughts and feelings.
- b. There is no certain reason for why do people dream but it is assumed that dreaming is necessary for mental, physical and emotional health.
- c. Nightmares are often caused by stress, conflict, fear, trauma, illness, or drug use.
- d. Dreaming during dream is regarded as lucid dream.
Unusually dreams cannot predict the future. According to the experts, it is one kind of coincident of faulty memory and an unconscious tying.
- f. It is impossible to remember dreams for those who are sound sleepers.
- g. Tips for recalling dreams:
-waking up without an alarm.
-reminding oneself to remind dreams.

4. Try yourself.

Lesson 2

4

- a. Lawrence refers to two types of dreams of which some people dream by night during subconscious condition in sleep and some other people dream consciously with open eyes.
- b. According to Lawrence, the dreamers who dream with their open eyes are dangerous, because they want to materialize their dream at any cost.

- c. 'dreaming with open eyes' refers to such a dream which conscious people dream either at night or in day time and want to materialize the dream utmost efforts.
- d. Hughes advised his readers hold their dreams firmly.
- e. Hughes advises his readers to hold fast their dreams lest they should miss their dreams from their lives causing barren fields.
- f. Hughes in his poem 'Dream' expresses that our lives are meaningless without dreams. If dreams leave us, our lives will be dull as well as a barren field. So, dreams are mostly considered important in our lives, as per Hughes.
- g. D. H. Lawrence and Langston Hughes wrote two separate poems bearing the same title 'Dreams'. The poem by D. H. Lawrence refers to two types of dreams- a. nightmare which people dream by night in the dusty recesses of their mind and b. dreams with open eyes which conscious people dream either at night or in day time. On the other hand, the poem by Hughes refers to only one type of dream which people dream consciously and it bears great importance in their lives.

5

- a. a broken-winged bird- things capable of doing nothing.
- b. barren field- field where nothing grows.
- c. frozen- covered with ice.
- d. recesses of the mind- innermost place of the mind.
- e. dusty- dry or unsatisfactory
- f. make something come true- materialise something practically
- g. vanity- meaninglessness.

6

'Dreams' by D. H. Lawrence

D. H. Lawrence, an English poet, wrote almost 800 poems. Most of his poems are relatively short. In this poem he expressed his thoughts about dreams. According to Lawrence, all people dream but not equally. Here he uttered an expression which is universal. In his poem, he pointed out two types of dreams. He interpreted the types of dreams as: subconscious and conscious dreams. According to Lawrence, there are some dreams which people dream in a stage of subconscious by night and there are some other dreams which people dream at the stage of consciousness. Lawrence said that the dreams which are dreamt by night in the dusty recesses of mind are full of vanity. But the dreams which one dreams with open eyes that is in the stage of consciousness are serious in nature, because these sorts of dreams are dreamt by dangerous people who try their level best to materialize their dreams at any cost.

Dreams by Langston Hughes

Langston Hughes is an American poet. In his poem, he puts some advice to his readers explaining the gravity of dreams. To the readers he advised that they should hold fast their dreams, because if dream is lost forever, then their lives will be inactive and meaningless. He also adds for his ardent readers that they should hold fast the dreams which they have at present. Because dream is an important factor of life. It plays the vital role in the lives of human being. So, if dreams are lost, life becomes fruitless tree. In his poem he compared the dreamless life with the infertile field covered with snow where nobody can expect any crop or benefit.

Lesson 3

3 a. Sweltering- unpleasantly hot.

b. vicious- cruel

c racist- discriminatory

d exalted- filled with a great feeling of joy.

e crooked- twisted

f. jangling- rattling

g. symphony- masterpiece

h molehill- small hill

j hamlet- community/small village

k. gentle-someone who is not Jewish

4.

a. The type of the text is speech. It was delivered by Martin Luther King Jr.

b. The text is about the dream of Martin Luther King Jr where he expressed his grief that segregation and discrimination made by the racists shall be removed in future. He also expressed hope that one day American nation will rise up and live out the true meaning of the truth that all men are created equally.

c. Martin Luther King Jr was an American pastor. He was a non-violent activist. He was a humanitarian too. So, he could not accept the effect of segregation and discrimination in the best creature of God by the racist. He felt much for the people oppressed and unjustified by the racists. For all these stated above, Martin Luther King Jr dreamt the said dream.

d. Among the above dreams, I appreciate the dream of Martin Luther King Jr addressed on 28 August, 1963 in the form of an oration demanding the unity of the Americans irrespective of caste and creed. The dream vibrated vehemently the thought and religious segregation prevailing in the then American society. The reformative speech by Martin Luther King Jr , the American nation got a new path of unity and removal of all discriminatory triviality among the people. The speech, I think, acted as an engineering force that led the American nation to the path of prosperity and placed it in a unique position in the world. These are the reasons behind my appreciation of the dream more.

e. if the dreams of Martin Luther King Jr comes true, then injustice, oppression, etc made by the racists, shall be removed from the society as well as nation and the nation really be independent, prosperous and great.

f. I think that Martin Luther King's dream has partly been fulfilled. The reason of saying so is nothing but the influence of the racists in America has not as yet been removed completely.

5.

a. F. The speech is meant for all men on the earth.

b. T

c. T

d. T

6.

a. I have a dream that one day the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of the brotherhood.

b. I have a dream that even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

- c. I have dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but the content of their character.
 - d. I have a dream that one day down in Alabama little black boys and girls will be able to join hands with little girls as sister and brothers.
 - e. I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be straight, and the glory if the Lord shall be revealed, and all flesh shall see it together.
- 7.
- a. our next generation will live in golden, where no justice and exploitation will exist.
 - b. Polash who is a brilliant student and he, he will become a famous social worker in future.
 - c. one day I will win noble prize in peace.
 - d. I will secure G.P.A 5 in H.S. C examination.
 - e. democratic and patriot and he , our nation shall be free from injustice and exploitation in future.

8.

Words	Meanings	Examples
interposition	To come between the parties in a dispute	To mitigate the dispute between the two nearest neighbours, interposition of policemen is not expected.
nullification	The act of nullifying	The students organized demonstration for nullification of the bad sides of education
prodigious	enormous	The government has declared a prodigious financial budget for the next year.
discord	Lack of agreement among persons	No discord is found between the two neighbours.
hamlet	A small village	Luther lived in a hamlet.

9. Try to solve with help of your tutor.

Unit 11

Diaspora

Objectives

After the completion of this unit, you will–

- know what the term ‘diaspora’ means.
- some of the great diaspora in the world history.
- identify some of the diasporic communities.
- understand the reason of diaspora in the recent time.

Overview

Lesson 1: What is Diaspora?

Lesson 2: 'Banglatown' in East London

Lesson 3: Bangladeshis in Italy

Lesson 4: Bangladeshi Community in the UK

Answer Key

Lesson I : What is Diaspora?



1. Warm-up activity:

- What do you see in the pictures?
- The Merriam-Webster online dictionary provides the definition of 'Diaspora' in the following way:
 - a. the movement, migration, or scattering of a people away from an established or ancestral homeland
 - b. people settled far from their ancestral homelands
 - c. the place where these people live
- Which parts of the world do Bangladeshis tend to settle in nowadays?
- Discuss with your friends whether it is possible to call such settlements the result of Bangladeshi diasporas of our time.



2. Read the passage and then carry out the activities that follow:

The term 'diaspora' is used to refer to people who have left their homelands and settled in other parts of the world, either because they were forced to do so or because they wanted to leave on their own. The word is increasingly used for such people as a collective group and/or a

community. The world has seen many Diasporas but scholars have been studying the phenomenon with great interest only in recent decades.



Among the great diasporas of history is that of the Jewish people, who were forced to leave their lands in ancient times. The movement of Aryans from Central Europe to the Indian sub-continent thousands of years ago is also a noteworthy diaspora, although the causes of this diaspora are unclear. In twentieth century history, the Palestinian diaspora has attracted a lot of attention and been a cause of concern for world leaders because of the plight of Palestinians. There have been massive diasporas in Africa, too, over the centuries, either because of war or because of the ravages of nature. But the chief reason why the phenomenon of diaspora is attracting so much attention now is globalization.

3. Guess the meanings of the words in Column A from the context and match them with the meanings given in Column B:

Column A	Column B
a. settled	i. occurrence
b. community	ii. significant
c. noteworthy	iii. moved to
d. ravages	iv. negative effects
e. phenomenon	v. group of people



4. Answer the following questions:

- Are all diasporas voluntary?
- If all diasporas are not voluntary, why would a group of people want to leave their country?
- When has the study of diasporas started to attract scholars?
- What are some of the major diasporas of the past?
- What has globalization to do with diasporas?

5. Put the following words/phrases in a chronological order:

- a. over the centuries
 - b. twentieth century
 - c. recent decades
 - d. now
 - e. ancient times
 - f. thousands of years ago
- Now make a sentence with each of these words/phrases.
 - Can you think of some other words/phrases that are used in English writing to mark time?

6. Write a paragraph of about 150 words on people you know or have read about who have moved from Bangladesh to other parts of the world in recent years.

7. Answer each of the following questions in one word:

- a. What would be the noun form for someone who has settled in a new world?
- b. What is the plural form of 'phenomenon'?
- c. What part of speech is 'massive' in the phrase 'massive diasporas'?
- d. Can you think of some other words that can substitute for 'although' in line 8 of the passage?
- e. What is the simple present form of 'is attracting'?

Lesson 2: 'Banglatown' in East London



1. Warm-up activity:

- What do you see in the picture?
- Can you guess which country's picture it is?
- Can we call the movement of groups of people from Bangladesh in recent decades a diaspora? Where do these Bangladeshis like to settle? Which parts of Bangladesh have been characterized by the departure of such groups and what are the reasons why people have left these parts?



2. Read the following extract taken from Nazli Kibria's book, *Muslims in Motion:*

Islam and National Identity in the Bangladeshi Diaspora. Then attempt to answer the questions that follow either by responding to your classroom teacher in English or by trying to write down answers to them in your notebook.

'Banglatown' in East London

British-Bangladeshis, also known as British-Bengalis, are an important part of the Bangladeshi diaspora or those of Bangladeshi origin who are living abroad. Almost half of all British-Bangladeshis live in London, especially in the East London boroughs, of which Tower Hamlets has the highest concentration.



Today a tourist who is new to London may well decide to make her way over to the East End of the city, to visit 'Banglatown'. After exiting the Tube Station there she might follow the signs that point to Brick Lane, a street that has gained certain notoriety from Monica Ali's best-selling novel of the same name, which was also made into a movie. She may decide to try out one of the many Bangladeshi restaurants she sees there for lunch. Sitting at one of the tables with a window onto the street, she might notice that the street signs are not just in English but also in Bengali. And the lamp-posts are in green and red - the colors of the Bangladeshi flag. In fact everywhere she looks, she finds visual cues of the Bangladeshi, and even more specifically, the Sylheti presence in the area. Storefronts advertise flights from London to Sylhet, some on Bangladesh Biman (the national airline of Bangladesh) and others on Air Sylhet, a private airline company formed by British Bangladeshis. There is a sign for Sonali Bank - the major state-owned commercial bank of Bangladesh. There is a food store advertising frozen fish from Sylhet's Surma River. She watches two elderly men with long, grey beards enter the store; they are dressed in long white tunics, baggy pants and white head caps. She sees a group of teenage 20 girls walking down the street in animated conversation. One is dressed in a black burkah and the others are in jeans and long shirts, along with bright sequined hijabs on their heads. Looking through her London guidebook, she reads about how this neighbourhood is in 'Banglatown'.

In 2001 British Bangladeshi leaders, including many of the second-generation activists, led a successful bid via the Tower Hamlets council to gain the official designation of 'Banglatown' for Brick Lane and its surrounding neighbourhoods. With the help of street signs and an advertising campaign, the hope was to give the area a distinct cultural identity that would be attractive to tourists and thus beneficial for Bangladeshi businesses located there. In fact the area has a number of visible Bangladeshi landmarks, such as Altab Ali Park, the Kobi Nazrul Cultural Centre and the Shohid Minar Monument.



Along with the official designation of Banglatown, these landmarks are matters of considerable pride for many British Bangladeshis, symbols of their hard-won presence and political voice in Britain.



3. Write down what you have guessed about the meaning of each of the following words from the context in which they have been used:

- a. origin
- b. borough
- c. concentration
- d. notoriety
- e. cues
- f. tunics
- g. bid
- h. distinct
- i. landmark
- j. hard-won

Now consult a dictionary or search Google for the words to see if you have correctly guessed the meanings of the word.

4. Discuss the following questions with members of your group. Carry on the discussion in English as far as possible:

- a. Where do most British-Bangladeshis live?
- b. How and why did Brick Lane gain 'notoriety'?
- c. What is the name of Monica Ali's novel and the film made based on it?
- d. What are some signs and symbols of Bangladesh to be found in the Brick Lane area?
- e. How did the area come to be known as 'Banglatown'?
- f. What are some of the landmarks that reflect the pride of British-Bangladeshis about their identity as Bangladeshis?

5. Which of the following statements seem to be false and which one true? Write 'T' or 'F' after each statement to register your response:

- a. Most Bangladeshis in Britain live outside London.
- b. Everywhere in Brick Lane, one sees evidence of the high percentage of Bangladeshis from Sylhet who live in the area.
- c. Bangladeshis in Brick Lane lack confidence in their future.
- d. There was no business motive in the drive to make the Brick Lane area known as 'Banglatown'.
- e. Bangladeshis have made their presence felt in Britain through hard work.

6. Answer each of the questions in about 300 words in your notebook:

- a. Why would a tourist in London want to visit Banglatown and what would be its main attraction for him or her?
- b. Who are the customers of the shops, restaurants and business offices in Banglatown?
- c. Are there other Bangladeshi diasporas that are comparable in size and vitality to Banglatown that you know about?
- d. What connection does the economy of Banglatown have with that of Bangladesh?

7. Answer the following:

- a. 'origin' (line 2) is used in the passage as a noun; what would be its verb form?
- b. Is 'especially' (line 3) used as an adjective or an adverb?
- c. 'best-selling novel' (line 8) is a phrase where 'best-selling' is used as an to modify 'novel'.
- d. 'advertise' (line 14) is a verb; its noun would be - .
- e. 'animated' (line 21) is used as an adjective; what would its adverb form be?

Lesson 3: Bangladeshis in Italy

1. Warm-up activity:

- Think about life in foreign countries. Is it very exciting or painful or both?
- Discuss how and why in recent times Bangladeshis have gone abroad to seek a new life for themselves.



2. Read the following passage by Ihtisham Kabir and then attempt the activities that follow:

Bangladeshis in Italy

Last month, a 20-year dream came true: we visited Italy. While it was an amazing lesson in history, I was also taken by surprise at the Bangladeshis in Italy. I heard estimates of between 200,000 and 600,000 Bangladeshis in Italy.

I saw them in Rome, Florence and Venice (but not in Siena.) The ones I saw all had small to medium-size businesses. In Rome, they were selling handbags, sunglasses and tourist material on the streets. In Florence, we walked into a store selling 'Indian-looking' things - a 'monohoridokan' - only to find the owner was a Bangladeshi who had a chain of these stores in the city.

In Venice, they were selling trinkets-like little puppets made from balloons - on the Accademia Bridge and in San Marco Square. One seller told me these would not sell in Rome, but in Venice the tourists buy them.



They were incredibly kind and polite to us. The person in Florence-much

to our protestations-treated us with cokes and ice cream, and sold things to us at large discounts. When it came to prices, they said "Pay us what you want-we are so happy to see a Bangladeshi tourist here." It was a kind of haggling in reverse. One street vendor in Rome, after selling a sunglass at 18 Euro to a European person, turned around and sold me a similar sunglass at 4.5 Euro. I wanted to pay him more, but, incredible as it seems, he would not take it. I think this barely covered his cost.

At a mini-flea-market of Bangladeshi stalls at the Tiburtina station in Rome, I fell into a discussion of the business. It costs them 1000-2000 Euros a month to rent each stall.

The work is very hard, and they live frugally. So they are able to save some money which they send home.

One seller in Venice said he can save up to Euro 1000 a month, but only if a lot of conditions are met (e.g. he has to sell an average of 50 Euros' worth daily; his food expenses cannot exceed Euro 80/month, etc.)

I was inspired by their entrepreneurship and touched by their generosity and hope their Diaspora comes true soon.

Here is a stall at the mini-flea market outside Tiburtina:



3. Guess the meanings of the words in Column A from the context and match them with the meanings given in Column B:

Column A	Column B
amazing	hard to believe
chain of stores	surprising
protestation	a set of shops
incredible	economically
frugally	complaints
entrepreneurship	owning business
generosity	go beyond
exceed	a market set out dress that sells second hand or cheap goods
the market	kindness



4. Answer the following questions:

- a. Which cities in Italy do the Bangladeshis mainly live?
- b. What was the author's dream and what did he expect to see in Italy?
- c. How was the author treated by the expatriate Bangladeshis?
- d. What are some of the occupations of the Bangladeshis living in Italy?
- e. How was the author treated by the expatriate Bangladeshis? Why do the emigrants save money?
- f. What kind of bargaining took place between the author and some of these Bangladeshis?
- g. What kind of savings do these Bangladeshis make and what do they do with them?

5. Read the following statements and write 'T' if a statement is true and 'F' if it is false. In case of false statements, correct the information.

- a. The author was not impressed by Italy's history.
- b. The Bangladeshis the author met were big businessmen.
- c. These Bangladeshis treated the author as they would do other customers.
- d. The Bangladeshis he met were delighted to meet the author.
- e. The Bangladeshi businessmen he met often sold him goods at low prices.
- f. The author was deeply moved by his experience of meeting Bangladeshis in Italy.

6. What do the following idioms and phrases mean?

- a. taken by surprise
- b. haggling in reverse
- c. estimates of
- d. fell into a discussion of
- e. if conditions were met
- f. turned around

7. Convert the following into present tense:

- a. was an amazing lesson
- b. was taken by surprise
- c. were selling
- d. had a chain of stores
- e. treated us with
- f. would not take

Lesson 4: Bangladeshi Community in the UK



1. Warm-up activity:

- In the preceding lessons, we have looked at the lives of diasporic Bangladeshis in Brick Lane and Italy; the following passage, adapted from an academic essay by Tanzina Chowdhury, is about the history of Bangladeshi migration to UK. Read it and then carry out the activities that follow:



2. Read the following text and answer the questions that follow:

Bangladeshi Community in the UK

Migration from Bangladesh to Britain started in the 1930s and was predominantly a Sylheti phenomenon. Men of this particular geographical area employed by the British ship companies first started the process of migration. These men were largely illiterate and belonged to the landless peasantry. After the World War II, due to labor shortages, British government encouraged labor migration from its former colonies. The postwar British economy demanded cheap and plentiful labor, much of which was recruited from South Asia. Since Sylhet had

already forged a strong link with the UK, most new labor was drawn from there. Sylhetis, based in the UK, helped each other to integrate into the new society by providing credit, arranging documents, and gradually spreading the network. During the 1950s, the numbers increased dramatically. However, along with people from poorer backgrounds, a small number of urban upper and middle class Bangladeshis also migrated even before the World War II for higher education and settled in the UK.

According to the 2001 census, 283,063 Bangladeshis lived in the UK, which is 0.5 percent of the total population. In Britain, they are primarily concentrated in Greater London and the third generation of Bangladeshi population, those 'born and bred' in Britain, constitute half of the community. The largest Bangladeshi population outside London is located in Oldham, and the others are scattered across Birmingham, Luton and Bradford. British Bangladeshis are predominantly Muslims. Studies reveal that the second and the third generation Bangladeshis seem to uphold their Muslim identity rather than their identity as Bangladeshis.

However, the absence of a strong tie does not mean that the Bangladeshi community is completely detached from their homeland. In the era of globalization and social networking, like other diaspora communities, British Bangladeshis are also linked to their countries of origin by phone, mail, Internet and television. By the virtue of technological advancement, communication of news is rapid and sustained, which gives migrant communities a sense of belonging to multiple homes. In particular, the first generation of migrants continues to regard Bangladesh as central to their identity.

3. Guess the meanings of the words in Column A from the context and match them with the meaning given in Column B:

Column A	Column B
illiterate	abundant
plentiful	survey
census	uneducated
credit	compose
documents	personality
constitute	linking with others
social networking	loans
identity	papers



4. Answer the following questions:

- a. Who were the first generation of Bangladeshis to migrate to Sylhet and how did they migrate?
- b. Who were the second generation of Bangladeshi migrants in Britain and what reasons did they have for going to Britain?
- c. Which class dominated in the first two generations of Bangladeshi migrants to Britain? Were all the migrants in the 1950s illiterate and poor?

- d. Where do Bangladeshi migrants prefer to settle down in Britain?
 - e. How do Bangladeshi migrants in Britain connect to their country at this time?
 - f. According to the passage, which generation of Bangladeshi migrants is most closely connected to Bangladesh and which generation feels the least for the country?
5. **The passage is organized on the basis of chronology i.e. in order of occurrence in time. Show how the writer carefully organizes the information assembled in the passage according to time periods and generations.**
 6. **Discuss the use of facts and figures in the passage. What purposes do they serve? How are they organized?**
 7. **Quite a few of the words used in the passage ending with -ly such as 'predominantly' and 'completely'. Make a list of these words. What purpose do they serve? What parts of speech do they belong to? Now make sentences of your own with these words.**

Answer Key

Lesson 1

3. a + iii, b + v, c + ii, d + iv, e + i
4. a.No, all diasporas are not voluntary. Some major diasporas were forced diasporas. For exp-Jewish diaspora of ancient time.
 - b. Except from voluntary diasporas, people leave their country either being forced to do so or cherishing new settlement in a better place.
 - c. In recent decades, the study of diaspora has started to attract scholars.
 - d. Some of the major diasporas of the past include Jewish diaspora, Aryans diaspora, Palestinian diaspora and African diaspora.
 - e. Globalization treats the whole world as one village and for this diasporas from one country to another country has become more frequent.
5.
 - a. ancient times – In the ancient times, Aryans left Europe and came to settle in Indian subcontinent.
 - b. thousands of years ago – Thousands of years ago, there was a mighty kind who rules our subcontinent.
 - c. over the centuries – The phenomenon of diaspora has been discussed widely over the centuries.
 - d. recent decades – In recent decades, the phenomenon of diaspora has attracted the attention of the scholars.
 - e. twentieth century – Twentieth century has showed us many major diasporas.
 - f. Now – We are in the era of globalization now.
7.
 - a. Immigrant
 - b. Phenomena

- c. Adjective
- d. In spite of the fact that, even though, despite the fact that
- e. attracts

Lesson 2

3.

- a. origin – উৎপত্তি
- b. borough – স্বায়ত্বশাসিত গ্রাম বা শহরের অংশ
- a. concentration – একই জায়গায় কোন কিছুর বিশাল সমাহার
- b. notoriety – কুখ্যাত
- c. cues – ইঙ্গিত
- d. tunics – মহিলাদের জন্য কোমড়ের নিচ পর্যন্ত লম্বা শাট
- e. bid – নির্দিষ্ট দামে শ্রম বিক্রি করা
- f. distinct – স্বতন্ত্র
- g. landmark- সীমারেখা
- h. hard-won – কষ্টার্জিত

5.

- a. False

Correct ans: Almost half of British-Bangladeshi people live in London.

- b. True

- c. False

Correct ans: Bangladeshis in Brick Lane are confident in their future.

- d. False

Correct ans: The business motive was that with the help of street signs and advertising campaign, the area would be attractive to the tourists and thus be beneficial for Bangladeshi business located there.

