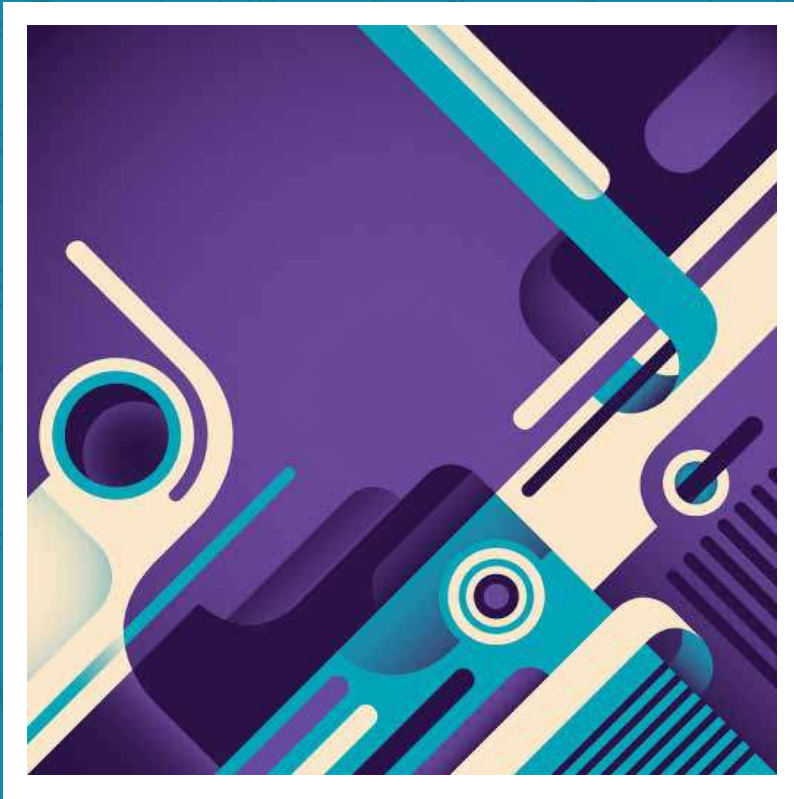




English For Today

Classes XI-XII and Alim



NATIONAL CURRICULUM & TEXTBOOK BOARD, BANGLADESH

Prescribed by the National Curriculum and Textbook Board
as a textbook for classes XI-XII & Alim

ENGLISH FOR TODAY

Classes XI-XII & Alim

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PREFACE

This new **English for Today** textbook has been developed for classes 11 & 12 according to the National Curriculum 2012. A team of experienced writers and editors have worked hard to complete the writing and editing of this textbook. The process of rational evaluation of the manuscript was carried out by a group of educationists, teacher educators, experts of pedagogy, class-room teachers and NGO representatives under the guidance of NCTB.

The book is based on the principle that has guided the writing of the **English for Today** books from class 6 onwards- the principle of learning a language by actually practising it. This practice, which is carried out through the four language skills: speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language learning.

As the focus is on the communicative functions of language, the main aim of the textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. The book is divided into units. Each unit, based on a theme, has several lessons that contain reading texts and a range of tasks and activities designed to enable students to practise the different skills, sometimes individually and sometimes in pairs or groups. Some literary texts have also been included. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of language activities.

The emphasis on the communicative approach, however, does not disregard the role of grammar. Instead of treating grammar as a set of rules to be memorised in isolation, the book has integrated grammar items into the activities allowing grammar to assume a more meaningful role in the learning of English. Thus students develop their language skills by *practising* language activities and not merely by *knowing* the rules of the language.

It is expected that the new textbook will be an effective resource for the learning of English at this level. I appreciate the writers and editors of the book for their sincere effort and hard labour. I also thank all others involved in the production of the textbook.



(Professor Narayan Chandra Saha)

Chairman

National Curriculum & Textbook Board, Bangladesh

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Unit One: People or Institutions Making History

Lesson 1

The Unforgettable History

1. Warm up activity

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



Bangabandhu delivering speech on 7 March, 1971

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

2. Now read the speech below.

My brothers,

I stand before you today with a heart overflowing with grief. You are fully aware of the events that are going on and understand their import. We have been trying to do our best to cope with the situation. And yet, unfortunately, the streets of Dhaka, Chittagong, Khulna, Rajshahi and Rangpur are awash with the blood of our brothers. The people of Bengal now want to be free, the people of Bengal now want to live, and the people of Bengal now want their rights.

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

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full of stories of torture inflicted on our people, of blood shed by them repeatedly. Twenty-three years of a history of men and women in agony! 15

The history of Bengal is the history of a people who have repeatedly made their highways crimson with their blood. We shed blood in 1952; even though we were the victors in the elections of 1954 we could not form a government then. In 1958 Ayub Khan declared Martial Law to enslave us for the next ten years. In 1966 when we launched the six-point-movement our boys were shot dead on 7 June. When after the movement of 1969 Ayub Khan fell from power and Yahya Khan assumed the reins of the government the later declared that he would give us a constitution and restore democracy; we listened to him then. A lot has happened since and elections have taken place. 24

I've met President Yahya Khan. I've made a request to him not only on behalf of Bengal but also as the leader of the party which has the majority in Pakistan; I said to him: "You must hold the session of the National Assembly on 15 January." But he did not listen to me. He listened to Mr. Bhutto instead. At first he said that the meeting would take place in the first week of March. We said, "Fine, we will be taking our seats in the Assembly then." I said we will carry out our discussions in the Assembly. I went so far as to say that if anyone came up with an offer that was just, even though we were in the majority, we would agree to that offer. 33

Mr. Bhutto came here; he carried out discussions with us; he had said that the doors of negotiations had not been shut and that there would be further negotiations. I then had talks with other leaders; I said to them, "Come and sit down with us; let's create a constitution for ourselves through discussions." But Mr. Bhutto declared that if West Pakistani members came here the Assembly would end up as a slaughterhouse. He claimed that whoever came here would be slaughtered. He said that if anyone showed up here all shops from Peshawar to Karachi would be shut down. 41

I declared that the Assembly would continue to meet. But suddenly on the 1st of March the Assembly was shut down. Mr. Yahya Khan called the session of the Assembly in his capacity as the President and I declared I would be attending it. Mr. Bhutto said he wouldn't be part of it. Thirty-five members of the Assembly came from West Pakistan to take part in its proceedings. But it was dissolved all of a sudden. The blame was put on the people of Bengal, the finger was pointed at me! 48



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

53

What have we got in return? Those who brought arms with our money to defend us from external enemies are now using those arms on the poor, –the wretched, –the downtrodden people of the land. Bullets are being aimed at their hearts. We constitute the majority in Pakistan; but whenever we Bengalis have tried to assume power they have used force on us.

58

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

69

My brothers,

The Assembly has been called into session on the 25th of March. But the blood spilled on our streets has not yet dried. About the 10th of this month, I have told them: Mujibur Rahman won't join the Round Table Conference because that would mean wading over the blood that has been shed. Although you have called the Assembly into session, you'll have to listen to my demands first. You'll have to withdraw Martial Law. You'll have to return all army personnel to their barracks. You'll have to investigate the way our people have been murdered. And you'll have to transfer power to the representatives of the people. It is only then that I'll decide whether we will take our seats in the Assembly or not. I don't want the Prime Minister's office. We want the people of this country to have their rights. I want to state clearly that from this day Bangladesh's courts, magistracies, government offices and educational institutions will be shut down indefinitely. So that the poor don't have to suffer,



so that my people don't have to go through hardships, all other things will be exempted from the General Strike from tomorrow. Rickshaws, horse carriages, trains, and launches will be allowed to move. Only the Secretariat, the Supreme Court, the High Court, Judges' Court, and semi-government organizations such as WAPDA will not be allowed to work. On the 28th employees will go and collect their salaries. If their salaries are not paid, if another bullet is fired, if my people are shot dead again, I request all of you: convert every house into a fort; confront the enemy with whatever you have. And even at the risk of your life, and even if I am not around to direct you, shut down all shops and make sure that traffic on all roads and ports are brought to a standstill. If need be, we will starve to death, but we'll go down striving for our rights. 94

To those in the armed forces I have this to say: you are my brothers; stay in your barracks and no one will bother you. But don't try again to aim your bullets at our chests. You can't suppress seventy million people forever. Since we have learned to sacrifice ourselves no one can suppress us any more. 98

And as for our martyrs and those who have been wounded, we in the Awami League will do everything we can to assist them and their loved ones. If you have the means, please give what little you can to our Relief Committee. To owners of factories whose workers had participated in the General Strike the last seven days I have this to say: make sure that they are paid wages for those days. To government employees I have this to tell: you'll have to listen to my directives. Till our country is liberated, taxes and custom duties won't be collected. No one will pay them either. 106

Remember: the enemy is amidst us to create chaos and confusion, to create anarchy and to loot. In our Bengal Hindus and Muslims, Bengalis and non-Bengalis are all brothers. We are responsible for their safety; let us not taint ourselves in any way. 110

Remember those of you who work for radio and television: if the people running the radio station aren't ready to listen to us, no Bengali will report for work there. Banks will be open for two hours every day so that people can collect their salaries. But we won't allow even a single poisha to be transferred from East Bengal to West Pakistan. Telephones and telegram services will continue as before in our East Bengal; if we have to transmit news abroad you will see to that. But if any attempt is made to exterminate our people all Bengalis must take appropriate action. 118



Form Revolutionary Committees under the leadership of the Awami League in every village, every community. Be prepared to act with whatever you have in your possession. (L 116) 121

Remember: since we have already had to shed blood, we'll have to shed a lot more of it; by the Grace of God, however, we'll be able to liberate the people of this land. 124

The struggle this time is a struggle for freedom—the struggle this time is a struggle for emancipation. 126

Long live Bengal!

