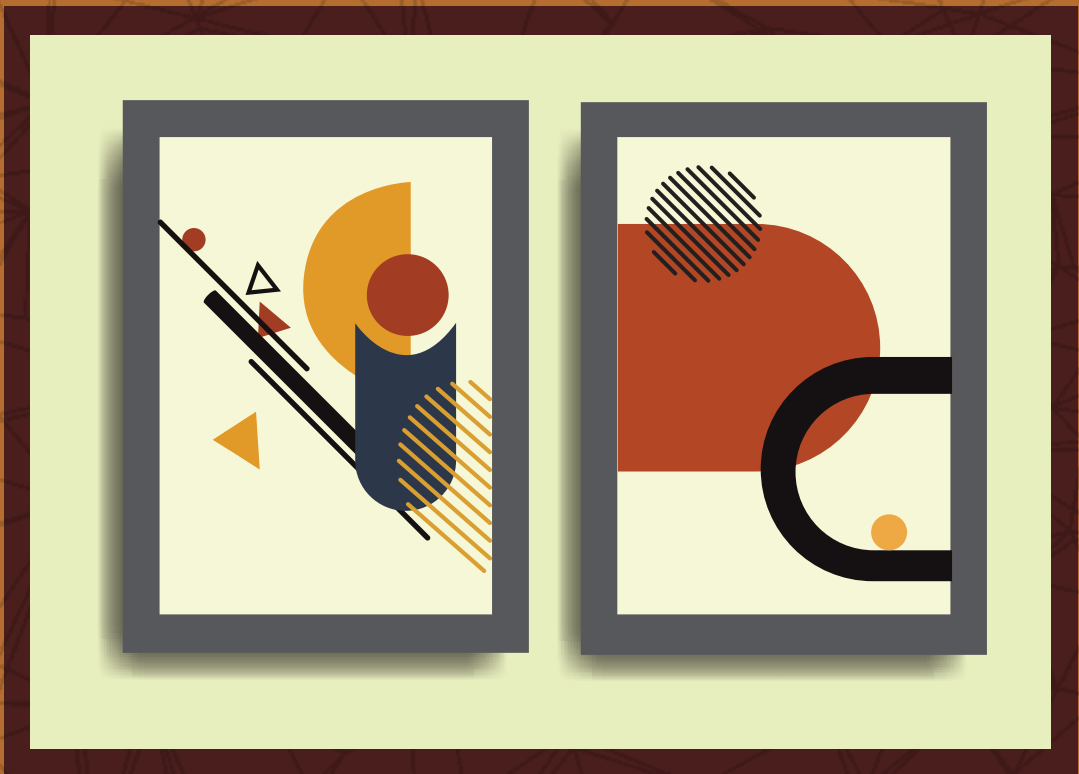




English For Today

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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Published by
National Curriculum and Textbook Board
69-70, Motijheel Commercial Area, Dhaka-1000

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First Edition: July 2015
Revised Edition: June, 2021

Design
National Curriculum and Textbook Board

Price: Tk. 93.00 (Ninety three) Only

Printed by:

PREFACE


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

The book is based on the same 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 use of four language skills of 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 several units. Each unit, based on a theme, has several lessons that involve reading texts and performing a range of tasks and activities designed to enable students to develop 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 use 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

A. 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.



- 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?

Bangabandhu Sheikh Mujibur Rahman's historic speech on 7 March 1971 was included in the Memory of the World Register as a documentary heritage by the UNESCO on 30 October, 2017. This speech is a commentary on the historic events leading to the last phase of our independence and Bangabandhu's position as the leader of the nation. It also lists his directives for the people of this country who were about to begin war of independence.

B. Read the speech and follow the notes/questions given in the boxes at the right side of the text.

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, Chattagram, 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 expectations of the people does Bangabandhu talk about at this part of his speech?

8

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 regret that I have to report to you today that we have passed through twenty-three tragic years; Bengal's history of those years is full of stories of torture inflicted on our people, of blood shed by them repeatedly. Twenty three years of a history of men and women in agony!

What, according to Bangabandhu, does the history of our long struggle for selfhood reveal?

17

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

What historic events does Bangabandhu mention here? What, according to him, has been our misfortune?

27

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 February." 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 would 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.

How does Bangabandhu describe his commitment to parliamentary democracy and respect towards minority opposition in politics?

38



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.

Mr. Bhutto, was clearly a conspirator. What negative aspects of the man do you notice here?

I declared that the Assembly would continue to meet. But suddenly on the 1st of March the Assembly was postponed. Mr. Yahya Khan had 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!

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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.

At this point of his speech, Bangabandhu becomes one with the people. How did it happen?

59

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.

At this point of his speech, Bangabandhu accuses the Pakistanis of buying arms with our money and using them on us. What other accusations does Bangabandhu make here?

66

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

The paragraph describes how Bangabandhu refused to even think about becoming the Prime Minister when his people were being killed. What does he demand from the Pakistanis here?



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!

79

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.

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To those in the armed forces I have this to say: you are our brothers; stay in your barracks and no one will bother you. But don't try again to aim your

Here Bangabandhu says that his fight was for people's rights and not for the Prime Minister's office. What directives does he give for his countrymen?

Bangabandhu says, 'We have learned to die'. What does he mean here?



bullets at our chests. You can't suppress seventy million people forever. Since we have learned to sacrifice ourselves no one can suppress us anymore. 111

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. 120

What directives does he give to Awami League leaders and workers?

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. 125

The paragraph tells us about Bangabandhu's greatness as a human being. 'We all are brothers', he says. What message is he sending to the Pakistanis?

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. 134

At this part of his speech Bangabandhu gives some more directives to his countrymen. What are those?

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) 138

Bangabandhu told his countrymen to get ready. Why was this directive important?

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.

What historic declaration does Bangabandhu make here?

The struggle this time is a struggle for our emancipation – the struggle this time is a struggle for freedom.

Joi Bangla!

[The speech has been translated by Fakrul Alam]

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C. Answer the following questions:

1. What features of the speech do you appreciate most? Why?
2. What are the two main parts of the speech?
3. Why does Bangabandhu say that the twenty-three years of our history with Pakistan is a history of repression and bloodshed?
4. How do you differentiate between the 'struggle for freedom' and the 'struggle for emancipation'?
5. How can you compare this speech with other famous speeches in history that you know about?

D. Who do the following pronouns refer to?

You (line 2), we (line 19), we (line 20), we (line 34), them (line 41), them (line 55), they (line 57), him (line 67), these (line 76), you (line 104), you (line 107), your (line 109), them (line 113), they (line 117), you (line 118)

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

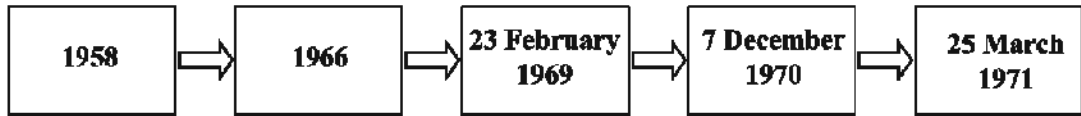
Directives for common people	Directives for office employees	Directives for the Pakistan army
1.	1.	1.
2.	2.	2.
3.	3.	3.

F. 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 3 March 1971.
If salaries are not paid and if any bullets are fired	
	None will be able to suppress us any longer.



G. 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.



H. Work in pairs. Justify the title of the lesson *The Unforgettable History*.

I. Project work

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

Lesson 2**Nelson Mandela, from Apartheid Fighter to President****A. Warm up activity:**

Work in pairs.

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

B. 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."

"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 South African leader who had freed him from prison three years earlier and negotiated the end of apartheid.

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

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

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

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

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

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

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

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

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



C. 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 h. 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. demoralization 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. cunning b. heating**
c. soothing d. ailing

vii. The word *chasm* (line 13) refers to

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

viii. The word *emancipation* (line 13) is

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



D. Answer the following questions:

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

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

Mandela(bc) 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.

F. 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.



G. Now read the text below and fill in the gaps with the appropriate words given in the box. There is one extra word than is necessary.

tuberculosis	renew	to	for	he	damage
September	of	remained		do	the

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'.

H. 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

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

Valentina Tereshkova



Valentina Tereshkova was born in a village in Central Russia on 6 March 1937. Her father was a tractor driver and her mother worked in a textile plant. At the age of eight she began her schooling but did not enjoy it much. She left the school within a few years. Afterwards she completed 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. 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 April 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 a local school. 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, Chawla moved to the United States in 1982. She obtained her Master's degree in Aerospace Engineering from the University of Texas. Later she did her Ph.D. in Aerospace Engineering from the University of Colorado.



Determined to become an astronaut even in the face of the space shuttle Challenger disaster on 28 January 1986 that led 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.

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

isolation

centrifuge

spacecraft

launch

cosmonaut

spacesuit

nausea

aerosol

regime

legislature

adopt

weightlessness

malfunction

ill-fated

disintegrate



C. Read the texts and complete the sentences.

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

D. Work in two groups.

Group A: Read about Valentina Tereshkova

Group B: Read about Kalpana Chawla

Now tell each other what you have learnt.

E. The 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.

F. Find a partner and compare the lives and achievements of Tereshkova and Chawla using your answers.**G. Complete the questions about the two astronauts. Then ask and answer them with your partner.****About Valentina Tereshkova**

- a. Where born?
- h. 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 1996?
- m. What about weightlessness of space?
- n. How die?

H. 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.

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

J. Pairwork: Make a poster on a famous lady in your country. Narrate why she is famous.



Unit Two: Dreams

Lesson 1

What is a Dream?

A. Work in pairs and discuss the following questions:

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



B. Read the following words aloud. 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

C. Read the following text and fill in the gaps with words listed above. You can use a word only once.

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 happy dream we have about our lives or future while awake is called (j)
 Sometimes we long for something so passionately. We call that a dream as well.

D. Now read the article below and see if 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 about the reason and function of dreams, 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.



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* (1899), Freud wrote that dreams are "...disguised fulfillments of repressed wishes."

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.

E. Find out the contextual meaning of the following words and identify their parts of speech. Then make sentences with them.

- | | | | |
|---------------|----------------|-------------------|------------------|
| a. empirical | h. 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 |



F. Read the following statements. Are they true or false? If false, give correct answers.

1. Philosophers had little interest in dreams until very recently.
2. Dreams are always elusive.
3. Scientists differ in their opinions in terms of the reasons or duration of a dream.
4. According to Freud, dreams are conscious memories that we forgot for some time.
5. Modern scientists believe that dreams help generate new ideas.
6. Brain can connect to external stimulus like the radio signals.
7. Dreams can work as mind-cleaner.

G. Theorists interpret dreams that we have during our sleep. But we also dream when we are awake. Now give examples of

- a sweet dream while sleeping
- a nightmare
- a dream that you always cherish consciously
- a day dream

H. Noted scientist and former President of India, APJ Abdul Kalam says, “Dream is not that you see in sleep, dream is something that does not let you sleep to.”

Work in pairs and answer the questions –

- Do you agree with his statement? Why/why not?
- Do you have a dream that does not let you sleep? What is that? What do you do to make it real?



I. Write a paragraph of 100 words narrating what you will do if you become an elected student leader in your college.

J. Write about a dream that you have and what you have to do to make it real. For example:

I want to be the opening batsman of Bangladesh national cricket team. I know I have to

K. 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.

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

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

Dreams

– 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.



Dreams

– 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.

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

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

D. What parts of speech are the following words?

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

E. Read the texts in the grid and match the lines of the poems in Column A with the texts in Column B to understand the poem. One is done for you.

Column A	Column B
1. All people dream but not equally	a. They wake up in the morning and find out that their dream was unreal and was just a vision.
2. Those who dream by night in the dusty recesses of their mind	b. They are aware of what they are dreaming which they want to materialize.
3. Wake in the morning to find that it was vanity	c. We all dream though our dreams are different.
4. But the dreamers of the day are dangerous people	d. They are like most of us, who dream at night while asleep.
5. For they dream with open eyes	e. They materialize their dream
6. And make them come true	f. Daydreamers cannot be trusted



F. 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?

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

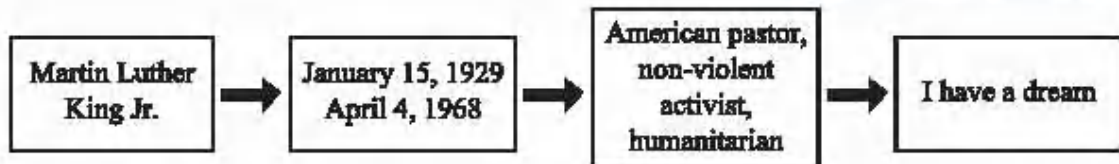


Lesson 3

I Have A Dream

A. 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.



- Write 5-10 sentences describing the man and his work.

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

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

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

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



I have 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 color 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)

C. 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. an elaborate musical composition
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

D. 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 his dreams do you appreciate more and why?
- What, according to Martin Luther King Jr., would be the ultimate benefit if his dreams came true?
- Do you think that Martin Luther King's dreams have been fulfilled? Why/why not?

E. 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 would 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.

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

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

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

G. 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

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

- a. interposition
- b. nullification
- c. prodigious
- d. discord
- e. hamlet

I. 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 Three: Lifestyle

Lesson 1

Manners Around the World

- A. Look at the pictures. Where are the people from? What is common among them? Do you notice any difference? What difference is most obvious here?



- B. Read the texts describing the manners and etiquettes in different countries. Then work in pairs to identify their similarities and dissimilarities with those of your own country.

China

Dining

Sit where you are instructed to sit. Be graceful and polite when taking food with chopsticks. Don't make much noise when eating or drinking soup. Don't play with chopsticks or point at anyone with them. For a formal dinner wear formal dress.

Gift

Do present and receive things with both hands. Politely refusing a gift before accepting it is the norm in Chinese culture, so don't be discouraged when someone initially refuses your gift. White flowers are not good as gifts as they symbolise death.

Greetings

Shake hands softly as a firm handshake could be considered a sign of aggression. It may make your Chinese friends feel uncomfortable. Greet the most senior first and gradually others. Children are expected to greet you rather than you greeting the children.



South Africa

Dining

Arrive on time. Wear casual clothes. Offer help to the hostess with the preparation of the meal and clearing up after the meal is over. The guest is served first, then gradually the oldest male, rest of the men, children, and finally women. Do not begin to eat or drink anything until the oldest man at the table has begun. South African people usually do not use left hand in taking meals.

Great Britain

If you are invited to a dinner wait until your host(ess) indicates you to begin eating. You may use a piece of bread on a fork to soak up sauce or gravy. Never hold the bread in your fingers to do this. You may eat chicken and pizza with your fingers if you are at a barbecue, or in a very informal setting. Otherwise always use a knife and fork.

Gift

In general, South Africans give gifts on birthdays and Christmas. It is common for several friends to share the cost of a gift. If you are invited to a South African's home, bring flowers and good quality chocolates to the host family.

It is customary to take a small gift for the host if invited to a home. This is usually flowers or chocolates. Some people may send flowers in advance of a dinner party but it is equally acceptable to take them on the day. Gifts are opened on receipt.

Greetings

When dealing with foreigners, most South Africans shake hands with a smile while maintaining eye-contact. Some women do not shake hands and merely nod their head, so it is best to wait for a woman to extend her hand. Men may kiss a woman they know well on the cheek in place of a handshake. Greetings are leisurely and are marked by good cheers.

A handshake is the most common form of greeting among the British people and is customary when you are introduced to somebody new. It is only when you meet a friend of the opposite sex whom you haven't seen for a long time, that you would give a kiss on the cheek.



Middle East

Dining

Use your right hand when picking up and eating food; never your left hand, which you keep at your side. Do not place your left hand on the table, and do not use it to pass food. People use spoons, forks and knives, if necessary, and hardly any utensils.

Gift

Gifts are given frequently to show love, gratitude and respect. Anytime you are invited to someone's place, bring a gift. The most common gifts are food items such as pastries, chocolates, sweets and cookies. Dates are also commonly given as gifts. People also value food and arts and crafts items from other cultures.

Greetings

The most common greeting is *salaam alaykum* ('May peace be upon you'), to which the reply is *waalaykum as salaam* ('and peace be upon you too'). Shaking hands (between men) is an important gesture of mutual respect. Hugging and kissing on the cheeks between same sex people in social situations are quite common though it is strictly forbidden between men and women.

- C. Read the text in Activity B again and put a tick mark against the country to which the activities mentioned in the columns above apply.

Country	Handshake	Hugging	Kissing on the cheeks at social ceremonies	Giving flowers	Using the right hand to take foods	Using both hands to give gifts	Use of knives and forks most of the time
China							
South Africa							
Great Britain							
Middle East							

- D. Work in pairs/groups. Make a presentation on Bangladeshi etiquette of dining, exchanging gifts, and greetings.
- E. Listen to Ms. Antara Gomes, an English teacher in a college. She is telling her students about table manners.

(Audio recording)

Transcript:

Hello guys

Hope you all are well. You know manners and etiquette are so vital in our life. We cannot claim ourselves civilized when we lack them. Every society has particular manners and etiquettes to follow. Etiquette is also very important



nowadays when you are online or surf in the virtual world. Netizens i.e. habitual or keen users of the Internet, call it netiquette (etiquette you show on the net).

Anyway, today I'm going to share with you something related to manners – table manners. Have you heard of Kyle Ingham? Kyle Ingham is the Founder and Editor of The Distilled Man, an online channel that helps young people become well-rounded gentle persons. Read what he says about table manners and see whether you maintain any of these manners.

Table Manners 101: Basic Dining Etiquette

May 20, 2017 | By Kyle Ingham |

When you hear the words “table manners” you may just think of arbitrary rules for rules’ sake. But at their core, manners are just about being considerate and respectful to the people around you.

Table manners are particularly important. Let’s face it.

People are usually disgusted when you’re eating with a person chomping and slurping and burping and splattering. **Because of that, table manners have always been a good ‘tell’ about someone’s overall refinement, their upbringing, and self-awareness around other people.**

Why Table Manners Matter

Often the reason someone might be concerned about your table manners isn’t because your lack of manners bothers them. Instead, they might be worried it bothers *someone else*.

For instance, when you eat dinner with your friend’s family for the first time, s/he may not care that you behave like a total buffoon at the table when you’re just around him/her but s/he may worry that the parents will be bothered by your poor dining etiquette, because good manners are a sign of respect.

You may not practice perfect table manners at home but these are needed when you eat out or have a dinner in somebody’s house.



That's also why nowadays employers will often take you out to dinner as part of the interview process. Again, maybe the hiring manager doesn't care if you have bad table manners, but they may worry that your potential clients will be bothered that you eat like an absent-minded caveman.

So, my thought is, even if you don't practice perfect table manners at home, you should know how to behave for those important occasions.

- What is your opinion about table manners?
- Do you agree with Mr. Ingham's explanation on the importance of table manners? Why/Why not?

F. **Mr. Ingham has given some tips on table manners especially when you are eating with others. His tips cover a number of areas which are mentioned in the box. Read each of the tips from number 1-7, match them with the title of the areas given in the box and write them in the blank spaces. The first one is done for you.**

Excusing yourself from the table	Being part of the group
Eating food you don't like	Requesting help
Starting the Meal	Body language Chewing and talking

Today we're going to talk about some simple guidelines that will help keep your table manners on-point throughout an entire meal. Listen to the audio or read on.

When you're just about to sit down at the table, that's a good time to silent your phone— you don't want to be THAT GUY whose phone is going off throughout the meal. You should also wait until everyone is gathered at the table before sitting down. And sometimes it's good to take a cue from the host or hostess. Make sure you don't take a special seat— like the head of the table, or inadvertently steal the best seat.

1. Body language

When you're sitting down, your posture should be upright and attentive. Make sure you are not slouching or leaning back in your chair.

2. _____

As much as you might want to just tear into your food when it comes...wait until everyone else is served before starting. If it's a very formal dinner, you should also wait until the host or hostess gives the indication to start eating. But usually, you're safe to start if everyone's food has arrived.



3. _____

Just because the butter is just close enough that you can grab it doesn't mean you should. Stretching across the table or reaching over someone else's plate is a big 'No'. If something is within arm's length and you can reach it without disturbing someone else's space, that's OK. Otherwise, politely ask them, "Can you please pass the...?" Also, remember that when someone asks for the salt, make sure to pass both the salt and pepper...and vice versa.

4. _____

What if you're at someone's house and they serve something you don't like? Rather than avoiding it altogether, the polite approach is to serve yourself one or two bites, and at least taste it. (Unless you are so allergic that it makes your face puff up like a basketball– which is not polite either ...). It's okay to leave a little bit on your plate to show that you tried it, and just HOPE they're not too insistent on you having seconds.

5. _____

You probably already know that you shouldn't talk with your mouth full of food. Try to avoid smacking and chewing loudly, and keep your mouth shut while chewing. The easiest way to do this is to just take smaller bites– especially if you know you're going to be in and out of conversation throughout the meal.

If you need to get something out of your mouth (like a piece of gristle i.e. food stuck between your teeth), you can use your fingers to quickly and discreetly take it out. But try to cover your mouth with your hand or your napkin while you're doing it. Once you grab the piece of food, quickly and quietly put it on the edge of your plate.

6. _____

If you need to go to the bathroom or get up from the table during the meal, you don't need to ask for permission. You also don't need to say where you're going. Just say "excuse me, I'll be right back." Then get up quietly and leave the table without disturbing the others.



7. _____

Dinner is meant to be social. Make sure you take part in the dinner conversation, and also take note if it seems like you're eating much faster or much slower than everyone else. By the end of the meal, some people take a few glasses of water in gulps and some people consider it worthy to belch out publicly, which are weird. If drinking water is a need, take in little sips without making any sound and wipe your lips. Don't sneeze or make any foul sounds to clean your throat in front of others. Make sure you are not scattering foods around your plate. Nobody likes to experience a messy dining table around.

- G. Now, read how Mr. Ingham concludes his tips on table manners. To understand the conclusion you need to fill in the gaps in the text below with suitable words taken from the box.

gentleperson	appreciate	proper	realize	offended
keep up	accepted	are	behave	manners

Conclusion

I know sometimes _____ and etiquette seem arbitrary. But at the end of the day, these guidelines _____ established as a universal set of _____ behavior— so that we can all _____ civilly around each other. Not everyone is going to be _____ if you don't follow these guidelines. But once you learn these basic table manners, you _____ that they're not difficult to _____. So why not practice _____ dining etiquette? It certainly isn't hard to try, and many people will _____ that you are conscientious enough to behave like a proper _____ at the table.

- H. Reflect on your everyday dining practices and write whether these tips are helpful for you. If yes, why; if not why not?



Lesson 2

Etiquette Netiquette

A. Read the following statements. Whose statement do you like the most? Why? How do you feel about the others?

Kristi

When I attend any wedding or birthday party, I always wait for the food. As soon as the food is served, I take my portion and immediately after I've finished, I leave. I have no time to wait for others. Besides, I don't know others, so why wait?

Sayem

I live in a flat in a ten storied building in Dhaka. In the lift, I often see my neighbours. I seldom exchange greetings with them. They are neither my friends nor relatives. Some people may not like it, but who cares?

Monju

I love driving my car at high speed and blowing horns. It's others' responsibility to make room for me. My car is very expensive! Sometimes I am annoyed by other vehicles. They ignore my honking!

Ahir

I'm very special at home. My parents and other members of my family do everything as I desire. From food to furniture- everything goes by my choice.

Mim Hla

I'm a free-will agent. I don't mind expressing my own opinions or intervening even when my elders are speaking to themselves.

Topon

That day one of my teachers forbade me to shake my legs. I don't know what is wrong with it. I also don't think I need to say 'thank you' and 'please' every time I take a service or gift from someone. Gratefulness lies in the heart. Why do you need to express it?

Bidhan

My father always asks my grandma what to buy when going for weekly grocery. My mom also asks her what to cook. And we never go anywhere keeping my grandma alone. I love her so much.

Bokul

I'm very choosy about the foods that I eat. When I visit someone and find different types of food on the dining table, I never take any food that I don't like. Even when I'm asked to take the food I say - I won't take it as I don't like it. After all, it's my choice.

Tinku

My friend, Nabila, is addicted to Facebook. Even when she attends classes or visits any social program, she never lets a second go without visiting Facebook. She never speaks to others and rarely makes eye contact with anyone around her.

Kanta

I don't like social network media as people are very showy there. Sometimes they post items that I don't feel like seeing. I always remember that social network media steal our time which we can give to our study.

Shayerl

When I'm online or on any social networking site, I have liberty. So I express my own ideas as I like. If I read or see something that does not go with my choice, I take a hand. Since no one sees me face to face, I enjoy my liberty.

Shammi

My Facebook account is mine. Who are you to tell me what I should post, what language I should use, or what opinion I should express!



B. Read the following statement.

"I make a distinction between manners and etiquette. Manners as the principles, which are eternal and universal, etiquette as the particular rules which are arbitrary and different in different times, different situations, different cultures."

- Judith Martin

Work in pairs and identify which statement in Section A is related to manners and which one to etiquette.

C. Below you will see parts of a story told by a Spanish writer, Pedro Pablo Sacristán. Work in pairs and reorganize them to a cohesive text. When you have finished, set a title of the story.