- e. True

7.

- a. originate
- b. adverb
- c. adjective
- d. advertisement
- e. animatedly

Lesson 3

3.

Column A	Column B
amazing	Surprising
chain of stores	
protestation	a market set out dress that sells second hand or cheap goods
incredible	hard to believe
frugally	Complaints economically
entrepreneurship	owning business
generosity	kindness
exceed	go beyond
the market	a set of shops

4.

- a. In Italy, the Bangladeshis mainly live in Rome, Florence and Venice.
- b. The author's dream was to visit Italy and he expected to see the Bangladeshi's there.
- c. Some of the occupations of the Bangladeshis living in Italy are selling handbags, sunglasses and tourist material on the streets, running 'monohoridokan', selling trinkets-like little puppets made from balloons etc.
- d. The author was treated very dearly by the expatriate Bangladeshis. The emigrants save money to send at their home in Bangladesh.
- e. The bargaining took place between the author and some of these Bangladeshis were a very friendly one. The author wanted to pay more for the sunglass. But, the seller took the minimum price as the author was a Bangladeshi person.
- f. For their earnings these Bangladeshis can save a very little amount and they send it at their homes in Bangladesh.

5.

- a. F
Correct ans: The author was very much impressed with the history of Italy.
- b. F
Correct ans: The Bangladeshis the author met owned small businesses.
- c. F
Correct ans: These Bangladeshis treated the author specially than the other foreign customers because the author was from their motherland.
- d. T
- e. T
- f. T

Unit 12

Peace and Conflict



Objectives

After the completion of this unit, you will–

- ask and tell about problems.
- seek and give suggestions.
- listen for specific information.
- narrate something in writing.

Overview

Lesson 1: Definition, Causes and Types of Conflict

Lesson 2: What is Conflict?

Lesson 3: Cruelties of Conflict

Lesson 4: “The Old Man at the Bridge” by Ernest Hemingway

Lesson 5: Peace Movement



Answer Key

Lesson 1: Definition, Causes and Types of Conflict

1. Look at the pictures and read the following questions



The left photo shows parents are fleeing a country rampaged with war to save their lives and the lives of their children. The right photo shows girls celebrating Pahela Falgun festival in Bangladesh.

What is your view of peace and conflict? Write five words that come to your mind when you think of peace and five more when you think of conflict.

Here are two poems that speak of man's desire for peace and the inevitability of conflict or war. W.B. Yeats (1865-1939) was an Irish poet whose early poetry showed a yearning for love and peace, and who found in nature a refuge from the ugliness of city life. The Lake Isle of Innisfree' gives him the promise of some peace of mind. W.H. Auden (1907-1973) was an Anglo-American poet who became famous for his stylistic and technical achievements and for poems (and plays) of exceptional depth and feelings. He wrote about love, war, religion, politics and the problems of modern man. 'September 1, 1939' is an indictment of all wars, particularly one that was looming over the world in 1939.



2. Read the poem and answer the questions that follow:

A. The Lake Isle of Innisfree

by W.B. Yeats

I will arise and go now, and go to Innisfree,
 And a small cabin build there, of clay and wattles made;
 Nine bean rows will I have there, a hive for the honey bee
 And live alone in the bee loud glade.
 And I shall have some peace there, for peace comes dropping slow
 Dropping from the veils of the morning to where the cricket sings;
 There midnight's all a glimmer, and noon a purple glow,
 And evening full of the linnet's wings
 I will arise and go now, for always night and day
 I hear lake water lapping with low sounds by the shore;
 While I stand on the roadway, or on the pavements grey,
 I hear it in the deep heart's core.

3. Describe the island in Yeats' poem. What does 'bee loud glade' mean?
4. What does the poet mean when he says 'for peace comes dropping slow'?
5. Why does the poet desire peace so much? Can such an island really offer him peace?

B. From 'September 1, 1939' by W. H. Auden

I sit on one of the dives
On Fifty-second Street
Uncertain and afraid
As the clever hopes expire.
Of a low dishonest decade:
Waves of anger and fear
Circulate over the bright
And darkened lands of the earth,
Obsessing our private lives;
The unmentionable odour of death
Offends the September night.

6. Discuss the nature of the conflict one finds in cities such as the one the poet lives in.
7. Auden's poem has as its setting in the city of New York. How does the city contribute to the conflict in the poet's mind?
8. How does Auden describe the impending war? What effect does a war have on people?
9. Why does the poet feel 'uncertain and afraid'?
10. Write a brief summary of each of the poems.
11. What is the meaning of each of the following words?
 - a. wattle
 - b. veil
 - c. glimmer
 - d. linnet
 - e. lapping
 - f. expire
 - g. obsession
 - h. offend.

Lesson 2: What is Conflict?



1. Read the following prose text on conflict and answer the questions that follow:

Conflict can be described as a disagreement among groups or individuals characterized by antagonism and hostility. This is usually fueled by the opposition of one party to another in an attempt to reach an objective different from that of the other party. The elements involved in the conflict have varied sets of principles and values, thus allowing a conflict to arise.

Conflict can be defined in many ways but one of the simplest is that it pertains to the opposing ideas and actions of different entities, resulting in an antagonistic state. Conflict is an inevitable part of life. All of us possess our own opinions, ideas and sets of beliefs. We have our own ways of looking at things and we act according to what we think is proper. Hence, we often find ourselves in conflict in different scenarios; it may involve other individuals, groups of people, or a struggle within our own selves. Consequently, conflict influences our actions and decisions in one way or another.

Conflict comes naturally; the clashing of thoughts and ideas is a part of the human experience. It is true that it can be destructive if left uncontrolled. However, it shouldn't be seen as something that can only cause negative things to transpire. It is a way to come up with more meaningful realizations that can certainly be helpful to the individuals involved.

Conflict can be seen as an opportunity for learning and understanding our differences. We can all live harmoniously despite conflicts as long as we know how to responsibly manage these struggles.

Causes and Types of Conflict

According to an American psychologist, conflicts are basically of three types arising out of three different causes:

a. Economic conflict: Resources are limited, and so groups or individuals come into conflict with each other to possess as much of these resources as possible, thus bringing forth hostile behaviors among those involved.

b. Value conflict: It is concerned with the varied preferences and ideologies that people have as their principles. Conflicts driven by this factor are demonstrated in wars wherein separate parties have their separate sets of beliefs that they assert in an aggressive manner.

c. Power conflict: It occurs when the parties involved intend to maximize what influence they have in the social setting. Such a situation can happen among individuals, groups or even nations.

Conflicts are also classified into the four following types:

a. Interpersonal conflict: This type of conflict refers to a conflict between two individuals. This occurs typically because of differences among people. Apparently, it is a natural occurrence which can eventually help in personal growth or developing our relationships with others.

b. Intrapersonal conflict: It occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions.

c. Intragroup conflict: It is a type of conflict that happens among individuals within a team. It arises from interpersonal disagreements or differences in views and ideas. Within a team, conflict can be helpful in coming up with decisions which will eventually allow the members to reach their objectives as a team. However, if the degree of conflict disrupts harmony among the members, then some serious guidance from a different party will be needed for it to be settled.

d. Intergroup conflict: It takes place when a misunderstanding arises among different teams within an organization. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes to intergroup conflict.



2. Choose the correct answers from the alternatives:

a. what does the word “disagreement” means

- i) Discordance
- ii) Agreement
- iii) Concord
- iv) Account

b. ----- can be defined in many ways.

- i) Peace
- ii) Conflict
- iii) Party
- iv) Meaning

c. What does the word “Conflict” mean

- i) Impringement
- ii) Peace
- iii) Aid
- iv) Compromise

d. The word “Belief” Means

- i) Faith
- ii) Disbelief
- iii) Distrust
- iv) Pride

e. Conflict is an inevitable part of

- i) A Country
- ii) A Nation
- iii) A society
- iv) Life

f. The Word “Harmoniously” means

- i) Usefully
- ii) Congenially
- iii) Melodiously
- iv) Vitally

3. Answer the following questions:

- a) What according to the text is conflict?
- b) How is conflict Fueled?
- c) Can we live harmoniously despite conflict? How?
- d) When the conflict destructive?
- e) Is conflict inevitable in the society? Why?
- f) Why are we involved in conflict?
- g) How can conflict influence our decision and Actions?

4. Fill in the gaps in the following sentences with appropriate expression from the list of words given in the box below:

Conflict can be defined as ----- of value and ideas among other things, and the most serious form of conflict is ----- clashes that results in lot of ----- and casualties. There can be conflict ----- us, which is ----- intrapersonal conflict. The conflict between or ----- -- persons is called ----- conflict. Constraints of ----- resources is also a cause of conflict and it is known as ----- conflict. Conflict is a very ----- phenomenon, but sometimes it takes ----- forms.

within	economic	clash	serious	interpersonal	among deaths
called	natural	resource	armed		

5. Make a list of five cause of conflict**Lesson 3 : Cruelties of Conflict****1. Warm-up activity:**

- Think and note down some features of poetry that distinguish it from prose.
- The poem ‘The Charge of the Light Brigade’ is about a real war that took place in 1854. Go to the net and find out more about the war, its historical background, and the parties involved in the war.

**2. Read the poem and answer the questions that follow:****The Charge of the Light Brigade**

Lord Alfred Tennyson

Half a league, half a league,
 Half a league onward,
 All in the valley of Death,
 Rode the six hundred.
 ‘Forward, the Light Brigade!
 Charge for the guns’ he said:
 Into the valley of Death
 Rode the six hundred.
 ‘Forward, the Light Brigade!’

Was there a man dismay'd?
Not tho' the soldiers knew
 Some one had blunder'd:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die:
Into the valley of Death
 Rode the six hundred.
Cannon to right of them,
Cannon to left of them,
Cannon in front of them
 Volley'd and thunder'd;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
 Rode the six hundred.
Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army while
 All the world wonder'd:
Plunged in the battery-smoke
Right thro' the line they broke;
Cossack and Russian
Reel'd from the sabre-stroke
 Shatter'd and sunder'd.
Then they rode back, but not
 Not the six hundred.
Cannon to right of them,
Cannon to left of them,
Cannon behind them
 Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
 Left of six hundred.
When can their glory fade?
O the wild charge they made!
 All the world wondered.
Honour the charge they made,
Honour the Light Brigade,
 Noble six hundred!

3. Guess the meanings of the following words by using contextual clues:

- a. valley
- b. dismay'd
- c. blunder'd
- d. volley'd
- e. rode
- f. reel'd
- g. thunder'd

4. Express the main ideas of the poem in your own words.
5. What happened to the light brigade? What is the poet's attitude to the soldiers mentioned in the poem? What words and expressions show the poet's attitude towards the soldiers?
6. What is a bridge? What is a league?
7. Why does the poet say 'Theirs not to make reply, /Theirs not to reason why,'?
8. Find out the words in the poem associated with warfare (e.g. Cannon).
9. Does the poet think the soldiers' glory will soon fade?
10. 'Jaws of Death' is an example of a metaphor. Find out other metaphors used in the poem.

Lesson 4: "The Old Man at the Bridge" by Ernest Hemingway**1. Think and note down the kind of problems a war can create for human beings and other living things.****2. Read the text below for a clear and critical understanding and then answer the questions that follow:**

An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.

It was my business to cross the bridge, explore the bridgehead beyond, and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

"Where do you come from?" I asked him.

"From San Carlos," he said, and smiled.

That was his native town and so it gave him pleasure to mention it and he smiled.

"I was taking care of animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said. "I stayed, you see, taking care of animals. I was the last one to leave the town of

San Carlos.”

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, “What animals were they?”

“Various animals,” he said, and shook his head. “I had to leave them.”

I was watching the bridge and the African looking country of the Kbro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there.

“What animals were they?” I asked.

“There were three animals altogether,” he explained. “There were two goats and a cat and then there were four pairs of pigeons.”

“And you had to leave them?” I asked.

“Yes. Because of the artillery. The captain told me to go because of the artillery.”

“And you have no family?” I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank.

“No,” he said, “only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others.”

“What politics have you?” I asked.

“I am without politics,” he said. “I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further.”

“This is not a good place to stop,” I said. “If you can make it, there are trucks up the road where it forks for Tortosa.”

“I will wait a while,” he said, “and then I will go. Where do the trucks go?”

“Towards Barcelona,” I told him.

“I know no one in that direction,” he said, “but thank you very much. Thank you again very much.”

He looked at me very blankly and tiredly, and then said, having to share his worry with someone, “The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?”

“Why they’ll probably come through it all right.”

“You think so?”

“Why not,” I said, watching the far bank where now there were no carts.

“But what will they do under the artillery when I was told to leave because of the artillery?”

“Did you leave the dove cage unlocked?” I asked.

“Yes.”

“Then they’ll fly.”

“Yes, certainly they’ll fly. But the others. It’s better not to think about the others,” he said.

“If you are rested I would go,” I urged. “Get up and try to walk now.”

“Thank you,” he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

“I was taking care of animals,” he said dully, but no longer to me. “I was only taking care of animals.”

There was nothing to do about him. It was Easter Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after them was all the good luck that old man would ever have.



3. Choose the correct answers from the alternatives:

- a. How was the old man?
 - i) Very Happy
 - ii) Very tired
 - iii) Very Carefully
 - iv) Very attentive
- b. The old man sat beside the
 - i) Well
 - ii) River
 - iii) Road
 - iv) Field
- c. The word pontoon means
 - i) A Flat of a Seaplane
 - ii) A flat of bottomed boat
 - iii) A temporary floating platform built across several boats
 - iv) A boat
- d. The old man came from
 - i) San carlos
 - ii) India
 - iii) Pakistan
 - iv) Italy
- e. The word native means
 - i) Old
 - ii) Modern
 - iii) A place where somebody is born
 - iv) New
- f. The old man left-----
 - i) The Village
 - ii) The Town
 - iii) The City
 - iv) The Country

4. Answer the following questions:

- a. What was the old man doing in his native town?
- b. How does the narrator describe the old man?
- c. Why is the old man not much concerned about the cat?
- d. Why is the old man so concerned with 'other animals'?
- e. Where are the trucks going?

- f. Which war does the author use as the backdrop of his story?
- g. What is the narrator's job in the story?
- h. Why does the old man stop and not go across the bridge?
- i. Why does the author describe contact as 'that ever mysterious event'?
- j. What is the function of the old man in the story?
- k. What effect does the war have on the peasants?
- l. What is the setting of the story?

5. Write a summary of the text.

6. Critically examine how the theme has been presented in the text.

7. Find the meaning of the following words and make sentences with them:

- a. spectacles
- b. spokes
- c. plad
- d. explore
- e. bridgehead
- f. herdsman
- g. artillery
- h. blantly
- i. unquiet j. sway
- k. overcast

Lesson 5: The Peace Movement

1. Look at the pictures before reading the questions below



The right photo shows the half a kilometre march the children completed mirrored Gandhi's Dandi peace march in 1930

How do you feel about the need for peace in society, state and the world?

What do you know about peace movements in the world?



2. Read the text and answer the questions that follow:

A peace movement is a social movement that seeks to achieve ideals such as the ending of a particular war (or all wars), minimize inter-human violence in a particular place or type of situation, including ban of guns, and is often linked to the goal of achieving world peace. Means to achieve these ends include advocacy of pacifism, non-violent resistance, diplomacy, boycotts,

demonstrations, peace camps; supporting anti-war political candidates and banning guns, creating open government, direct democracy; supporting people who expose war-crimes or conspiracies to create wars, and making laws. Different organizations involved in peace movements may have some diverse goals, but one common goal is sustainability of peace.

Peace movement is basically an all-encompassing “anti-war movement”. It is primarily characterized by a belief that human beings should not wage war on each other or engage in violent conflicts over language, race, natural resources, religion or ideology. It is believed that military power is not the equivalent of justice. The peace movement tends to oppose the proliferation of dangerous technologies and weapons of mass destruction, in particular, nuclear weapons and biological warfare. Moreover, many object to the export of weapons including hand-held machine guns and grenades by leading economic nations to lesser developed nations.

The first peace movement appeared in 1815-1816. The first such movement in the United States was the New York Peace Society, founded in 1815 by the theologian David Low Dodge, and the Massachusetts Peace Society. It became an active organization, holding regular weekly meetings, and producing literature which was spread as far as Gibraltar and Malta, describing the horrors of war and advocating pacifism on Christian grounds. The London Peace Society (also known as the Society for the Promotion of Permanent and Universal Peace) was formed in 1816 to promote permanent and universal peace by the philanthropist William Allen. In the 1840s, British women formed ‘Olive Leaf Circles’ groups of around 15 to 20 women, to discuss and promote pacifist ideas. The peace movement began to grow in influence by the mid-nineteenth century. The London Peace Society, under the initiative of American consul to Birmingham, Elihu Burritt, and the Reverend Henry Richard, convened the first International Peace Congress in London in 1843. The congress decided on two aims: the ideal of peaceable arbitration in the affairs of nations and the creation of an international institution to achieve that.

Afterwards, peace organizations were set up in many countries. The United Nations was founded with the primary objective to maintain peace and resolve inter-state conflicts in the world. Many treaties have been signed between many nations, a noteworthy one of which is the nuclear non-proliferation treaty. Everyone wants peace and likes the principles of non-violence.



3. Give the appropriate meanings of the following words. Also, indicate the part of speech of each word, change them into as many parts of speech as possible, and make sentences of your own with each changed form:

- a. diplomacy
- b. boycott
- c. diverse
- d. sustainability
- e. potential

4. Make sentences of your own with the following words/expressions:

- a. horrors of war
- b. equivalent
- c. hand-held
- d. campaign
- e. set up
- f. noteworthy
- g. ban

- h. voiced
- i. mass destruction

5. What do you mean by pacifism? Who is a pacifist?
6. What is the primary goal of a peace movement? What other activities of the peace movement are mentioned in the passage?
7. Mention some of the peace movements described in the passage.
8. Choose the correct answer from the alternatives:
 - a. What is a peace movement?
 - i) Personal Movement
 - ii) Social Movement
 - iii) Country's Movement
 - iv) External Movement
 - b. When did the first peace Movement appear?
 - i) 1520-1620
 - ii) 1720-1825
 - iii) 1815-1816
 - iv) 2010-2015
 - c. What does the word arbitration means?
 - i) Indecision
 - ii) Adjustment
 - iii) Justice
 - iv) Decision
 - d. What does everyone want to get?
 - i) Peace
 - ii) Honesty
 - iii) Knowledge
 - iv) Agreement
 - e. What does the word peaceable?
 - i) Aggressive
 - ii) Peace
 - iii) Tranquil
 - iv) Deceptive

Answer Key

Lesson 1

3. The lonely and peaceful island named the Lake of Innisfree gives the poet the promise of some peace of mind. The natural beauty here is exquisite in which the peace-loving poet will have nine bean rows and a hive for the honey bee. Bee loud glade means an open space in the island where bee goes on humming loudly.
4. "For peace comes drooping slow" means that in the island of Innisfree peace comes by little and gradually. Here in the morning the cricket sings, midnight twinkles, noon becomes a purple glow and evening becomes full of the linnet's wings.
5. The poet desires peace so much because living in the society he has experienced life in all

situations. He knows the fate of war or conflict resulting into mass deaths. Yes such an island can really offer him peace because in the lonesome island he will enjoy natural sight all the while.

6. The city the poet lives in is a belligerent city full of uncertainty, fear, anger, disbelief, dishonor, hatred, and the so forth because of the war in 1939. The city is a ruin of the World War of 1939. The city witnessed death tolls. The nature of the conflict one finds in the city such as the one the poet lives in is similar.

7. During the War of 1939, the USA took part in the war in favour of anti-axis powers and in this way the New York City of the USA contributes to the conflict in the poet's mind. Again, as a New Yorker of the USA the poet cannot acquit his native city of the charge of being involved in the conflict. That's why the poet's city contributes to the conflict in his mind.

8. There are uncertainty, fear, dismay everywhere all around. Waves of anger and fear circulate over the bright and darkened lands of the earth and the private lives of people are obsessed with this horrific scenario. The first and common effects of war on people are death-tolls, famine, loss of properties, violation of sovereignty on the part of the defeated side and so on.

9. The poet feels uncertain and afraid because he does not know the effects of the war. He feels afraid because of the circulation of anger, discontent and dishonesty all over the world.

10. The poet is a worshipper of love and peace as he hates war. He hopes for harmony everywhere in the world. At the news of imminent war his soul is tormented. His dreams a bad dream full of uncertainty, fear, anger, disbelief, dishonor, hatred, and the so forth because of the war in 1939.

11. a. wattle – n. branch

b. veil - n. lid, brocade, cover

c. glimmer – n. a faint unsteady light

d. linnet – n. one kind of singing bird named “ Shyama”

e. lapping – n. to touch something gently and regularly often making a soft sound.

f. expire – v. to end /run out.

g. obsession – n. a state in which a person's mind is completely filled with thoughts of an particular thing or a person in an abnormal way.

h. offend – v. insult, dishonor

Lesson 2

2. a. i. b. ii. c. i. d. i. e. iii. f. iii

3. a) Conflict can be described as a disagreement among groups or individuals characterized by antagonism and hostility, It can be defined in many ways but one of the simplest is that it pertains to the opposing ideas and actions of different entities, resulting in an antagonistic state.

b) Conflict is fueled by the oppositions of other part with Giving the different ways to reach the same object.

c) Yes, We can live harmoniously in the society despite conflict of we know how to responsibly manage these struggles.

d) Conflict is destructive when it is left uncontrolled.

e) Yes, Conflict in inevitable in the society because it is a natural fact.

f) Different people are on different opinions about same things so what conflict may arise among us. That is why we are involved in conflict.

- g) Conflict may involve other individual groups of people, or a struggle within our own selves as a result of which conflict influences our actions and decisions in one way or another.
4. Clash, economic, deaths, within, called, among, interpersonal, natural, economic, common, serious.
5. A List of five cause of conflict is produced here:
- i) Differences in personal thought, values principles and emotions
 - ii) Misunderstanding among different terms within an organization
 - iii) Covetous competition for economic resources
 - iv) Aggression for influence and power
 - v) Misinterpretation of any same thing among different individuals or groups.

Lesson: 3

3.

- a) Valley - an area of low land between hills and mountains.
- b) Dismay'd - disheartened.
- c) Blunderid - to commit mistake seriously.
- d) Volley'd - a round fired by every gun in a battery
- e) Rode - Proceeded, went on horseback.
- f) Reel'd - Shot
- g) Thunder'd - Sounded as thunder.

5. The patriotic soldiers never retreat from a battle field, though the opposition army is gigantic. They fight for their native land against all odds. A light brigade of six hundred military men proceeds to fight a vast army equipped with modern weapons. They beat the cruel Cossack and Russian soldiers. They fight for the noble cause of protecting their sovereignty ignoring the jaws of Death. Finally the six hundred soldiers of the light brigade charge wildly and win over their foes making the entire world bewildered.

6. At a stage the light brigade was surrounded by the opposition with heavy weapons like cannon. But still the light brigade fought mildly with sabers as a result of which the opposition hero with some of his followers fell dead and the light brigade carried the day making the entire world puzzled. They came through the jaws of Death, they backed from the mouth of hell.

7. A brigade means a large sub-division of an army or its jurisdiction. It also means a large group of soldiers that forms unit of an army. The brigade mentioned in the poem is light brigade. League means a unit of distance according to the Roman, now 1 league equals 3 miles or 4000 metres.

8. In the severe strain of the war between the two rival groups of army all were totally occupied in charging each other. Then there was no time to hear and reply three, there was no time to grow reason. On the whole, there was no scope for answer ability in the battlefield. That's why the poet says so in the two lines quoted here.