[The speech has been translated by Fakrul Alam]

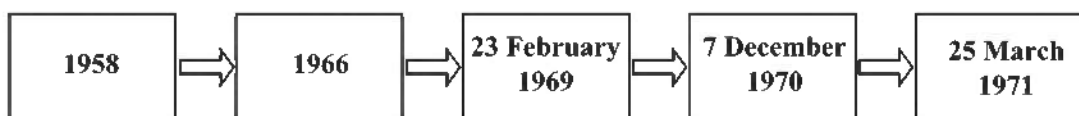
3. Answer the following questions:

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

4. Who do the following pronouns refer to?

“you” (line 2), “we” (line 17), “we” (line 20), “we” (line 30), “them” (line 36), “them” (line 50), “they” (line 52), “they” (line 58), “them” (line 73), “you” (line 75), “you” (line 90), “them” (line 106), “you” (line 116).

5. Read the speech again. The speech has references to some years and dates in our history. Find out their historical importance and complete the flow chart, ending with 25 March 1971.



6. Make three separate lists of Bangabandhu's directives to different sections of people.

Directives for common people	Directives for office employees	Directives for the Pakistani army
1.	1.	1.
2.	2.	2.
3.	3.	3.

7. See the grid below. It has two columns – one on causes and the other on Effects. Provide the missing causes against effects and missing effects against the causes provided.

Causes	Effects
	People voted for Bangabandhu and Awami League.
Ayub Khan proclaimed Martial Law	
	Yahya Khan announced that the Assembly would sit on the 3rd March 1971.
If salaries are not paid and if there is any bullet fired	
	None will be able to suppress us any longer.

8. Write a paragraph on the 'Major Events Leading to March 7'.

9. Project work

- Present your ideas on how the March 7 speech has become a part of our history.
- Make a fact file on Bangabandhu's life.



Lesson 2

Nelson Mandela, from Apartheid Fighter to President



1. Warm up activity

Work in pairs.

Who do you see in picture? What do you know about him?

2. Read the text.



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, 5
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.” 10

“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. 15

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. 20

“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. 25

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. 30

“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. 35

“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. 40



3. Each of the following questions has a word with four alternative meanings. Choose the word which is closest in meaning in the context that has been used in the text.

- i. What does *apartheid* refer to in the title?
 - a. apart
 - b. distance
 - c. discrimination
 - d. dialogue
- ii. The word *icon* in the text means (line 3)
 - a. portrait
 - b. image
 - c. symbol
 - d. idol
- iii. What does *shackles* refer to (line 3)?
 - a. restraints
 - b. sick
 - c. stigma
 - d. spur
- iv. *race discrimination* (line 9) refers to
 - a. differences on the basis of caste, creed and colour
 - b. competition among the members of a race
 - c. demoralisation of people
 - d. domination of others
- v. The word *manifestation* (line 9) means
 - a. presentation
 - b. right
 - c. change
 - d. sign
- vi. The word *healing* (line 12) means
 - a. curing
 - b. heating
 - c. soothing
 - d. ailing



- vii. The word *chasm* (line 13) refers to
- cleft
 - top
 - hatred
 - border
- viii. The word *emancipation* (line 13) is
- participation
 - encouragement
 - expectation
 - liberation

4. Answer the following questions.

- 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.
- What do the following dates refer to?
1963 1993 1994 2004
- Why did Nadine Gordimer remark that “He (Mandela) is at the epicenter of our time, ours in South Africa, and yours, wherever you are.”?
- What emancipation did Mandela hint at by saying “We have, at last, achieved our political emancipation.”?
- 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?

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 jumbled text and rearrange it into a cohesive paragraph.

In his later years in prison, he met President P.W. Botha and his successor de Klerk. He was behind bars when an uprising broke out in the huge township of Soweto in 1976 and when others erupted in violence in the 1980s. "As I finally walked through those gates ... I felt even at the age of 71 that my life was beginning anew. My 10,000 days of imprisonment were at last over," Mandela wrote of that day. When he was released on 11 February 1990, walking away from the Victor Verster prison hand-in-hand with his wife Winnie, the event was watched live by millions of television viewers across the world. But when the regime realized it was time to negotiate, it was Mandela to whom it turned.

7. Now 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 and later required an operation to repair the to his eyes as well as treatment prostate cancer in 2001. His spirit, however, strong.

"If cancer wins I will still the better winner," he told reporters in of that year. "When I go the next world, the first thing I will is look for an ANC office to my membership."

Most South Africans are proud their post-apartheid multi-racial 'Rainbow Nation'.

8. Now fill in the gaps in the text below using suitable words.

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

"I leave it to public to decide how they should me," he said on South African before his retirement.

"But I should to be remembered as an ordinary African who together with others has his humble contribution."

[The text on Mandela is written by Andrew Quinn and Jon Herskovitz; 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]



Lesson 3

Two Women

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

Valentina Tereshkova (born on 6 March 1937)



Valentina Tereshkova

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 a textile plant. Tereshkova began school in 1945 at the age of eight, but left school in 1953 and 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 Vostok 6. 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.



Kalpana Chawla

Determined to become an astronaut even in the face of the Challenger disaster 1986 that broke apart after 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 crew 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 a 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.

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. Read the texts and complete the sentences.

Valentina Tereshkova was the first -----.
 Kalpana Chawla was the first -----.

4. Work in two groups.

Group A: Read about Valentina Tereshkova

Group B: Read about Kalpana Chawla

Now tell each other what you have learnt.

5. These sentences below are true about either Tereshkova or Chawla. Find out which applies 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.

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

7. 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?

8. Now 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.

9. Now write a paragraph in 150 words about Tereshkova and Chawla based on the information provided in the text.



Unit Two: Greatest Scientific Achievements

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 opinion, are some of the greatest scientific achievements so far?

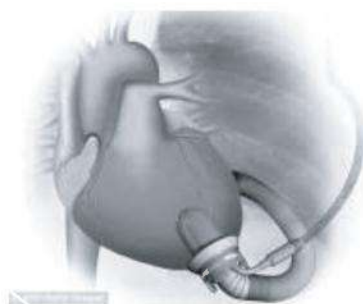
2. Read the passage which discusses some of the greatest scientific achievements in the last fifty years:

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 realising 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 heart 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 estimates, more than 100 million people in Bangladesh and more than 4.6 billion people worldwide have mobile phones. Anything that is useful and spreads so fast has to be considered one of the greatest inventions 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 executives in luxury cars, and from villagers to urbanites. Since May 2015, Bangladesh joined its South Asian neighbours 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.

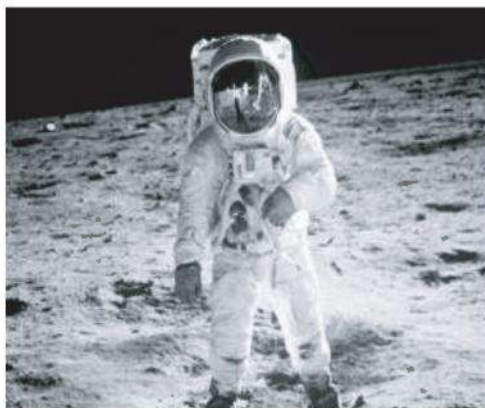
The First Communications Satellite

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 satellites 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.



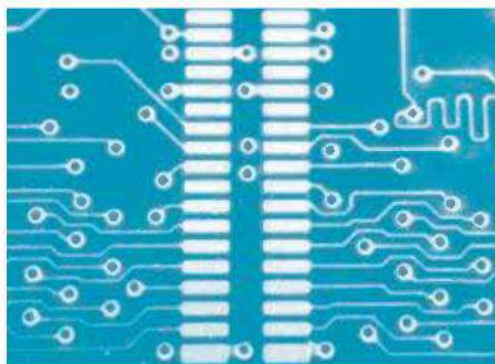
Neil Armstrong

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 revolutionised 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 virtually in all electronic equipment today and have revolutionised 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 computers, pet identification, automatic teller machines, satellites, pacemakers, cell phones, and microwave ovens among many other products.



Microchip

3. Answer the following questions.

- a. By 2015, how many countries in the world had a hundred million or more mobile phone users?
- b. What is Jarvik-7? Why is it so significant in the advancement of medical science?
- c. What is the most important function performed by the Telstar satellite?
- d. 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.
- e. 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.

4. 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



5. Find out the meanings 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

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.

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.



7. Complete the sentences below with the words given in the box.

however	although	when	let alone	until
---------	----------	------	-----------	-------

- i. Television sets were not widely availablethe 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 Bangladesh, fixed phones.
- iv. The first patient implanted with an artificial heart survived only 112 days, it marked a huge progress in the field of heart transplantation.
- v. the Internet has revolutionised the means of communication globally, it has invited some hazards too.



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 are some important advancements 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 organisation based in Seattle, USA. It develops novel and advanced products for the diagnosis, prevention and treatment of neglected diseases related to poverty.



Logo of IDRI

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. It's 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 this 10 years ago....

At IDRI, we are also attacking leprosy in two different ways.

First, by developing a fast, easy-to-use test 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.



Research work at IDRI

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 immunise 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 standardises 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/>]

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?

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. immunise
- 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.



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.



DNA and Computer

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 colonised 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 criticised 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



Windmill— energy source

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 biofuel.

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 have all been proposed as cancer cures.

By: Jamie Frater

[Source: <http://listverse.com/2009/12/29/top-10-scientific-achievements-we-are-waiting-for/>]

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?
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

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

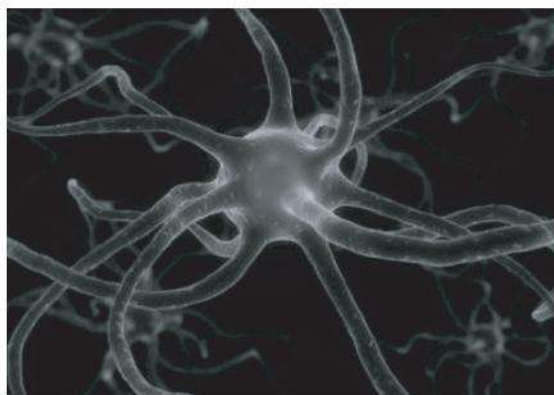


Man on the Moon

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 sometime 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 revolutionise 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



Cancer Cells

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

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 carbon nanotubes, that can maintain its shape at such a great pressure. While the Earth's deep interior may offer vast amounts 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-10-scientific-achievements-we-are-waiting-for/>]

3. 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 to 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

4. Write a paragraph on the following topic in about 150 words.

The Most Exciting Scientific Achievement I Am Waiting to See in My Lifetime

5. 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 the 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	can be	d. a popular theme in science fiction for a long time.
5. Travelling to the center of the earth		e. actually much more challenging than it sounds.