The machine started working and it gave the man complete satisfaction. People from their long practice would try to say – thank you, so kind of you, my pleasure, don't mention it etc. as to appreciate others or express gratitude. But their tongue could not produce these words. The machine caught them. It resulted in a huge change in people's behaviour and attitudes. Gradually people became rough and tough, they lost their mental cool, they were blaming each other or fighting with each other. They became so selfish that they started refusing to help others without having a return for their service. Love, respect, affections, fellow feelings became some unknown words and, eventually, they were missing from people's practices.

The man was terribly happy with his success, but he didn't count on two little girls of special needs. They had speech difficulty and so they used to communicate using sign language. Since the machine couldn't steal gestures, these girls continued their previous practices of being kind and polite. Soon they realised the difference between them and other people which led them to investigate the reason. After much toil, they could discover the wicked man, who was in a hide out on the top of a hill next to the sea with his enormous machine busy in capturing people's polite words and separating them into letters. The girls found the man taking a nap when they crept up to the machine and rewind it so that people could get back to their normal behaviour.

The man considered all these expressions extravagant. So, he took a mission to invent a device that would steal these polite words. He calculated two benefits from his efforts. One, people won't use these words and thus he would be relieved of his apathy to people's polite behavior and the second one was earning money by selling the words stolen by the machine to somebody else. He took great caution so that nobody would understand his secret plan. After a few months' hard work, he succeeded in inventing the machine he desired for a long long time.

Once upon a time, there was a strange man who was highly bothered to see others' happiness. His own personal interest was at any cost important to him. Neither was he a polite man, nor did he like other people to be polite to each other. In fact, he hated the courteous and polite people around him and thus he hated a few expressions like please, thank you, don't mention it etc. It troubled him a lot when people around were smiling to use these expressions.

As a result, the machine exploded, scattering all the letters it had gathered into the sky. After some moments, the letters started coming down, like rain, and ended up in the sea. After that, everyone became polite and respectful to each other again. The anger and the arguments stopped, proving that good manners are very useful for keeping people together in a spirit of happiness.



D. Read the story again and answer the following questions.

- i. What is the story about?
- ii. What made the strange man to invent a machine which would destroy all the good words?
- iii. How did the machine change people's attitudes?
- iv. Why did the girls start exchanging polite words with each other? What was the consequence?

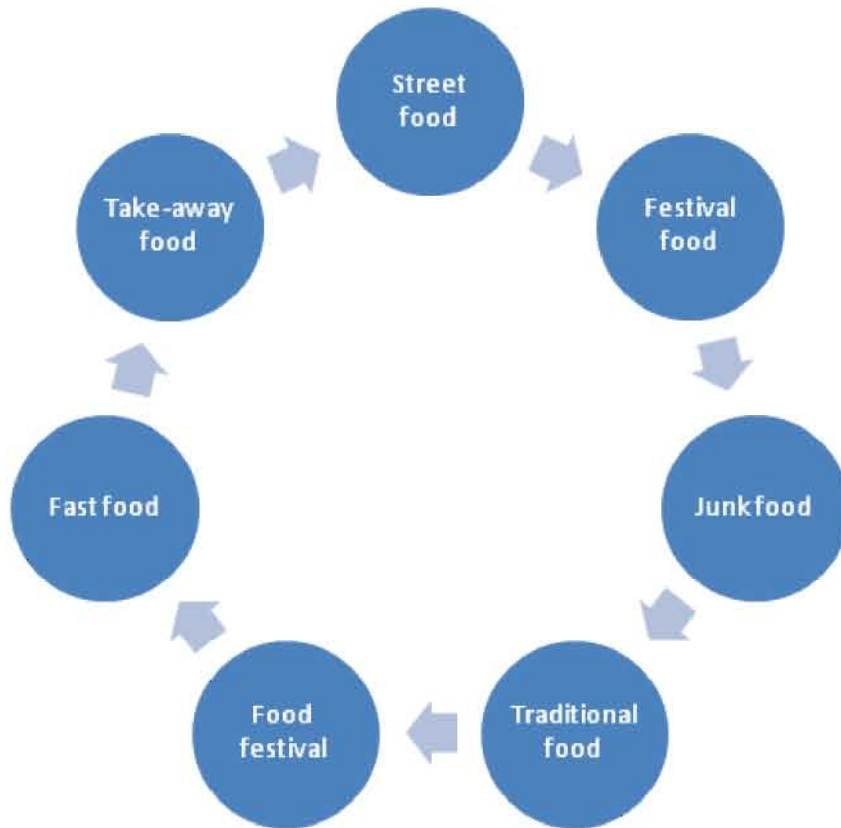
E. Think whether anyone you know needs to improve manners and etiquette. Make a plan on how to help him or her.

Lesson 3

Food Trends

A. Look at the illustration. Work with a partner. Discuss the following questions.

- 1) Which of the food sources are unhealthy? Why do you think so?
- 2) Other than traditional food what food have you tasted?



B. Read the following dialogue. When you have finished reading, make a dialogue with a partner about your daily food habit.



Mother	What time are you getting back from the university?
Purnima	My classes end at 3.45 p.m. So, I'll be home around 5 p.m.
Mother	Don't forget your tiffin box. It's on the dining table.
Purnima	What's my tiffin today?
Mother	Chicken noodles and an apple.
Purnima	Oh no, not again. Listen Mom, I'll take something from the university canteen.
Mother	What's wrong with the tiffin I've packed for you?
Purnima	I don't like chicken noodles every day. The university canteen sells different types of food. I'll take something from there.
Mother	Anyway, what food items does your university canteen sell?
Purnima	Different types of pizza, burger and hot dogs. They also sell pastry, cakes, rolls, drumsticks, kebab, cold drinks, canned juice, coffee and a lot more. They are so yummy.
Mother	I know you love those foods but you are putting extra weight with all those junk foods you eat. Sometimes you suffer from stomach upset.
Purnima	What can I do? Nobody carries a tiffin box from home nowadays. My friends laugh when they see my box. It's not a smart thing to do.
Mother	Your problem is not with the tiffin box only. You have got a fascination with junk food. You don't eat small fish and vegetables. This is one of the reasons why you are having problems with your eyesight.
Purnima	It's an age of fast food, Mom. I can't avoid it.
Mother	When it's not a part of your everyday life, it's okay. You can't take them every day. Healthy food habit is vital for all of us. If you want to be fit, you have to avoid junk food. This is as simple as that.

C. Now work in group and answer the following questions.

- What worries Purnima's mother?
- Why is Purnima reluctant to carry a tiffin box?
- What types of food fascinate Purnima?
- How does the food affect Purnima's life-style?




D. Categorize the following foods in different columns like traditional food, junk food etc.

dohi-bora, chicken-shashlick, chotpoti, burhani, fountain coke, cold-coffee, milkshake, lacchi, hoti-kehab, french-fry, chicken grill, hot chocolate, doughnut, chicken soft roll, mutton burger, cheese roll, bakharkhani, garlic nun, chicken nugget, fishball.

Bland food	Junk food	Good for health	Bad for health

E. Read the following report on common problems associated with unhealthy food and answer the questions that follow.



What Is Junk Food? Why Is It Bad For You?

A plate of hot French fries and a huge burger with hot cheese oozing out of it, with a carbonated drink: looks like a treat! This calorie-rich junk food does look mouth-watering but is known to be nutritionally poor. Junk food or fast food has become an increasingly popular food choice. Ideally, junk foods are defined as processed foods with negligible nutrient value and are often high in salt, sugar and fat. But we often confuse fast foods with junk foods. How are they different? Or what is junk food really?

Junk foods are processed foods consisting of high calories, but that is considered only as a broad umbrella. These foods are prepared in a way that they look appealing and are enjoyable so you are chemically programmed to ask for more. According to Dr. Sunali Sharma, a Dietician & Nutritionist, "Commercial products



including salted snack foods, chewing gum, candy, sugary desserts, fried fast food, and sweetened carbonated beverages that have little or no nutritional value but are high in calories, salt, and fats may be considered junk foods. Though not all fast foods are junk foods, a great number of them are. For instance, a salad may be fast food but is definitely not junk food. Some foods like burgers, pizzas, and tacos may alternate between junk and healthy categories depending on the ingredients, calories and process of manufacturing."

Frequent consumption of junk food increases the intake of excess fat, simple carbohydrates, and processed sugar which may lead to a higher risk of obesity and cardiovascular diseases, among other chronic health problems. The resulting obesity may begin clogging up the arteries and lay the basis of an impending heart attack. It has also been suggested that eating junk food affects the brain in the same way as consuming addictive drugs. An addiction to junk food may even result in the rejection of healthier food options like fruits, vegetables, salads etc. leading to further lack of nourishment.

- i) How does junk food differ from fast food?
- ii) Why is junk food bad for health?
- iii) Do you agree that all junk foods are fast food but all fast foods are not junk foods? Why/why not?
- iv) Make a list of local fast food and junk food.

F. Fill in the gaps with appropriate words below.

popular	geography	tasty/delicious	sauce	prefer
process	calorie	wane	available	high





Junk food is very ----- all over the world. People don't have time to prepare or ----- or cook food, they are in a hurry. Moreover, outside food seems to be very -----, Hunger is the best -----, So people ----- readymade food to raw food. ----- or food value matters little. This's why traditional food are on the -----, Food habit varies from country to country even though some items are very ----- in demand. And food habits are formed on the basis of ----- in a particular region. That's why ----- has a role in it.

- G. Make a list of the main ideas in the text at Activity E and then write an email summarizing the text to a friend who loves junk food.**
- H. Work in groups and prepare posters with slogans on the adverse impact of junk food.**



Lesson 4 Fitness

- A. Discuss in pairs. What do you understand by fitness?**
- B. Read the texts below and match them with the pictures here.**

 <p>Aerobics</p>	 <p>Gym</p>
 <p>Meditation</p>	 <p>Yoga</p>

An active exercise program done to music, often in a class under the guidance of a trainer for maintaining sound physical health.

The emptying of the mind of thoughts, or the concentration of the mind on one thing, to aid mental or spiritual development, contemplation or relaxation. It broadens the horizon of mind, creates a situation of calm and quiet order -- a bridge between mind and body.

A discipline that promotes spiritual unity with a supreme being through a system of postures and rituals and creates profound self-contentment. It was practiced by great religious personalities of different religions and is still practiced in many countries.

A place where people do physical exercise with instruments, a modern trend in urban localities having separate arrangements for men and women, sometime with a trainer to guide physical fitness.

C. The following statements are based on the text in Section B. Work in pairs and decide which statements are true and which are false. If any statement is false, correct it.

1. One can perform gym activities with an instrument at home.
2. Yoga creates a harmony between mind and body.
3. Meditation involves a deep retrospection into one's innermost entity.
4. Contemplation is helpful in increasing one's concentration in academic activities.
5. Rural women are especially fond of aerobics in Bangladesh.
6. Meditation is a way to 'know thyself'.
7. Religious preachers of ancient times ushered the dawn of civilization by practising meditation.
8. Yoga includes meditation in order to bridge the outer and the inner entities of the soul.
9. Yoga can be performed only in open spaces.
10. Gym activities and outdoor sports are the same.

D. Read the following text on meditation and answer the questions that follow.

The act of thinking deeply and calmly about something in a state of heightened awareness is known as meditation. It is an approach to train up the mind, similar to the way that fitness is an approach to training the body. Voltaire explains, "Meditation is the dissolution of thoughts in eternal awareness or pure consciousness without objectification, knowing without thinking, merging finitude in infinity."

From the ancient times, meditation has been a part of some religious traditions as a way of achieving the body's release from worldly cares, and creating inner harmony.



Meditation in our time is practiced by people to reduce stress and tension, and improve focus. There are trainers who help beginners with some exercises such as improved breathing and progressive relaxation. One of the most common approaches to meditation is concentration.

To develop concentration one needs to focus on a single point. Since focusing the mind is challenging, a beginner might meditate for only a few minutes and then work up to longer durations.

Meditation releases anxiety and brings a state of calmness. It increases the thinking ability of human brain so that people have a better control of their emotions. Those who practice meditation can work tirelessly for a longer period of time. Meditation helps improve blood circulation in the brain and other parts of the body. Finally, meditation improves creativity, self-awareness and tolerance.

E. Choose the right answer based on the text you have read.

a) When did people begin practicing meditation first?

- i) in the last century
- ii) recently
- iii) in the ancient past
- iv) in the middle ages

b) What is meditation good for?

- i) eyes
- ii) serious thinking
- iii) developing muscles
- iv) relaxation

c) What is the text about?

- i) contemplation
- ii) negotiation
- iii) mental exercise
- iv) hypnotism



- d) How can a person attain control over five senses?
 - i. practising relaxation
 - ii. self-realization
 - iii. refraining from drugs
 - iv. avoiding bad habits

- e) How does improved blood circulation help a human being?
 - i. It develops the mind.
 - ii. It helps all the organs of the body function properly.
 - iii. It prevents pneumonia.
 - iv. It increases thinking ability.

F. Make a list of 5 main ideas of the text in Section D and summarize the text in 50 words.

G. Write a dialogue between you and your friend about the stresses people feel nowadays and how physical exercises or meditation can reduce them.



Lesson 5 Spending

A. Look at the pictures. What is common here?



B. Read the text.

We spend money for different reasons. We buy foods, clothes or everyday essentials, pay for different services, entertain people, travel to places, help others in need or invest in business and thus spend money every day. In fact, spending is a part of our life.

Spending may make us happy or unhappy depending on how and why we spend. When we spend money on things that we need and within our limit, it is good. When it becomes a compulsive behaviour, it makes life stressful. Unnecessary spending or spending beyond one's means has some bad effects. For one thing, it may lead to financial ruin or debt, and for another, it may create unhappiness within families. People who overspend are never satisfied with what they have. They always rush for brands, fashion items, designer clothes etc. Over a period of time it becomes an addiction which may eventually create psychological problems.

Nowadays consumer items are displayed in stores or in advertisements in ways that they create a feeling of immediate need for them. We are constantly tempted to buy, use or consume things even when we do not have a genuine need. We all need to be careful here. Salespersons often encourage customers to buy things by flattering them. 'This is a perfect match for you,' they would say, or 'You look so stunning in that dress.' Never forget, they say the same thing to most of their customers. It is better not to be persuaded by such words. They use



these words to please the customers as the more a customer buys, the higher the profit is. Overspending is not only related to shopping, it applies to other activities as well such as eating out. Many people buy too many items to eat in a restaurant. They can eat only some of them and the rest are wasted. It's not a responsible attitude. We cannot simply waste food because we have money to buy it.

Young people in a shopping mall often look at an item on display and think 'Oh I must buy this. I really need this.' They may not have the money needed in their wallet. So they use credit cards but using them is like taking a loan. If they are not careful, the loans increase which might lead them to a debt-trap.

Sometimes children insist on buying things that their parents cannot pay without stretching their budget. This may happen because the children's friends also have them. It's not fair as it becomes a burden for the parents.

Finally, don't get trapped by the glossy advertisements on television or the Internet. You should rather ask yourself: "Do I need this?" The best way to control the habit of spending is not to think 'What I need', but 'Can I do without it?'

Questions

1. How does overspending make life difficult?
2. What difference do you notice between 'I need this' and 'Can I do without this'?
3. Why does the author discourage buying with credit cards? Do you agree with the author's argument? Why/why not?

C. Read the following cases and write an article for the youth page in a newspaper suggesting what should.

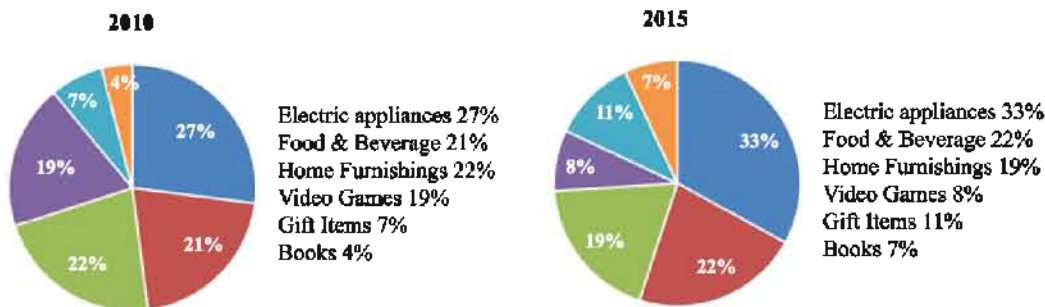
Naila has fifty sets of dresses and still she longs for more. She has some dresses that she didn't wear in the last few months. She didn't have any occasion to wear them.

Pikul went to Cox's Bazar with his family on a vacation. He was unhappy as the hotel was not a 4 or 5 star one.

Tahniah is a true shopper! She feels bad if her parents do not give her all the money she wants to spend. She loves spending more than anything.



- D. All over the world spending is on the rise. Below is a chart that compares shopping trends in Australia in 2010 with those in 2015. Read the chart and the analysis of the trends and figures that follow.**



The pie charts compare the online retail shopping trends in Australia in 2010 with those in 2015. Overall, electronic products, food and furniture comprised the highest percentage of online sales in Australia in both years.

According to the illustration, electric appliances accounted for 27% of online retail sale in Australia in 2010, which was followed by home furnishing and food and beverage with 22 and 21 per cent respectively. Video games purchased by Australian consumers comprised 19% of total online sales in this year. Finally, gift and book sales accounted for 7% and 4% of online retail sales respectively in 2010.

After half a decade, sales of electric products increased by 5% and comprised one-third of the total online sales in 2015. E-commerce of food and beverage items slightly increased while a nominal decrease could be observed in the trade ratio of furniture. Video games became less popular among Australian online consumers as their sales volume decreased by more than 50 percent while a surge could be noticed in the sale of gift items. Books as online retail products were sold more in percentage terms in 2015 than in 2010.

(Source: <https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/59-resource/2997-recent-ielts-graph-with-answers>)

- E. Work in groups. Make a graph showing the increase or decrease in your family's expenses on food items, utility bills, transport and mobile phone charges in the last six months.**



Unit Four: Adolescence

Lesson 1

The Storm and Stress of Adolescence

A. Warm up activity

Discuss the questions in pair.

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



B. 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, urbanization 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 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



adolescents differently than adults. For example, laws and policies often restrict adolescents' access to reproductive health information and services, especially when they are unmarried. In addition, even when services do exist, provider attitudes about adolescents often pose a significant barrier to the use of those services.

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

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

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

List of headings

- a. A journey towards adulthood
- b. Adolescence and education
- c. Stages of human life
- d. Need for collective efforts
- e. An observation by World Health Organisation
- f. A transition period
- g. The adverse effects of taking drugs
- h. Influence of culture on adolescents
- i. Potential health hazards
- j. A vulnerable age



D. 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

E. 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?

F. 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) on the topic.**G. What do the following words and terms mean?**

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



Lesson 2

Adolescence and Some (Related) Problems in Bangladesh

A. Warm up activity

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



a



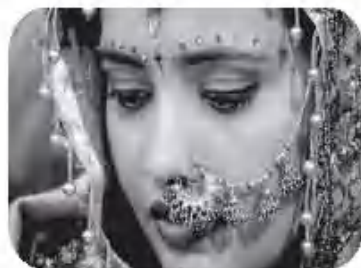
b



c



d



e

source: Internet

- What does each of these photographs show?
 - What are some typical health problems affecting adolescent boys and girls?
 - Who, do you think, are more vulnerable to adolescent health problems—boys or girls? Why?
 - Why should all of us say 'No' to habit-forming drugs of every kind?
- B. Now read about some typical health problems experienced by adolescent girls and boys in Bangladesh.**

- 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.

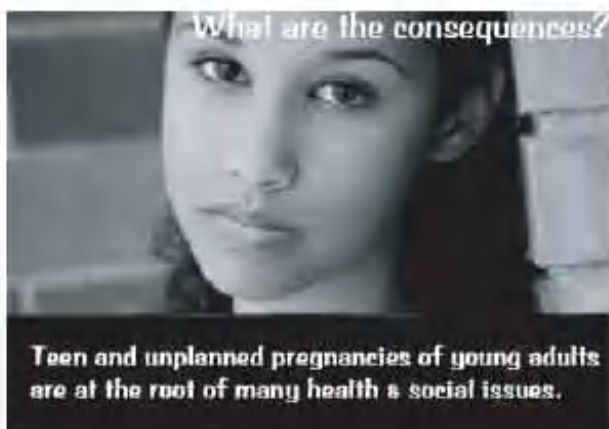


Photo: <http://smartheens.cfsites.org/files/sadgir12.jpg>

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 marginalized. She becomes vulnerable to all forms of abuse, including dowry-related violence. In Bangladesh, it is still common for a bride's family to pay dowry, despite the practice being illegal. Dowry demands can



Source: Internet

also continue after the wedding. For an adolescent bride, even if her in-laws are supportive, there are significant health risks in terms of pregnancy and child birth. The majority of adolescent brides and their families are uninformed or insufficiently informed about reproductive health and contraception. The maternal mortality rate for adolescents is double the national rate.

v. When adolescent girls are pulled out of school, either for marriage or work, they often lose their mobility, their friends and social status. The lack of mobility among adolescent girls also curtails their economic and non-formal educational



opportunities. Moreover, they lack information about health issues. According to a study, only about three in five adolescents have even heard of HIV. It is also reported that more than 50 percent of adolescent girls are undernourished and suffer from anaemia. Adolescent fertility is also high in Bangladesh. The contribution of the adolescent fertility rate to the total fertility rate increased from 20.3% in 1993 to 24.4% in 2007. Moreover, neonatal mortality is another concern for younger mothers.

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



source: The Internet

Sources:

1. Health Profile of Adolescents and Youth in Bangladesh, Government of Bangladesh, 2007, available at: http://ban.scaro.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

C. 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 cannot meet their dietary needs.
- e. Many adolescent boys in Bangladesh are likely to be involved in various forms of criminal offence.



D. Column A of the following table lists some causes while Column B lists the 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.

E. Find out the meanings of the words given below and then make sentences with them;

- a. dowry
- b. mobility
- c. contraception
- d. undernourished
- e. vulnerable



- F. The text in Activity B 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. Importance 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 certain risks
9. Violence within the family

- G. One of your cousins living in a different city is a teen now. Write an email to her/him suggesting what to do during this transitional period of life.**



Lesson 3

Why Does a Child Hate School?

Children's right to education is widely recognized today as a fundamental human right. But that right 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 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.

A. 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 experience 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.

B. 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!



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

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

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

O father and mother if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay, -

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

C. Questions

1. The poem begins by invoking a bright summer morning and ends with a 'blast of winter.' What is the significance of this shift?
2. The poem moves between innocence (first stanza) and loss of innocence (the remaining stanzas). What is behind the loss?
3. What does the boy do in school? How does he endure his joyless lessons?



4. What does 'a cruel eye outworn' refer to? What does 'dreary shower' refer to?
5. What request does the boy make to his parents?
6. 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 |

7. Read the excerpt 'Nor sit in learning's bower' (stanza 3, line 4).

It actually means a garden where a child can learn happily. This type of expression is called metaphor. A metaphor is a comparison of one thing to another without the use of like or as to provide a clearer description.

Now find a couple of other metaphors from the poem.

8. What is the meaning of the following words?
a. huntsman a. dismay c. dreary
d. annoy d. blast
9. Write a composition in 150-200 words on the importance of joyful learning in childhood.



Lesson 4

The Story of Shilpi

A. Warm up activity

- 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.

B. 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



one of more than 10,000 groups supported by some local Non Government Organizations (NGOs) working all over Bangladesh. These NGOs work through Canada's Adolescent Reproductive Health Project which also aims to increase access to quality health services for adolescents. During one of the group sessions, Shilpi came to understand the potentially harmful effects of early marriage and pregnancy.

While maternal mortality in Bangladesh has declined by more than 50 percent since 2001, the rate remains high with 173 maternal deaths per 100,000, live births in 2017— dropping from 322 in 2001. Girls who get pregnant are at risk of serious health complications. These include dangerous hemorrhage and fistula, a painful internal injury caused by obstructed childbirth that commonly leads to serious maternal morbidities and social exclusion.



When Shilpi heard about those risks, she invited her husband, Rashid, to discuss pregnancy with a counsellor. After hearing about the risks, Rashid agreed to delay having children for five years despite pressures from his parents and neighbours to produce an offspring. Together, the couple met with a female health care provider, who informed them about the various family planning options available.

Shilpi's mother-in-law and neighbours continued to pressurize the newlyweds. Deeply rooted cultural practices and traditions caused a rift between Shilpi and Rashid and their extended family, some of whose members insulted and criticized the couple. Unable to convince their close relatives of the risks, Shilpi and Rashid returned to the counsellor. They took the help of a parent peer who had 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.

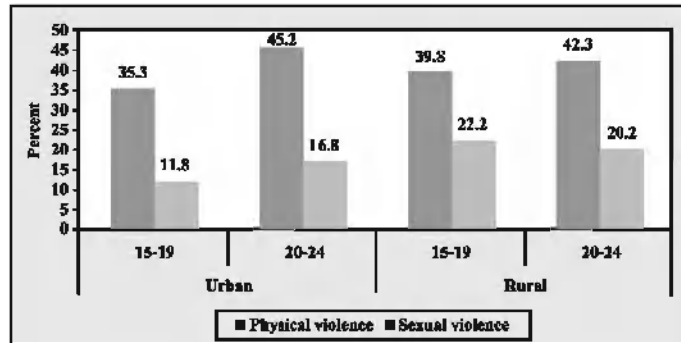
After that, the villagers no longer pressurized the couple; their parents and neighbours began to support them and speak out against early marriage and pregnancy.