9. Words associated with war fare are as follow: Cannon, shot, shell, saber, horse, battery,

soldiers, guns.

10. No, the poet cannot think that the soldier's glory will soon fade. People cannot forget the heroism of the light brigade. They cannot overlook their gallantry in an unparalleled war.

11. Some other metaphors are as follows:

Valley of death, mouth of Hell.

Lesson 4

3. a) ii b) iii c) ii d) i e) iii f) ii

4. a) The old man was taking care of animals in his native town.

b) The old man is in shabby condition. He is sitting by the side of the road wearing steel rimmed spectacles and very dusty clothes.

c) The old man is not much concerned about the cat because it can manage it self any how at any place.

d) The old man is so concerned with other animals because they cannot, he thinks, manage themselves well at any place, especially under the artillery.

e) The trucks were crossing the bridge and it ground up and away heading out of it all.

f) The author uses the world war, especially the Second World War, as the backdrop of his story.

g) The narrator's job in the story is to cross the bridge, explore the bridgehead beyond and find out to what point the enemy has advanced.

h) The old man stops as he is too tired to go across the bridge any more. Besides, he has an ardent love for his animals.

5. During war a shabby old man leaves his native land, sang carols, finding no alternative. He leaves his animals behind, but he always thinks of them. The peasants of the locality also leave their village behind and they are crossing the bridge to go another place. By sitting by the road for long he disclosed inner conflict to the narrator on duty on the bridge. The old man is the eye-witness of dreadfulness of the running war.

6. The author has not directly presented the theme of story. An old man presents the running situation of the contemporary time as a common sufferer man of the war hit localities. His statement poses much catharsis and is much thematic and pivotal in the life of war-hit people and the designers of war.

7. Words

a) Spectacles = Meanings Glasses _ Example Sentences He peered through his spectacles

b) Plod- to walk slowly with weary steps, especially while tiredness - We plodded through the mud.

c) explore- analyze - The best way to explore the country side is on foot.

d) bridgehead-end of the bridge- For carol, it was vital to establish a bridgehead of respect at the very least.

e) herdsman- Shepherd - It is a land of endless bush villages nomadic cattle herdsman and subsistence farmers.

f) artillery- large, heavy guns which are often moved on wheels. - Thousands were killed from heavy artillery fire.

g) blankly- Pensively, with an empty sight- If you were like most people, you'd not banking and

move to another seat.

h) unquiet- restless- Are unquiet spirits returning from the grave to haunt the living?

i) sway-Oscillate- The learners were loosely swaying in the gently breeze.

j) overcast- covered with cloud- The sky is overcast with thick cloud.

Lesson 5

3. a) diplomacy - the management of relationships between countries.

b) boycott- withdraw

c) diverse- variety, very different

d) sustainability- the capacity of being prolonged.

e) potential- existing in possibility

4. a) horrors of war- The horrors of war of 1971 is still alive in the mind of victims who lost their relatives and belongings.

b) equivalent- She's doing the equivalent job in the new company.

c) hand-held - Computer is a hand-held electronic device.

d) campaign - This is the latest act of terrorism in the long-standing and bloody campaign of violence.

e) set up- When I started my new job, it took me a while to get used to the set-up.

f) noteworthy- It is noteworthy that one third of students do not pay any tuition fees.

g) ban- The film was banned in several countries.

h) voiced- Most vowels in most languages are voiced.

i) mass destruction- Cyclone Sidr causes mass destruction in the sea-coast area of Bangladesh.

5. Pacifism means disbelief in violence and war or any other thing like these two. Those who have no faith in violence and war are called pacifist. A pacifist always campaigns against violence and war. A pacifist becomes peace-loving and peaceful. He is quiet in nature.

6. The primary goal of peace movement is sustainability of peace. Other activities of peace movement are; protesting war, minimizing inter-human violence advocating for ban on guns, camping for peace and against conflict, and above all achieving the goal of world peace.

7. New York peace society, Massachusetts peace society, London peace society, olive leaf circles.

8. a. iii, b. iii c. iii d. i e. iii

Unit 13

Greatest Scientific Achievements

Objectives

After the completion of this unit, you will–

- read and understand texts through silent reading.
- ask and answer questions.
- describe the greatest scientific achievements.

Overview

Lesson 1: Some of the Greatest Scientific Achievements of the Last 50 Years

Lesson 2: Science and Technology Against an Age-old Disease

Lesson 3: Scientific Breakthroughs We Are Waiting For-I

Lesson 4: Scientific Breakthroughs We Are Waiting For-II

Answer Key

Lesson 1 : Some of the Greatest Scientific Achievements of the Last 50 Years

1. Warm-up activity:

Discuss the following questions in pairs.

- What advantages has technology brought to everyday life?
- How do science and technology make life better?
- What, in your opinions, are some of the greatest scientific achievements so far?

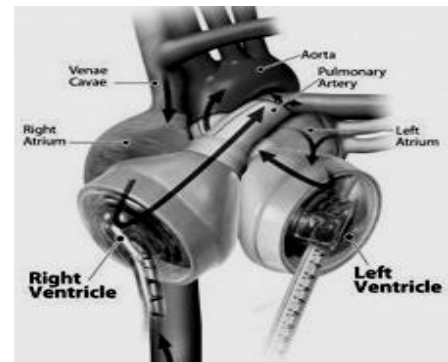


2. Read the passage which discusses some of the greatest scientific achievements in the last fifty years:

We human beings tend to forget how far we have come as a species in a relatively short period of time. It was only in the 1870s when we had the first house that was lighted with electricity. Cars just started to become available 100 years ago. Charles Lindbergh made the first trans-Atlantic flight in 1927. Televisions didn't become widely available until after World War II. In other words, the advances humankind has made in a relatively short period of time have been nothing short of extraordinary. Perhaps just as extraordinary is how we tend to simply adapt to these incredible changes, not realizing how completely our world has been altered in a short span of time. With that in mind, it is worth looking back at some of the amazing scientific advances we have made in the last few decades.

The Artificial Heart:

There is nothing that piques the interest of a human being quite as much as the prospect of living a longer life. Implanting a person with an artificial heart in 1982 was an extraordinary step towards increasing the human lifespan. A Seattle based dentist, Dr. Barney Clark, was the first person implanted with the Jarvik-7, an artificial heart intended to last a lifetime. The Jarvik-7 artificial was designed by Robert Jarvik. Though the patient survived 112 days, it was a huge step towards the development of heart transplant surgery. One day, more advanced versions of artificial organs will likely allow us to live much longer and more productive lives. When we get there, we will owe a lot to Robert Jarvik's artificial heart.



Cell phones:

Phones have been around since the late 1800s, but cell phones made their appearance only in the 1990s. Today, by some estimate, more than 100 million people in Bangladesh and more than 4.6 billion people worldwide have mobile phones. Anything that is useful and spreads of all time. Just two decades ago, in Bangladesh, even land lines were difficult to obtain, let alone mobile phones. Today people from all social strata use cell phones, from street vendors to business executive in luxury cars, and from villagers to urbanites. Since May 2015, Bangladesh joined its South Asian neighbors'



India (862 million) and Pakistan (122 million) on the list of countries with 100 million or more mobile phone users. The other countries on the list are China (one billion users), Russia, Brazil, the United States, Indonesia, Japan, Germany, the Philippines and Nigeria.

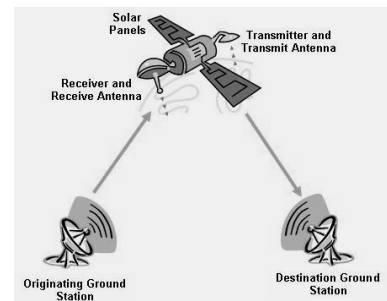
The Personal Computer:

Today, we take for granted that we have one machine that allows us to access the Internet, do word processing, use a calculator, watch TV, play games and do a host of other things. But the personal computer only became available to consumers in 1974. Things really took off when Microsoft Windows was introduced in 1985 and it's good that it was since without the prevalence of personal computers, the Internet wouldn't have had nearly as big an impact as it has ever since.



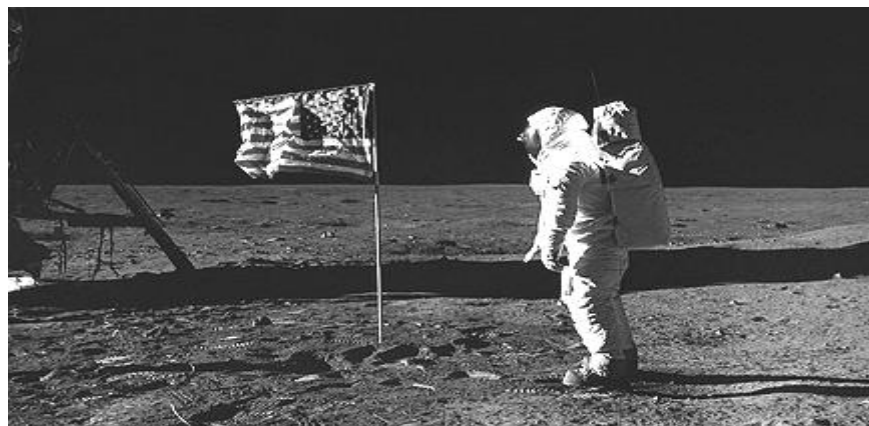
The First Communications Satellite:

People on Earth may take for granted today's high-tech world of cell phones, GPS and the satellites high above the planet that make instant communication possible. But it all began 50 years ago with one giant space balloon. 10 July 1962 marked the birth of satellite communications. On this day the Telstar satellite commenced its journey into space and became the first ever active communications satellite. It carried the first live trans-Atlantic TV broadcasts. Telstar was built by a team at Bell Telephone Laboratories in USA and incorporated many innovations such as the transistor and the 3,600 solar panels that powered the satellite. Telstar produced 14 watts and relayed its first and non-public television pictures on 11 July 1962. The satellite could carry 600 voice calls and one black-and-white TV channel from an egg-shaped orbit. Today, we use satellite for GPS, TV, radio, weather tracking, military surveillance, space exploration and global communications, among other things.



The Moon Landing:

For thousands of years, human beings had looked to the heavens and dreamed of walking on the moon. In 1969, as part of the Apollo 11 mission, Neil Armstrong became the first person to accomplish that dream, followed only minutes later by Buzz Aldrin. Their accomplishment gave

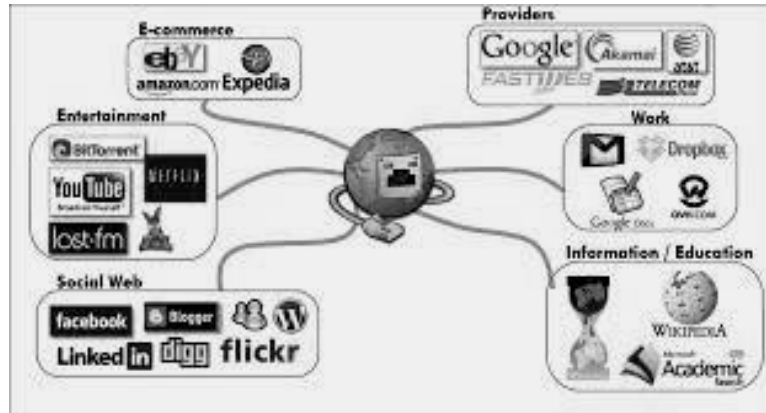


people around the world the hope of future space exploration. In fact, it was a feat that was so fantastic that there are still conspiracy theorists who insist it could not be possible. Putting a man on the moon is perhaps man's most inspiring accomplishment; it opened the door to future space

travel and led to a number of spin-off inventions including flame resistant textiles used by firefighters, invisible braces, improved satellite dishes, and better medical imaging.

The Internet/World Wide Web:

The ARPANET, The first Internet, was invented in 1969 and the public only had access to the World Wide Web starting in 1993. Today, just 22 years later, the web has revolutionized the dissemination of information; created a new multi-trillion dollar economic phenomenon, played a role in revolutions, and has interconnected much of the globe.



It has also made it possible for people all over the planet to reach out and touch someone.

The Microchip:

A microchip is a set of electronic circuits on one small plate (chip) of semiconductor material, normally silicon. Microchips are used in virtually all electronic equipment today and have revolutionized the world of electronics. The forerunner to the microchip was invented back in 1959, but it didn't really start to take off until the 1980s. Since then, incredible advances in microchips have made it possible for them to be cheaply and efficiently used for calculators, personal phones, and microwave ovens among many other products.

Vocabulary:

Tend (v) – behave in a particular way or have a certain characteristic

Extraordinary (adj.) very unusual or remarkable

Incredible (adj.) – impossible to believe

Alter (v) – change in character or composition

Amazing (adj.) – causing great surprise or wonder

Pique (v) – arouse interest or capacity

Intend (v) – to have as a plan or purpose

Design (v) – to make or draw plans for something

Survive (v) – to continue to live or exist

Commence (v) – to begin or start something

Broadcast (n) – a programme on the radio or on television

Orbit (n) – a curved path followed by a satellite

Insist (v) – persist in doing something

Dish (n) – a bowl-shaped radio aerial

3. Choose the correct answer from the alternatives.

- (a) What does the word 'flame' refer to?
i) forget ii) influence iii) flash iv) examine
- (b) What does the phrase 'all over' mean?
i) everywhere ii) somewhere iii) nowhere iv) open places
- (c) Neil Armstrong landed on the moon in –
i) 1968 ii) 1969 iii) 1967 iv) 1966
- (d) What does the word 'explore' refer to?
i) scrutiny ii) observation iii) search iv) arrival
- (e) What is the closest meaning of the word 'forerunner'?
i) follower ii) successor iii) ancestor iv) transformation

**4. Answer the following questions:**

- By 2015, how many countries in the world had a hundred million or more mobile phone users?
- What is Jarvik-7? Why is it so significant in the advancement of medical science?
- What is the most important function performed by the Telstar satellite?
- There are some conspiracy theorists who insist that no human being ever set foot on the moon. Do you support their views? Give reasons for your answer.
- You have read about seven amazing achievements of science in the last fifty years. In your view, which of the achievements has the strongest influence on human beings? Explain why.
- What could the Telstar satellite carry?
- When did common people become able to access to the World Wide Web?
- Why do we use satellite for?

5. Complete the table below with information given in the text. Use no more than three words and/or numbers in each of the blank spaces.

Scientific advancements in the last fifty years	
When	What
1870s	Electricity was successfully used for (a).....
(b).....	The first aircraft flew across the Atlantic ocean.
1982	Successful (c)..... of artificial heart in human body.
(d).....	A prototype of the microchip was invented
1985	Microsoft (e) an operating system called Windows.
(f)....., 1962	First television pictures were telecast via satellite.
1969	Neil Armstrong (g)..... on the moon.
1993	People started to have (h) to the World Wide Web.

6. Find out the meaning of the following words; then make sentences with them.

- a. urbanite
- b. pique
- c. implant
- d. transplant
- e. satellite
- f. orbit
- g. spin-off
- h. brace
- i. imaging
- j. spam

7. Make five sentences from the substitutions table below. Make sure the sentences have the correct information given in the text.

Note: The parts of sentences in the first column are examples of gerunds/gerund phrases.

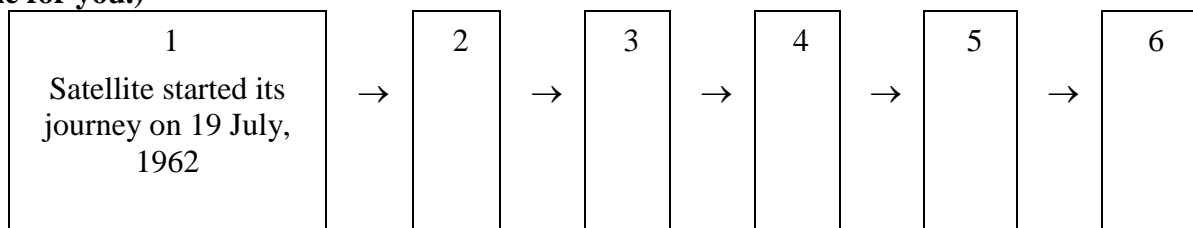
a. Implanting a person with an artificial heart in 1982	is	an example of the abuse of the Internet.
b. Putting a man on the moon	was	an amazing step towards a longer life span for humans.
c. Using microchips in useful devices		revolutionized the world of electronics.
d. Spamming	has	Perhaps man's most inspiring success.
e. Putting a giant space balloon 50 years ago		The first initiative of satellite communication.

8. Complete the sentences below with the words given in the box.

however although when let alone until

- i. Television sets were not widely available the end of the Second World War.
- ii. The 10th of July, 1962 marked the birth of satellite communication..... the Telstar satellite was sent to the space.
- iii. Twenty-years ago mobile phones were not easily available in Bangladeshfixed phones.
- iv. The first patient implanted with an artificial heart survived only 112 daysit marked a huge progress in the field of heart transplantation.
- v.the Internet has revolutionized the means of communication globally; it has invited some hazards too.

9. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the information about satellite and moon landing. (No. 1 has been done for you.)



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

11. Fill in the gaps with an appropriate word in each gap.

Man has an unquenchable thirst (a) — knowledge: He is never satisfied (b) — what he] has known and seen. He wants to know and (c) — more and more. This curiosity to (d) — more coupled with his indomitable spirit of adventure, has inspired him to undertake and (e) — out difficult and dangerous tasks which eventually resulted in epoch (f) — discoveries and inventions and led him in his (g) — and continuous journey from his helpless state of a caveman to his present (h) — of power and progress. In the fields of science and technology man has (i) — achieved what was once inconceivable. Today he is (j) — the threshold of the space age.

Lesson 2 : Science and Technology Against an Age-old Disease

1. Warm-up activity:

Discuss the following questions in pairs.

- What infectious diseases have been recorded in our country?
- What is some important advancement in medical science that you know about?
- How do advancements in medical science and technology help fight fatal diseases?



2. Now read the following text written by Steve Reed who is the founder, President and Chief Scientific Officer of Infectious Disease Research Institute (IDRI).

IDRI is a non-profit organization based in Seattle, USA. It develops novel and advanced products for the diagnosis, prevention and treatment of neglected diseases related to poverty.



When I started working on the research and science of leprosy more than a decade ago, people thought this chronic infectious disease would eliminate itself and burn out over time.

We didn't have time for that. Why? Nearly 250,000 new cases of leprosy are diagnosed every year, and many more go undetected. Approximately 10 percent of new cases occur in children.

Even though it's associated with biblical times, leprosy remains a problem in the modern era and was reported in 130 countries worldwide. Its most prevalent in a number of countries throughout Africa, Asia and South America. Symptoms include progressive and permanent damage to the skin, nerves, limbs and eyes but they can take several years to appear, making the disease hard to diagnose at an early stage.

Even worse, leprosy comes with a stigma. Unlike most other diseases, leprosy results in isolation, as people with leprosy are often shunned. The good news, however, is that we now have the key scientific solutions and momentum as well as key collaborations to finally have the opportunity to eliminate leprosy. I couldn't have said these 10 years ago.....

At IDRI, we are developing a fast, easy, easy-to-use that provides an early diagnosis of infection before clinical symptoms, such as nerve damage, begin to appear. This new approach is far superior to the traditional method of diagnosis, which has generally involved clinical and/or microscopic assessment. IDRI is also developing a companion test so that we can identify which people will likely progress to the disease and to determine the appropriate course of treatment.

And, second, by developing a vaccine that can be used therapeutically in conjunction with antibiotics to shorten therapy. IDRI's diagnostic tools would be used to identify infected individuals and IDRI's vaccine would then be used on a targeted basis for treatment of the patient as well as to immunize family members and close contacts. This treatment and prevention strategy has been significantly bolstered by support from some pharmaceutical giants that donate the currently used antibiotics.

The most exciting part of this breakthrough is the fact that we're now right on the course of human clinical trials after a decade of leprosy vaccine development. The Food and Drug Administration will initially oversee the multi-stage trials in the USA before they move on to the Philippines, India and Brazil.

Global technology has been an integral part of our quest to eliminate leprosy. The rapid diagnostic test for leprosy infection, for example, was developed in conjunction with a Brazilian company. This company combined IDRI's leprosy diagnostic antigens with a smart phone-based platform that standardizes the ability to accurately interpret results and get a quantitative value. The test requires just a single drop of blood, mixed with a developing reagent. The appearance of two lines indicates that the person is positive for leprosy. From there, the information from the phone is pushed to the person's medical records.

People around the world now believe we will soon have the tools to finally eliminate leprosy. The next step is making this disease disappear.

By: Steve Reed

[Source:<http://www.xconomy.com/seattle/2014/01/24/using-cutting-edge-science-and-technology-against-an-age-old-disease/>]

Vocabulary:

Leprosy (n) – a contagious disease that the skin

Eliminate (v) – completely remove or get rid of

Undetected (adj.) – not detected or discovered

Occur (v) – happen; take place

Biblical (adj.) – relating to or contained in the Bible

Symptom (n) – sign of something

Bolster (v) – support or strengthen

Donate (v) – give money or goods for good cause, for example to a charity

Appear (v) – come into sight

Prevalent (adj.) – widespread in a particular or at a particular time



3. Answer the following questions:

- a. What are some of the symptoms of leprosy?
- b. How is the study of leprosy bacterium different from the study of other infectious organisms?
- c. What are the two approaches taken by IDRI to curb the threats of leprosy?
- d. What, according to the author, is the most exciting breakthrough in IDRI's war against leprosy?
- e. Can you find example of blending of cutting-edge life-science technology with state-of-the-art communications technology.
- f. Do you think that the author is an optimist? Explain why/why not?
- g. What are some of the symptoms of leprosy?
- h. What are the two approaches taken by IDRI to curb the threats of leprosy?

4. Debate: Form two groups. Debate on the following motion.

Each year, developed countries spend billions of dollars on research on infectious diseases but this has little impact on the lives of the poor.

5. How is the leprosy situation in Bangladesh?

6. What do the following words mean?

- a. antigen
- b. symptom
- c. stigma
- d. momentum
- e. microscopic
- f. therapy
- g. eliminate
- h. quantitative
- i. gene
- j. antibiotics
- k. chronic
- l. immunize
- m. therapeutic
- n. reagent

7. Provide verbs for the following noun words:

- a. synthesis
- b. standard
- c. elimination
- d. diagnosis
- e. donation

8. Re-write the following sentences in active voice:

- i. IDRI's diagnostic tools would be used to identify infected individuals.
- ii. This treatment and prevention strategy has been significantly bolstered by support from some pharmaceutical giants.
- iii. The rapid diagnostic test for leprosy infection was developed jointly by IDRI and a Brazilian company.
- iv. The diagnostic tests for leprosy are done with a smart phone-based platform.