6. 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

7. 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 sentence 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).**



Unit Three: Dreams

Lesson 1

What Is a Dream?

1. Warm up activities

- Read the following words. You may not be familiar with some of them. Look up their meaning in a dictionary. How are they related to dreams?

colour	nightmare	imagination	day-dream
reverie	romantic	hallucination	shadowy
silvery	short lasting	dreamy	dreamer
reality	pleasant	haunting	fragments

- Work in pairs and discuss the following questions.

- What is a dream?
- Do you have any dreams?
- Is a dream real or unreal? Why?
- Is there any relation between dream and action? How?
- Who is a dreamer? Do you like a dreamer? Why/why not?

2. Read the following text and fill in the gaps with words (you will use only the relevant ones) listed above.

All of us know what a dream is. Generally we dream during our sleep. Dreams may appear to be short or long lasting. Sometimes we say, I dreamt for the whole night! But do we really dream for the whole night? Some dreams are sweet or (a)..... Some are horrible. When we dream something extremely bad, we call it a (b) This is interesting that dreams have no (c) They are soft, (d), and (e) Do you know how the words (f) and (g) differ from dream? Do you know any (h)? What do they do? Does dream have any relation with (i)? Do we always dream during our sleep?



The dream we have during the day time is called (j) Sometimes we long for something so passionately. We call that a dream as well.

3. Now read the article below and see what you think about dreams similar or dissimilar to what is said here.

Dreams have fascinated philosophers for thousands of years, but only recently have dreams been subjected to empirical research and scientific study. Chances are that you've often found yourself puzzling over the content of a dream, or perhaps you've wondered why you dream at all.

First, let's start by answering a basic question: **What is a dream?** A dream can include any of the images, thoughts and emotions that are experienced during sleep. Dreams can be extraordinarily vivid or very vague; filled with joyful emotions or frightening images; focused and understandable or unclear and confusing.

Why do we dream? What purpose do dreams serve? While many theories have been proposed, no consensus has emerged. Considering the time we spend in a dreaming state, the fact that researchers do not yet understand the purpose of dreams may seem baffling. However, it is important to consider that science is still unraveling the exact purpose and function of sleep itself. Some researchers suggest that dreams serve no real purpose, while others believe that dreaming is essential to mental, emotional and physical well-being.



Word cloud



Next, let's learn more about some of the most prominent dream theories.

Consistent with the psychoanalytic perspective, Sigmund Freud's theory of dreams suggests that dreams are a representation of subconscious desires, thoughts and motivations. According to Freud, people are driven by aggressive and sexual instincts that are repressed from conscious awareness. While these thoughts are not consciously expressed, they find their way into our awareness via dreams. In his famous book *The Interpretation of Dreams*, Freud wrote that dreams are '...disguised fulfillments of repressed wishes.'



Dream

Freud's theory contributed to the popularity of dream interpretation. Following his paths many theorists came up with their own ideas about dreams. The following are just a few of them:

- ❑ Some researchers suggest that dreams are a subjective interpretation of signals generated by the brain during sleep. Dreams are not meaningless. Instead, during dreams the cognitive elements in our brain produce new ideas.
- ❑ One theory suggests that dreams are the result of our brains trying to interpret external stimuli during sleep. For example, the sound of the radio may be incorporated into the content of a dream.
- ❑ Another theory uses a computer metaphor to account for dreams. According to this theory, dreams serve to 'clean up' clutter from the mind, much like clean-up operations in a computer, refreshing the mind to prepare for the next day.

- Yet another model proposes that dreams function as a form of psychotherapy. In this theory, the dreamer is able to make connections between different thoughts and emotions in a safe environment.

4. Find out the meaning of the following words and identify their parts of speech, and then make sentences with them.

- a. empirical
- b. vivid
- c. vague
- d. frightening
- e. baffling
- f. unravel
- g. psychoanalytic
- h. perspective
- i. motivation
- j. awareness
- k. repressed
- l. cognitive
- m. stimuli
- n. incorporate
- o. clutter
- p. psychotherapy

5. 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

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

I have always dreamt that I will be an engineer. I study science and I am good in maths, so that should not be an impossible task.

7. Now write a paragraph of 100 words narrating what you will do if you become a democratically elected student leader in your college.



8. Now write about some dreams that you couldn't make real along with the conditions that could make your dreams true. For example.

I could be a good cricketer if I practised a lot.

9. Now write a paragraph of 100 words narrating what you would do if you won one million taka lottery.

10. Summarise the text on dreams highlighting the following points.

- What is a dream?
- Why do we dream?
- Does a dream have any meaning?
- What are the benefits of dreaming?

Lesson 2

Dream Poems

Introduction

William Wordsworth (1770-1850), the great Romantic poet, considered poets dreamers because they have the ability to turn “our wish, our power, 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 imagining a better tomorrow for themselves and for others.

In the previous lessons 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.

1. Before reading the poems, you must carry out a couple of warm up activities.

- Find out more about Lawrence and Hughes from Wikipedia (on the Internet). 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.**

2. Now read the two poems and answer the questions that follow.

A. ‘Dreams’ by D. H. Lawrence

All people dream, but not equally.

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



B. 'Dreams' by Langston Hughes

Hold fast to dreams
For if dreams 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.

3. Answer the following questions.

- a. What type of dreams is Lawrence referring to in his poem?
- b. Why does he consider them dangerous?
- c. What is the meaning of 'dreaming with open eyes'?
- d. What is Hughes telling his readers to do?
- e. Why does he want his readers to hold fast to their dreams?
- f. Why, according to Hughes, are dreams so important in our lives?
- g. What type of dreams do the two poets highlight?

4. What are the meanings of the following words and phrases?

- a. a broken-winged bird
- b. barren field
- c. frozen
- d. recesses of the mind
- e. dusty
- f. make something come true
- g. vanity

5. What parts of speech are the following words?

- a. fast
- b. winged
- c. snow
- d. equally
- e. vanity
- f. true

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

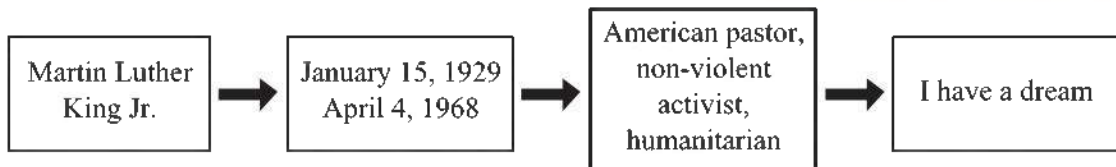
Lesson 3

I Have a Dream

1. Warm up activities

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.



- 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 dramatise 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 a 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 colour of their skin but by the content of their character.

I have a *dream* today.

I have a 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*.

<i>Column A</i>	<i>Column B</i>
1. sweltering	a. small hill
2. vicious	b. filled with a great feeling of joy
3. racist	c. cruel
4. exalted	d. masterpiece
5. crooked	e. discriminatory
6. jangling	f. rattling
7. symphony	g. community
8. molehill	h. twisted
9. hamlet	i. unpleasantly hot
10. gentile	j. someone who is not Jewish

4. Answer the following questions.

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

5. Now 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.

- The speech is meant only for black Americans.
- 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.



Unit Four : Human Relationships

Lesson 1

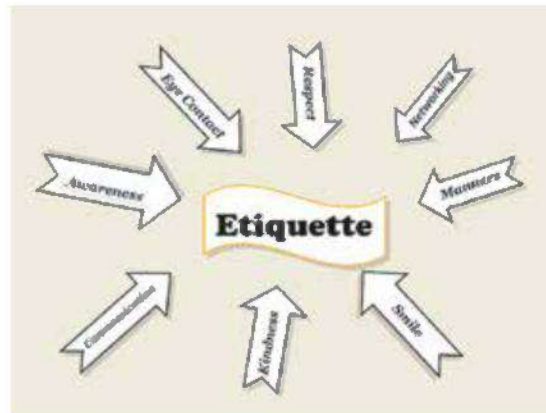
Etiquette and Manners

1. Warm up activities

- ❑ What do you think are the rules that civilised societies follow to deal with elders in a family? Do different rules apply to women and children? Write down your answer.
- ❑ In a group talk about the need for good manners.

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

As a child you must have been told to greet your elders and visitors to your home according to your culture and tradition. You must also have been taught to be polite in company and keep quiet while others, especially your elders, spoke. Possibly, you at times grudged such schooling. Possibly, at times you even protested such disciplining. Now, certainly you know that you can't always behave the way you want specially in the presence of others. There are rules of behavior you have to follow in a company. We are social beings and have to consider the effect of our behaviour on others, even if we are at home and dealing with our family members.



Elements of etiquette

We have two terms to describe our social behaviour—'etiquette' and 'manners.' 'Etiquette' is a French word and it means the rules of correct behaviour in society. The word 'manners' means the behaviour that is considered to be polite in a particular society or culture. Manners can be good or bad. For example, it is a bad manner to speak with food in one's mouth. No one likes a bad-mannered person. Remember that etiquette and manners vary from culture to culture and from society to society.

We learn etiquette and manners from our parents, families and various institutions, such as schools, colleges or professional bodies. There are rules of behaviour for all kinds of social occasions and it is important to learn them and practise them in

everyday life. The manners that are correct in a wedding reception will not do in a debating club. Therefore, we have to be careful about etiquette and manners. We know how important it is to say 'please' and 'thank you' in everyday life. A few more polite expressions such as 'pardon me,' 'excuse me,' 'may I,' are bound to make your day smooth and pleasant.

