

ENGLISH ONE

Course Code : HSC 1802

Higher Secondary Certificate Programme
(H S C Programme)

ওপেন স্কুল
OPEN SCHOOL



Bangladesh Open University

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WIKFVTE ENGLISH ONE eBWU coteb

WIKFVTE ENGLISH ONE

ENGLISH ONE eBWU evsj vt`k DbjP wekte`vj q cewZ GBPGmm tcwMtgi BstiwR cUg cI | GB tKvmw tbqvi Rb` cUtgB AvcbvtK Awfbv`b | Avcwb evsj vt`k DbjP wekte`vj tq fivZntq mvavi Y`g t`tk wfbogva`tg A_P` i` wkwY cXwZtZ covi bv`i` Kti`Qb |

Avcwb GLb Self-Learner ev`wkwY

mvavi YZt wkwY`dj ev Ktj`R ev wekte`vj tq hvq Ges wkwYKMY Zvt`i Kwk tbb | cW` eBtqi wbaW Z wmtj evfmi cUwU Aa`vq wkwYK gtnv`qMY Avtj vPbv Ktib | wkwYKgtv`qMY wkwY`i cUw`b cW` mPxi wewfbwRwJ wel q mgn mgvavb Ktib Ges Zvt`i`K covi Rb` DrmwvZ I eva` Ktib |

wkS` GB cXwZtZ wkwYKtK cvl qv hvte bv | AvcbvtK wbtR wbtR wklTz nte | Avcwb GLb GKRB`wkwY` (self-learner) | Gifc wkwY`wqZj mvavi Y`wkwY` tPtq A`bK teuk | Kvi Y` mvavi Y` wkwY` wkwY`Ki Dci wbfP` Ktib A_P` i` wkwY` cXwZtZ wkwY`wkwY`Ki Dci wbfP` Ktib bv eis Pig cUzhwMzvi m`xnb nb |

`i`wkwY` cXwZtZ wkwY`wbtRB wbtRi wkwY`K mynMwZ Kti, wqwgZ covi bv Kti, wbtRi Drmwv`K ati iv`L Ges PwS`j` AR` Kti |



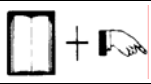

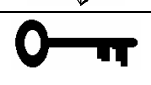
wkwY`vi wewfbwDcKi`Yi h_vh_ e`envi

evsj vt`k DbjP wekte`vj q AvcbvtK th wkwY` DcKi Y`tjv mieivn Kti`Q, tm`tjv mvavi Y` wkwY` cUw`b cW` eB`tjv t`tk wfbw`i`b | GLv`b wkwY`K I tU` eB` tK GKt` Dc`vcb Kiv ntq`Q A_P` cW` eBtqi wel q I` avi Yv Ggb fite e`vL`v Kiv ntq`Q thb wkwY`Abye Ktib th wkwY`K wbtRB Kwki`tg wkwY`w`Qb |

ENGLISH ONE eBtZ wewfbwEY`v, NUbv I Kwvbxv gva`tg BstiwR fvlv tkLvi Rb` cUqvRbxq wel q`tjv Dc`vcb Kiv ntq`Q | G`wel tq wbtgach`j vPbv Kiv ntj v-

1. Df`k`mgn (Objectives) : eBtqi cUwU Unit-Gi`i`tZ th Objectives t`qv AvtQ ZvtZ`uofvte wklb Df`k`tjv eY`v Kiv ntq`Q | wov` Lesson wU cov tk`l wkwY`GB Df`k`tjv AR` Kti`Qb wK-bv tmUv cix`v Kti` t`Lteb |
2. msu`B weei Y` (Overview) : cW` eBtqi cUwU Lesson ev c`v we`kl fite tkLvi wel q`tjv wK`K Zv Dvj`wZ ntq`Q |
3. cob, wS`-Ki`b Ges DEi`w`b (Read, think and answer) t`tu` U eBtqi passage`tjv cov tk`l ntj`B Avcbvrv wKQz`c`k`L`Z c`teb | c`k`tjv g`bvt`h`v`m`n`Kv`ti` cob Ges wS`-Ki`b, Zvi`ci` Text-Gi` wov` Ask` t`tk tm`tjvi h_vh_ DEi``Zix`Ki`b |
4. c`k`mgn (Questions) : tU` UeBtqi mg`-Unit I Lesson tK`w`f`E` Kti` wewfbw`i`b c`k`Dc`vcb Kiv ntq`Q | G`tjvi h_vh_ DEi` cix`v Ges wqwgZ` Ab`k`x`j` b` Ac`w`nv`h` |
5. ka` fiv`vi mg`x`Ki`b (Develop Vocabulary) t`wewfbw`i`b bZb ka` Practice Section G`D`j`Kiv ntq`Q | G`tjv mvavi YZt Lesson G`e`e`u`Z` ntq`Q | Gme`ktai` A`evsj` I` BstiwR` fvlvq` e`envi wkl`b | Zv`Qov` bZb ka` Mv`b Ges Synonym ev` cU`Z`ka` L`j`R` ka` fiv`vi (stock of words) mg`x`Ki`Y` Avek`K |
6. BstiwR`Z` K`v`ej`p` (Speak in English) : R`v`e`b`i` wewfbw`Ae`v`q` (Different life situaions) fvl`v`K` wK`f`v`te` e`envi` Kiv` hvq` Zv` wkl`b | G`Aa`v`q`w` AvcbvtK` t`Kv`b` eU`z`ev` cw`w`P`Z` Kv`iv` mv`_` BstiwR`Z` K`v`ej`v` Af`v`m``Zixi`Rb` cU`Z` Kite |
7. BstiwR`Z` tj`Lvi` Af`v`m`Ki`b (Writing habit in English) t`wK`f`v`te` BstiwR`Z` Paragraph, Letter, Message Ges Report`w`j`L`Z` nq` tmUv` GB` Astk`m`e`v`i` c`teb |`i`ay`Zv`B` bq` AvcbvtK` Ab`k`x`j``b`i` Rb``m`h`w`M`Zwi` Kite |

8. cōkūēi wɔj tɔ t̄ Lp (**Check your answer key**) : cōZw Unit-Gi tk̄l Answer key ev cōkūēi t̄ l qv Avt̄Q| Avcbvi cōZKZ cōkūēi m̄WK nt̄t̄Q wK-bv Zv wɔj tɔ t̄ Lp| Gt̄Z Avcbvi ḡt̄ā ūó avi Yv Avmte th Avcbw KZUKzešt̄Z m̄lg nt̄t̄Qb|
9. cōqvRbxq wbt̄`fki cōZxK ev Qwe Gi A_ŋ` Lp (**Necessary instructional sign meaning**) t GB cW eBt̄q wefbaait̄bi PP̄ev Abkxj t̄bi Rb` cōqvRbxq wbt̄`fki cōZxK wnt̄mte wefbaQwe ev cōZxK e`envi Kiv nt̄t̄Q| G_ t̄j v wbḡe/cN

	GB QweW ev cōZxKW t̄ Lt̄j Avcbw ešt̄eb, eBt̄q t̄ l qv QweW t̄ t̄L Avcbvt̄K cōkūē Dēi w̄ t̄Z nte
	GB QweWi gva`tg Avcbvt̄K eBt̄q t̄ l qv ḡj cW` wel q ev Text cot̄Z ej v nt̄t̄Q
	GB Qwe ev cōZxt̄Ki A_ŋ`t̄Q cob Ges j`ŋ` Ki`b GB Ask_ t̄j v fvt̄j v f̄vte cto ḡtb ivLt̄Z nte
	GB Qwe ev cōZxt̄Ki A_ŋ`t̄Q eBt̄q t̄ l qv cōkūē t̄j vi Dēi Avcbvt̄K LvZvq wj Lt̄Z nte
	GB QweWi A_ŋ`t̄Q Answer Key ev cōkūēi cōkūē Dēi cōt̄g wbt̄R wj t̄L cōZw Unit Gi tk̄l t̄`qv Answer Key Gi m̄t̄_ wɔj tɔ t̄ Lp

10. wUDt̄Uwi qvj Kvt̄k thvM`vb Ki`b (**Attend Tutorial Class**) : evsj vt̄`k Dbj̄p wek̄t̄e`vj t̄qi Aaxb wefbaewUDt̄Uwi qvj tm̄Uvi (TC)-G gv̄tm`βw ev wZbw wUDt̄Uwi qvj Kvt̄ki e`e`v Kiv nq| Gme Kvt̄k wK̄ŋv_x̄p i cW` eBt̄qi bvbv wel t̄qi RwJ Zv, m̄t̄`n l m̄gm`_t̄j v m̄gvat̄bi e`e`v Ges ms̄k̄é-Unit l Lesson Gi Dci w̄ K-wbt̄`Rbv l Dct̄`k t̄`qv nq| m̄Zivs wK̄ŋv_x̄p f̄vj cōwZ wbt̄q wUDt̄Uwi qvj Kvt̄k Dcw`Z nteb hv̄t̄Z Zviv m̄w̄gZ msL`K Kvt̄ki gva`tg mef̄aK Dckvi t̄ct̄Z cv̄tib| wbt̄Rt̄`i cv̄t̄vi ḡj m̄gm`_t̄j v wP̄v̄Z Kt̄i wUm-Gi ms̄k̄é-wel t̄qi wUDUti i Kiv t̄`t̄K m̄WK m̄gvavb tei Kiteb|
11. teZvi l t̄Uwj wfk̄b Abp̄vb Dct̄f̄vM Ki`b (**Enjoy Radio and TV Programme**) t evsj vt̄`k Dbj̄p wek̄t̄e`vj t̄q wK̄ŋv_x̄p i teZvi l t̄Uwj wfk̄t̄bi gva`tg cvW`mP̄xi wefbaewel t̄qi Dci cōZw`b mKvt̄j Abp̄vb cō̄vi Kt̄i | Gt̄Z wK̄ŋv_x̄p Nt̄i et̄m cW` wel t̄qi Dci ūó avi Yv wbt̄Z cv̄t̄i | wK̄OzRwJ wel q ešt̄Z mnR nq|
12. `j xq Avt̄j vPbvq Ask wbb (**Join Group Discussion**) t wK̄ŋv_x̄p m̄ncv̄xt̄` i m̄t̄_ Bst̄i wR cW` wel t̄qi wefbaewait̄bi m̄gm`_v wbt̄q Avt̄j vPbv Kiteb| Gt̄Z wK̄ŋv_x̄p cvi ūóvi K Dcj w̄at̄eva wewbgt̄qi gva`tg Bst̄i wR t̄U- U eBt̄qi wevea RwJ Zv wbi m̄t̄b m̄lg nteb|
13. wP̄w cĀ wj Lp (**Write Letters**) t evsj vt̄`k Dbj̄p wek̄t̄e`vj t̄qi l t̄cb` t̄j i Bst̄i wR wel t̄qi t̄Kvm` t̄KvAw̄f̄bUi Gi Kv̄t̄Q Bst̄i wR cW` eB m̄āūm̄KZ t̄Kvb RwJ Zv ev wek̄l m̄gm`_vi m̄āūx̄b nt̄j Zv wP̄wi gva`tg Rwb̄t̄q w̄ b|
14. bḡbv cōk̄et̄`t̄L Abkxj b Ki`b (**Find Sample Questions and practise**) t wK̄ŋv_x̄p i Pevš-cix̄ŋvi Rb` Bst̄i wR t̄U- U eBt̄qi tk̄l bḡbv cōk̄et̄`qv Avt̄Q| bḡbv cōk̄et̄`t̄L Avcbvi v wefbaewcv̄t̄vi Abkxj b Kitz cv̄tib|

Avkv Kwi , Dct̄i Dvj w̄Z wevea Dct̄`k l civgk̄Avcbvt̄`i h̄t̄_ó m̄vnh` Kite| GB c̄x̄wZ_ t̄j v e`envt̄i gva`tg wK̄ŋYxq wel q AvqĒ Kitz Ges ev`e Rxēt̄b Bst̄i wR f̄vlv e`envi Kitz m̄lg nteb| G_ t̄j v Ab̄mi Y Kitz Aw̄g w̄b̄ōZ th Avcbw Avcbvi m̄vdj` Ges D̄3̄4j f̄wel`Z cōZōv Kitz cv̄tib|

i t̄f`Qvnn

i vdm̄vb gvngy

t̄Kvm`Kv-Aw̄f̄bUi (Bst̄i wR)

m̄nKvix Aa`vcK, l t̄cb` t̄j

evsj vt̄`k Dbj̄p wek̄t̄e`vj t̄q

A Note from Course Co-ordinator

Dear Learner

We are delighted that you have got yourself admitted into **Bangladesh Open University**. We welcome you to the English book for Higher Secondary School Certificate (HSC) Course. Hope you will find your study useful and enjoyable.

Indeed, learning English may be very interesting if you are sincere. We have two English books for the HSC course. **ENGLISH ONE** is introduced for the **first year** students. This book contains a variety of prose pieces, short stories and different grammatical items. These will help you improve different skills like listening, speaking, reading and writing in English. We think you will be capable of writing letters, paragraphs, short messages, short reports and understanding news of TV, Radio and daily news papers in English at the end of this course.

The **first year** syllabus includes all units of lessons of the text book. You will find a sample question paper at the end of the text book. This book is written on the basis of open and distance learning (ODL) system. It is prepared in an easy manner so that learners can realise it without the help of teachers.

If you find a difficult word, please do not hesitate to consult a dictionary. We are sure that you will do better in the examination if you solve questions of the text book. So go ahead and start studying. We hope you will find your study fruitful and successful.

Wish you all the best.

Rafsan Mahmud

Preface

The importance of English as an international language is increasing day by day. It is however a widely acknowledged fact that in Bangladesh the standard of English of secondary education students is somewhat deteriorating. This deficiency causes serious problems in higher education, international relations, business and sometimes for individuals wishing to communicate with foreigners. Wishing to share this responsibility, Bangladesh Open University has designed an English course of HSC programme entitled English Two through distance education.

The main aim of the book English Two is to bring students up to a minimum level of communicative competence in English. This is intended to be achieved by involving them in a variety of learning activities through reading materials, audio and video cassettes and occasional radio and TV programmes. The identity and address of all the writers except Rokeya Sultana and Raihana Shams are mentioned in the book. The address of Rokeya Sultana and Raihana Shams was not found.

We expect that English Two of the HSC programme will go a long way in facilitating students' learning and practising everyday English in real-life situations.

We wish to convey our sincere thanks with great appreciation to writers, editors, reviewers and all those involved in developing this course material.

Dean

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The Homecoming

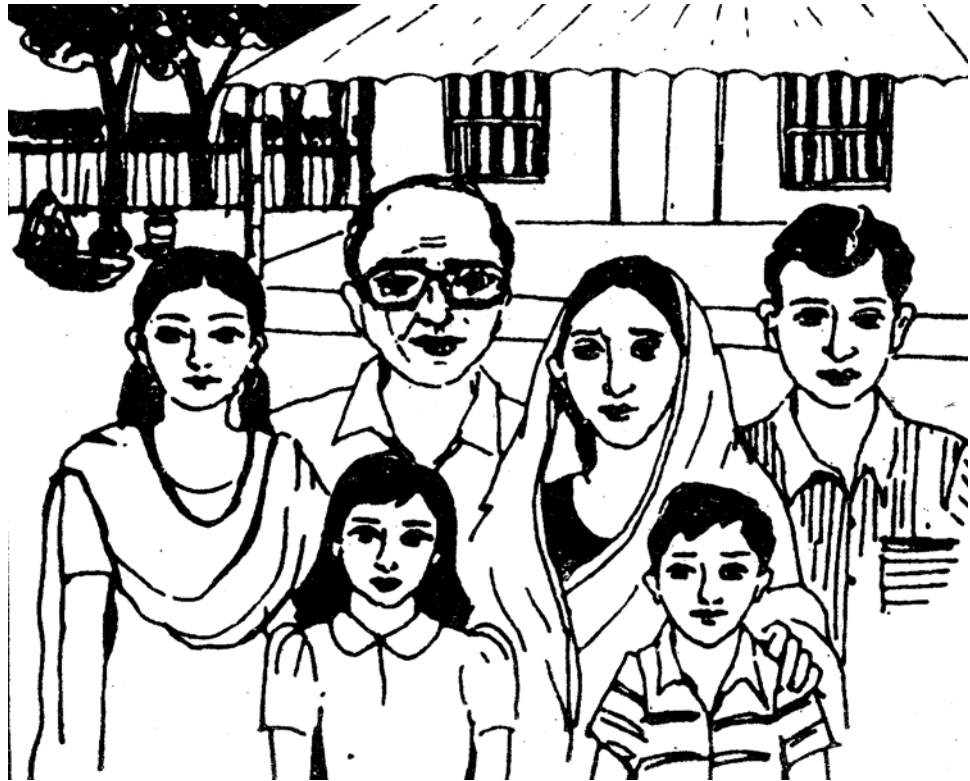
UNIT 1



Objectives

Unit 1 is about Arif and his homecoming. Arif is a young student who has to live away from home. This unit provides information on Arif, his parents and other members of the family. It also tells you about his home and his village.

- On completion of this unit you will be able to use different relative words like *who, which, that, what, where, whom* and *whose*.



The Homecoming

UNIT 1



Overview

Lesson 1 : The Arrival

Learning Point : Relative words '*Who* and *Where*'

Lesson 2 : Home Again

Learning Point : Relative word '*What*'

Lesson 3 : The Brothers

Learning Point : Relative words '*that* and *which*'

Lesson 4 : The Father

Learning Point : Relative words '*whom* and *whose*'

Lesson 5 : Revision

Lesson 6 : The Mother

Learning Point : Relative words '*Who* and *Where*', Verbs with two objects

Lesson 7 : An Invitation

Learning Point : Use of *that* in place of other relatives

Lesson 8 : A Family Reunion

Learning Point : *Who, where, that, which, whom, whose, and what* in other functions

Lesson 9 : Home, Sweet Home

Learning Point : Relative clauses without relative words

Lesson 10 : Revision

A poem : 'Homecoming'

Answer Key

The Arrival

LESSON

1

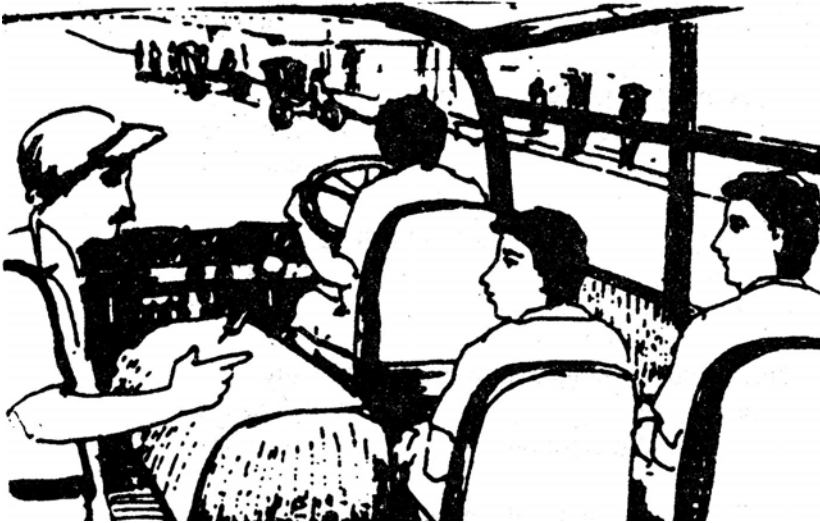
A



Learning Point : Use of relative words '*who* and *where*'

The bus slowed down and came to a halt. The passengers who were talking so long among themselves now made their way to the open door. The conductor stood near the door. He looked out, but could see none who would require his service. The bus-stop, where there was no one at all, disappointed him. Inside the bus, his eyes fell on two young men who were dozing in a row in the middle.

He called out to them, 'Hey sir! Aren't you going to get off here? It's Aminpur!'



Arif, one of the two young men, got up with a start, looked around, and then gave his companion a gentle push: 'Wake up, Alam! We've to get down here.'

The young man who was called by Alam rubbed his eyes, and said, 'Where are we?'

The conductor motioned to them impatiently. He called out again, 'Hurry up, brothers please! The bus cannot wait forever!'

The two young men picked up their bags, and hurriedly proceeded to the door. Soon they got out of the bus, which had already started to move.

The two looked quite exhausted. They were not like the people who got on and off at this bus-stop daily. The bus that got them there was only a local one; but they were coming from far-away. They had to make a long journey from the capital to the district town, where they took the local bus. From there they travelled another thirty miles by that bus.

Alam looked around, and said, 'So, at last we are in Aminpur!'

Smiling, Arif said, 'Oh yes, we are home now. This is my village Aminpur. This is where I was born. This is where I have spent the golden moments of my life. Welcome to my village, Alam.'

'Thank you, Arif. It's a beautiful village', said Alam.

He clasped Alam's hand, and together they started walking.



B

Exercise 1 : Vocabulary

Choose the answer that best replaces the underlined word/ words.

1. The passengers made their way to the open door.
 - a. made a road
 - b. moved away
 - c. started to move
 - d. walked
2. Two young men were dozing in a middle row.
 - a. sitting
 - b. talking
 - c. sleeping
 - d. reading
3. Aren't you going to get off here?
 - a. go home
 - b. leave the bus
 - c. go
 - d. come
4. The conductor motioned to them impatiently.
 - a. angrily
 - b. smilingly
 - c. in an irritated manner
 - d. ungently
5. The conductor motioned to them impatiently.
 - a. moved
 - b. signalled
 - c. showed emotion
 - d. warned
6. The two looked quite exhausted.
 - a. exited
 - b. quiet
 - c. bored
 - d. tired
7. The bus that got them there was only a local one.
 - a. found
 - b. brought
 - c. moved
 - d. received
8. They were coming from far away.
 - a. a distant place
 - b. a nearby place
 - c. a different place
 - d. a large place
9. This is the place where I have spent the golden moments of my life.
 - a. moments which were as precious as gold
 - b. moments made of gold
 - c. moments that look golden
 - d. happiest and best moments
10. Arif clasped Alam's hand.
 - a. held tightly
 - b. pulled
 - c. took
 - d. shook

C

Relative words and relative clauses

Read the following sentences:

The passengers *who were talking among themselves so long* now made their way to the open door.

They got out of the bus, *which had already started to move*.

The bus *that got them there* was only a local one.

The bus-stop, *where there were none at all*, disappointed him.

In the above sentences, clauses printed in *italics* are all relative clauses that begin with relative words. A relative clause gives us some information about someone or something that has been mentioned just before the clause. A relative word relates the two or more clauses. *Who, which, that, whom, whose, and what* are the main relative words.

C1

**"Who" as a relative pronoun**

As you already know, *who* is one of the most common relative words. When a relative clause refers to a human being, we use *who* as the subject of the clause. Here are a few more examples from your text:

He could see none *who would require his service*. [He could see none. None would require his services. The subject of the second sentence is replaced by *who*.]

He saw two young men *who were dozing*. [The clause describes or modifies *two young men*. *Who* is the subject of the verb *were dozing*.]

They were not like the people *who got on and off there daily*.

**Exercise 2 : Use of the relative 'who'**

Tick 'Appropriate' if you think the relative pronoun *who* has been used appropriately. Tick the other box if you think otherwise.

- Do you know the two young men *who* came to Aminpur?
 Appropriate Inappropriate
- He *who* works hard will succeed.
 Appropriate Inappropriate
- This is the bus *which* goes to Dhaka.
 Appropriate Inappropriate
- The people *who* they saw were talking.
 Appropriate Inappropriate
- This is the girl *who* stood first.
 Appropriate Inappropriate

C2

'Where' as a relative word

Read these sentences taken from your text:

The bus-stop, *where there was no, one at all*, disappointed her.

They came to the district town, *where they took the local bus*.

This is *where* I was born.

This is *where* I spent the golden moments of my life.

As suggested in these sentences, *where* also can function as a relative word. It is used as a relative with nouns referring to place and certain other things to mean *at which* or *in which*.

As the last two examples show, *where* can also be used without a noun phrase before it. Here *where* means *the place in which*.

**Exercise 3 : Joining with relatives 'who' and 'where'**

Combine each of the following groups of simple sentences using either *who* or *where* as appropriate. Follow the examples.

Examples: A man is shouting. I know him.

I know the man who is shouting.

Arif was born in a village. It is called Aminpur

The village where Arif was born is called Aminpur.

I met her there. We had decided to meet in that place.

I met her where we had decided to meet.

1. I am looking for a girl. She is named Tabassum.
2. A man came this morning. He is Mr Rahman.
3. A woman discovered radium. She was Madame Curie.
4. Someone can solve the problem. Find him.
5. Have you seen the man? The man is wearing a Green shirt.
6. Someone is experienced. He can be relied on.
7. The place was very quiet. We went there.
8. I kept the money in a place. You had asked me to keep it there.
9. She walked over somewhere. Where he was standing.
10. In Comilla we visited a house. Kazi Nazrul stayed in that house.

C3



Discussion : Exercise 3

1. Only certain sentences can be rendered into a relative clause. A sentence that contains some information about someone or something in another sentence can be made a relative clause, and can be placed after that someone or something. Take for example the third pair of sentence in exercise 3 and see a few of the combinations in which we could combine them. Note that not all of the following are appropriate.

The woman *who discovered radium* was Madame Curie. [The relative clause in this sentence and in the next appropriately refers to *the woman*.]

Madame Curie was the women *who discovered radium*.

Madame Curie, *who was a woman*, discovered radium. [Unacceptable. The relative clause says that Madame curie was a woman, but the word *Madame* itself tells us that she was a woman. The clause, therefore, has nothing new to tell and is completely useless.]

A woman discovered radium *who was Madame Curie*. [This is also confusing as it seems to say that radium was Madame Curie. This happens if the relative clause is used in an inappropriate place.]

2. As the last example shows, a misplaced relative clause can give you a wrong meaning and can be very confusing. Usually you have to place a relative clause immediately after the word(s) about which you want to give further information.

C4



Exercise 4 : Reading comprehension

Answer the following questions in your own words. Use one complete sentence for each answer.

1. What were the passengers doing before the bus halted?
2. Why was the bus-conductor disappointed?
3. Why did the conductor motion impatiently?
4. How were the two young men different from the everyday passengers?
5. From where were the two young men coming?
6. How far is the district town from Aminpur?

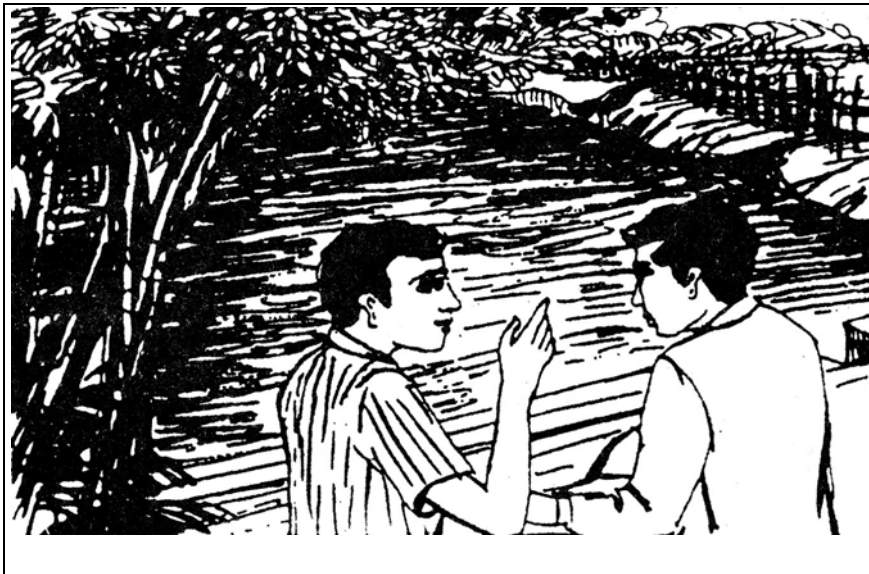
A

Learning Point : Use of relative pronoun *what*



A cock crowed, then another, and then cocks from everywhere started crowing. They were announcing a new day. Arif, who was having a sound sleep after a day of tiring journey, got up in his bed. For a moment he could not understand where he was, or what was happening. Then a sweet sensation started to spread all over him. It's home! He was home again!