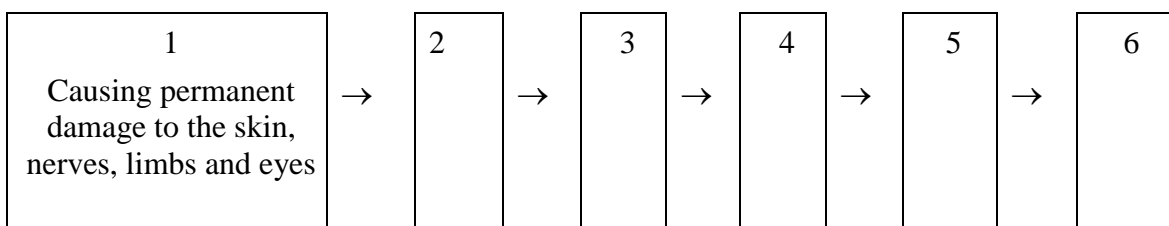
9. Join the following sentences as directed:

- i. I started my research on leprosy more than a decade ago. People at that time thought this disease would eliminate itself over time. (use when)
- ii. Leprosy is associated with biblical times. It still remains a problem. (Use although)
- iii. The new approach of diagnosis is far superior to the traditional method. The traditional method involved clinical and/or microscopic assessment. (use that)
- iv. A decade has passed since the leprosy vaccine was developed. Now we are going to conduct human clinical trials of leprosy. (use after)
- v. We will soon have the tools to finally eliminate leprosy. People around the world now believe this. (Use that)

10. What does Mr. Reed mean when he says:

- a. People thought this chronic infectious disease would eliminate itself.
- b. We are also attacking leprosy in two different ways.
- c. We're right on the course of human clinical trials.
- d. We can identify which people will likely progress to disease.
- e. The person is positive for leprosy.

11. Based of your reading of the passage, make short notes in each of the boxes in the flow chart showing the aftermath of leprosy.(No. 1 has been done for you.)



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

13. Fill in the blanks with an appropriate word in each gap.

Rockets are expensive, as it can be used only (a) ——. Scientists have therefore developed a (b) ——— spacecraft called a space shuttle, which takes (c) ——— like a rocket but does not get (d) — as it comes back to earth. It can also be used to launch satellites into space, retrieve them from space if any repairing is needed and allows about 7— 8 scientists to carry out (e) ——— in space. It does not (f) ——— under water like the command module of a (g) ——— but smoothly (h) ——— on a runway like a plane. When it is ready for the next launching, new (i) ——— tank is fitted in it. This way scientists can save the huge (j) ——— of building a new rocket every time they need one.

Lesson 3 : Scientific Breakthroughs We Are Waiting For-I

1. Warm-up activity:

- Share the following introduction with your friend and give your own views on the opinions expressed in the passage.

Science has grown rapidly over the past few centuries, making things possible that were once considered completely impossible. Science has done a lot to cure many of our worldly troubles, but one thing about science is that it isn't perfect, and never will be. The reason for this is that there is no last word in science. There is always more to discover.

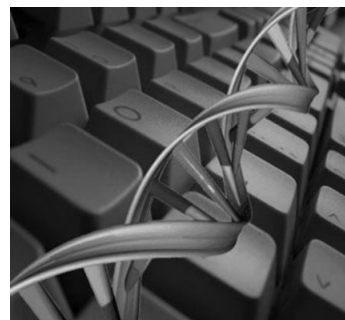
- Why do you think there is no last word with science?



2. Now read the text and answer the questions that follow. It is about some of the breakthroughs that have not happened yet.

DNA Computer

Imagine having an iPod capable of holding thousands of years of high definition video. A DNA computer would make such a device very possible. DNA is the substance that living organisms use to store genetic information. What makes DNA special is that it is extremely efficient when it comes to storing information in a limited space. Just one milligram of DNA is capable of holding all the printed material in the world. DNA computing is currently in its infancy, with prototypes such as MAYA-II only capable of showing the concept. If DNA computing is perfected, computers will become capable of holding amounts of information that are hard to imagine by today's standard.



Permanent Moon Base

Ever since setting up human habitation in space was first imagined, it was thought that the Moon would be the first object to be colonized since it was closest to earth. In 1969, when man first walked on the moon, a permanent colony suddenly appeared to be very achievable. However, for a variety of reasons, both economical and technical, the project was never truly attempted. However, NASA currently has plans to have one constructed by 2024. The European Space Agency (ESA) also has plans to construct a moon base by 2025. Japan and India also each have plans to have a base by 2030. The biggest barrier to a base is money. Many people within NASA, including Buzz Aldrin, have criticized the building of a moon base, saying that NASA should put more focus on different issues like clean energy.



Clean Energy



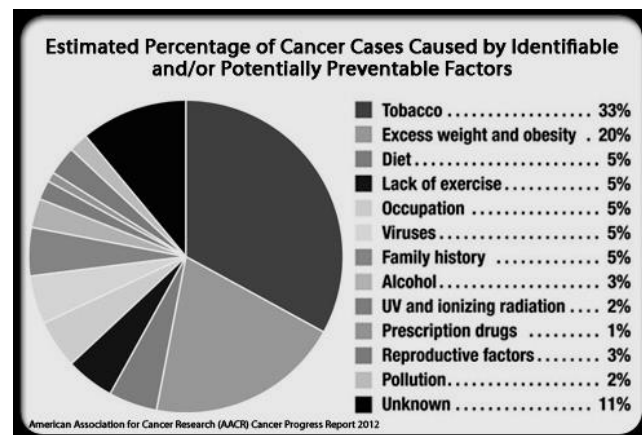
While many alternatives to fossil fuels have been investigated, there is still quite a way to go before mankind's energy supply is completely renewable. As of today, about 85% of all energy comes from fossil fuels. The reason clean energy is considered to be important is because fossil fuels aren't expected to last much longer, they pollute the environment, and they have led to tensions between nations. The reason clean energy is hard to come by is that we've spent the past 150 years dependent on oil, and it's quite difficult to make the switch. Some have even suggested that the technology for producing vast amounts of clean energy already exists but is being suppressed by big oil companies. However, several European countries have produced considerable amounts of clean energy. Current methods of clean energy include wind, solar, geothermal, tidal, hydropower, nuclear and bio-fuel.

Cure for Cancer

Cancer is one of the deadliest diseases of the modern era. Ever since the days of Hippocrates people have been searching for a cure. Cancer is similar to the common cold in that although there are many ways to treat it, modern medicine is still yet to come up with a cure. This is partially because like the common cold, there are many different types of cancer, and they are all slightly different. Unfortunately, with over seven million deaths per year, cancer is much more serious than the common cold. A wide assortment of drugs, chemicals, stem cells, genetically modified viruses, and even arsenic has all been proposed as cancer cures.

By: Jamie Frater

[Source:<http://listverse.com/2009/12/29/top-10-scientific-achievements-we-are-waiting-for/>]



Vocabulary:

Genetic (adj.) – relating to genes or heredity

Limited (adj.) – small in amount or number

Compute (v) – to determine by calculation

Infancy (n) the early stage in development of something

Perfect (v) – make completely free from faults or defects

Standard (n) – a level of quality

Economical (adj.) – avoiding waste

Attempt (v) – to try to do or perform

Construct (v) –to build or form by putting together parts

Criticize (v) to find fault with

Substance (n) – the most important or essential part of something

Solar (adj.) – of or relating to the sun

Vast (adj.) – of very great extent or quantity

Propose (v) – to suggest

**3. Answer the following questions:**

- a. Why are DNA computers much more powerful than today's standard computers?
- b. What different methods of producing clean energy are being used now?
- c. How is cancer similar to the common cold?
- d. Which of the four scientific breakthroughs listed in the text do you think will be most useful for mankind? Why do you think so?
- e. Which four scientific breakthroughs are listed in the passage?
- f. What is the specialty of a DNA computer?
- g. Which have been proposed for cancer cures now?
4. What medical or clinical breakthrough do you think will help the people of our country most? Write your answer in 300 words.
5. In the next 5 years, what scientific achievements do you think will the world see?
6. Compare the smart mobile phones today with the mobile phones of 10 years ago. What advantages have the changes brought?
7. What has been the most outstanding scientific work done in Bangladesh in the last 10 years?
8. From your reading of the text, match the parts of sentences in *Column A* and *Column B* to make complete sentences:

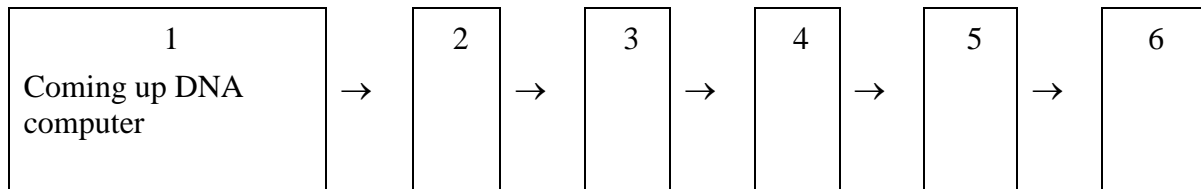
<i>Column A</i>	<i>Column B</i>
1. Science will never be perfect because	a. it is always getting better.
2. DNA is considered very special because of	b. its ability to store huge amount of data.
3. There was no attempt to make human colony in the moon due to	c. both financial and technical reasons.
4. Importance is given on clean energy because	d. there are many demerits of fossil fuel.
5. In one sense, cancer is similar to the common cold because	e. medical science has not come up with drugs to cure them

9. What do the following words and terms mean?

- a. device
- b. organism

- c. genetic
- d. prototype
- e. colony
- f. fossil
- g. geothermal
- h. stem cells
- i. virus

10. Based of your reading of the passage, make short notes in each of the boxes in the flow chart showing the ways of coming up DNA computer. (No. 1 has been done for you.)



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

Lesson 4 : Scientific Breakthroughs We Are Waiting For-II

1. Warm-up activity:

- Form two groups. Hold a debate on the following topic “Science should not try to make human beings live very long lives”.



2. Now read the following text. It deals with three scientific breakthroughs the world is yet to see.

Manned Mission to Mars:

Putting men on Mars has been an idea in science fiction for quite a while. However, when man first walked on the Moon, walking on Mars suddenly seemed feasible. A manned mission to Mars would be a huge milestone in space exploration. It would allow a more in-depth study of the Red Planet, and many have argued that building a permanent base on Mars is much more practical than building one on the Moon. A mission to Mars would be similar to the Moon landings, but much more difficult. The trip is about a hundred times longer, and there are new problems such as the Martian weather which must be considered. NASA currently has plans to have a man on Mars sometimes in the 2030s, while the ESA plans to do so also around the same time. Russia has plans to launch a manned Mars mission by 2020.



Nanomedicine:

Nanotechnology has the potential to revolutionize several fields, but its greatest contribution may very well be in medicine. The applications of nanotechnology in medicine are literally endless. Molecules could be built to stick to and destroy cancer cells, and only cancer cells. Advanced drug delivery techniques could be used to deliver drugs to specific parts of the body and eliminate side effects. Microscopic robots could be used to perform ultra-delicate surgeries, to repair damaged tissues, or to hunt down and destroy certain cells, like cancer cells or bacteria. Nanomedicine is currently in its infancy, but it may prove to be the biggest breakthrough in modern medicine since the first vaccine.

Journey to the Centre of the Earth

Journey to the Centre of the Earth

In the 19th century, it was generally thought that man would reach the center of the Earth long before he reached the Moon. This shows just how unpredictable technology can be. A journey to the center of the Earth is actually much more difficult than it sounds. The pressure at the center of the Earth is enormous because, quite literally, the entire weight of the world is on top of you. There is no known substance, not even carbonnanotubes that can maintain its shape at such a great pressure. While the Earth's deep interior may offer vast amount of energy, it may be quite a while before we can tap into it directly.

By: *Jamie Frater*

[Source: <http://listverse.com/2009/12/29/top-scientific-achievements-we-are-waiting-for/>]

Vocabulary:

Manned (adj.) – carrying or operated by one or more person

Milestone (n) – a significant event or stage

Permanent (adj.) lasting or remain unchanged indefinitely

Practical (adj.) capable of being put to use

Launch (v) – to send off an object especially with force

Potential (n) – capable of being or becoming

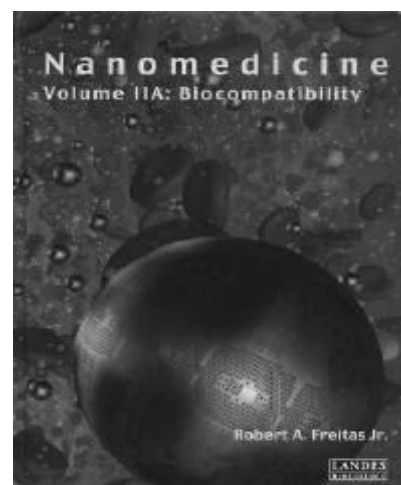
Enormous (adj.) – very large in size, extent

Eliminate (v) – to remove or get rid of

Delicate (adj.) – easily damaged

Infancy (n) – to be very new and still developing

Interior (n) – the inside part of something



Tap (v) – to get or make use of something

Reach (v) – to arrive at

Consider (v) – to think carefully about

Generally (adv.) – for the most part

3. Choose the correct answer from the alternatives.

- (a) What is the closest meaning of the word ‘fiction’?
i) reality ii) unreal iii) fabrication iv) fantastic
- (b) What is the synonym of the phrase ‘breakthrough’?
i) decline ii) accomplish iii) break up iv) enter forcibly
- (c) The word ‘unpredictable’ in the text means.
i) random ii) uncertain iii) changeable iv) impulsive
- (d) It is planned by ----- to launch a manned Mars mission by 2000.
i) NASA ii) ESA iii) Russia iv) Bangladesh
- (e) The word ‘milestone’ in the text means.
i) a landmark ii) highlight iii) signpost iv) impossible

4. The text is about three potential scientific breakthroughs which have been listed in the box below. Read each of the statements (i-iv) and decide which probable breakthrough it is related to.

- i. Both NASA and ESA have identical deadline to launch a special mission.
ii. This will contribute significantly modern medicine.
iii. No known substance can maintain its shape at that depth
iv. This is more difficult than it sounds.
- Manned Mission to Mars
 - Nanomedicine
 - Journey to the Centre of the Earth



5. Write a paragraph on the following topic in about 150 words.

The most exciting scientific achievement I am waiting to see in my lifetime.

6. Make five sentences from the substitutions table below. Make sure the sentences have the correct information given in the text.

Note: The parts of sentences in the first column are examples of gerunds/gerund phrases.

1. Putting men on Mars	has been	a. a means to perform very delicate surgeries
2. Building a permanent base on Mars	is	b. more feasible than construction of a permanent base on the Moon.
3. Installing a space elevator		c. easier than what it was thought to be
4. Using microscopic robots		d. a popular theme in science fiction for a long time.
5. Travelling to the center of the earth.	can be	e. actually much more challenging than it sounds.

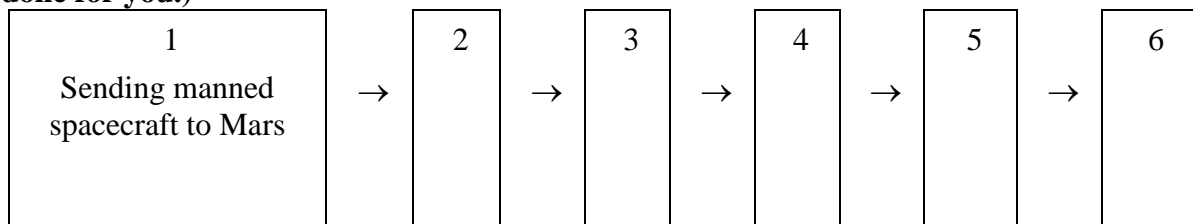
7. Find out the meanings of the following words:

- a. exploration
- b. Martian
- c. launch
- d. gravity
- e. milestone
- f. speculate
- g. nano
- h. interior
- i. bacteria
- j. unpredictable

8. Change the sentences as directed:

- a. A space elevator would be thousands of times taller than the current tallest building. (Use positive degree of adjectives)
- b. A mission to Mars would be similar to the Moon landings, but much more difficult. (Make complex sentences using 'although')
- c. Advanced drug delivery techniques could be used to deliver drugs to specific parts of the body. (Use active voice)
- d. How unpredictable technology can be! (Make it a statement)
- e. The pressure at the center of the Earth is enormous because of the entire weight of the world. (Make it a compound sentence).

9. Based of your reading of the passage, make short notes in each of the boxes in the flow chart showing the ways of Sending manned spacecraft to Mars. (No. 1 has been done for you.)



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



Answer Key

Lesson 1

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

5.

(a) lighting houses; (b) 1927; (c) Implantation; (d) 1959; (e) introduced; (f) July 11; (g) landed; (h) access.

6.

a. urbanite (someone who lives in a city): More than half of UK urbanities have an iPod.

b. pique (a feeling of anger): My friend tried his best to put me in a pique.

c. implant (to put an organ or device into the body in a medical operation): The owner's name and address is stored on a microchip.

d. transplant (to move something or to be moved): The plants should be grown indoors until spring, when they can be transplanted outside.

e. satellite (a device sent up into space to travel round the Earth, used for collecting information or communicating by radio, TV etc): The world Cup was transmitted around the world by satellite.

f. orbit (the path through which objects in space move around a planet or star): The satellite is now in a stable orbit.

g. spin-off (a programme or other show involving characters from a previous programme): The stage show is a spin-off from a television programme.

h. brace (something that is used to support or connect things): He was recently fitted with a brace for his bad back.

i. imaging (the process of producing an exact picture of something): Imaging of a boat on paper is not a difficult matter.

j. spam (unwanted email) : I get so much spam at work.

7.

a. Implanting a person with an artificial heart in 1982 was an amazing step towards a longer lifespan of human.

b. Putting a man on the moon is perhaps man's most inspiring success.

c. Using microchips in useful devices has revolutionized the world of electronics.

d. Spamming is an example of the abuse of the Internet.

e. Putting a giant space balloon 50 years ago was the first initiative of satellite communication.

8.

a. Until; ii. when; iii. let alone; iv. however; v. Although;

9. A flow chart showing the information about satellite and moon landing is given below:

1. Satellite started its journey on 10 July, 1962



2. Telstar, the first communication satellite



3. Telstar made by USA



4. Telstar broadcast first TV picture on 11 July 1962



5. Man first landed on moon in 1969



6. The moon landing opened the door to future space travel

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

11.

- a) for
- b) with
- c) explore
- d) know
- e) to bring
- f) making
- g) way
- h) position
- i) already
- j) near

Lesson 2

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

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

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

6.

- a. antigen – a substance that causes the production of antibodies in the body.
- b. symptom – indication
- c. stigma – disgrace, shame;
- d. momentum - the ability to keep increasing or developing.
- e. microscopic – extremely small or difficult or impossible to see without a microscope;
- f. therapy – healing, treatment;
- g. eliminate – eradicate, remove;
- h. quantitative – connected with the amount or number of something.
- i. gene – genetic material, DNA/RNA;
- J. antibiotic – antibacterial or antiviral;
- k. chronic – continuing for a long time.
- l. immunize - to protect a person or animal against a disease by putting a substance into the body to make it produce antibodies.

- m. therapeutic – causing someone to feel happier and more relaxed or to be more healthy.
- n. reagent – a substance used to cause a chemical reaction to find out if another substance is present.

7.

a. synthesis	synthesize
b. standard	standardize
c. elimination	eliminate
d. diagnosis	diagnose
e. donation	donate

8.

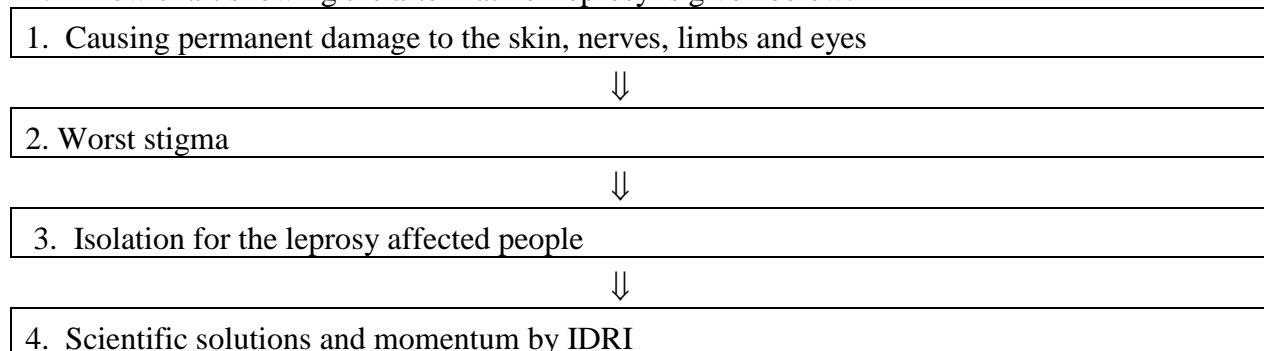
- i. We should use IDRI’s diagnostic tools to identify infected individuals.
- ii. Support from some pharmaceutical giants has significantly bolstered this treatment and prevention strategy.
- iii. IDRI and a Brazilian company jointly developed the rapid diagnostic test for leprosy infection.
- iv. IDRI/They do the diagnostic test for leprosy with a smart phone based platform.

9.

- i. I started my research on leprosy more than a decade ago when people thought this disease would eliminate itself over time.
- ii. Although leprosy is associated with biblical times, it still remains a problem in this modern time.
- iii. The new approach of diagnosis is far superior to the traditional method that involved clinical and/or microscopic assessment.
- iv. Now we are going to conduct human clinical trials of leprosy after a decade has passed since the leprosy vaccine was developed.
- v. People around the world now believe that we will soon have the tools to finally eliminate leprosy.

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

11. A flow chart showing the aftermath of leprosy is given below:





5. Development of a method for an early diagnosis of infection



6. Using of vaccine for infected individuals

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

13. a) once b) reusable c) off d) destroyed e) experiments f) fall
g) rocket h) land i) fuel j) expense

Lesson 3

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

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

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

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

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

8.

(1+a) Science will never be perfect because it is always getting better.

(2+b) DNA is considered very special because of its ability to store huge amount of data.

(3+c) There was no attempt to make human colony in the moon due to both financial and technical reasons.

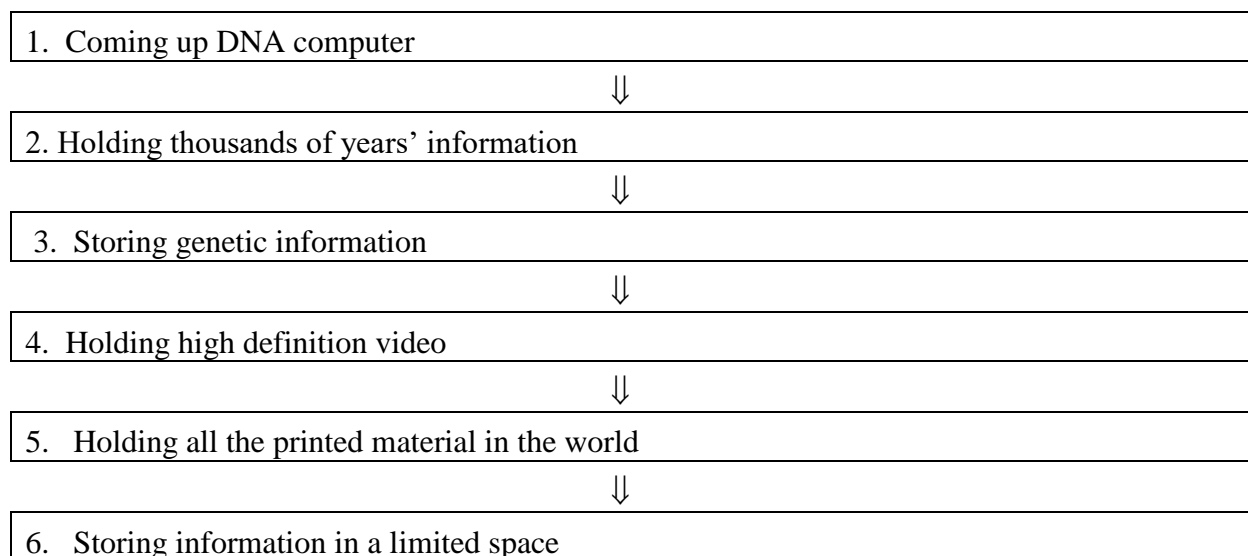
(4+d) Importance is given on clean energy because there are many demerits of fossil fuel.