Here are some basic rules of etiquette.

Respect others' personal space.

Don't interrupt when someone else is talking.

Be a helper.

Be on time.

Don't yell in public places.

Eat politely.

Chew with your mouth closed.

Stand in queue.

There are many more. How many more can you add to the above list?



Polite expressions



Good manners

Here are some thoughtful observations on manners and etiquette from some famous people.

“Respect for ourselves guides our morals, respect for others guides our manners.”

Laurence Sterne

“Life is short, but there is always time enough for courtesy.” *Ralph Waldo Emerson*

“The real test of good manners is to be able to put up with bad manners.” *Kahlil Gibran*

“Handsome is what handsome does.” *J R R Tolkein*

“Politeness is a sign of dignity, not subservience.” *Theodore Roosevelt*

“A man’s manners are a mirror in which he shows his portrait.” *Johann Wolfgang von Goethe*

“Whoever interrupts the conversation of others to make a display of his fund of knowledge makes notorious his stock of ignorance.” *Shaikh Sa’di*

“Etiquette is a fine tuning of education.” *Nadine Daher*

3. Discuss the meaning and significance of each of the observations above in pairs and groups.

Different situations call for different etiquette and manners. These are divided into three groups: family etiquette, social etiquette and professional etiquette. A few more tips on etiquette are given below.

Family etiquette

Respect each other’s belongings.

Do not shout at children. Treat them kindly.

Listen to your parents.

Basic social etiquette

Always be on time. Showing up late is rude and shows a lack of respect for other people’s time.

Never interrupt the other person while he/she is talking.

Give and receive compliments graciously.

Refuse to gossip with and about friends.

Hold doors for people entering immediately after you.

Professional etiquette

Dress properly.

Shake hands when appropriate.

Never take credit for other people’s work.

Use indoor voice while talking to people.

(The tips for etiquette have been adapted from Debby Mayne's discussion on the Internet.)



4. Find out the meaning of the following words and make sentences with them.

- a. grudge
- b. club
- c. smooth
- d. yell
- e. handsome

5. Find the antonyms of the following words.

- a. polite
- b. presence
- c. particular
- d. pleasant
- e. ignorance

6. Write an essay describing how proper etiquettes can help our families and society function better.



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 not possible a hundred years ago. Write a page describing the benefits of better human relationship.**

Love and friendship are the 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 unkind
 As man's ingratitude ;
 Thy tooth is not so keen,
 Because thou art not seen,
 Although thy breath be rude.

Heigh-ho! sing heigh-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.

Heigh-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 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.

9. Find 5 noun words and 5 adjectival words from the poem and make sentences with them.



Lesson 3

Photograph

1. Warm up activities

- ❑ **In a group, initiate a discussion on photography in your time and in your parents' 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 late summer and there were sunflowers in the garden and a warm wind in the trees. My grandmother was knitting a woollen 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 few wrinkles on her skin.

I had come home after playing cricket on the maidan. 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 interested me very much, except for a book with colourful 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 sleeves 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 her”, 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 grandfather’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. “Those 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 knew, 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 woollen scarf or sweater? Can you describe how she did it?
- e. What is the 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 to indicate that you understand their meaning.

- 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.'



Unit Five : Art and Music

Lesson 1

What Is Beauty?

1. Warm up activities

- In a group, discuss what you understand 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 of 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 sin, nature, 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. Column B lists the meanings of words in column A but not in a proper order. Match the words with the meanings provided.

<i>Column A</i>	<i>Column B</i>
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



Lesson 2

Folk Music

1. Warm up activities

- ❑ 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



Lalon Shah

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:

Baul and spiritual songs : Birbhum and Kushtia

Jarigan : Dhaka, Mymensingh, Sylhet, Faridpur, Murshidabad.

Bhawaiya : Cooch Bihar, Rajshahi, Dinajpur, Rangpur, Pabna.

Gambhira : Rajshahi, Malda.



Wedding songs : all regions.

Roof-beating songs : the northern regions of Bangladesh.

Sari : the lower marshy regions of Sylhet and Mymensingh.

Bhatiyali : nearly all regions of Bangladesh.

Pastoral songs : Dhaka, Mymensingh, Faridpur, Sylhet, Habiganj.

3. Answer the following questions.

- a. How is folk music defined in the excerpt? Can you add some thoughts of your own to the definition provided?
- b. What are the characteristics of folk music?
- c. 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?
- d. 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?
- e. 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. Look up the meanings of the following words and terms in the dictionary and write sentences using them.

- 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 may you add anything more to the 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.



Lesson 3

Crafts at Our Time

1. Warm up activity

- a. Can you distinguish between art and craft? How are they different?
- b. 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.



Different craftworks

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



Unit Six: Adolescence

Lesson 1

The Storm and Stress at Adolescence

1. Warm up activity

□ Discuss the questions in pair.

- a. What age group do you belong to? (16-17, 18-21, 22-23).
- b. Do you think you are old enough to face the world?
- c. Do you ever feel that people do not pay you much attention because of your age? Why?



Adolescent girls and boys

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

- i. 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.
- ii. 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 characterised 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, urbanisation and spread of global communication.

- iii. 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



Adolescent boys

is a time of tremendous growth and potential, it is also a time of considerable risks during which social contexts exert powerful influences.

- iv. 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.
- v. 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



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

<i>Column A</i>	<i>Column B</i>
adolescence	extraordinarily large in size, extent, amount, power, or degree
determinants	something that logically or naturally follows from an action or condition
acquisition	to become involved in something (such as a conflict) in order to have an influence on what happens
tremendous	the period of physical and psychological development from the onset of puberty to maturity
exert	susceptible to injury or disease
consequence	a change from one thing to the next, either in action or state of being
vulnerable	the act of acquiring or gaining possession
intervene	a factor or cause that makes something happen or leads directly to a decision
transition	to put forth effort to do something

5. Answer the following questions.

- What changes are experienced by the adolescent youths?
- What are some of the potential health risks faced by the adolescents?
- How are the adolescents different from the children and adults?
- What role can the society and community play in promoting the adolescents?
- Do you think you are getting enough support from your family, school and community? What do you expect them to do for your proper development?

6. Suppose you are going to give a presentation on the possible health problems that adolescent youths may face. What problems will you highlight and what solutions would you offer? Write a paragraph (about 150 words) introducing the topic.

7. What do the following words and terms mean?

- infancy
- puberty
- transition
- defining characteristic
- provider attitude



Lesson 2

Adolescence and Some (Related) Problems in Bangladesh

1. Warm up activity

□ Look at the pictures and discuss the following questions in pairs.



a



b



c



d



e

source: internet

- a. What does each of these photographs show?
 - b. What are some typical health problems affecting adolescent boys and girls?
 - c. Who, do you think, are more vulnerable to adolescent health problems- boys or girls? Why?
 - d. Why should all of us say 'No' to habit-forming drugs of every kind?
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.

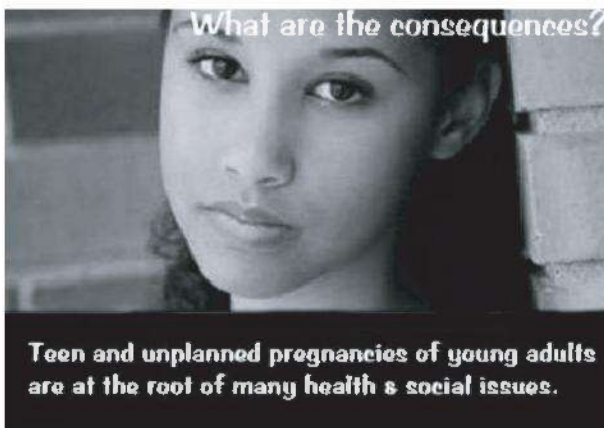


Photo: <http://smarteens.cfsites.org/files/sadgirl2.jpg>

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 marginalised. 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.



Girls protesting *source: internet*

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.



Adolescent boys and girls *source: The Internet*

Sources:

1. Health Profile of Adolescents and Youth in Bangladesh, Government of Bangladesh, 2007, available at: http://ban.searo.who.int/LinkFiles/Publication_Health_Profile_of_Adolescents_and_Youth_in_Bangladesh.pdf.
2. Unite for Children, UNICEF, Adolescent Empowerment Project in Bangladesh, 2009, available at http://www.unicef.org/bangladesh/Adolescent_Empowerment_%28KA%29.pdf

3. Read the following statements and decide if they are true or 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 they reach the legal age for marriage.
- c. A bride's family has to pay dowry only before the wedding.
- d. More than half of Bangladeshi adolescent girls can not meet their dietary needs.
- e. Many adolescent boys in Bangladesh are likely to be involved in various forms of criminal offence.

4. *Column A* of the following table lists some causes while *Column B* lists some effects. Match the causes with the effects and join them to make sentences using 'as', 'since' or 'because'.

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

5. Find out the meanings of the words given below and make sentences with them.

- 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?

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.

1. Warm up activities

□ Think about your own school days.

- Did you feel like the boy in the poem or did you have a different experience? Discuss in a group.
- Ask your friends to talk about their experiences in school and see where you are similar, and where different.
- Give a 5 minute lecture in class on what you consider to be an ideal learning environment in school.

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

'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!



6. What does 'a cruel eye outworn' refer to? What does 'dreary shower' refer to?
7. What request does the boy make to his parents?
8. What is the mood of the poem?
9. Find out the meaning of the following phrases:
 - a. sweet company
 - b. drooping sit
 - c. learning's bower
 - d. fears annoy
 - e. buds are nipped
 - f. mellowing year
10. A metaphor is a comparison of one thing to another without the use of 'like' or 'as' to provide a clearer description. An example from the poem is 'learning's bower' which actually means a garden where a child can learn happily. Find a couple of other metaphors from the poem.
11. What is the meaning of the following words:
 - a. huntsman
 - b. dismay
 - c. dreary
 - d. annoy
 - e. blast
12. Write a 150-200 word passage on the importance of joyful learning in childhood.