Alam was sleeping fast by his side. It was still dark outside and it was cold, too. Without waking Alam, Arif carefully got down from the bed. He was very eager to go out. It would be lovely to see once again the things that he missed so much



in the city. He could not remember if he had ever seen the sun rise in all these months. He did not want to miss the spectacular sight this time.

It was still dark. A curtain of mist was hanging in the air. Then the red disk of the sun appeared above the horizon, and the entire eastern sky lit up with colour.

The mist suddenly started to disappear. The early morning began to reveal itself. Now he could see what he could not see moments earlier. Trees, fields and houses that were hidden from his sight now revealed themselves. Now he could distinguish what so far looked hazy. The numerous shades of green fields, bushes and trees, which a short time before had been uniform, now became distinct from each other. The leaves and the blades of grass began to sparkle. Tiny drops of dew on them and on the cobwebs reflected the golden rays of the morning sun. At a distance he could see small bonfires burning here and there. The village children were burning dry leaves, straw and jute stalks to keep themselves warm.

Birds were chirping all around. It seemed to Arif that the birds were trying to tell him something. He felt he could understand what they were singing. They were singing a song of welcome. The birds were welcoming him back home, he felt.

He wanted to say something to Alam, who by this time had joined him, in appreciation of what he saw and felt, but he did not know what to say. The whole experience was so lovely and so beautiful that he did not know how to express it. He was too overwhelmed by a sense of wonder, delight and gratitude to express it in words.

B



Exercise 1 : Vocabulary

Choose the answer that best replaces the underlined word(s).

1. Arif was sleeping after a day of tiring journey.
 - a. tired
 - b. tiresome
 - c. difficult
 - d. hard
2. A sweet sensation started to spread all over him.
 - a. feeling
 - b. pain
 - c. delight
 - d. memory
3. Alam was sleeping fast by his side.
 - a. quickly
 - b. rapid
 - c. tightly
 - d. deeply
4. He did not want to miss the spectacular sight this time.
 - a. strange
 - b. impressive
 - c. special
 - d. frightening
5. The entire eastern sky lit up with colour.
 - a. became bright
 - b. became little
 - c. burned
 - d. lighted
6. Now he could distinguish what so far looked hazy.
 - a. enjoy
 - b. differentiate
 - c. divide
 - d. appreciate
7. The numerous shades of green now became distinct.
 - a. many
 - b. few
 - c. numbered
 - d. some
8. The numerous shades of green had been uniform.
 - a. alike
 - b. united
 - c. together
 - d. different
9. He wanted to say something in appreciation of what he saw.
 - a. support
 - b. approval
 - c. recognition
 - d. appearance
10. He was too overwhelmed.
 - a. overpowered
 - b. overtaken
 - c. disturbed
 - d. astonished

C1

'What' as a relative pronoun

Note the following sentences from your text :

Now he could see *what* he could not see earlier.

Now he could distinguish *what* so far looked hazy.

He felt he could understand *what* they were singing.

He wanted to say something in appreciation of *what* he saw and felt.

He did not know *what* to say.

Remember, *what* is never used with a noun or noun phrase. The relative clause beginning with *what* comes directly before or after the verb.



Exercise 2 : Use of the relative 'what'

Tick 'Appropriate' if you think the relative pronoun **what** has been used appropriately. Tick the other box if you think otherwise.

1. I did not hear the words *what* she spoke.
 Appropriate Inappropriate
2. I knew *what* they were up to.
 Appropriate Inappropriate
3. I'll give you all what I can.
 Appropriate Inappropriate
4. The thing what I admire in him is his courage.
 Appropriate Inappropriate
5. He did the thing what he thought was right.
 Appropriate Inappropriate

C2



Discussion : Exercise 2

Now compare your answers with the following to check your understanding.

The use of *what* in all but sentence 2 of the exercise 2 is inappropriate. In sentence 2, *what* has no noun or noun phrase before it. But in all other sentences, it is placed after noun phrases (*the words, the thing*) or pronouns (*all*). In these cases the relative that could be more appropriately used. Remember, *what* as a relative pronoun does not follow any noun, pronoun or noun phrase. Rather the clause beginning with **what** functions as a noun.

Exercise 3 : Sentence completion

The following are a few unfinished sentences. Complete each of them to make a meaningful sentence. The first one has been done you.

1. A cup of tea is what . . . [A cup of tea is what I want.]
2. I do not know what . . .
3. Tell me what . . .
4. Do what . . .
5. We can imagine what . . .
6. I could not understand what . . .



Exercise 4 : Joining sentences with the relative *what*

Combine each of the following pairs of sentences using **what**. Follow the examples.

Examples: I said something. He laughed at it.

He laughed at what I said.

He did something. It was simply marvellous.

What he did was simply marvellous.

1. I was doing something. Nobody wanted to do it.
2. Kamal did something. It pleased everyone.
3. There was a certain thing in the box. He could not see it.
4. She was singing. The poet could not understand it.
5. Zaman was showing us certain things. We all paid attention to them.

C3

Discussion : Exercise 4

Four friends were given these pairs of sentences to combine this pairs with the relative pronoun *what*. See what they did with the first:

I was doing something what nobody wanted to do.

Nobody wanted to do something what I was doing.

Nobody wanted to do what I was doing.

I was doing what nobody wanted to do.

What do you think of their sentences? You will see that only in the last two sentences *what* has been used properly without a noun or pronoun before it. But in the first two sentences, *what* has been used improperly after a pronoun (*something*).

If you want to keep the noun or pronoun in the main clause, you need not use *what*. *That* or *which* can be used instead:

I was doing *something that/which* nobody wanted to do.

Nobody wanted to do *the thing that/which* I was doing.

See lessons 3 and 7 for the use of '*that* and *which*'.

C4



Exercise 5 : Reading Comprehension

Answer the following questions in your own words. Use a complete sentence for each answer.

1. Why were the cocks crowing?
2. Why did a sweet sensation spread all over his body?
3. How many times did Arif see the sun rise while he stayed in the city?
4. What happened to the eastern sky when the sun rose?
5. Why could not Arif distinguish one thing from the other?
6. Who were burning the bonfires?
7. Why could not Arif express his feelings in words?

The Brothers

LESSON

3

A

Learning Point : Use of relative pronouns *that* and *which*



It was a pleasant winter morning.

Sitting in the yard, Anis was enjoying the warmth of the morning sun, and was humming to himself a familiar tune. He felt so good and happy. He was very fond of Arif, his elder brother, who came home after an absence of long six months. Anis was four years younger than Arif, but the two brothers were like two close friends. Ever since Arif had gone to Dhaka, Anis started to feel lonely. He grew more lonely as days passed. He could not forget the things that they did together, or things that they did to each other. The stories that they used to tell each other and the moments that they shared together grew ever more fresh in his mind. They missed each other. The letters that Anis wrote to Arif in the first few months



invariably asked this question : 'When are you coming to see us?' He could hear Mother working in the kitchen. She was not humming any tune, which she hardly ever did. But one could easily feel that she, too, was extremely happy. She was preparing breakfast that she did every morning. But as the

day was a special one, she was cooking special dishes. She was making the dishes which Arif liked most. There was a guest too.

'Mother would not leave out a single dish that she could cook, thought Anis with a smile.

Arif came out of the room in which he and Alam were sleeping. He looked at his brother with a smile of affection. In Dhaka he stayed in a mess, which seemed a strange and unliveable place to him at first. In first few weeks, he could not believe that he would ever become accustomed to living in the mess. In those days, he was very homesick, and would turn restless when he thought of Father, Mother, Anis and the friends whom he had left behind in the village. Although he still felt homesick, he had gradually come to terms with the new environment.

He re-entered the room, and then came out with a packet in his hand. From the verandah, he called to his brother, 'Anis, won't you see what I've brought for you?'



B

Exercise 1 : Vocabulary

Choose the answer that best replaces/ and explains the underlined word(s).

- It was a pleasant winter morning.
 - pleased
 - enjoyable
 - sunny
 - cold
- Anis was humming to himself.
 - singing with closed lips
 - watching with admiration
 - talking
 - basking in the sunshine
- The letters invariably asked a question.
 - always
 - sincerely
 - affectionately
 - sometimes
- The mess seemed a strange and unliveable place to him.
 - where no one lives
 - that cannot be lived in
 - that cannot be believed
 - which everyone avoids
- He could not believe that he would ever become accustomed to living in the mess.
 - become used to
 - be able to
 - be happy to
 - be worthy of
- In those days, he was very homesick.
 - sick in home
 - a home that is sick
 - sad being away from home
 - happy to go back home
- He would turn restless when he thought of his parents.
 - become sad and distressed
 - move away to take rest
 - stop taking rest
 - weep
- He had come to terms with the new environment.
 - learnt to accept
 - come to stay
 - left
 - loved

C

That and which as relative pronouns

As relative pronouns, 'that' and 'which' are usually used to refer to things and animals. Note the following sentences:

He could not forget **the things** *that they did together*.

The stories *that they used to tell* grew ever more fresh.

She was making **dishes** *which Arif liked most*.

Arif came out of **the room** *in which he was sleeping*.

He lived in **a mess**, *which was a strange place*.

The relative clauses, which have been given in *Italics*, give us some information about the preceding noun phrases (given in **bold** letters). In most cases, *that* can be used in place of *which*, or vice versa. We can rewrite the first three examples as follows:

He could not forget the things *which* they did together.

The stories *which* they used to tell grew ever more fresh.

She was making dishes *that* Arif liked most.

However, as you have seen above, you can use only *which* and not *that* after a comma or after a preposition. Here are a few more examples:

The knife with *which* he has cut his pencil is mine.

They got out of the bus, *which* had already started to move.

Mr Rahman's house, *which* is in Aminpur, is very beautiful.

C1

Exercise 2 : Use of Relatives 'that and which'

Tick 'Appropriate' if you think that the appropriate relative pronoun has been used in the sentence. Tick the other box if you think otherwise.

- I know the boy *which* came in the morning.

<input type="checkbox"/> Appropriate	<input type="checkbox"/> Inappropriate
--------------------------------------	--



2. This is the dog *that* bit him.
 Appropriate Inappropriate
3. He has an uncle *that* lives in the town.
 Appropriate Inappropriate
4. The book, that I bought last week, was very interesting.
 Appropriate Inappropriate
5. He did the thing *which* he thought was right.
 Appropriate Inappropriate

Exercise 3 : Joining sentences with relative *that* and *which*

Combine each of the following pairs of sentences using **that** and **which** as appropriate. Follow the examples.



Examples: Here is the book. You wanted the book.

Here is the book that [or which] you wanted.

My father bought a house. We live in that house.

We live in the house that [or which] my father bought.

1. Kamal did a wonderful thing. It pleased everyone.
2. Alam went to a village. It was Aminpur.
3. She was singing a song. I could not understand it.
4. This is an effective exercise. You will benefit from it.
5. I have a news. The news may terrify you.

C2

Discussion : Exercise 3



Look at the following sentences as different combinations of the first pair of sentences :

It pleased everyone that Kamal did a wonderful thing.

Kamal that pleased everyone did a wonderful thing.

Kamal did a wonderful thing that pleased everyone.

The wonderful thing that Kamal did pleased everyone.

Only two of these sentences sound natural. Can you tell what they are? The last two.

The sentence “It pleased everyone *that Kamal did a wonderful thing*” is not correctly constructed. The relative clause is placed after the pronoun *everyone*, and seems to modify *everyone*. But the clause is not about *everyone*. What was it that pleased everyone? It was *a wonderful thing*. So, the relative clause should go after *a wonderful thing*.

“Kamal *that pleased everyone* did a wonderful thing” is also not correctly constructed. The sentence seems to say that Kamal pleased everyone. But, as the original pair of sentences say, everyone was pleased by his wonderful act.

C3

Exercise 4 : Reading Comprehension

Answer the following questions, in your own words as far as possible. Use one complete sentence for each answer.



1. Why did Anis feel very good?
2. Who was elder of the two brothers?
3. Why would Anis feel lonely?
4. Why was it a special day for Arif's mother?
5. What items of food was Arif's mother cooking for breakfast?
6. What was Arif's first reaction to the mess?
7. Why would Arif become restless?

The Father

LESSON

4

A



Learning Point : Use of relative pronouns *whom* and *whose*

Mr Rahman was in a hurry. He was going to the market at one end of the village. Villagers shop for their daily provisions in this market. Nearby, a river goes flowing. Fishermen catch fish in that river during the night, and sell them in this market in the morning. Mr Rahman, whose first son was Arif, was going so early because he wanted to have the best fish for his son and his guest. He could have sent Anis, whom he often sends for shopping; but today he wanted to choose the fish himself. Meat would not be available today; beef is sold only twice a week in this market. But that would not be a problem. Arif's mother, whose cage was

never short of fowls, had plenty of chicken ready at her disposal.

But he had other reasons for hurrying. He had another urgent piece of business in hand. A meeting of the village elders was going to be held in the morning, and he



was expected there. He is one of the village elders whom everyone in the locality respects and trusts. He is not a wealthy man, but he is one whose honesty, integrity and morality have made him acceptable to all.

Mr Rahman walked quickly and reached the market. Every morning the market sat under a banyan tree, the huge branches of which spread over a vast area.

Govinda Patni, whose house was also in Aminpur, greeted Mr Rahman, 'You're so early today, uncle!'

'Can you give me a good fish, Govinda? My son Arif has come home. A friend of his has also come.'

'Don't worry, uncle. I have the right fish for them.' From his basket, he brought out a big *ruhi*, 'Will this do, uncle?'



Exercise 1 : Vocabulary

Choose the answer that explains the given sentence best.

1. Mr Rahman was in a hurry.
 - a. He did not have much time.
 - b. He was on his way to somewhere.
 - c. He was walking in a great speed.
 - d. He was in a happy mood.
2. Villagers shop for their daily provisions in this market.
 - a. They go to the shops daily.
 - b. There they buy the things that they daily needed.
 - c. There they sell things in the shops daily.
 - d. They worked in the shops there everyday.
3. Her cage was never short of fowls.
 - a. The cage was small in size.
 - b. The cage was not shorter than the fowls.
 - c. The cage was full of cocks and hens.
 - d. It was always full of meat.
4. She had plenty of chicken ready at her disposal.
 - a. She could serve chicken whenever she wanted.
 - b. She had a few chicken ready in her kitchen.
 - c. She could cook chicken very well.
 - d. She had always raised chicken.
5. He was one of the village elders.
 - a. He was an aged person who had influence and authority.
 - b. He was one of the old persons of the village.
 - c. He was the only old person of the village.
 - d. He was one of the men who came to the village earlier than other villagers.
6. His honesty, integrity and morality made him acceptable to all.
 - a. He was a man who admired and respected everyone.
 - b. He accepted only those people who had honesty, integrity and moral character.
 - c. He was a man whom everyone respected for his honesty and firmness of moral character.
 - d. He was a man who respected people with honesty, firmness and moral character.

Grammar : Whom and whose as relative pronouns

Like *who*, *whom* and *whose* are also used for people; while '*who*' is used for the subject of the relative clause, '*whom*' is used for the object. '*Whose*' is used with human beings to mean possession or connection. Note the following sentences:

He could have sent Anis, **whom** he often sent for shopping.

He was one of the village elders **whom** everyone respected.

Arif's mother, **whose** cage was never short of fowls, had plenty of chicken ready at her disposal.

He was one **whose** honesty made him acceptable to all.

In the first two examples, *whom* is the object of the relative clause. In the rest two, *whose* shows relationship or connection. For example, in example 3, the cage belongs to Arif's mother, and *whose* suggests this relationship.



Exercise 2 : Fill in the blanks

Fill in the blanks with *whom*, or *whose* as appropriate.

1. I gave the packet to the boy _____ you had sent.
2. The man, _____ name was Abdullah, raised his hand.
3. He is a person _____ I cannot tolerate.
4. A boy _____ I once knew is now a famous actor.
5. The boy _____ father came to see us is very intelligent.
6. He is a man for _____ I have immense respect.
7. Mr Sen, _____ house we went to, is a musician.
8. My brother, _____ you met the other day, is a teacher.
9. He is a singer _____ songs are popular with the young people.
10. I know the person _____ she is going to marry.



Exercise 3 : Joining with the relatives *whom* and *whose*

Combine each of the following pairs of simple sentences using *whom* and *whose* as appropriate. Follow the examples.

Examples: He was a village elder. Everyone respected him.

He was a village elder whom everyone respected.

A man's pocket was picked. This is the man.

This is the man whose pocket was picked.

1. People do not like a person. The person's behaviour is rude.
2. He quoted someone. That person's name or identity he did not disclose.
3. I thank all my friends. Their help made this possible.
4. There goes the man. We were talking about him.
5. We held a person responsible for our defeat. Saleh is that person.



Exercise 4 : Reading Comprehension

Answer the following questions briefly, in your own words as far as possible. Use one complete sentence for each answer.

1. Why was Mr Rahman going to the village market?
2. Who was Mr Rahman? What was he?
3. Why didn't he send Anis to do shopping?
4. Why was meat not a problem?
5. Why was Mr Rahman respected and trusted?
6. What is Govind Patni?
7. Where was the village market situated?

A



Exercise 1 : Use of relative words

Complete each of the following sentences with an appropriate relative word from the given choices:

1. Maruf, _____ is a young man in his teens, lives in Aminpur. (who/which/whose/whom)
2. The Sonai, _____ flows by Aminpur, is not a big river. (what/which/who/that)
3. The river _____ flows by Aminpur is called Sonai. (who/whom/that/what)
4. The village _____ we visited was very beautiful. (who/whom/which/whose)
5. He is a man _____ everyone respects. (which/whose/who/whom)
6. _____ is done cannot be undone. (who/whom/that/what)
7. Villagers can ride a three-wheeler to the thana headquarters _____ are only five kilometres away. (who/whom/which/whose)
8. There are many villagers _____ will take none of the vehicles. (who/whom/which/whose)
9. I'll go _____ he has gone. (who/where/which/whose)
10. I have a friend _____ father is a freedom fighter. (who/whom/which/whose)
11. This is the box in _____ I keep my pencils. (that/whom/which/ whose)
12. Kazi Nazrul Islam, _____ we call 'the rebel poet', was also a poet of love. (that/whom/which/whose)
13. A man _____ eyes are jaundiced will find everything yellowish. (that/whom/which/whose)
14. Listen to _____ I say. (which/whom/that/what)
15. The letter _____ he got this morning upset him. (who/whom/ that/what)

B



Exercise 2 : Fill in the blanks

Fill in the blanks with appropriate words. (one word in each) :

Beyond their homestead, A is a vast open field B villagers grow rice and vegetables. A river flows C the southern side of the village, separating it D the nearby villages. Villagers endearingly call it *Sonai*. The Sonai is not a very big E. In the dry season, the river shrinks into a shallow stream, and appears no better F a canal. G in the

monsoon H swells with water and carries great cargo boats laden with bricks or clay pots, sailing boats, and small private boats with bamboo cabins. During the monsoon the vast field at the edge of I village gets J water. But in the dry season, and after the crops are harvested, this field K the grazing ground for cattle, and a playground for the young villagers. In the afternoons, boys of the village gather in the field, and play L like ha-du-du, daria-bandha, and football. The whole neighbouring area resounds with the merry noise M make as they play. Their play continues till it N dark. The sun O below the western horizon, and the players suspend their play for the day, and go home.

C

Exercise 3 : Sentence making

Make 10 meaningful sentences from the following table. Use the relative clauses from Column B to fill the blanks in the clauses in Column A. You will be able to make more than one sentence with most of the clauses.

Column A	Column B
Where is the boy . . . ?	<i>whom we saw</i>
This is the book . . .	<i>whose father is a teacher</i>
I can tell you . . .	<i>what he said</i>
Does anyone know . . . ?	<i>who did it</i>
The season . . . is winter.	<i>which you wanted</i>
The man . . . was a stranger.	<i>that I like most</i>
	<i>where you will get her</i>

The Mother

LESSON

6

A

Learning Point : Sentences with two objects

The family was having breakfast. Since early morning, Mother had been busy in the kitchen making rice cakes. Winter is the time for rice cakes, and there could be no greater occasion for cakes than the homecoming of a son or a daughter. Mother had also prepared a number of cakes, of various shapes and sizes, tastes



and textures. Now as the family and its guest gathered round the table, she handed them plates full of cakes and sweets. There were so many of them. Alam did not even know that there could be so many kinds of cakes; he did not know what they were called, or what they tasted like.

Mother brought them one dish after another,

but she did not sit with them. Alam requested her to join, 'why don't you sit with us, auntie?'

Arif knew very well what her response would be. She gave Alam an affectionate smile, and replied, 'No dear, I'll eat later. I'm alone, and there's no one else to take care of you.' She always took her meals after she had fed everyone else. There were no arguing with her in this regard.

Anis said, 'Oh Alam Bhaiya, how can Mother sit now? She has cooked all these cakes for you. If she sits now, who will make you eat all of them?'

Arif replied, 'You are talking as if Mother cooked these only for us two. As if she never made you a cake or anything. You're a little glutton, I know. I have come after an age, and you're being jealous of me! Give him more cakes, Mother.'

Their mother was watching over them with contentment that a mother feels to see her children at play. She brought up three children almost single-handedly. She managed the whole family herself, and did all the cooking, cleaning and washing that the family needed. She was never tired doing these; she always felt rewarded to see her husband and children relish the food she made for them. Now she felt that

same happiness. She felt a little sad, too. She looked at Arif. He looked quite thin and pale. Who knew what they gave him to eat in the mess? He was so fond of these cakes; where would he get them in that city! She could not suppress the sigh.



Exercise 1 : Vocabulary

Choose the answer that best explains the underlined word or words.

1. The homecoming of a son or a daughter was a great occasion.
 - a. coming back home after a period of absence
 - b. going to one's home after a long absence
 - c. visiting a son or a daughter in his or her home
 - d. coming to one's home on different occasions

2. The cakes were of various shapes and sizes, tastes and textures.

a. structure	b. pattern
c. variety	d. colour

3. She handed them plates full of cakes and sweets.

a. took them in her hands	b. passed to them
c. left to them	d. asked them to eat

4. There were no arguing with her in this regard.
 - a. She were opposed to all arguments.
 - b. There were no arguments at all.
 - c. She would listen to no arguments.
 - d. Nobody argued with her.

5. You're a little glutton.

a. one who eats too much.	b. one who talks too much.
c. jealous	d. greedy

6. She brought up three children almost single-handedly.
 - a. She looked after them without help from anyone else.
 - b. She took care of her children using only one hand.
 - c. She was single while bringing up the children.
 - d. She had only one hand.

7. She always felt rewarded.

a. wanted to give rewards	b. demanded a reward
c. was relieved	d. felt satisfied

8. She liked to see her husband and children relish the food.

a. eat with greed	b. enjoy
c. eat everything	d. receive

C

Grammar : Sentences with two objects

The main verb in a sentence may sometimes require two objects to convey any clear meaning. Note the following examples:

Mother handed us plates full of cakes.
 She brought them one dish after another.
 She gave him an affectionate smile.
 Mother made us cakes.

These examples show a few of the verbs which are used in this pattern. Such verbs include *ask, bring, buy, cost, find, get, give, leave, make, offer, pass, read, sell, send, teach, tell* and *write*. Here are a few more examples:

	<i>Indirect object</i>	<i>Direct object</i>
The man asked	Nabil	a question.
He told	me	a story.
I will teach	you	a good lesson.
She gave	the dog	a bone.

The second object in this pattern is a **direct object (DO)**, and it identifies what is sent, given or done. But the first object is different. It is called an **indirect object (IO)** and it refers to whom or for whom (or what) the action is performed.

C1



Exercise 2 : Making Sentences with linking verbs

Below some linking verbs and their direct objects have been given. Supply the subjects and indirect objects, and make 10 meaningful sentences in the pattern Subject-Verb-Indirect object-Direct object. Use right forms of the verbs.

Verbs : lend; promise; sell; bring; buy; send; owe

Direct objects : a new dress; a good news; help; a gift; his calculator; some money; nothing

C2

Grammar : The direct Object before the indirect object

In most cases, it is quite usual to use the direct object after the indirect object. However, in most cases, the indirect object can go after the direct object. Remember these points:

- The indirect object has to be preceded by prepositions *to* or *for*.
 The boy wrote a letter to his parents.
 The man bought a candy for the boy.
- When the DO is a pronoun, the IO follows the DO with the appropriate preposition (*to* or *for*). Compare:

	<i>Indirect object</i>	<i>Direct object</i>	<i>Indirect object</i>
Give	it/him/them	to me	
Give		me	the book.
Read	it/them/this	to us.	
Read		us	the story
Send	them	to her.	
Send		her	the flowers

Exercise 3 : Direct object before the indirect object

Rewrite the following sentences so that the direct object comes in front of the indirect object:



- Who told you the story?
- Show me the picture.
- The librarian found me a good book.
- Hassan called her a taxi.
- Bring me a glass of water.

C3

Grammar : The pattern with longer indirect objects

Perhaps you have noticed that the pattern S–V–IO–DO is used only with short indirect objects. But when the IO is a long one, a different pattern is used. Note the following examples:

	<i>Direct object</i>	<i>Indirect object</i>
He told	the story	to <i>everyone he met</i> .

C4

Grammar : The pattern with lifeless indirect objects

You may have also noticed that in all the examples given above, the indirect object is a living being—a person or an animal. In fact, the sentence pattern (S–V–IO–DO) is possible when the indirect object is a person or an animal. When the IO is a lifeless thing, use the DO first, and then place the IO after *for* or *to* as appropriate:

	<i>Direct object</i>	<i>Indirect object</i>
He wanted to give	a beautiful name	to his shop

Exercise 4 : With or without to

Make 10 meaningful sentences from the following table. Use S–V–IO–DO pattern where possible. But when you think the IO should go after the DO, use the pattern S–V–DO–to (or for) + IO.



A	B	C	D
She	wish	the story	all of us
I	wrote	nothing	my friend
Shupti	made	a new cover	anybody
We	gave	a card	you
	won't tell	tea	my cousin who lives in Sylhet
	have sent	a letter	the table
	must buy	a safe journey	you or any other person



Exercise 5 : Reading Comprehension



Answer the following questions briefly, in your own words as far as possible. Use one complete sentence for each answer.

1. What is the season to eat rice cakes?
2. What are the greatest occasions for rice cakes?
3. What did Arif's mother cook for breakfast?
4. Why didn't Arif's mother sit and eat together with the family?
5. Was the mother angry to see Anis teasing Arif?
6. Why did Arif's mother feel sad?

An Invitation

LESSON

7

A

Learning Point : Use of *that* as a relative word

In his room Arif was writing a letter to Iqbal, who was his brother-in-law, the husband of his sister Shireen. Let us see what he wrote.

Aminpur
November 14, 1997

Dear brother,

I would have liked to come myself, but I am sending Anis instead. I feel a little sick. Moreover, I am yet to overcome the fatigue that has been caused by the journey home. The long journey that we had to make drained all my energy. It was such a tiring journey, and the bus by which we travelled was so rickety, that all my muscles are still aching. All my bones, which had to support me through the long journey, are still complaining.

I cannot visit you, which I would have dearly liked to. Also I cannot go back without meeting you. It seems ages since I saw you, Sister and my precious little nephew and niece. It would be really wonderful if you could come and spend with us the few days that I am staying home. Mother also says that you have not visited her for a long time. I know you are quite a busy man, one that has to look after so many things. But you know how I enjoy your company and how fond we are of the little ones. So please make time and do come. We will all be very happy, you know.