(5+e) In one sense, cancer is similar to the common cold because medical science has not come up with drugs to cure them.

9.

- a. device: A thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.
- b. organism: An individual animal, plant, or single-celled life form.
- c. genetic: Related to genes or heredity.
- d. prototype: A first or preliminary version of a device or vehicle from which other forms are developed.
- e. colony: A country or area under the full or partial political control of another country and occupied by settlers from the country.
- f. fossil: The remains or impression of a prehistoric plant or animal embedded in rock and preserved in petrified form.
- g. geothermal: Related to or produced by the internal heat of the earth.
- h. stem cells: Undifferentiated cells of a multicellular organism which are capable of giving rise to indefinitely more cells of the same type.
- i. virus: An infective agent that typically consists of a nucleic acid molecule in a protein coat. A virus is too small to be seen by light microscopy.

10. A flow chart showing the capability of DNA computer is given below:



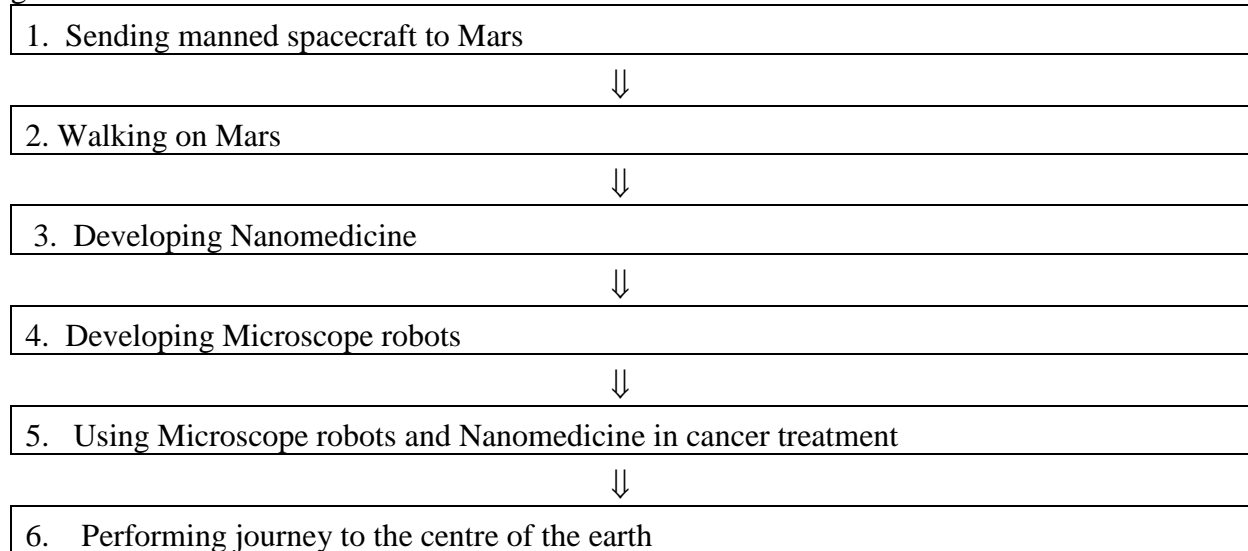
11. Prepare the answers by yourself and show your tutor.

Lesson 4

5. (1+d) Putting men on Mars has been a popular theme in science fiction for a long time.
(2+b) Building a permanent base on Mars can be more feasible than the construction of a permanent base on the Moon.
(3+c) Installing a space elevator is easier than what it was thought to be.
(4+a) Using microscopic robots can be a means to perform very delicate surgeries.
(5+e) Travelling to the centre of the earth is actually much more challenging than it sounds.
- 6.
- a. exploration: the action of exploring in an unfamiliar area.
 - b. Martian: relating to the planet Mars or its supposed inhabitants.
 - c. launch: an occasion when a spacecraft is sent into space, or a ship is put into water.
 - d. gravity: the force that attracts a body towards the centre of the earth, or towards any other physical body having mass.
 - e. milestone: an important event in the development or history of something or in someone's life.
 - f. speculate: form a theory or conjecture about a subject without firm evidence.
 - g. nano: extremely small.
- 7.
- a. The current tallest building would not be as tall as a space elevator.
 - b. Although a mission to Mars would be similar to the Moon landings, it is much more difficult.
 - c. We/Scientists could use advanced drug delivery techniques to deliver drugs to specific parts of the body.
 - d. Technology can be very unpredictable.

e. It is the entire weight of the world and so the pressure at the center of the Earth is enormous.

8. A flow chart showing the coming scientific breakthroughs and its impacts on our life is given below:



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

Unit 14

Art and Music

Objective:

After the completion of this unit, you will–

- read and understand poems.
- ask and answer questions.
- summarise literary texts.

Overview:

Lesson 1: What is Beauty?

Lesson 2: Folk Music

Lesson 3: Crafts in Our Time

Answer Key

Lesson 1 : What is Beauty?

1. Warm-up activity:

- In a group, discuss what you mean by beauty; and its place in art.
- Discuss any work of art you have seen (a painting, a sculpture, a photograph, an embroidered quilt and why you consider it beautiful).



Beauty is easy to appreciate but difficult to define. As we look around, we discover beauty in pleasurable objects and sights - in nature, in the laughter of children, in the kindness of strangers. But asked to define, we run into difficulties. Does beauty have an independent objective identity? Is it universal, or is it dependent on our sense perceptions? Does it lie in the eye of the beholder? -we ask ourselves. A further difficulty arises when beauty manifests itself not only by its presence, but by its absence as well, as when we are repulsed by ugliness and desire beauty. But then ugliness has as much a place in our lives as beauty, or may be more-as when there is widespread hunger and injustice in a society. Philosophers have told us that beauty is an important part of life, but isn't ugliness a part of life too? And if art has beauty as an important ingredient, can it confine itself only to a projection of beauty? Can art ignore what is not beautiful?

Poets and artists have provided an answer by incorporating both into their work. In doing so, they have often tied beauty to truth and justice, so that what is not beautiful assumes a tolerable proportion as something that represents some truth about life. John Keats, the romantic poet, wrote in his celebrated 'Ode on a Grecian Urn' 'Beauty is truth, truth beauty,' by which he means that truth, even if it's not pleasant, becomes beautiful at a higher level. Similarly, what is beautiful forever remains true. Another meaning, in the context of the Grecian Urn-an art object-is that truth is a condition of art.

Poetry in every language celebrates beauty and truth. So does art. Here are two poems from two different times that present some enduring ideas about beauty and truth. The poems are by Lord Byron (1788-1824), an English poet of the Romantic tradition, and Emily Dickinson (1830-1886), an American poet who wrote about the human scene, love and death.

A. She Walks in Beauty

by Lord Byron

1

She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes:
Thus mellowed to that tender light
Which heaven to gaudy day denies.



2

One shade the more, one ray the less,
Had half impaired the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face;
Where thoughts serenely sweet express,
How pure, how dear their dwelling-place.

3

And on that cheek, and o'er that brow,
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,
But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent!

B. I Died For Beauty

by *Emily Dickinson*

I died for beauty, but was scarce
Adjusted in the tomb,
When one who died for truth was lain
In an adjoining room.

He questioned softly why I failed?
'For beauty,' I replied.
'And I for truth - the two are one;
We brethren are,' he said.

And so, as kinsmen met a-night,
We talked between the rooms,
Until the moss had reached our lips,
And covered up our names.

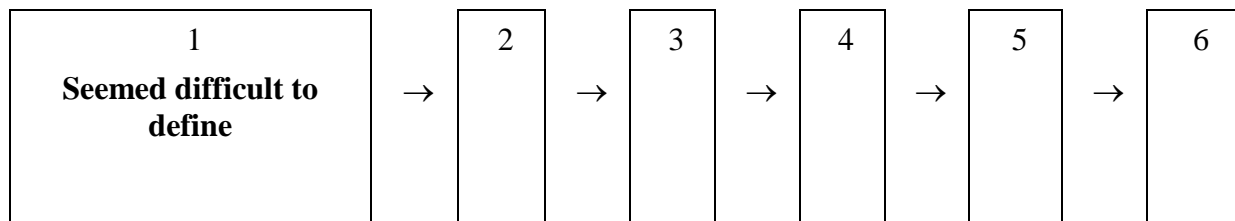




2. Byron's poem is about a woman's exceptional beauty which reflects her inner goodness and grace. Why does he associate her with night and starry skies?
3. What imagery does Byron associate with the woman?
 4. Was Byron writing about his love for the young woman or simply celebrating her beauty?
 5. What impression of beauty do you get from your reading of the poem 'She Walks in Beauty'?
 6. Dickinson's poem expresses an optimism for the afterlife. Show how it is done in the last two stanzas of the poem.
 7. 'Despite the uneasy feeling created by death and the speaker's position inside a tomb, 'I Died For Beauty' is ultimately comforting.' Discuss.
 8. 'I Died For Beauty' has a regular abab rhyme scheme. Can you remember any poem that you have read with a similar rhyme scheme? Write four lines of the poems in your notebook.
 9. In 'I Died For Beauty,' the man who died for Truth says that Truth and Beauty are the same. Do you agree? Why?
10. Match the words with the meanings provided:

Column A	Column B
aspect	plural form of brother
gaudy	next to one another
impair	tiny flowerless plants that grow in tufts or mats in damp places
scarce	facial expression; countenance
adjoining	to make or cause to become worse; damage or weaken
brethren	cheap and showy, flashy
moss	barely, hardly

11. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the information about beauty. (No. 1 has been done for you.)



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

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

at	without	mean	maintain	besides	along
against	peace	diverse	between	different	by

Co-existence together (a) — of living of men of (b) — origins, different cultures, and beliefs fighting (c) — the same time or in the same place (d) — fighting or protesting (e) — each other. I can give some examples of peaceful co-existence. A number of tribal people are living (f) — with us in (g) — places of the country, (h) — a number of people of different religions live in our country (i) — peace and harmony. We don't find coexistence (j) — students of different political parties

14. Fill in the blanks with suitable words.

Love is (a) ----- and unique which has a great (b) ----- in human heart. It never dies and (c) ----- away. Emperor Shahjahan had a deep and pure (d) ----- for his wife Mumtaz. Mumtaz (e) ----- away from the world. Shahjahan was overwhelmed with (f) ----- at the death of his (g) ----- . He wanted to immortalize his wife's (h) ----- . So his ardent love for his wife promoted him to build such an (i) ----- building. Architecturally, it is so wonderful that it has become one of the seven (j) ----- of the world.

Lesson 2 : Folk Music

1. Warm-up activity:

- In the class, give a talk on what you know about Baul / Bhatiyali / Bhawaia songs of Bangladesh.
- Request someone in the class to sing a few lines of a folk song; four of you should then talk on the theme, lyrics, style and impact of the song.

2. Here is an excerpt on Bengali Folk Music written by the late Mridul Kanti Chakravarty, who was an expert in music and also sang Baul songs. We reproduce the excerpt published in *Banglapedia*, courtesy of the Asiatic Society of Bangladesh. Read the excerpt and answer the questions that follow:



Folk music consists of songs and music of a community that are uninfluenced by any sophisticated musical rules or any standard music styles. Bangladesh has a heritage of rich folk music which includes both religious and secular songs.

Folk music may be described as that type of ancient music which springs from the heart of a community, based on their natural style of expression uninfluenced by the rules of classical music and modern popular songs. Any mode or form created by the combination of tune, voice and dance may be described as music. Thus, the combination of folk song, folk dance and folk tune may be called folk music. For example, Baul songs are a combination of tune, music and dance.

Folk music has the following characteristics: (i) It is composed by rural folk on the basis of ancient rules transmitted orally; (ii) These ancient rules of music have not been influenced by classical or modern music; (iii) Folk songs may be sung in groups or individually; (iv) No regular practice is required for folk music; (v) It is composed and performed by illiterate or semi-literate people; (vi) It is a spontaneous expression in easy language, local dialect, and simple tune; (vii) Both words and tune are appealing; (viii) despite its universal appeal it uses local dialect; (ix) It depends upon nature and the rural environment; (x) It is an explicit manifestation of the joys and sorrows of daily life; (xi) It uses simple and natural rhythms; (xii) It contains a strong emotive expression of human love and separation.



In Bangladesh folk music has great variety, with songs being composed on the culture, festivals, views of life, natural beauty, rivers and rural and riverine life. These songs are also about social inequality and poverty, about the material world and the supernatural. Mystical songs have been composed using the metaphors of rivers and boats. Since the country is basically riverine, the Bhatiyali forms an important genre of folk music. Folk music is formed and develops according to the environment. Differences in the natural environment are reflected in the people of the different regions. The dialects too vary across the different regions. Bangladeshi folk music

therefore varies from region to region. Thus there are the northern Bhawaiya, the eastern Bhatiyali and the southwestern Baul songs.

The culture and the lifestyle of the different tribes have also influenced folk music. Tribes like the Santal, Garo, Hajong, Chakma, Manipuri, Tripuri, Marma etc. have interacted with ethnic Bengali culture and lifestyle over the years. The interaction has been clearly reflected in the richness of folk music.

Folk songs may be sung individually or in chorus. Folk songs sung individually include Baul, Bhatiyali, Murshidi and Marfati, while songs sung in chorus include Kabigan, Leto, Alkap and Gambhira. Some songs are regional in character, but others are common to both Bangladesh and West Bengal. Similarly, some songs belong distinctively to one religious community, Hindu or Muslim; others cross religious boundaries. Some songs belong exclusively to men, others to women, while some are sung by both men and women. Thus only women compose and sing Bratagan and Meyeli Git, but both men and women participate in the 'roof-beating' songs that are sung while beating down and firming rooftops.

Different folk songs belonging to different regions of Bangladesh are listed below:

<i>Baul</i> and spiritual songs	: Birbhum and Kushtia
<i>Jarigan</i>	: Dhaka, Mymensingh, Sylhet, Faridpur, Murshidabad.
<i>Bhawaiya</i>	: Cooch Bihar, Rajshahi, Dinajpur, Rangpur, Pabna.
<i>Gambhira</i>	: Rajshahi, Malda.
Wedding songs	: all regions.
Roof-beating songs	: the northern regions of Bangladesh.
<i>Sari</i>	: the lower marshy regions of Sylhet and Mymensingh.
<i>Bhatiyali</i>	: nearly all regions of Bangladesh.
Pastoral songs	: Dhaka, Mymensingh, Faridpur, Sylhet, Habiganj.



3. Answer the following questions:

- How is folk music defined in the excerpt? Can you add some thoughts of your own to the definition provided?
- What are the characteristics of folk music?
- According to the excerpt, folk music has great variety in Bangladesh. What are some other varieties of folk music that you know about? Which aspects of our folk music do you like?
- The excerpt suggests that the culture and lifestyle of the different tribes of our country have influenced folk music. Can you give some examples in support of the observation? How many tribes or ethnic groups have been mentioned in the excerpt?
- The excerpt mentions several types or classes of folk songs from different regions of Bangladesh. How many of these are you familiar with? Give a brief assessment of them.

4. Find out the meanings of the following words

- a. classical
- b. mystical
- c. note
- d. tempo
- e. rhythm

5. According to the excerpt, music is a mode or form created by the combination of tune, voice and dance. Is this a complete description, or can you add anything more to description?

6. Explain briefly what the following terms mean:

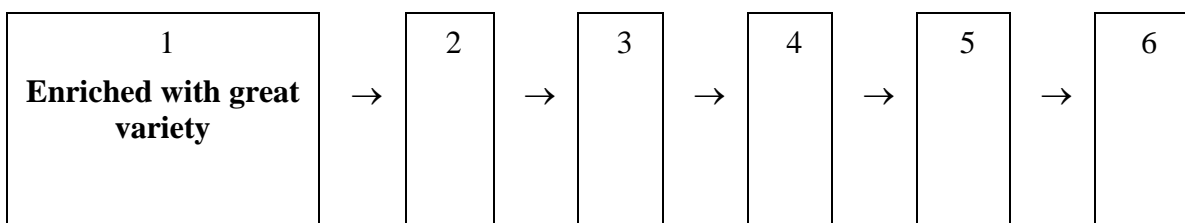
- a. classical music
- b. riverine life
- c. regional character
- d. lifestyle
- e. chorus

7. Find the noun forms of the following verb words:

- a. describe
- b. transmit
- c. compose
- d. vary
- e. interact
- f. reflect

8. Find at least five adjective words used in the text and make sentences with them.

9. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the characteristics of folk music. (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 word from the box. There are more words in the box than you need.

educate	recreation	religion	original	question	broadcast	sent
aim	facilities	concern	look	consider	though	taken

Television, a source of much knowledge, pleasure and information and a widely used media of mass communication, is now being (a) — at from a different point of view. Is the TV really doing good, especially to the youngsters of our new generation? It is an important (b) — both to ask and to answer indeed. Viewed from an (c) — point of view, TV is to be (d) — one of the most effective means of educating both the students and the public as a whole. Again, it has almost become the most effective and popular means of people's (e) —. Films, dramas, songs, dances, comedy series — all these are very attractive packages of programmes. As a means of communication TV is (f) — not the most important, yet the most effective and useful means of communication. Up to this point, we must say that the TV is doing good to our youngsters by educating them and by giving them recreational (g) —. But as far as the satellite TV is (h) —, we cannot say this for certainly. The commercial package programmes (i) — by satellite TVs are detrimental to our young generation, pernicious to our societies, threatening to our values and traditions and (j) — beliefs.

12. Fill in the blanks with appropriate words.

The Chinese put a lot of (a) ----- on the unity of the family. In the cities, the parks are often (b) ----- with families spending time together. There are (c) ----- nice, clean parks for people to spend their time. Sometimes musicians and acrobats (d) in the open air to entertain people who are present there. In the evening many families (e) ----- their free time by watching television. The Japanese love to take part in (f) ----- in their free time. Baseball, golf and martial arts such as judo and karate are especially (g) ----- with men. Most students do not have much free time but during their (h) ----- they join English Clubs or art clubs. They also love skate-boarding which (i) ----- riding on a flat piece of wood that has wheels under it. A lot of (j) ----- is needed to keep your balance on the board as it moves.

Lesson-3 : Crafts in Our Time

1. Warm-up activity:

- Can you distinguish between art and craft?
- How many different crafts do rural people engage in now? What do these have to do with their lives?

2. Read the text and answer the questions that follow:

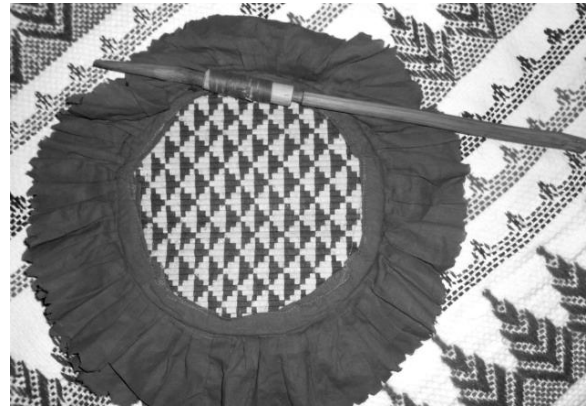


A craftwork is an applied form of art, a social and cultural product reflecting the inclusive nature of folk imagination. A craftwork, which usually doesn't bear the signature of its maker, retains a personal touch. When we look at a thirty year old *nakshikantha* we wonder at its motifs and designs that point to the artistic ingenuity and the presence of the maker in it. The fact that we don't know her name or any other details about her doesn't take anything away from our appreciation of the artist. Indeed, the intimate nature of the *kantha* and the tactile feeling it generates animate the work and make it very inviting.



A craftwork is shaped by the interaction of individual creativity and community aesthetics, utility functions and human values. It is distinguished by its maker's desire to locate himself or herself in the wider and ever-changing cultural aspirations of the community, and subsequently of the market. But even when the market is an important factor, community aesthetics remains the factor determining the form and content of the craftwork. The exquisite terracotta dolls from Dinajpur dating back to early 1940s that form a part of the Bangladesh National Museum's collection were mostly bought from village fairs by some patron. They were no doubt meant to be consumer items, but the dolls reflect community aesthetics in such a manner that the market has not been able to impose its own preferences on them.

A craftwork thus is a dynamic object-always evolving, and always abreast of changing tastes and preferences. It also represents a way of life and a cultural flavour. Therefore changes in lifestyle and material conditions are expected to have their impact on craftworks and their production. But certain forms, shapes, styles and aesthetic preferences change little over time, suggesting that a craftwork can function as a stable signifier of community values and desires



over time. Mechanical and mass production take away this feeling of assurance and stability and the sense of continuity that the handmade craftwork evokes. In the clash between expectations of pure, handmade craftworks and the market need of mechanically produced craftworks, two contesting views emerge: on the one hand, traditionalists contend that the society needs to preserve the authenticity and naturalness of craftworks and their association with domesticity and environment; and, on the other, promoters of machine production argue that the machine has helped restore the appeal of the crafts due to their cheaper production costs.



There are no easy solutions to the problems that craftworks face in our time. Crafts that are disappearing can and should be revived, even where the machine has made the prospect difficult. And crafts that are still practiced can be safeguarded and made to consolidate their position further. This can be done by providing grants, loans, assistance and other support to the producers, and helping them find a comfortable customer base. But more importantly, craftwork can be branded and successfully marketed

throughout the country and beyond as there are always buyers and users of handmade products who feel a strong attraction towards such cultural products.



3. Answer the following questions:

- a. In the text above, what are the main ideas presented?
- b. What, according to the text, are the distinctive qualities of a craftwork?
- c. write a page on what, in your opinion, are the differences between a handmade craftwork and a machine produced one.
- d. The text considers the mechanical production of craftwork a challenge to the preservation of its authenticity. Do you agree?
- e. What role does the market play in promoting crafts? How can we successfully use market forces to brand our craftworks both within and outside the country?

4. Write a passage on each of the following crafts:

- a. woodcraft
- b. jewellery
- c. pottery
- d. embroidery

5. Use the following words in a paragraph on the enduring appeal of craftwork:

- a. distinctive
- b. dynamic
- c. continuity
- d. naturalness
- e. exquisite

6. Find the meanings of the following words and then make sentences with them:

- a. inclusive
- b. motif
- c. ingenuity
- d. tactile
- e. aspiration
- f. significance
- g.. safeguard

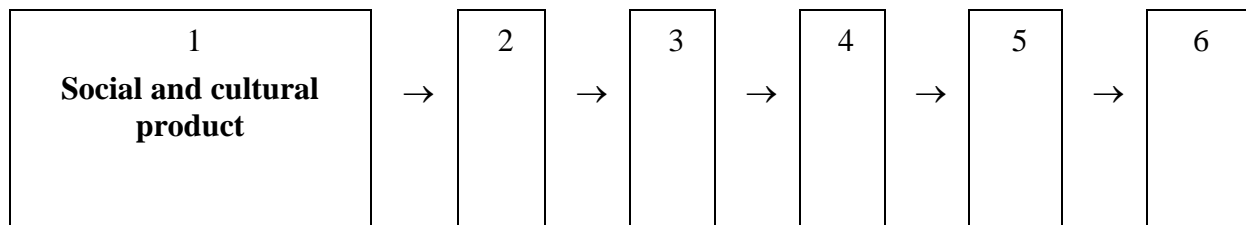
7. The following words may be adjectives or verbs. For each word, provide its noun form:

- a. animate
- b. retain
- c. evolve
- d. mechanical
- e. stable

8. Provide the verb forms of the nouns below:

- a. assurance
- b. preference
- c. continuity
- d. association
- e. production
- f. solution

9. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing how craft workers represent our social life. (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. There are more words in the box than you need.

employ	effect	borrow	plan	rose	poor	importance
lend	growth	international	rural	emphasize	reduce	raise

Micro-finance institutions have a great (a) — in Bangladesh. Grameen Bank is one of them which are recognized (b) —. It (c) — money to the poor women specially the (d) — ones. It (e) — the need of develop skills and (f) — consciousness among them. It creates (g) — opportunities for rural poor women. This institution has some positive (h) — on their economic variables and family (i) — . It also helps (j) — their poverty.