Lesson 4

The Story of Shilpi

1. Warm up activities

- Think about what the adverse effects of child marriage can be and write a 200 word passage on the topic.
- Imagine that a child marriage has been arranged in your neighbourhood. Discuss with your friends how you would 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 counselling. It also offers peer-to-peer support and life skills training that help adolescents say no to early marriage. The empowerment group is



Shilpi

one of more than 10,000 groups supported by some local Non Government Organisations (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 pressurise 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 criticised 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.

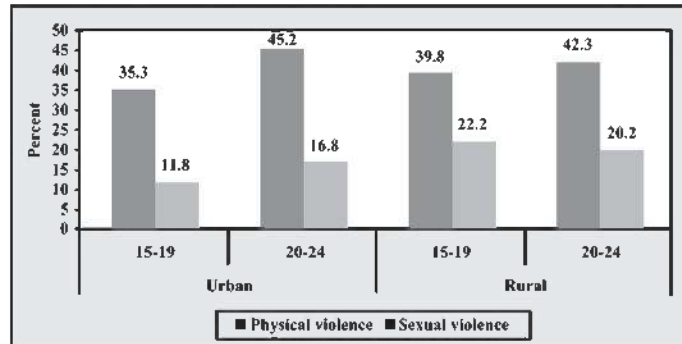
Today, the village no longer pressurises the couple; their parents and neighbours now support them and speak out against early marriage and pregnancy.

3. Discuss the following questions in pairs.

- a. Why did Shilpi decide to delay her pregnancy?
- b. How were Shilpi and her husband able to handle the pressure for having children?
- c. What are the various health-related services that couples like Shilpi and Rashid need?
- d. Is there any empowerment group working in your area? If yes, what do they do?
- e. As an adolescent boy/girl, what peer support can you provide to boys and girls in your locality who have already married?



4. The graph below shows the percentage of 15-19 and 20-24 year old married women in urban and rural areas in Bangladesh who have experienced physical or sexual violence. What do you think are the reasons for violence against women? Discuss the graph in small groups.



Graphs of sexual & physical violence against women

[Date Source: Health Profile of Adolescents and Youth in Bangladesh, Govt. of Bangladesh, 2007, page-23]

5. Complete the passage below that describes the graph. Use the words given in the box:

evident in contrast than older
 victims alarming compared to with

The graph illustrates the percentage of married women aged 15-19 and 20-24 who have experienced physical or sexual violence. In general, it is seen from the graph that women of both age groups are more likely to be victims of physical violence (a) sexual violence. The graph shows that 39.8 % of rural married adolescents (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 the urban age groups of 15-19 and 20-24 have been (b) of sexual violence. According to the graph, 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 is also (d) from the graph that young women aged 20-24 are more likely 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 graph shows an (g) picture of rural and urban adolescents and young 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 organisations.

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.



Your total score is

- If your total score is 6 or less, you really need to think about changing yourself.
- If your total score is 7-10, you still need to work toward a healthier you.
- If your total score is 11 or higher, you have a healthy life. Keep it up!

[Source: Bright future: <http://www.mypeddoc.com/LinkClick.aspx?fileticket=LGxFX-cvX98%3D&tabid=84>]

7. If your score is 11 or higher, explain how important the family is in shaping one's future.

If your score is less than 10, write a page discussing how you think you can change your situation for the better.

8. Find out the meaning of the following words and write sentences using them:

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



Lesson 5

Amazing Children and Teens Who Have Changed the World

1. Warm up activities

❑ Find examples of young people in our country who have done something exceptional like the boy who stopped a train running on a track with missing fishplates and speak to your friends about them.

❑ 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 organisation. Lil' MDGs' mission is to use the power of the digital media to engage children in the United Nations' Millennium Development Goals (MDGs). His organisation has mobilised 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.



Dylan Mahalingam

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



Alexandra 'Alex' Scott



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.



Ryan Hreljac

Katie Stagliano



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 organisations 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 diary, the account of her internment as well as her deep belief in humanity, has become one of the world's most widely read books.



Anne Frank

[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. What are some examples of the humanitarian services provided by Lil' MDGs?
- b. Why did Alexandra Scott want to start a lemonade stand when she was only four?
- c. What compelled Ryan Hreljac to make wells for the people in Africa?
- d. How did Katie Stagliano raise money to help people?
- e. When was *The Diary of a Young Girl* published?

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? How did s/he work?
- 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 meaning of the following words and make sentences with them.

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



6. Find 5 adjectives in the text and make sentences with them.

7. Match the words/phrases in *column A* with their meanings in *column B* in the table below.

<i>column A</i>	<i>column B</i>
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



Unit Seven : Traffic Education

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 judgement. 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

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for fantasy. You must always be ready to encounter unexpected behaviour from any vehicle or pedestrian. 'Keep yourself 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 a killer. Now you see, the last thing that differentiates you from a computer is your conscience.

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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. hands

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?

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?

Lesson 2

Traffic Capital of the World

1. Warm up activity

□ In a small group ask each other these questions and write down your answers.

- a. What do you think of traffic jams in our cities?
- b. What are the reasons for the traffic jams?
- c. How would a foreigner feel about our traffic system?

2. Now read this article written by Michael Hobbes titled 'Welcome to the Traffic Capital of the World.'

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 project, but whenever I ask people in Dhaka what they think international organisations 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 rise 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 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 the residents of Dhaka, it will come as a relief.

Whenever I asked my Bangladeshi 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]

3. 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.

4. Answer the following questions.

- Why does the author think Dhaka's traffic congestion is difficult to solve?
- What are the arguments given for banning rickshaws?
- Why is it difficult to solve the traffic problem in Dhaka from a politician's perspective?
- What do you think of the style of the author?



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

6. Suppose you are stuck in a traffic jam in a car, bus or rickshaw. Think of various things that you can do while you are stuck. Consider the following activities.

sleeping; counting vehicles on all sides; sending text messages from your mobile phone; listen to the radio or music; play games; chat to the people sitting next to you or outside your vehicle; play cards; shout out to the people going by; read newspaper etc.

Now rank these activities and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again.

7. "Paradoxically, the poor infrastructure is one of the reasons why the city is growing so fast." Do you agree? Form two groups to debate this proposition.

8. Write a short essay on 'Solving Traffic Jams' (500 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 follow:



Traffic Police

Amidst killer speeds I stand
Facing the traffic, stretching my hand.
I am seen on kids' 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 sweat, 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?

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 8 or 10 line poem or a paragraph or two in prose about a day labourer working all day in a building being constructed.****6. Make sentences 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 following lines.

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



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-drivers and especially Lampros, who happens to be in love with Pikrocholos' sister, Fofó. In his turn, the traffic policeman is 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.

- a. persona
- b. curious
- c. fascinating
- d. manic
- e. devoted
- f. obstacles

4. Answer the following questions.

- a. What does 'giving tickets' mean in the context?
- b. What idea of the central character have you formed?
- c. What is meant by 'the road to marriage'?
- d. In which language was the movie probably made?
- e. How does the movie end?

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 policemen 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.**

Unit Eight: Human Rights

Lesson 1

Are We Aware of These Rights? - I

1. Warm up activities

- Look at the pictures below. What is happening in each picture? What is common in the pictures?
- If these are human rights violations, write a paragraph on what you mean by human rights.



2. 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?

3. Answer the following questions.

- a. What is the equivalent expression for Human Rights in Bangla?
- b. How are the following words related to human rights?
- i. freedom of speech
 - ii. freedom of belief
 - iii. freedom of press
 - iv. right to education
 - v. right to food
 - vi. right to safe shelter
 - vii. activism
 - viii. protection
 - ix. violation
- c. Do you know what rights men, women and children have as human beings? Make a list. 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.

4. Fill in gaps in the following articles of the Universal Declaration of Human Rights with appropriate words from the box below. One is done for you.

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

Article 2: Everyone is entitled to ... the rights and freedoms set forth in this Declaration ... distinction of any kind, such ... race, colour, sex, language, religion, political ... other opinion, national or social origin, property, birth or ... status. Furthermore, no distinction ... be made on the basis ... the political, jurisdictional or international status ... the country or territory to which ... person belongs.



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

of	without	and	should	in	are	with
shall	to	as	other	or	of another	all

4.1 Work with a partner and discuss whether we enjoy all the rights mentioned in the Declaration.

5. Read the texts in *Column A* and match them with *Column B*.

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

5.1 Work with a friend and check your answers.

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

5.3 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 summarise them in a paragraph.

2. Read the following texts which are some of the articles of the 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*.

<i>Column A</i>	<i>Column B</i>
a. asylum	i. conducting of legal proceedings against someone
b. arbitrarily	ii. the closing down or dismiss 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

4. **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?**
5. **What do you think freedom of expression and freedom of assembly imply? Write a page explaining what you mean by the terms.**
6. **Write a paragraph on any of the ethnic groups in Bangladesh. (150 words)**



Lesson 3

Rights to Health and Education

1. Warm up activities

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 organisation has formulated this declaration?
- c. Why is this declaration made? What do you know about the intentions of the UN regarding the declaration?
- 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 in small groups.



- a. Who do you think are these children? What would you call them in your own language?
- b. What are they doing?
- c. Do these pictures contradict the idea behind the Universal Declaration of Human Rights?
- d. Have you got 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.



Amerigo

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. What is your impression about Amerigo's parents?
- b. What was Amerigo's first job? What made him stop doing that job?
- c. How is Amerigo's experience of selling ice cream?
- d. How does Amerigo evaluate his life now? Does he have any option to change it?
- e. What does Amerigo desire now? Should he desire such things? Why/Why not?
- 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 yours, 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?

5.1 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.

5.2 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.'

6. 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 activities

□ 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.