C. 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?



- D. The graph below shows the percentage of 15-19 and 20-24 year old married women in urban and rural areas in Bangladesh who experienced physical or sexual violence in 2007. What do you think are the reasons for violence against women? Discuss the graph in small groups.**



[Data Source: Health Profile of Adolescents and Youth in Bangladesh, Govt. of Bangladesh, 2007, p.23]

- E. 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.

F. Adolescent health quiz

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

Life at home

- You have the opportunity to make decisions that are important to you.
- You can talk to caring and responsible adults about important things.
- You feel safe at home.
- You understand and follow the rules your parents have set for you.

Life at College

- You do well in college and ask for help when you need it.
- You plan to do well in your HSC examination.
- You can complete your homework/college tasks on your own.

Making good choices

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

Healthy lifestyle

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

Bonus points

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



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>]

- G. If your score is 11 or higher, explain how important the family is in shaping one's future.**
- H. If your score is less than 10, write a page discussing how you think you can change your situation for the better.**
- I. 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

Say 'No' to Bullying

Warm up

A. Discuss the following questions in pairs

1. Have you ever been treated unfairly by your school or college peers? If yes, how did you feel about it?
2. What do you mean by the term 'bullying'?
3. Look at the word cloud below. What behaviours/feelings are associated with the term 'bullying'? Can you add some more words to the list?



B. Read the following definitions of bullying and types of bullying. Then discuss the following questions in small groups.

“Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feels unable to stop it from happening.”

(National Centre Against Bullying, Australia; www.ncab.org.au)

Types of bullying

Verbal bullying	Social bullying	Physical bullying
<ul style="list-style-type: none"> • Teasing • Name calling • Inappropriate sexual comments • Taunting • Threatening to cause harm 	<ul style="list-style-type: none"> • Leaving someone out on purpose • Telling other children not to be friends to someone • Spreading rumours about someone 	<ul style="list-style-type: none"> • Hitting/kicking/pinching • Spitting • Tripping/pushing • Taking or breaking someone's things • Making mean facial or hand gestures

Source: www.stopbullying.gov



Questions for group discussion

- a) Do you see any bullying in your college? What forms does it take?
- b) What are some examples of bullying in your college?
- c) Can you give an example of group bullying?
- d) What can you/your friends do in your college to stop bullying?

C. Now read the following newspaper report published in the online news portal bdnews24.com. Then answer the questions that follow.

**35% of school students experience bullying in Bangladesh:
UNICEF**

[News Desk, bdnews24.com

Published: 06 Sep 2018 03:27 PM BdST Updated: 06 Sep 2018 03:27 PM BdST,]

In Bangladesh, 35 percent students aged between 13 and 15 reported being bullied one or more days in 30 days or involved in a physical fight at least once in 12 months in 2014, says a new report.

Globally, half of students aged between 13 and 15 worldwide – around 150 million – report having experienced peer-to-peer violence such as physical fights or forms of bullying, from their peers in and around school, according to the report released by UNICEF.

The report is based on data from the *Health Behaviour in School-aged Children: Cross-national Study* and the Global School-based Student Health Surveys. The data include 122 countries, representing 51 per cent of the global population of children between 13 and 15.

The report finds that students experience other forms of violence at school, such as attacks in classrooms or physical punishment by teachers.

About 720 million school-age children live in countries where they are not fully protected by law against forms of physical punishment at school, according to the report.

“Education is the key to building peaceful societies, and yet, for millions of children around the world, school itself is not safe,” said UNICEF Executive Director Henrietta Fore. “Every day, students face multiple dangers, including fighting, pressure to join gangs, bullying – both in person and online– violent discipline, sexual harassment and armed violence. In the short-term this impacts their learning, and in the long-term it can lead to depression, anxiety and even suicide. Violence is an unforgettable lesson that no child needs to learn.”



Globally, slightly more than one in three students between 13 and 15 said they experience bullying, according to the report. About one in three has been involved in physical fights.

On the other hand, 17 million young adolescents in 39 industrialised countries have admitted bullying others at school, according to the report.

While girls and boys are equally at risk of bullying, girls are more likely to become victims of psychological forms of bullying and boys are more at risk of physical violence and threats.

The report notes that violence involving weapons in schools, such as knives and guns, continues to claim lives. It also says that in an increasingly digital world, bullies are disseminating violent, hurtful and humiliating content with the click of a button.

Questions

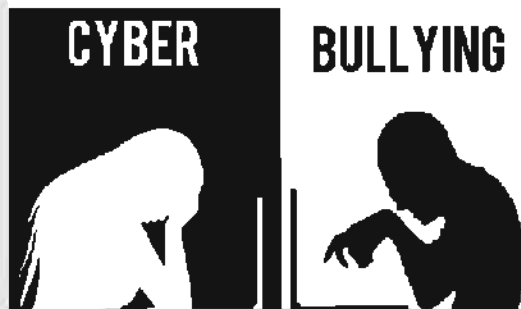
- What picture of bullying among Bangladeshi young students is presented in the report?
- What percentage of students globally are victims of peer to peer bullying?
- Do boys and girls become victims of the same type of bullying? Explain.
- Is bullying a problem in developing countries only?

D. Now read the letter written by a female student seeking help from the 'Your Advocate' counselling page of the newspaper *Daily Star* and discuss the questions that follow.

Query

I am a college student. In social media I have been facing a few problems since the very beginning. In the public groups and pages, I often face harassment by unknown users and strangers in the comment section. I wanted to know if there is any legal solution to my problem.

*Shila (not real name)
Sirajganj*



Source: <https://www.thedailystar.net/law-our-rights/your-advocate/cyber-bullying-1586431>



Questions to discuss in pairs.

- What is Shila's problem?
- What suggestions would you give Shila to cope with her problems?

E. Read the reply given to Shila's letter by a legal practitioner.

The situation you are facing is commonly known as cyber bullying. It is basically an act done by a person(s) against another person(s) by using electronic communication, e.g. social media. A few examples of cyber bullying are– causing someone harm by posting unwanted or private information, threatening a person by sending mean messages via emails, social networking websites, text or audio messages, spreading rumours via email or social networking sites, sharing private/embarrassing pictures, creating fake profiles, etc.

In Bangladesh, cyber bullying is not just an act to be scorned at but is an offence punishable under the Information and Communication Technology (ICT) Act 2006. The Act, *inter alia*, provides that a person who deliberately publishes, in a website or in electronic form, any material which is fake and obscene or has the effect of corrupting persons who are likely to read, see or hear the material or causes to prejudice the image of a person or may hurt religious belief or instigate against any person, then the person publishing the material will be guilty of an offence under the Act. The punishment for such an offence is imprisonment and/or fine.

Victims of cyber crimes (including cyber bullying) can lodge a complaint to the Bangladesh Telecommunication Regulatory Commission (BTRC) by calling at +880-29611111 or by emailing at btcr@btcr.gov.bd. BTRC is supposed to take necessary actions within 24 hours and the perpetrators will be brought to justice within 3 days after the complaint is filed. The government has also launched a cyber-crime helpline. Victims can call at +8801766678888 to submit their complaints.

Furthermore, if the harassment amounts to criminal intimidation (threatening someone with injury to his/her person, reputation, property etc.), then the perpetrator may be liable to punishment as per the Penal Code 1860.



The steps mentioned above should definitely be taken if the matter is serious. An important first step is the internal reporting process of the particular social media website or application. If we take Facebook, for example, photos and comments can be reported and the particular user can be blocked. Similar reporting systems are in place in most other popular social media websites or applications.

Now discuss in pairs if the following statements are true/false.

- a. Cyber bullying can be carried out by using the electronic media.
- b. If a young man sends offensive pictures to his female friend's Facebook page, it is considered cyber bullying.
- c. It is not legally prohibited to open a social media account with a fake identify.
- d. One may face legal procedures for sending unwanted text messages to someone's phone.
- e. You cannot report to Facebook authority if you find a comment made by someone unacceptable.

F. Now, complete the following text on Seven Ways to Deal with Cyber Bullying with the words given below.

parents opportunity report attitude social
privacy screenshot response images immediately

1. Don't respond instantly

If you are facing bullying from someone, please don't respond (a) _____ or panic because this is what the reaction the bully wants from you. Do not over-react, as this will give the bully more power to harm you. Be patient.

2. Save all the evidence

So, if you have any evidence or proof about the bully, like texts, (b) _____, emails, etc., save them and keep them safe. This evidence can be used against the bully under the cyber law act. So even if the bullying is very minor, always keep the evidence or its (c) _____ safe which can be used for complaining against digital bullying.



3. Talk to someone you trust

Talk to an adult whom you trust. This will help you to feel relieved a bit. It is preferred that you involve your (d) _____ as they are your strong support in your good and bad times.

4. Be genuine

On social media, it often happens that you like someone and you talk to that person, but in case you do not like someone or the texts sent by the person, block the person but do not send an angry (e) _____. You should not lower yourself to that person's level.

5. Just Block and delete

The moment you are harassed and you feel it is coming on you more often, block the bully and (f) _____ it. In case the bully is texting, or sending images or putting comments then go to your (g) _____ settings and block the person from sending you the same.

6. Protect passwords

It is always advisable to protect the passwords of each of your accounts on the web and on the (h) _____ media. Everyone should keep their passwords safe and secure. Please do not give the bullies an (i) _____ to get into your account.

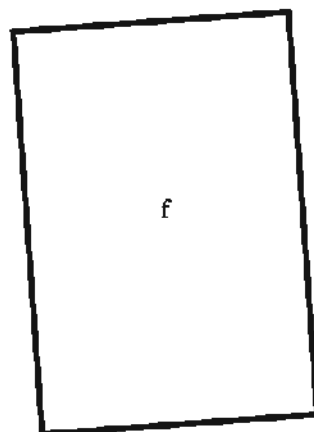
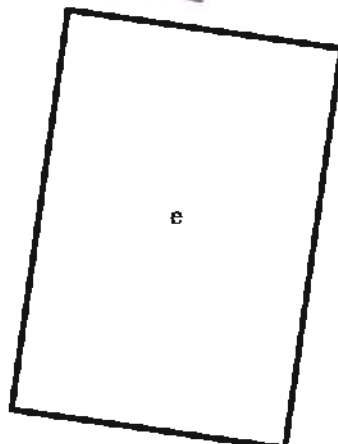
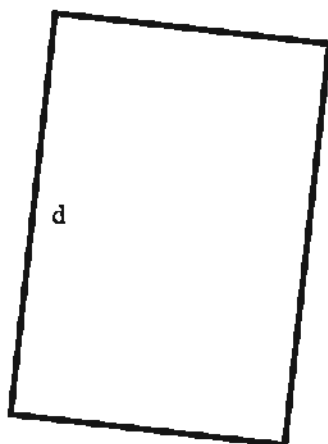
7. Don't be a bystander, be a friend:

Watching or participating in the act of bullying hurts the person who is suffering the most. If you know someone doing it please ask the person to stop it, don't just be a bystander. This (j) _____ of yours will empower the bullies more, thus report it when you see it is happening near or around you.

Source: <https://thenextscoop.com/cyber-bullying/>



- G. Look at the anti bullying posters (a-c) below. Then think about three slogans to complete posters 'd-f'. Share your completed posters with a peer and edit/improve your slogans, if required.



Unit Five : Youthful Achievers

Lesson 1

Sheikh Kamal: Life of an Achiever

- A. Look at the photograph below and note down what you know about the person except what is written in the right column. Then work in pairs/groups and share the information.



Sheikh Kamal's biography:

Born: 5 August 1949

Died: 15 August 1975

Father:

Bangabandhu Sheikh Mujibur Rahman

Mother:

Bangamata Sheikh Fazilatunnesa Mujib

Siblings: Sheikh Hasina

Sheikh Jamal

Sheikh Rehana

Sheikh Russel

Spouse: Sultana Kamal

- B. Read the text on Sheikh Kamal highlighting different aspects of his life. Then answer the questions that follow.

Sheikh Kamal, the eldest son of Bangabandhu Sheikh Mujibur Rahman and Bangamata Fazilatunnesa Mujib, was born at Tungipara in Gopalganj district. He spent his childhood there. Kamal received his secondary education at Dhaka's BAF Shaheen School from where he passed his SSC examination. He was then admitted to Dhaka College, and after his HSC examination he became a student at the department of Sociology of Dhaka University. Kamal had a colorful life marked by liveliness and creativity. Besides his academic studies, he also pursued his passion for sports and cultural activities. He was a first division basketball and cricket player as well as a sports organizer. He was also interested in classical music, and became a student of Chhayanaut to learn Sitar under the tutelage of Ustad Ful Mohammad. Apart from Sitar, Kamal had a passion for Piano. He had a good collection of musical instruments on the second floor of their house at Dhanmondi, Road no. 32.

It is well known to his friends that Sheikh Kamal used to begin his day practising the Sitar and during the day played basketball or football or cricket. In the evening he was often seen on stage rehearsing a play. He took part in stage performance of Kabar written by prominent playwright Shaheed Munir Chowdhury. Kamal was



one of the founders of Dhaka Theatre. He was also a founder of Spondon Shilpi Gosthi – a cultural organization. And who doesn't know that Sheikh Kamal was the founder of Abahoni Krira Chokro that introduced modern football in our country?

There are interesting traits in Kamal's character. He was the eldest son of a Prime Minister and later of a President. Yet, his life was very simple. He didn't take any advantage of his father's name and office. As he loved to spend time with his friends at Tungipara in his childhood, he loved to do the same during his college and university days. Watching good movies with them in Madhumita, Naz, or Balaka cinema hall was also something that he really liked.

Sheikh Kamal knew that there is no shortcut to success. He groomed himself up as a young man who earned success by dint of perseverance and commitment. When the Pakistan military began its genocide in Bangladesh he joined the liberation war and received military training at Camp Murtee, located at the Himalayan foothills in India. This tall young man who carried himself with dignity and possessed remarkable traits of leadership became the ADC of General Ataul Goni Osmani, the Commander in Chief of Bangladesh Armed Forces during the liberation war. After independence, Sheikh Kamal could easily remain in Bangladesh Army and pass a secure life but he preferred to engage himself in country building and organizing the young forces to that end. Journalist Syed Ishtiaq Reza, in one of his columns "Ekjon Sheikh Kamal" in Bangla Tribune, rightly says that the unique qualities of Sheikh Kamal's character, especially his whole-hearted involvement in sports and culture, are never seen in any son or daughter of any President, Prime Minister or high officials in Bangladesh.

This is unfortunate that just after 10 days of his 26 birthday and only after a month of his marriage with Sultana Kamal, a Dhaka University Blue in athletics, his life was cut short by a group of cowardly killers. Both he and his wife along with Bangabandhu, Bangamata and most members of their family were assassinated.

C. Answer the following questions.

1. Make a list of Sheikh Kamal's involvement in sports and culture.
2. What traits of youth spirit do you find in Sheikh Kamal's character?
3. What qualities of Sheikh Kamal's character does journalist Syed Ishtiaq Reza mention in his article?
4. How did Sheikh Kamal become an inseparable part of our liberation war?

D. Make a timeline of Sheikh Kamal's achievements in life.

E. If you had a chance to interview Sheikh Kamal, what question would you have asked him?



Lesson 2

Affectionate, Lively and Always Smiling Sheikh Kamal

You have learnt about different aspects of Sheikh Kamal in Lesson 1. Here read a tribute to Sheikh Kamal by one of his university friends. Dr Fakrul Alam, a Professor of English at the University of Dhaka, recalls his memories with Sheikh Kamal during his university days. When you have finished reading the text, answer the questions that follow.



When I first met Sheikh Kamal at the end of 1969, he was already known everywhere in the country as the eldest son of Bangabandhu Sheikh Mujibur Rahman, the undisputed leader of Bengalis, the man we love to think of as Friend of Bengal. I, on the other hand, was the son of middle-class parents

and not exceptional in any sense. And yet when I was introduced to him in front of the entry to Kala Bhaban or the Arts Building of the University of Dhaka by a mutual friend, he greeted me with the friendliest of smiles and a warm handshake. He made me feel instantly that I would be his friend!

He was hugely popular in his own right by then. I already knew a lot about him from my Dhanmondi friends. For example, I knew that he was quite good at basketball and cricket, actively interested in music, always lively and full of good spirits. These qualities never deserted him. He was also known to be a tireless organizer — in student politics, of course, but also in the sports and cultural arenas. Although we never met regularly after 1971, he continued to be warm and friendly, whenever we met, inside or outside the university.

Even now I remember vividly a number of occasions when I met him up close. One day, for example, a mutual friend invited a few of us to go to a place 30 miles or so outside Dhaka for a day out. This was also the site of a charitable foundation, a fully-funded school and a medical clinic for the people of the region. In addition, it had a pond and a playing field. On our way to the place and back, everywhere in it and all day long, Kamal was the life of our group. I remember him singing spontaneously every now and then, joking and bursting into laughter often, playing cricket with us full-spiritedly, and showing keen interest in the activities of the foundation. I was reinforced in the belief I had at the end of our first meeting — he had the gift of friendship and I was one of his



friends. And I could see by the end of the trip that he was good at everything — playing cricket, cracking jokes, music, making friends and having a good time!

Kamal, I found out in the next few years, made friends instinctively. But it was also clear he cultivated friends. And so whenever he met, he would seem to go out of his way to greet you before you could greet him. He had a trademark smile, warm and welcoming. Soon, I found out that whenever we were in groups, whether in the Arts building or outside, he would become the life of any group, the center of attention, inevitably and naturally. And yet, when he talked to you, he made you feel that you were important, and worth his company.

In late February 1969 Bangabandhu was released from jail and a month later Ayub Khan was replaced by Yahya Khan, another dictator, but one who was seemingly planning to lay the path down for democracy. This Khan pledged to hold genuine elections to the national as well as the provincial assemblies on the basis of universal suffrage; election fever gripped the country.

One day, Kamal invited me and a few of our friends to accompany him to Savar, where Bangabandhu was scheduled to speak in a couple of public meetings. We agreed readily. Once again, he regaled us on the way and back with his lively presence, chatting, joking and singing. We also had the opportunity to hear Bangabandhu speak on this occasion. With his golden voice, eloquence, gift for rhetoric and making complex things clear with vivid images and passionate arguments, Bangabandhu stirred us all. It was another day with Kamal that I would treasure.

One other day that I will treasure forever was sometime in 1970, when the Bengalees were gearing up for the National Assembly elections. Kamal had taken me and a few other friends to his Road no. 32 house for chatting, or what we in Bangla call adda, when Kamal suddenly had the idea of introducing us to his father. He was in another part of the house with other people, probably discussing election strategy, but he had time to greet us. I remember him waving affectionately, warmth for Kamal's friends written all over his smiling face.

After the war of independence was over, I continued to meet Kamal in the university. But on his return from the army he became busier and busier in politics, while I took to studying seriously and frequenting the library of the University of Dhaka regularly all day long and into early evenings. Nevertheless, even in brief exchanges Kamal, now the son of the Prime Minister of Bangladesh, made me feel that I was close to him, for he would not only exchange pleasantries but would also ask about me caringly and in the friendliest



of manner. Friendliness came naturally to Sheikh Kamal and more often than not, he would greet you with a smile before you could do so.

There are two other occasions when I met Sheikh Kamal at this time. In the first, I was among the group of students who had secured the top positions in their Honors class and met Professor Abdul Matin Choudhury, our Vice-Chancellor in his office. The meeting was organized at Kamal's initiative. The idea was that we would find the encounter inspirational and our Vice-Chancellor would get to meet a cross-section of the top performing students of a particular year to hear from them how the university could augment its academic facilities for future students.

The second occasion was in late July 1975 when I was leaving the Arts Building to go to TSC for lunch. As I was about to leave, I saw Kamal coming down from his car to attend classes. As always, he greeted me with his characteristic warm smile and wanted to know where I was heading to. When he found out, he insisted that he dropped me off at TSC, since he still had some minutes before his class. That was typical of Kamal. He was the son of Bangabandhu, the Prime Minister of Bangladesh, and he still had time to spare for a friend!

That was the last time I would see Kamal, for two weeks later he was murdered, along with Bangabandhu and so many other family members. Among the dead was Kamal's wife Sultana, another batch mate, an outstanding athlete and a very attractive person in every way.

All of us were stunned by the events of August 15, 1975. The renegade murderous soldiers had left the nation drift for the immediate future and we had lost the father of our nation. Affectionate, lively and always smiling Kamal would no more greet us, batch mates and make us feel blessed in having him as a friend!

A. Find out the meaning of the following words used in the text above from a dictionary and make sentences with them.

Words	Meaning	Sentence
desert (v)	_____	_____
tireless	_____	_____
typical	_____	_____
regale	_____	_____
pleasantries	_____	_____
augment	_____	_____



B. Answer the following questions based on the text in Section A.

1. How many incidents of meeting Sheikh Kamal are mentioned in this text?
2. What was the experience of the writer when he met Sheikh Kamal for the first time?
3. How does the writer portray his day out with Sheikh Kamal?
4. Why was the Savar visit special to the author?
5. Why did Sheikh Kamal take the author to the Vice-Chancellor?

C. What qualities of Sheikh Kamal do you identify from this lesson and the previous one and which ones impress you the most? Why do you like them?**D. Underline the complex and compound sentences from the text. One is done for you.**

Complex sentence	Compound sentence
He made me feel instantly that I would be his friend!	I, on the other hand, was the son of middle-class parents and not exceptional in any sense.

E. Write the antonyms of the following words used in the text and make sentences with them.

1. Undisputed _____
2. Disparity _____
3. Spontaneous _____
4. Instinctively _____
5. Warmth _____



Lesson 3

Brojen Das: On Conquering the English Channel

Brojen Das was born on 9 December 1927 in Munshiganj. He was a legendary swimmer who became the first person from Asia to swim across the English Channel in 1958. He crossed the channel six times and set a world record in channel swimming in 1961.

The government of Bangladesh honoured him with the National Sports award in 1976 and Swadhinata Padak (posthumously) in 1999. He also received the Pride of Performance award in 1959 from the Pakistan government and the King of Channel trophy from UK. Mr Das breathed his last on 1 June 1998.

Following is an abridged version of a memoir by Brojen Das in which he gives a captivating account of his record-breaking performance in the English Channel.



A. Read the text below and answers the questions that follow.

I had not failed my country

Brojen Das

I could hear very faint voices as if coming from the other side of the world. The time was about 4:00 in the morning and the date September 22, 1961. I was feeling tired and exhausted and was encountering stiff opposition from the strong tide. I looked towards my accompanying motorboat carrying my manager Quazi Mohammad Ali, skipper Len Hutchinson and the official observer, Mr. J. U. Wood. They were all pointing towards the Kent shore. As I looked up, I could see flashes. I realized I was very close to the shore.

I asked what the time was and how far I had still to go. They told me that if I put the last ounce of energy into my swimming, I would set a new world record for France to England swim. This electrified me. The goal for which I had been striving for the past four years could be mine. The aim, which goaded me to swim the Channel six times, each time risking my life and reputation, was so close. Yet it could be far...



Treachery of Weather

The Channel, with its cold biting water, the winds, the waves and the tides does not make things easier. The unpredictable weather changes for the worse after a swimmer jumps in. It has never, to my knowledge, changed for the better for anyone yet... Apart from stamina and practice of long distance swimming, one must have the grit, determination and courage to subdue the Channel. Weather and ill luck have conspired and joined hands many a time to defeat Channel swimmers. They had defeated me no less than five times....

The final shot

On the morning of 9 September 1961, after finishing my swim, I had gone to bed. The BBC-TV cameramen filmed me in my bed. Although very tired after swimming for 11 hours and 48 minutes, I could not fall asleep. The thought that I had once again failed my country, friends and fans was disturbing me. After only four hours sleep the following night, I decided to try again – for the sixth time...I had fixed the tentative date for September 20. On that day I took the ferry to Calais.

Sea Sick

I get sea-sick in the ferry and also during swimming if there are breakers or waves. This sea-sickness was the main cause of my failure to set a world record on September 8/9 or even in 1960. The night rest at the Cap Gris Nez hotel did me immense good. I felt on top of the world. The weather on September 21 was near perfect. I jumped into the water within 12 days of my 5th swim, a record in itself, after saying a little prayer, asking God to give me good weather all through and to crown me with success. Nearly the whole of Cap Gris Nez village had turned out to wish me luck and see me enter the water for the sixth time....

Plunge And After

Once in water, you get oblivious of time, distance or direction. The only thought which kept me worried, was that I must make it and that I must get good weather all the way. The second half of the swim is always very difficult. And if even little waves develop, it saps the ebbing energy of the swimmer all the more. Taking a lesson from my previous swims I kept my speed at a steady pace for I knew I would need every ounce of my energy towards the close....



Brojen das crossing the Channel
[Photo: <http://www.brojendas.com>]



I felt hungry and famished and shouted for my manager. In reply, I was told that I could not afford to waste 10 minutes in having the feed! If I have to break the record, I must swim on with all my might. But I refused ...I am sorry now for it. For if I had gone on, I might have finished the whole swim in less than 10 hours and 15 minutes creating a new world record from both sides....

Last Efforts

After the feed I really got my teeth into the strokes.... I was squeezing my body for the last drop of energy I could get out of it.... and edged on inch by inch. The people in the motorboat were cheering me. I saw the flash on the Kent shore very clearly. I realized I was very close. I could see the record, like the proverbial carrot, dangling before my swollen eyes....