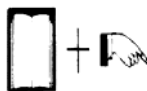
Oh, there is one more thing that I think you should know. My friend Alam, whom you met when you were in Dhaka, has also come with me. He was very impressed by you, I must say, and has become quite a fan of yours. He will be very pleased to meet the man that he likes so much.

In case you feel that you should come later in the evening, please send Sister and the little ones with Anis. We all will be waiting for you, and so do send them as early as possible, and you too come along as soon as you can.

With much love to all of you,

Your affectionate brother,
Arif.

B



Exercise 1 : Vocabulary

Choose the answer that best explains the given sentence.

1. I am yet to overcome the fatigue
 - a. I have come and I am still tired.
 - b. I am still tired.
 - c. A tiredness has come over me.
 - d. The tiredness is yet to come over me.

2. The journey drained all my energy.
 - a. In the journey I lost all my energy.
 - b. The journey dried my energy.
 - c. All my energy went in a drain.
 - d. I got back all my energy from the journey.

3. The bus was rickety.
 - a. It rushed like a rocket.
 - b. It was very comfortable to ride.
 - c. It was very uncomfortable to ride.
 - d. It was very beautiful to look at.

4. All my muscles are still aching.
 - a. I still feel a pain all over my body.
 - b. I feel very happy.
 - c. I feel very sad and angry.
 - d. My muscles are eager to go out for another journey.

5. It seems ages since I saw you.
 - a. I saw you a long time ago.
 - b. You are an aged man.
 - c. I know how aged you are.
 - d. Ages have passed after we last met.

6. You are quite a busy man that has to look after so many things.
 - a. You look like a busy man.
 - b. You are a man who takes care of many things.
 - c. You have many families and businesses to take care of.
 - d. You are a little busy because you have a large family.

C

Grammar : *That* versus *who*, *which*, *whom*

In lesson 3, we have seen that the relative pronoun *that* can be used in place of *who* and *which*. We said that we can do so when a comma or a preposition is not placed before these *who* or *which*. The same rule applies to *whom* also. Note the following examples:

The long journey **that** we had to make drained all my energy. [Here the relative *that* could be replaced by *which*.]

You are a busy man, one **that** has to look after many things. [In this sentence also *that* could be replaced by *who*.]

He will be very pleased to meet the man **that** *he likes so much*. [Here also the relative *that* could be replaced by *whom*.]

Also note that relatives *who*, *which*, and *whom* have not been replaced with *that* in the following sentences:

Arif was writing a letter to Iqbal, **who** *was his brother-in-law*. [The relative clause is placed after a comma, and so *who* is not replaced by *that*.]

The bus **by which** *we travelled* was rickety. [As the relative clause is placed after the preposition *by*, *that* is not used.]

My friend Alam, **whom** *you met in Dhaka*, has come with me. [The relative clause is placed after a comma; therefore, *that* is not used in place of *whom*.]



Exercise 2 : *that* / *which*, *who*, *whom*

Fill in the blanks with *that* wherever possible. Where *that* cannot be used, use **who/which/whom** as necessary.

1. A book _____ you cannot read is of no use.
2. The next person _____ we met was very funny.
3. The student _____ book I took was very friendly.
4. The boy _____ was taking pictures saw him.
5. My elder brother, _____ lives in Rajshahi, has come home.
6. I will vote for the candidate _____ I think most deserving.
7. The village from _____ he came is famous for handicrafts.
8. The people, _____ were very excited, acted violently.
9. Call the students _____ names appear on the list.
10. He is the person _____ I got my inspiration from.



Grammar : Comma or no comma

We have so far seen that in certain cases a comma is used before a relative clause, and in some other cases, no comma is used at all. Let us see when we should use a comma before a relative clause, or when we can do without a comma. Note the following:

A man *who is honest* will succeed.

Saber, *who is honest*, will succeed.

In each of these sentences, we have used the same relative clauses. But the first sentence has used no commas, whereas the second sentence has used commas. Let us examine the reasons.

If we drop the relative clauses from the sentences, we will see that the first sentence fails to convey any clear meaning. Without the relative clause, the sentence (*A man will succeed*) fails to say which man will succeed. We can identify the people who will succeed only from the relative clause. So, the relative clause is essential to the meaning of the sentence. In the second sentence, we can drop the relative clause, and still the meaning will remain clear. We still know who will succeed. The relative clause is not thus essential to the meaning.

In short, we use a comma before a relative clause

- when the relative clause is not essential to the meaning of the sentence.
- when the word or words to which the relative clause refers cannot clearly convey the meaning.
- when the relative clause provides only additional information about the word(s) after which it comes.
- when the relative clause can be dropped easily without any significant change to the meaning of the sentence.

On the other hand, the relative clause is used without any comma when the relative clause is essential to the meaning of the word or words to which it refers, and when it cannot be dropped without important changes in the meaning.

C3

Remember :

We usually need to put commas after a proper noun (Ram, Rahim, Dhaka), nouns with determiners like *this, my* etc. (my brother, this book), or when the noun can refer to only one person or thing (Father, Mother).



Exercise 3 : Relative clauses with or without commas

Join each of the following pairs of sentences with the help of a relative clause. Use a comma before that clause where necessary.

- My father is a school teacher. He is fifty years old.
- You gave me a pen. I have lost the pen.
- Munira brought me a gift. She just returned from Sylhet.
- I grew up in a village. It has a population of about 3,000.
- Faisal wrote a letter to his brother. I have seen the letter.
- Ashraf is a perfect gentleman. You met him in the club.
- I called Amin. The letter was addressed to him.
- Chittagong is the second largest city in Bangladesh. It is a very beautiful city.
- This is a story about a young man. He is home for a visit.
- My youngest sister got nervous. Her examination was near.

C4

Exercise 4 : Reading Comprehension

Answer each of the following questions in a single sentence in your own words as far as possible.



- Why did Arif send Anis instead of himself going?
- Why was Arif very tired?
- Why did Arif write the letter to his brother-in-law?
- Why would Alam be very pleased to meet Arif's brother-in-law?
- Why would Iqbal send Arif's sister with Anis?

A Family Reunion

LESSON

8



Learning Point : *Who, what, whom, where, etc.* as question-words

Shireen arrived that afternoon with Anis. When they arrived, Arif was not at home. He had been out visiting uncles and neighbours. Alam had also gone with him. On his return home, Arif was greeted by Bablu, his nephew. Bablu, a boy of six, went rushing to Arif. Arif took him up in his arms, and fondled him with great affection. Bablu complained, 'Uncle! Where have you been? We have been waiting for you, and you do not come!'



'Boy! What are you saying? Don't you see we have come?'

'But why have you been away? I'm so angry with you!'

'I'm so sorry, dear! I promise I'll never be away when my Bablu dear comes. Now please smile, won't you?'

'Mother is angry too. Kumu is also very angry. She won't talk to you.'

'What an awful mistake I've made! I must go and apologize to them. But isn't your father angry too?'

Where is he?'

'You do not know anything, uncle. Father hasn't come with us. He will come tomorrow.'

At this point, Bablu's attention was diverted to Alam, who was watching the uncle and the nephew. 'Uncle, who is he?'

'He is an uncle, too. He has also come from Dhaka to see dear Bablu.'

This declaration apparently pleased Bablu. Now he asked, 'What should I call him?'

Alam now opened his arms to take Bablu, and said, 'Come to me, Bablu dear, and we will decide that together.'

Leaving Bablu with Alam, Arif went inside looking for Shireen. He found her in the large family room adjacent to the kitchen. Mother was there, and so was Father and Anis. Now Arif joined them. All the members of the family thus got together once again. They wept and laughed in joy, talked, told each other about the things that happened since they last met.

Then father got busy with the grandchildren, and mother moved to the kitchen. She had a lot of cooking to do. With her went Shireen and Arif. Shireen worked with Mother and at the same time went on talking. She asked Arif one question after another: How is life in Dhaka? Does he work too much? Why has he become so thin? Does not he take his meals on time? What does he eat there? Who cooked for him?

Time went rolling, but everyone was too happy and too busy to notice that.



B

Grammar : *Who, what, where, which, whom, whose*: as question words

In the last seven lessons, we have seen that the words *who, what, which, whom, whose*, and *where* function as relative words. However, they do not always function as relatives. Note the following sentences taken from your text:

Where have you been?

What are you saying?

Who is he?

As these examples may suggest, the *wh*-words (*who, whom, what, which, whom, whose, why, when* and *how*) are most often used as question-words, words that help us ask questions.

We know how a question-word is used in a sentence. To ask a question, we place the question-word at the beginning, and then we use the subject after the first part of the verb phrase (for example, *are* in *are saying*). The remaining parts of the verb phrase come after the subject. Here are a few more examples:

Question-word	first part of verb	subject	Main verb + Rest of the sentence
What	were	they	talking about ?
Why	has	she	done this ?
When	will	Kajal	come ?

When the verb phrase has only one word, what do we do? If the verb is a single word like *is, am, are, was, were*, etc. it directly goes after the question-word. For example, compare the following :

Question-word	is/am/are etc.	subject+rest of sentence
What	is	he ?
Where	was	Aminpur ?
Who	is	Arif ?

But if it is a main verb alone, we don't use the main verb after the question-word; rather we bring a form of the verb *do*. Compare :

Question-word	do	subject	plain verb	rest of sentence
What	did	you	see	?
Where	does	he	live	?
Whom	do	you	like	?
Which	did he	want	to take	with him ?
What	did	his father	say	?

There is one important exception. *Who* and *what* sometimes are followed not by a form of *do*, but by the main verb itself. Note the following examples :

Question-word as subject	main verb	rest of the sentence
Who	told	this ?
What	happened	?
What	went	wrong with him ?
Which of the three	interested	you most ?

The same thing also occurs with *whose* when it is a part of the subject. Note the following examples :

Whose as part of subject	main verb	rest of the sentence
Whose letter	arrived	?
Whose entry	won	the prize ?

B1

Exercise 1 : Questions and answers



The sentences given below can be said in answer to certain questions. You are to ask those questions with the question-word given before each statement. Follow the examples:

Question: Who are you?

Statement: I am Arif.

Question: What are you doing here?

Statement: I am looking for my brother.

- Who?
I am Arif, a student of Bangladesh Open University.
- What?
I read in class Eleven.
- Where?
I came from Aminpur.
- What?
My father is a school teacher.
- What?
I work in the evening.
- Where?
I work in a printing press.
- Why?
I work to bear my own expenses.
- Whom?
I love my mother most.
- Whose?
This is my mother's photograph.
- Who?
Mother gave it to me.

B2

**Exercise 2 : Asking Questions**

Below, you will find a few statements. Ask the questions that these statements answer. Use question-words **what, who, which, when, why, where, whom, whose, how**. Make as many questions as possible. Follow the examples given in the discussions..

1. You were reading the newspaper when I came.
2. I worked hard last week.
3. My roommate got very good marks.
4. The smell irritated him.
5. He is going to market to buy a new dress.
6. Mr Kashem was our English tutor last year.
7. I borrowed a book from Raju.
8. I go to see my parents every other month.
9. They will be very angry to see us here.
10. They were telling about my best friend.

C

**Grammar What, which, who, whom, whose, where :
as relative words and as question-words**

- a. As question-words, verbs like *is, am, are, was, were* go before the subject. But when they are used as relative words, the said verbs follow the subject. Compare:

Question-word	Relative word
Where was Arif?	I don't know <i>where</i> Arif was.
Whom are you fond of?	You are the person <i>whom</i> we are fond of.
Who is he?	Can you tell me who he is?

- b. We have also seen that when there is no *is/am/was/ were/has/have* etc. before the main verb of a question (like *work, read, go*), we use a form of *do (do, does, did, didn't)* before the subject, and use the plain form of the verb (*work, read, go*; not *works/worked* etc.). But, when we use those words as relative words, no such form of *do* is needed before the subject. The verb changes according to the tense and person.

Question-word	Relative word
Where did Arif go?	I don't know <i>where</i> Arif went.
Whom does she like?	You are the person <i>whom</i> she likes.
What did you want?	I gave you what you wanted

- c. When *who* or *what* functions as the subject (and *which* and *whose* as part of the subject) of a question or of a relative clause, the main verb directly follows it, and no form of *do* is needed.

Question-word	Relative word
---------------	---------------

Who was crying?	The girl, who was crying, has become quiet.
What happened there?	I'll tell you what happened.
Which attracts you most?	You may take the toy which attracts you most.
Whose voice sounds like music?	She is a girl whose voice sounds like music.

C1



Exercise 3 : Conversion of questions into relative clauses

Make logical sentences from the following table. To do that, you have to turn the questions given in the column B into relative clauses. More than one relative clauses can be added to many of the clauses in the column A. One is done here for you as an example:

I did not know where he was.

Column A	Column B
I did not know.	Whose voice did you hear?
This is the boy.	What are your favourite foods?
The boy went away.	What happened last night?
Tell me.	Whose help made all this possible?
I can understand.	Which have you wanted?
I could not recognize the man	What is she doing there?
The book is here.	Whom did I see with you?
The person is you.	Who was crying?
	Where was he?

C2



Exercise 4 : Reading Comprehension

Answer each of the following questions in one sentence. Use your own words as far as possible.

1. Where had Arif gone when Shireen and her children came?
2. Who are Shireen's children?
3. Where was Shireen? Who were with her?
4. What did the family do in the large family room?
5. Why didn't they notice time?

Home, Sweet Home!

LESSON

9



A

Learning Point : Omission of relative pronouns

There is no place like home.

This is a proverb Arif has come to believe deep in his heart. He has come back home after a period of absence and now he feels the truth of the proverb even more. Now as he looks around, whatever he can see gives rise to great waves of emotion. He finds that the things he values most, likes most, and loves most are all associated with this dear place. Even the commonest objects of the place seem extremely pleasant and divinely beautiful. The trees that spread their branches all over the place, the tiny flowers that bloom all around, the fragrant breeze that fans and cools how he missed them all! The flowers emitting fragrance, the birds singing merry songs, the cobwebs swinging in the air, the hen moving in the yard with her chicks everything seems inseparable from his very existence!

He has been living away from home for quite a long time now; still he cannot reconcile with this fact. Home is where the heart is; and his heart belongs to this place. This is the place where he belongs to. This is the place where he has left all the people he loves and adores, people he loves to live with. Can there be any other place as sweet or as dear as this? He has seen houses prettier than his, houses with many more amenities that can make life easy. But one's home is like one's mother; there is nothing else that can give the love, the affection, the comfort and the warmth she gives!

While living in the city away from everyone and everything he loves, Arif has always dreamt of coming back home. He has not left his village for good. He has been working hard in the city. He will complete his studies, and then he will return home. He knows, there is a lot to be done for his fellow villagers. He is preparing himself to be able to serve them, to work for them to improve their lot. This is his mission, and he knows this is how he can repay his debts to this place and to all these people.

B

Exercise 1 : Vocabulary

Choose the answer that best explains the given sentences.

1. Everything seems inseparable from his very existence.
 - a. He was very attached to everything.
 - b. He wanted to separate himself, but he could not.
 - c. Everything was really a part of his body and soul.
 - d. There was no gap between his existence and anything else.
2. He cannot reconcile with this fact.
 - a. He cannot understand the fact.
 - b. He was not interested in the fact.
 - c. He cannot accept the fact.
 - d. He would ignore the fact.
3. He has seen houses with many more amenities.
 - a. Those houses have more men and women.

- b. Those houses remind him of his home.
 - c. Those houses are more beautiful.
 - d. Those houses have more things to make life comfortable.
4. He has not left the village for good.
- a. He has left his village as he was not a good man.
 - b. He has not left it permanently.
 - c. The village was bad, and so he left it.
 - d. He has left the village for no good reasons.
5. He will work for them to improve their lot.
- a. He will try to educate them.
 - b. He wants their well-being.
 - c. He will work a lot.
 - d. He will improve his own fortune.
6. This is his mission.
- a. He was forced to do this.
 - b. He is a missionary.
 - c. This is his hobby.
 - d. He believes it to be his duty.

C

Grammar : Relative clause without the relative word

Note the following sentences taken from your text :

This is a proverb Arif has come to believe deep in his heart.

The things he valued most are all associated with this place.

This is the place he belongs to.

There he has left all the people he loves.

We can rewrite the sentences as follows

This is a proverb *that/which* Arif has come to believe

The things *that/which* he valued most are all associated

This is the place *where* he belongs to.

There he has left all the people *whom* he loves.

In the rewritten sentences, we have added relative words which were not used in the original. As in these sentences, we can write relative clauses without relative words in certain cases.

Note: Relatives *that*, *whom* and *which* at the beginning of a relative clause may be deleted when they function as object of that clause.

The book (*which/that*) you wanted to buy is here.

I know a person (*whom*) we can trust.

He is the only person (*whom*) I can trust here. [*Whom* is the object of the verb *trust*, and so it can safely be omitted.]

When the relative word functions as the subject of the relative clause, we cannot usually drop it.

The trees *that spread their branches all over the place*—how he missed them all! [*That* is the subject of the clause, hence it cannot be omitted.]

This is the man *who has brought the news*. [*Who* is the subject]

The train *which (or that) left at 9:00 P.M.* was on time.

However, even a subject relative pronoun can usually be dropped when it is followed by a form of *be* (*is, am, are, was, were, have been*, etc.). We have to drop both the relative word + *be*.

The flowers [that/which were] *emitting fragrance*

The birds [that/which were] *singing merry songs*

the cobwebs [that/which were] *swinging in the air*

the hen [that/which was] *moving in the yard*



Exercise 2 : Omission of relative pronouns

If the relative pronoun can be omitted, put parentheses around it. If the relative pronoun cannot be omitted, underline it. Follow the examples.

Examples: a) He is the man whom Arif saw.
He is the man (whom) Arif saw.

b) He is the man who saw Arif.
He is the man who saw Arif.

1. That is the boy who has taken my book.
2. The places which we visited were very interesting.
3. These are the books that you will have to read.
4. I did not see the man that came yesterday.
5. He is a boy whom everybody like.
6. I regret what happened last night.
7. The doctor who saw me was Dr. Zaman.
8. We enjoyed the programme which we were listening to.
9. Fishing is a sport I really enjoy.
10. Vote for the candidate whom you consider most deserving.



Exercise 3 : Joining

Join each of the following pairs of sentences by turning one into a relative clause. In some, you will be able to drop the relative pronoun, and some you will have to use it. Do not use the relative pronoun when it can be dropped.

1. Only one person was available that day. He was Sami.
2. Someone came. They did not see him.
3. The girl is sitting in the corner. She is my cousin.
4. Here is a book. I would like to show it to you.
5. A picture is on the wall. I painted it.
6. I consulted a person. He gave me much good advice.
7. You bought the dress yesterday. I like it.
8. I lent you books. Those belong to my brother.
9. Something happened there. I did not know.
10. A bird is singing in the bush. It is a magpie robin.



Exercise 4 : Reading comprehension

Answer the following questions briefly, in your own words as far as possible. Use one complete sentence for each answer.

1. Why did Arif now know the truth of the proverb more than before?
2. What is associated with all the things that are dearest to Arif?
3. Who are the people whom Arif left back at home?
4. Why will he never be reconciled with living away from home?
5. Why is one's home like one's mother?
6. When does Arif want to come back home?
7. Why is Arif working hard in the city?
8. How can Arif repay his debt to his birthplace?

Revision

LESSON

10

A



Exercise 1 Use of relative words

A Poem Following is a poem about the feelings of one who came back home after a period of absence. Read the poem aloud, and try to understand what the poem says.

Home-coming

Abu Taher Majumder

Yonder lies the cottage
 Enveloped in emerald green leaves
 Where birds chirp my childhood songs
 And enkindle memories of bygone days
 Where my mud-built palaces may yet linger
 Embosoming my roseate dreams
 And echoing the voices I hear no more

A thatched roof peeps welcoming
 A pining absent heart,
 Inside awaits a pulsating soul
 To receive the apple of her eye:
 I see her busy hands
 I see her anxious looks
 I see her beaming face
 I see vapour rising from a warm dish
 Rice cakes waiting in expectation
 The smell urges hurried steps

There's the cottage with open doors
 Partly covered by a leafy canopy
 I hear the steps of my mother coming

The following passage is a prose rendering of the poem that you just read. There are a few blanks in the passage. Fill them with whatever words you think necessary.

A is the cottage, B is covered in deep green leaves. Birds sing songs C remind me D my childhood days and my past. The palaces E I had built with mud may still F there; they are the bearers of G rose-coloured dreams echoing the voices H are no more to be heard.

The straw-covered I welcomes me. It welcomes me J was so long absent and my heart K felt so sad to be away L home. Inside the cottage, an eager and anxious soul waits to see her dearest one.

I M imagine her busy hands, her anxious looks, and her happy face. I see in my imagination N steam O is rising from a dish of rice cakes P she has prepared for me. The thought of the smell urges me to walk quickly.

Partly covered with leaves, there is Q cottage waiting with open doors. I can hear my mother coming.

B



Exercise 2 : Use of Relative Words

Fill in the blanks with relative words.

1. He did not care _____ she said.
2. He found the person _____ he was looking for.
3. He is a novelist _____ books sell like hot cakes.
4. There are houses _____ have roofs of tin sheets.
5. Aminpur is full of the sounds _____ birds, animals, and insects as well as humans always make.
6. People, _____ now understand the importance of education, send their children to school.
7. Girls, _____ the village people would not send to school, are now going to schools and colleges.
8. I know the house in _____ he lived.
9. This is the boy _____ I wrote you about.
10. This book, _____ cost me a lot of money, is no good at all.
11. Do you know the office _____ he works.
12. _____ we want is a little more sincerity.
13. She had everything _____ one could wish for.
14. Aslam, _____ picture you just saw, is a family friend.
15. Mr Islam, with _____ I have excellent relations, has always stood by me.

C



Exercise 3 : Omission of Relative Words

After filling in the blanks in the Exercise 1 with relative words, see which ones can be rewritten without the relatives. Rewrite only those sentences on your paper, of course without the relative word.

D



Exercise 4 : S+V+IO+DO

Below, there are ten sets of words, a verb and a direct object in each set. Make a sentence with each of the sets in the pattern Sub+Verb+IO+DO. You have to supply a suitable subject and indirect object to each.

- | | |
|--------------------------|-------------------------|
| 1. send . . . a telegram | 2. teach . . . English |
| 3. sell . . . a fake | 4. offer . . . advice |
| 5. tell . . . a joke | 6. give . . . the paper |
| 7. cook . . . dinner | 8. get . . . a present |
| 9. leave . . . my key | 10. pass . . . the bowl |

ANSWER KEY

LESSON : 1

Exercise 1

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. c | 3. b | 4. c | 5. b |
| 6. d | 7. b | 8. a | 9. d | 10. a |

Exercise 2

1. Appropriate [Because *who* refers to human beings, the *two young men*, and is the subject of the relative clause.]
2. Appropriate [*Who* refers to *he*, and is the subject of the relative clause.]
3. Inappropriate [The bus is not a human being and so *who* cannot be used with it. For the appropriate pronoun, see lesson 3]
4. Inappropriate [*Who* is used for the subject of the relative clause. Here *who* is not the subject of the relative clause. *They* is the subject. For the appropriate pronoun, see lesson 4]
5. Appropriate [*who* is the subject of the relative clause.]

Exercise 3

1. I am looking for a girl who is named Tabassum.
2. The man who came this morning is Mr Rahman. [Or, Mr Rahman is the man who came this morning.]
3. The woman who discovered radium was Madame Curie. [Or, Madame Curie was the woman who discovered radium.]
4. Find someone who can solve the problem.
5. Have you seen the man who is wearing a green shirt?
6. Someone who is dishonest cannot be relied on. [You can also write: He who is dishonest cannot be relied on.]
7. The place where we went was very quiet.
8. I kept the money in the place where you had asked me to keep it. [Or, I kept the money where you had asked me to keep it]
9. She walked over to where he was standing. [Or, She walked over to the place where. . .]
10. In Comilla we visited the house where Kazi Nazrul stayed.

Exercise 4

1. The passengers were talking among themselves.
2. The bus-conductor was disappointed to see the empty bus-stop.
3. The conductor impatiently motioned to the two young men because they were not getting down at the bus-stop.
4. Unlike the everyday passengers, the two young men were coming from a very distant place.
5. The two young men were coming from Dhaka, the capital city.
6. The district town is thirty miles from Aminpur.

LESSON : 2

Exercise 1

1. b 2. a 3. d 4. b 5. a 6. b 7. a 8. a 9. c 10. a

Exercise 3

You can complete the sentences with many different things. A few options are shown below for you.

1. A cup of tea is what I want [Or, *I wanted/ he will prefer/ she gave him/ I was given*]
2. I do not know what he meant [Or, *I should do / you mean / they are looking for*]
3. Tell me what you know [Or, *he said / I can do for you.*]
4. Do what I say. [Or, *you like / you think is right.*]
5. We can imagine what we cannot see. [Or, *he will say / will happen.*]
6. I could not understand what he was telling. [Or, *he wanted / was expected.*]

Exercise 4

1. I was doing what nobody wanted to do. [Or, *Nobody wanted to do what I was doing.*]
2. What Kamal did pleased everyone.
3. He could not see what there was in the box.
4. The poet could not understand what she was singing.
5. We all paid attention to what Zaman was showing us.

Exercise 5

1. The cocks were crowing to say that a new day had come.
2. A sweet sensation spread all over Arif's body because he realized that he was back to his home again.
3. Arif did not see the sun rise even for once while he stayed in the city.
4. When the sun rose, the eastern sky became bright with colours.
5. Arif could not distinguish one thing from the other as it was dark and as everything was covered in mist.
6. The village children were burning the bonfires.
7. Arif could not express his feelings in words as he was overwhelmed by the feelings of wonder, joy and gratitude.

LESSON : 3

Exercise 1

1. b 2. a 3. a 4. b 5. a
6. c 7. a 8. a

Exercise 2

1. Inappropriate [A boy is a human being, and is not a baby or child. That's why you cannot use *which* to refer to *a boy*. You have to use *who* or *that*.]
2. Appropriate
3. Appropriate
4. Inappropriate [*That* cannot be used after a comma. *Which* can also be used.]
5. Appropriate

Exercise 3

1. The foolish thing that (or *which*) Kamal did annoyed everyone.
2. The village to which Alam went was Aminpur.

3. I could not understand the song that (*which*) she was singing.
4. This is a senseless exercise from which nobody will be benefitted.
5. I have a news that (or *which*) will terrify you.

Exercise 4

1. Anis felt very good because his elder brother Arif had come home after a long absence.
2. Arif was about four years elder than Anis.
3. Anis would feel lonely as his only brother Arif left home for Dhaka.
4. It was a special day for Arif's mother because her son Arif had returned home after a long absence.
5. For breakfast, Arif's mother was cooking those items of food which Arif liked most.
6. At first, Arif had thought that the mess was a strange place where he will not be able to live.
7. Arif would remember and miss his parents and others, and that would make him restless.



LESSON : 4

Exercise 1

1. a 2. b 3. c 4. a 5. a 6. c

Exercise 2

1. whom 2. whose 3. whom 4. whom 5. whose
6. whom 7. whose 8. whom 9. whose 10. whom

Exercise 3

1. People do not like a person *whose* behaviour is rude.
2. He quoted someone *whose* name or identity he did not disclose.
3. I thank all my friends *whose* help made this possible.
4. There goes the man *whom* we were talking about.
5. The person whom we held responsible for our defeat is Saleh. [Or, Saleh is the person whom we held responsible. . ..]

Exercise 5

1. Mr Rahman was going to the village market to buy fish for his son and his guest.
2. Mr Rahman, who was Arif's father, was a school teacher and a village elder.
3. Mr Rahman didn't send Anis to do the shopping as he wanted to choose the fish himself.
4. Meat was not a problem because Arif's mother had plenty of chicken.
5. Mr Rahman was respected and trusted as he was an honest man with a firm moral character and integrity.
6. Govind Patni is a fisherman of the village Aminpur.
7. The village market was situated by the side of a river at one end of the village.