- a. Do you think they can exercise any of their rights?
- b. How do employers treat child labourers? What human rights do the employers violate?
- c. 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 1
 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 5
 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 10



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, 15
 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 20
 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 -- 25
 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. 30
 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. 34



3. What happens to the boy at the end? Why?
4. What does the poet mean when he says "And they, since they/ Were not the one dead, turned to their affairs?" Who are 'they'?
5. What attitude of society to the tragic incident is reflected in the last two lines of the poem?
6. Poets use irony as a literary technique to convey a meaning or attitude which differs from or is opposed to the literal meaning. Find out how Frost employs irony in lines 14-18, and to what effect.
7. Is there any significance in the way Frost arranges the background landscape in the poem, particularly the five mountain ranges?
8. Where is the poem set? Who are at work and what kind of work do they do?
9. What is the role of the boy's sister in the poem?
10. What poetic effect do the words "Little - less - nothing!" produce?
11. What effect does the repetition of the line "snarled and rattled, snarled and rattled" produce?
12. Find out the meanings of the following words.
 - a. buzz-saw
 - b. snarl
 - c. rattle
 - d. apron
 - e. spill
 - f. plight
13. Do you think the boy should have been allowed to do the dangerous work? Who is responsible for his death? Which of his rights have been violated?



Unit Nine: Diaspora

Lesson I

What Is Diaspora?

1. Warm up activities

- You can find the meaning of 'Diaspora' in the Merriam-Webster online dictionary which provides the following definitions of the word:
 - 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
- Can you think of the word in relation to people you know in Bangladesh who have settled abroad? 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. 5

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 globalisation. 10 15



3. Guess the meanings of the words in *Column A* from the context and match them with the meanings given in *Column B*.

<i>Column A</i>	<i>Column B</i>
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? Why?
- 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 globalisation to do with diasporas?

5. Put the following words/phrases in a chronological order.

- over the centuries
- twentieth century
- recent decades
- now
- ancient times
- thousands of years ago

- Now make six sentences 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 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'?

8. Follow up activity: Group Presentation

In groups, discuss some of the connections between globalisation and diasporas. On the basis of the discussion, give group presentations on recent diasporas and their link to global economic activity.



Lesson 2

'Banglatown' in East London

1. Warm up activity

❑ 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 characterised 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

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Bengali. And the lamp-posts are in green and red – the colours 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) 15 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 neighborhood is in 'Banglatown'.

In 2001 British Bangladeshi leaders, including many of the second-generation 25 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 30 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. landmarks
- j. hard-won



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

- 4. Discuss the following questions with members of your group. Carry on the discussion in English as far as possible.**
- Where do most British-Bangladeshis live?
 - How and why did Brick Lane gain 'notoriety'?
 - What is the name of Monica Ali's novel and the film made based on it?
 - What are some signs and symbols of Bangladesh to be found in the Brick Lane area?
 - How did the area come to be known as 'Banglatown'?
 - 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 true? Tick 'T' or 'F' after each statement to register your response.**
- Most Bangladeshis in Britain live outside London. T/F
 - Everywhere in Brick Lane, one sees evidence of the high percentage of Bangladeshis from Sylhet who live in the area. T/F
 - Bangladeshis in Brick Lane lack confidence in their future. T/F
 - There was no business motive in the drive to make the Brick Lane area known as 'Banglatown'. T/F
 - Bangladeshis have made their presence felt in Britain through hard work. T/F
- 6. Answer each of the questions in about 300 words in your notebook.**
- Why would a tourist in London want to visit Banglatown and what would be its main attraction for him or her?
 - Who are the customers of the shops, restaurants and business offices in Banglatown?
 - Are there other Bangladeshi diasporas that are comparable in size and vitality to Banglatown that you know about?
 - 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' (line14) is a verb; its noun would be-----.
- e. 'animated' (line 21) is used as an adjective; what would its adverb form be?

8. Follow up activity: Group Presentation

Make a presentation on the history of diasporas, mentioning some of the most famous diasporas that have been recorded in history, religion and culture, such as the Palestinian diaspora.



Lesson 3

Bangladeshis in Italy

1. Warm up activity

- ❑ Find out the reasons why large groups of people from other parts of the world have migrated to Bangladesh and settled down over the ages. Also, 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 'monohori dokan' – 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:



Mini-flea market

3. Guess the meanings of the words in *Column A* from the context and match them with the meanings given in *Column B*.

<i>Column A</i>	<i>Column B</i>
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. What was the author's dream and what did he expect to see in Italy?
- b. What are some of the occupations of the Bangladeshis the author met in Italy?
- c. How was the author treated by the expatriate Bangladeshis?
- d. What kind of bargaining took place between the author and some of these Bangladeshis?
- e. What kind of savings do these Bangladeshis make and what do they do with them?
- f. What is the author's feeling about these expatriate Bangladeshis?

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

8. Follow up activity: Group Presentation

Find out from the Internet or by talking to people more about Bangladeshis in Europe, the USA and Canada. What kind of work do Bangladeshis do in these countries? Give short presentations in the next class based on your findings.



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:



Bangladeshi Community in the UK

2. Text

Migration from Bangladesh to Britain started in 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 labour shortages, British government encouraged labor migration from its former colonies. The postwar British economy demanded cheap and plentiful labour, much of which was recruited from South Asia. Since Sylhet had already forged a strong link with the UK, most new labour 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 globalisation 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*.

<i>Column A</i>	<i>Column B</i>
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. This is an academic essay, based on research and surveys. Point out words and phrases used in the passage that indicate the academic nature of the writing.

6. The passage is organised on the basis of chronology i.e. in order of occurrence in time. Show how the writer carefully organises the information assembled in the passage according to time periods and generations.

7. Discuss the use of facts and figures in the passage. What purposes do they serve? How are they organised?

8. Quite a few of the words used in the passage end 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.



Unit Ten: Peace and Conflict

Lesson 1

Definition, Causes and Types of Conflict

1. Warm up activity

- **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 poems 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 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. Why does the poet mean when he says 'Waves of anger and fear/Circulate over the bright/ And darkened lands of the earth'?**
- 11. Can you explain what the poet means by 'The unmentionable odour of death'?**
- 12. Write a brief summary of each of the poems.**
- 13. 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 resolution

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 realisations 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 maximise 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

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 organisation. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes to intergroup conflict.

2. Give the appropriate meanings of the following words. Also mention the part of speech of each word, change them in as many parts of speech as possible and make sentences of your own with each changed form.

- a. antagonism
- b. hostility
- c. pertain
- d. transpire
- e. harmonious
- f. maximise
- g. incompatible
- h. disrupt

3. Answer the following questions.

- a. What, according to the text, is conflict? What causes conflict?
- b. How many types of conflict does the text list? Is there any other type of conflict that you are aware of?
- c. How many parties are involved in a conflict?
- d. How does conflict influence our actions and decisions?
- e. Is there any positive impact of conflict?
- f. Do you think conflicts can be resolved without anyone being harmed?
- g. How is intergroup conflict different from intragroup conflict?
- h. How is interpersonal conflict different from intrapersonal conflict?



4. Fill in the gaps in the following sentences with an appropriate expression from the list of words given in the box below.

Conflict can be defined as ----- of values 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



Lesson 3

Cruelties of Conflict

1. Warm up activities

- 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 is the poet's attitude to war? What words and details in the poem reveal the poet's attitude?**
- 6. 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?**
- 7. What is a bridge? What is a league?**
- 8. Why does the poet say 'Theirs not to make reply, /Theirs not to reason why,'?**
- 9. Find out the words in the poem associated with warfare (e.g. Cannon).**
- 10. Does the poet think the soldiers' glory will soon fade?**
- 11. 'Jaws of Death' is an example of a metaphor. Find out other metaphors used in the poem.**



"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 Ebro 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 themselves was all the good luck that old man would ever have.

3. Guess the meaning of the following words by using contextual and other clues.

- a. pontoon
- b. staggered
- c. plodded
- d. blankly
- e. fascist



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. plod
- d. explore
- e. bridgehead
- f. herdsman
- g. artillery
- h. blantly
- i. unquiet
- j. sway
- k. overcast



Lesson 5

The Peace Movement

1. Warm up activity

□ Discuss in pairs the following.

- a. How do you feel about the need for peace in society, state and the world?
- b. 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), minimise 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 organisations involved in peace movements may have some diverse goals, but one common goal is sustainability of peace.



Ways of keeping peace

Peace movement is basically an all-encompassing “anti-war movement”. It is primarily characterised 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 organisation, 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.



War and peace

Afterwards, peace organisations 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. In pairs, discuss what you think will be some effective measures for peace in your society and state. Report your discussion to the class.**

- 9. Write a short article suggesting some measures that can be taken to ensure peace in the world.**



Unit Eleven: Tours and Travels

Lesson 1

Travelling to a Village in Bangladesh

1. Warm up activities

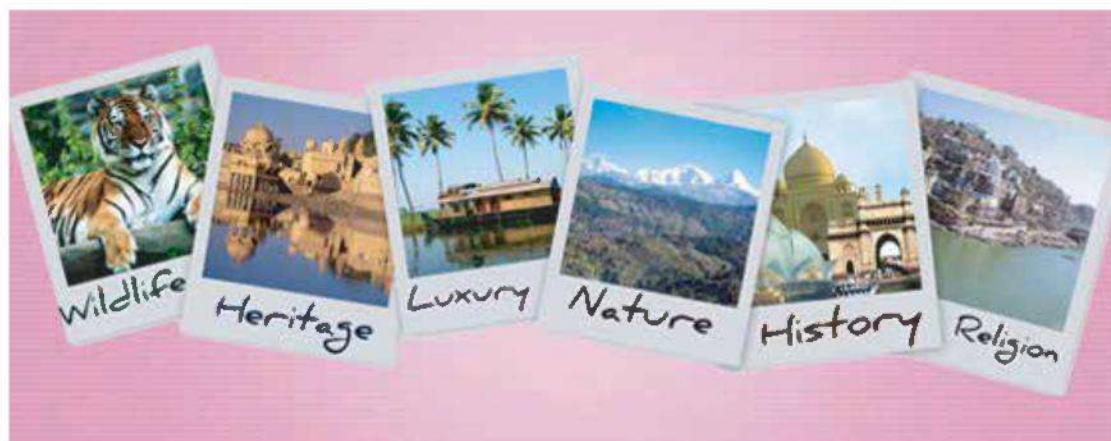
☐ In a group discuss the last journey you made out of your village/town/city.