I kept pulling myself on ... a little more, just a little more... the momentum was building up- then I felt rocks, sharp and craggy... Then a big rock appeared before me. And that was it....the shore it was...the time: 4.35 a.m. GMT: I had broken the world record by 15 minutes. I thanked God for fulfilling my life's ambition. Then I remembered my parents. I had not failed my country.

[Published in the Morning News, Revolution Anniversary Supplement XXXI, on Friday, October 27, 1961 and Retrieved from: <http://www.brojendas.com/conqueringthe.html>]

- B. In pairs find the meaning of the following phrases/idioms used in the above text and make sentences with them.**

Last drop of energy

To get one's teeth into

With all one's might

To be on top of the world,

To be crowned with success

- C. Choose the best answer for each of the questions.**

1. The last half of the Chanel swim is -

- i) less challenging than the first half
- ii) more challenging than the first half
- iii) as difficult as the first one
- iv) all of the above

2. Brojen Das went to swim in the English Channel on 21 September 1961--

- i) within 12 days of his 5th swim
- ii) within a week of his previous Channel swim
- iii) immediately after his 5th swim
- iv) after 11 hours and 48 minutes of his 5th swim



3. He finished the 6th swim
- i) a little bit late than expected
 - ii) just on time
 - iii) 15 minutes after the time set by the Channel authority
 - iv) 15 minutes before the time taken by the previous record holder

4. Brojen Das used to suffer from seasickness -
- i) when he was in the ferry
 - ii) when he was in cold water
 - iii) when there were rocks in front of him
 - iv) when he felt hungry

5. The people of the Cap Gris Nez came to the shore to
- i) congratulate Brojen Das upon his success
 - ii) to see off Brojen Das
 - iii) to welcome Brojen Das
 - iv) to take photos with him

6. Once a swimmer gets into the Channel water, -
- i) he/she cannot keep a track of the time
 - ii) he/she cannot keep a track of the directions
 - iii) he/she cannot keep track of the distance
 - iv) all of the above

- D. Suppose you are a sports journalist. You are going to interview a swimmer after his/her record-breaking performance at the national sports competition. Make a list of 5 questions that you would like to ask the swimmer.**
- E. Now, complete the story about a village girl called Urmila, who became champion in a national swimming competition at the age of 14. Write no more than 180 words.**

Urmila was a little girl who grew up in a village named Patuair in Kishoreganj district. A small river called Phuleswari flowed through her village. At the age of five, Urmila used to go to the river with her father and started to learn swimming. Her mother did not like the idea of her daughter swimming in the river. But her father was happy to train Urmila to be a competent swimmer. Who knew that the little girl would become an accomplished swimmer one day!

- F. Group project: Visit the website <http://www.brojendas.com/conqueringthe.htm>. Choose some photos of Brojen Das from the site. Write captions for each of the photos. Make a poster on Brojen Das and give a group presentation to the class.**



Lesson 4

Scaling a Mountain Peak or Riding Your Dream?

A. Warm up activity:

Look at the photographs of a Bangladeshi girl on top of Mount Everest. They depict the moment when an adventurer saw her dream come true.



B. Read the text and answer the questions that follow.

Nishat Mazumder, a Bangladeshi woman in her early forties, is a sports icon. She comes of a modest background; her father is a businessman and her mother is a housewife. She is the second of four siblings. She is not very tall or well built, or does not have a charming princess look; but this apparently ordinary girl has three things that she can be proud of. These are: she has extraordinarily supportive parents who accepted her dreams as real; her father was a freedom fighter in the Liberation War of Bangladesh in 1971, and she scaled the highest peak in the world as the first Bangladeshi girl in 2012. Nishat's life presents an inspirational story that the youth in Bangladesh needs to know.



Nishat was born on 5 January 1981 in a village called Teori, which is situated in Ramganj upazila in Lakshmipur District. She completed her schooling from Bottomley Home Girls' High School in 1997, and passed HSC from Shahid Anwar Girls' College in 1999. She earned her bachelor's and master's degrees in Accounting from Dhaka City College, and currently works for Dhaka WASA as an accountant. She is also

interested in different languages and cultures of the world, and has enrolled for her MA in Japan Studies at Dhaka University. For us, Nishat's life comes across as especially significant because it tells us how the influence of one person can motivate someone to dream big. As the daughter of a freedom fighter, Nishat had to face many obstacles in her life, but her mother, her role model, gave her courage and determination to overcome them and pursue her dreams. Ashura

Mazumder, Nishat's mother, is a hardworking and understanding woman, who has been a pillar of support for her family in the direst of situations. Nishat learned from her mother how to keep mental strength in calamitous moments of life. Learning from her, Nishat began her dream of conquering mountains.

Have you heard of Superman, and the Hollywood film showing his adventures? Christopher Reeve, the actor who played the role of Superman in the film said in a speech he gave at the Democratic National Convention in 1996 – “So many of our dreams at first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable.” This has happened in Nishat's life too. Though she had a long cherished dream to be a mountaineer, it was not until 2003 that she could climb the 967 feet high Keokradong. The climbing event was organized on 29 May, 2003 to celebrate the 50th Anniversary of Edmund Hillary and Tenzing Norgay's conquest of Mount Everest. Nishat had walked the streets of Dhaka with a 15 kg backpack for three consecutive days to make her body ready for the climb before the real expedition. Factors like chance, dedication and creating opportunities are important for anyone's success, but a sportsperson should also have discipline and perseverance to succeed. Institutional and professional trainings are also necessary. Nishat joined Bangladesh Mountaineering and Trekking Club (BMTC) in 2006, and completed a basic training course at Himalayan Mountaineering Institute, Darjeeling, India in 2007. After that she scaled peaks in the Himalayan range one after another, joining several teams from Bangladesh. Today we have a mountain peak in the Himalayas, the Nepal-Bangladesh Friendship Peak, so named because mountaineers from the two friendly countries jointly climbed it for the first time. Nishat's team was led by M.A. Mohit, who has been on top of Everest and quite a few other peaks higher than 8000 meters.

In Bangladesh, mountaineering is a new sport activity, and we are yet to develop a culture that will encourage a woman's mountaineering activities. Nishat took the challenge, and she was supported by her parents. This is an expensive sport, and Nishat and other mountaineers could not have succeeded if several organizations did not help them. Nishat was an ambassador of “Because I am a Girl” campaign of Plan International's Bangladesh chapter in her expedition to Mount Everest in 2012. She wanted to leave a message for all people of Bangladesh that a girl can do anything a boy can do, and hence every girl should have support from her parents and society in every challenging activity.

C. Find the meaning of the following words and make sentences with them:

icon, trekking, perseverance, campaign, chapter



D. Answer the following questions:

1. What makes Nishat different from most other young women of Bangladesh?
How could she climb Mount Everest coming from a country with no mountains?
2. How can parents be of great influence in a young person's life?
3. Do you think that a girl should be given all the opportunities that a boy gets?
Why or why not?
4. Explain "So many of our dreams at first seem impossible" in your own words.
5. Suppose you have a sister and she wants to play football in a local team. How can you support her?

E. Read the text below quoted from an article on Nishat Mazumder written by Afsan Chowdhury in bdnnews24.com on 26 May 2012, and fill in the gaps using the right form of the words given below:

member promote climb accompany conquer

Nishat ... the Everest's 8,850-meter-high (29,035-foot-high) summit from the northern side of the mountain in Nepal. She was ... on her journey by M A Mobit, the second Bangladeshi to have ... the Everest. Nishat and Mohit are both ... of the Bangla Mountaineering and Trekking Club which has been a key force in ... mountain climbing in Bangladesh.

F. Wasfia Nazreen is another accomplished mountaineer who was the first Bangladeshi woman and first Bengali to climb the seven summits of the world. Here is a jumbled text that briefly describes her accomplishments. Read the text and rearrange it into a cohesive paragraph.

Wasfia had already climbed two of the seven top mountains of the world by then, and for the third she targeted Mount Everest. Her life like Nishat's is also an example for others to follow. She was climbing the peak as part of the Seven Summits campaign, which was held to celebrate 40 years of independence of Bangladesh. Wasfia had the courage to prove the national spirit of Bangladeshi people who have a record of sacrificing their lives for the mother tongue and upholding the country's dignity when needed. Another mountaineer Wasfia Nazreen reached the Everest on May 26, 2012 while millions of Bangladeshis all over the world waited for her news. She also suggested that women are part of this nation making project. However, her project is rather daring and exceptional.

G. Do you have a dream of doing something great? Discuss with a partner and then write a paragraph on how you can realize it.

Lesson 5 The Unbeaten Girls

A. Look at the picture and discuss the following questions.

Who are these girls?

Are you familiar with such pictures? Why/Why not?



Photo: <https://tekdeeps.com/adolescents-play-football-and-think-of-progress/>

B. Read the text and answer the questions that follow.

In a traditional society like ours, little boys and girls are given separate sets of toys. While toys for boys include cars, guns or footballs, girls have to be satisfied with dolls (often Barbie dolls) and doll-houses or miniature cooking utensils. The underlying assumption is that boys are active and full of vigour, but girls are naive and lack the intelligence or energy to match their male counterparts.





Sabina Akhter

This false assumption has been shattered plenty of times in the recent decades as girls began to show their power and women began competing with men in almost all areas of life. It has been conclusively proved wrong most recently by the girls of Kalsindur, a village in a remote area in Dhobaura upazila in Mymensingh district. The villagers are mostly low-income but hardworking people. Even a few years ago, there was no electricity in the village. But

some girls have illuminated the village — both literally and metaphorically — with their belief in themselves and their skill in the game of football. The village has emerged now as a footballer factory and a symbol of girl power. And in recognition of their success, the village was provided electricity by the government.

Sabina Akhter, Sanjida Akhter (7th under 16 promising female player of Asia in 2014), Shiuli Azim, Mariya Manda (Captain, Under 15 Female Football Team 2017), Shamsunnahar senior (who scored the solitary goal against India which ensured SAFF Under 15 Women Championship in 2017), Shamsunnahar junior (Captain of Under 15 National Football Team 2019), Tahura Khatun (who scored 40 goals in international



Tahura Khatun

matches till 2021), Marzia Khatun, Mahmuda Khatun, Nazma Akhter, Sajeda Akhter, Rozina Khatun, Taniya Akhter, Rupa Akhter, Kalpana Akhter, Purnima Vaskar are names of some bright stars in Bangladesh Women's National Football Team. They all are from Kalsindur village. Their talent and determination have brought them to where they are now.

While in Kalsindur Government Primary School the girls had a hat-trick record of the championship in Bangamata Begum Fazilatunnesa Mujib Gold Cup Primary School Football Tournament in 2013, 2014 and 2015. After completing primary education they moved on to Kalsindur Secondary School. While there, they became four-time champions in the National Summer Sports Competition for Schools, Madrasas and Technical institutions in 2014, 2015, 2017 and 2019. Kalsindur girls also clinched the Girls' Football Championship in Inter-College (UMA) Games and Sports Competition in 2019-20.





Sanjida Akhter

The Bangladesh girls' football team won the AFC Under 14 Regional Football Championship 2015 in Nepal and the team was dominated by Kalsindur footballers. Do you know the team that won the championship in AFC Under 14 Regional Football Tournament 2016 in Tajikistan also had eight Kalsindur girls including the captain and the highest scorer? Bangladesh National Women's Football Team was champion in Hong Kong Under-15 Women's Jockey Cup and Kalsindur girls led the match. They

also proved themselves when Bangladesh shared championship jointly with Laos in the 1st Bangamata International Under-19 Women Tournament in 2019. Who could even think that these girls would seize the 1st SAFF under-18 Women Championship in Bhutan in 2018, remaining unbeaten? The whole nation was so overwhelmed at their success that the Prime Minister, Sheikh Hasina, gave them a warm reception at Ganabhaban where Tahura (the highest scorer in the tournament) along with her comrades requested her to nationalize their secondary school and the desire was fulfilled immediately.

The success of Kalsindur girls reads like an epic. They started their journey with practically nothing. They didn't have any boots or jerseys to wear. Initially, they played wearing *salwar* and *kamij*. They also suffered from malnutrition. What made them win against all adversities then? What was the magic behind? Mohammad Mafiz Uddin was an assistant teacher at Kalsindur Government Free Primary School where Minati Rani Sheel was the head teacher. They observed the girls' interests in football and decided to help. It was however not that easy. Girls playing football is still not



Maria Manda

a common picture in Bangladesh. Guardians were not convinced as they were used to seeing girls helping mothers with household chores. A farmer, an auto-rickshaw driver, a tea-shop owner or a housemaid mother couldn't be that ambitious either. But Minati Rani Sheel and Mohammad Mafiz Uddin persuaded them to allow their daughters to play. Being great motivators, the two teachers supported the girls in their effort to overcome the odds. They inspired them, created opportunities for them and took personal care of them. Soon the girls could prove themselves, shaking off their inhibition. Their success has also persuaded the villagers to come to their support.

When the girls moved to the nearby secondary school and college, they did not have their Minati Maam and Mafiz Uddin Sir with them, but soon another motherly person offered her helping hand – Mala Rani Sarkar, an Assistant Professor of History — who was joined by one of her colleagues, Juel Mia. They agreed to coach the girls. Mr Jalaluddin, who was then the head teacher of the school, also supported them. Gradually the local community, public representatives and the local administration came forward. Bangladesh Football Federation also gave special attention to them and finally another football magician, Golam Robbani Choton, the coach of the Bangladesh Women’s National Football Team, mentored these girls and helped them become complete professional footballers.

Now people realise what their golden girls could bring for them. “When these girls go from one place to another, even the auto-rickshaw pullers don’t take any fare from them as they are the pride of the village. It’s a small token of recognition but it’s great!,” says Mala Rani Sarkar, the Team Manager of Kalisindur Women’s Football Team. She also adds that Kalsindur would present more female footballers in future, as of 2021 they are grooming another 65 girls to play for the nation.

C. Each of the words below has multiple meanings where one is correct and three are false. Tick the correct ones.

1. Barbie-dolls mean –

- a. a doll representing a conventionally attractive young woman.
- b. a doll with a headress passing over or under the chin and covering the neck.
- c. a doll with many barbs around her chin and neck.
- d. a doll conventionally attractive and young with a family title Barbie.

2. What does ‘counterpart’ mean?

- a. enemy
- b. competitor
- c. peer
- d. opponent

3. The word ‘illuminate’ means to

- a. darken
- b. dim
- c. brighten
- d. obscure

4. The word ‘emerge’ means to

- a. disappear
- b. turn up
- c. vanish
- d. leave

5. The word ‘mentor’ means –

- a. trainer
- b. observer
- c. counsellor
- d. checker

6. Which of the following words is an antonym of the word ‘clinch’?

- a. confirm
- b. approve
- c. disown
- d. secure

7. What is an epic?

- a. a kind of a long poem
- b. a kind of long narrative
- c. a kind of a long play
- d. a kind of a long dialogue



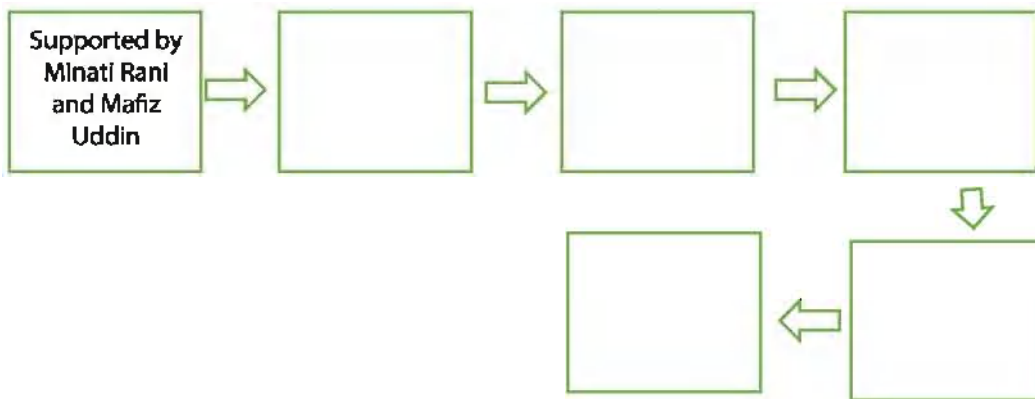
D. Write sentences with the words below and provide their Bangla equivalent words in the blanks spaces provided:

unleash	comrade	adversities
intrinsic	groom	inhibition

E. Answer the following questions.

1. How do people commonly discriminate between genders?
2. How do the Kalsindur girls owe a lot to their teachers and guardians?
3. What is the moral of the story and how does it affect you?
4. Who, according to you, contributed the most to Kalsindur girls' success? Why do you think so?
5. Justify the statement – the story is a good example of reciprocal respect.

F. Make a flow chart on the major success of Kalsindur girls.



G. Change the speech of the following text.

“When these girls go from one place to another, even the auto-rickshaw pullers don’t take any fare from them as they are the pride of the village. It’s a small token of recognition but it’s great!,” says Mala Rani Sarkar, the Team Manager of Kalsindur Women Football Team.

- H. Work in pairs. Suppose you have a sister or cousin who wants to play football or cricket or any other outdoor game. What suggestions will you give her and why?**
- H. Write a letter to the local sports authority to arrange an inter-college football tournament in your area.**



Unit Six : Relationships

Lesson 1 Family Relationship

A. Discuss the following questions in pairs



1. What do you see in the picture? Can you guess the relationship of the people you see?
2. What type of relationship do you have in your family?
3. Who do you have the closest relationship within the family?

B. Read the following text and then discuss the questions that follow.

The famous Greek philosopher Aristotle said, 'Man is by nature a social animal.' What he meant was that man, by instinct, seeks company of others and establishes relationships, much like most animals of the wild, for companionship and for physical and emotional support. Unlike the animals however, man's relationships give meaning to his existence and inspires him to do well in education, in workplace or in a profession that he pursues.

Relationships are of different kinds. Some are familial and intimate, formed by blood and by marriage; some are social like the ones we have with friends and some are made in school where we form close bonds with classmates and teachers. Relationships can also be fostered in workplace, which may quickly change from professional to social. There are relationships also between human beings and animals, between children and their toys that they cannot part with.

All these relationships keep us close to each other and provide us all kinds of support, love and affection. A person who has no family feels the pain of loneliness and isolation. There is no one to laugh or cry with him/her. When we share our joy with someone, it simply redoubles, and when we suffer a loss and someone shares our sorrow, it lessens. Relationships are thus needed for our emotional health.

To build relationships, we need to have trust and respect for each other, and love where this is needed. We cannot be selfish and possessive if we want to establish an effective relationship. But quite often we see people quarrelling and fighting with each other which only brings misery and loss to all.

Now discuss the following questions in pairs.

1. Why is relationship so important?
2. What different types of relationships are there?
3. What happens to a person who has no family?
4. What are some of the preconditions of good relationship?

C. Think of a member of your family who is kind and caring. Write a paragraph in no more than 150 words about him/her. In your paragraph you should include the following:

- Who is the person?
- What does he/she do for you?
- What do you do to return his/her acts of kindness?
- Give one example of his/her caring attitude.

My family

Members in my family who live with me:

.....

.....

.....

.....

Things my family likes to do for fun:

.....

.....

.....

.....



My family is different from other families because

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.....
.....
.....

What I really like about my family is

.....
.....
.....
.....

My favourite memory of my family is when

.....
.....
.....
.....

Something I would change about my family is

.....
.....
.....
.....



Lesson 2

Love and Friendship

A. Discuss the following questions in pairs.



1. What do you see in this picture? What is the weather like?
2. What do you do on weekend mornings – sleep a little longer or go to work?
3. Do you like to wake up early every morning?
4. Do you like to study on weekends?

B. Now read the poem and do the activities that follow.

Those Winter Sundays - Robert Hayden

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know of
love's austere and lonely offices?



C. Match the words and their meanings in the context of the poem

Words	Meanings
blueblack	ongoing and persistent, like an illness without cure
banked	something protected with a wall around it, made of stones or bricks perhaps
chronic	unadorned and plain, and also without pleasure
indifferently	duties and responsibilities
austere	a kind of deep black colour with a hint of blue
offices	without emotional engagement

D. Read the poem in a small group and discuss what the following phrases suggest.

- Line 5: “banked fires blaze”
- Line 6: “the cold splintering, breaking”
- Line 7: “the rooms were warm”
- Line 11: “driven out the cold”

E. There are good examples of alliteration used in the poem. According to Cambridge English Dictionary alliteration is the use, especially in poetry, of the same sound or sounds, especially consonants, at the beginning of several words that are close together. In this poem alliteration is first used in lines 2 and 3, with the harsh /k/ sounds in “clothes,” “cold,” and “cracking.”

Find more examples of alliterations used in the poem following the clues given below.

- Line 4: “w,” “w”
- Line 5: “b,” “b”
- Line 7: “W,” “w,” “w”
- Line 14: “l,” “l”

F. Discuss the following questions in pairs.

1. Who is the speaker in the poem?
2. What is meant by the phrase “Sunday too”?
3. Do you think that the speaker’s father lived a life of toil? Which lines in the poem help you to answer this questions?



G. What is the main theme of the poem? Discuss in pairs. Then complete the paragraphs below that describe the main theme of the poem.

perspective	regretful	sacrifice	appreciate	childhood
-------------	-----------	-----------	------------	-----------

The speaker of the poem realizes from his adult (a) _____ that he took his father for granted. Now in adulthood, he more fully understands what it means to make (b) _____ for others. Now, he can look back on his (c) _____ and appreciate the way his father was carrying out his duties and responsibilities. Most children can't fully (d) _____ their parents because they haven't had to be responsible yet for another human being. "Those Winter Sundays," then, has a kind of sadness to it that is equal parts nostalgic and (e) _____. The speaker knows he can't travel back in time and show his gratitude to his father, but that he can at least record it in the poem.

About the poet: Robert Hayden was born into a poor family in Detroit in USA in 1913 and had a difficult childhood beset by eyesight problems. He was raised in part by foster parents and missed a father's caring love. But in the sonnet, which is about a childhood memory, he writes about a father – probably his own-- who is harsh and often angry, but does love his son in his own way. Hayden, a black American, wrote about black experiences and history. He died in 1980.



Lesson 3

A Mother in Mannville



About the author

Marjorie Kinnan Rawlings was born on August 8, 1896, in Washington, D.C. A writer from an early age, she won a prize of \$2 for a short story published in the Washington Post in 1907. She attended the University of Wisconsin where she received her Bachelor of Arts degree in English. She married Charles Rawlings, also a writer. The couple moved to New York, where they worked as journalists for various newspapers.

In 1933, the couple divorced. In 1941, she married Norton Baskin, a hotel owner from St. Augustine, Florida, and lived with him until her death in 1953. Rawlings was considered a writer of local or regional literature which focuses on a particular geographical setting of rural, Southern USA. Although her stories are based on the seemingly simple lives of rural people, her themes are universal.

Rawlings continued to write until her death from a cerebral hemorrhage on December 14, 1953.

Warm up: Discuss in pairs.

A. What is an orphanage? What kinds of feeling do orphans have to deal with?

B. Pre reading tasks

1. Point of view: A story can be told from a *first person point of view* or a *third person point of view*.

When a story is told from the first person point of view, the narrator uses words such as 'I' and 'we' and is a witness to, or part of, the action. When a story is told from a third person point of view, the narrator is not involved in the action and uses 'he', 'she', 'they' instead of 'I' and 'we'.



As you read ‘A Mother in Mannville’, decide which point of view is used by the narrator.

2. Setting: The setting of a story or novel is the place and time in which the actions take place. Authors often use descriptions of time, season, weather, landscape, the natural surroundings etc. to establish the setting of a literary work.

As you read the story, note down as many descriptions as possible used by the author to create the setting.

You may use the following table to organise these descriptions.

Description of time, weather etc.	Description of location, area, nature etc.
Example: <ul style="list-style-type: none"> I went there in autumn... 	Example: <ul style="list-style-type: none"> The orphanage is high in the Carolina mountains.

C. Now read an abridged version of the story ‘A Mother in Mannville’ and then do the activities that follow.

A Mother in Mannville

The orphanage is high in the Carolina mountains. I was there in the autumn. I wanted quiet, isolation, to do some troublesome writing. I wanted mountain air to blow out the malaria from too long a time in the subtropics. I was homesick too, for the flaming of maples in October, and for corn shocks and pumpkins and black-walnut trees.... I found them all living in a cabin that belonged to the orphanage, half a mile beyond the orphanage farm. When I took the cabin, I asked for a boy or man to come and chop wood for the fireplace....

I looked up from my typewriter one late afternoon, a little startled. A boy stood at the door and my pointer dog, my companion, was at his side and had not barked to warn me. The boy was probably twelve years old, but undersized. He wore overalls and a torn shirt, and was barefooted.

He said, “I can chop some wood today.”

.....“You? But you’re small.”

“Size don’t matter, chopping wood,” he said. “Some of the big boys don’t chop good. I’ve been chopping wood at the orphanage a long time.”



“Very well. There’s the ax. Go ahead and see what you can do.”

I went back to work, closing the door...