LESSON : 5

Exercise 1

1. who 4. which 7. which 10. whose 13. whose
2. which 5. whom 8. who 11. which 14. what
3. that 6. what 9. where 12. whom 15. that

Exercise 2

- | | | | | |
|----------|----------|--------|------------|--------------|
| A. there | D. from | G. But | J. under | M. they |
| B. where | E. river | H. it | K. becomes | N. gets |
| C. by | F. than | I. the | L. games | O. gets/goes |

Exercise 3

Many different combinations are possible. Try to match the items yourself, and then show them to your tutor.

**LESSON : 6****Exercise 1**

2. a 3. b 4. c 5. a 6. a 7. d 8. b

Exercise 2

Many different combinations are possible. Work them out yourself, and show them to your tutor.

Exercise 3

1. Who told the story to you?
2. Show the picture to me.
3. The librarian found a good book for me.
4. Hassan called a taxi for her.
5. Bring a glass of water for me.

Exercise 4

Make the sentences yourself, and show them to your tutor.

Exercise 5

1. Winter is the season for rice-cakes.
2. The homecoming of a son or a daughter is the greatest occasion for rice cakes.
3. For breakfast, Arif's mother cooked cakes and sweets.
4. Arif's mother did not sit and eat together with the family as she wanted to look after them while they ate.
5. Arif's mother was not angry to see Anis teasing Arif.
6. Arif's mother felt sad when she thought of what Arif got to eat in Dhaka.

**LESSON : 7****Exercise 1**

1. b 2. a 3. c 4. a 5. a 6. b

Exercise 2

- i. *that* [Ordinarily, *which* is also possible.]
- ii. *that* [Ordinarily, *whom* is also possible.]
- iii. *whose* [*that* cannot go in place of *whose*.]
- iv. *that* [Ordinarily, *who* is also possible.]
- v. *who* [*that* is not possible here as there is a comma before it.]

- vi. *that* [Ordinarily, *whom* is also possible.]
- vii. *which* [*that* is not possible as there is a preposition before it.]
- viii. *who* [*that* is not possible here as there is a comma before it.]
- ix. *whose* [*whose* is not replaced by *that*]
- x. *that* [Ordinarily, *whom* is also possible.]

Exercise 3

1. My father, *who is a school teacher*, is fifty years old.
2. I have lost the pen *that you gave me*.
3. Munira, *who just returned from Sylhet*, brought me a gift.
4. The village *in which I grew up* has a population of about 3,000.
5. I have seen the letter *that Faisal wrote to his brother*.
6. Ashraf, *whom you met in the club*, is a perfect gentleman.
7. I called Amin *to whom the letter was addressed*.
8. Chittagong, *which is the second largest city in Bangladesh*, is very beautiful.
9. This is a story about a young man *who is home for a visit*.
10. My youngest sister, *whose examination was near*, got nervous.

Exercise 4

1. Arif felt sick and tired, and so he sent Anis instead of himself.
2. Arif was very tired because the journey home was very tiring, and the bus too was very uncomfortable.
3. Arif wrote the letter to his brother-in-law to invite him and his family to their house.
4. Alam liked Arif's brother-in-law whom he met in Dhaka, and so he would be very pleased to meet him
5. Arif requested Iqbal, his brother-in-law, to send his sister and children with Anis if he wanted to come later in the evening.



LESSON : 8

Exercise 1

1. Who are you?
2. What class do you read in?
3. Where did you come from?
4. What is your father?
5. What do you do in the evening?
6. Where do you work?
7. Why do you work?
8. Whom do you love most?
9. Whose picture is this?
10. Who gave this to you?

Exercises 2, 3

Work out the exercises on your own, and show them to your tutor.

Exercises 4

1. Arif had gone to visit his uncles and neighbours.
2. Kumu and Bablu are the children of Shireen.
3. Shireen was in the large family room with Anis and her parents
4. The family talked, exchanged news, and laughed and cried in the large family room.
5. They were too happy and busy with themselves to notice time.

LESSON : 9

Exercise 1

1. a 2. c 3. d 4. b 5. b 6. d

Exercise 2

1. That is the boy who has taken my book.
2. The places (which) we visited were very interesting.
3. These are the books (that) you will have to read.
4. I did not see the man that came yesterday.
5. He is a boy (whom) everybody like.
6. I regret what happened last night.
7. The doctor who saw me was Dr. Zaman.
8. We enjoyed the programme (which) we were listening to.
9. Fishing is a sport (which) I really enjoy.
10. Vote for the candidate (whom) you consider most deserving.

Exercise 3

1. The only person *available that day* was Sami.
2. They did not see *who came*.
3. The girl *sitting in the corner* is my cousin.
4. Here is a book *I would like to show you*.
5. I painted the picture *on the wall*.
6. The person *I consulted gave me much good advice*.
7. I like the dress *you bought yesterday*.
8. The books *I lent you* belong to my brother.
9. I did not know *what happened there*.
10. The bird *singing in the bush* is a magpie robin.

Reading Comprehension

1. Arif knew the truth of the proverb more than before because he was absent from home for a long time.
2. Arif's dearest things are all associated with his home.
3. Arif left back at home his parents, his brother and sister, and other people whom he loved dearly.
4. His heart belongs to the home and so he will never be reconciled with living away from home.
5. Like the mother, one's home also selflessly gives the love, the affection and the warmth which nothing else can give.
6. Arif wants to come back home after he completes his studies.
7. Arif is working hard in the city to prepare himself for the works he wants to do to improve the lots of the village people.
8. Arif thinks that he can repay his debts to his birthplace by serving it and its population.

LESSON : 10

Exercise 1

- | | | | | |
|---------------|---------------|---------------|---------------|--------|
| A. there | E. which/that | I. roof | M. can | Q. the |
| B. which | F. be/remain | J. who | N. the | |
| C. that/which | G. my | K. which/that | O. that/which | |
| D. of | H. which/that | L. from | P. which/that | |

Exercise 2

- | | | | |
|----------------------|----------------------|----------------------|------------------|
| 1. <i>what</i> | 2. <i>that/which</i> | 3. <i>whom/that</i> | 4. <i>whose</i> |
| 5. <i>which/that</i> | 6. <i>who/that</i> | 7. <i>which/that</i> | 8. <i>who</i> |
| 9. <i>whom</i> | 10. <i>which</i> | 11. <i>whom/that</i> | 12. <i>which</i> |
| 13. <i>who/that</i> | 14. <i>where</i> | 15. <i>what</i> | 16. <i>that</i> |
| 17. <i>whom</i> | 18. <i>whose</i> | 19. <i>who</i> | 20. <i>whom</i> |

Exercise 3

The relative pronouns in only four of the given sentences can be omitted. Those are shown below:

2. He found the person he was looking for
5. Aminpur is full of the sounds birds, animals, and insects as well as humans always make.
9. This is the boy I wrote you about.
13. She had everything one could wish for.

It is not possible, for reason discussed earlier, to omit the relative pronouns in any other sentence.

Exercise 4

Make sentences on your own, and show them to your tutor.

Mou In Her Garden

UNIT 2



Objectives

On completion of this Unit you will be able to construct and use sentences –

- stop / like / start / enjoy / finish + V + ing
- used to



Mou In Her Garden

UNIT 2



Overview

- Lesson 1** : **Mou Loves Flower**
Learning Focus : Make sentence using "used to".
- Lesson 2** : **Mou in Her Garden**
Learning Focus : To use – stop / like start / enjoy / finish + V + ing.
- Lesson 3** : **Joy Loves Animals**
Learning Focus : Use of Like
- Lesson 4** : **Mitu is a Painter**
Learning Focus : Use of the above focuses
- Lesson 5** : **Grand Mother**
Learning Focus : Use of 'used to' and (V+ing)
- Lesson 6** : **Scrap Book – I**
Learning Focus : Comprehension
- Lesson 7** : **Scrap Book – II**
Learning Focus : Critical Comprehension
- Lesson 8** : **Talking with a Father**
Learning Focus : Practice discussion
- Lesson 9** : **Ecabana**
Learning Focus : Understanding Story
- Lesson 10** : **To Daffodils**
Learning Focus : Understanding Poetry

Answer Key

Mou Loves Flowers

LESSON

1

A



Objectives :

On completion of this unit you will be able to –

- make sentences using 'used to'
- answer comprehension questions
- draw conclusion

New Words : Pastime, Habit, Plant, Splendid etc.

Now read the text silently.

B



Mou loves flowers. When she was a college-girl, she used to spend her pastimes with flowers and plants. She always thought of a garden of her own, where she could plant various kinds of flowers and plants. She wonder how did the flowers get so much splendid colours and fragrant. There was a garden in their college in front of the principal's room. She used to look at different flowers and plants of the garden through the classroom window. Once her teacher, Mrs. Chowdhury, asked her what to look through the window during the classtime, for it was not a good habit. When she had no class or study or any other works to do, she used to walk through the garden. Her friend Mitu also walked with her. Sometimes Rubi came and met with them to talk. But she had a habit of plucking flowers and leaves. Mou didn't like this habit. She thought it harmed the plants and she wouldn't let anybody to harm the plants and flowers.

Mou, Mitu and Rubi were talking one afternoon –

Rubi : Hellow Mou! How are you?

Mou : Fine Rubi, how are you?

Rubi : Fine also, thank you.

Mou : Look Rubi, how beautifully the plants are growing. These will grow up and the flowers will be there. How nice it will be! What's the name of the flower? Do you know?

Rubi : No, not exactly.

Mitu : I can tell. These are the plants of chrysanthemum. In Bangla, Chandramallica.

Rubi : I see. I knew this flower. It has different colours. Look at those flowers! How bright they are! Let me pluck some of it.

Mou : O! No. Please don't pluck them in this way, you will hurt them.

Rubi : Oh! I love flowers very much. Let me take home some flowers.

Mou : I love flowers also. Every body loves flowers. But this is not the way to love flower. You should let them bloom. Imagine, how beautiful the garden will be when the Chrysanthemum will bloom!

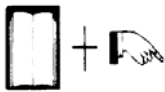
Rubi : But it's not my garden, not even yours, so, what will be the profit if it is beautiful. I shall decorate my study table with this flower. It will please my mind.

Mou : But I feel otherwise. Flowers, wherever they are, please me always and I never pluck flowers to decorate my study.

Mou, Mitu and Rubi, all of them love flowers and Mou wishes to have a garden in front of her window so that she can please her mind looking at the flowers and green plants.

Discussion : Notice the use of 'used to' in sentences. e.g. She used to think of a garden of her own. Here 'used to' means she did something regularly in the past. It says that something regularly happened in the past but no longer happens. e.g. Mira used to have long hair but now she hasn't.

C



Vocabulary :

Pastimes (N)	–	Aemi weʃbv`b, Aemʃi i tLj v
Plant (N)	–	tQvU Pvi v, Diw`
Plant (V)	–	Pvi v ti vcb
Various (adj)	–	weʃfbr̃e
Kinds (n)	–	i Kg
Splendid (adj)	–	PgrKvi
Fragrant (adj)	–	mj wʃZ/mjMÜ
Habit (n)	–	˜fve (nature)
Harm (V)	–	¶wZ Kiv
Not exactly	–	mWk ev`e bq
Pluck (V)	–	dj tcvUv
Bloom (V)	–	dj tZvj v
Decorate (V)	–	mvrʃtʃv
Please (V)	–	Avbj` Z Kiv

D

Exercise 1



Now try to match the words from the right column to the words from the left column to show some relationship. One is done.

Past times	→	gardening
Plant		talking too much
Various		playing tennis
Kind		perfume
Splendid		types
fragrant		different
Habit		colour

2. Answer the following questions first orally and then in writing.
 - a) What did Mou like to do?
 - b) What was Mou's pastime?
 - c) What did Mou always think of?
 - d) Why did Mrs Chowdhury ask her not to look outside during the classtime?
 - e) What did she usually do when she had nothing to do in college?
 - f) What was Rubi's habit?
 - g) What wouldn't Mou allow anybody to do?
3. Write some sentences on the things that one of your friends used to do. You may discuss with your friend.
e.g. Mou used to walk early in the morning.
4. Make sentences with the following words :

a) Pastimes	b) Habit	c) Plant	d) Pluck
e) Bloom	f) Splendid	g) Fragrant	
5. Complete the following sentences :
One is done for you.
Mary doesn't dance now but she used to dance in her early life.
 - a) Mr. Karim doesn't smoke now but
 - b) Rubi doesn't pluck flowers and leaves now but
 - c) Mou doesn't have many friends now but
 - d) Mrs. Das doesn't travel much now but
6. After reading the text who do you think loves flowers and plant most? Discuss with four friends to establish your opinion. For your example, following is a discussion between three friends.

Ranjan : Kashem, have you read the lesson one of the unit two in our English book?

Kashem : O, yes, I have read it.

Ranjan : There are three girls in the text Mou, Mitu and Rubi. Who do you like most?

Kashem : I like Mou.

Ranjan : Why do you like her most?

Kashem : Because she loves flowers and plants.

Ranjan : Rubi also loves flowers and plants.

Kashem : But Mou's thinking is very much close to mine. I believe that beauty of garden is to see and appreciate, not to destroy them unnecessarily.

Ranjan : But you know, now a days flowers are used for commercial purpose. Even they are exported to earn foreign exchange. People buy flowers for decoration and for making presentation to somebody. If we don't pluck flowers from garden then how can we do all these!

Kashem : I agree with you. But let me clear my opinion. Mou was walking in the college garden. Rubi and Mitu were with her. You must agree with me that it is not a good practice to pluck flowers from college garden without permission. Those flowers were for the beauty of the college campus.

Ranjan : Yes, I got your point. We should not pluck flowers from others' garden without permission.

Kashem : Moreover to cut flowers unnecessarily is also not a very good practice.

Mou In Her Garden

LESSON

2

A



Objectives :

On completion of this lesson you'll be able to –

1. Give answer to the reading comprehension questions
2. Write substance.
3. Construct sentences with the structure : stop/like/start enjoy/finish+ v+ing.

B

Now read the text silently –

Mou in her Garden



Mou's father is a government employee. Recently he got a government quarters of his own. Mou and her sister, her mother, and the young brother all of them were very happy. Soon they shifted to the new house.

The house was in the ground floor. In front of the flat there was an open space. Mou and her sister Pea had started preparing a garden but there were some vegetables plants also. Every afternoon Mou and Pea watered them and uprooted the weeds. They used fertilizer also. They enjoyed very much working in the garden. Gardening became their favourite pastimes. Their father and mother were also very happy looking at the growing plants and their beloved daughters working in the garden. The father used to help them collecting plants from the market and other places. Mou's mother instructs the daughters how to take care of the young plants. She always encourages her children to grow plants. Their younger brother Joy also likes flowers and plants. But he has another hobby. He likes to spend his pastimes playing with his pet animals. Often he spends his pastime observing the habits of animals. He has a dog, called Bobby. Bobby watches the garden. Mou loves her garden very much.

Discussion of the teaching point :

They		enjoyed		gardening
Subject	+	V	+	object
		↓		↓
Subject	+	enjoyed	+	V+ing

C

Exercises :

Exercise 1

Make some sentences using the structure you have just found in the text as well as in the teaching point.

- a. Start, b. Finish, c. Observe, d. Enjoy, e. Stop, f. Like



One is done for you.

Stop = He stopped talking for a while.
 s + v + object

Exercise 2

Fill in the gaps using the word made of verb + ing. One is done for you.

- She is in the garden sowing plants.
- They are very happy _____ at the growing plants.
- She went to the village market _____ along the muddy road.
- He earns money _____ hair of the people.
- He becomes very popular _____ novels.

Exercise 3

Choose the most suitable answer :

- What is Mou's father?
 - a businessman.
 - a doctor
 - a government employee.
- What was there in the infront of the flat?
 - a girl's school.
 - an open space.
 - a market.
- Why were the father and the mother very happy?
 - Because they had a lot of money.
 - They were happy looking at the river sight.
 - They were happy looking at the growing plants and their daughter working in the garden.
- How do the father help the daughter?
 - By giving money.
 - By collecting plants.
 - By encouraging them.
- What does Joy like to do?
 - He likes to play football.
 - He likes to sing.
 - He likes to play with his pet animals.

Exercise 4

Think and try to find out suitable words to fill in the gaps.

- Mou is uprooting weeds from _____ .
- They applied fertilizer for _____ .
- You can sow _____ .
- If you want to grow Mango tree in your garden then you have to sow mango _____ .

Joy Loves Animals

LESSON

3

A



Joy was very much interested in animals. He had a dog, four rabbits and an aquarium. He used to have fishes in aquarium. One of his uncle came from Canada.

Uncle asked Joy what he would like to have from his uncle as a gift. Joy asked for an aquarium. His uncle bought him an aquarium. Now he collects fish and under water plants. He also collects books about animals, flowers and plants. He enjoys his pastimes taking care of his animals in cages as well as in the aquarium. He has a gold fish in his aquarium. There are some Guppy fish also. Guppy fish is also known as rainbow fish, which is sometimes called peacock fish. The colour of this fish is more brilliant than its colourful names. The silvery body of the male guppy is marked with dots, flashes and flecks of orange, red, green, blue, lavender and even black. The female of this species is silver gray in colour not having any of the brilliant variations that the male has. Female guppy are larger and bulkier than the males. Joy collects food for the fishes from different pet shops. He really enjoys watching his pets.

B

Exercises :



Exercise 1

Answer the following questions in writing.

- What does Joy like to do?
- What are the animals Joy has?
- Where does Joy keep his fishes?
- What are the other colourful names of the Guppy fish?
- How do the female guppies look like?

Exercise 2

Now read some information about Mamun when he was a child.

- Mamun was lost in Mela when he was three.
- He was in hospital when he was five.
- He went to India when he was two.
- He cried on his first day at school.
- He said he wanted to be a doctor.
- He went Mynamati at six.

He can still remember b, d, f but he can't remember a, c, e and g.

Now make sentences expressing what he can remember, you can begin like the following –

He can remember or he can't remember

One is done for you

- He can remember being in hospital.
- _____ .
- _____ .
- _____ .
- _____ .
- _____ .

Mitu is a Painter

LESSON

4

A



Mou's friend Mitu has another interest. She likes to draw pictures in her pastime. She is a painter. Nature and its different colours are the topics of her paintings. She enjoys travelling different places of natural beauty and tries to express her experiences by painting pictures on the canvas. Once she went to hilltracts of Chittagong with her father. After returning from the hilltracts, she used to draw pictures in memory of her travelling. She felt enormous joy when the hills and



rivers slowly got life on the canvas through brush and colour. She also uses water colour for drawing pictures. One day she came to Mou's flower garden. They were talking while walking in the garden.

Mitu : Mou, you have a wonderful garden.

Mou : Thank you. I really work hard to make this garden beautiful.

Mitu : I like gardening also. But I like painting more than that.

It takes most of my time and energy.

Mou : I know that. I have seen your drawing. They are so beautiful. I really like the colours of the blooming flowers in your painting.

Mitu : I have a surprise for you.

Mou : O, really. What is that?

Mitu : My drawing khata. Look there are some pictures of flowers and plants.

Mou : O, that's really great! Let me see them!

Marigold



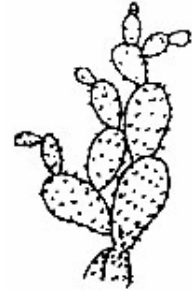
Sunflower



Jasmine



Prickly Pear



Cry Santhimum



Daffodil



Flame of the Forest



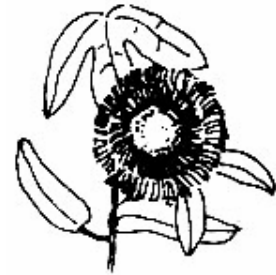
Cock's Comb



Tube Rose



Passion Flower



Gold Mohor



Craton





B

Exercises :

Exercise 1

Complete the following sentences with these verbs :

try	drive	meet	play	Make
wash	draw	eat	go	take

One is done for you –

1. Could you please stop making so much noise?
2. How did you go to Chittagong by _____ a car?
3. She used water colour for _____ pictures.
4. Rafique enjoys very much _____ cricket.
5. Mother is very happy _____ with her cousin.
6. Mamun gave up _____ to find a job in the Middle East.
7. We met her on _____ to cinema.
8. Have you finished _____ your clothes yet?
9. He doesn't enjoy _____ ice-cream.
10. She broke the glass _____ down from the table.

Exercise 2

Rewrite the following sentences with the same meaning. One is done for you –
Do you have to travel in your job?

Does your job involve travelling?

1. She doesn't want to go out this evening.
She doesn't fancy
2. It's not a good idea to travel during the windy weather.
It's better to avoid
3. They are now sorry that they are married.
They now regret
4. Would you mind to close the door?
Would you mind ?
5. She uses water-colour to draw picture.
She uses water-colour

Exercise 3

Now try to write the answers to the following questions.

1. What does Mitu like to do in her pastimes?
2. Where did Mitu go with her father?
3. What did Mitu begin to do after returning Hilltracts?
4. When did Mitu feel enormous joy?
6. What similarity do Mitu and Mou have in their tastes?

Exercise 4

Write five sentences using 'used to'.

Exercise 5

Write down the names of different some flowers and plants of your surroundings.
Discuss with your friends and compare your lists.

[For the correct answer discuss with your friends and tutor]

Grand Mother

LESSON

5



A

Objectives :

This is your revision lesson. In this lesson you have to revise the use of used to and v + ing.

B

Grand Mother



Mrs. Farida Begum, Rubi's mother used to visit her grand mother at Kakanpur. She used to take Rubi with her as She was fond of her grand mother. The grand mother also loved her very much. She used to love all her grand children. They also loved her. She had a wonderful garden where she planted many fruit trees. There were Mango, Guava, Banana, Liches, Coconut and many other trees. She had a wonderful nakshi kantha. She made it herself. She gave it to her daughter Farida. Mrs. Farida in her young days used to sleep under that nakshi kantha. The grand mother was a little bit hard hearing lady. She enjoyed her pastimes sewing nakshi kantha. Rubi still remembers her grandmother and becomes nostalgic many times in her busy life. The grand mother is no more alive now.

Discussion : Can you remember the use of 'used to'? Note the following sentences.

1. Rubi's mother used to visit the grandmother home at Kakanpur.
2. She used to love all her grand children.
'used to' is used in the sentences to indicate the things happend regularly in the past but no more happen at present.

Notice again :

1. She spent the whole day doing household work.
2. She enjoyed her pastimes sewing Nakshi Kantha.

The verbs 'spent' and 'enjoyed' are followed by 'doing' and 'sewing'.

(V+ing) (V+ing)

Nostalgic (Adj) = deeply thinking about the past.

C



Exercises :

Exercise 1

Write the answer of the following questions :

- a. What did Mrs. Farida Begum like to do?
- b. What was grandmother's pastime?
- c. What type of lady she was?
- d. Do you have a grand mother? Write what she likes to do.
- e. Fill up the gaps with v+ing
 - i. She enjoys _____ in the river.
 - ii. She avoids _____ out at night.

Exercise 2

You have read four lessons. Now sit down with your friends and try to discuss about the questions and exercises given below.

- A. Who are the persons you have read about in the four previous lessons?
- B. What was Mou's pastime?
- C. What does Mitu do in her pastime?
- D. What does Joy like to do in his pastimes?
- E. Can you write a paragraph on pastimes, discuss orally at first with your friends, then write down yourself.
- F. Do you have any garden of your own or in your neighbourhood? Make a list of different plants and flowers you have seen in your surroundings.
- G. Make a list of things you used to do in the past.

Exercise 5

Fill in the gaps with (V+ing)

- i. He crossed the boundary _____ over.
- ii. She makes it tasty by _____ butter on it.
- iii. Mira spends her pastimes _____ violin.
- iv. Ripon goes to his college by _____ bicycle.
- v. The assembly spent three days _____ on the topic.

Scrap Book - I

LESSON

6

A



Do you remember Rubi, the friend of Mou? She used to nice decorate her study table. But she never plucks flowers from others' garden without permission after that day. She has a scrap book. She spends her pastimes collecting information and photographs of the famous people of the world to decorate her scrap book. She collects biographics of the famous people and writes this down on the scrap book in short. She also fixes the photographs with the information. She reads this scrap book in her pastimes. When her friends come to see her she lets them to read her scrap book. They appreciate the scrap book very much. There are information on scientists, football players, cricketers, great leaders, artists, painters, social workers, writers and many other's both from home and abroad. She collects the information and photographs, newspapers, journals and periodicals and different books. She also collects information from encyclopedia. She usually goes to the public library to read all these. She requests her friends, relatives and others to help her collecting this materials to enrich her scrap book. In the next lesson you will get some information and photographs of some famous personalities from her scrap book.

B

Exercises



After reading this lesson can you guess the meaning of a Scrap book? If yes, write how a scrap book is made of. If not you may look for it in the key.

Now see what you can do –

Exercise 1

Tick (✓) on the right answer –

- a. What does Rubi have?
 - a scrap book
 - an album
 - a story book.
- b. What is Rubi's pastime?
 - travelling
 - playing chess
 - to read her scrap book.
- c. What does she do in her scrap book?
 - she writes in it
 - fixes photographs and information
 - draws pictures.

- d. How does she collect all these?
- from neighbours and friends
 - from newspapers, magazine, friends and others
 - from the newmarket.
- e. What does she collect from encyclopedia?
- the photographs
 - the flowers
 - the information.
- f. Where does she go to read?
- friends' houses
 - public library
 - river side.

Exercise 2

If you want to make a scrap book, then what do you have to do? Please make a list from the following themes to plan what you have to do to make a scrap book.

- | | |
|---|---|
| a. Write a letter | b. Make an album |
| c. need some flowers | d. collect information |
| e. collect photographs | f. collect some food and sticks |
| g. read newspapers | h. read periodicals and magazines |
| i. make a doll | j. read encyclopedia |
| k. go to zoo | l. go to libraries and public libraries |
| m. go to British council and other institutions | |
| n. need scissor, colour pencils and pens | |
| o. need a spade, a knife | p. need glue, papers etc. |

Exercise 3

Fill in the gaps :

- a. Monica _____ play piano but now she doesn't.
- b. Asad _____ go to cinema in his youth but now he doesn't.
- c. Modhu _____ swim in boyhood but now he doesn't.
- d. Beauty _____ have long hair but she has cut it now.

Exercise 4

Read the following passage and fill in the gaps with verb + ing.

Mili lives in a village called Rasulpur. There is a river beside Rasulpur. Mili enjoys a there. She looks at the boats and boatmen b on the river. Boatmen sail boats c vatiali. Mili likes d along the riverside e the sunset in the evening.

Scrap book : It is like an album with white pages. We can paste important news paper cuttings, photographs, piece of paper on it and make it an album. In Bangla Scrap book is called খেরোখাতা ।

Scrap Book - II

LESSON

7



A

Rubi spends her pastimes collecting photographs of the famous people and some information on them. Here are some extracts from Rubi's Scrap book.

Mother Teresa (Social worker)

Born – 1910

Birth place – Albania

Died – 5th September 1997

Joined at Convent – 1928

Came in India – 1946

Got Nationality of India – 1948

Founder of Missionaries of Charity

Got Pope John 23 Award 1971 – 1980

Got Nobel Prize for peace – 1979

William Shakespeare (The great English dramatist and poet.)

Born April, 1564 ; Died 1616

One of the greatest dramatist and poet in the world.

His works : Macbeth, Hamlet, King Lear,

Romeo and Juliet – Tragedy

Merchant of Venice, As You Like It, Mid Summer Night's Dream, Tempest – Romantic Comedy.

His residence : Strandford upon Avon, England

Jibanananda Das (The poet of Rupashi Bangla)

Born : 1899, 18 February, Barishal.

Died : 1954, 22 October, Calcutta.

His works : Jhara Palak, Dhushar Pandulipi, Banalata Sen

Maha Prithibi, Shatti Tarar Timir, Rupashi Bangla, Bela Abela Kalbela etc.