☐ Now share the following introduction with a friend.

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 urbanisation 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



Tourist attractions

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 coconut 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; tired of being looked at; looking forward to; 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 antonym 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)



Lesson 2

Arriving in the Orient

1. Warm up activity

Discuss the following questions in pairs.

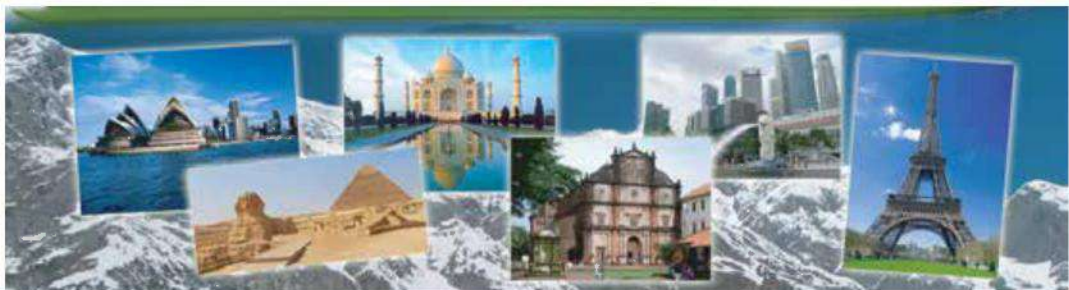
- Have you ever travelled by boat, launch or steamer along a river?
- Before the beginning of air travel, people travelling between continents had to do so by ships. What do you think were the pleasures and the dangers of those journeys?

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 fantasises a glorious life in India. Her attitude to the colony is also characteristic of the coloniser'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 and answer the questions that follow:

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. At



Places of importance

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.



Mountain region



Ship

"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 in pairs.

- 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 have been 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 five more examples from the text where the word 'like' has been used for comparison.



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 and answer the questions that follow

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.



Travel in imagination

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 at least by a Drurr than any of his Court (Drurr is a Measure about the fourteenth Part of an Inch). The Animositities 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. For as 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 capitalised in the above extract though they are not capitalised 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 5 noun words and 5 adjectival words from the extract. Now make sentences of your own with them.**



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 9th century?
- Can you find examples of travel writing in English? What are those?

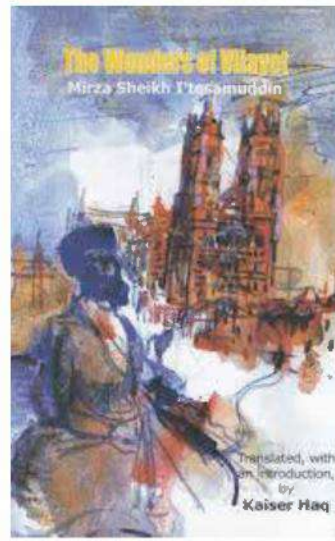
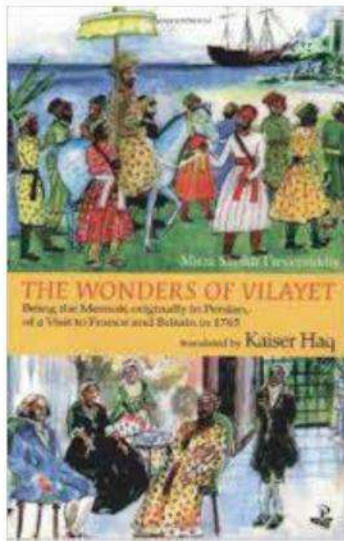
As countries differ, so do their ways of life and living: How did the people in India and England lay out their houses in the eighteenth century? In the following extract from The Wonders of Vilayet (Vilayet is England in Persian), we get an enchanting picture of the parks, gardens and houses in London 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 Dhaka University Professor A B M Habibullah. Dr. Kaiser Huq, Professor of English at Dhaka University and a poet translated the book into English.

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

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 book cover of 'The Wonders of Vilayet'

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 moulds. 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.
- house, mansion, palace
 - frost, snow, ice
 - 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 descriptions of them.
10. Find out the meanings of the following words and make sentences with them.
- lissom
 - courtesans
 - aura
 - blandishment
 - curved
 - slanted
 - sturdy
 - quiver
11. Find antonyms for the following words.
- elegant
 - broad
 - soothing
 - safety
 - thick



Unit Twelve: Environment and Nature

Lesson 1

Water, Water Everywhere...

1. Warm up activities

- ❑ Ask an elderly villager or relative how the river nearby 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 is life. Is there a crisis in our time with regard to access to clean drinking 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 is 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 are 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 Rime of the Ancient Mariner



The River Buriganga

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 were 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 waste, 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, Savar, 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.

- 3. Collect some reports on the dying rivers in Bangladesh from newspapers and magazines. Write a paragraph summarising 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



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 now. 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



Hakaluki Haor

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 Chatla, Pinlarkona, Dulla, Sakua, 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, Maulvibazar 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 a 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 this vast wetland.



Barheaded goose

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 Chatla Beel and the other near the village of Kalikrishnapur. With the exception of these two swamp forest patches, the vegetation surrounding Hakaluki Haor 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



Fishing at haor

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 huge natural bowl of water and in the dry season it becomes a 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.

[Adapted from: http://www.doe.gov.bd/old/cwbmp/cwbmp_pdf/final_draft_hakaluki_evaluation.pdf, Economic Evaluation of Hakaluki Haor : Department of Environment, Ministry of Environment and Forests, Government of Bangladesh]

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 the 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>Column A</i>	<i>Column B</i>
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. forests 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



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.

Pandas' 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 per cent 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.



Panda

However, if conservation programmes 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.



Panda-mother and child

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 centres. 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 centre 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>]

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. chance	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.



Posters for saving panda

Lesson 4

Threats to Tigers of Mangrove Forest

1. Warm up activities

- ❑ Share 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 by researchers at the Zoological Society of London (ZSL) and others.

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.



Royal Bengal Tiger

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 biodiverse 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]

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

- a. There are about 500 tigers in the Sundarbans.
- 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 Sundarbans 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. (noun) 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.



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 mean?
- 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.



Kuakata

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 diving.

Kuakata is truly a virgin beach and a sanctuary for migratory winter birds. Fishing boats plying in the Bay of Bengal with colourful sails, surfing waves and the lines of coconut trees add to the vibrant colours of 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.



Setting sun at Kuakata

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.

3. Answer the following questions.

- 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. 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 following adjectives.

- a. attractive
- b. typical
- c. migratory
- d. wide
- e. long

5. What do these words mean in the context they have been used in the text:

- a. expanse
- b. unique
- c. virgin
- d. indigenous
- e. devotee
- f. 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.



Unit Thirteen : Food Adulteration

Lesson 1

Food Adulteration Reaches New Height

1. Warm up activity

- ❑ Share the following questions with your friend.
 - a. What is food adulteration?
 - b. Have you heard the name of a pesticide called *formalin* which is used as a preservative?
 - c. 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.



Sources of food contamination



Fruits damaged by used chemicals

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 answer.

- 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

4. Answer the following questions.

- a. What does 'new height' refer to in the title of the news report?
 b. What confirms that even our poultry products are contaminated?
 c. What are the health risks related to adulterated food?
 d. What is the current state of the Food Safety Act?

5. With a friend, discuss the observation made by the former Director General of Health Services. Is it enough to keep an eye on end products? Make a list of things that you can do to monitor and supervise the production process.

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 *Dhaka Tribune*.



7. 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. 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. Warm up activities

Discuss in a group.

What is a short story? What are some of the essential elements of a short story?

Before reading the story below, discuss 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 (slightly abridged) and answer the questions that follow.

The story, “The Luncheon,” is by William Somerset Maugham (1874-1965). Maugham was a British novelist, playwright and short story writer whose work is characterised 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 recognised 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."



Salmon fish

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 appetising. 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.



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 writes 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 humourous writer

vindictive : revengeful

complacency : uncritical self-satisfaction

stone : 14 pounds

3. Find out the meanings of the following idioms.

- a. beyond one's means
- b. cut out
- c. take someone to task

4. How did the lady manage to get the luncheon invitation from the writer?

5. Humour is the quality that makes something laughable and amusing. Find some instances of humour in the story.

6. The writer also uses irony in the story (find out the definition of irony elsewhere in your text book). What examples of irony can you find in the story?

7. How many items of food does the lady order? Why does the writer only order a mutton chop?

8. At one stage of the luncheon, the writer feels panicked. Why?

9. What is an asparagus? Find out the food value of asparagus.



- 10. The story is told in flashback. How does the lady look in the restaurant, and at the end of the story?**
- 11. The lady obviously has a tendency to eat much. Write an essay on the bad effects of overeating. Keep the example of the lady in mind.**
- 12. 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.

- 13. Find out 5 adjectives from the story and write sentences with them.**



Unit Fourteen: Myths and Literature

Lesson 1

Bengal's Face

1. Warm up activity

- What are myths? Look up the meaning of the word in a dictionary or search Google.
- Do you think that there are myths to be found in Bangladeshi culture? Can you please describe one or two?

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 Face¹

Because I have seen Bengal's face I will seek no more; 1
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— 5
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, 10
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. 14

¹Translation 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.

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 *Manasamangal* 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? Tick '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. T/F
- b. The scene that he came across was noisy. T/F
- c. Both Behula and Chand sailed down the river in a boat. T/F
- d. The scene described in the second half of the poem is a very sad one. T/F
- e. The poem is about a Bengal that is no more. T/F

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.