He began to chop. The blows were rhythmic and steady, and shortly I had forgotten him, the sound no more of an interruption than a consistent rain. I suppose an hour and a half passed and I heard the boy’s steps on the cabin stoop.... The boy said, “I have to go to supper now,” he said. “I can come again tomorrow.”

I said, “I’ll pay you now for what you’ve done,” thinking I should probably have to insist on an older boy....

We went together back of the cabin. An astonishing amount of solid wood had been cut.... “But you’ve done as much as a man,” I said. “This is a splendid pile.”

I looked at him, actually, for the first time. His hair was the color of the corn shocks and his eyes, very direct, were like the mountain sky when rain is pending – gray, with a shadowing of that miraculous blue.... I gave him a quarter.

“You may come tomorrow afternoon,” I said, “and thank you very much.”

He looked at me, and at the coin, and seemed to want to speak, but could not, and turned away....

At daylight I was half wakened by the sound of chopping. Again it was so even in texture that I went back to sleep. When I left my bed in the cool morning, the boy

had come and gone, and a stack of kindling was neat against the cabin wall. He came after school in the afternoon and worked until time to return to the orphanage. His name was Jerry.... he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same – independence? No, the word that comes to me is “integrity”.... It is bedded on courage, but it is more than brave. It is bonest, but it is more than honesty. The ax handle broke one day. Jerry said the woodshop at the orphanage would repair it. I brought money to pay for the job and he refused it.

“I’ll pay for it,” he said. “I broke it. I brought the ax down careless.”

“But no one hits accurately every time,” I told him. “The fault was in the wood of the handle. I’ll see the man from whom I bought it ”



It was only then that he would take the money. He was standing back of his own carelessness. He was a free-will agent and he chose to do careful work, and if he failed, he took the responsibility without subterfuge.

And he did for me the unnecessary thing, the gracious thing, that we find done only by the great of heart. Things no training can teach, for they are done on the instant, with no predicated experience. He found a cubbyhole beside the fireplace that I had not noticed. There, of his own accord, he put kindling and "medium" wood, so that I might always have dry fire material ready in case of sudden wet weather. A stone was loose in the rough walk to the cabin. He dug a deeper hole and steadied it, although he came, himself, by a shortcut over the bank. I found that when I tried to return his thoughtfulness with such things as candy and apples, he was wordless. "Thank you" was, perhaps, an expression for which he had had no use, for his courtesy was instinctive. He only looked at the gift and at me, and a curtain lifted, so that I saw deep into the clear well of his eyes, and gratitude was there, and affection, soft over the firm granite of his character....

He became intimate, of course, with my pointer, Pat. There is a strange communion between a boy and a dog. Perhaps they possess the same singleness of spirit, the same kind of wisdom. It is difficult to explain, but it exists. When I went across the state for a weekend, I left the dog in Jerry's charge.... My return was belated and fog filled the mountain passes so treacherously that.... it was Monday noon before I reached the cabin. The dog had been fed and cared for that morning. Jerry came early in the afternoon, anxious.

"The superintendent said nobody would drive in the fog," he said. "I came.... last night and you hadn't come. So I brought Pat some of my breakfast this morning. I wouldn't have let anything happen to him."

.... I gave him a dollar in payment, and he looked at it and went away. But that night he came in the darkness and knocked at the door.

"Come in, Jerry," I said, "if you're allowed to be away this late."

"I told maybe a story" he said, "I told them I thought you would want to see me."

"That's true," I assured him, and I saw his relief. "I want to hear about how you managed with the dog."



He sat by the fire with me.... and told me of their two days together. The dog lay close to him and found a comfort there that I did not have for him.... "He stayed right with me," he told me, "except when he ran in the laurel.... There was a place where the grass was high and I lay down in it and hid. I could hear Pat hanting for me.... When he found me he acted crazy, and he ran around and around me, in circles."

We watched the flames.

"That's an apple log," he said. "It burns the prettiest of any wood."

We were very close.

He was suddenly impelled to speak.

"You look a little bit like my mother," he said. "Especially in the dark, by the fire."

"But you were only four, Jerry, when you came here. You have remembered how she looked, all these years?"

"My mother lives in Mannville," he said.

For a moment, finding that he had a mother shocked me... I did not know why it disturbed me. Then I understood my distress. I was filled with a passionate resentment that any woman should go away and leave her son. ... A son like this one – The orphanage was a wholesome place, the food was more than adequate, the boys were healthy... . Granted, perhaps, that the boy felt no lack, what hlood fed the bowels of a woman who did not yearn over this child's lean body that had come in parturition out of her own? ...

"Have you seen her, Jerry – lately?" I asked.

"I see her every summer. She sends for me."

I wanted to cry out. "Why are you not with her? How can she let you go away again?"

He said, "She comes up here from Mannville whenever she can. She doesn't have a job now."

His face shone in the firelight.

"She wanted to give me a puppy, but they can't let any one boy keep a puppy. You remember the suit I had on last Sunday?" He was plainly proud. "She sent me that for Christmas. The Christmas before that" – he drew a long breath, savoring the memory – "she sent me a pair of skates.... I let the other boys use them, but they're careful of them."

What circumstance other than poverty—?



“I’m going to take the dollar you gave me for taking care of Pat,” he said, “and buy her a pair of gloves.”

... I hated her. Poverty or not, there was other food than bread, and the soul could starve as quickly as the body. He was taking his dollar to buy gloves for her big, stupid hands and she lived away from him, in Munnville, and contented herself with sending him skates.

“She likes white gloves,” he said. “Do you think I can get them for a dollar?”

“I think so,” I said...

And after my first fury at her – we did not speak of her again, his having a mother, any sort at all, relieved me of the ache I had had about him... He was not lonely. It was none of my concern.

He came every day and cut my wood and did small helpful favors and stayed to talk. The days had become cold, and often I let him come inside the cabin. He would lie on the floor in front of the fire, with one arm across the pointer, and they would both doze and wait quietly for me. Other days they ran with a common ecstasy through the laurel, and he brought me back vermilion maple leaves, and chestnut boughs dripping with imperial yellow. I was ready to go.

I said to him, “You have been my friend, Jerry. I shall often think of you and miss you. Pat will miss you too. I am leaving tomorrow.”

He did not answer... and I watched him go in silence up the hill.

I expected him the next day, but he did not come... I closed the cabin and started the car... I stopped by the orphanage and left the cabin key and money... with Miss Clark. “And will you call Jerry for me to say good-bye to him?”

“I don’t know where he is,” she said. “I’m afraid he’s not well. He didn’t eat his dinner this noon. One of the other boys saw him going over the hill into the laurel... It’s not like him”...

I was almost relieved ... it would be easier not to say good-bye to him. ...

I said, “I wanted to talk with you about his mother – why he’s here – but I’m in more of a hurry than I expected to be. It’s out of the question for me to see her now, too. But here’s some money... to buy things for him at Christmas and on his birthday. It will be better than for me to try to send him things. I could so easily duplicate – skates, for instance.” She blinked her honest spinster’s eyes. “There’s not much use for skates here,” she said. Her stupidity annoyed me.



“What I mean,” I said, “is that I don’t want to duplicate the things his mother sends him. I might have chosen skates if I didn’t know she had already given them to him.”

She stared at me.

“I don’t understand,” she said. “He has no mother. He has no skates.”

D. Choose the meaning of each word that is closest to the meaning in the context of the story.

1. accurately
a. inexactly b. precisely c. independently
2. duplicate
a. repeat b. fool c. lie
3. ecstasy
a. happiness b. desire c. disagreement
4. impelled
a. rejected b. turned c. forced
5. integrity
a. wholeness b. trustworthiness c. interest
6. intimate
a. secretive b. quiet c. friendly
7. isolation
a. privacy b. companionship c. dislike
8. puppy
a. tie b. dog c. lamb
9. stack
a. pile b. log c. stick
10. treacherously
a. repetitiously b. unhappily c. faithlessly



E. True-false: Some of the statements below are true and some are false. In pairs, choose the false statements and discuss why they are false.

1. The author was homesick for the subtropics.
2. The author expected to find a large pile of wood after the hoy's first day of work.
3. Jerry could chop wood as well as a man.
4. Jerry paid to have the ax repaired.
5. Jerry did other jobs around the cabin without being asked.
6. The author's dog was fed and cared for while she was away.
7. The dog had tried to run away from Jerry in the high grass.
8. The author sympathizes with Jerry's mother.
9. Jerry did not stop by the cabin to say good-bye to the author.
10. Miss Clark told the author that Jerry had no mother.

F. Fill in each of the blanks (a-e) with a word from the box that best completes a sentence.

confidence	predicated	missed	subterfuge	betrayed
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At first the relationship between the author-narrator and Jerry is (a) _____ on Jerry chopping wood well. But soon a real bond develops between them because Jerry has (b) _____ his mother's love in his life and needs the affection and support of a mother figure. The narrator has (c) _____ in Jerry's character when she sees his integrity. Jerry's only (d) _____ is to say he has a mother. The narrator feels (e) _____ when Jerry tells her he has a mother.



G. In the table below there are some questions in column A with their answers in column B but not in the correct order. Match the questions and answers.

A	B
1. Why does the writer's pointer dog not bark at Jerry?	a. He seems too small.
2. Why does the narrator think Jerry will not be able to chop the wood effectively?	b. He senses that Jerry is a friend.
3. Why is the narrator shocked when Jerry says he has a mother in Mannville?	c. She feels the mother should not have deserted such an adorable boy.
4. Why does the narrator think Jerry has integrity?	d. Jerry is committed to the tasks he does and is honest and trustworthy.
5. Why does Jerry disappear from the orphanage at the end of the story?	e. Jerry did not want to say good bye to the author.

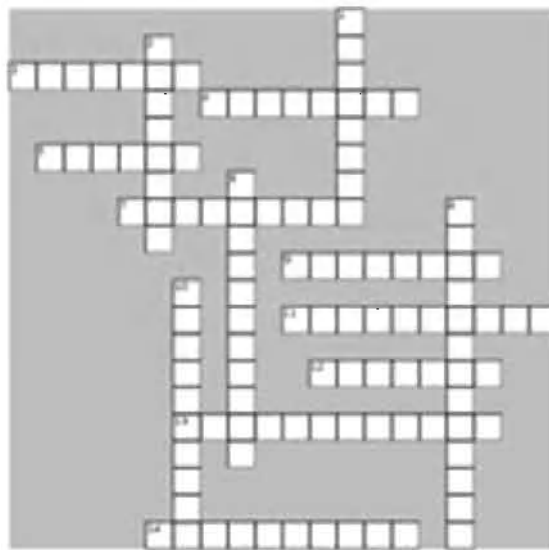
H. From your reading of the story, complete the following sentences. (Use only one word in each blank).

- The narrator wanted to be alone to do her writing. Another way to say alone is
- Jerry came every day to chop wood. He was very
- The narrator likes Jerry and what he stands for. She says he has because he always does the right thing even before he is asked.
- When the narrator left for the weekend, she left plenty of food for the dog. In other words, she left food for the dog.
- The narrator was unable to return on time to the cabin after her weekend trip because the roads were snowy and icy. They were



I. Answer the following questions

- a. Describe Jerry's physical appearance. Try to include the descriptions that the narrator used.
- b. In what ways does Jerry show integrity?
- c. What does the narrator mean when she says that Jerry "was a free-will agent"? How does the narrator feel toward Jerry?
- d. Why do you think that Jerry made up the stories about his mother and his skates?

J. Write about a relationship you have had with an adult who was not a family member. What memories do you have about him/her?**K. Cross word puzzle****Across**

- 3 disease transmitted by mosquitoes
- 4 driven
- 5 a little
- 7 abnormal
- 9 spread throughout
- 11 absent minded
- 12 mutilated, crippled
- 13 shrub with pink, white or purple flowers
- 14 bright red

Down

- 1 poisonous plant with small white flowers
- 2 small pieces of dry wood used to start a fire
- 6 childbirth
- 8 dangerously
- 10 plan to hide the truth



L. Look at the storyboard below. A storyboard is a visual form of telling a story. One may draw a series of pictures to narrate a story.



[Source: https://sbt.blob.core.windows.net/storyboards/kenzy_ahmed/a-mother-in-mannville-2.png]

Choose a series of actions from the story ‘A Mother in Mannville’ and draw your own storyboard. Display them in your classroom with the help of the teacher.

Unit Seven : Human Rights

Lesson 1

Are We Aware of These Rights-I?

A. Warm up activity

- 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.



B. 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?



C. 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 the press
- iv. right to education
- v. right to food
- vi. right to safe shelter
- vii. social activism
- viii. protection against abuse
- ix. violation of privacy

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 freely and without any fear.

- i.
- ii.
- iii.
- iv.

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

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.

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

Column A	Column B
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?****A. Warm up activity**

Pick up the day's newspaper/s and find out stories about violation of human rights (rights of children, women, the disadvantaged, ethnic minorities etc.) and match them with the human right charters of the previous lesson. Then summarize them in a paragraph.

B. 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.

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.

(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 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.

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.

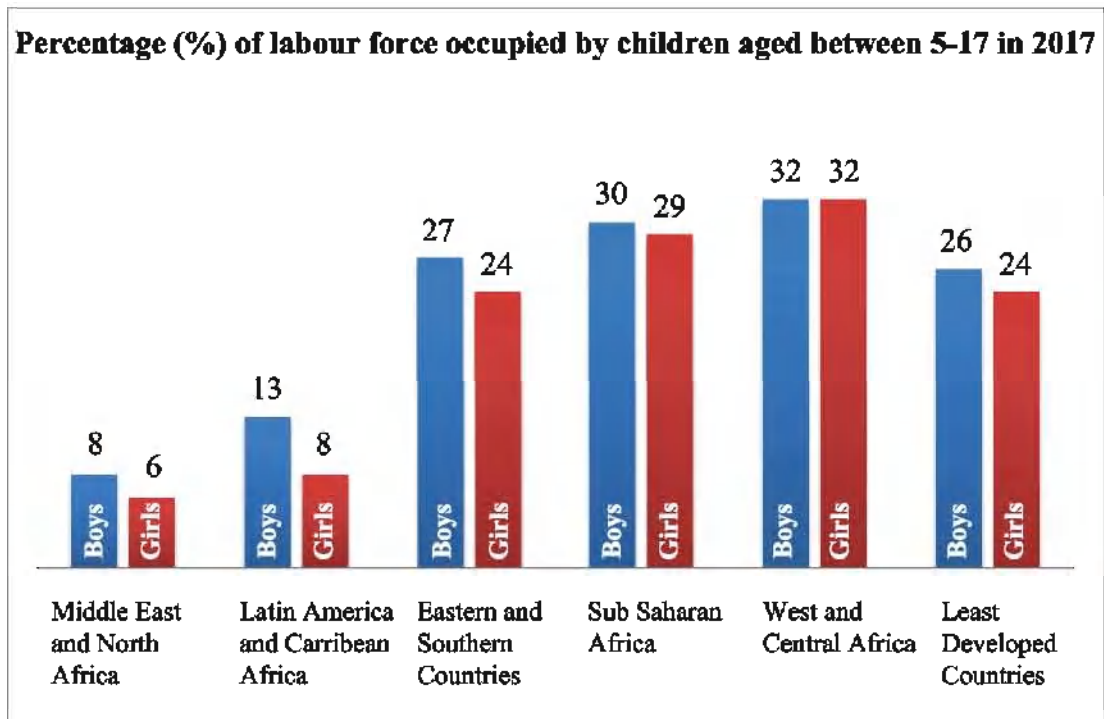
(3) The will of the people shall be the basis of the authority of government.

C. 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 dismissal of an assembly, body etc.
c. prosecution	iii. an inner feeling or voice which directs one's behaviour
d. dissolution	iv. protection granted by a nation to someone who has left his or her native country 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



- D. 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?**
- E. Work in pairs and discuss what you understand by the terms ‘freedom of expression’ and ‘freedom of assembly’?**
- F. Write a paragraph on human rights violation around you.**
- G. The chart below shows a certain human right violation in many countries. First identify what right is being violated and then interpret the chart in your own language.**



Source: UNICEF, 2017

Lesson 3

Rights to Health and Education

- A. 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.**
- B. 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.

- (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.....

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

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

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

- a. What is the Universal Declaration of Human Rights?
- b. Which organization has formulated this declaration?
- c. Why is this declaration made? 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?

E. 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**A. Warm up activity**

Look at the pictures and then discuss the following questions in small groups.



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

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

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

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



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

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

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

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



C. 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?



D. 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.

E. Read the first paragraph of Amerigo's story. What form of speech is used here – direct or indirect?**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 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.'

F. Read the story of Amerigo again. Make a list of information he shares. Do not repeat any point.**G. Summarise Amerigo's story using the points at Activity F in 150 words and give it a title which is different from the title of the lesson.**

Unit Eight : Peace and Conflict

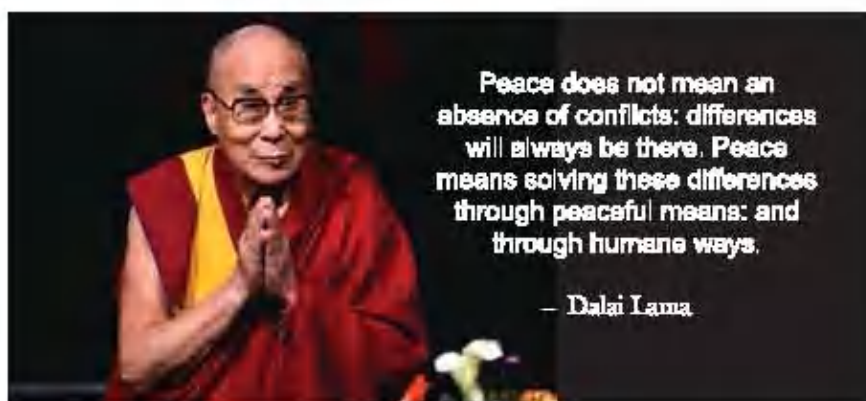
Lesson 1

Conflict: Causes and Types

- A. **Work in pairs. How do the pictures below reflect the title of the unit – Peace and Conflict?**



- B. **Here is quote from Dalai Lama, the spiritual leader of the Tibetan people. Read the quote, work with a partner to discuss why you agree or disagree with this statement.**



- C. **Read the text below on conflict to answer the questions that follow.**

What is conflict

Conflict can be described as a disagreement among individuals and groups characterized by antagonism and brutality. This usually happens when parties to conflict cannot agree on a peaceful resolution of a contentious issue. Very often elements of conflict such as opposing interests or needs, misunderstandings, stress and frustration and a lack of communication contribute to an escalation of hostility. However, not all conflicts lead to fights, and a third party intervention often resolves a conflict.



Conflict is an inevitable part of life. It is as varied as causes that contribute to it. All of us have our own opinions, ideas and beliefs. We also have our own way of looking at things and we act according to what we think is proper. If, however, we are too rigid about these, and do not allow others to freely express their opinions and beliefs, or even the right to hold them, conflict becomes inevitable. Conflict involves two or more parties, but we may have conflict within our own selves. If we read the great tragedies of Shakespeare we realize how his tragic heroes suffered from conflicts within. Conflict thus influences our actions and decisions, and the way we conduct ourselves in society.

Causes and Types of Conflict

Conflicts are basically of three types arising out of three different causes.

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 giving rise to hostile behaviours among those involved.

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 contending parties have their separate sets of beliefs that they assert in an aggressive manner.

Power conflict: It occurs when the parties involved intend to maximize what influence they have in the social setting. Such a situation can happen among individuals, groups or even nations.

Conflicts are also classified into the four following types.



Interpersonal conflicts: This type of conflict refers to an antagonism between two individuals. This occurs typically because of differences among people. Apparently, it is a natural occurrence which, if there are no hostilities involved, can eventually help in personal growth or developing our relationship with others.



Intrapersonal conflict: It occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological, involving the individual's thoughts, values, principles, and emotions.

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 conflict is serious and it disrupts harmony among the members, then some helpful guidance from a different party will be needed for its resolution.

Intergroup conflict: It takes place when a misunderstanding arises among different teams within an organization. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes to intergroup conflict.

D. Give the appropriate meanings of the following words. Also mention the part of speech of each word. Then change them as directed within parenthesis and make sentences of your own with each changed form.

- a. antagonism (adjective) b. hostility (adjective) c. escalation (verb)
- d. contentious (noun) c. harmony (verb) f. intervention (verb)
- g. ideologies (adjective) h. disrupt (noun) i. resolution (adjective)

E. 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 does conflict influence our actions and decisions?
- d. Do you think conflicts can be resolved without anyone being harmed?
- e. How is intergroup conflict different from intragroup conflict?
- f. How is interpersonal conflict different from intrapersonal conflict?

F. Read Causes and Types of Conflict again and then read the texts in the grid below. The first column includes different types of conflict. The second column shows causes of conflict and the third one shows the parties involved in conflicts. Match the texts in the columns. The first one is done for you.

Types of conflict	Cause/s of conflict	Involving party/les
a. Economic conflict	1. Differences in people's opinions and beliefs	a. Multi-beneficiaries
b. Value conflict	2. Varied opinions of groups competing with each other	b. Self
c. Power conflict	3. Varied opinions of members in a group regarding something	c. Two individuals
d. Interpersonal conflict	4. Desire for authority and dominance over others	d. Different believers
e. Intrapersonal conflict	5. Struggle to possess more wealth	e. Members in a team
f. Intergroup conflict	6. Personal indecision about choosing between right and wrong	f. Teams in an organization
g. Intragroup conflict	7. Conflict of ideologies	g. Rich and poor



G. Read the text below as a summary of the text in Section A. Fill in the gaps in the text with an appropriate word from the box to complete the summary.

defined	whereas	causes	intimidated	another
cause	individuals	values	phenomenon	selves

Conflict can be _____ as clash of _____ and ideas among other things, and it _____ deaths or destruction. Constraints of resources is also a _____ of conflict. Conflict is a very natural _____ in human life, and we are often _____ by different sorts of conflicts. As we have conflicts with others, we have conflicts with our own _____. The conflict between two _____ is called interpersonal conflict _____ the conflict with own self is intrapersonal conflict. When different groups are fighting with one _____, that is intergroup conflict and the conflict within any group is intragroup conflict.



Lesson 2

Cruelties of Conflict

A. Look at the pictures. What do they show?



B. Cruelties of conflict affect people in different ways. As it has economic impacts, it has psychological, sociological, or geographical impacts too. Read here two poems on the cruelties of conflict and do the activities that follow.

Poem 1

Alone by Maya Angelou

[Maya Angelou, an American poet, songwriter, playwright, film director and autobiographer was born in St. Louis, Missouri, on 4 April, 1928. She spent much of her childhood in Stamps, Arkansas, with her paternal grandmother. When she was eight, she became a victim of abuse by someone close to her mother. The experience left her traumatized, and for several years, she could not speak. In 1940, Angelou moved to San Francisco, and then to New York, where she began her literary career.



Maya Angelou had a remarkable range of interests and careers. She was a dancer, a singer and an editor. In addition, she also acted on stage and in the film. But writing was what she enjoyed most. She was a popular poet praised for the way she incorporated social and political themes in her poems without compromising their poetic and stylistic qualities. She wrote her poems in a language that is known as the Black vernacular, a language the black people in America use in their everyday life. Her poems often deal with serious matters but they also use humour and give out hope. Angelou's experience of racial discrimination in her childhood and her involvement in civil right movement in the 1960s made her a committed campaigner for human rights, social justice and peace. She died on 28 May, 2014 at the age of 86.

Here is a poem Angelou wrote about human relationship, more particularly, togetherness, without which our lives become meaningless, no matter how wealthy or well-connected we are. Read the poem and try to find out why she stressed the words 'alone' and 'nobody'. You will see that she has used these words ironically to bring home the message that no one should be alone, that human society depends on healthy relationships among its members.]

Lying, thinking
 Last night
 How to find my soul a home
 Where water is not thirsty
 And bread loaf is not stone
 I came up with one thing
 And I don't believe I'm wrong
 That nobody,
 But nobody
 Can make it out¹ here alone.
 make progress]

[¹to make out: to deal with a situation;

Alone, all alone
 Nobody, but nobody
 Can make it out here alone.



There are some millionaires
 With money they can't use
 Their wives run round like banshees²
 Their children sing the blues³
 They've got expensive doctors
 To cure their hearts of stone⁴.
 But nobody
 No, nobody

Can make it out here alone.
 Alone, all alone
 Nobody, but nobody
 Can make it out here alone.

Now if you listen closely
 I'll tell you what I know
 Storm clouds are gathering
 The wind is gonna⁵ blow
 The race of man is suffering
 And I can hear the moan,
 'Cause nobody,
 But nobody
 Can make it out here alone.

Alone, all alone
 Nobody, but nobody
 Can make it out here alone.

[²banshee: In Irish legend, a female spirit who whose wails or shrieks herald the death of a family member]

[³sing the blues: feeling depressed or discouraged]

[⁴to have a heart of stone: to be unkind, uncaring or cruel]

[⁵gonna: informal use, means 'going to']



C. Now briefly answer the following questions.

- a. What does the word 'here' in line 10 mean?
- b. The poet believes that 'nobody can make it out here alone.' Why does she say she believes she is not wrong?
- c. What does the poet mean when she says 'The race of man is suffering'? Suffering from what?
- d. Expensive doctors, according to the poet, cannot cure hearts of stone. Why?
- e. Is the poem one of hope or despair?