Occupation – Teacher of a Private College, Subject – English

Awards : 1952 – Banalata Sen

1954 – The Best Poems of Jibanananda Das.

S. M. Sultan – (A great painter of Bangladesh)

Born – 1913 at Masundia, Narail

Died –

Nick name – Lal Mia

Education – Victoria Collegiate School – 1928 - 1933

Calcutta Art School – 1941 - 1944

First Art Exhibition – 1946, Simla, India 1948, 1949 Lahore,
Karachi, Pakistan

1950 – USA, UK

1976 – Bangladesh Shilpakala Academy

1987 – German Cultural Centre.

Awards : Ekushe Padak – 1982

Resident Artist – 1984

Bangladesh Charu Shilpa Sangsad Honour 1986

Independent Award – 1993

Achievement : Established – Kurigram Fine Art Institute, at Narail in 1969

Art Institute Charupeet of Jessore town in 1973.

Sultan's works : Peasants, 1975 ; First Plantation, 1975 ; Village life 1986, 1989, 1990 ; Bullock Carts 1986 ; Fishing, 1991. All these are oil paintings.

The subject matter of his art : Man and woman, their struggles in this world full of hard reality. Folk life dominates his paintings.



You have just read some information on four great personalities from Rubi's scrapbook. Do some exercises now.

Exercise 1

Can you make some sentences with the information from this lesson using used to.

One is done for you –

1. Mother Teresa used to work for the helpless poor people.

Exercise 2 :

Write the answer of the following questions –

- a. Who was Mother Teresa?
- b. Where is her birth place?
- c. What was her nationality?
- d. Who was Shakespeare?
- e. Where did he born?
- f. Where did Jibanananda Das Born?
- g. Can you write the name of some of his works?
- h. Who was S. M. Sultan?

Exercise 3

Collect information about the following persons and write a brief note on them in English.

- (i) Begum Rokeya, (ii) Michel Madhusudan Dutta, (iii) John Milton.

Talking With a Father

LESSON

8

A

One day Mitu and Rubi went to Mou's house. Mou was with her parents in the drawing room. Her sister Pia and younger brother Joy were also there. They were talking to Mou's father.

Talking to a Father



- Father : Hello Mitu! Hello Rubi! How are you?
- Mitu : Hello uncle, we are fine, thank you. How are you?
- Father : I'm fine too, please sit down, let's talk.
- Rubi : Thank you uncle. Mou, your garden looks so beautiful!
- Mou : Thank you. How is your scrap book going on?
- Rubi : Not bad.
- Mitu : Uncle what was your pastime in your boyhood?
- Father : My pastime was swimming in the river. There was a river beside our village. I used to go there to swim. Can you swim?
- Mitu : Sorry uncle, I can't.
- Father : Don't be sorry so much. Mou cannot swim also.
- Rubi : Uncle, why don't you tell us about your boyhood?
- Pia : Yes father, tell us about your boyhood.
- Father : In my boyhood, we lived in a village near the river Rupsha. We were six brothers and three sisters. We used to go to bed very early at night and rise up very early in the morning. Our mother used to make pitha at morning. It was very delicious to eat. We used to bathe before going to school. I used to swim in the river Rupsha. It was my pastime. My another pastime was fishing. I used to go for fishing in the river and in the nearest ponds. In my boyhood I was fond of flying kites also. In the rainy season we, the group of boys, used to make kites and fly them in the sky. We used to cut one another's kite crying out 'Vo-cutta'. How nice the days were!
- Joy : Father, I am also fond of flying kites. Can I have a kite father?
- Father : Where do you want to fly kites my son?
- Joy : On the roof.
- Father : It's very dangerous flying kites on the roof. We used to fly kites in the open field, so there was few chance of getting hurt. I shall allow you to fly kites on the ground, not on the roof. OK?
- Joy : Alright father. I agree.

Discussion : Read carefully the following sentences –

1. I used to go there to swim.
2. We used to go to bed very early at night.
3. Our mother used to make pitha in the morning.
4. I used to go fishing in the river.
5. We used to cut, one another's kite crying out 'Vo-cutta'.

Notice again the underlined word in above sentences. 'Used to' is used when we describe something regularly happened in the past but no longer happen now. The father swam regularly in his boyhood but he doesn't swim regularly now.



Exercises

Exercise 1

Read some sentences about Mr. Sultan, he changed his life style. He stopped doing some things and started doing some other things :

He stopped	walking two miles every morning
He stopped	swimming in the river.
He stopped	studying at night.

He started	walking every evening
He started	smoking
He started	cooking

Now make sentences like the following :

Examples : He used to walk two miles every morning.
He didn't walk every evening.

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

Exercise 2

Now write some sentences about the present. Remember that there is no present tense of used to

Examples : Mr. Sultan used to walk two miles every morning but now he doesn't walk two miles every morning.

- a. Joy used to fly kites on the roof but now
- b. Mitu was never used to drink milk but now
- c. Mrs. Monica was never fat but now
- d. Mr. Sultan used to swim in the river but now
- e. Mou used to go out every evening but now

Exercise 3

Answer the following questions.

- a. What was the father's pastime?
- b. What was the name of the river?
- c. What did mother make in the morning?
- d. What was another pastime of the father?
- e. What did the boys do in the rainy season?

Ecabana

LESSON

9

A

You have read about Mou's father and his pastimes. Her mother also told them about her pastimes. Now read how she spend her pastimes.

Ecabana



Mrs. Chowdhury is a working lady. She is a school teacher. She goes to school every morning at 7 : 30 A.M. and comes back at 2 : 00 P.M. She has to finish making breakfast by 7 : 00 A.M. So she can't be late rising from bed in the morning, especially in the working days. She does her maximum work in the evening. Naturally she has very busy days.

Nevertheless she does something in her pastimes also. She enjoys decorating fresh flowers on pieces of dry wood. This is a Japanese art, called Ecabana. Mrs. Chowdhury learned it in a Japanese organisation for women. She decorates her house with pieces of Ecabana. She also brings some of them to her school to show her students and colleagues.

In the weekend and other holidays she has to engage herself in household work, such as washing clothes, cleaning house and yards and so on.

Though she has to spend much of her time in her household work, she can't avoid spending few hours in the garden where Mou plants different beautiful flowers. Mrs. Chowdhury chooses the flowers carefully to make Ecabana. She has a mind with sense of beauty and she applies her aesthetic senses in her art of making Ecabana.

Note : Notice the following sentences –

1. She has to finish making breakfast by 7 A. M.
2. She enjoys decorating fresh flowers on pieces of dry wood.
3. she has to engage herself in washing clothes and cleaning house and yards.
4. she can't avoid sparing few hours in making Ecabana.

In these sentences you will get the verbs finish, enjoy, involve, avoid followed by making, decorating, washing, sparing (v + ing). There are some verbs followed by the form verb + ing. In English grammar they are called gerunds.

- Examples : (i) She can't imagine Joy riding a motor-bike.
 (ii) She enjoys not having to get up early.



Exercises :



Exercise 1

Complete each sentence using 'ing'.

One is done for you –

I enjoy playing Cricket.

- a. In holidays Mou enjoys
- b. She often regrets
- c. He gave up
- d. Mr. Baten suggested
- e. Why do you keep on
- f. Learning English involves

Exercise 2

Choose the right answer to fill in the gaps.

- a. Mrs. Chowdhury is a _____ .
 - i. Business woman.
 - ii. Magician.
 - iii. working lady.
- b. She has to finish making breakfast by _____ .
 - i. 7 : 00 A.M.
 - ii. 7 : 00 P.M.
 - iii. 8 : 00 A.M.
- c. She enjoys decorating fresh flowers on _____ .
 - i. pieces of paper.
 - ii. pieces of dry wood.
 - iii. pieces of tub.
- d. Ecabana is a _____ .
 - i. painting.
 - ii. Chinese art.
 - iii. Japanese art.
- e. She collects flowers from the _____ .
 - i. market.
 - ii. garden.
 - iii. school.

To Daffodils

LESSON

10

A



To Daffodils

– Robert Herrick

Fair Daffodils, we weep to see
You haste away so soon ;
As yet the early-rising sun
Has not attain'd his noon.
Stay Stay
Until the hasting day
 Has run
But to the even song.
And having pray'd together, we
 Will go with you along.
We have short time to stay, as you.
 We have as short a spring ;
As quick a growth to meet decay.
 As you, or any thing.
 We die.
As your hours do, and dry
 Away
Like to the summer's rain ;
Or as the pearls of morning's dew,
Ne'er to be found again.

Note :

Robert Herrick was a poet and a clergyman. He was born in London and educated at Cambridge. He was one of the finest writers of lyrics. He was the Author of Noble Numbers and Hesperides.

In this poem the poet compares the short life of daffodils with the temporariness of human life. Daffodils are variety of beautiful flowers. They are beautiful but they stay for a very short time. Like the daffodils all the beauty and joys on earth disappear in short time. The fair daffodils reminds the poet of his transient life on this earth. The daffodils bloom in the morning and fade away at the evening of the same day. Similarly the human beings are also born, they grow up and die one day.

Even-song – evening prayer.

Spring – spring of life – youth.

Pearls of morning dew – the morning dew looks like the pearls and it lives for a very short time. Human life is also very short as the morning dew, which quickly disappears for ever.

B



Vocabulary :

Fair	–	beautiful, attractive (Adj)
Daffodil	–	A kind of pale yellow flower of early spring (Noun)
Weep	–	Shed tears Akô mem³/4ô (verb)
Haste away	–	go away in haste, hurry away `²Z QfU hvI qv (V)
So soon	–	so early (Adv)
As yet	–	up to this moment, up till now এখনও (Adv)
Attain (V)	–	উপনীত হওয়া।

C



Exercises

Exercise 1

Give answer of the following questions :

- Why does the poet Robert Herrick weep to see the fair Daffodils?
- What does the poet say to the Daffodils?
- What similarity does the poet find between the life of the Daffodils and that of man?
- Why does the poet want the Daffodils to stay?
- Why does the poet want the Daffodils to stay till the evening?
- What does the poet propose to the Daffodils?
- What request does the poet make to the Daffodils?
- Who dries away never to be found again?
- What are the things to which the poet compares human life?

Exercise 2

Explain the following –

- We have short time to stay, as you,
We have as short a spring
As quick a growth to meet decay
As you or anything.
- Fair Daffodils, we weep to see
You haste away so soon ;
As yet the early rising sun
Has not attain'd his noon.
- We die,

As your hours do, and dry
 Away
Like to the summer's rain ;
Or as the pearls of morning's dew
 Ne'er to be found again.

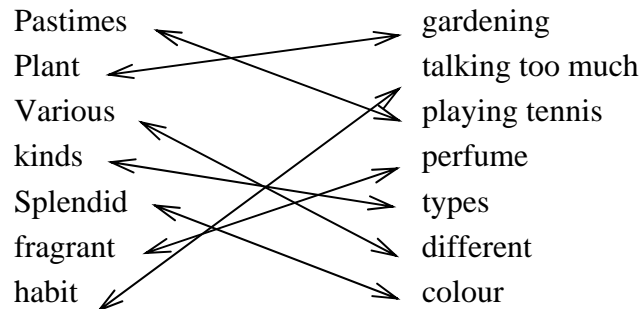
Exercise 3

Complete the sentences with most suitable word or group of words.

- a. The Daffodils are _____ .
 - quick growing.
 - transient.
 - fair.
- b. The Daffodils _____ .
 - grow up very soon.
 - haste away so very soon.
 - dry away very soon.
- c. The poet requests the Daffodils to stay till _____ .
 - Sunday.
 - morning.
 - even song.
- d. Herrick weeps to see _____ .
 - the fair Daffodils smiling in the early morning.
 - the fair Daffodils dry away quickly
 - the early rising sun heating to the even song.
- e. We have a quick growth _____ .
 - to attain maturity.
 - to suffer decay.
 - to meet our doom.

LESSON : 1

Exercise 1



C

Exercise 2

- Mou likes to spend her pastimes with flowers and plants.
- Mou's pastimes was to spend with flowers and plants.
- Mou used to think of a garden of her own.
- Mrs. Chowdhury asked her not to look out side for it is a bad habit.
- She used to walk through the garden when she had nothing to do in college.
- Rubi's habit was cutting flowers and leaves unnecessarily.
- Mou does not let anybody to harm the plants and flowers.

D

Exercise 3

- Belal used to swim in the river when he was in village.
- Mitu used to have a long hair.
- Mr Marin used to go for morning walk.
- Kamal used to suffer from fever in his boyhood.
- Mariam used to have many friends.

E

Exercise 4

- Pastimes : Mrs Hena used to spend her pastimes by sewing.
- Habit : Monica's habit is to talking too much.
- Plant : Mou asked her father to by some vegetable plants.
- Pluck : Don't pluck the flowers without permission.
- Bloom : Chrysanthemums bloom in spring.
- Splendid : The cock is of splendid colour
- Fragrant : This perfume is of very good fragrant.

F

Exercise 5

- Mr. Karim doesn't smoke now but used to Rubi doesn't cut flowers and leaves now but she used to cut flowers and leaves.
- Mou doesn't have many friends now but she used to have.
- Mrs Das doesn't have many friends now but she used to travel very much.

LESSON : 2

Exercise 1

- a. Start : He needs a lot of money starting a new business.
- b. Finish :
- c. Observe : Mr. Karim spends his pastimes observing animal nature.
- d. Enjoy : She is in the balcony the natural scenery of the hills.
- e. Like :

Exercise 2

- b. They are very happy looking at the growing plans.
- c. She went to the village market walking along the muddy road.
- d. He earns money cutting hair of the people.
- e. He becomes very popular writing novels.

Exercise 3

- a. _____ a government employee.
- b. _____ an open space
- c. They are happy looking at the growing plants and their daughters working in the garden.
- d. By collecting plants.
- e. He likes to play with his pet animals.

Exercise 4

- a. soil.
- b. better growing.
- c. Plants and seeds
- d. Plant

LESSON : 3

Exercise 1

- a. Joy likes to keep fishes and animals as pets.
- b. Joy has a dog, four rabbits and some fishes in his aquarium.
- c. Joy keeps his fishes in an aquarium.
- d. The other colourful names of the guppy fish are rainbow fish and peacock fish.
- e. Female guppies are silver gray in colour not having brilliant variations like the male guppy. They are bulkier and larger than male guppy.

Exercise 2

2. He can remember crying on his first day at school.
3. He can remember going Mynamati at six.
4. He can't remember being lost in Mela.
5. He can't remember going to India.
6. He can't remember wanting to be a doctor.

LESSON : 4

Exercise 1

- | | |
|------------|------------|
| 2. driving | 3. drawing |
| 4. playing | 5. meeting |
| 6. trying | 7. going |
| 8. washing | 9. eating |
| 10. taking | |

- g. See the text.
- h. A Bangladeshi painter.

 **LESSON : 8**

1. Try to make sentences by yourself. Discuss with your friends/tutor.
2.
 - a. he doesn't fly kites on the roof.
 - b. she drinks milk.
 - c. she is going to be fat.
 - d. he doesn't swim in the river.
 - e. she doesn't go out in the evening.
3.
 - a. Swimming in the river.
 - b. Rupsha.
 - c. Pitha.
 - d. Fishing.
 - e. The boys used to make kites and fly them on the sky.

 **LESSON : 9**

Try to do the exercises by yourself and compare your answers with those of your friends. Finally discuss with your tutor.

 **LESSON : 10**

2. Explanations :
 - a. Human life is as short as the Daffodils. Daffodils are not immortal, human life is also temporary like short spring. Human life grows quickly to meet decay or to die like the Daffodils or any other things of the transient earth.
 - b. To see the beautiful Daffodils the poet becomes sad. He knows and very soon. They are as temporary as the human life. They even do not last till the early rising sun attains his noon.
 - c. Human life also dies like the fair Daffodils' hours. It is short as the summer's rain or as the morning's dew and never be found again.
3.
 - a. – fair
 - b. – haste away very soon
 - c. – even song
 - d. – the fair Daffodils dry away quickly.
 - e. – to suffer decay.

Holidays, Travels, City and Country Life, Festivals

UNIT 3



Objectives

1. On completion of this unit you will be able to –
 - a. initiate and participate in conversation at an appropriately advanced level;
 - b. detect appropriate inferential meanings;
 - c. draw appropriate conclusions;
 - d. distinguish facts from opinions;
 - e. write dialogues.
2. You will also be able to use the following structures in spoken and written English
 - A. 'It' as an empty subject as in
 - a. **'It + be + adj + to + phrase**
e.g. It's wrong to tell a lie.
 - b. **It + be + adj + that + clause**
e.g. It's possible that he will pass the exam.
 - c. **'It' for time/day/distance weather**
e.g. It's half past ten.
It's Monday today.
It's a hundred miles from here to Dhaka.
It was windy yesterday.
 - B. First conditional
If + present + future
e.g. If you come, I'll go there.

Holidays, Travels, City and Country Life, Festivals

UNIT 3



Overview

- Lesson 1 : On Going Abroad**
- Lesson 2 : A Family in Three Continents**
- Lesson 3 : A Son Comes Home**
- Lesson 4 : Travel Now and Then**
- Lesson 5 : Revision and Test**
- Lesson 6 : City Life and Country Life**
- Lesson 7 : Shab-i-Barat – 1**
- Lesson 8 : Shab-i-Barat – 2**
- Lesson 9 : Preparation for Departure**
- Lesson 10 : Revision and Test**

Answer Key

On Going Abroad

LESSON

1

A



Read out the following questions and answer them orally. You may take help of the given answers. If possible, get hold of a friend and practise these questions and answers with him/her.

- Q. 1. Are you employed?
Yes, I am.
No, I'm not.
- Q. 2. If yes, was it difficult to get the job?
Yes, it was.
No, it wasn't.
- Q. 3. If you are unemployed, are you looking for a job?
Yes, I am.
No, I'm not.
- Q. 4. Would you like to go to a foreign country?
Yes, I would.
No, I wouldn't.
- Q. 5. If yes, say where you would like to go, also why you would like to go there.
You can begin like this :
I'd like to go to because I like the name of the country.
I want to
- You may mention many reasons, such as :
get a good job / get higher education / meet new people / see new places and so on.

Now answer Q 5 in writing.

B

Read the text below and answer the questions that follows the text.

On Going Abroad



1

There was a time, not very long ago, when Bangladeshis were reluctant to go to foreign countries. They preferred to stay at home. But the situation has changed drastically during the last decade or so. Now young Bangladeshis are going abroad in large numbers. Why? Let's try to find out the reason.

2

Bangladesh is a small country with a big population. Every year more and more young people are entering the job market, but it is very difficult to find suitable jobs. This is also true for professionals, such as doctors, engineers, agricultural experts as well as for the mid level workers, such as technicians, nurses and field workers. Even skilled, semi-skilled and unskilled labourers do not get sufficient employment within the country. What can this huge number of young

unemployed people do? They have to leave the country in search of jobs. Now it is not unusual that workers of all levels are leaving the country.

- Q. 1. Which sort of people are leaving Bangladesh?
 A. Professionals
 B. Mid-level workers
 C. Skilled, semi-skilled and unskilled workers
 D. All of them

C



Try to identify the meanings of the words in bold letters.

- Bangladeshis were **reluctant** to go to foreign countries.
 A. eager B. willing C. unwilling D. unhappy
- They **preferred** to stay at home.
 A. wanted B. liked C. disliked D. hated
- The situation has changed **drastically**
 A. dramatically B. suddenly C. some what D. very much
- over the last **decade or so**.
 A. ten years B. more than ten years
 C. less than D. more of less ten years.
- More and more young people are **entering the job market**.
 A. getting new jobs. B. looking for jobs for the first time.
 C. becoming adults. D. going to markets to look for jobs.

D



It + be + adj + to + phrase

Read the following sentence.

It is difficult to find a suitable job.

In this sentence 'it' comes at the beginning of the sentence, but it is not the subject of the sentence. The real subject is the phrase "to find a suitable job." In sentences like this, in which the real subject is an infinitive phrase (i.e. a phrase beginning with 'to') it is common to begin with 'it'. This is called introductory 'it'.

Here are a few examples of introductory 'it'.

It's dangerous to go out alone at night.

It's difficult to earn money, but it's easy to spend it.

Now try to find examples of such sentences from the text at B.

E



Make as many meaningful sentences as you can from the following table. First read out and then write

It is	difficult impossible foolish easy nice good safe	to	be with you. believe a liar. meet him. save money. drink boiled water. do this sum. see in the dark.
-------	--	----	--

Example : It is difficult to see in the dark.



F

Rewrite the following sentences with introductory 'it'. The first one is done for you.

1. To go out now is impossible.
Ans. It is impossible to go out now.
2. To find the road was not easy.
3. To say that everybody is a liar is wrong.
4. To believe that everybody is honest is foolish.
5. To be open minded is good.
6. To be important is nice.
7. To be nice is more important.

G



Fill in the blanks with appropriate prepositions.

In the past Bangladeshis did not like1..... go abroad. They preferred2..... stay3..... home. But now they are going abroad4..... large numbers. Workers5..... all levels are leaving the country6..... search7..... a better future.

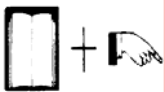
S



Read the text at B again. Now try to identify the main points of the two paragraphs.

1. **Para 1 is about :**
 - A. The change that has taken place recently among Bangladeshis regarding going abroad.
 - B. Young Bangladeshis who are eager to leave the country.
 - C. Bangladeshis of the past who liked to stay at home.
2. **Para 2 is about :**
 - A. People of different levels who are leaving the country.
 - B. The reasons for their leaving the country.
 - C. Both A and B.

J



Vocabulary :

Reluctant (adj)	:	unwilling
prefer (v)	:	like better. e.g. Which do you prefer, tea or coffee?
go abroad	:	go to a foreign country
drastically (adv)	:	very strongly, radically
decade	:	ten years
job	:	employment

A Family in Three Continents

LESSON

2

A

Read the text below and try to find answer to the following question.

Q. Why is this text called 'A family in three continents'?

A Family in Three Continents



1

In lesson 1 you read about young Bangladeshis going abroad in search of jobs. Now-a-days it is usual to find a Bangladeshi family from which at least one member has gone abroad.

You may take Mr. Mahmud's family as an example.

2

Mr. Hasan Mahmud is a retired government officer. He has two sons and a daughter. His eldest son Tanvir took his Master's degree from the Agriculture University, Mymensingh and Ph. D. from Texas A and M University, USA. On his return from the States he tried for two years to get a suitable job. It is true that Tanvir is highly educated, but it is also true that he failed to get a suitable job. Then he migrated to Australia where he is now working as an expert in the field of plant breeding.

3

Mr. Mahmud's only daughter Sabina is a doctor. Her husband Navid is a doctor, too. They are now both working in a hospital in Saudi Arabia. They want to go to the UK for higher training for which they are now saving money. It is likely that they will succeed in their attempt by the end of next year.

4

Shabbir, the youngest child of the family, graduated from the Bangladesh University of Engineering and Technology (BUET) this year. He is an electrical engineer. Although he did very well in his examination, it is not sure that he will get a good job. He does not want to waste time in job-hunting. He has got an offer of scholarship from a university in the USA. He is going to fly for the States very soon.

5

Mr. Mahmud says, "It's regrettable that all my children are going away. Very soon I'm going to have a family in three continents. Still, I don't mind. I want my children to prosper in life. It is good that they have made the right decision at the right time."



B

Try to identify the meanings of the words in bold letters.

1. He **failed** to get a job.

A. tried	B. was successful
C. was unsuccessful	D. wanted
2. He **migrated** to Australia.

A. went	B. went to visit
C. went to settle	D. went to work
3. He is working as an expert in the **field** of plant breeding.

A. farm land	B. grass land
C. department of study or work	D. open space
4. It is **likely** that they will succeed.

A. sure	B. true
C. difficult	D. expected
5. He does not want to **waste** time

A. use with a good purpose	B. use without a good purpose
C. spend	D. make use of
6. in **job-hunting**.

A. applying for jobs	B. working as a hunter
C. trying to find jobs	D. being employed

C



Read the text at A carefully. Now try to answer the following questions – first orally and then in writing. If possible, practise the questions and answers orally first, with a friend.

1. Why did Tanvir leave Bangladesh for the first time? Where did he go then?
2. Why did he leave for the second time? Where did he go then?
3. What is Tanvir doing now?
4. What is Sabina doing now?
5. What is her plan for the future?
6. What is she doing to achieve it?
7. When did Shabbir qualify as an engineer?
8. When is he leaving? Where is he going?
9. Who will pay for his education in the states?
10. How does Mr. Mahmud feel about his children's leaving the country?
11. What are the three continents in which Mr. Mahmud is going to have his family?

D



It + be + adj + that + clause

Study the following sentences :

1. It is true that Tanvir is highly educated.
2. It is likely that they will succeed.

These sentences begin with introductory 'it', but unlike the examples given in lesson 1, here we see that a clause is following 'that'. That clause is the real subject of the sentence. But introductory 'it' is used to avoid a big cumbersome subject at the beginning of a sentence, Compare these two examples :

- a. That they will succeed is likely.
- b. It is likely that they will succeed.

The sentence at (b) seems easier than the sentence at (a). Therefore the use of introductory 'it' in such sentences is quite common in English.



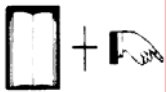
E

Study the table given below and make as many meaningful sentences as you can from it.

It is	true sure possible likely impossible good bad	that	she has lost weight. I have made a mistake. they have come home. you have read the book. we have got a problem. he is leaving next week.
-------	---	------	---

Example : It is possible that he is leaving next week.

F



Vocabulary :

- eldest (adj) : The first born, the oldest in a family
- Ph D : Doctor of philosophy
- States : (Here) the United States of America (USA)
- migrate (v) : move from one country to another to live there
- expert : person with special knowledge, skill or training
- plant-breeding : a branch of agricultural science that deals with producing superior plant varieties
- attempt (n) : effort to do something
- succeed (v) : be able to do what one is trying to do.
- graduate (v) : take an academic degree
- waste (v) : use without a good purpose
- fly (v) : (here) go by a plane
- regrettable (adj) : sorrowful
- continent (n) : one of the main land masses
e.g. Asia, Africa, Europe etc.
- mind (v) : feel objection to
- prosper (v) : do well
- make decision : make up one's mind

A Son Comes Home

LESSON

3

A

Read out the following questions and answer them orally. If possible, practise with a friend.

1. Has any of your close relatives or friends gone abroad?
2. Do you know of anybody who has gone abroad?
3. Where have they gone?
4. What are they doing now?

B

Do you think it is right to go abroad?

Think of the different reasons for going abroad, for example, to get higher education, to get medical treatment, to visit historical places, to work there, to settle there and so on. Now, say if you think it is a good idea to go abroad for any of these reasons.

You may begin like this :

I think it is a good idea/not a good idea to go abroad to
(mention the reason)

You may mention the following reasons.

- get higher education
- get medical treatment
- visit historical places
- work there
- settle there etc.

First try orally. Then write down the answers.

C

Read the text below.