12. Fill in the blanks with suitable words.

Women in our society have always been considered (a) ----- to men. The majority of houses are (b) ----- dominated usually by husbands and women most often have no say in decision making. Their opinion is considered unnecessary even in such important issues as the number of (c) ----- they would like to have, education of their children, (d) ----- of their sons and daughters, issues of their finances and property or even second marriage of their (e) ----- . In many households they are (f) ----- up by the husbands or maltreated by the (g) ----- . But their miseries go unnoticed because women lack, (h) ----- of their right and do not know how and where to seek justice. What do you think happens when these women suddenly find themselves, (i) ----- of the family through, (j) ----- divorce or abandonment by their husbands with no education or financial support?

Answer Key

Lesson 1

2. Night and starry skies are the things of nature. The romantic poets are profoundly connected with nature. They consider beauty regarding its closeness to nature. That is why, the poet associates the lady with night and starry skies to show her beauty.

3. Byron associates the lady with nature. The poet associates her with the night of cloudless day and starry night.

4. In this poem Byron makes an extended description of the beauty of the lady that makes him to write a poem. Here the poet is celebrating the beauty of the young lady. He does not express any love for her.

5. By reading the poem we get a soft and soothing impression of beauty. This beauty is the best. It is pure and charming. It is such a beauty with innocent love that can win anyone's heart.

6. In the last two stanzas of the poem the speaker says that they met at night, 'as kinsmen,' and talked between their rooms until the moss reached their lips and covered up the names on their tombstones.

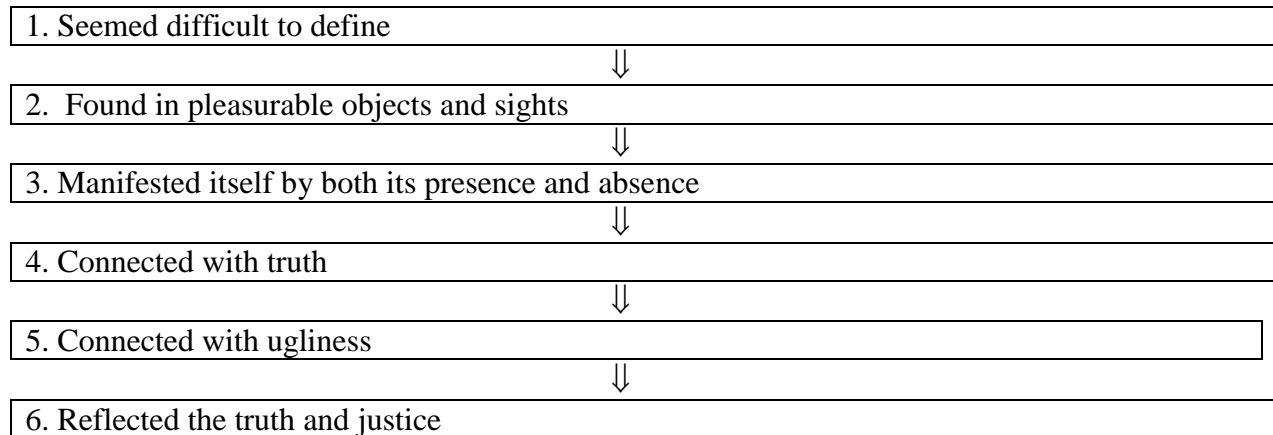
The last two stanzas depict an optimism about the afterlife. In the afterlife two dead people find connection between them and they talk until they are completely decomposed. Though they lived very difficult lives, both striving for different goals but they are the same in the afterlife. Their deaths for noble causes make them spiritually similar. In this way, Dickinson's poem expresses an optimism for afterlife.

7. The image of the two dead men talking between their graves is a disturbing one. But in a way, it is comforting too because it makes for a slow adjustment to death. The moss slowly creeps over them and their graves to silence them covering up even the memory of them by obscuring their names. Ultimately, death wipes away everything of a person. But there is no indication of horror and fear. Instead, there is a brotherhood between two dead people. We find a ray of hope in the way they talk to each other. They are in a complete solitude.

10.

Column A	Column B
aspect	facial expression, countenance
gaudy	cheap and showy, flashy
impair	to make or cause to become worse; damage or weaken
scarce	barely, hardly
adjoining	next to one another
brethren	plural form of brother
moss	tiny flowerless plants that grow in tufts or mats in dump places

11. A flow chart showing the information about beauty is given below:



13.

- a) means
- b) diverse
- c) at
- d) by
- e) between
- f) along
- g) different
- h) besides
- i) without
- j) against

14.

- a) one
- b) impact
- c) goes
- d) love
- e) passed
- f) shocked
- g) wife
- h) love/memory
- i) unique
- j) wonders

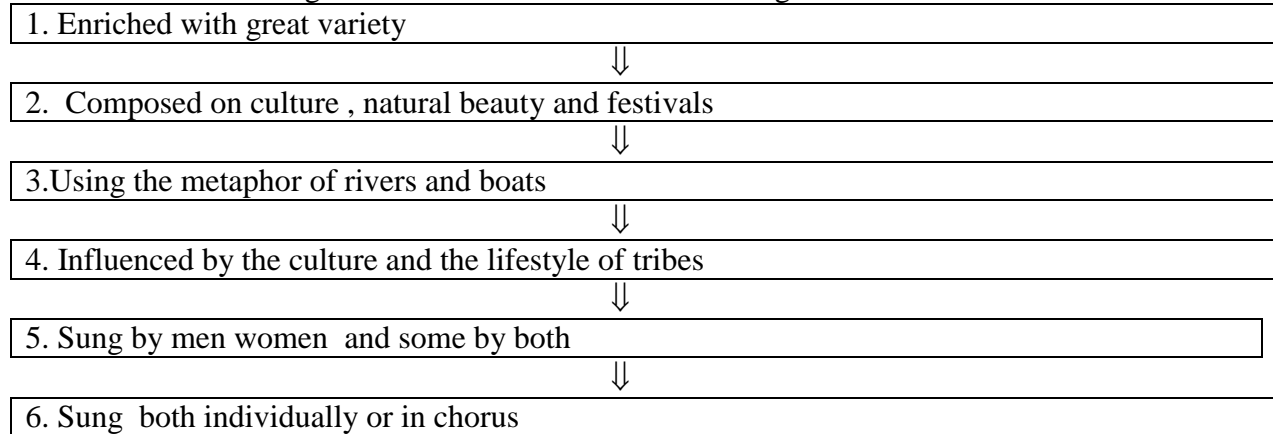
Lesson 2

3.

- a. Folk music means the type of ancient music which springs from the heart of a community, based on their natural style of expression uninfluenced by the rules of classical music and modern popular songs. So far I understand it is a pure musical reflection of the native culture.
- b. Folk music has the following characteristics:
 - It is composed by rural folk on the basis of ancient rules transmitted orally.

- These ancient rules of music have not been influenced by classical or modern music.
 - Folk songs may be sung in groups or individually.
 - No regular practice is required for folk music.
 - It is composed and performed by illiterate or semi-literate people.
 - It is spontaneous expression in easy language, local dialect and simple tune.
 - Both words and tune are appealing.
 - Despite its universal appeal it uses local dialect.
 - It depends upon nature and the rural environment
 - It is an explicit manifestation of the joys and sorrows of everyday life.
 - It uses simple rhythms.
 - It contains a strong emotive expression of human love and separation.
- c. Some varieties of folk music of our country are Baul, Bhatiyali, Bhawaia, Gambhira. The characteristics which I like among them are their reflection of our native culture and natural beauty of our country.
- d. The folk songs of different tribes reflect the culture and belief of these tribes. Seven tribes are mentioned in this text whom we call ethnic groups.
- e. I am familiar with Baul and Bhawaia. Baul songs are about the metaphysical reality of our life and Bhawaia is about the scenic beauty of our country.
- 4.
- a. classical-traditional- She is a classical singer.
 - b. mystical-spiritual-Baul songs are mystical.
 - c. note- a single sound at a particular level, usually in music- Emon played two long notes on the piano.
 - d. tempo- the speed at which a piece of music is played. Can you change the tempo of the music?
 - e. rhythm-a strong pattern of sounds, words, or musical notes- Lina has a great sense of rhythm.
5. I would like to add that music is the melodious reflection of human mind.
- 6.
- a. classical music: It means the branch of music which has survived forever.
 - b. riverine life: It means the life led by people living on or beside the rivers.
 - c. regional character- It refers to the characteristics of people or other things based on particular geographical areas
 - d. lifestyle- It means one's ways of leading one's life.
 - e. chorus- It means a group of people who sing a song together.
- 7.
- a. description
 - b. transmission
 - c. composition
 - d. variety
 - e. interaction
 - f. reflection

9. A flow chart showing the characteristics of folk music is given below:



11.

- a) concerned
- b) question
- c) educational
- d) taken
- e) recreation
- f) though
- g) facilities
- h) considered
- i) broadcast
- j) religious

12.

- a) emphasis
- b) crowded
- c) lots of
- d) perform
- e) pass
- f) sport
- g) popular
- h) holiday
- i) involves
- j) practice

Lesson 3

3.

- a. The main idea of the passage is that crafts are very important part of the society and culture. In modern age craft works are facing tough challenges because of the development of the industry.
- b. According to the passage, a craftwork, which usually doesn't bear the signature of its maker, retains a personal touch. A craftwork is shaped by the interaction of individual creativity and

community aesthetics, utility functions and human values. It is distinguished by its maker's desire to locate himself or herself in the wider and ever changing cultural aspirations of the community, and subsequently of the market. However, even if the market is an important factor, community aesthetics remains the factor determining the form and content of the craftwork. Thus a craftwork is a dynamic object always evolving and always abreast of changing tastes and preferences. It also represents a way of life and a cultural flavor.

- c. The handmade craftwork is the representation of the life and culture of a community. It always retains its personal touch. While, it is often based on the market demand, it always retains its aesthetic value as well.

On the other hand, a machine production always focuses on the market demand. It is produced to please the consumers. It is based on the customers' demand and thus any emotion, either personal or aesthetic is not important.

- d. Yes, I agree because nowadays consumers are more and more getting attracted to the mechanical products. So the very personal and emotional touch is lost. Thus this type of craftworks are also a kind of mechanically produced consumer good, not the product of the devotion as the original craftworks.
- e. Market plays an important role in promoting crafts. If the market promotes a craft, it will be popular among the consumers and as a result its production will continue. Again market forces should introduce the product to the international community.
5. Craftwork has distinctive appeal for the common people of our country. They attract the attention of the mass people. They are very much important in the cultural history of our nation. These craftworks reflect the dynamic creativity of our people. The continuity of these craftworks is very much essential.

However they are threaten by the aggression of the modern mechanized products at present. But craftworks have always a certain market because they represent the naturalness of our people. The exquisite craftworks represent our rich heritage.

6. Inclusive — wide-ranging — A craftwork represents the inclusive nature of folk people.
 Motif — design — A lot of folk motifs are found in our craftworks.
 Ingenuity — originality — The ingenuity of art and crafts of our land is admired by all.
 Tactile — tangible — Some of our craftworks give tactile feelings.
 Aspiration — desire — The craftworks reflect the aspiration of the folk people.
 Significance — importance — The significance of craftworks is great in the life of our artisans.
 Safeguard — preserve — We have to be conscious for the safeguard of our craftworks.

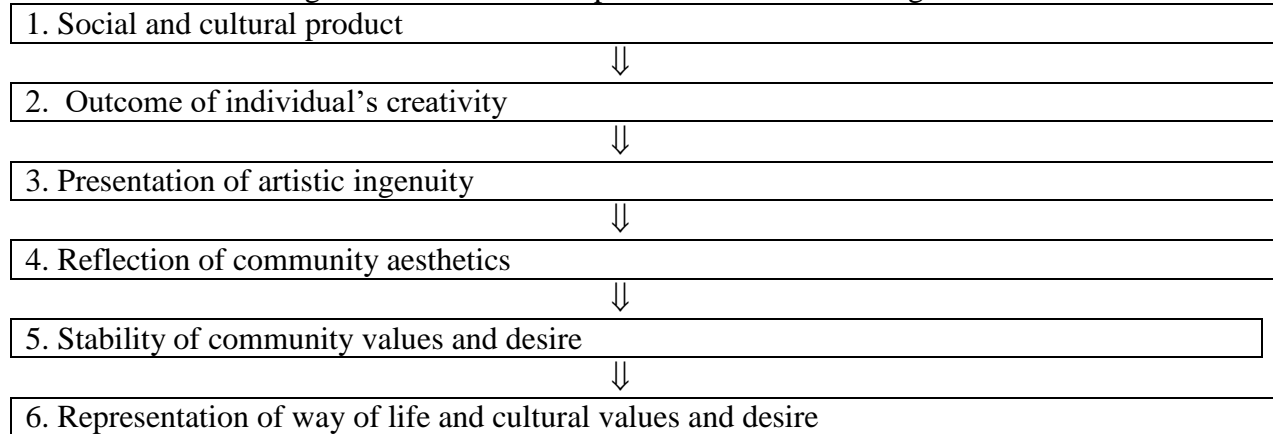
7.

Adjective/Verb	Noun
a. animate	animation
b. retain	retainability
c. evolve	evolution
d. mechanical	machine
e. stable	stability

8.

Noun	Verb
a. Assurance	assure
b. preference	prefer
c. continuity	continue
d. association	associate
e. production	produce
f. solution	solve

9. A flow chart showing how craft workers represent our social life is given below:



11.

- a) importance
- b) internationally
- c) lends
- d) poor
- e) emphasizes
- f) raise
- g) employment
- h) effect
- i) planning
- j) reduce

12.

- a) subservient
- b) are
- c) children
- d) marriage
- e) husbands
- f) beaten
- g) inlaws
- h) knowledge
- i) of
- j) by

Unit 15

Tours and Travels

Objectives:

After the completion of this unit, you will–

- read, understand and enjoy stories.
- narrate stories.
- summarise texts.
- ask and answer questions.

Overview:

Lesson 1: Travelling to a Village in Bangladesh

Lesson 2: Arriving in the Orient

Lesson 3: Imaginary Travel

Lesson 4: The Wonders of Vilayet

Answer Key

Lesson 1: Travelling to a Village in Bangladesh

1. Warm-up activity:

- In a group discuss the last journey you made out of your village/town/city.
- Now share the following introduction with a friend.



2. Bangladesh, despite a fast paced urbanization, still remains predominantly rural. How many villages are there now? Sixty four thousands or more? Have the villages changed much over the years? How did they respond to the onslaught of urbanization or march of development or growth in education? Write down your answer. In the following extract, we will see a Bangladeshi village and the villagers through the eyes of an English professor from England who taught in Dhaka university twice-first between 1947 and 1951 and again in 1972.



2. Read the text below and answer the questions that follow:

We set out on the evening of July 21st. Food was scarce in the village so Abdul packed a suitcase with two loaves and some tea and tins of milk, cheese and jam. We travelled Intermediate class in a cross-country train not uncomfortably crowded, through a country of shadowy loveliness. It was a moonlit night of broken soft clouds; the land was mostly under water, with paddy and coco-palms growing from it, and a few raised cart-tracks and groups of cottages islanded among clumps of bushes, all reflected among shadows. Here and there was the red glow of a cooking-fire or the lantern of a fisherman's boat in open water. At dawn we reached Sonaimuri, a small canal-side station among wide fields, from there we had eight more miles by country boat, some of it along the canal, some of it across the flooded paddy fields. I was looking forward to that tranquil water-journey in the early morning, and tranquil it must have been, for I fell instantly asleep and knew no more till we reached the landing-ghat at Khorshed's house, in a blaze of sunlight. It turned out that his letter saying that he was bringing me was still on its way, but they rallied to the crisis and gathered round to make me welcome, though as none of them spoke any English they could only stare and laugh and offer me coco-nut juice.

Khorshed set me up a camp, a wooden bed, chair and table in a thatched bamboo outhouse. It was a lovely spot among bamboo and coco-palms, facing a tank where fireflies wove intricate dances at night. He put his own bed beside it for protection, and there I stayed, holding permanent court from dawn to bedtime. Within village memory-and that went back for some two centuries, I was the first European to go there: it was too remote even for a District Commissioner to pass through. Also since I was a woman, the women could come (at different times from the men) to look at me without losing their characters. People kept coming and coming: only the rains and the fact that few of them were rich enough to have boats prevented them from coming from ten miles round. When he saw that they would not stop coming Khorshed fixed some curtains round the bed so that I could crawl behind them

when I was tired of being looked at, like a zoo animal into its sleeping hut. Even then the little hut would fill up with women and children. Children followed when I went out, and when Khorshed remonstrated a small boy pleaded, “Don’t send us away! After she’s gone not even a strange bird will come to the village.” I stood up to the celebrity for the two days we had planned, but it was enough.

[A.G Stock, *Memoirs of Dacca University 1947-1951, 1973*]



3. Put T (true) or F (false) beside the following statements based on the above extract.

- a. The author carried some food with her because she disliked local food.
- b. She travelled to Sonaimuri by train.
- c. She lived in a tent during her stay in the village.
- d. She was the first European to visit the village.
- e. Khorshed’s father had a brick-built house.

4. Answer the following questions briefly:

- a. When and why did the author fall asleep during her journey?
- b. What trees and insects are mentioned in the passage?
- c. Why did the small boy plead, “After she’s gone not even a strange bird will come to the village”?
- d. Why was there a crisis when the author arrived?
- e. Why did the women visit her?
- f. Find three evidences which suggest that the narrator enjoyed her visit.
- g. Why does the narrator compare herself to a sleeping zoo animal?
- h. What is the general tone of the passage?

5. Write a short paragraph describing your first visit to a place away from home.

6. Explain the significance of the statement-“I stood up to the celebrity for the two days we had planned but it was enough.” What feeling is implied here- amusement or mild annoyance?

7. What do the following phrases mean in the passage?

not uncomfortably crowded; knew no more; rallied to the crisis; tried to being looked at; a blaze of sunlight; of broken soft clouds; fireflies wove intricate dances; clumps of bushes; holding permanent court; kept coming and coming.

8. Find the antonyms for the following:

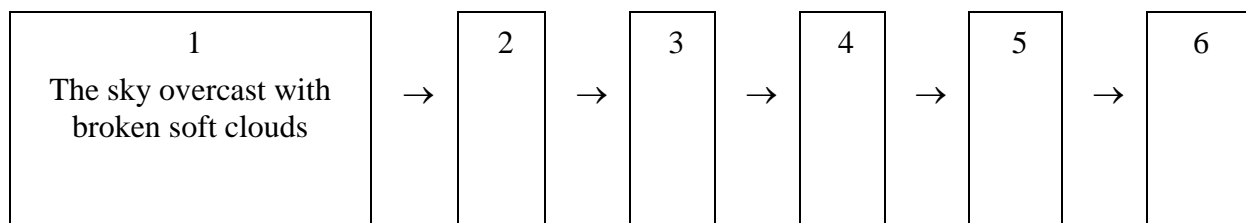
- a. gather
- b. weave
- c. intricate
- d. permanent
- e. remote
- f. remonstrate
- g. tranquil

9. Join the pair of sentences in each line to make one sentence using the expressions given in the bracket.

- a. He made fixed a tent. He wanted me to get some sleep. (so that)
- b. None of them spoke English. They welcomed me. (though)
- c. It was dark. He lit a lantern. (as)
- d. I was a woman. Women visited me freely. (since)

10. Answer the following questions briefly:

- a. When and why did the author fall asleep during her journey?
- b. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the natural backdrops of the writer’s journey. (No. 1 has been done for you.)



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

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

species	extinction	accelerate	conscious	importance	naturally
hearing	beautify	creation	widespread	habitat	unnatural

Birds are our (a) ——— wealth, They are helpful and useful to us in many ways. They have increased the (b) ——— of nature. We sleep at night and rise early in the morning (c) ——— the sweet songs or different birds. But birds are now under the threat of (d) birds will (e) ——— this process. Being a (f) ——— person, we should not be a party destroying the most beautiful (g) ——— of God. Besides hunting, (h) ——— use of chemical and pesticides cause sterility and mass death. We know that like all other (i) ———, birds a important for maintaining ecological balance, So, for the sake of mankind, we should kind to the birds and ensure them a safe (j) ———.

13. Fill in the blanks with appropriate words.

Modern life (a) _____ much of transport. We can very well (b) _____ how important transport is when it is (c) _____ by natural calamities or during socio _____ political crisis. In fact transport has made it (d) _____ for us to reach places previously (e) _____. It has (f) _____ helped the flourish of trade and commerce and to (g) _____ new knowledge and ideas. (h) _____ transport has (i) _____ friendship and understanding among nations and people (j) _____ the globe.

Lesson 2 : Arriving in the Orient

1. Warm-up activity:

Discuss the following questions in pairs.

- Have you ever travelled by boat, launch or steamer along a river? Write down your experience in 500-600 words.
- Before the beginning of air travel, people travelling between continents had to do so by ships. What do you think were the pleasures and the dangers of those journeys?

*During the colonial era (1757-1947) the English came to India in great numbers in search of fortune. Many young women in quest of husbands also travelled to India. George Orwell (1903-1950) spent a part of his early life in Burma (now Myanmar), -then an English colony-serving as a police officer. In the following extract taken from his *Burmese Days* (1934), we get the picture of the journey of a young English woman Elizabeth, across the sea by ship and her arrival in Burma. She has a typical colonial mind-set, and fantasizes a glorious life in India. Her attitude to the colony is also characteristic of the colonizer's psyche that liked the land and the landscape but was dismissive of the people-called 'natives'-and their way of life.*



2. Now read the text.

Elizabeth spent thirty pounds on summer frocks and set sail immediately. The ship, heralded by rolling porpoises, ploughed across the Mediterranean and down the Canal into a sea of staring, enamel-like blue, then out into the green wastes of the Indian Ocean, where flocks of flying fish skimmed in terror from the approaching hull. night the waters were phosphorescent, and the wash of the bow was like a moving arrowhead of green fire. Elizabeth 'loved' the life on board ship....



She was going to love India, she knew. She had formed quite a picture of India, from the other passenger's conversation; she had even learned some of the more necessary Hindustani phrases, such as '*idher ao*,' '*jaldi*,' '*sahiblog*,' etc. In anticipation she tasted the agreeable atmosphere of Clubs, with punkahs flapping and bare-footed white turbaned boys reverently salaaming; and maidans where bronze Englishmen with little clipped moustaches galloped to and fro, whacking polo balls. It was almost as nice as being rich, the way people lived in India.

They sailed into Colombo through green glassy waters, where turtles and black snakes floated basking. A fleet of sampans came reaching out to meet the ship, propelled by coal-black men with lips stained redder than blood by betel juice. They yelled and struggled round the gangway while the passengers descended. As Elizabeth and her friends came down, two sampan-wallahs, their prows nosing against the gangway, besought them with yells.