- a. 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?
- b. Line 9 offers a new idea and divides the poem into two. What, do you think, are the connections between the two sections?
- c. Why does the poet use the medieval Bengali legend in his poem?

8. What other Bengali myths do you know about? Have you seen them represented in popular culture?**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.

- a. 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.
- b. Were any of the myths associated with music and a musician?

2. Read the following passage and then fill in each gap with an appropriate word from the list given 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?
- d. How did animals react to it?
- e. What would be a suitable title for this passage?

4. Discuss with a friend in English the following.

- a. What part does music play in your life?
- b. What kind of music do you like?
- c. Who your favorite singers/bands are?
- d. Which musical programmes do you listen to and where?

5. Write a paragraph of about 150 words describing the effect music has on you.**6. Match the words in *Column A* with the appropriate word in *Column B*.**

<i>Column A</i>	<i>Column B</i>
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

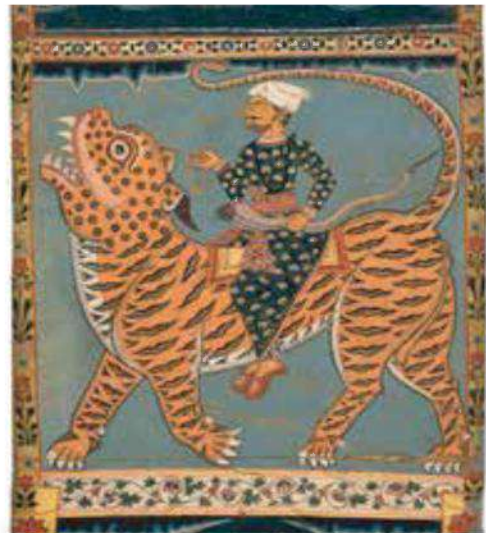
□ Discuss the following questions.

- a. What is meant by indigenous art?
- b. Have you seen *paat* or scroll paintings?
- c. If so, what are some of the images depicted in them?
- d. What other forms of indigenous art can you think of?

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 *paats* or 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.



Gazi Pir



Myths and Literature

3. Find out the meanings of the following words.

- a. legends
- b. docile
- c. scroll
- d. creeks
- e. vigilant
- f. predatory
- g. collection

4. Answer the following questions.

- a. According to some myths and legends, what kind of extraordinary power did Gazi have?
- 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 long time?
- d. What are the different art forms in which the myth of Gazi is kept alive in Bangladesh and even outside the country?

5. Notice that the passage about Gazi contains words and phrases such as 'for example', 'also', 'indeed', 'consequently' and 'in fact'. These words and phrases are used either for emphasis or for transitions. What part of speech do these words belong to? Which of them are used for emphasis and which for transitions? Why are they needed in the passage and how different would the passage be without them?

Now make some sentences with these words and phrases. You will find that you will need more than a sentence for some of them.

Finally, try to make a list with these and similar adverb words and phrases that you can use for emphasis and transitions.



6. Which of the following statements seem to be false and which true? Tick 'T' or 'F' after each statement to register your response.

- a. Gazi was admired and followed because of the miracles he could perform. T/F
- b. The miracles of Gazi are followed by people in all parts of Bangladesh. T/F
- c. Gazi was said to have helped people in settling down in the southeastern parts of Bangladesh T/F
- d. Gazi's deeds are celebrated in folk art and theatre. T/F
- e. Gazi *paats* are to be found on display only in Bangladesh. T/F

7. Write a paragraph of about 150 words explaining what folk art is and your personal experience of some forms of folk art.

8. Follow up activity: Group Presentation

In class, discuss the different forms of the folk art of Bangladesh. Then form groups where each group should give a presentation on one of these forms.



Lesson 4

Hercules

1. Warm-up activity

Discuss the following questions.

- What is Hercules famous for?
- What does it mean when someone says about a man, "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.



Hercules

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 should succeed 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.

- a. had to undergo
- b. involved a fight with
- c. took him nowhere
- d. a different tactic
- e. entirely on his own
- f. a sight
- g. succeeded in
- h. acquire a reputation

Now attempt to write five sentences with each of these phrases in your notebook.

4. Answer the following questions.

- a. Describe in your own words the 'first labour' of Hercules?
- b. How was Hercules's 'second labour' different from the first one?
- c. What are some of the qualities that made Hercules succeed in impossible tasks?
- d. Why did Hercules bury the ninth head of Hydra?
- e. What reasons can you find for calling Hercules a hero?

5. Which of the following statements seem to be false and which true? Tick 'T' or 'F' after each statement to register your response.

- a. Hercules decided to accomplish impossible tasks because he wanted to be a hero. T/F
- b. The king was impressed when he saw Hercules after his first victory. T/F
- c. Hercules managed to defeat Hydra entirely on his own. T/F
- d. Hercules ended up burying all parts of Hydra. T/F
- e. Every time he was given an impossible task, Hercules succeeded in doing it. T/F

6. 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.

7. Make a list of 10 prepositions you have come across in the passage. Now make sentences with each of these prepositions.

8. Follow up activity: Group Presentation

Who are some of the famous heroes of Bangladeshi History? For the next class, divide into groups and prepare brief presentations on a few Bangladeshi heroes famous for their fighting abilities.



Unit Fifteen: Path to Higher Education

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 activity

- 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 net and talk to the class for 5 minutes about it.
 - a. Did Tagore attend any university in India or abroad? Discuss in a group.
 - b. What is your idea of the university? Write a page on the topic.

2. Read the following excerpts 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 organisations 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 neighbourhood 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 criticise, 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 academical teaching we find subjects, but not the man who pursues the subjects; therefore the vital part of education remains incomplete.

3. Why does Tagore criticise the Indian universities of his time?

4. What, according to Tagore, should a university do?

5. Why, do you think 'Modern India', (Tagore's phrase) abandoned its traditional system of education? What have been the consequences?

6. Can you find out the equivalent of the maxim 'He who learns to read and write rides in a carriage and pair' in Bengali? Do you agree to what the maxim means?

7. 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?



Lesson 2

Access to Higher Education in Bangladesh

1. Warm up activity

Discuss in pairs.

- a. What do you know about the opportunities of higher education in Bangladesh?
- b. Why do you think higher education is important? Discuss in a group.

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

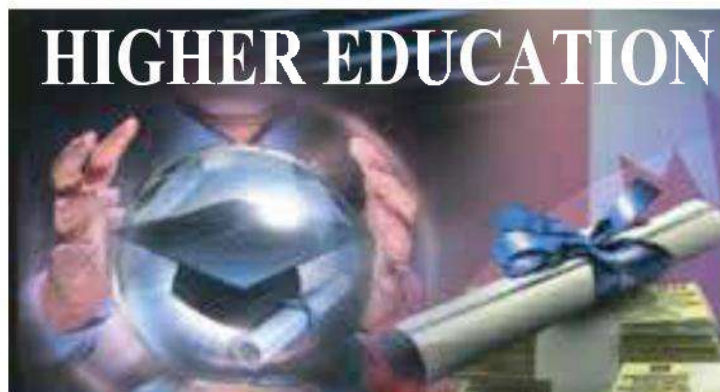
Accessibility to higher education implies that students get the opportunity to get university education and sufficient support from educational institutions. Increasing enrolment at the secondary and higher secondary level puts pressure on higher educational institutions. But due to limited capacity, 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/subsidised rates.



Higher Education

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

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3. Find the meanings of the following words. Also indicate the part of speech of each word, change them into as many parts of speech as is possible and make sentences of your own with each changed form.

- i. comprise
- ii. phenomenon
- iii. spectacular
- iv. tertiary



- v. affiliated
- vi. support
- vii. enrolled
- viii. compensation
- ix. symposium
- x. subsidise

4. Make sentences of your own with the following phrases.

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

5. How many public and private universities are there in Bangladesh?

6. What percentage of students gets opportunities for admission into tertiary education?

7. Write a paragraph on “Accessibility to Higher Education in Bangladesh” using the information about enrollment statistics in the public universities of Bangladesh.



Lesson 3

21st Century Higher Education







1. Warm up activity

a. What do you think should be the focus of 21st century education? Think and note down the factors that determine the nature of higher education.

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 everyday 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, analyse and evaluate information, make reasoned decisions and take purposeful action.

The Seven Cs – 21st Century Lifelong Skills	
Seven Cs	Component Skills
 Critical Thinking and-Doing	Problem-solving, Research, Analysis, Project Management, etc.
 Creativity	New Knowledge Creation, "Best Fit" Design, Innovation, Artful Storytelling, etc.
 Collaboration	Cooperation, Compromise, Consensus, Community-building, etc.
 Cross-cultural Understanding	Access Diverse Ethnic, Knowledge and Organizational Cultures
 Communication	Crafting Messages and Using Media Effectively
 Computing / ICT Literacy	Effective Use of Electronic Information and Knowledge Tools
Career & Learning Self-reliance	Managing Change, Lifelong Learning and Career Redefinition



21st century skills



❑ **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 categorised 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 organisations.

❑ **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 recognise 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 organisations 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. Give contextual meanings of the following words. Also, give the part of speech of each word, change them in as many parts of speech as possible, and make sentences of your own with each changed form.**
- i. indispensable**
 - ii. empower**
 - iii. credibility**
 - iv. unconventional**
 - v. dynamic**
 - vi. beneficial**
 - vii. emerging**
 - viii. typically**
 - ix. categorized**
 - x. evaluate**
- 4. The passage discusses the importance of acquiring skills for entry into the global marketplace. What is meant by 'global marketplace'? Does the passage talk about other areas of involvement as well? What are those?**
- 5. What are the qualities that graduates of the 21st century need to develop?**
- 6. Write a summary of the passage.**
- 7. Add more qualities that you think should be emphasised in education of our time.**
- 8. Write a short composition on “Your View of the 21st Century Education”.**



Academic Year
2020-2021
English XI-XII & Alim

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টারে
১০৯ নম্বর-এ (টোল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



Ministry of Education