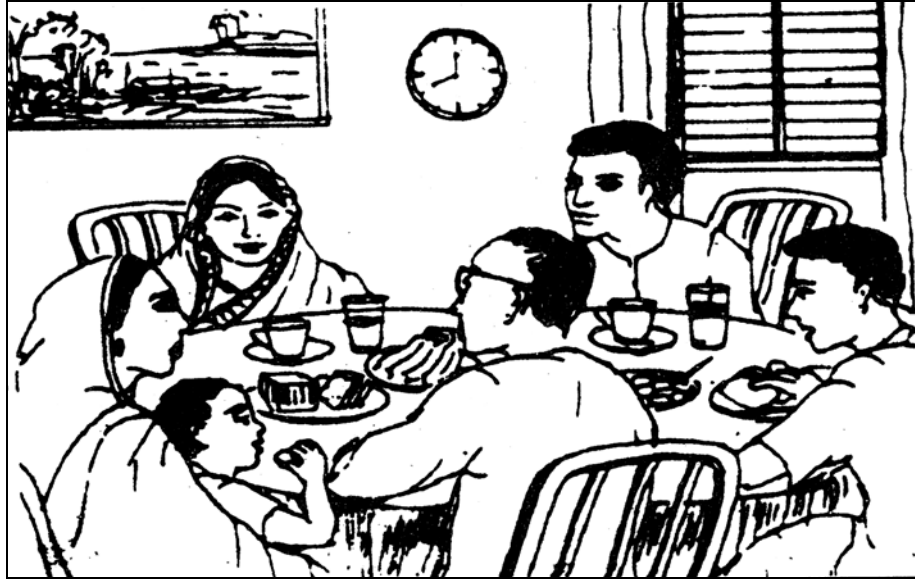
A Son Comes Home



1

Mr and Mrs Mahmud are very happy now. Their son Tanvir has come home after three years.

His wife Lopa and son Adnan have accompanied him. This is the first time Mr and Mrs Mahmud have seen their grandson. Adnan has already become the apple of their eye.



2

It is 8 o'clock in the morning. The family members have gathered round the breakfast table.

- Mr. Mahmud : Tanvir, I hope you'll be able to stay upto Eid.
 Tanvir : I'm sorry, Father. I can't stay that long. I have to leave for Canberra on the 25th of next month.
- Shabbir : At least, we can celebrate Shab-i-Barat together. I've got an idea. Let's go to our village to celebrate Shab-i-Barat. I'd like to visit our village once more before I leave for the States.
- Tanvir : So would I. It's been a long time since I visited our village.
 Lopa : How far is it from here to your village?
- Mrs. Mahmud : It's a long way from here. I think a hundred and fifty kilometres.
- Mr. Mahmud : No no, it's not that far. May be a hundred kilometres.
 Lopa : How long will it take to reach the village?
- Mr. Mahmud : If we go by microbus, it'll take three hours. I think we should rent a microbus. That'll make the journey comfortable.
- Shabbir : Father, have you forgotten about the traffic jam within the city? It'll take one hour just to get out of the city.
- Tanvir : I think if we start at 8 in the morning, we'll reach there before the lunch time.
- Mrs. Mahmud : Will Adnan be able to stand the journey?

- Lopa : Don't worry, Ma Adnan is a good traveller. On our way home he created no problem. He played with his toys for sometime and then he slept most of the time.
- Mrs. Mahmud : Very good then. Let's begin preparations for the journey.



Now tick the answer which you think is correct.

- Q. How old is Adnan?
- Four years
 - Five years
 - Less than three years
 - More than three years but less than four years



Vocabulary

accompany	:	Come with
apple of one's eye	:	someone dearly loved
celebrate	:	do something to show that an event is important
visit	:	go to see
rent	:	hire
comfortable	:	giving ease
traffic jam	:	number of vehicles crowded together so that movement is difficult
stand (v)	:	(here) endure, bear
preparations	:	(usually pl.) things done to get ready for something



Study the following sentences.

- It is 8 O'clock in the morning
- It'll take one hour to get out of the city.

In these sentences 'it' stands for time

- How far is it from here to your village?
- It's a long way. It's not that far.

In these sentences 'it' stands for distance.



Fill in the blanks with it is (it's) or is it.

- What time _____ 1 _____?
 - _____ 2 _____ half past nine.
 - _____ 3 _____ time for us to start for school.
 - _____ 4 _____ far from here to your school?
- A. Yes, _____ 5 _____. _____ 6 _____ a long way. We must start early.



Note the use of far and a long way.

Usually 'far' is used for questions and negatives while 'a long way' is used for affirmative sentences.

- e.g. How far did you go?
We didn't go far.
We went a long way.



Now fill in the blanks with 'far' or 'a long way'.

Rashed and Sumon are driving along the highway.

Rashed : How1..... is it from here to Chittagong?

Sumon : It's2..... . Not less than one hundred kms.

Rashed : How3..... is the nearest town?

Sumon : It's not4..... . Probably thirty kms.

Rashed : How5..... have you driven already?

Sumon : I've driven6..... . I've been driving since morning.

Rashed : Let's stop at the next town for a cup of tea. Then I'll drive the rest of the way.



Read the text at C again. Now try to identify the correct answers to the questions below.

1. Why are Mr. and Mrs. Mahmud happy now?
 - a. Because their son has returned for good.
 - b. Because they have seen their grand son.
 - c. Because they have seen their son after a long time.
 - d. Because they have seen their son and his family after a long time.
2. Where was Adnan born?

a. In Bangladesh	b. in Australia
c. In the USA	d. In the UK
3. How long will Tanvir stay?

a. Ten days	b. Fifteen days
c. Twenty five days	d. More than twenty five days.
4. Who would like to see the village once more before leaving the country?

a. Shabbir	b. Tanvir
c. Both Shabbir and Tanvir	d. The Mahmud family.
5. How long will it take to reach the village?

a. About three hours	b. About four hours
c. Less than three hours	d. More than four hours



Fill in the blanks with appropriate words.

Tanvir said that he1..... not stay2..... Eid as he3..... have to leave4..... Canberra5..... the 25th of next month. So they decided to6..... Shab-i-Barat together7..... their village.

Mr. Mahmud proposed that they8..... rent a microbus. That9..... make the journey10..... . They would11..... at 8 and would12..... their village before13..... .

Travel Now and Then

LESSON

4



A

Practise with a friend the following questions and answers.

1. Do you like to travel?
Yes, I do./No, I don't.
2. When did you travel last?
last week/last month/last year/several years ago.
3. Where did you go?
To
4. How did you travel?
By plane/by train/by bus/by boat
5. Was the journey comfortable?
Yes, it was. / No, it wasn't.
6. Did you enjoy the journey?
Yes, I did. / No, I didn't.
7. Why?
(Try answering this question yourself.)

B

Read the following text carefully.

Travel Now and Then



1

It is Friday today. The members of the Mahmud family are on their way to their village. Their rented microbus has just come out of the city area. It is now going along the Dhaka - Chittagong highway at a moderate speed.

2

It is a beautiful day. The sun is shining brightly. A cool breeze is blowing, but it is not very cold. The wide open country side provides a pleasant change after the crowded city. Everybody is feeling refreshed.

3

Lopa is looking out of the window. Rice has already been harvested. The fields are now under 'rabi' crops. In some places fields of mustard in full blossom can be seen. The sea of yellow flowers looks very attractive. A sweet smell is coming from them.

4

- Lopa : Look Shabbir, how beautiful our country is! It's a pity we can't live in this country.
- Shabbir : Aren't you an Australian citizen now? This is not your country any longer. Why do you mourn for a country that you have given up willingly?
- Tanvir : You're wrong, Shabbir. Bangladesh is as much our country as it is your. It's true that we are Australian citizens now, but we are Bangladeshi citizens, too. We haven't given up our birthright to become Australians.
- Mr. Mahmud : I'm glad to hear that. (To Mrs. Mahmud) Why are you so quiet? What are you thinking?
- Mrs. Mahmud : I'm thinking of my first journey to your village. How different it was then!
- Tanvir : Did you go by this road, Mother?
- Mrs. Mahmud : What are you saying? Remember, it was forty years ago. Travel wasn't so easy then.
- Shabbir : How did you travel then?
- Mrs. Mahmud : From Dhaka we travelled by train to Narayanganj. From there we took a launch to Chandpur. (To Mr. Mahmud) Do you remember what we did next?
- Mr Mahmud : Yes, I do. From Chandpur we again travelled by train to Hajiganj. From there we took a country boat to reach our home.
- Mrs. Mahmud : It was time for Isha Prayer when we reached. And we had started just after Fazr prayer.
- Mr. Mahmud : How different it is now! This microbus will take us right upto our doorsteps. And I hope we'll be able to say our Juma prayers in our village mosque.

C



Now try to find out the best answers to the questions given below.

1. What is the season of the year when this journey is taking place?
A. summer B. winter C. autumn D. spring
2. What is the weather like?
A. sunny and hot B. sunny and windy
C. sunny but cool D. sunny but cold
3. Who expresses sorrow that they cannot live here?
A. Lopa B. Shabbir C. Tanvir D. All of them
4. How does Shabbir react to Lopa's word?
A. He shows sympathy. B. He is indifferent.
C. He agrees with her. D. He is rude to her.
5. Why does he react like that?
A. He is sorry for her.
B. He thinks Lopa loves Bangladesh.
C. He thinks Lopa does not really love Bangladesh.
D. He thinks a person who has given up his/her own country should not feel sorry for it.
6. Tanvir and Lopa are now citizens of
A. Australia B. Bangladesh
C. Both Bangladesh and Australia
D. Neither Bangladesh nor Australia

D



Fill in the blanks with appropriate words.

Mrs. Mahmud travelled to her1.....'s village2..... the first time3..... years ago.4..... was not so5..... then. They6..... very early in the morning. They travelled7..... train,8..... and country-boat. The whole9..... took about twelve10..... .

Now the members of the Mahmud family are travelling11..... a12..... . The journey is quite13..... . They14..... at 8 in the15..... . The microbus will take them16..... their17..... . They will18..... their village by 12 o'clock. The journey will19..... about20..... hours.

E



Vocabulary :

high way	:	a main road
moderate	:	not very much
provide	:	give, supply
pleasant	:	agreeable, giving enjoyment
cool	:	between warm and cold
cold	:	low temperature
harvest	:	cutting and gathering of corn
in full blossom	:	full of flowers
pity	:	cause of sorrow
quiet	:	with little or no movement or sound
travel (v)	:	make journey
travel (n)	:	travelling

F



Study the following sentences.

It is Friday today.
 It is 12th December.
 In these sentences 'it' stands for day.
 It's cool today.
 It was windy yesterday.
 In these sentences 'it' stands for weather.

G



Read the following dialogue. Fill in the blanks with either it is (It's) or is it?

Runa : Bina, do you remember what day1..... today?
 Bina : Yes, I do.2..... 23rd June. Oh, I remember.3..... your birthday today. Happy birthday.
 Runa : Thank you.
 Bina :4..... raining out side?
 Runa : No,5..... not.
 Bina : I'd go out then.
 Runa : But,6..... cloudy.7..... windy, too. I think8..... going to rain soon. Don't go out now.
 Bina : But I want to buy a gift for you.
 Runa : Many thanks. But I don't want a gift from a shop. Just give me a flower from your garden. That'll be the best gift.

Revision and Test

LESSON

5

A



You have read about the Mahmud family in lessons 2 to 4. Try to remember what you have read and answer the following questions orally.

1. Who is the eldest child of the family? Who is the second child? Who is the youngest child?
2. How many of the children are married? Who are they?
3. What's the name of the son-in-law? What's his profession?
4. What's the name of the daughter-in-law? What's the name of the grand son?
5. How many of the children have gone abroad? Who are they?
6. Who is planning to go abroad?
7. Where is he going? What'll he do there?
8. Who has come home recently? Who has accompanied him?
9. Why has he come home?
10. Why are they going to their village?

B



Here is a summary of what you have read about the Mahmud family. Fill in the blanks to make it complete.

The Mahmud family is an average middle class Bangladeshi1..... . The father Mr.2..... Mahmud is a3..... government officer. He has4..... sons and a5..... . The6..... son Tanvir is7..... educated. Yet he could not find a8..... job within the9..... . So he10..... to Australia where he works as an11..... in12..... .

Mr. Mahmud's only13..... Sabina is a14..... . She and her15..... Navid work in a16..... in Saudi Arabia. They are17..... to go to the UK for18..... training. Now they are19..... money for that.

The20..... child Shabbir is an21..... . He is going to the22..... very soon. He has got a23..... from an American24..... .

Tanvir and his25..... have returned home after26..... years. Now the Mahmud family are going to their27..... to28..... Shab-i-Barat.

C



A dialogue between two friends is given below. They are trying to find a suitable spot for picnic.

Now fill in the blanks to complete the dialogue. Then practise it with a friend.

- A. Let's go to Chandra for our picnic.
- B. How1..... is2..... from here?

- A.3.....'s not very4..... . May be a hundred kilometres.
 B. That's a long5..... . It'll take a long time to6..... there. Let's go to a nearer place.
 A. How about Salna?
 B. Is it7..... than Chandra?
 A. Yes,8..... is9.....'s only forty kilometres from here.
 B. O. K.10.....'s settled then.



Here's another dialogue. Fill in the blanks to complete it. Then practise it with a friend.



- Alim : Is1..... true2..... Belal has cheated you?
 Nayeem : yes, it is3.....'s difficult to believe it. Yet, it's true.
 Alim : Isn't4..... possible5..... you've misunderstood him?
 Nayeem : There's no scope for misunderstanding. It happened about a month ago.6..... was late at night. Belal came to my house and asked me for a loan of one thousand taka.7..... was not easy for me8..... give him the money.
 Alim : Why?
 Nayeem :9..... was Thursday evening, just before week end. And I had only one thousand taka at home.
 Alim : Did you give him the money?
 Nayeem : Well, I gave him eight hundred taka. He said his father was very sick.10..... was impossible11..... refuse him.
 Alim : Is12..... true13..... his father was sick?
 Nayeem : No, it's not.14..... is clear that he told me a lie.
 Alim : Why do you think he behaved like that?
 Nayeem : Now15.....'s well-known16..... he is a drug-addict. He'd do anything to get money. At that time I didn't know it. That's why he could cheat me.

City life and Country life

LESSON

6

A

Read out the following questions and answer them orally. If possible, practise these questions and answers with a friend.

1. Where do you live?
In a city/town/village.
2. If you live in a city or town, do you go to a village at times?
Yes, I do. / No, I don't
3. When did you last go to a village?
.....
4. If you live in a village, do you go to a town or a city at times?
Yes, I do. / No, I don't.
5. When did you last go to a city or a town?
.....
6. Which do you prefer, city life or country life?
.....
7. Say in a few words why you prefer city life/country life.

B

Read the following text quickly and answer the question that follows.

City life and Country life



Mr. Sharif Mahmud is Mr. Hasan Mahmud's younger brother. He is a teacher at the local high school. He prefers country life to city life. Therefore, he has never tried to settle in a city or a town. He lives in the village, in their ancestral home, with his wife and three daughters – Runa, Ratna and Bina.

It is now three days that Mr. Mahmud and his family have come. Mr. Mahmud finds the quiet country life very peaceful although the younger members find it rather dull.

This morning Mr. Mahmud and his brother are sitting in their courtyard drinking date-palm juice.

Q. How do Tanvir and Shabbir find the country life?

Ans. They find it

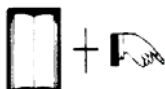
A. peaceful B. quiet C. interesting D. uninteresting

C

Get hold of a friend and read out the following dialogue – the two of you playing the roles of the two brothers. After you have read out once, change the roles and read out again.

Mr. Mahmud : How refreshing this date-palm juice is! I had totally forgotten its taste.

- Mr. Sharif : You have forgotten many other things, Brother. D'you remember how fresh fish and vegetables taste?
- Mr. Mahmud : To be honest, I don't. In Dhaka we eat frozen food most of the time. Fresh food tastes so much better here.
- Mr. Sharif : Not only food, you don't even get fresh air to breathe. The air in Dhaka is so polluted! If you breathe this air for long, you'll be sick.
- Mr. Mahmud : I know, but I've no other alternative. I settled in Dhaka because life was so difficult here at that time. No electricity, no sanitary facilities, not even pure drinking water. The greatest drawback was the lack of educational facilities. D'you think I could give my children good education if I had lived here?
- Mr. Sharif : You're right. But we have electricity and sanitary facilities now. And your children have grown-up. Why don't you come and live here now?
- Mr. Mahmud : I don't think I can do that now. I've become so used to city life. When I built my house in Dhaka, Father was so angry. He said, "If you build a house in Dhaka, you'll never come home again." His words have come true.
- Mr. Sharif : Now your children are going abroad. If they settle there, they'll never come home either. Even if they come, they'll come only as visitors.
- Mr. Mahmud : That's my fate. I have to accept it. Once I used to think of this village as my home. Now I think of Bangladesh as my home. Probably a day will come when I'll think of the whole world as my home.



Vocabulary :

country life	: life in a village
rather some	: somewhat
courtyard	: enclosed space near a building
ancestral	: inherited from forefathers
refreshing	: giving fresh feeling
frozen food	: food preserved very cold in refrigerators.
polluted	: pp of pollute- made dirty
alternative	: another choice
sanitary facilities	: clean, disease free system, of waste disposal e.g. sanitary latrines
draw back	: disadvantage
facilities	: opportunity
grown-ups	: adults
used to	: accustomed to
fate	: what is destined
accept	: receive with resignation
probably	: likely



Tick the correct answer :

- Mr. Sharif lives in a village because
 - he works in a village school.
 - he failed to settle in a city.

2. Mr. Mahmud settled in Dhaka because
 - C. he likes village life.
 - D. he likes to live with his family.
 - A. he likes city life.
 - B. he wanted to give good education to his children
 - C. facilities for comfortable living were not available in the village.
 - D. all of the above.
3. Mr. Mahmud is still unwilling to live in the village because
 - A. facilities for comfortable living are not available there yet.
 - B. educational facilities are not available yet.
 - C. he thinks village life is dull.
 - D. he is accustomed to city life.
4. How did his father react when Mr. Mahmud built his house in Dhaka?
 - A. He was happy
 - B. He approved of the idea
 - C. He disliked the idea
 - D. He was indifferent
5. How does Mr. Mahmud feel about his children leaving the country?
 - A. He has accepted the fact
 - B. He is very happy
 - C. He is very sad
 - D. He is indifferent



First conditional

Look at the following sentence.

If you study hard, you will pass the examination.



Here we are talking about a condition ; in this case – if you study hard. If this condition is fulfilled something will happen – i.e. you will pass the examination.

This kind of sentences are called first conditional.

Look at the two parts of the sentence

if clause	Main clause
If you study hard, (present tense)	you will pass the examination. (future tense)

The 'if clause' is in present tense and the 'main clause' is in the future tense.

It is also possible to put the main clause at the beginning of the sentence. e.g.

You will pass the examination if you study hard.

Now try to find examples of such sentences from the text at C.



Fill in the blanks with the verbs given in the brackets. Use the correct tense.

The first one is done for you.



1. If you run fast, you will be able to catch him. (be)
2. You cold, if you get wet. (catch)
3. If he, I'll go with him. (come)
4. He will get the job, if he hard. (try)
5. If I need any help, I you. (ask)
6. I the book, if I find it useful. (buy)
7. They you even if you request them. (not help)
8. If I him, I'll give him the message. (meet)
9. I him, if I see him. (invite)
10. If you give me the loan, I it within a week. (repay)

Shab-i-Barat — 1

LESSON

7

A

Read the following text carefully.

Shab-i-Barat



Muslims all over the world, believe that Shab-i-Barat is a night of great significance. Shab-i-Barat is a Persian phrase which means 'Night of fortune'. It is believed that on this night the fate of all mankind for the coming year is registered.

Shab-i-Barat falls on the night following the 14th day of Sha'ban according to Hijri calendar. Muslims spend the whole night in prayers and the following day in fasting. They also visit the graves of their near and dear ones and pray for their departed souls.

Let us see, how our friends, the Mahmud family are celebrating the occasion. Mrs. Sharif, with the help of her three daughters, cleaned the entire house from top to bottom. In the afternoon, several women from the village came to help her. They started making 'rutis' of ground rice while Mrs. Mahmud prepared two kinds of 'halwa'. Mrs. Sharif cooked meat and fried 'pithas'. Lopa helped her in-laws. They distributed some of the food to the poor. They also send some to their neighbour's houses.

After the family had enjoyed their meal, the men-folk went to the family grave yard to pray for their ancestors. From there they would go to the mosque and spend the whole night there in prayers. The women-folk would do the same at home. Nobody would spend in sleep this special night of God's munificence.

B

Vocabulary :



significance	:	importance
registered	:	recorded
Sha'ban	:	8th month of the Hijri calendar
occasion	:	Special time
ground	:	pp of 'grind' – crush to powder
ground rice	:	rice made into powder
in-laws	:	relatives by marriage
grave yard	:	burial ground
munificence	:	great generosity

C



Read the text at A again and try to answer the following questions in full sentences. Try orally first and then in writing.

1. Why is Shab-i-Barat an important night?
2. When does this night fall?
3. How is Shab-i-Barat normally observed?

4. What did Mrs. Sharif do to observe the occasion?
5. Who prepared food for the occasion?
6. What kinds of food were prepared?
7. What did they do with the food?
8. What would the men-folk do at night?
9. What would the women-folk do?
10. Why are Muslims reluctant to pass this night in sleep?



Study the text below.

Fact and Opinion



Mr. Hasan Mahmud and family are now in the village. Mr. Mahmud finds the country life very peaceful but the younger members find it rather dull.

One may ask – is country life really peaceful or is it dull? The answer is – it is peaceful to some people while it is dull to others. Opinions vary.

By opinion we mean belief or judgement not founded on complete knowledge. For example, in Mr. Sharif's opinion country life is superior to city life.

Fact, on the other hand, refers to reality or what is true. It's a fact that many Bangladeshis are going abroad in search of jobs. Opinions may vary about their departure. Some may think that they are doing the right thing, others may think the opposite. But the fact remains that they are leaving the country.

It is important to understand the difference between facts and opinions. In this age of mass media, we are provided with all sorts of information, and we are often at a loss to understand if they are facts or opinions.

For example, we find that Mr. Sharif says, "The air of Dhaka is polluted". Is it a fact or is it Mr. Sharif's opinions? As it appears in the text, it is Mr. Sharif's opinion. If this statement is supported by scientific data we can call it a fact.

Don't be misled by phrases like – it's true that or it's sure that etc. Quite often such phrases are used to emphasize one's opinion.



Now read the following statements and mark (F) for facts and (O) for opinions.

The first two are done for you.



1. The area of Bangladesh is nearly 1,44,000 square kilometres. (F)
2. City life is superior to country life. (O)
3. Fresh food tastes better than frozen food. ()
4. Date-palm trees yield juice in winter. ()
5. Shab-i-Barat falls on the night following 14th of Sha'ban.
6. Travel is quite easy now. ()
7. In the past travel was very difficult. ()
8. The capital city of Bangladesh is Dhaka. ()
9. Chittagong is the main sea-port. ()
10. Chittagong is a long way from Dhaka. ()

Shab-i-Barat

LESSON

8

A



Read out the following questions and answer them orally.

1. What are the main religions that the people of Bangladesh believe in?
2. Which religion do you believe in?
3. Do you have friends who believe in other religions?
4. What is the greatest festival of your religion?
5. Do you know the names of the greatest festivals of other religion?
6. When you celebrate your festival, do you invite friends belonging to other religions?
7. Do you think, it is right to invite such friends?
8. Give reasons for your answer.

B

Read the text below and answer the question that follows.

It is the day after Shab-i-Barat. The family have just broken their fast. They are now talking among themselves.



- Shabbir : Why do we always eat 'ruti' and 'halwa' for Shab-i-Barat, Father? Is there any religious significance to it?
- Mr. Mahmud : It's just a custom. I don't think it has anything to do with religion.
- Ruma : D'you celebrate Shab-i-Barat in Australia, Tanvir Bhai?

- Tanvir : Yes, we do. We say our prayers at night. Lopa makes 'ruti' and 'halwa'. But we don't give any food to beggars.
- Ruma : Why not?
- Tanvir : Because there aren't any beggars in Australia.
- Bina : So you eat all the food yourselves?
- Tanvir : Well we invite friends, especially friends belonging to other religions. You see, in Canberra, where I live, the Bangladeshi community is small in number but quite varied. Most of them are Muslims, but there are some Hindus, Buddhists and Christians, too. I have friends belonging to all religions. We invite them for Eid and Shab-i-Barat. Hindu friends invite us for Durga puja, Buddhists for Baishakhi Purnima and Christian's for Christmas. In this way we get to know a lot about each other.
- Lopa : D'you know that he has a Hindu sister?
- Mrs. Mahmud : Really?
- Tanvir : Yes, Mother. My friend Ashoka's wife Dipa says that I look like her brother Rajib. She misses her brother so much that she decided to take me as her brother. Last year she put a 'rakhi' on my wrist and dot on my forehead. That made me her brother. She cooked very good food for me, too. Of course, I had to give her a gift.
- Mrs. Mahmud : Does she remind you of Sabina?
- Tanvir : She doesn't look like Sabina at all. Yet she does remind me of her. She has the same frank smile and the same lively manner.
- Mrs. Mahmud : Do send me a copy of her photo. I'd like to see this new daughter of mine.
- Tanvir : I will, Mother.

- Q. The relationship among the different religious groups of Bangladeshi community in Canberra is
- A. quite friendly B. rather cold
C. full of discord D. normal

C

Vocabulary :



- miss (v) : feel regret at the absence of somebody
- gift : something given
- remind : cause to remember
- frank : open
- lively : full of life and spirit
- custom : generally accepted behaviour
- Canberra : capital city of Australia
- community : people living in one place considered as a whole
- varied : of different sorts



D

Read the text at B again and answer the following questions.

1. Where is this conversation taking place?
2. Why according to Mr. Mahmud Muslims eat 'ruti' and 'halwa' in Shab-i-Barat?
3. Do you think it is Mr. Mahmud's opinion. or is it a fact?
4. How do Tanvir and Lopa celebrate Shab-i-Barat in Australia?
5. What do they do with the food?
6. What are the greatest festivals of Hindus, Buddhists and Christians?
7. Mrs. Mahmud refers to her new daughter, who is this new daughter?
8. How has she become Mrs. Mahmud's daughter?
9. Why has Dipa accepted Tanvir as her brother?
10. What did she do to celebrate the occasion?

E

Shabbir is walking along the village road. Suddenly he sees a youngman coming from the opposite direction. He approaches the youngman and begins talking.



Read the dialogue first orally. Then practise the dialogue with a friend.

- Shabbir : Excuse me. May I have a word with you?
 Youngman : Sure. What is it?
 Shabbir : I wonder if you are Osman?
 Youngman : Yes, I am. But may I know who I am talking to?
 Shabbir : O, you don't remember me! I'm Shabbir, Mr. Sharif's nephew. Don't you remember we used to play football together when we were boys.
 Youngman : (Embraces Shabbir) Yes, I do remember. But you've changed a lot. The last time you came here we were boys. Have you finished your education?
 Shabbir : I've qualified as an engineer. I'm going to the U. S. for higher education. What about you?
 Youngman : I didn't study after high school. Now I have started a grocery shop in our local market.
 Shabbir : How are you doing? Is it successful?
 Youngman : Not bad. Come to my house. We'll talk about our old days.



F

Suppose you have met a friend after a long time. Now, following the model given above, try to develop a dialogue between the two of you.

Preparation for Departure

LESSON

9

A

Read the text below and try to answer the question that follows the text.

Preparation for Departure



The Mahmud family has returned to Dhaka. Tanvir and his family are going to leave for Canberra next week. Shabbir will also leave for the USA next month. Mr. & Mrs. Mahmud are both very depressed at the thought of their departure. Mrs. Mahmud is keeping herself busy in cooking food that her children like.

Shabbir is teaching his father how to operate his home computer. He has taken E-mail connection. His computer has now access to the Internet.

"You'll be able to contact any of us through E-mail whenever you want," he told his father.

"But I can do that over the phone, Can't I?" answered his father.

"Long distance phone calls are very expensive. And it's difficult to send long messages over the phone. But E-mail is quite cheap. You'll be able to send and receive long messages at a negligible cost. Every morning you'll have to press some keys in the computer to see if any message has come. If you want to send a message, you'll have to enter the message in the computer. Then press a key which will take the message through the telephone line to the addressee. It's very convenient and you can contact the whole world from your desk."

Shabbir wanted to teach his mother to operate the computer, too. But Mrs. Mahmud is reluctant to learn it.