“Don't you go with him, missie! Not with him! Bad wicked man he, not fit taking missie!”

“Don't you listen him lies, missie! Nasty low fellow! Nasty low tricks him playing. Nasty *native* tricks!”

“Ha, ha! He is not native himself! Oh no! Him European man, white skin all same, missie. Ha ha!”

“Stop your bat, you two, or I'll fetch one of you a kick,” said the husband of Elizabeth's friend—he was a planter. They stepped into one of the sampans and were rowed towards the sun-bright quays. And the successful sampan-wallah turned and discharged at his rival a mouthful of spittle which he must have been saving up for a very long time.”

This was the Orient. Scents of coco-nut oil and sandalwood, cinnamon and turmeric, floated across the water on to Mount Lavinia where they bathed in a lukewarm sea that foamed like Coca-Cola. She came back to the ship in the evening, and they reached Rangoon a week later.

North of Mandalay the train, fuelled with wood, crawled at twelve miles an hour across a vast parched plain bounded at its remote edges by blue rings of hills. White egrets stood poised, motionless, like herons, and piles of drying chillis gleamed crimson in the sun. Sometimes a white pagoda rose from the plain like the breast of a supine giantess. The early tropic night settled down, and the train jolted on, slowly, stopping at little stations where barbaric yells sounded from the darkness. Half-naked men with their long hair knotted behind their heads moved to and fro in torchlight, hideous as demons in Elizabeth's eyes. The train plunged into the forest, and unseen branches brushed against the windows. It was about nine o'clock when they reached Kyauktada, where Elizabeth's uncle and aunt were waiting with Mr. Macgregor's car, and with some servants carrying torches. Her aunt came forward and took Elizabeth's shoulders in her delicate, saurian hands.

“I suppose, you are our niece Elizabeth? We are so pleased to see you,” she said, and kissed her.

Mr. Lackersteen peered over his wife's shoulder in the torchlight. He gave a half-whistle, exclaimed, “Well, I'll be damned!” and then seized Elizabeth and kissed her, more warmly than he need have done, she thought. She had never seen either of them before.



3. Answer the following questions:

- a. How did the waters of the Indian Ocean look like during the night?
- b. What frightened the flocks of flying fish?
- c. Why did Elizabeth think that she would like India?
- d. What is polo? Who played the polo?
- e. What did the sampanwallahs fight for?
- f. Where did Elizabeth go from Rangoon?
- g. Did Elizabeth enjoy her stay in Colombo?

4. Put T (true) and F (false) beside the following statements based on the above extract.

- a. Elizabeth unwillingly undertook the sea voyage.
- b. Her companions were unfriendly.
- c. Before she got into the Indian Ocean she sailed across the Mediterranean.
- d. The Indians lived a glamorous life.
- e. The train journey to Kyauktada was a long one.

5. Discuss the following questions:

- a. What picture of the sea do you find here?
- b. The narrator is rather critical of the local people. What Evidence do you find of the narrator's disapproval of the local people?
- c. Narrate the competition between the sampanwallahs.

6. Choose the right words from the box to fill the blanks in the sentences given below:

Floated	anticipation	ploughed	skimmed	crawled	gleamed
---------	--------------	----------	---------	---------	---------

- a. The ship ___ through the Mediterranean.
- b. The fish ___ in terror from the approaching hull.
- c. In ___ she imagined the agreeable atmosphere.
- d. The black snakes ___ basking.
- e. The train ___ at twelve miles an hour.
- f. Piles of drying chilli ___ crimson in the sun.

7. What colours and spices are mentioned in the passage?

8. Give synonyms of the following words:

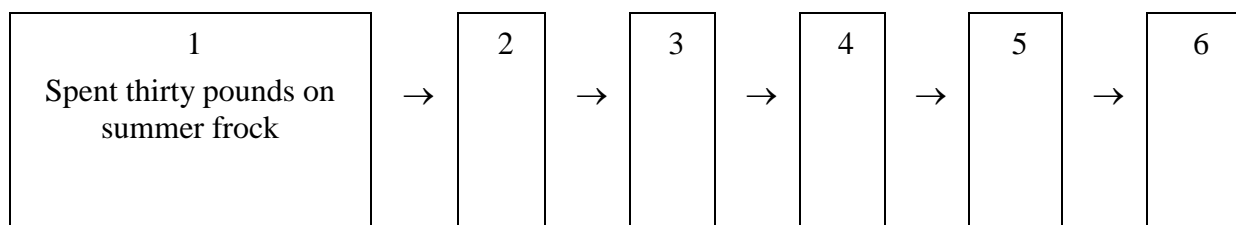
- a. delicate
- b. warmly
- c. discharge

- d. lukewarm
- e. hideous
- f. supine
- g. parched

9. The narrator has on several occasions compared one thing with another using the word 'like'. For example, sea foam has been compared to Coca-Cola.

Find more examples from the text where the word 'like' has been used for comparison.

10. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the events of Elizabeth's voyage to India. (No. 1 has been done for you.)



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

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

make	build	dig	be	find	history	Well
like	stand	found	religion	suburbs	welfare	Suitable

Though Bangladesh is a small country, it has three world Heritage Sites. The (a) _____ Shatgombuj Mosque of Begerhat (b) _____ one of them. It is situated in (c) _____ of the city of Bagerhat. The mosque was (d) _____ during the 15th century. Khan Jahan Ali was the (e) _____ of it. He was a great (f) _____ leader. He did many works for the (g) _____ of his people. He made a big lake like tank (h) _____ for (i) _____ water. Today his mausoleum (j) _____ beside the tank.

13. Fill in the blanks with appropriate words.

For international communication a common language is (a) _____. There are many (b) _____ for which English has achieved the (c) _____ of being that language. Now English has (d) _____ the national borders to (e) _____ people who speak other languages. It is no longer the (f) _____ possession of British or American or other native speakers, but a language that belongs to (g) _____ people. This phenomenon has led to a (h) _____ variety of English around the world. As more and more people speak English, more and more varieties have (i) _____ which are strongly (j) _____ by the pronunciation, grammar and idioms of the respective mother tongues.

Lesson 3 : Imaginary Travel

1. Warm-up activity:

- Discuss any travel account that you have read in English or Bengali and the places it describes. Imagine you are walking in a street in London or New York. How is your experience different from that of walking in the roads or streets of your town or city?

Travel can be imaginary as well. Authors would sometimes make imaginary voyages to strange places and draw pictures of people and places, manners and morals. Jonathon Swift's (1667-1745) Gulliver's Travels (1726) is an example of imaginary travel. Swift created a fictional traveller named Lamuel Gulliver, a ship doctor who visited the lands of the Lilliputs and Brobdingnags and the island of Laputa. These are all fictitious places inhabited by imaginary people. The travels here, however, carry a serious purpose. They reveal truths about human nature. For example, even today human life is poisoned by evils such as racism, religious extremism, bigotry etc. Gulliver during his visit to the land of the Lilliputs-who are humans, only about six inches tall-discover how strongly prejudiced the Lilliputians are about certain things and how these help nurse hatred and foment fratricidal war. Gulliver, a man of average height, gets a new insight into the pettiness of human nature when he arrives at the land of Lilliputs who are small not only in size but also in their thoughts and perceptions.



2. Now read the following passage.

One morning, about a fortnight after I had obtained my Liberty, Reldresal, Principal Secretary (as they style him) of private Affairs, came to my House, attended only by one Servant. He ordered his Coach to wait at a Distance and desired I would give him an Hour's Audience; which I readily consented to, on Account of his Quality, and Personal Merits, as well as of the many good Offices he had done me during my Sollicitations at Court. I offered to lie down, that he might the more conveniently reach my Ear: but he chose rather to let me hold him in my Hand during our Conversation. He began with Compliments on my Liberty; said, he might pretend to some Merit in it; but, however, added that if it had not been for the present Situation of things at Court, perhaps I might not have obtained it so soon. For, said he, as flourishing a Condition as we appear to be in to Foreigners, we labour, under two mighty Evils; a violent faction at home, and the Danger of an invasion by a most potent Enemy from abroad. As to the first, you are to understand, that for above seventy Moons past, there have been two struggling Parties in this Empire, under the Names of Tramecksan, and Slamecksan, from the high and low Heels on their Shoes, by which they distinguish themselves.

It is alleged indeed, that the high Heels are most agreeable to our ancient Constitution: But however this be, his Majesty hath determined to make use of only low Heels in the Administration of the Government, and all Offices in the Gift of the Crown; as you cannot but observe; and particularly, that his Majesty's Imperial Heels are lower atleast by a Drurr than any of his Court (Drurr is a Measure about the fourteenth Part of an Inch). The Animosities between these two Parties run so high that they will neither eat, nor drink, nor talk with each other. We compute the Tramecksan, or High-Heels, to exceed us in Number; but the Power is wholly on our Side. We apprehend his Imperial Highness, the Heir to the Crown, to have some Tendency towards the High-Heels; at least we can plainly discover one of his Heels higher than the other; which gives him a Hobble in his Gait. Now, in the midst of these intestine Disquiets, we are threatened with an Invasion from the Island of Blefuscu, which is the other great Empire of the Universe, almost as large and powerful as this of his Majesty. Foras to what we have heard you affirm, that there are other Kingdoms and States in the World inhabited by human Creatures as large as yourself, our Philosophers are in much



Doubt; and would rather conjecture that you dropt from the Moon, or one of the Stars; because it is certain, that an hundred Mortals of your Bulk, would, in a short Time, destroy all the Fruits and Cattle of his Majesty's Dominions: besides, our Histories of six Thousand Moons make no Mention of any other Regions, than the two great Empires of Lilliput and Blefuscu. Which two mighty Powers have, as I was going to tell you, been engaged in a most obstinate War for six and thirty Moons past. It began upon the following Occasion. It is allowed on all Hands, that the primitive way of breaking Eggs before we eat them, was upon the larger End; But his present Majesty's Grandfather, while he was a Boy going to eat an Egg, and breaking it according to ancient Practice, happened to cut one of his Fingers. Whereupon the Emperor his Father published an Edict, commanding all his Subjects, upon great Penalties, to break the smaller End of their Eggs. The People so highly resented this Law, that our Histories tell us, there have been six Rebellions raised on that Account; wherein one Emperor lost his Life, and another his Crown. These civil Commotions were constantly fomented by the Monarchs of Blefuscu; and when they were quelled, the Exiles always fled for Refuge to that Empire. It is computed that eleven Thousand Persons have, at several Times, suffered Death, rather than submit to break their Eggs at the smaller End. Many hundred large Volumes have been published upon this Controversy: But the Books of the Big-Indians have been long forbidden, and the whole Party rendered incapable by Law of holding Employments.

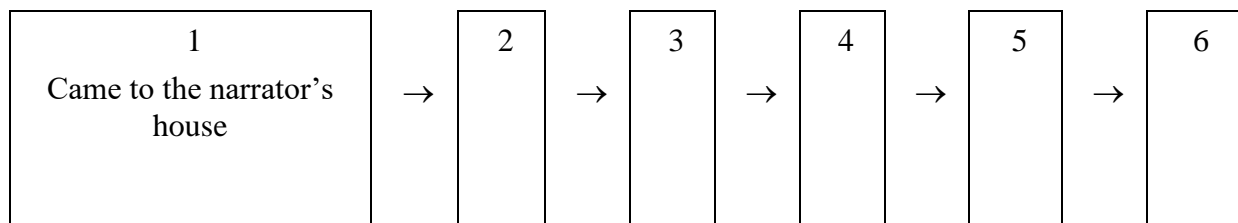


3. Answer the following questions:

- a. In the extract, who comes to visit Gulliver's house? What is his official position?
 - b. What does he tell Gulliver about his liberty?
 - c. Who are Tramecksan and Slamecksan ? What is the difference between them?
 - d. How long is a Drurr?
 - e. How many people died in the war on breaking eggs?
 - f. Why did the heir to the throne hobble?
4. **Some words have been capitalized in the above extract though they are not capitalized in standard English. Do you have any ideas why?**
 5. **Choose any two lines from the text and rewrite and punctuate them in standard English.**
 6. **What are the two causes of division among the people here? How serious are they? Do you see any reflection of contemporary politics in the extract? Is the narrator critical of the Lilliputians? Has he chosen to laugh at them? Why and how does he ridicule them?**
 7. **What is factionalism? What evidences of factionalism do you find here? What are the bad effects of factionalism?**

8. Give the contextual meanings of the following words:

- a. disquiet
- b. heir
- c. conjecture
- d. foment
- e. quell
- f. animosity

9. List five noun words and five adjectival words from the extract. Now make sentences of your own with them.**10. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the activities of Reldresal while visiting the narrator. (No. 1 has been done for you.)****11. Write a brief summary of the passage in your words.****12. Fill in each gap with a suitable word from the box. (Make any grammatical change if necessary.) There are more words in the box than you need.**

embrace	introduce	noticing	introduction	remain	make	friend
reputation	noticeable	make	keep	seldom	interpreted	control

The British have a (a) — for (b) — their emotions private. Some obvious things are (c) — in British behaviour. For example, on public transport a passenger (d) — talk to another. On meeting, people do not (e) — and often simply shake hands on a first (f) —. In theatres, concert halls and often simply shake hands on a first in cinemas audiences (g) — quiet during performances. None of these behaviour traits should be (h) — as unfriendliness. If a visitor (i) — the first move to start a conversation, he will find a British citizen rather (j) —.

13. Fill in the blanks with appropriate words.

Charles Karoro (a) ___ in Nairobi with his wife and children (b) ___ several years. The prices of the (c) ___ commodities are very (d) ___ in Nairobi. But he has to (e) ___ his family with his (f) ___ income. Moreover (g) ___ has to help his brothers (h) ___ in the villages. He cannot (i) ___ children to good schools because of his (j) ___ inability.

Lesson 4 : The Wonders of Vilayet

1. Warm-up activity:

- Discuss in a group any journey you have made to a village/town/city.
- What significant changes have taken place in Bengal (today's Bangladesh) in the field of language and culture since the 19th century?
- Can you find examples of travel writing in English? What are those?

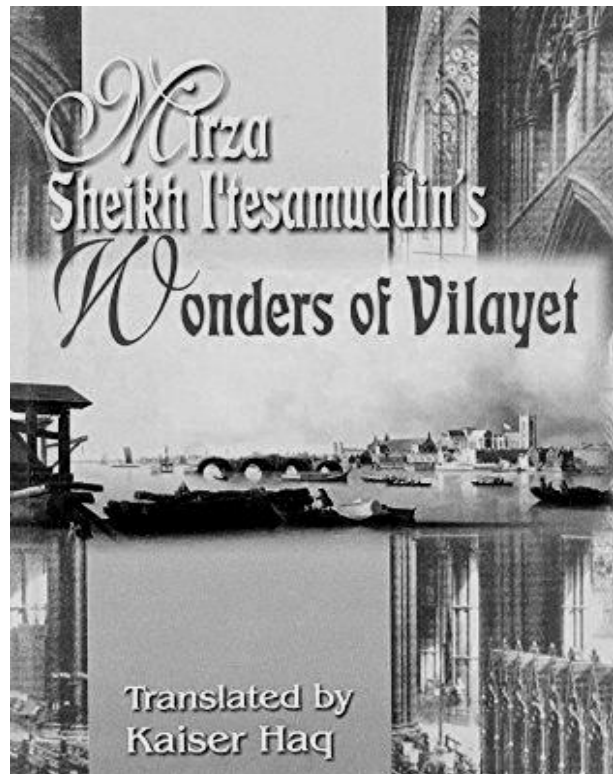
As countries differ, so do their ways of life and living: How did the people in India and England lay out their houses in the eighteenth century? In the following extract from The Wonders of Vilayet (Vilayet is England in Persian), we get an enchanting picture of the parks, gardens and houses in London including the Queen's Palace. The author also makes references to houses and housing materials used in Bengal at that time. Can you identify some of the significant differences that the author points out? Mirza Sheikh I'tesamuddin, the author of the travelogue visited England in 1765 and recorded his experiences in Persian, the official language of India during the Mughal reign. The book, Shigurf Name-e-Vilayet, was translated into Bangla by the late Professor A B M Habibullah. Dr. Kaiser Haq, Professor of English at Dhaka University and a poet translated the book into English.



2. Now read the text below.

The exterior of the King's palace is neither magnificent nor beautiful. The outer walls are not even plastered. It could easily be passed off as the multi-storied residence of a merchant of Benares. All the mansions in the city are of this sort, but the Queen's palace is very handsome. I was told, however, that the interior of the King's palace is very elegant, and that the suites of rooms and the chambers of the harem are painted an attractive verdigris.

The King's garden, which is outside the city, is very old. It has pleasant walks, lawns, and neatly arranged beds of various shapes - triangles, squares, hexagons and octagons. These are planted with varieties of flowers, green plants, and fruit trees such as the apple, gooseberry, peach, pear, filbert, etc. The garden also uses a special method to grow Indian fruits like the muskmelon, watermelon, cucumber, orange and pomegranate, and Indian flowers like the rose, henna, marigold, tuberose and the cock's-comb flower.



The cold weather in Europe doesn't allow one to grow Indian fruits and flowers in the open. A special kind of house is constructed for the purpose, three sides of which are of brick, while the fourth, which faces south, is made of glass-plates that keep out the cold air but let in the sun's rays. In the cold season stoves are lit in the house for heat, and fruit and flower seeds are sown in troughs filled with mould. The heat of the stoves and the warmth of the sunlight combine to aid the growth of Indian plants. European gardeners grow Eastern fruits in this manner and make a very good profit, charging as much as five rupees for a pomegranate and three for a musk-melon.

The trees along the walks in the King's garden are arranged very tastefully. By cutting the branches many of them have been shaped into human forms, so that at night one may mistake them for real people. It takes many days of work to tailor the trees into these shapes.

The road in front of the Queen's palace is very broad and charming. On one side is the palace, on the other a pond which is part of a park. Deer are kept in the park and the walks in it are lined with shady walnut trees. On Sundays, men and women, old and young, rich and poor, natives and foreigners, all come here to stroll and amuse themselves. In these delightful surroundings a heavy heart is automatically lightened. Sauntering courtesans with lissom figures and amorous maidens with the faces of houris spread a heavenly aura and the visitor's soul becomes a flowering garden.

These fairy-faced ravishers of the heart move with a thousand blandishments and coquetries; the earth is transformed into a paradise, and heaven itself hangs down its head in shame at seeing such beauty.... As soon as I saw this place I involuntarily exclaimed:

If there's a heaven on the face of the earth,

It is this! It is this! It is this!

Brick buildings in Bengal have rooms with high ceilings and large doors and windows, so that there is a soothing current of air in hot weather. It is exactly opposite in Europe. There is extreme cold, frost and snow; the ceilings are low, and the doors and windows small. The roofs are not flat like the roofs of brick buildings in India. Wooden beams and planks are used to build the frame of the roof in the shape of a camel's hump; that is to say, like the slanting thatched roofs of huts in Bengal. But whereas the latter are slightly curved at the end, both slanted halves of European roofs are plain. The frame is then covered with tiles of fired clay or slate. Such roofs last up to two hundred years without repairs, and if they are still intact when the walls have decayed, can be re-utilised. The bricks in the walls are laid with mortar prepared from pulverised stones. Human hair is mixed with the mortar to give added strength to the structure. Houses may be as tall as seven, eight or nine stories, yet the walls are not thicker than a cubit. Consequently the entire building quivers if the wind rises, and strangers may fear for their safety. But there is in reality no cause for fear, though I myself was at first alarmed. The inside walls, instead of being plastered, are lined with wooden planks, which are covered with paper decorated with pretty designs in many colours.

Teak and sal are foreign to Vilayet; houses and ships are built here with oak and walnut. These are light in colour, very sturdy and resistant to white ants and other insects. That is why buildings last so long in this country.



3. Answer the following questions:

- a. The narrator was not impressed with the exterior of the King's palace. Why?
- b. What does he say about its interior? How does he describe the Queen's palace?
- c. The author is clearly fascinated by the King's garden. Why?
- d. The narrator mentions a special kind of house which allowed plants to grow in cold weather. What are these houses called? How did they work in the narrator's description and how do they work now?
- e. How many geometrical shapes does the narrator mention in describing the beds in the King's garden? Can you describe them?
- f. Were Eastern fruits available in London when I'tesamuddin visited the city?
If so, were they produced locally or imported?

4. Write about the differences between the Indian and the English houses described by the narrator.

5. Why was the narrator so fascinated by the road and the park in front of the Queen's palace?

6. What makes the narrator describe the park as a 'heaven on earth'?

7. Describe how the houses in Europe were built when I'tesamuddin visited it.

8. Find out the differences among the following:

- a. house, mansion, palace
- b. frost, snow, ice
- c. plank, beam, frame

9. Make a list of flowers and fruits the narrator mentions. How many are unknown to you? Make a Google search and find out their pictures, then write brief description of them.

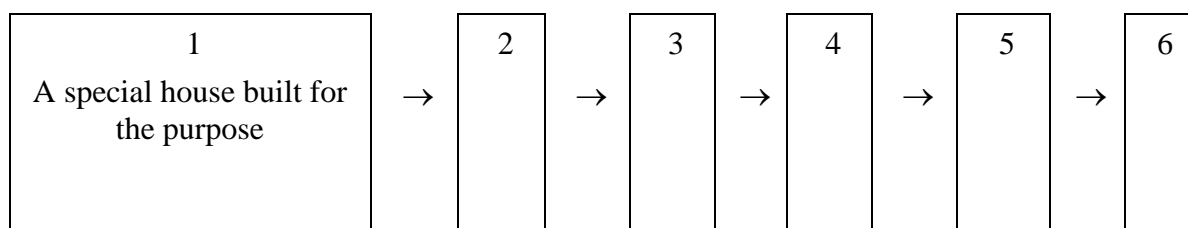
10. Find out the meanings of the following words and make sentences with them:

- a. lissome
- b. courtesans
- c. aura
- d. blandishment
- e. curved
- d. slanted
- e. sturdy
- f. quiver

11. Find antonyms for the following words:

- a. elegant
- b. broad
- c. soothing
- d. safety
- e. thick

12. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the process of producing Indian fruits and flowers in Europe. (No. 1 has been done for you.)



13. Write a brief summary of the passage in your words.
14. Fill in the blanks with suitable words from the box. (Make any grammatical changes if necessary.) There are more words in the box than you need.

chase	row	distance	watch	notice	ride
real	false	races	most	struggle	run

Animals do not race unless they are made to (a) — in some way, though it often seems as if little lambs are running (b) — with each other in the fields in spring. Horses are (c) —, of course. Dogs won't race unless they have something to (d) — and so they are given a hare to run after, either a (e) — one or an imitation one. The (f) — famous boat race in England is between Oxford and Cambridge. It is (g) — over a course on the river Thames, and thousands of people (h) — it. The eight rowers in each boat have a great (i) — and at the end there is usually only a short (j) — between the winners and the losers.

15. Fill in the blanks with appropriate words.

10

Housing is one of the (a) ___ problems of our (b) ___. Thousands of people in big (c) ___ like Dhaka and Chittagong well on the footpaths. In rural (d) ___ also there is an acute (e) ___ of houses. The cost of construction is (f) ___ everyday. At present it is very (g) ___ for the common (h) ___ to afford the (i) ___ of construction. This problem needs to be (j) ___ immediately.

Answer Key

Lesson 1

3.

- F
- T
- F
- T
- F

4.

- During the journey, the author fell asleep when she was in the country boat.