D. Find out a synonym each of 'moan', 'cure' and 'expensive' and make sentences with them.**E. What type of conflict do you find in this poem? Justify your statement.****F. Read the first stanza of another poem on conflict and write a paragraph (about 100 words) on how war 'darkens' the lands where it rages.****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.



Lesson 3

"The Old Man at the Bridge" by Ernest Hemingway

A. Warm up activity

□ Think and note down the kind of problems a war can create for human beings and other living things.

B. Read the story below for a clear and critical understanding of what it is really about and then answer the questions that follow:

An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.



It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

"Where do you come from?" I asked him.

"From San Carlos," he said, and smiled.

That was his native town and so it gave him pleasure to mention it and he smiled.

"I was taking care of animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos."

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, "What animals were they?"

"Various animals," he said, and shook his head. "I had to leave them."

I was watching the bridge and the African looking country of the 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.

C. The table below has some words used in the story in Column A with their meaning in Column B. match the words with their contextual meaning.

Words	Meaning
a. pontoon	walk or move unsteadily
b. stagger (ed)	without any interest
c. plodded	a floating platform used as a landing bridge or dock
d. blankly	a person who has dictatorial power and forcibly suppresses any opposition
e. fascist	to walk heavily or move laboriously



D. Here are some multiple answer questions with one correct and three incorrect answers for each. Choose the correct answers based on your reading of the story.

1. What is San Carlos?
 - a. a road
 - b. a bridge
 - c. a town
 - d. a wheel
2. What is the old man's occupation?
 - a. soldier
 - b. shepherd
 - c. herdsman
 - d. traveler
3. What was the man worried about?
 - a. animal
 - b. destination
 - c. artillery
 - d. politics
4. How was the man's voice by the end of the story?
 - a. dull
 - b. tired
 - c. blank
 - d. worried
5. What is the story about?
 - a. love for war
 - b. love for nature
 - c. love for animal
 - d. love for a village

E. Critically examine the theme of the story and how it has been developed in the text.

F. Read the text below and fill in the gaps using the words in the box. Some words need to be given in their *past tense* forms.

screaming	blankly	shatter	flash	appear	impatiently
unquiet	smile	pause	sway	sadly	artillery

Suddenly the peaceful setting turned _____ . Birds started _____ . Trees started to _____ from one side to another. The roaring sound of the helicopters _____ the silence. A searchlight _____ suddenly. A soldier _____ from the nearby bushes and asked the old man 'Who are you?' The old man answered _____ – 'I'm not a soldier'. The soldier laughed. 'What do you do?' he asked _____. The old man _____ and said, 'I look after animals'. Then he _____ for a moment and said _____ 'I had to leave because of _____.'



G. Read below the text which is the beginning of a story. Complete the story in your own language.

It was 1971. The Pakistani army had begun a reign of terror against the Bengalees. Thousands of innocent people were killed each day. None was safe – students, politicians, businessmen, small traders, the rich, the poor – none. Everybody was worried about survival. People were fleeing for safe places. Doctor Saha had the same worry for his family. But he had one more anxiety – anxiety for his pet hen that had been a part of his family for nearly a year. In the meantime, the village had been looted and torched a couple of times. Some of his neighbours had been killed. People were leaving the village. Dr. Saha too decided to leave the next morning. But... how could he leave behind the youngest member of the family, the hen?



Unit Nine : Tours and Travels

Lesson 1

Travelling to a Village in Bangladesh



- A. Work in pairs and describe the pictures. What do the pictures portray? Have you ever visited such a place? If yes, which place and with whom? If not, why not?**

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 do they respond to the onslaught of urbanization or growth in education? What do you think? Write down your answers in a few sentences.

In the following extract, we will see a Bangladeshi village and the villagers through the eyes of an English professor, A. G. Stock, who taught in Dhaka University between 1947 and 1951 and again in 1972.

- B. Read A. G. Stock's personal memory of Bangladeshi village life nearly seven decades ago, and provide the required information in the columns of the grid that follows.**

We set out on the evening of July 21st. Food was scarce in the village so Abdul packed a suitcase with two loaves and some tea and tins of milk, cheese and jam. We travelled Intermediate class in a cross-country train not uncomfortably crowded, through a country of shadowy loveliness. It was a moonlit night of broken soft clouds; the land was mostly under water, with paddy and coco-palms growing from it, and a few raised cart-tracks and groups of cottages islanded among clumps of bushes, all reflected among shadows. Here and there was the red glow of a cooking-fire or the lantern of a

fisherman's boat in open water. At dawn we reached Sonaimuri, a small canal-side station among wide fields, from there we had eight more miles by country boat, some of it along the canal, some of it across the flooded paddyfields. 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 father'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 hedtime. 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 box. 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 being the celebrity for the two days we had planned, but it was enough.

[A.G Stock, Memoirs of Dacca University 1947-1951]

Food carried by the author	Sources of light	Final destination	Modes of travel	Specialty of the camp	Frequent visitors	Arrangement made for the author's privacy



C. 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.

D. Answer the following questions briefly.

- a. When and why did the author fall asleep during a part of 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 zoo animal?
- b. What is the general tone of the passage?

E. Write a short paragraph describing your first visit to a place away from home.

F. 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?

G. What do the following phrases mean in your own language? Use the phrases and make sentences relating to your own life.

not uncomfortably crowded; knew no more; rallied to the crisis; tired of being looked at; looking forward to; a blaze of sunlight; broken soft clouds; fireflies wove intricate dances; clumps of bushes; kept holding permanent court; coming and coming.



H. Find an antonym for the following.

- a. gather
- b. weave
- c. intricate
- d. permanent
- e. remote
- f. remonstrate
- g. tranquil

I. Join the pair of sentences in each line to make one sentence using the conjunctions given in the bracket.

- a. He made a mosquito curtain enclosure. 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)

G. Write an email to your friend narrating your experience of travelling to a village in Bangladesh. Tell the friend about-

- where you went;
- when and how you went;
- who accompanied you;
- why you went;
- how you felt once you were there; and
- any moment that you thought was special.



Lesson 2

Arriving in the Orient

A. Warm up activity

Discuss the following questions in pairs.

- Have you ever travelled by boat, launch or steamer along a river? Write down your experience in 500-600 words.
- Before the beginning of air travel, people travelling between continents had to do so by ships. What do you think were the pleasures and the dangers of those journeys?

During the colonial era (1757-1947) the English came to India in great numbers in search of fortune. Many young women in quest of husbands also travelled to India.

*George Orwell (1903-1950) spent a part of his early life in Burma (now Myanmar), then an English colony, serving as a police officer. In the following extract taken from his *Burmese Days* (1934), we get the picture of the journey of a young English woman Elizabeth, across the sea by ship and her arrival in Burma. She has a typical colonial mind-set, and fantasizes about a glorious life in India. Her attitude to the colony is also typical of a colonizer who liked the land and the landscape but was dismissive of the people— called 'natives'— and their way of life.*

B. 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



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 passengers' 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 barefooted 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 really rich, the way people lived in India.

They sailed into Colombo through green glassy waters, where turtles and black snakes floated basking. A fleet of sampans came reaching out to meet the ship, propelled by coal-black men with lips stained redder than blood by betel juice. They yelled and struggled round the gangway while the passengers descended. As Elizabeth and her friends came down, two sampan-wallahs, their prows nosing against the gangway, besought them with yells.



"Don't you go with him, missie! Not with him! Bad wicked man he, not fit taking missie!"

"Don't you listen him lies, missie! Nasty low fellow! Nasty low tricks him playing. Nasty *native* tricks!"

"Ha, ha! He is not native himself! Oh no! Him European man, white skin all same, missie. Ha ha!"

"Stop your bat, you two, or I'll fetch one of you a kick," said the husband of Elizabeth's friend--he was a planter. They stepped into one of the sampans and were rowed towards the sun-bright quays. And the successful sampan-wallah turned and discharged at his rival a mouthful of spittle which he must have been saving up for a very long time.



This was the Orient. Scents of coco-nut oil and sandalwood, cinnamon and turmeric, floated across the water on the hot, swimming air. Elizabeth's friends drove her out 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 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. Lackcrsteen 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.

C. 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 sampan-wallahs fight for?
- f. Where did Elizabeth go from Rangoon?
- g. What were the 'barbaric yells' Elizabeth heard in railway stations?

D. Put T (true) and F (false) beside the following statements based on the above text.

- 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.

E. 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. Describe the competition between the sampan-wallahs.

F. Choose the right words from the box to fill in 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.

G. What colours and spices have been mentioned in the passage?

H. Give synonyms of the following words:

- a. delicate
- b. warmly
- c. discharge
- d. lukewarm
- e. hideous
- f. supine
- g. parched

I. The narrator has on several occasions compared one thing with another using the word 'like'. For example, he thought the sea foamed like Coca-Cola.

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



Lesson 3

Ecotourism

A. Look at the picture and discuss the following questions in pairs

- What comes to your mind when you think of ecotourism?
- What kind of activities do you associate with ecotourism?



- #### B. Now, read the text written by Amanda Briney, a professional geographer, writer and scholar. The text is adapted from ThoughtCo.com. Once you have finished reading, discuss the questions that follow.

An Introduction to Ecotourism

Ecotourism is broadly defined as low impact travel to endangered and often undisturbed locations. It is different from traditional tourism because it allows the traveller to become educated about the areas- both in terms of the physical landscape and cultural characteristics. It often provides funds for conservation and benefits the economic development of places that are often impoverished.

Principles of Ecotourism

Due to the growing popularity of environmentally-related and adventure travel, various types of trips are now being classified as ecotourism. Most of these are not truly ecotourism, however, because they do not emphasize conservation, education, low impact travel, and social and cultural participation in the locations being visited.

Therefore, to be considered ecotourism, a trip must meet the following principles set forth by the International Ecotourism Society (TIES: 2015):

- Minimize the impact of visiting the location (i.e. the use of roads)
- Build respect and awareness of the travelers for the environment and cultural practices
- Ensure that the tourism provides positive experiences for both the travelers and the hosts
- Provide direct financial aid for conservation
- Provide financial aid, empowerment and other benefits for local peoples
- Raise the travelers' awareness of the host country's political, environmental and social climate



An Example of Ecotourism

Ecotourism is popular in Indonesia at Komodo National Park. The park has an area of 233 square miles (603 sq. km) of land that is spread out over several islands and 469 square miles (1,214 sq. km) of water. The area was established as a national park in 1980 and is popular for ecotourism because of its unique and endangered biodiversity. Activities at Komodo National Park vary from whale watching to hiking. Tourist accommodations strive to have a low impact on the natural environment.





Komodo National Park, Indonesia

Ecotourism is also popular in Central and South America. Destinations include Bolivia, Brazil, Ecuador, Venezuela, Guatemala, and Panama. Apart from these places, opportunities for ecotourism exist in hundreds of more places worldwide.

The case of St. Martins Island

The island of St. Martins is the only coral island in Bangladesh located in the north-eastern part of Bay of Bengal, The roughly flat Island is only above 3.6 metre above the sea level. The entire island can be walked about in 3 hours. The Island is known for its unique natural beauty with white sandy beaches fringed with coconut palms and a diverse marine life.

Due to the expansion of unregulated tourism, the Island is facing increasing erosion, contamination of surface and ground water, wildlife displacement, and loss of biodiversity. Other threats include cutting of sand dune vegetation for fuel-wood and hotel establishment; degradation of sand dune habitat; the harvesting of turtle eggs; indiscriminate exploitation of coral resources etc. To address this, the Government has declared some areas of the Island as Ecologically Critical Area (ECA), prohibiting unauthorized constructions there.

Criticisms of Ecotourism

Despite the popularity of ecotourism the above-mentioned examples suggest, there are several criticisms of ecotourism as well. Increased tourism to sensitive areas without proper planning and management can actually harm the ecosystem and its species because the infrastructure needed to sustain tourism such as roads can contribute to environmental degradation.



Ecotourism is also said by critics to have a negative impact on local communities because the arrival of foreign visitors and wealth can shift political and economic conditions of the area. It can also make the area dependent more on tourism than its domestic economic practices.

While ecotourism becomes popular, we must however, remain cautious about its adverse effects and do our best to protect the environment and ecosystem.

C. Match the following words (1-8) with their meanings (a-j) as conveyed in the text above. (There are more meanings than words.)

1. endangered	a. a popular place of entertainment
2. conservation	b. the activity of going for long walks, especially across country
3. impoverished	e. a group of living organisms consisting of similar individuals
4. biodiversity	d. the condition or process of degrading or being degraded
5. hiking	e. a person who expresses an unfavourable opinion of something
6. critic	f. native and restricted to a certain place
7. species	g. prevention of wasteful use of a resource
8. degradation	h. seriously at risk of extinction
	i. made poor
	j. the variety of plant and animal life in the world or in a particular habitat



D. From your reading of the above text, discuss the questions in pairs.

- 1) Do you think that local communities always benefit from ecotourism? Why/why not?
- 2) Do you agree that ecotourism preserves heritage and culture?
- 3) What could be some of the negative impacts of ecotourism?
- 4) What two examples of ecotourism are cited in the text?
- 5) Can you think of any tourist spot in your locality which is ideal for promoting ecotourism?

E. Debate: Work in pairs. From your reading of the text make a list of the reasons why ecotourism should be promoted. On the other hand, your partner will note down all the negative aspects of ecotourism.**F. You are going to listen to an article on ecotourism business. Before doing that, take some time to read the statements below. Now listen to the talk and decide if the following statements are true/false.**

- | | |
|--|-------|
| a. The article says that the ecotourism business is booming. | T / F |
| b. A new report describes the benefits of ecotourism for nature. | T / F |
| c. The report says that ecotourism helps nature more than it harms it. | T / F |
| d. The report mentions how tourists totally stopped turtles laying eggs. | T / F |
| e. The report says animals are becoming bolder because of humans. | T / F |
| f. Animals are more at risk from predators because of humans. | T / F |
| g. The report says animals become more guarded when they see humans. | T / F |
| h. The report calls for research into how humans put animals at risk. | T / F |

G. Listen to the audio file again and do the following exercises:

- II a. Find out what a 'booming business' is and briefly describe one such business in Bangladesh.
- b. Look up another meaning of the word 'booming' and make a sentence with it.
- II a. Search the Internet for Costa Rica (you can also use an atlas). Collect some information about the country such as location, population, economy, agriculture and education and make a country profile in 150 words.
- b. Draw either the map or the flag of the country.



- III With a partner make a one page ecotourism plan for a protected forest in Bangladesh (for example Lauachhara in Moulvi Bazar).
- IV Write five synonyms for ‘danger’.
- V Do you know about any species of animals, birds or reptiles in Bangladesh that is endangered? Do you think elephants will disappear from our country in the near future? Why?

H. Ask five of your friends to come up with a question each on ecotourism in your region. Write the questions on the blackboard/whiteboard of your class. Then ask three other friends to give their responses to the questions. Write down their responses, and start a discussion on ecotourism in Bangladesh.

	<u>STUDENT 1</u>	<u>STUDENT 2</u>	<u>STUDENT 3</u>
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			



Transcript of listening text (to be recorded or read out by teacher)

Ecotourism is a booming business that many tour operators cite as being helpful to nature. Every year, millions of people descend on protected and pristine natural areas to observe rare species. However, a new report casts doubt on the value of this form of tourism. In fact, it suggests that ecotourism is more damaging than helpful to nature. Details are in a report published in the journal 'Trends in Ecology and Evolution'. Researchers believe tourists are disrupting animals in their natural habitat. They pointed to a recent event where sea turtles in Costa Rica had problems laying their eggs because of the hordes of tourists who had congregated to watch the turtles' nesting habits.

The report says that ecotourism is making animals bolder and that this could endanger the animals. A regular human presence might make animals tamer and less cautious about other animals around them, and this could put them at risk of being attacked by their natural threats. "Then they will suffer higher mortality when they encounter real predators," the report says. It added: "When animals interact in 'benign' ways with humans, they may let down their guard." The report said it was essential "to develop a more comprehensive understanding of how different species in different situations respond to human visitation and under what precise conditions human exposure might put them at risk."

Source: <https://breakingnewsenglish.com/1510/151014-ecotourism.html>



Unit Ten : Environment and Nature

Lesson 1

Water, Water Everywhere...

A. Warm up activity

- Ask an elderly villager or relative how the nearby river 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.

B. 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, every where,
And all the hoards did shrink;
Water, water, every where,
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. Not only the cursed mariner, we too 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 report says that the river had a glorious past. Once it was a tributary of the mighty Ganges and flowed into the Bay of Bengal through the river Dhaleshwari. Gradually, it lost its link with the Ganges and got the name Buriganga. The Mughals marveled at the tide level of the Buriganga and founded their capital Jahangirnagar on its banks in 1610. The river supplied drinking water and supported trade and commerce. Jahangirnagar was renamed Dhaka which grew into a heavily populated city with a chronic shortage of space.

The city paid back the bounty of the river by sucking life out of it! According to newspaper reports, 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. There are other rivers in the country that are suffering the same fate. Unless we take care of our rivers there may come a time when we will cry 'water, water' and find it nowhere.

C. The following words can be used both as verbs and nouns. Make sentences to show the differences:

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

D. Collect some reports on the dying rivers in Bangladesh from newspapers and magazines. Write a paragraph summarizing the main points.

E. Make as many sentences as you can using the substitution table.

The city of Dhaka	discharges releases extricates throws away	tons of	solid waste industrial waste garbage household rubbish	everyday
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6. Write a report for your college magazine on the state of water bodies in your locality.



Lesson 2

The Hakaluki Haor

A. Warm up activity

- Read the title of the article and look at the picture. Do not read the text yet. Guess what kind of information you are likely to get from the article.

In pairs, discuss whether the article may contain the following information-

- Location and surrounding areas of Hakaluki haor
- Kinds of fish available in Hakaluki haor
- Kinds of migratory birds that visit the haor in winter
- The economic importance of the haor

B. 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 rivers, canals, beels, lakes, and vast areas of floodplains. Hakaluki haor is one of the major wetlands of Bangladesh. With a land area of 18,386 hectares, it supports a rich biodiversity and provides direct and indirect livelihood benefits to nearly 190,000 people. This haor was declared an Ecologically Critical Area in April 1999 by the government of Bangladesh.



Hakaluki is a complex ecosystem, containing more than 238 interconnected 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 stretch of the Sonai-Bardal river to the north, by the Fenchuganj-Kulaura railway line 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 movements 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.



Large areas of Hakaluki haor dry up in winter and provide good grazing land

for cattle. 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 area 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 is near the village of Kalikrishnapur. 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



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 during in the months of April and 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, the haor becomes a huge natural bowl of water which gives it a unique scenic beauty. 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.doc.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]

C. Answer the following questions:

- Why is Hakaluki haor an important source of fisheries?
- What are 'mother fisheries'? What do they do?
- What bird species are seen in Hakaluki haor in winter?
- What economic benefits does the haor provide to locals?
- Describe the natural beauty of Hakaluki haor.

D. Visit or read about any wetland (beel, jalmahal, haor etc.) in your area and 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 the wetland



- the benefits it provides
- its natural beauty

E. 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 organisms that interact as a system
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

F. Make seven sentences from the substitutions table below.

The unique haor system	contributes to adds to	the beauty of the landscape	both during the	monsoon and the dry season
				rainy season and winter
				wet and cold weather
				rainy and dry condition



Lesson 3

The Lake Isle of Innisfree



A. Pairwork. Discuss the following questions with your partner.

- a) What are the advantages and disadvantages of urban life?
- b) Why do people go back to nature?

B. Listen to a beautiful poem by William Butler Yeats and discuss the following question in pairs.

Where does the speaker wish to go? Why?



[About the poet:

William Butler Yeats (1865-1939), an Irish poet and dramatist and the winner of the 1923 Nobel Prize for literature, wrote some of the most beautiful poems of his time. He was deeply involved in Irish politics and enthusiastically supported the movement to free Ireland from British colonialism. But Yeats opposed all forms of violence and wrote some moving poems about the crimes committed against humanity during World War-I. Although a modern poet, he was at heart a romantic, and wrote about beauty, nature, death and immortality among

other things. In "The Lake Isle of Innisfree," he imagines leaving the city life behind and going to a small island in the west of Ireland, where he would live the simple life of the past in the middle of nature.]



The lake isle of Innisfree
William Butler 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 honeybee,
 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.

- C. Listen to the poem once again. Then match the words in Column A with the contextual meanings given in Column B.**

Words	Meanings
glimmer	the sound of a liquid gently flowing or splashing against something
cricket	home for bees
glade	stakes or poles interwoven with branches and twigs, used for walls, fences, and roofs
linnet	an area in a wood or forest without trees or bushes
lapping	leaping chirping insect
hive	to emit a faint or intermittent light
wattle	a small brownish songbird
arise	room
cabin	stand up

- D. Discuss the poem with your partner and answer the following questions.**

1. What is Innisfree? Where is it?
2. What will the speaker build there? How?
3. Describe the evening in the island.
4. Who will sing for the speaker?
5. "I will arise and go now, for always night and day
 I hear lake water lapping with low sounds by the shore"
 What is implied in these two lines?
6. What does Innisfree represent?
7. How is nature in Innisfree different from that in city?

- E. Write a summary of the poem.**



Lesson 4 A Minor Bird

- A. Look at the picture below and discuss it with your partner.**
- B. Read the quotations in the boxes below and discuss with your partner the implications of the quotes in real life situation.**



There is something of the marvelous in all things of nature.

- Aristotle

One touch of nature makes the whole world kin.

- William Shakespeare

Nature never did betray the heart that loved her.

- William Wordsworth

Look deep into nature, and then you will understand everything better.

- Albert Einstein

- C. Read about Robert Frost and then read his poem – A Minor Bird.**



[Robert Frost (1874-1963), an American poet, drew his images from nature. His poems convey a wide range of emotions such as love and happiness, grief and anger, loneliness and nostalgia. Frost won the Pulitzer Prize (the highest award for literature and journalism in USA) in poetry four times (1924, 1931, 1937, and 1943). People across the country heard him when he recited his poem "The Gift Outright" at President John F. Kennedy's inauguration in January 1961. Frost said poetry "makes you remember what you didn't know you knew." According to Frost, "A poem begins in delight, and ends in wisdom."]



A Minor Bird

- Robert Frost

I have wished a bird would fly away,
And not sing by my house all day;

Have clapped my hands at him from the door
When it seemed as if I could bear no more.

The fault must partly have been in me.
The bird was not to blame for his key.

And of course there must be something wrong
In wanting to silence any song.

D. Answer the following questions.

1. What was the wish of the speaker in the poem?
2. What was the speaker's reaction to the bird's song?
3. What did the speaker do to drive the bird away?
4. Does the speaker regret what he did?

E. Prepare a flow chart showing the gradual development of the poem.



F. Keeping this poem in mind, discuss the confrontation between human beings and nature that you see around you.

G. Why is modern man unable to appreciate nature?

H. "A poem begins in delight, and ends in wisdom." Explain this statement in the context of Frost's poem.

I. Compare and contrast the attitudes of the speakers in the poems "The Lake Isle of Innisfree" and "A Minor Bird."



Lesson 5

The Tyger

A. Match the poetic expressions in the poem by Wordsworth and excerpts from three other poems with short notes on them given below.

Because I could not stop for death
– Emily Dickinson

Because I could not stop for Death –
He kindly stopped for me –
The Carriage held but just Ourselves –
And Immortality....

We passed the School, where Children strove
At Recess – in the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun –

My Heart Leaps Up When I Behold ---
– William Wordsworth

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

To the Moon
– Percy Bysshe Shelly

Art thou pale for weariness
Of climbing heaven and gazing on the earth,
Wandering companionless
Among the stars that have a different birth–

Ah Sun-flower
– William Blake

Ah Sun-flower! weary of time,
Who countest the steps of the Sun:
Seeking after that sweet golden clime
Where the traveller's journey is done;

i

(To the Moon) Here the moon symbolizes loneliness and one-sided love. In fact, the poet describes it as "wandering companionless". The tone of the poem becomes heavier with words like "weariness" and "joyless". They align well with the symbolism invoked by a lonely moon.

ii

(Ah Sun-flower) The poet uses sunflowers to represent people. People sometimes grow weary as life moves on. Blake also uses the sun to symbolize life. Weary sunflowers count the hours the sun shines. Weary people trudge their way to the end of their lives.

iii

(Because I could not stop for Death) The carriage is the symbol of the journey from life to death, which picks up people marked by death to their passage to the after world. In the second stanza, the poet describes the three stages of man using the symbols of school (childhood) grain fields (youth) and the setting sun (old age and death).

iv

(My heart leaps up when I Behold) When the poet sees a rainbow in the sky, it's not merely a beautiful sight, it also symbolizes his childlike wonder. The poet maintains a large part of his childlike wonder by remaining in awe of the beauty of nature (and encourages his readers to do the same).



- B. Poets and novelists often use symbols to invest objects with a larger meaning or to represent an abstract thought, idea or concept by something concrete.**

Now find out symbols in the following excerpts and state what they stand for.