"I'm too old for these gadgets," she said, "better teach it to your father."

"Mother, if you don't learn how to operate the computer, you'll be computer-illiterate," said Shabbir.

"Sometimes I find it difficult to understand my own children," Mrs. Mahmud later told her husband. They remind me of Khalil Gibran's prophetic line, – "you can give them your love, but not your thoughts – for they have their own thoughts," Surely my children have their own thoughts and ideas.

- Q. Why does Mrs. Mahmud find it difficult to understand her children?
- Because they use difficult language.
 - Because they hardly speak to her.
 - Because their way of thinking is different from hers.
 - Because they are now grown-ups.

B

A note on Khalil Gibran

Khalil Gibran (1883-1931) was a Lebanese-American poet, essayist, philosopher, and painter. His best known work is *The Prophet*. Other works written by him include – *Secrets of the Heart* and *Tears and Laughter*.



C

Vocabulary :

depressed	: pp. of depress; made sad
departure	: going away
operate	: cause to work
E-mail	: Electric mail, i.e. mail service through electronic media
Internet	: World wide network of computers
access	: chance of using
negligible	: very little
convenient	: suitable, handy
contact	: get in touch with
gadget	: mechanical device
Computer-illiterate	: one who cannot use a computer

D



Read the text at A again and try to answer the following questions first orally and then in writing.

1. Why are Mr. & Mrs. Mahmud sad?
2. What is Mrs. Mahmud doing to overcome her sadness?
3. What has Shabbir done to keep in contact with his parents ?
4. Who is learning how to operate the computer?
5. Why is he learning it?
6. Who is teaching him?
7. What is meant by E-mail?
8. What is the advantage of E-mail over the phone?
9. Who is unwilling to learn how to operate the computer?
10. Why is she unwilling?

E



Practise the following telephonic conversation with a friend.

Tanvir has just landed in Canberra. He is calling home. The telephone is ringing in Mr. Mahmud's house. Mrs. Mahmud picks it up and starts the following dialogue.

- Mrs. Mahmud : Hello, who is it?
 Tanvir : Hello, Mother. This is Tanvir. Can you hear me?
 Mrs. Mahmud : Yes, loud and clear. Are you calling from Canberra? Are you all right?
 Tanvir : We landed in Canberra just half an hour ago. We're all O.K. Don't worry about us.
 Mrs. Mahmud : How about Adnan? Is he all right?
 Tanvir : He's all right. He was quite cheerful all through the journey.
 Mrs. Mahmud : And Lopa?
 Tanvir : She's O.K. too. I'm calling from a pay phone at the airport. I've to hurry. We're waiting for our luggage. Where's Father?
 Mrs. Mahmud : He's out of the house now. I'll tell him about your phone call.
 Tanvir : Are you all right, Mother?
 Mrs. Mahmud : Yes, we are. We're all O.K. Don't worry about us.
 Tanvir : Good bye, Mother.
 Mrs. Mahmud : Bye bye, my child. All the best.

Revision and Test

LESSON

10

A

Try to remember what you have read in lessons 6 to 9. If you have forgotten, read the texts again. Now answer the following questions in writing.

1. Of the two brothers Hasan Mahmud and Sharif Mahmud, who lives in their ancestral home? Why does he live there? Why does not the other brother live there?
2. In your opinion how does Mr. Hasan Mahmud feel towards his native village? Why is he unwilling to live there?
3. How did the Mahmud family celebrate Shab-i-Barat in their village?
4. According to Tanvir how does the Bengali community celebrate their festivals in Canberra?
5. Who is Tanvir's new sister? How did she become his sister? Does she resemble her real sister?
6. How will Mr. Mahmud contact his children after their departure to foreign countries.

B



A summary of the texts at lesson 6 and 7 is given below. Read it carefully filling in the blanks with suitable words.

Mr. Sharif Mahmud, who lives in their1..... home asked his brother Mr. Hasan Mahmud to come and2..... in the village. Although Mr. Hasan Mahmud3..... the village he thought he would not be4..... to live in the village as he had become too much5..... to city life.

The two brothers, with their families6..... Shab-i-Barat in the village. The7..... cooked ruti, halwa, meat and pitha. They shared their food with their8..... and9..... people. The10..... went to the11..... to pray for the souls of their12..... . After that, they spent the night in the13..... in prayers. The women folk did the same at home.

C



Now try to write the summary of the texts at lessons 8 and 9. Try to develop the following points.

The family pass the day in fasts – festivals in the Canberra – Bengali community invite friends from other religions – Tanvir's new sister.
Preparations for departure – E-mail connection – its advantage over telephone – Shabbir teaching his father – his mother unwilling.

D



Suppose you are in a big departmental store. You are looking for the ready-made clothes department, but you can't find it. You request a shop-assistant to help you. Here's the dialogue with your words missing. Fill in the blanks and practise with a friend.

- You :
- Shop Asstt. : Sure, Sir/Madam. How can I help you?
- You :
- Shop Asstt. : It's on the third floor. You can take the escalator over there.
- You :
- Shop Asstt. : Then you can walk up the stairs. The staircase is at the rear end of the building. The department you are looking for is just in front of the staircase.
- You :
- Shop Asstt. : You're welcome.

E



Join clauses from columns A and B to make meaningful sentences. First read them out and then write them.

Column A	Column B
1. If you take this bus	a) I'll explain it again.
2. If you don't understand	b) I'll return it to you.
3. If she invites you	c) I'll be grateful.
4. If you help me	d) you'll reach home before noon.
5. If I find your book	e) will you go to her party?

- F. Cross out the wrong forms of the verbs. The first one is done for you.
- If I **don't** feel/~~won't~~ feel well tomorrow, I **will stay**/~~stay~~ at home.
 - They **come/will come**, if the weather **remains/will remain** nice tomorrow.
 - It **is/will be** difficult to find a seat, if you **come/will come** late.
 - If we **don't/won't** hurry, we **are/will** be late for the show.
 - Do/will** you believe me, if I **tell/will tell** a lie?
 - If you **send/will** send the message by E-mail, I **get/will get** it immediately.
 - If you **can/will** help me, I **am/will be** grateful.
 - If you **can't/won't** help me, I **don't/won't** mind.
 - She **doesn't/won't** help you, even if you **request/will request** her.
 - You **can/will be** able to catch him, if you **run/will run** fast.

Children



Your children are not your children.
They are the sons and daughters of life's longing for itself.
They come through you but not from you.
And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow,
Which you cannot visit, not even in your dreams.
You may strive to be like them, but seek not to make them like you.
For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living arrows are sent forth.
The Archer sees the mark upon the path of the infinite,
and He bends you with His might that His arrows may go swift and far.
Let your bending in the Archer's hand be for gladness;
For even as He loves the arrow that flies, so He loves also the bow that is stable.

– Extract from *The Prophet* by Khalil Gibran

ANSWER KEY

LESSON : 1

B

Q 1. D

C

1. C ; 2. B ; 3. D ; 4. D ; 5. B

f

2. It was not easy to find the road.
3. It is wrong to say that everybody is a liar.
4. It is foolish to believe that everybody is a liar.
5. It is good to be open minded.
6. It is nice to be important.
7. It is more important to be nice.

G

1. to ; 2. to ; 3. at ; 4. in ; 5. of ; 6. in ; 7. of

B

1. A ; 2. C

LESSON : 2

B

1. C ; 2. C ; 3. C ; 4. D ; 5. B ; 6. C

C

1. Short oral answer : For higher studies. To the USA.
Full Answer : Tanvir left Bangladesh for the first time for higher studies. He went to the USA.
2. Short oral answer : because he could not get a suitable job within the country. To Australia.
(Try writing the full answers yourself.)
3. He's working as an expert in plant breeding.
4. She's working in a hospital in Saudi Arabia.
5. To go to the UK for higher training.
6. She's saving money for that
7. This year
8. He's leaving very soon. To the U.S.A.
9. He's got a scholarship.
10. North America, Australia and Asia.

 **LESSON : 3**

D

a. C

G

1. it is ; 2. It's ; 3. It's ; 4. Is it ; 5. it is ; 6. It's

J

1. far ; 2. a long way ; 3. far ; 4. far ; 5. far ;
6. a long way

J

1. D ; 2. B ; 3. D ; 4. C ; 5. B

X

1. could ; 2. upto ; 3. would ; 4. for ; 5. on ;
6. celebrate ; 7. in ; 8. would ; 9. would ; 10. comfortable
11. start ; 12. reach ; 13. lunch-time.

 **LESSON : 4**

C

1. B ; 2. C ; 3. A ; 4. D ; 5. D ; 6. C

D

1. husband ; 2. for ; 3. forty ; 4. Travel ; 5. easy ; 6. started ; 7. by ; 8. launch ;
9. journey ; 10. hours ; 11. by ; 12. morning ; 13. comfortable ; 14. started ;
15. morning ; 16. upto ; 17. doorsteps ; 18. reach ; 19. take ; 20. four

G

1. it's ; 2. It's ; 3. it's ; 4. Is it ; 5. it's ; 6. it's ; 7. It's ; 8. it's.

 **LESSON : 5**

A

1. Tanvir ; Sabina ; Shabbir
2. Two ; Tanvir and Sabina
3. Navid. He's a doctor.
4. Lopa. Adnan
5. Two. Tanvir and Sabina
6. Shabbir
7. To the U.S.A. He'll study there.
8. Tanvir. His family.
9. To meet his near and dear ones.
10. To see their native village once more and to celebrate Shab-i-Barat.

B

1. family ; 2. Hasan ; 3. retired ; 4. two ; 5. daughter ; 6. eldest ; 7. highly ; 8.
suitable ; 9. country ; 10. migrated ; 11. expert ; 12. plant-breeding ; 13. daughter
14. doctor ; 15. husband ; 16. hospital ; 17. planning ; 18. higher ; 19. saving ;
20. youngest ; 21. engineer ; 22. U.S.A ; 23. scholarship ; 24. university ; 25.
family ; 26. three ; 27. village ; 28. celebrate

C

1. far ; 2. it ; 3. It ; 4. far ; 5. way ; 6. reach ; 7. nearer 8. it ; 9. It ; 10. It

D

1. It ; 2. that ; 3. It ; 4. it ; 5. that ; 6. It ; 7. It ; 8. it ; 9. It ; 10. It ; 11. to ; 12. it ; 13. that ; 14. It ; 15. it ; 16. that

KEY **LESSON : 6****B**

Q ans : D

E

1. C ; 2. D ; 3. D ; 4. C ; 5. A

G

2. will catch ; 3. comes ; 4. tries ; 5. will ask ; 6. will buy ; 7. won't help ; 8. meet ; 9. will invite ; 10. will repay

KEY **LESSON : 7****C**

1. Shab-i-Barat is an important night because it is believed that on this night the fate of all mankind for the coming year is registered.
2. It falls on the night following the 14th day of Shaban according to Hijri calendar.
3. Normally Muslims spend the night of Shab-i-Barat in prayer and the following day in fasting.
4. She cleaned the house and prepared special food.
5. Mrs. Sharif, Mrs. Mahmud and some women from the village prepared food for the occasion. Lopa helped them.
6. 'Ruti's of ground rice, meat, 'halwa' and 'pithas' were prepared.
7. The family members ate some of the food. They sent some food to the neighbours' houses and distributed some among the poor.
8. At night the menfolk would say their prayers in the mosque.
9. The womenfolk would say their prayers at home.
10. Muslims are reluctant to pass the night of Shab-i-Barat in sleep because it is a special night when God's munificence is abundant.

E

3. (O) ; 4. (F) ; 5. (F) ; 6. (O) ; 7. (O) ; 8. (F) ; 9. (F) ; 10. (O)

KEY **LESSON : 8****A**

Try yourself

B

Q. A.



1. In the ancestral home of the Mahmud family.
2. He thinks it is just a custom.
3. It is Mr. Mahmud's opinion.
4. They say their prayers at night. Lopa prepared 'ruti' and 'halwa'.
5. They invite friends, especially friends belonging to other religions and enjoy the food with them.
6. For the Hindus the greatest festival is 'Durga puja', for the Buddhists it is 'Baishakhi Purnima' and for the Christians, it is Christmas.
7. Dipa
8. Dipa has accepted Tanvir as her brother. Therefore she has become Mrs. Mahmud's daughter.
9. Dipa says that Tanvir looks like her brother Rajib she misses Rajib very much, so she has accepted Tanvir as her brother.
10. She put a 'rakhi' on his wrist and a dot on his forehead. She cooked a special meal for Tanvir. That made Tanvir her brother. Tanvir gave her a gift to celebrate the occasion.



Try yourself.



LESSON : 9



Q. C



1. Because their children are leaving soon.
2. She is cooking food that her children like.
3. He has taken E-mail connection to his home computer.
4. Mr Mahmud
5. So that he can contact his children easily
6. Shabbir
7. E-mail means electronic mail, i.e. mail service through electronic media.
8. E-mail is cheaper than long distance phone calls. It is easier to send long messages through E-mail than telephone.
9. Mrs. Mahmud
10. She thinks she is too old for the new gadgets.



LESSON : 10



Try yourself



1. (d) ; 2. (a) ; 3. (e) ; 5. (b)



- | | |
|--------------------------|------------------|
| 2. will come, remains | 3. will be, come |
| 4. don't, will be | 5. will, tell |
| 6. send, will get | 7. can, will be |
| 8. can't, wont | 9. wont, request |
| 10. will be able to, run | |

Weather and Health

UNIT 4

Objectives

On completion of this unit you will be able to –

- use the second conditional : If+past+subject+ would/should/could /might.
- use the structure "explain+that/why...".
- enrich your word stock.
- improve your reading, writing, listening and speaking ability.
- explain weather and its impact on health.



The Homecoming

UNIT 4



Overview

Lesson One : Weather and Seasons

Learning Focus –

If+past simple...+subject+would/should/ could/might..., e.g. If we had a constant weather, our life would have been monotonous.

Lesson Two : Weather in Bangladesh

Learning Focus –

If+subject+were+subject...+subject+would/should/could/might..., e.g. If/I were a millionaire, I would establish an orphanage.

Lesson Three : Revision and Test

Lesson Four : The Months (Poem)

Learning Focus –

Explain+that/why..., e.g. He explained why the sea might become rough.

Lesson Five : Weather Forecast on Television

Learning Focus –

Explain+that/why..., e.g. He explained why it happened.

Lesson Six : Revision and Test

Lesson Seven : Weather and Health

Learning Focus –

If+Subject+Past...+Subject+would/should/could/might...

Lesson Eight : The Common Cold

Learning Focus –

Explain+that/why/how...

Lesson Nine : Revision and Test

Answer Key

Weather and Seasons

LESSON

1

A

Introduction

This lesson is about weather and seasons which are closely related to our life and activities and life. You will be able to answer the following questions if you go through lesson :

1. What is weather ?
2. What are the different seasons of the year ?

This lesson will also help you to learn the use of the second conditional in your communication.

e.g. If we had a constant weather, our life would have been monotonous.

B



Objectives :

The first lesson helps you to –

- a) learn the use of the "second conditional", e.g. If we had a constant weather, our life would have been monotonous and barren.
- b) improve reading and understanding.
- c) write answers to open ended questions.
- d) practise speaking and listening skills.

C



The Text

Weather means the condition of the atmosphere at a certain place and time, particularly the temperature, the presence or absence of rain, sunshine, wind and so on. Based upon the weather condition, the year is divided into four seasons – spring, summer, autumn, and winter. In some regions of the world, the late autumn and the rainy season are also found as two other distinct seasons of the year.

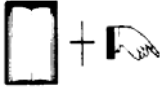
Spring is the first season of the year that exists from March to May in the northern hemisphere. It is marked by the new leaves and flowers that renew the beauties of nature.

Then comes summer that stays during June, July and August in the northern hemisphere. This is the warmest season of the year outside the tropics. After summer comes the rainy season in some territories. This season is distinguished by heavy rain falls and sometimes by natural catastrophes such as storms, typhoons, cyclones, and the like.

Autumn prevails from September to November in the northern hemisphere. In some areas the late autumn is also distinguished. During autumn the temperature gradually comes down, and the leaves on trees turn brown.

Winter is the last and coldest season of the year, coming between autumn and spring. It stays from December to February in the northern hemisphere. During this period trees lose leaves, and nature looks inanimate.

Weather is closely associated with our life. The diversity of weather make our life diverse also in many ways. If we had a constant weather, our life would have been dull and barren.



Vocabulary :

- Particular (Adj.) : special, e.g. A particular type of weather is related to a particular season.
- Region (N) : territory, area, e.g. Bangladesh is a region where the rainy season is prominent.
- Distinct (Adj.) : different, easily identified, e.g. The rainy season is a distinct period of the year in Bangladesh.
- Hemisphere (N) : any half of the earth, e.g. Asia is in the eastern hemisphere of the earth.
- Catastrophe (N) : disaster, misfortune, e.g. The cyclone is a terrible natural catastrophe.
- Inanimate (Adj.) : dull, not living , e.g. In winter trees without leaves look inanimate.
- Constant (Adj.) : unchanging, fixed, e.g. weather can never be constant in any region.



Discussion

In this lesson you are learning the use of the "second conditional".

For example –

- a. If I had much money, I would go abroad.
- b. If he came to my party, I would be glad.

In each of these sentences, you find two parts or clauses.

The first clause starts with "if and is in simple past tense. The other clause contains "subject plus would plus the base of the main verb". Instead of "would" you may also use "could" and "might". For example –

- c. If I had much money, I could lend you.
- d. If he was well, he might attend the class.

Exercises



I hope you have read the passage above, and learned the vocabulary items and the rules of the second conditional sentences. Now please do the following activities.

Exercise 1



Once again read the passage above, and then write the answers to these questions :

- a. What do you understand by weather.
- b. What are the traditional seasons of the year?
- c. How is spring marked?
- d. What are the features of the rainy season?
- e. How does nature look in winter?
- f. Which months does autumn cover in the northern hemisphere?
- g. What would happen if we had a constant weather?

Note : You should write the answers in your own words. Please look at how I have written the answers in the "Answer Key".

Exercise 2



Complete the following sentences as shown in the examples :

a. If the sky were cloudy, _____ .

Answer : If the sky were cloudy, the sun would not shine.

b. You would get a job _____ .

Answer : You would get a job if you did the HSC programme.



Now you complete the following sentences on your own :

c. You would fail the examination _____ .

d. If you had a lot of money, _____ ?

e. I could not attend the tutorial class _____ .

f. If it rained, _____ .

g. They could not cheat me _____ ?

h. If you studied much, _____ .

i. I would read English newspapers, _____ .

j. If she put on the dress, _____ .

k. They would be unhappy _____ .

l. If he had the book, _____ .

Note : You may complete these sentences in your own way. Please look at how I have completed the sentences in the "Answer Key".

Exercise 3



Choose the word or phrase closest to the meaning as used in the reading passage above :

i. Constant – a) unchanging b) diverse c) inconsistent

ii. Dull – a) lively b) vital c) inanimate

iii. Associated – a) related b) isolated c) kept apart

iv. gradually – a) speedily b) rapidly c) by degrees

v. prevail – a) fade away b) stay c) start

vi. catastrophe – a) misfortune b) disaster c) fortune

vii. distinguished – a) marked b) decorated c) separated

viii. distinct – a) definite b) uncertain c) similar

ix. particular – a) uncertain b) separate c) special

x. territory – a) country b) region c) village

Note : You may check your answer in the "Answer Key".

Exercise 4



Now sit with a friend and discuss what you have learned so far. For example –

You : What's a season?

Friend : _____

You : _____

Weather in Bangladesh

LESSON

2

A

Introduction

Weather varies from place to place and time to time. Bangladesh possesses its distinct weather which has both good and bad sides. In the present lesson you will point out some negative effects of weather in different seasons in Bangladesh.

B



Objectives

On completion of this lesson you will be able to –

- learn the use of the second condition a sentences, e.g. If I were a millionaire, I would establish an orphanage.
- write brief answers.
- practise speaking and listening skills.
- improve reading and understanding.

C

The Text



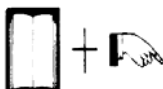
In recent years Bangladesh has experienced extreme weather conditions. According to the weather, Bangladesh has six seasons – spring, summer, rainy season, autumn, late autumn and winter. However, summer, rainy season and winter are more prominent than the other seasons, because during these seasons weather causes much trouble and distress to the people.

Summer in Bangladesh is usually distinguished by its warmest weather and the absence of rain. During this period nature seems to be burning as the sun shines with its full energy. The people then truly expect some drops of rain, but often in vain. Hence the normal life is seriously disturbed, a good number of people become sick and even a few people die every summer.

The rainy season then arrives accompanied by heavy rain falls that, for the time being soothe the burning nature and the distressed inhabitants. But this season eventually brings a lot of sufferings for the poor people. Stormy winds damage houses and trees, and floods inundate the low areas every year. The inhabitants of the coastal areas encounter terrible cyclones. Consequently, the people have to suffer from a great loss of lives and property, scarcity of food, shelter, clothes and medicine. Besides, the floods and the cyclones are followed by many dangerous diseases, such as diarrhoea, cholera, typhoid, dysentery, jaundice and others. As a result the suffering of the people continues for a long time. However, if right caution and perfect measures were to be taken, the sufferings of the inhabitants could be reduced to a substantial extent.

Winter too exhibits a terrible type of weather in recent years in Bangladesh. During this period, the temperature unexpectedly comes down, and chilly winds blow. There are sometimes moderate rainfalls and dense fog. As a result, the people find their life miserable. Especially, the poor and ill-clothed people suffer

endlessly. Every year some old and ill-clothed people die due to the terrible chilly weather. Moreover, weather winter causes a number of common diseases such as cold, cough and viral fever. Thus this season tremendously hampers the normal life of the inhabitants.



Vocabulary

- Prominent (Adj) – easily marked, e.g. Some seasons are more prominent than the others.
- Distress (N) – suffering, e.g. Floods cause distress to people.
- Soothe (V) – make calm or quiet, e.g. She tries to soothe her crying baby.
- Inundate (V) – overflow, e.g. Floods inundated the fields.
- Scarcity (N) – shortage, e.g. The scarcity of food force prices up.
- Tremendously (Adv.) – very greatly, e.g. The weather in winter tremendously hampers our normal life.



Discussion

In the previous lesson, you have learnt the use of the second conditional, for example –

- a. If I had much money, I would go abroad.
- b. If I were well, I would attend the class.

In this lesson, you are learning the use of the second conditional with unreal matter or events, for example –

- c. If I were a king, I would make the country heaven.
- d. If I were a millionaire, I would establish an orphanage.

In these example sentences, "were" has been used after the subject "I" as the matter is unreal. "If" in the sentences can be omitted when you use "were" before the subject, for example –

- e. Were I a millionaire, I would establish an orphanage.
- f. Were it to rain, the match would be postponed.



Exercises

I hope you have read the text above, and studied the vocabulary items and the use of the second conditional with unreal things. Now please do the following activities.

Exercise 1

Once again read the passage above, and fill in the gaps in the following sentences:

- a. Summer in Bangladesh has the _____ weather.
- b. Bangladesh recently _____ extreme weather conditions.
- c. Next to autumn comes _____ in Bangladesh.
- d. Due to very high temperature, normal life is _____ disturbed.
- e. Being _____ by heavy rain falls, the rainy season arrives.
- f. Stormy winds _____ a lot of houses and trees.
- g. Many dangerous _____ follow floods and cyclones.
- h. Right caution and perfect steps can _____ the people's distress.
- i. In winter the temperature unexpectedly _____ .
- j. The poor and ill-clothed people suffer _____ .

Note : You will find words/phrases in the text above in order to fill in the blanks of these sentences. Then you may check your answers in the "Answer Key".

Exercise 2

To frame sentences, match the clauses in column A with those in Column B :

a. If I were a bird.	a. he would help the orphan.
b. He would be very worried.	b. we could keep an eye on it.
c. If Rafit had much money.	c. he would get a good job.
d. If I were you.	d. if you did not get up at 6 a.m.
e. If you parked your car here.	e. I would fly in the sky.
f. They would come to your help.	f. if he were in your place.
g. If Sohel were educated,	g. I would keep quiet.
h. What would you do	h. if they heard your cries.
i. How would you catch the train.	i. he would not laugh at the poor.
j. Were Babu a poor persons,	j. if he did not carry on workshop?

Note : Now you can check your answers in the "Answer Key".

Exercise 3

First write what you will say responding to your friend's questions. Then perform the dialogue with your friends :

- Friend : Have you learned this lesson?
 You : _____ . (a)
 Friend : What have you read first?
 You : _____ . (b)
 Friend : Well. Which structure have you learned here?
 You : _____ . (c)
 Friend : What's the passage about?
 You : _____ . (d)
 Friend : Is the winter very cold?
 You : _____ . (e)

Exercise 4

Once again read the text and answer the following questions :

- What are the more prominent seasons in Bangladesh?
- How is summer usually distinguished in Bangladesh?
- What are the dangerous diseases in the rainy season?
- What can reduce the sufferings of the people?
- Who suffer most in winter?

Note : You should write the answers in your own words. Look at how I have prepared the answers in the "Answer Key".

Revision and Test

LESSON

3

A

Introduction

In this lesson you are revising what you have learned in the two previous lessons. You will also have the opportunity to try out your knowledge and skills and to prepare for the tutorial and the final examination.

B

Objectives



On completion of this lesson, you will be able to –

- revise the use of the second conditional, e.g. If I had much money, I would buy a car.
- try out your reading, writing, listening and speaking skills.
- take preparations for the tutorial and the final examination.

C

Weather Forecast



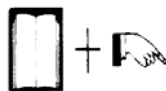
Light rain or drizzle may occur at one or two places over Khulna, Barisal and Dhaka divisions and in the regions of Pabna, Comilla and Noakhali during the next 12 hours till 6 p.m. today, reports UNB.

Weather is likely to remain mainly dry with partly cloudy sky elsewhere across the country, Meteorological Office said. Slight rise in night temperature is expected over the country. The weathermen predicted little change in the subsequent two days and a gradual fall in night temperature over the next five days.

The sun sets today at 5:41 p.m. and rises on Tuesday at 6:42 a.m. The highest temperature of the country recorded yesterday was 27.5 degree Celsius at Cox's Bazar and the lowest 7.0 degrees at Srimangal.

D

Vocabulary



- | | | |
|----------------|---|---|
| Light (Adj.) | – | not heavy, e.g. Light rain may fall tonight. |
| Drizzle (N) | – | rain in drops, e.g. Drizzle may occur in Mymensingh. |
| Weatherman (N) | – | Person who reports and forecasts the weather, e.g. He works as a weatherman in the meteorological office. |
| Predict (V) | – | forecast, say in advance that will happen, e.g. It is possible to predict who will pass the examination. |



Review Discussion

In the last two lessons, you have learned how the second conditional sentences are normally framed. Look at these examples once more :

- (a) If he had a house, he would not rent it from me.
- (b) If I was ill, I could not attend the meeting.

With unreal conditions, "were" is used after the first and third person subjects, for examples :

- (c) If I were a king, I would make the country heaven.
- (d) If Bablu were a bird, he would fly to me.

You can omit "if" when you use "were" or "had" before the subject, for example :

- (e) Had he a house, he would not rent it from me.
- (f) Were Bablu a bird, he would fly to me.



Exercises

Exercise 1



Once more read the text above, and write whether these statements are true or false :

- (a) UNB reports light rain over the area of Comilla.
- (b) The sky may remain cloudy across the country.
- (c) There may be no change in weather in the next two days.
- (d) Drizzle may occur at some places over Dhaka division.
- (e) Night temperature may rise over the next five days.
- (f) The sun sets at 5:41 p.m. on Monday.
- (g) The sun rises at 6:42 a.m. on Tuesday.
- (h) The highest temperature of the country was 7⁰C yesterday.
- (i) The lowest temperature was recorded at Cox's Bazar.
- (j) Drizzle means heavy rainfalls.