- b. In the passage, coconuts, bamboos and coco plams are mentioned as trees and fireflies are mentioned as an insect.
- c. The small boy pleaded, “After she’s gone not even a strange bird will come to the village” as he might believe that the author could not neglect the attraction of the village and she must get there back.
- d. When the author arrived there first, there was a ‘crisis’ that when their boat reached Khorshed’s ghat, he was still on his way or absent and the villagers started gathering round her.
- e. The women visited the author as they were curious. Moreover, the author was a woman visiting the village as the first European.
- f. I think the narrator enjoyed her visit as she describes the time of her journey ‘It was a moonlight night of broken soft clouds’. In another place she describes, ‘...the tranquil water journey in the early morning, and tranquil it must have been, I fell instantly asleep’. We also find that she describes about the location of her camp, ‘It was a lovely spot among bamboo and coco-plam, facing a tank where fireflies wove intricate dances at night.’
- g. When the narrator reached the village, the curious villagers started coming to visit her. They were coming and coming and there was a huge gathering around her. She got tired of being looked at. Some curtains were fixed around her bed. In this context, the narrator compares herself to a sleeping zoo animal.
- h. The general tone of the passage is the beauty of nature and instinctive behaviour of the general people of rural Bangladesh.

6. I think the statement tells us about the narrator’s annoyance. The narrator went to visit the village. She was astonished to see the beauty of rural Bangladesh. Then she decided to stay in the village for two days. But the villagers were very curious. So they started to gather around the narrator. For this reason her peace of mind went away. The mentioned statement reveals it.

7.

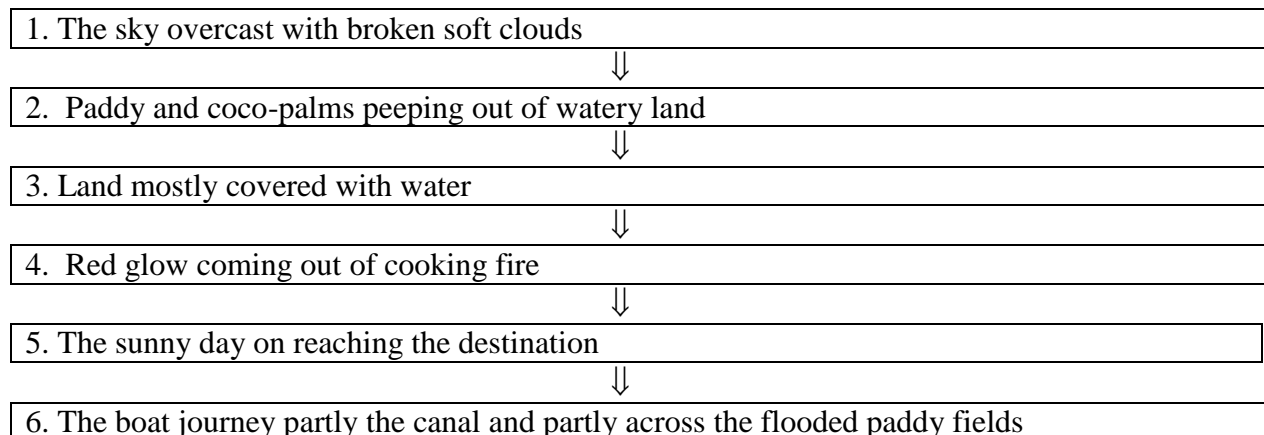
- a. not uncomfortably crowded- the train was crowded but not uncomfortable to the narrator.
- b. knew no more- the narrator knew nothing during her sleeping.
- c. rallied to the crisis-adding to the crisis by gathering around her.
- d. tired of being looked at- the gathering of village people around the narrator made her tired.
- e. a blaze of sunlight- bright sunlight in the morning fell upon the face of the narrator.
- f. of broken soft clouds- pieces of small clouds in the sky of moonlight night.
- g. fireflies wove intricate dances- dancing fireflies in the darkness at night.
- h. clumps of bushes- thick bushes scattering here and there.
- i. holding permanent court - facing the curious faces of the villagers all day long.
- j. kept coming and coming- unending flow of the villagers to visit her.

8.

Words	Antonym
a. gather	leave
b. weave	divide
c. intricate	simple
d. permanent	temporary
e. remote	close
f. remonstrate	support
g. tranquil	clamorous

- 9. a. He made fixed a tent so that I could get some sleep.
- b. Though none of them spoke English, they welcomed me.
- c. As it was dark, he lit a lantern
- d. Since I was a woman, women visited me freely.

10. A flow chart showing the natural backdrops of the writer's journey is given below:



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

12.

- a) natural
- b) beauty
- c) hearing
- d) extinction
- e) accelerate
- f) conscious
- g) creation
- h) widespread
- i) spices
- j) habitation

13.

- a) depends
- b) know
- c) destroyed
- d) possible
- e) impossible
- f) also
- g) increase
- h) modern
- i) created
- j) around

Lesson 2

3.

- a. The Indian Ocean is an ocean of green wastes. At night the water of Indian ocean became phosphorescent, and the wash of the bow was like a moving arrowhead of green fire.
- c. The arrival of the approaching ship frightened the flocks of flying fish.
- d. Elizabeth had a typical colonial mind-set regarding India. Like other colonizers, she fantasized a glorious life in India. She liked the land and the landscape, she anticipated the agreeable atmosphere of clubs, with pankhas flapping and being salaamed by the natives and polo playing. So Elizabeth thought that she would like India.

- d. Polo is a game in which two teams of players riding on horses try to hit a ball into a goal using a long wooden hammers called Mallets. The colonizer bronze Englishman with little clipped moustaches used to play polo.
- e. Whenever any ship anchor there, a fleet of sampans came near to have passenger. The sampanwallahs yelled and struggled round the gangway. When Elizabeth and her friends came down the two sampanwallahs started fighting to have them as passengers.
- f. Elizabeth came to colonized India to enjoy it by ship. Indeed she visited Mayanmar. From Rangoon, she went to Kyauktada.
- g. When the ship carring Elizabeth reached Colombo. She with her friends stepped into a sampan. And when to the sun-bright quays. She enjoyed the scents of coconut oil and sandal wood, cinnamon and turmeric. She floated across the water on to the Mount Lauina where they took shower in a lukewarm sea that foamed like coca-cola. Thus she enjoyed a lot in Colombo.

4.

- a. F
- b. F
- c. T
- d. F
- e. T

- 6. a. ploughed
- b. skimmed
- c. anticipation
- d. floated
- e. crawled
- f. gleamed

7. There have been mentioned several colours and spices in the text. The mentioned colours are : enamel like blue, green, phosphorescent, black, red, crimson, white etc. And the spices are : cinnamon, turmeric, chilly.

8.

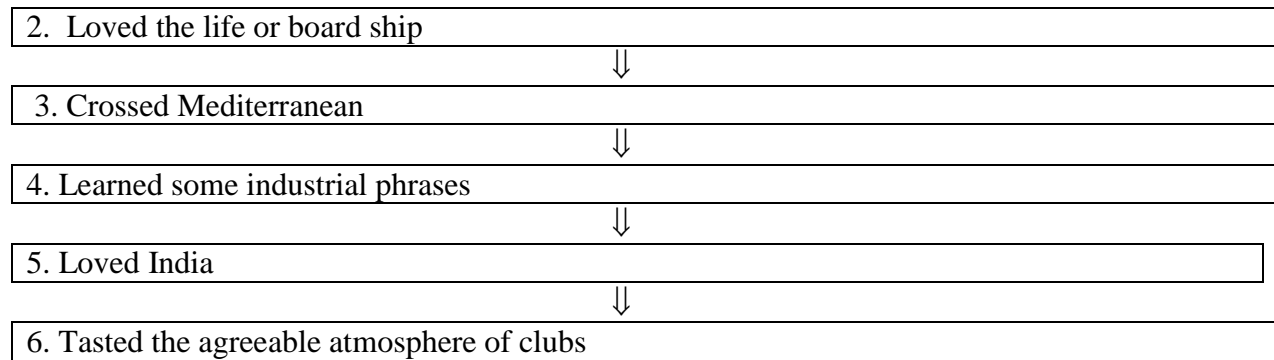
Word	Synonyms
a. delicate	fragile
b. warmly	cordially
c. discharge	removed
d. lukewarm	tepid
e. hideous	revolting
f. supine	lying flat on back
g. parched	very bright

9. Find more examples from the text where the word 'like' has been used for comparison: Enamel like blue, the wash of the bow was like a moving arrowhead of green fire, rose from the plain like the breast of a supine giantess.

10. A flow chart showing the events of Elizabeth's voyage to India is given below:

1. Spent thirty pounds on summer frock
--





- 13.
- a) essential
 - b) reasons
 - c) prestige
 - d) crossed
 - e) reach
 - f) unique
 - g) world's
 - h) bewildering
 - i) emerged
 - j) influenced

Lesson 3

- 3.
- a. Reldresal came to meet Gulliver. Reldresal was the Principal Secretary of private affairs.
 - b. Reldresal had done many good offices to Gulliver during his solicitations at court. He began with compliments on Gulliver's library. He told him that he might pretend to some merit in this library.
 - c. Tramecksan and Slamecksan are two struggling parties in the Empire. Indeed they were two mighty Evils. They are distinguished by the Heels on their shoes. Tramecksan is the high heels while Slamecksan is the low Heels.
 - d. Drurr is a unit to measure length, b which Heels are measured. It is a measure about the fourteenth part of an inch.
 - e. It was unusual that Eggs were broken from the big end. But when the grandfather of the present King cut his figure as a boy, the then emperor, his father, commanded his subjects to break the eggs from the small end. It brought about a war on breaking eggs. It was measured that at several times, eleven thousand persons died in this war.
 - f. The Imperial Highness, the Heir to the throne, had some tendency towards the High-Heels. It was plainly discovered that one of his heels was higher than the other. It gave him a hobble in his gait.
4. There are quite a good number of words capitalized in the above text, though it is not done in Standard English. I think it has been done to give emphasis on those words to make the real meaning clear.

5. The animosities between these two parties run so high that they will neither eat nor drink nor talk with each other. We compute the Tramecksan, or High-Heels, to exceed us in number; but the power is wholly on our side.

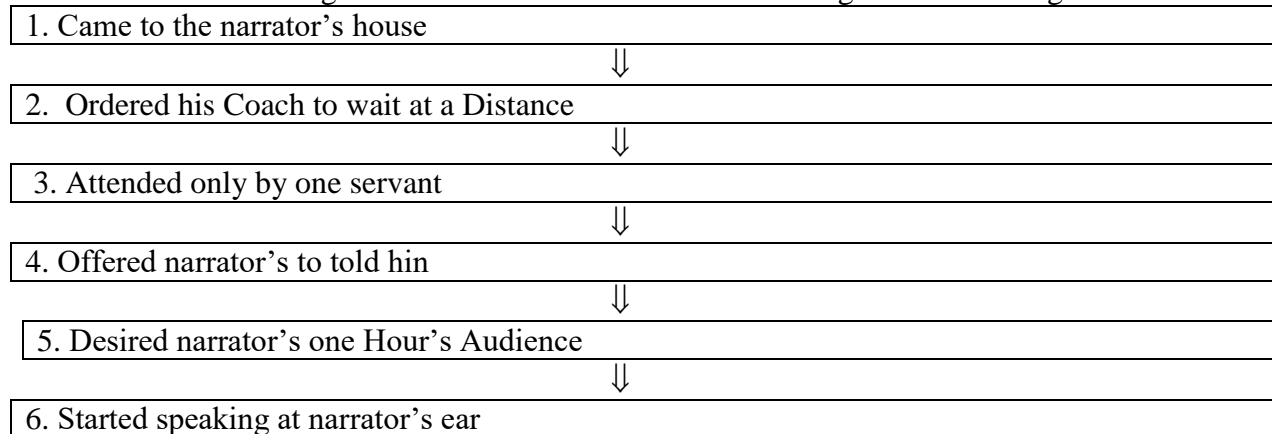
7. Factionalism refers to arguments or disputes between two or more small groups within a large group.

The story serves its purpose through factionalism. There are several evidences of factionalism here. The first prominent dispute in Lilliputs is for the heels of their shoes. Some are High-Heels while the others are Low-Heels. Regarding this there are two parties: Tramecksan and Slamecksan. The former is the High-Heels while the later is the Low-Heels. Another faction as we find is concerned with from which end an egg should be broken. Regarding this, there has been several wars at several times, eleven thousand people died and many have been banished. Factionalism is totally harmful for a community or state. It divides people and makes the state vulnerable to the enemy. People lose their peace of mind. There prevail chaos, conspiracy and distrust in the society. Even we may face loss of life and property. True development is hampered.

8.

Words	Meanings
a. disquiet	feeling of anxiety
b. heir	inheritor
c. conjecture	assumption
d. foment	provoke
e. quell	suppress
f. animosity	ill feeling

10. A flow chart showing the activities of Reldresal while visiting the narrator is given below:



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

12.

- a) reputation
- b) keeping
- c) noticed
- d) seldom
- e) embrace
- f) introduction
- g) keep

- h) interpreted
- i) make
- j) friendly

13.

- a) lives
- b) for
- c) daily
- d) high
- e) manage
- f) fixed
- g) he
- h) living
- i) send
- j) economic

Lesson 4

3.

- a. The exterior of the King's palace lacks magnificence and beauty. The outer walls are neither plastered nor decorated. That's why the narrator was not impressed with the exterior of the king's palace.
- b. He says that the interior is very elegant. He describes the Queen's palace in a lofty language.
- c. The author is clearly fascinated by the king's garden because the garden is built blending European and Indian tastes. The flowers, fauna, fruit trees, structures available in the garden bewilder the author.
- d. These houses are called green houses. According to the narrator's description three sides of the house are made of brick while the fourth side is built of glass plate that keeps out the cold air but let in the sun rays. In the cold season stoves are lit to keep the garden warm. As a result, the Indian trees and plants grow easily inside a greenhouse.
- e. The narrator mentions four geometrical shapes in describing the beds in the king's garden.
Triangle: a flat shape with three straight sides and three angles.
Square: A shape with four straight sides and four angles of 90° each.
Hexagon: a flat shape with six straight sides and six angles.
Octagon: a flat shape with eight straight sides and eight angles.
- f. Yes, the Eastern fruits were available in London when I'tesamuddin visited the city. They were produced locally.

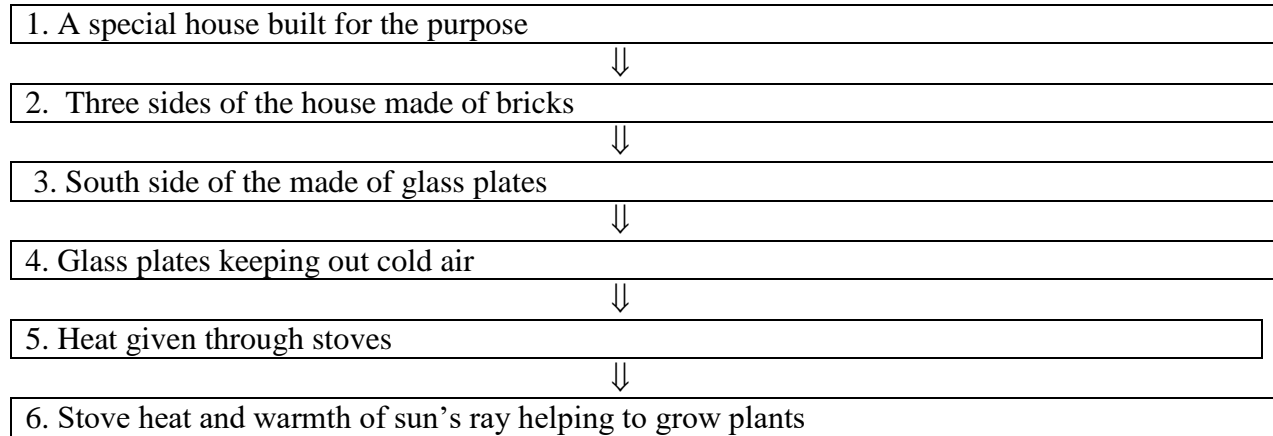
8.

- a. House- A house is a building for people to live in.
Mansion- A mansion is a large impressive house.
Palace- A palace is the official home of a king, queen etc.
- b. Frost- A thin layer of ice that forms when the temperature drops below 0 C.
Snow- Snow is soft small pieces of frozen water that fall from the sky in cold weather.
Ice- Ice is frozen water.
- c. Plank- Plank is a long, thin, flat piece of timber used specially in building and flooring.
Beam- Beam is a long, sturdy piece of squared timber used to support the roof or floor of a building.
Frame- The rigid supporting structure of an object such as building or piece of furniture.

11.

Word	Antonym
a. elegant	dull, inferior, ugly
b. broad	limited, little, small
c. soothing	irritating, uncomfortable, unreassuring
d. safety	danger, mishap, exposure
e. thick	skinny, thin, slim

12. A flow chart showing the process of producing Indian fruits and flowers in Europe is given below:



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

14.

- a) chase
- b) falsely
- c) running
- d) notice
- e) real
- f) most
- g) rowed
- h) watch
- i) struggle
- j) distance

15.

- a) biggest
- b) life
- c) city
- d) areas
- e) problem
- f) increasing
- g) difficult
- h) people
- i) expenses
- j) solved

Bangladesh Open University
Sample Question for HSC Programme

English (Compulsory)

First Paper

HSC – 1852

Time: 3 hours

Full marks: 100

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

Part-I: (Seen Comprehension), Marks-30

Read the passage below and answer the questions that follow:

Kuakata, locally known as *Sagar Kannya* (Daughter of the Sea) is a rare scenic spot located on the southernmost tip of Bangladesh. Kuakata in Latachapli union under Kalapara Police Station of Patuakhali district is about 30 km in length and 6 km in breadth. It is 70 km from Patuakhali district headquarters and 320 km from Dhaka. An excellent combination of the picturesque natural beauty, sandy beaches, blue sky and the shimmering expanse of water of the Bay of Bengal and the evergreen forest makes Kuakata a much sought after tourist destination.

The name Kuakata takes its origin from the story of a ‘Kua’ – or well – dug on the sea shore by the early Rakhaine settlers for collecting drinking water. The Rakhaines had landed on Kuakata coast after being expelled from Arakan by the Mughals. Following the first well, it became a tradition to dig wells in the neighborhood of Rakhaine homesteads for fresh water supply.

Kuakata is one of the unique spots which allow a visitor to watch both the sunrise and the sunset from the beach. That perhaps makes Kuakata one of the world’s most attractive beaches. The long and wide beach at Kuakata has a typical natural setting. This sandy beach slopes gently into the Bay and bathing there is as pleasant as is swimming or driving.

Kuakata is truly a virgin beach and a sanctuary for migratory winter birds. Fishing boats plying in the Bay of Bengal with colorful sails, surfing waves and the lines of coconut trees add to the vibrant colors Kuakata. The indigenous culture of the Rakhaine community and hundred year old Buddhist temples indicate the age- old tradition and cultural heritage of this area.

Kuakata is also a holy land for the Hindus and Buddhists. Each year thousands of devotees come here to attend the festivals *Rash Purnima* and *MaghiPurnima*. On these two days, pilgrims take holy bath and enjoy going to the traditional fairs.

1. Choose the correct answer from the alternatives. 5×1=5

(a) What would be the closest meaning for ‘rare’?

- i) remarkable ii) unique iii) exceptional iv) excellent

(b) What does the word ‘virgin’ refer to?

- (a) altered (b) contaminated iii) perfect iv) imperfect

(c) The word ‘locally’ means ----.

- i) regionally ii) internally iii) vividly iv) truly

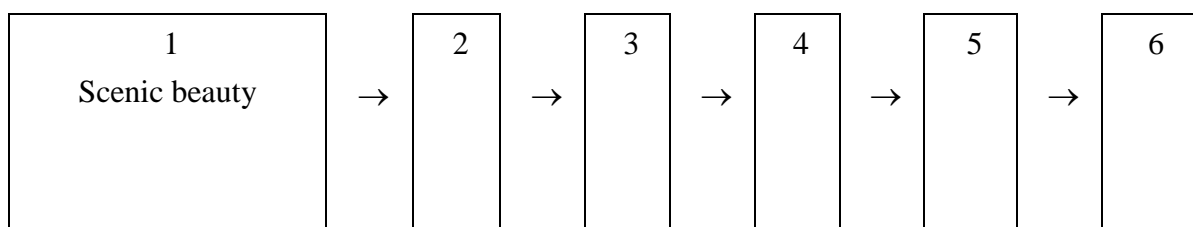
(d) What does the phrase ‘ *Sagar Kannya* ’ mean?

- i) Kuakata ii) Latachapli iii) Bay of Bengal iv) Daughter of the Sea
 (e) How far is Kuakata from the capital of Bangladesh?
 i) 130 km ii) 320 km iii) 280 km iv) 170 km

2. Answer the following questions: 5×2=10

- a) Where is Kuakata located?
- b) Where does the name ‘Kuakata’ come from?
- c) What is the most unique feature of Kuakata beach?
- d) What are some traditional events that take place in Kuakata?
- e) Describe the beauty of Kuakata in your own words.

3. Based on your reading of the passage, make short notes in each of the boxes in the flow chart showing the charm and significance of Kuakata. (No. 1 has been done for you.) 5×2=10



4. Write a brief summary of the passage in your words. 5

Part- II: (Vocabulary), Marks- 30

5. Match the words in *Column A* with their meanings in *Column B* in the box below: 10×1=10

<i>Column A</i>	<i>Column B</i>
i. stuttering ii. wrenching iii. exhaust iv. wriggling v. suburbs vi. wedge vii. pedestrians viii. whisk ix. paradoxically x. infrastructure	a. shaking b. tire out c. road and rail network d. faltering e. twisting suddenly and violently f. in contradiction g. a residential urban area outside the city h. force into a narrow space i. to move suddenly and quickly j. people who are walking rather than travelling in a vehicle

6. Fill in each gap with a suitable word from the box (make any grammatical changes if necessary). There are more words in the box than you need. 10×1=10

flower	engage	job	create	oneself	raising
also	rearing	sectors	farming	many	opportunities

Self-employment means to create (a) — farming opportunity to (b) — by one's own effort. Various government organizations are trying to (c) — a congenial atmosphere for self-employment. Different NGOs have (d) — rendered their help. Livestock (e) — agriculture (f) —, poultry (g) — are some of the (h) —. There are many (i) — for self-employment in Bangladesh. One can (j) — engage oneself in these jobs.

7. Fill in each gap with a appropriate word. $10 \times 1 = 10$

Student life is a life of (a) — for future struggle. To make him (b) — for the struggle, education is necessary. So the first and foremost duty of a student (c) — to prosecute his studies well. He who (d) — his lessons regularly (e) — well in the examination. On the other (f) — the student who wastes his time cuts a (g) — figure. It should be (h) — in mind that none can get back the (i) — time.

Part- III: (Writing), Marks- 40

8. Write a paragraph answering the following questions. Your answer should give as much as detail as possible. 10
- (a) What is traffic education?
 (b) What are the some regulations in traffic?
 (c) What may happen if we continue violating traffic rules?
 (d) What is the importance of traffic Education?
 (e) Do you think that traffic education is essential for everyone?
9. The following is the beginning of a story. Complete it in your own words. 10
- Once upon a time a dove sat on a tree. The dove saw an ant in the river water. The ant cried for help. The dove was very kind. He wanted to help the ant
10. Suppose, you are Hamim. You want to get yourself admitted into the University of London. Now, write an e-mail to the University of London, Admission section, asking them about admission procedure for overseas students. 10
11. Write a dialogue between two friends about the future after passing the HSC examination