*"O Wind,
If Winter comes, can Spring be far behind?"
P. B. Shelley*

*He is called by thy name. For he
calls himself a Lamb:
He is meek & he is mild,
He became a little child:
- William Blake*

*"All the world's a stage,
And all the men and women, merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages."
- Shakespeare*

*"In the sun born over and over,
I run my heedless ways,
My wishes raced through the house high hay
And nothing I cared, at my sky blue trades, that time allows
In all his tuneful turning so few and such morning songs
Before the children green and golden
Follow him out of grace,"
- Dylan Thomas*

*"The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep."
- Robert Frost*

- C. Read the poem "The Tyger" by William Blake and answer the questions that follow.**



[Note: William Blake (1757-1827) was an English poet, painter, and engraver. His poetry is as delightful as it is challenging, and its wide appeal ranges from the cadence of his lullaby-like songs to the troubling prospects of the lapsed soul and the stormy music of his prophetic works. Of these, *Songs of Innocence and Experience* depicts two basically opposite states of human soul. Blake is regarded as the forerunner of the romantic poets and as a passionate rebel against the social injustice of his time.]





The Tyger

Tyger, Tyger, burning bright,
In the forests of the night:
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare sieze the fire?

And what shoulder what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? and what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger, Tyger, burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

Questions

- What does the 'tyger' stand for?
- What is the 'tyger' compared with? Why?
- Explain what the poet means when he asks "Did he who made the Lamb make thee?"
- What state of human soul is presented in this poem?
- Whose smile has been referred to in stanza five?

D. Prepare a flow chart with the symbols used in the poem.



E. Discuss the different ideas expressed in the poem with your partner, and then summarize them.



Unit Eleven: Art and Craft

Lesson 1

What is Beauty?

A. Warm up activity

- In a group, discuss what you mean by beauty; and its place in art.
- Discuss any work of art you have seen (a painting, a sculpture, a photograph, an embroidered quilt and why you consider it beautiful).

Beauty is easy to appreciate but difficult to define. As we look around, we discover beauty in pleasurable objects and sights – in nature, in the laughter of children, in the kindness of strangers. But asked to define, we run into difficulties. Does beauty have an independent objective identity? Is it universal, or is it dependent on our sense perceptions? Does it lie in the eye of the beholder? –we ask ourselves. A further difficulty arises when beauty manifests itself not only by its presence, but by its absence as well, as when we are repulsed by ugliness and desire beauty. But then ugliness has as much a place in our lives as beauty, or may be more—as when there is widespread hunger and injustice in a society. Philosophers have told us that beauty is an important part of life, but isn't ugliness a part of life too? And if art has beauty as an important ingredient, can it confine itself only to a projection of beauty? Can art ignore what is not beautiful?

Poets and artists have provided answers to these questions 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.

Here are two poems which deal directly with the theme of beauty. While Lord Byron (1788-1824) finds perfect beauty in a woman whom he idealizes, Emily Dickinson (1830-1886) asserts that beauty is inseparable from truth. She describes two persons who died for them, and are now buried in tombs near each other.



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 kinamen met a-night,
 We talked between the rooms,
 Until the moss had reached our lips,
 And covered up our names.



B. Discuss the following questions/statements (a-h).

- 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?
- What imagery does Byron associate with the woman?
- Was Byron writing about his love for the woman or simply celebrating her beauty?
- What impression of beauty do you get from your reading of the poem 'She Walks in Beauty'?
- Dickinson's poem expresses an optimism for the afterlife. Show how she does it in the last two stanzas of the poem.
- Despite the uneasy feeling created by death and the speaker's position inside a tomb, 'I Died For Beauty' is ultimately comforting. Discuss.
- '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 poem in your notebook.
- In 'I Died For Beauty,' the man who died for Truth says that Truth and Beauty are the same. Do you agree? Why?

C. 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

D. Read the beginning of a story and complete it in another 180-200 words.

Once there was a young artist in a remote village of Bangladesh. His name was Rabbi. He was asked by his mentor to draw the most beautiful object in the world. But Rabbi was confused thinking what that most beautiful thing could be. Every morning he would rise up early, go out and roam around the streets, shops, playgrounds, schools and the nearby orchards and river to find something that is the most beautiful. Then one day...



Lesson 2

Folk Music

A. Warm up activity

- In the class, give a talk on what you know about Baul / Bhaliyali / Bhawaia songs of Bangladesh.
- Request someone in the class to sing a few lines of a folk song. Then in groups discuss the theme, lyrics, style and impact of the song on the listeners.

B. Here is an excerpt from an article on Bengali Folk Music written by the late Mridul Kanti Chakravarty, who was an expert in music and also sang Baul songs, and published in *Banglapedia*. The excerpt has been slightly edited for English For Today, 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 not influenced by any sophisticated musical rules or any standard musical styles. Bangladesh has a heritage of rich folk music which includes both religious and secular songs.

Folk music may be described as the music of the ancient times that sprang from the heart of a community, based on their natural style of expression uninfluenced by the rules of classical music or modern popular songs. Any arrangement of sound created by the combination of tune, voice and instrument/dance may be described as music. Folk music is the combination of song, tune and dance that originate from the traditional culture of ordinary people (the folk). For example, Baul songs are a combination of tune, music and dance that are associated with the Baul tradition in Bengal.

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 of feelings and thoughts 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; and (xii) it contains a strong emotive expression of human love and separation.



In Bangladesh folk music has great variety, with songs composed on culture, festivals, views of life, natural beauty, rivers and rural and riverine life. These songs are also about social inequality and poverty, about the material world and the supernatural. Mystical songs have been composed using the metaphors of rivers and boats. Since the country is basically riverine, the



Bhatiyali forms an important genre of folk music. Nature plays a role in providing the content and rhythm of folk music. The folk music of Bangladesh varies from region to region, reflecting changes in the natural environment and the dialects people use. Thus there are the northern Bhawaiya, the eastern Bhatiyali and the southwestern Baul songs.

The culture and the lifestyle of the different ethnic minorities, such as the Chakmas, Manipuris, Santals or Tripuris, have also influenced folk music. Their interaction with Bengali culture and lifestyle over the years has been clearly reflected in the richness of our 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, the Hindus or the Muslims; 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 old practice of '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 : Kushtia, Birbhum and West Bengal

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

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

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.

C. Answer the following questions:

- How is folk music defined in the excerpt? Can you add some thoughts of your own to the definition provided?
- What are the characteristics of folk music?
- According to the excerpt, folk music has great variety in Bangladesh. Do you know about any other variety of folk music in our country? Which aspects of our folk music do you like?
- 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.

D. Look up the meanings of the following words and terms in the dictionary and write sentences using them:

- classical
- mystical
- note
- tempo
- rhythm

- E. You have a friend in the social media who lives in Afghanistan, who is very keen to know about your culture, especially folk music. Write an email to your friend, describing the various types of folk music in Bangladesh. You should write between 150-200 words in the main body of your email.**



F. Read the text below and answer the questions that follow.**Lalon Shah**

Lalon Shah (1774-1890) is best known as an icon of the Baul tradition in Bengal, although he was also a philosopher, thinker and social reformer. He preached religious tolerance and rejected social differences based on class, caste and creed. He also believed that a search for truth should begin with the body, which reflects the mystery of creation.

Although Lalon's songs are admired for the profound philosophical and mystical insights they offer, he did not receive any formal education. Not much is known about his early life. A popular story about him – which many believe to be true – is that while on a pilgrimage to a holy place, Lalon, who was born a Hindu, contracted smallpox and was abandoned by his companions. A Muslim fakir, Siraj Sain, picked him up and took him to his own house where he nursed him back to health. When Lalon returned home, his family refused to take him in as he had lived in a Muslim household. So Lalon returned to Siraj Sain and took up a life of devotion and asceticism under his guidance. After the death of Sainji, Lalon set up an *akhrah* or monastery in Chheuriya near Kushtia. It soon attracted admirers and mystics in search of salvation who became initiated into Baul asceticism and became his disciples. As Lalon began writing and composing songs, which his disciples sang with the accompaniment of *ektara* or *dotara*, his fame spread to faraway places. Rabindranath Tagore and Kazi Nazrul Islam were among those who admired him and were influenced by his *shahajiya* philosophy (the attainment of the self through the simple truths that reside in one's own body and soul—not outside -- which can be reached through *sadhana* or meditation). Many of his disciples also became famous for their songs. They included Kangal Harinath Majumder, Pagla Kanai and Dudu Shah.

G. Answer the following questions:

1. Have you heard any Baul song composed by Lalon? If yes, what is it about?
2. Why are Baul songs popular even today?
3. What is the essence of *sahajiya* philosophy of Lalon?
4. Who are some of the prominent people who admired Lalon?



Lesson 3

Our Art and Craft

A. Discuss the questions in pairs.

1. What is art?
2. Do you know any famous artist in Bangladesh? Who is s/he?

B. Read the following text and answer the tasks that follow.

Art is generally understood as an expression of human imagination and creative skills in a range of activities including painting, drawing, sculpture and architecture. The aim of art is to evoke feelings and emotions that are considered aesthetic – that is, concerned with beauty— but art also can be a form of social commentary. A painting of sunset over the sea glorifies nature, but one that shows a war ravaged town can convey a sense of anguish. Throughout the world people appreciate art for its power to affect them in creative ways. As the famous painter Pablo Picasso said, “the purpose of art is washing the dust of daily life off our souls.”

Art in our country has a long history. It has been practiced in households in the form of pottery, *nakshikantha* or embroidered quilt, *alpana* or intricate, mostly floral designs in rice paste done on clay yards and *shokher harhi* or painted earthen pots (and their lids). These are examples of folk art. But there is another form of art which is called modern art, which owes its origin to the industrial revolution in Western Europe in the middle of-19th century and the changes it brought in technology, education, manufacturing and communication. Modern art rejected traditional art forms and began to create new types of artistic expression using styles, techniques, colours and materials that could adequately reflect the spirit of the time and the profound changes in human thought.

The beginning of modern art practices in our country date from 1948, when the great artist Zainul Abedin (1914-1976), with the help of some colleagues set up an institute of art in Dhaka (now the Faculty of Fine Art, University of Dhaka). As it began to offer art education, the institute drew together a number of talented teachers and students who contributed to the development of modern art almost from scratch. But within a decade, artists were reflecting most recent trends and styles in their work – such as expressionism and abstract expressionism— while maintaining a close contact with the traditions of folk art.



Zainul had earned all-India fame for his *Famine Sketches*, a series of haunting sketches based on the Bengal famine of 1943 which took hundreds of thousands of lives. His watercolors, scroll paintings and drawings inspire our artists even today. The other prominent artists who had major contributions to the spectacular rise of our contemporary art include Qamrul Hassan, SM Sultan, Safiuddin Ahmed, Abdur Razzak, Qayyum Chowdhury, Murtaza Baseer, Aminul Islam, Syed Jahangir, Debdas Chakravarty, Novera Ahmed and Muhammad Kibria.

The war of liberation and the independence of the country in 1971 inspired our artists to continue the efforts of the earlier artists to explore the limits of art and create new expressive modes. For the next four decades, art in our country saw many experimentations. Artists dealt with new ideas such as installation art and graphic art; and reshaped older, traditional art forms. If you visit any art gallery or art exhibition, you will find how our art reflects our changing realities in fascinating and insightful ways.

1. **Re-arrange the sentences to make a paragraph**
 - a. Such experimentations included installation art, graphic art and reshaping of older, traditional art forms.
 - b. The beginning of modern art practices in our country date from 1948 with the setting up of an institute of art in Dhaka.
 - c. The war of liberation and the independence of the country in 1971 inspired our artists to continue the efforts of the earlier artists.
 - d. When the institute was set up, it drew together a number of talented teachers and students.
 - e. During the Bengal famine of 1943 Zainul Abedin had earned all-India fame for his *Famine Sketches*.
 - f. Besides his *Famine Sketches*, Zainul's watercolors, scroll paintings and drawings also inspired many artists.
 - g. Within the next four decades of our independence, art in our country saw many experimentations.
2. **From the Internet, find out what modern art means. Discuss with your friends.**

C. Now, read the text below and answer the questions that follow.

While art is considered intuitive and visionary, craft is seen to be a practical application of certain skills for producing objects of everyday use that are often beautiful to look at, such as pottery, metal and wood work, cane and bamboo items, jewelry, musical instruments like ektara, dhol or flute and textile items. People who



practice a craft are called crafts persons or artisans who pick up their skills under the guidance of older and more experienced artisans. The training they receive is thus on-the-job, and artisans often come from the same family.



Bangladesh has a rich tradition of craft as the country has been, until very recently, dependent on agriculture, and most people lived in villages. Rural communities relied on artisans to supply them with necessary household items. But

communities also needed objects to help them with social occasions such as weddings, religious rituals, festivals and personal use. They also needed items for use in trade and commerce. Craftworks thus range from winnowing baskets to clay oil lamps, from hand held fans to metal coins. As artisans worked with their hands to produce domestic and decorative objects, these came to be known as handicrafts.

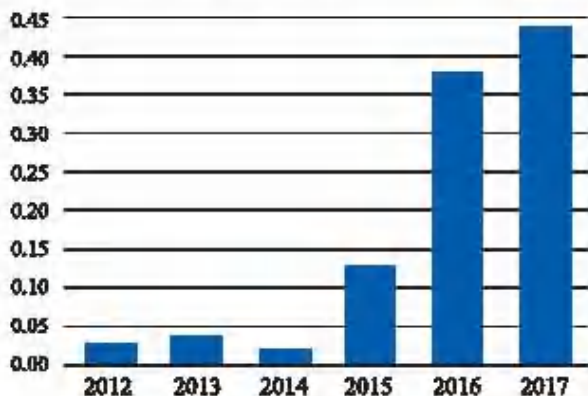
An artwork bears the signature of its creator, and the value of a painting, graphic art or sculpture depends on the stature of the artist. No such thing happens in case of craftwork. The maker of a terracotta doll or a *shatranji* (cotton floor mat) remains anonymous but the work retains a personal touch. When we look at a thirty year old *nakshikantha* we wonder at its motifs and designs that point to the artistic talent of its maker. 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 maker's skill. Indeed, the intimate nature of the *kantha* and the tactile feeling it generates animate the work and make it very inviting.

A craftwork is a dynamic object—always evolving and always abreast of changing tastes and needs. Changes in lifestyle and material conditions have an impact on craftworks and their production. But certain forms, motifs, styles and aesthetic preferences change little over time, suggesting that a craftwork can function as a stable signifier of community values and preferences over time.

1. Find out the meaning of the words and then make sentences with them: intuitive, visionary, decorative, graphic, intimate, generate, animate, inviting, evolving, signifier.
2. Prepare a list of handicrafts that are in use in your house.
3. The following graph shows the value of hand woven rugs exported to European Union (EU) countries from Bangladesh from 2013 to 2017. The value of exported rugs for each year is shown in million Euros.



Write about 180 words describing major trends shown in the chart.



D. Read the text below and do the activities that follow.

Sonargaon

Some of you who live outside Sonargaon, an Upazila in the district of Narayanganj, may have visited the ancient township with its Folk Arts and Crafts Museum, set up by the famous artist Zainul Abedin in 1970, and a number of old buildings which speak of a glorious past. But those who haven't had a chance to go there may still read about it and see images of its historical and cultural landmarks on the Internet. Sonargaon lies about 24 kilometers away from Dhaka and can be reached by bus or taxi and other forms of private transport. It attracts hundreds of visitors every day because of its antiquity and historical importance. Sonargaon was once the capital of the independent Sultanate of Bengal in the early 14th century. Even before that, it was the capital of Vanga under Raja Danauja Rai. Greek and Roman writers and travelers from abroad mentioned Sonargaon which was a prosperous trading post with a splendid river port. Ibn Battuta visited it in 1346 and was amazed by its splendor.

1. Make sentences with the following words:
ancient, glorious, landmark, antiquity, prosperous, splendid, amazed
2. Describe the fastest way to reach Sonargaon from your city/town/village.
3. A travel agent has prepared a brief description of Sonargaon under different headings. Fill up the blanks with information from the text.



Sonargaon**Location**

- Not too far from the capital city, Dhaka, only (1) kilometers away

Attractions

- Folk Arts and Crafts Museum set up in (2) by famous artist Zainul Abedin.
- A number of old buildings of (3) and cultural importance.

History

- The capital of the independent Sultanate of Bengal in the early (4) century
- The capital of (5) Vanga under Raja Danauja Rai

Famous admirers

- Mentioned and admired by Greek and (6) writers and travellers.
- Drew the attention of (7) who travelled to this area in 1346.

E. Read the text below and do the activities that follow.

One of the historical landmarks of Sonargaon is the ancient city of Panam (also known as Painam) or Panam Nagar, which was developed to the south of the old city to provide residential quarters to the governors after the Moghul conquered Sonargaon in 1611. But some historians believe the city's history is



much older and that the Moghuls developed Panam Nagar and built highways and bridges to connect it with Sonargaon. Three such bridges still exist. There are also three artificial canals that were dug up for easy communication and protection of the city. Panam Nagar became a prosperous trading post under the British rule. The East India Company made it a centre of *muslin* trade. At the peak of the trade about 1400 families of weavers lived in and around the city.

If you visit Panam Nagar today, you will see old buildings lining both sides of a 600 meter road, ending at Panam Bazar. The brick buildings were built by Hindu traders in the early 19th to early 20th century. No one lives in these buildings now as the place is considered a heritage site.

1. One of your social media friends living in Australia is interested in visiting some of the old architectural sites in Bangladesh. Write an email inviting him/her to visit Panam Nagar. Based on the information given in the above text, explain in your email why Panam Nagar is worth visiting.
2. Project: Plan a visit to Panam Nagar. Prepare and give an oral presentation on what you expect to see there.



Unit Twelve: Education and Life

Lesson 1 Why Education



A. Look at the pictures. Work in pairs or group. Discuss

1. how are the pictures related?
2. why is education important in life?

B. Read the following text on the importance of education and check how many of the ideas given here are in your list.

Education gives us knowledge and a set of abilities to function meaningfully in life, such as the ability to decide things rationally and make the right choices. As we learn how to read, write and do the basic operations of arithmetic, we gain a degree of self-confidence. We learn to think for ourselves and articulate our thoughts; we pick up skills to communicate with others and manage our affairs well. Education helps us think independently and make our own opinions. As we know more about the world, we appreciate the good things it offers us but also become critical of the deviations from the values it imparts and the rise of hatred or conflict that follows.

The first thing education does is to give us an awareness about ourselves which leads to the development of our personality. As we begin school, we feel the need to belong to the class and make friends. We then expand our sense of belonging to include the school at large, our community and finally our country. Education thus prepares every child to become an active member of the community and work for its welfare.



Education, it is believed, releases our potentials and our inner strengths. It sharpens our intellect and develops our creativity. As we are taught to reason well and find solutions to the problems of life we become productive members of society. Education by definition is progressive and liberal, teaching us to respect human diversity and cultural and religious differences. If all of us practise these values in life, the world becomes a much happier place.

Education also fosters critical thinking and provides us a set of competencies including life skills that enable us to become competitive even in the most challenging of circumstances. Education also teaches us to appreciate beauty and the bounties of nature.

School, however, is not the only place where a child gets education. A Bangla poem tells us that nature can be our best teacher. Here are a couple of lines from the poem in English translation:

The sky has taught me to be liberal.
The wind has given me the motto to be industrious.

If we can make nature our friend, philosopher and guide, we can learn lessons about life that, combined with what our schools teach us, will prepare us for the future.

Education and Values

Education not only enriches us with knowledge, abilities and skills, it also teaches us values. Values can be individual, interpersonal, organizational or societal. Thus students receiving good education develop self-respect but also learn to respect others; they know the importance of honesty and learn to trust others; they develop compassion and fellow feeling and become aware of the need to protect the environment. If students combine the values they learn at home with those that the school gives them, they will not deviate from the right path unless they fall into bad company. The famous French writer Victor Hugo (1802-1895) once said, "He who opens a school door, closes a prison."

Below are a couple of stories about values that we must cherish. Read the stories and find out why these values are important in our lives. Do you think you also possess these values? If so, where did you learn them?



Story 1: The Starfish Story

An old man walked along the beach until he came across a young boy throwing something into the breaking waves. Upon closer inspection, the old man could see that the boy was tossing stranded starfish from the sandy beach back into the ocean.

“What are you doing, young man?” He asked.

“If the starfish are still on the beach when the sun rises, they will die, so I am throwing them into the water,” the boy answered.

“This is ridiculous. There are a hundred miles of beach and thousands and thousands of starfish. It doesn’t matter how many you throw in; you can’t make a difference.”

“It matters to this one,” the boy said. As he threw another starfish into the waves he told the old man, “and it matters to this one too.”

Story 2: Finding Happiness

Once a group of 50 people were attending a seminar. At one stage, the speaker decided to do a group activity to illustrate a point he was making. He gave a balloon to each attendee. Each one was asked to write his/her name on it using a marker pen. He then collected all the balloons and put them in another room.

He then took all the attendees to the room and asked them to find the balloon with their name within five minutes. Everyone frantically searched for the balloon with their name, colliding with each other, pushing around others and there was utter chaos.

At the end of five minutes no one could find their own balloon. Now the speaker asked each one to randomly collect a balloon and give it to the person whose name was written on it. Within minutes everyone had their own balloon.

The speaker then began, “This is happening in our lives. Everyone is frantically looking for happiness, not knowing where it is.

Our happiness lies in the happiness of other people. Give them their happiness, you will get your own happiness. And this is the purpose of human life - the pursuit of happiness.”



C. Match the words with their meanings given in two columns below.

Words		Meaning
a. potential	I.	the ability to do something successfully or efficiently.
b. liberal	II.	throw (something) somewhere lightly and casually.
c. competency	III.	having or showing the capacity to develop into something in the future.
d. societal	IV.	left ground on a shore.
e. toss	V.	In a distraught way owing to fear, anxiety, or other emotion.
f. stranded	VI.	related to society or social relations.
g. frantically	VII.	willing to respect or accept behaviour or opinions different from one's own; open to new ideas.

D. In pairs, read each statement and discuss if it is true/false. Explain why.

- Education makes people aware of themselves that eventually helps develop their individuality.
- Education teaches us to show respect to religious and cultural multiplicity.
- Education does not play any role in shaping our minds to enjoy the beauty and richness of nature.
- School is the only source for getting education.
- Self-respect and respect for others are the two important values developed by education.

E. Answer the following questions.

- How does education help a child to develop critical insights?
- Give an example of the role played by education to make an individual progressive.
- What are some of the other sources for getting education?
- Give some examples of different types of values. How does education help develop one's values?
- In small groups, discuss the topic: An educated person is an asset for society.



F. Read Story 1 and 2 again. Complete the grid below to compare the two stories using the criteria given in column 1.

Criteria	The Starfish Story	Finding Happiness
Setting		
Main characters		
Main theme		
Moral of the story		

G. Rearrange the sentences in logical order to make a well developed paragraph on the benefits of education.

- a) This self-awareness helps develop our personality.
- b) Secondly, education prepares every child to become an active member of the community.
- c) Education benefits us in a wide variety of ways.
- d) In addition to developing creativity, it develops us as competitive individuals.
- e) The first thing, education does is, it makes us aware of ourselves.
- f) Finally, education teaches us how to distinguish between the right and the wrong.
- g) Next, it releases our potentials and inner strengths.
- h) By releasing our potentials, education also helps us to sharpen our intellect and creativity.

H. Write an essay in 200 words describing how education is helping you to grow as a social human being.



Lesson 2

The Parrot's Tale

- A. Work with a partner. Discuss the following questions.**
- a. What is education to you?
 - b. What, according to you, is the ultimate goal of education?
 - c. Who and what do you associate with education?
- B. Here is a short story on education. Read the story and answer the questions that follow.**

The Parrot's Tale
Rabindranath Tagore
 (Translated by Kaiser Haq)



1.

Once upon a time there lived a bird. It was unlettered. It sang but couldn't recite a word of scripture. It hopped and it flew but lacked all sense of manners.

The King said, "Such a bird is of no use. Yet it devours fruit from the forest, bringing down the profits of fruiterers in the royal market."

He summoned the Minister and commanded, "Educate the bird!"

2.

The task of educating the bird fell on the King's nephews, his sisters' sons.

The learned men of the court deliberated long. They pondered the reasons behind the ignorance of the creature in question. The conclusion: the bird's nest made of straw and twigs could not hold much knowledge. Therefore, the first thing needed was a proper cage.

The royal scholars received handsome fees and happily went home



3.

A goldsmith set to work on a gilded cage. It turned out to be of such exquisite workmanship that people from far and near crowded round for a look. Some said, "This is education par excellence." Others said, "Even if it learns nothing, it has got the cage. What a lucky bird."

The goldsmith was delighted to get a bagful of money as reward and went home at once.

A teacher came to give lessons to the bird. He took a pinch of snuff and declared, "This isn't a matter of just a few texts."

One of the royal nephews sent for scribes. They made multiple copies of various texts until there was a veritable mountain. "Bravo!" exclaimed those who saw it, "There is no room for any more knowledge."

The scribes loaded their wages onto bullocks and merrily headed home. They would never again want for anything.

The nephews were constantly busy looking after the expensive cage. Repairs were always under way. Anyone who saw the endless dusting, wiping and polishing had to agree that there was "marked improvement".

A large maintenance crew was needed, and more personnel to supervise them. They all got handsome monthly salaries, which they saved in their wooden chests. Even their cousins came to live with them in cushioned comfort.

4.

The world is short of many things but not detractors. They said, "The cage looks better no doubt, but has anyone taken notice of the bird?"

This was reported to the King. He said to a nephew, "What's this I hear?"

"Your Majesty," replied the nephew, "If you wish to hear the truth summon the goldsmiths, the scholars, the scribes, the maintenance crew and their supervisors. Those who haven't got a share of the royal bounty are resorting to slander."

Everything became clear to the King and he rewarded his nephew with a gold chain.

5.

The King wished to see for himself at what an awesome pace the bird's schooling was going on. One day he turned up at the schoolroom with his friends, counselors and courtiers. At once the musicians at the gate struck up on their many wind and percussion instruments. The teachers shook their sacred tufts of hair as they loudly chanted mantras, and all the workmen, labourers, goldsmiths, scribes and their numerous cousins raised slogans in praise of the King.



A nephew commented, "Your Majesty can see how things are going on."

"Astonishing!" replied the King, "the din isn't negligible."

"Not only the noise," said the nephew. "The meaning behind it isn't negligible either."

The King was pleased and walked out the gate to mount his elephant when one of the fault-finders, who had been lurking behind bushes, shouted, "Have you seen the bird, Your Majesty?"

The King was startled. He said, "There! I'd forgotten about it. We haven't seen the bird."

He went back and said to the teacher, "We must see the manner in which you conduct the lessons."

A demonstration followed. It pleased the King no end. The manner was so advanced that the bird was hardly visible. It seemed not at all necessary to see the bird. The King was satisfied that there was no flaw in the arrangements. Inside the cage there was neither any grain nor a drop of water. Only reams of texts were being torn and the pieces of paper thrust into the bird's mouth with the point of a quill. Not only had the singing stopped, there wasn't even scope for screeching. It was thrilling to watch.

This time, as the King mounted the elephant he ordered the officer entrusted with twisting the ears of mischief-makers to deal with the fault-finder.

6.

Predictably, the bird weakened with every passing day, and lay half-dead. The tutors considered it a good sign. Still, out of innate bad habit it would look out at the morning light and flutter its wings in a reprehensible manner. In fact, on some days it would try to cut the wires of the cage with its feeble beak.

"What impudence!" the Inspector of Police commented.

Then the blacksmith arrived with his furnace, bellows and hammer and anvil. What thunderous hammering began then. A chain was fastened on the bird's foot and its wings were trimmed.

The King's brothers-in-law looked greatly annoyed as they shook their heads and said, "It's not just that the birds in this kingdom are stupid, they are also ungrateful."

Then the teachers, armed with quill in one hand and lance in the other, gave a memorable demonstration of teaching.

The blacksmith's trade flourished to such an extent that gold ornaments bedecked his wife's body, and the Police Inspector's alertness earned him a medal.



7.

The bird died. When it died was not known. Thanks to the godforsaken detractors the rumour went round, "The bird is dead."

The King called his nephew and said, "What is this I hear?"

"Your Majesty," the nephew replied, "the bird's education has been completed."

The King asked, "Does it hop?"

"God forbid," said the nephew.

"Does it still fly?"

"No."

"Does it still sing?"

"No."

"Does it screech if it isn't fed?"

"No."

"Bring it to me so that I can see it," said the King.

The bird came. Along with it came the Inspector, a guard, a cavalry officer. The King pressed the bird; it made no sound, not even a squeak. Only its stomach let out the rustling noise of dry pieces of paper.

Outside, the green shoots of early spring sighed in the southerly breeze, filling the sky above the budding forest trees with wistful melancholy.

C. Read the following words/phrases/expressions taken from the story and write their contextual meanings in your own language in the blank spaces.

1. scriptures

2. educate the bird

3. pinch of snuff

4. veritable mountain

9. maintenance crew

10. sacred tufts of hair

11. hardly visible

12. mischief-maker



5. dusting, wiping and polishing

13. furnace, bellows and hammer and anvil

6. marked improvement

14. hop

7. cushioned comfort

15. green shoots of early spring

8. What is that I hear?

16. wistful melancholy

- D. The following columns have some characters from the story. How would you like to portray them? Use the words in the box. You can also use your own words.**

*ambitious**unrealistic**dreamer**theorist**stupid**clever**hypocritical**over enthusiastic**honest**brave**likes flattery**courageous**believes in hype**go with the flow*

The King	Nephews	Teachers	Fault finders	Commoners



E. Read the texts below defining three types of literary work and decide what type of work “The Parrot’s Tale” is.

Satire: a genre of literature (and sometimes graphic and performing arts) in which vices, follies, abuses, and shortcomings are held up to ridicule, ideally with the intent of shaming individuals, corporations, government, or society itself into improvement.

Tragedy: a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

Comedy: a kind of literary work that is amusing and satirical or humorous in tone. Generally it has a happy ending.

F. Read the questions below and write short answers.

1. Why did the King comment – “Such a bird is of no use?”
2. What, according to the scholars, were the reason of the bird’s ignorance and what measures were taken to educate it?
3. How did people react to see the bird caged?
4. Who were the ultimate beneficiaries of the parrot training?
5. Who were the King’s real friends? How were they rewarded?
6. How does the story reflect on the theme of education?
7. Do you like the story? Why/Why not?

G. Project work: Work in groups. Suppose you are the pundits who have come to teach the bird, what would you do? Why? Or,

Suppose you are the King. What would you do after seeing the bird’s tragic end?



Lesson 3

Civic Engagement

- A. Look at the pictures. What are the people doing? Have you ever seen people doing similar kinds of activities in your locality?



- B. Work in pairs. Discuss how the pictures are related to the lesson title – Civic Engagement.
- C. Read the texts below. When you have finished reading, use the grid and write in your own words how the three terms – *civic engagement*, *volunteerism*, and *service learning* are similar and dissimilar.

Education aims to bring about positive changes in our behavior. It helps us try to change our lives as well as the society we live in. Education that does not illuminate our minds or does not inspire us to work for the community is not complete at all. Education is not all about getting grades or receiving certificates—we use education to make life better. We are expected to apply the knowledge, skills and values that we learn in a classroom in our engagement with the world that lies outside. And we can do so in many different ways. Let's have a look at how education works.



Learners' *civic engagement* is highly appreciated all over the world. Civic engagement means working to make a difference in the civic life (the public life of the citizens as contrasted with private or personal life) of the community using knowledge, skills, values and motivation. Civic engagement promotes the quality of life in a community by contributing to the improvement of health and wellbeing of the people.

Civically engaged individuals recognize themselves as members of a larger social community and are concerned about civic issues. They consider themselves responsible citizens who take action or raise their voices against injustice, discrimination and other forms of social ills.

In civic engagement, issues of public concern are crucial. Civic engagement includes individual or group activities to protect public interests and change the way the community values itself. For example, if you are protesting against any unjust decision of the local municipality such as raising taxes or an act that might work against people's interests, you are civically engaged and your action is considered a civic engagement. This protest can be done in different ways such as organizing rallies, collecting signatures, making human chains, writing petitions, etc. You can also help control traffic in front of a school, help children to cross the roads, work in a team to clean a park or a sea beach. You can also give some services to elderly people. These are all examples of civic engagement as what you do directly affects the community.

When civic engagement is a part of an academic programme, and the learners' engagement is assessed following a scale, then it is called *service learning*. It involves the application of knowledge and skills learned in the classroom and then making a complete plan of action i.e. preparing a budget, starting the process of implementation, involving people and activating operational strategies. When civic engagement is spontaneous but irregular and not a part of any academic programme, it is considered *volunteerism*.

Civic engagement

Volunteerism

Service learning



- D. Read the stories below. When you have finished reading, write on the blank space on the top of each story what the story is about— civic engagement, volunteerism, or service learning.**

Scenario 1: _____



Famous Hollywood actress, Anjelina Jolie, came to Bangladesh as United Nations High Commission for Refugees (UNHCR)'s special envoy to express her solidarity with the Rohingya refugees in February 2019. She visited the refugees in their camps and talked to them, and spent time with some children in their school.

She came to know about the atrocities the Rohingya refugees had faced in their villages in the Arakan state of Myanmar. Visiting the world's largest refugee settlement, Ms. Jolie called for expanded access to education for Rohingya children. Afterwards she urged for an end to injustices that had driven nearly one million Rohingyas into exile in Bangladesh.

Addressing the refugees in the camp, the UNHCR special envoy said, "I want to say I am humbled and proud to stand with you today. You have every right to live in security, to be free to practice your religion and to coexist with people of other faiths and ethnicities. You have every right not to be stateless, and the way you have been treated shames us all."

Scenario 2: _____

A group of college students were watching television news in their hostel. They were touched by the plight of the flood affected people in Sunamgonj. All the rivers and water bodies there had overflowed their banks because of the onrush of flood water from the hills beyond our border. Their homes, haats, bazars, shops, and crop lands were under several feet of water. The local administration had rescued the people and accommodated them in schools that were on higher grounds. Villagers in the nearby areas were helping these people in all possible ways. Yet, ensuring drinking water, cleanliness and hygiene was a big challenge. The schools had toilets but these were clearly not enough. Seeing this situation, Ahmed, Swapan, Rakib, and Niladri quickly decided to go to Sunamgonj and work for the flood victims. But to do that they needed money which they did not have.



They began by pooling their own contributions and talked with their classmates, teachers and local law makers and civil society members for assistance. Everyone came forward to help them. Some guardians also contributed. Their collection was not bad – about Taka 3,00,000– with which they could provide some substantial help to the flood victims. They could buy dry food like high protein biscuits, gur (molasses), chira (beaten rice), drinking water, water purification tablets, toilet cleaners and liquid soaps. Their priority was senior citizens, who were over 70 years of age and children. They stayed there for more than a week and then came back after government agencies took over and some flood affected people started going back home. When the four friends were back in their town, they seemed to have lost some weight, but were happy and satisfied that their efforts had been immensely rewarded.

Scenario 3: _____

Alex, an eleven year old boy from California was watching TV at home with parents when he came across the news of severe winter weather conditions in a remote town in Romania. The news that many people in the town had no proper heating in their homes and were facing serious health hazards made the boy upset. He compared the comfort he was enjoying in his nicely heated house and the distressing condition the Romanian people were in, and felt ashamed. He thought their eyes looked so vacant and lifeless.

Alex was not an outgoing boy in his school and mostly kept to himself. Teachers were worried about how the introvert boy would do in the exams. The students were supposed to do something for the community in whatever ways possible and their involvement was to be continually monitored and assessed. So far, Alex hadn't been able to set any example of doing something for his community. So when he came to his teacher with a video clip of the news report and expressed his interest to do something for the winter affected people in the Romanian town, the teacher was surprised. How come! she thought. But she became increasingly attentive as Alex presented his case. The boy was very emotional when he said – “We must do something for these people. The kids are like us. We cannot live here in comfort leaving them in such distress.”



Alex's plea touched the teacher. She wanted to know what he had planned. He told her that he had talked to others in the class and they all would like to donate a month of their pocket money for these poor fellows to save their lives. The teacher then guided the class to take up a project. The boys, with the help of the teacher, worked it out. They contacted the local municipality in the Romanian town and expressed an interest to work for them. They also contacted their own lawmakers who also contributed to their fund. Then a small team led by the teacher went to Romania. They spent a couple of weeks with the people, helped them put heating in their houses, supply them with sufficient blankets and food. The school authority monitored the whole process from the first to last. They warmly welcomed them back. Everyone was proud of the students who had made and carried out their own plan, helped the people in their need, stood beside them to give mental and emotional support and came back home as young heroes.

E. Read the statements below. Some of them are true and some are false. Write T (for true) or F (for false) in the boxes beside the statements.

1. All three stories have one common point – civic engagement.
2. Anjelina Jolie came to a refugee camp to distribute relief.
3. The story of college students is an example of service learning.
4. Alex proved that he was a global citizen.

F. Answer the questions.

1. What are the similarities among the stories?
2. How are the stories different from one another?
3. What statement of Ms. Jolie shows that she has deep sympathy for the Rohingya refugees?

G. Work in groups. Think about a civic problem in your locality. Describe the problem and then make a complete plan on how you expect to solve the problem.



Lesson 4

A Warrior of Light

- A. Work in groups or pairs. Do you agree with the statement – Education enlightens our heart and soul?**
- B. A Brazilian writer, Paulo Coelho, considers a truly educated man a warrior of light. He has a book named *Manual of The Warrior of Light*.**

Here are some brief excerpts from the book. In this book Coelho is inviting us to face the uncertainties of our lives and also to live our dreams. He is inviting us to be warriors of light. In passage after inspiring passage, Coelho urges us to embark on the path of the warrior, appreciate the miracle that life offers us, accept our failures along with our successes and become what we always aspire to be.

A warrior of light knows his own faults. But he also knows his qualities.

Some of his companions complain all the time that ‘other people have more opportunities than we do’.

Perhaps they are right, but a warrior does not allow himself to be paralysed by this; he tries most of his virtues.

He knows that the gazelle’s power lies in its strong legs. The power of the seagull lies in the accuracy with which it can spear a fish. He has learned that the reason the tiger does not fear the hyena is because he is aware of his own strength.

He tries to establish what he can truly rely on. And he always checks that he carries three things with him: faith, hope and love. If these three things are there, he does not hesitate to go forward.

Questions:

- a. How is a warrior of light different from a common person?
- b. Why does Paulo Coelho refer to the gazelle, seagull and tiger?
- c. Are you aware of your own strengths and weaknesses? What are they?



- C. Here is another excerpt from the *Manual of the Warrior of Light* but some words are missing. The missing words are given in the box below in jumbled order. Work in pairs and fill in the gaps using these words.

continues	do	would	yourself	appears
growing	shares	encourage	think	throws

A warrior of light _____ his world with the people he loves.

He tries to _____ them to do the things they _____ like to but for which they lack the courage; at such time, the Enemy _____ holding two wooden signs in his hand.

On one sign is written: 'Think about _____. Keep all the blessings for yourself, otherwise you'll end up losing everything'.

On the other sign, he reads: 'Who _____ you _____ you are, helping other people? Can't you see your own faults?'

A warrior knows that he has faults. But he knows too that he cannot do his _____ alone and thus distance himself from his companions.

Therefore, he _____ the signs to the floor, even if he thinks they may contain a grain of truth. The signs crumble into dust, and the warrior _____ to encourage those nearest him.

- D. Read another excerpt from the *Manual of The Warrior Of Light*. Then write a gist of the text in the blank space.

... Love. God.
They are words that are easy enough to say and which fill vast empty spaces.

There is, however, one hard word – another small word – that many people have great difficulty in saying: no.

Someone who never says 'no', thinks of himself as generous, understanding, polite, because 'no' is thought of as being nasty, selfish, unspiritual.



The warrior does not fall into this trap. There are times when, in saying 'yes' to others, he is actually saying 'no' to himself.

That is why he never says 'yes' with his lips, if, in his heart, he is saying 'no'.

Work in pairs. Discuss whether you have any experience in your life when you hesitated to say NO or your heart said 'no', but you said 'yes'? what was the consequence of that?

- E. Referring to a Chinese philosopher, Chuan Tze of the 4th century BC Paulo Coelho sets five rules that a warrior of light should keep in mind. Have you applied these rules anytime in your life. What was the result? Write down your answers.**

The warrior of light must always remember the five rules of combat, set down by ChuanTze thousand years ago:

Faith : Before going into battle, you must believe in the reasons for the fight.

Companions : Choose your allies and learn to fight in company, for no one ever won a war single-handed.

Time : A battle in winter is different from a battle in summer; a good warrior is careful to select the right moment to begin a fight.

Space : One does not fight in the same way in a mountain pass as one would as on a plain. Think about your surroundings and how best to move around in them.

Strategy : The best warrior is the one who plans his fight.

- F. Write an essay in 150 words stating why an educated person should be considered a warrior of light, what his/her challenges are and how he/she overcomes them.**



Unit Twelve : Myths and Literature

Lesson 1

Bengal's Face

A. Warm up activity

- What is a myth? Look up the meaning of the word in a dictionary or on the Internet.
- What kind of myths do you think we can find in our culture?

B. Now read the following poem by Jibanananda Das (1899-1954) in English translation (by Fakrul Alam) 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, 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.	1
I look around me and discover a leafy dome, Jaam, Kanthal, Bat, Hijol and Aswatha trees all in a hush, Shadowing clumps of cactus and zedoary bushes. When long, long ago, Chand came in his honeycombed boat To a blue Hijal, Bat Tamal shade near the Champa, he too sighted	5
Bengal's incomparable beauty. One day, alas, in the Ganguri, On a raft, as the waning moon sank on the river's sandbanks, Behula too saw countless aswaths bats besides golden ricefields 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.	10 14

¹Translation of Jibanananda Das's "Banglar Mukh Ami" by Fakrul Alam



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

gazing	roosting	dome	hush	honeycombed
waning	desolate	wagtail	wailed	desolate

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

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

1. Have you heard about Chand Saudagar and Behula before? If so, in what context? Where is Ganguri and Amara?
2. Discuss with your classmates the medieval epic *Manasamangal*. Do you know of any modern Bangla versions of this epic?
3. Look up the story of Behula and Chand Saudagar from Wikipedia or Banglapedia. Make a summary in about 200–250 words.
4. How and why does Jibanananda Das use this mythical story in his poem?
5. The poem has fourteen lines and is divided into two thematic sections. What are such poems called in English and in Bangla?

E. Discuss the following questions in pairs

- 1) What imageries are used to describe the beauty of Bangladesh?
- 2) The poem offers a vivid description of the plants and vegetation found in the nature of Bangladesh. Make a list of all the trees, plants and birds mentioned in the poem.
- 3) What is the poet's attitude toward Bangladesh?
- 4) What is the central theme of the poem?
- 5) The poem has fourteen lines and is divided into two thematic sections. What are such poems called in English and in Bangla?



- E. Read the text from Banglapedia on the two legendary characters Behula and Chad Saodagar mentioned in the poem. Then discuss the questions that follow.**

Behula is a legendary folk heroine and one of the main characters of *Manasamangal*, a medieval epic. She was the daughter of Sayven of Ujaninagar. Lakhindar was the youngest son of Chand Saodagar of Champaknagar. Behula grew up to be a beautiful and intelligent woman and was married to Lakhindar. Chand Saodagar, a devotee of Shiva, had boasted that he was cleverer and stronger than Manasa, the snake goddess. He built an iron chamber for Lakhindar, believing it to be impregnable. However on the wedding night of Behula and Lakhindar, Manasa sent a snake to kill Lakhindar. The snake made itself as fine as a strand of hair and, entering the chamber through a minute hole, bit Lakhindar.

Behula refused to accept her husband's death. She placed her husband's corpse on a banana raft and set out on a hazardous journey towards the abode of the gods. Despite all the dangers and temptations she encountered, Behula continued her journey and finally succeeded in reaching the abode of the gods. She pleaded for her husband's life and promised Manasa that Chand Saodagar would worship her. Moved by Behula's love for her husband, Manasa not only restored Lakhindar but also his brothers whom she had killed earlier.

Behula returned home with her husband and brothers-in-law, and Chand Saodagar finally bowed before the might of Manasa. Lakhindar and Behula then returned to their heavenly abode as Aniruddha and Usa.

[from: <http://en.banglapedia.org/index.php?title=Behula>]

Questions for discussion

- 1) Is there a connection between the story of Behula and Chad Saodagar and the poem of Jibanananda Das?
- 2) Why does the poet use medieval Bengali legends in this poem?
- 3) What other Bengali myths/legends do you know about? Have you seen them represented in any form in popular culture?



G. Compare the original poem in Bangla (see below) with its English translation used in Activity B. Discuss the following questions:

- 1) How well are the tonal and formal qualities of the original poem preserved in the English translation?
- 2) What according to you, were some of the challenges that the translator might have faced while translating the poem into English?
- 3) Why do you think that the translator has kept some Bengali terms unchanged in his translation?
- 4) How far do you agree with the following comment on the translation of this poem? Why/Why not?

“The sights and sounds of Bengal's landscape, its crowded botany and its constantly shifting lights and shadows find their way into Alam's translation.”
[Syed Manzoorul Islam, the *Daily Star*, December 5, 2019]

বাংলার মুখ আমি দেখিরাছি

জীবনানন্দ দাস

বাংলার মুখ আমি দেখিরাছি, তাই আমি পৃথিবীর রূপ
 ঝুঁজিতে যাই না আর : অন্ধকারে জেগে উঠে ডুমুরের গাছে
 চেয়ে দেখি ছাতার মতন বড়ো পাতাটির নিচে বঁসে আছে
 ভোরের দোম্বলপাখি—চারিদিকে চেয়ে দেখি পল্লবের ছুপ
 জাম— বট— কাঁঠালের— হিজলের— অশথের কঁরে আছে ছুপ;
 ফণীমনসার বোপে শটিবনে তাহাদের ছায়া পড়িরাছে!
 মধুকর ডিঙা থেকে না জানি সে কবে চাঁদ চম্পার কাছে
 এমনই হিজল— বট— তমালের নীল ছায়া বাংলার অপরূপ রূপ

দেখেছিল : বেহুলাও একদিন গাভুড়ের জলে ভেলা নিয়ে—
 কৃষ্ণা ছাদশীর জ্যোৎস্না যখন মরিয়া গেছে নদীর চড়ায়—
 সোনালি ধানের পাশে অসংখ্য অশুখ বট দেখেছিল, হায়,
 শ্যামার নরম গান শুনেছিলো— একদিন অমরায় গিয়ে
 ছিল ঝঞ্জনার মতো যখন সে নেচেছিলো ইন্দ্রের সভায়
 বাংলার নদী মাঠ ভাঁটফুল যুড়ুরের মতো তার কেঁদেছিল পায়।

Lesson 2

Orpheus

A. Warm-up activity:

Discuss the following questions:

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

B. Read the following passage and then fill in the gaps taking an appropriate word from each of the list given below in five columns.

Orpheus was the son of Apollo and the Muse Calliope. His father presented him a lyre and taught him 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 his music. The former crowded (iv) ----- him and the latter relaxed some of (v) ----- hardness, softened by his notes.



- | | | | | | | | | | |
|----|---------|-----|------------|------|----------|-----|------------|----|----------|
| i. | a) play | ii. | a) force | iii. | a) the | iv. | a) through | v. | a) its |
| | b) hit | | b) charm | | b) those | | b) above | | b) their |
| | c) tune | | c) blast | | c) their | | c) around | | c) those |
| | d) sing | | d) meaning | | d) that | | d) at | | d) them |

C. Answer the following questions:

- i. Who were Orpheus's parents?
- ii. What is Orpheus famous for?
- iii. What was the impact of his music on human beings?
- iv. How did animals react to it?
- v. What would be a suitable title for this passage?

D. Make as many sentences as possible from the substitution table below.

Not only his fellow mortals but also the animals	were	softened	by his music
Not only his friends but also his foes		charmed	
Not only the rocks but also the trees		delighted	
Not only his parents but also his teachers		entertained	
		memorized	

E. Read the beginning of a story below and complete it in 180-200 more words. Give a title to the story.

Once there lived a landless farmer in a village. He had a miserable life as he had to work from dawn to dusk as a day labourer. But he had a gifted voice and he used to sing beautifully while working in the paddy fields of the land owners. One summer afternoon, as he was working singing alone in a vast paddy field, he heard a strange voice speaking to him. ...



Lesson 3

The Legend of Gazi

A. Warm up activity

□ Discuss the following questions:

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

B. 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 the 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. Some *Gazi paat* scrolls are part of the collection of the British Museum.

C. Find out the meanings of the following words:

legends	docile	scroll	creeks
vigilant	predatory	collection	indigenous

D. Answer the following questions:

- a. 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?

E. Notice that the passage about Gazi contains words and phrases such as *for example, also, indeed* and *consequently*. 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 sentences with these words and phrases.

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

F. Rearrange the sentences in the right order to make a paragraph.

1. Gazi Pir was gifted with the power of miracles.
2. In fact, some of these *paats* are preserved even in the British Museum.
3. Another miracle associated with Gazi is that he could fight the crocodiles.
4. These two examples of the miracles he performed, along with some others, are preserved in folk literature.
5. In addition to literature, the miracles of Gazi are also portrayed in art, especially in a folk art form called *paat*.
6. For example, he could tame hostile animals and make them obey him.
7. This is how the British museum pays tribute to this legendary Muslim saint and preacher.

G. Write a paragraph of about 150 words explaining what folk art is and your personal experience of some forms of folk art.**H. Follow up activity: Group Presentation**

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



Lesson 4

Hercules

A. 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 from your reading or from watching films and television?

B. 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 menaced 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 to use his hands. He thus managed to slay the animal on his own, relying entirely on his immense strength. Victorious, he returned to Mycenae carrying the dead lion on his shoulders, a sight that terrified the King.



His next task was to slay a monster called Hydra that was ravaging the country of Argos. The Hydra had nine heads, of which the middle one was said to be immortal. Our hero struck off its heads with his club, but whenever he knocked off a head, two new ones emerged 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 succeeded 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.



C. Write the meanings of the following phrases:

- a. had to undergo
- b. involved in 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 write five sentences with each of these phrases in your notebook.

D. 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?

E. 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

F. Arrange a mini debate in pairs on the topic "Labour one of Hercules was more challenging than labour two". In each pair, one partner will speak for labour 1, and the other partner will speak for labour 2. Then 2 or 3 pairs will repeat it to the whole class.

- G. Look at the photo of the seven headed monster Hydra drawn by an artist. Based on you reading above and the photo, write 7-8 sentences to introduce this creature to a friend who does not know about this.**



The End



Academic Year
2021-2022
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