Note : Now you can check your answers in the "Answer Key".

Exercise 2

Complete the following sentences as you have done in lesson one :

- a. If Fazlu were educated, _____ .
- b. If I had a friend like him, _____ .
- c. Were I a policeman, _____ .
- d. Had she the book, _____ .
- e. If they had jobs, _____ .
- f. If you worked hard, _____ .
- g. If she invited me to her marriage party _____ .

Note : You can complete the sentences in your own way. Look at how I have completed them in the "Answer Key".

Exercise 3

Fill in the gaps in order to write a weather report :

Heavy rain is likely toa..... at manyb..... over the regions of Dhaka and Chittagong divisions during the next 12 hours. Moderatec..... may occur in other places of the countryd..... the same time. Slight fall ine..... is expected over the country. The maximum humidityf..... in the morning was 76% and the minimum in theg.....was 62%. The sunh..... today at 6:30 p.m. andi..... tomorrow at 5:45 a.m. Thisj..... report is valid till 6 a.m. tomorrow.

Exercise 4

Rearrange the following conversation between you and your friend. Then practise the conversation with your friend.

- a. Friend : No, I didn't. I telephoned the Director. No classes were held.
- b. You : Good morning. Sorry, I didn't. It was heavily raining. Did you?
- c. Friend : Good morning. Did you attend the tutorial classes yesterday?
- d. Friend : Yes, I have. Actually, the report contains information about rain, clouds, temperature, humidity etc.
- e. You : The weather was really so bad. Well, have you learned how to write a weather report?
- f. You : Bye.
- g. You : Thank you.
- h. Friend : Fine! Yours is okay.
- i. You : You're all right. Please see my report.
- j. Friends : It's my pleasure. See you then. Bye.

Note : You can check your answers in the "Answer Key".

The Months

LESSON

4

A

Introduction

This lesson is based on the poem "The Months" written by Samuel Taylor Coleridge (1772-1834), a famous British poet. Through this nice poem, you will be informed of the weather and nature in Europe.

B

Objectives



On completion of this lesson, you will be able to –

- describe the weather and nature in Britain.
- tell the meaning of some new words.
- improve reading and writing ability.
- use sentences with "explain plus that/why ...", e.g. He explained why the sea might become rough.

C



The Months

S. T. Coleridge

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing Daffodil.

April brings the primrose sweet,
Scatters diseases at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Strawberries, and gilly-flowers.

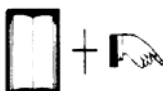
August brings the sheaves of corn,
Then the harvest home is borne.

Warm September brings the fruits,
Sportsmen then begin to shoot.

Fresh October brings the pleasant,
Then together nuts is pleasant.

Dull November brings the blast,
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire, and Christmas treat.



Vocabulary

- Glow (v) – feel warm, e.g. January makes fingers **glow**.
 Thaw (v) – become warm to melt snow and ice e.g. January **thaws** the frozen lake.
 Shrill (Adj.) – sharp and loud, e.g. Her **shrill** cry scared us.
 Fleecy (Adj.) – woolly and fluffy, e.g. Lambs skip by their **fleecy** dams.
 Sheaves (N) – bundles of stakes of corn, e.g. He is carrying two **sheaves** of corn.
 Sleet (N) – falling snow mixed with rain, e.g. **Sleet** is falling now.
 Blast (N) – strong gust of wind. Several people were killed by the **blast**.



Discussion

To account for something or to give reasons for something, you can use "explain+that/why". Study these example sentences :

- a. He explained that his train had been delayed.
- b. He explained why the sea might be rough.
- c. They explained what had happened.

In such expressions, the past form of "explain" is used, and the next sentence-part is usually in the corresponding past tense. You can also use the present form of "explain", and then the next sentence-part may be in any tenses, for example :

- d. He cannot explain why he did that.
- e. I want to explain why I am late in the class.



Exercises

Exercise 1

Match the adjectives in Column-A with the months in Column-B as the adjectives indicate the quality of the months :

Column-A	Column-B
a. Chill	a. July
b. hot	b. November
c. fresh	c. September
d. dull	d. December
e. warm	e. October

Note : Now you may check your answer in the "Answer Key".

Exercise 2

Fill in the blanks with the appropriate word/phrase from the alternatives :

- a. January brings the snow, and makes nature _____.
 - i. black
 - ii. white
 - iii. red
- b. February brings the _____, and melts the ice.
 - i. snow
 - ii. storm
 - iii. rain
- c. March brings breezes, and makes daffodils _____.
 - i. dance
 - ii. wither
 - iii. shill
- d. April _____ daisies at our feet.
 - i. scatters
 - ii. picks
 - iii. brings
- e. Pretty lambs _____ by their fleecy dams.
 - i. bring
 - ii. sleep
 - iii. skip
- f. Tulips, lilies and roses are _____ of June.
 - i. flowers
 - ii. posies
 - iii. trees
- g. July brings _____ showers and a few flowers.
 - i. chilly
 - ii. cooling
 - iii. light
- h. The bundles of corn are brought in _____.
 - i. August
 - ii. June
 - iii. September
- i. _____ is the month of fruits.
 - i. January
 - ii. October
 - iii. September
- j. December is chilly and brings _____.
 - i. the blast
 - ii. the sleet
 - iii. nuts

Note : Now you can check your answers in the "Answer Key".

Exercise 3

Complete the following sentences as shown in the examples :

Example : He explained that _____ .

Answer : He explained that he had fallen ill.

Example : I explained why _____ .

Answer : I explained why I could not help her.

Now you complete the following sentences on your own :

- a. The man explained why _____ .
- b. She explained that _____ .
- c. I explained what _____ .
- d. He explained that _____ .
- e. They explained why _____ .
- f. The student explained why _____ .
- g. Rafit explained why _____ .
- h. Sohel explained that _____ .
- i. Bablu explained what _____ .
- j. Jharna explained why _____ .

Note : You may complete these sentences in your own way. You may also want to look at the answer key to see how I have completed these sentences on my own.

Exercise 4

Write ten sentences on the poem "The Months". Then show the sentences to your tutor. Study the following example :

- i. The poem "The Months" is written by S. T. Coleridge.
- ii. This poem is about the weather and nature.
- iii. January, the first month of the year, brings the snow.

Now you write the other sentences, and then show them to your tutor.

- iv.
- v.
- vi.
- vii.
- viii.
- ix.
- x.

Weather Forecast on Television

LESSON

5

A

Introduction

Here is a late-night weather forecast of Great Britain on television. In this lesson, you will learn how a weather forecast is read out. You will also practise Moreover, you are practising the use of "explain+that/why..." in the present tenses.

B



Objectives

On completion of this lesson, you will be able to –

- a. improve your reading and understanding.
- b. develop your writing ability.
- c. practise speaking and listening.
- d. learn new words and the use of "explain plus that/why...." in present tenses.

C

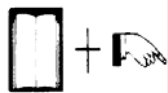
Late-Night Weather Forecast



Cold will continue tonight in most areas, with temperatures falling to 1⁰c in the South and Midlands, and to Zero or below freezing point in the North and Scotland. The night will be clear – a fine moonlit night in the eastern part of the country – but we can expect some snow to fall on high ground in Wales and the West. There will be widespread frost overnight with the risk of early morning fog patches, and mist in the coastal districts.

(Turning to tomorrow's chart), the outlook is similar for the eastern half of the country, in general fine and dry, but there will be some snow, turning to sleet as temperatures rise during the day, in Yorkshire and the North-east. During the day, a warmer westernly airstream will enter Wales and the South-West, and temperatures there will go up 7⁰c. The general tendency will be drizzle and some light rain in the West, but take an umbrella because some outbreaks of heavier rain are likely, and there could even be some isolated thunderstorms.

Looking forward to Tuesday, the warmer weather will spread eastward across the country, with showers but also with some sunny intervals.



Vocabulary

- Widespread (Adj.) – found over a large area, e.g. There is **widespread** frost this morning.
- Overnight (Adv.) – during the night, e.g. he stayed **overnight** at a friend's house.
- Tendency (N) – way a thing/person tends to behave, e.g. There is a **tendency** to rain.
- Outbreak (N) – sudden start, e.g. There may be some **outbreaks** of heavy rain.
- Interval (N) – Limited period in which something occurs, e.g. There could be a few **intervals**.



Discussion

In the fourth lesson, you have studied the use of "explain" in the present tenses, for example –

- He explains how it happened.
 - He cannot explain why he has to do it.
 - He has explained that he may be absent from the next class.
- When "explain" is in the present tenses, the second part of the sentences can be in any of the tenses.



Exercises



Exercise 1

Once again read the "Late-Night Weather Forecast" printed above, and then answer the following questions :

- What is about tonight's temperatures in the South and Midlands?
- What is freezing point?
- How will night be in the eastern part of the country?
- What sort of rain is drizzle?
- What is the difference between snow and sleet?
- What do you understand by sunny intervals?
- What is about Tuesday's weather?

Note : Please write the answers in your own words and then check them with those given in the "Answer Key".

Exercise 2

Complete the following sentences as shown in the examples :

Example : He explains how ____ .

Answer : He, explains how he passed the examination.

Example : I can explain why ____ .

Answer : I can explain why I am selling this car.

Now you complete the following sentences on your own :

- a. You cannot explain how _____ .
- b. She explains why _____ .
- c. I explain that _____ .
- d. They can explain why _____ .
- e. Bablu explains how _____ .
- f. Sohel cannot explain why _____ .
- g. The teacher explains that _____ .
- h. He can explain how _____ .
- i. I am to explain that _____ .
- j. Rafit explains why _____ .

Note : You may complete these sentences with your own expressions. Look at how I have completed the sentences in the "Answer Kay".

Exercise 3

Suppose you are a daily newspaper reporter. Using the following pieces of information, write a weather report in your newspaper :

Monday

dry weather all over the country
partly cloudy sky
night temperature rise in many parts
yesterday
maximum temperature in Sylhet
28.5 degree Celsius
minimum temperature Dinajpur
11.4 degree Celsius
maximum humidity in the morning 84%
minimum 70% in Dhaka
Today
sunset at 5:46 pm
Tomorrow
sunrise at 6:39 am.

Note : Write the weather report and show that to your tutor. If you really find it difficult to write, consult your friend and your tutor.

Exercise 4

Sit with your friend. Discuss how to write a weather report (No. 3 above). For example –

- You : What's written first in a weather report?
- Friend : The day. That is Monday for today.
- You : _____ .
- Friend : _____ .

Now continue the discussion your friend.

Revision and Test

LESSON

6

A

Introduction

In this lesson you will revise what you have learned in the previous two lessons, especially, the grammatical items, and your writing and reading activities.

B



Objectives

On completion of this lesson, you will be able to –

- revise the use of "explain plus why/that...", e.g. He explains/ explained why/that/how he was/had been late in the class.
- try out your reading, writing, listening and speaking ability.
- take preparations for the tutorial and final examination.

C



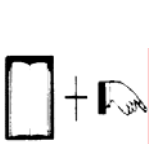
The Text

A storm is the occasion of a violent weather with strong winds, rain, hail, snow, thunder, etc. It is so destructive that a scene after a storm is very often a sad and miserable one. Every year storms strike many regions of Bangladesh that leave behind a lot of damage and destruction.

Storms uproot trees and raze houses to the ground. Storms even blow away the weaker houses, branches of trees and the other light things. The destructive power of storm is more often seen in villages than in towns. Branches or trunks of uprooted trees block the roads. Electric and telephone lines are disrupted. A number of animals die, and many people are injured.

Sometimes storms appear in the form of cyclones and tornados, these cause the death of a large number of people and domestic animals.

Though storm is a natural disaster, some measures may be taken to reduce the destruction and misery it causes. Plantation of trees in a large number may lessen the possibility and violence of storms. The construction of sufficient number of storm-shelters and the use of the modern technologies of weather forecasts may also reduce the loss of life and property. Besides, a quick relief programme is essential for the storm-stricken people immediately after a devastating storm.



Vocabulary

- Occasion (N) – particular time, e.g. I have met him on several **occasions**.
- Destructive (Adj.) – causing destruction/damage, e.g. We cannot face the **destructive** force of the storm.
- Disrupt (V) – cause disorder, e.g. The storm has **disrupted** the electric lines.
- Injure (V) – harm, e.g. She is seriously **injured** in the crash.
- Lessen (V) – reduce, e.g. Trees can **lessen** the violence of storms.
- Devastating (Adj.) – destructive, e.g. Quick relief is needed after a **devastating** storm.



Review Discussion

In the two previous lessons, you have studied and practised the use of "explain plus that/why/how...". Once again look at these examples :

- He explains that his train was late.
- She explained why she had sold her car.
- They can explain how they have reached there.
- Rafit cannot explain why he is late in the class.
- Sohel explained what caused the problem.

You can use "explain" both in the present and the past form. When "explain" is in the present form, the second part of the sentence may be in any tenses (a, c, d). But if "explain" is in the past form, the second part of the sentence is in the corresponding past tense (b, e).



Exercises



Exercise 1

Once again read the text above carefully, and then write the answers to the following questions :

- What is a storm?
- What do storms do every year in Bangladesh.
- What do storms blow away?
- What do cyclones and tornados cause?
- What may lessen the possibility and violence of storms?
- What is needed immediately after a storm?

Note : Carefully study the text above, and then write the answers in your own words. Look at how I have written the answers in the "Answer Key".

Exercise 2

Complete the following sentences as is shown in the examples :

Example : He explained that _____ .

Answer : He explained that his train had been late.

Example : I explain why _____ .

Answer : I explain why she has not come to the class.

Now complete the following sentences on your own :

- Bablu explained that _____ .

- b. Sheuly can explain how _____ .
- c. Nanda explains why _____ .
- d. They explained what _____ .
- e. She explained to the children that _____ .
- f. I explained why _____ .
- g. You could not explain how _____ .

Note : Please try to complete these sentences with your own expressions. Look at how I have completed them in the "Answer Key".

Exercise 3

Choose the word/phrase from the alternatives most similar in meaning to the following as used in the reading passage above :

- i. occasion –
(a) particular time (b) many times (c) several times
- ii. violent –
(a) soft (b) moderate (c) extreme
- iii. destructive –
(a) constructive (b) devastating (c) harmful
- iv. miserable –
(a) very good (b) hateful (c) deplorable
- v. blow away –
(a) wipe out (b) install (c) setup
- vi. injured –
(a) destroyed (b) wounded (c) created
- vii. disrupt –
(a) keep order (b) follow order (c) cause disorder
- viii. spectacle –
(a) sight (b) glasses (c) look at
- ix. disaster –
(a) fortune (b) wealth (c) misfortune
- x. sufficient –
(a) a few (b) several (c) adequate

Exercise 4

Write down what you will say in response to your friend's utterances. Then perform the dialogue with your friend :

- Friend : Good evening, friend.
 You : _____ (a).
 Friend : Have you prepared the revision and test lesson?
 You : _____ (b).
 Friend : Yes, I too have. But I still get some problems.
 You : _____ (c).
 Friend : Can you tell me why we use "explain"?
 You : _____ (d).
 Friend : Fine. Can we use "explain" in any tenses?
 You : _____ (e).
 Friend : Now it is clear. See you. Good night.
 You : _____ (f).

Note : You can speak in your own way. Look at how I have responded to the utterances in the "Answer Key".

Weather And Health

LESSON

7

A



It is a winter afternoon. Sohel's friend Rafit has had a serious cold and fever. He feels very uneasy, and can neither study nor do other work. Sohel has come to see Rafit. They have a talk about weather and health.

In this lesson, you will be informed of some effects of weather upon health.

B



Objectives

On completion of this lesson, you will be able to –

- improve your listening and speaking ability.
- develop your reading and understanding.
- make use of the second conditional.
- write dialogues.

C

The Dialogue

Sohel : (Pressing the button of the door bell) Hi Rafit, are you in?

Rafit : (Opening the door) Oh Sohel, good afternoon.

Sohel : Good afternoon, friend. How're you now?

Rafit : Oh, horrible. I'm feeling very uneasy these days.

Sohel : Poor Rafit! How have you got this cold?

Rafit : Last Monday evening I went to the market. You know, the temperature was very low that evening. Suddenly it started raining. On my way home a few rain drops fell on my head. Immediately I felt a headache.

Sohel : Very unfortunate! Didn't you put on warm clothes?

Rafit : Yes, I did. But the rickshaw puller had nothing to protect me from the drizzle.

Sohel : My goodness! Well, have you consulted a doctor?

Rafit : Yes, I have. The doctor has given me some medication. He has advised me to keep aloof from cold weather, cold drink and cold food.

Sohel : You see, how dangerous the winter weather can be. We should be aware of the weather change. Sudden change of weather may affect our health.

Rafit : You're right. The doctor also told me that high temperature and sweat may cause cold, cough and fever.

Sohel : So, in hot weather we should wear light and thin clothes.

- Rafit : You know, different diseases break out in different seasons. Cholera, typhoid, pox, viral fever are all seasonal diseases. They are attached to particular types of weather.
- Sohel : Yes, of course. Everyone should know that and take some prevention. If you didn't go to the market that evening, you wouldn't get the cold.
- Rafit : Actually I didn't care.
- Sohel : Well, how's your study going on?
- Rafit : Oh, don't ask that. I can neither study nor do any other work.
- Sohel : Don't worry. Wish you a nice health soon.
- Rafit : Thanks.
- Sohel : I'm to go now. See you tomorrow. Good night.
- Rafit : See you. Good night.



Vocabulary

- I'm – I am, e.g. I'm okay now.
- How're – How are, e.g. How're you?
- He's – He has, e.g. He's seen me.
- You're – You are, e.g. You're all right.
- Didn't – did not, e.g. He didn't go there.
- Wouldn't – Would not, e.g. I wouldn't attend the class.
- How's – How is, e.g. How's your health now.
- Don't – do not, e.g. Please don't disturb me.

Note : These contracted forms are usually used orally.



Discussion

In the first and second lesson of unit four, you have learned the use of the second conditional sentences. In a second conditional sentence, the first part of the sentence is in the simple past, and the second part of the sentence is 'subject plus would/should/might/could plus the base form of the main verb', for example –

- If I had much money, I would buy a flat.
- If he had wings, he would fly to you.

To express unreal conditions, you can use "were" in the place of "was" for example –

- If I were rich, I would set up an orphanage.
- If I were a bird, I would fly in the sky.

You can omit "if" when you use "had" or "were" before the subject of the first part of the sentence, for example –

- Had I much money, I would buy a flat.
- Were I a bird, I would fly in the sky.



Exercises



Exercise 1

Once more read the dialogue above, and then answer the following questions :

- What is the dialogue about?
- What is the relationship between Soheli and Rafit?
- How has Rafit got a cold?

- d. What are the seasonal diseases?
- e. What should you do when you have a cold?
- f. What will you put on in hot weather ?
- g. How is Rafit feeling now?

Note : Try to answer these questions in your own words. You could also look at how I have written the answers in the "Answer Key".

Exercise 2

Complete the following sentences as shown in the examples :

Example : If I had much money, _____ .

Answer : If I had much money, I would buy a car.

Example : If he were a bird, _____ .

Answer : If he were a bird, he would fly to you.

Now complete the following sentence on your own :

- a. Were Sheuly a goddess, _____ .
- b. If Majnu had much money, _____ .
- c. Had Jharna a gun, _____ .
- d. If you were educated, _____ .
- e. What would you do, _____ ?
- f. How would he pass the examination, _____ ?
- g. Had I a friend like you, _____ .
- h. If Nanda saw me with you, _____ .
- i. Were Bablu not illiterate, _____ .
- j. If she called in a doctor, _____ .

Note : Try to complete these sentences with your own expressions. Look at how I have completed them in the "Answer Key".

Exercise 2

Write a dialogue using each of the situations given below. Study this example –

Example : The weather is very cold. You are advising your younger brother to protect him from the cold.

Answer : You : Rafit come on in.

Brother : Yes, brother. Any problem?

You : Nothing serious. Sit down here.

Brother : Thank you, brother.

You : You see, how cold the weather is getting today. Don't be silly. Put on warm clothes. Don't get cold.

Brother : Thank you again, brother.

You : My pleasure.

Now you make the dialogues using the following situations. You can take help from your friend and the tutor. After writing the dialogues, show them to your tutor :

- a. Your friend is ill. You have gone to see him/her.
- b. It looks like rain. You are asking your younger brother not to go out.
- c. You have had a cold. You are talking to a doctor.
- d. Your friend is injured in a thunderstorm. You are talking to him/her.
- e. Your sister has caught a viral fever. You are expressing sympathy to her.

The Common Cold

LESSON

8

A

Introduction

Don't you get a cold? Yes, everybody gets a cold, especially, in the winter. Both the cold and the hot weather may cause the cold. Excessive dust may also cause it. It makes a person feel uneasy.

B



Objectives

- On the completion of this lesson, you will be able to –
- develop your reading and understanding abilities.
 - practise the use of "explain plus that/why/how...".
 - tell the meaning of some new vocabulary items.
 - improve your speaking and listening ability.

C

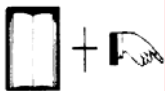
The Text



A person usually gets a cold suddenly. The first symptom is a sensation of soreness and dryness inside the mouth. Within a few hours a sense of congestion develops in the passage of the nose. The sense of congestion is usually accompanied by sneezing and shortly thereafter, by nasal discharge. In the early stages nasal discharge is thin and watery. Around the end of forty eight hours, the eyes get suffused, and the voice becomes husky. At this stage, nasal discharge is abundant, and there may be some cough. The senses of taste and smell are diminished. The patient usually feels sleepy and may complain of some aches in the back and in other parts of the body. For children the cold may be much severe with a body temperature of 102⁰ F or even higher.

Once the symptoms have appeared, the common cold may take a variable course. The whole illness may subside rapidly. However, more commonly there is a period of several days of excessive nasal discharge and thick cough, which then begins to abate gradually. The simple cold usually lasts from one to two weeks.

D



Vocabulary

- Soreness (N) – discomfort, e.g. He feels **soreness** inside his throat.
Symptom (N) – sign of something, e.g. What are the **symptom** of the cold.
Congestion (N) – state of being blocked, e.g. He had a cold and **congestion** in the nasal passage.
Suffused (Adj) – filled, e.g. Her eyes are **suffused** with tears.
Husky (Adj) – rough, e.g. His voice becomes **husky**.
Abundant (Adj) – plentiful, e.g. Her nasal discharge is **abundant**.

Diminished (Adj) – decreased, e.g. His sense of taste is **diminished**.
Variable (Adj) – changing, e.g. The cold runs a **variable** course.

Ɛ

Discussion

You have already learned that "explain" can be used both in the present and in the past form. Study the following examples once again :

- a. He explains why he has missed the train.
- b. She explained that her school had been closed.
- c. I can explain how I have prepared the lesson.
- d. They explained why they went there.
- e. You cannot explain how you have got the cold.

Actually, "explain" is used to account for or give reasons for some happenings or events.

ƒ



Exercises

Exercise 1

Once again read the text carefully, and then write the answers to the following questions :

- a. How does a person get a cold?
- b. What causes nasal congestion?
- c. Which senses are most affected by the cold?
- d. What happens around the forty eight hours of cold?
- e. How long does the simple cold last?
- f. What does the patient complain of?
- g. How long does a cold require to become fully developed?

Note : Please read the text carefully and write the answers on your own. Look at how I have prepared the answers in the "Answer Key".

Exercise 2

Study the examples, and then complete the following sentences with your own expressions :

Example : She explains _____ .

Answer : She explains how she killed the snake.

Example : Rafit explained _____ .

Answer : Rafit explained why he had enrolled in the HSC programme.

- a. Sheuly explained _____ .
- b. Masud can explain _____ .
- c. You explained _____ .
- d. Nanda does not explain _____ .
- e. He explains _____ .
- f. I am to explain _____ .
- g. The teacher explained _____ .

Note : Look at how I have completed these sentences in the "Answer Key".

Exercise 3

Find out words/phrases in the text above, and then fill in the blanks in the following sentences.

- a. The cold usually starts fairly _____ in many persons.
- b. A _____ of soreness and dryness seems to be the first symptom of a cold.
- c. The sense of congestion is usually accompanied by _____ .
- d. After two days nasal discharge is _____ .
- e. In the early stages nasal _____ is thin and watery.
- f. The senses of taste and smell are _____ .
- g. The patient may have _____ in the limbs.
- h. In children the cold may be accompanied by _____ of 102⁰ F or higher.
- i. The common cold may continue a _____ a course.
- j. The whole illness may _____ rapidly.

Note : Now you can check your answers in the "Answer Key".

Exercise 4

Sit with your friend, and discuss the common symptoms of a cold :

- You : Have you had a cold this winter?
 Friend : Oh, yes, I have. You?
 You : _____
 Friend : _____

Revision and Test

LESSON

9

A

Introduction

In this lesson you are revising what you have learned in the previous lessons of unit four.

You know, the coastal areas of Bangladesh experience devastating cyclones every year. The people of those regions usually suffer from a great loss of life and property. This extreme condition of weather is a common curse to the coastal inhabitants. If it were possible to check and control cyclones, they would not suffer from such a great loss of life and property every year.

B



Objectives

On completion of this lesson you will be able to –

- use the second conditional sentences.
- reproduce the structure "explain plus that/why/how...".
- reading, writing, listening and speaking in English.
- acquire some new vocabulary further items.

C



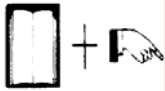
The Text

When a storm revolves violently round a centre, it is termed a cyclone. It moves at a very high speed ranging from forty to one hundred or more kilometres per hour. A cyclone varies in diameter from eighty to one hundred or more kilometres. During the last few years several devastating cyclones swept over Bangladesh and caused immense harm to the people. This extreme weather condition is a curse, especially, to the inhabitants of the coastal regions of Bangladesh.

A cyclone may occur any time and at any place. The violent types of cyclone usually hit the tropics. The cyclone in Bangladesh generally originates from the Bay of Bengal, and blows towards the land. It is often accompanied by thunders and heavy showers. Before a cyclone commences, unbearable heat is felt for a few days. Then suddenly one day the sky becomes terribly dark with clouds, and strong winds begin to blow with flashes of lightning and the rambling of thunders. Thus a terrible situation is created that lasts for a few hours. It causes a great havoc. A lot of people and other animals die. Dwelling houses are blown away. The tidal bore and the heavy showers wash away the stores of foods stuff and leave the marks of terrible damage. The cyclone is usually followed by scarcity of food and outbreak of various diseases such as Cholera, dysentery, diarrhoea, fever, etc. spread all over the affected areas.

However, the great loss caused by cyclones can be reduced to a substantial extent. Using modern technologies of weather forecast, prior warning can be given to the

people who are likely to be affected by the cyclone. These people and their domestic animals can be shifted to the cyclones shelters. Moreover, a quick relief, medical treatment and essential medicines should be made available to the affected people just after a terrible cyclone.



Vocabulary

- Vary – be different, e.g. Opinions **vary** on this point.
 Immense (Adj) – very large, e.g. Cyclones cause **immense** destruction.
 Originate (V) – start/be created, e.g. Cyclones in Bangladesh **originate** from the Bay of Bengal.
 Commence (V) – begin, e.g. Our examination will **commence** next month.
 Havoc (N) – great destruction, e.g. Cyclone causes a great **havoc**.
 Substantial (Adj) – considerable, e.g. He has made **substantial** progress in his business.



Discussion

In the previous lessons of unit four you have practised the use of the second conditional sentences and "explain plus that/why...". Once again study the sentences given below :

Second Conditional

- If I had much money, I would help the poor woman.
- If he were a bird, he would fly to you.
- Had he the book, he would lend it to you.
- Were she rich, she would build a house.

Explain plus that/why ...

- He explained why he had been late.
- I can explain how I have solved the problem.
- They explained why they did not attend the class.



Exercises

Exercise 1

Once more read the text carefully, and then write the answers to the following questions :

- What is a cyclone?
- How does the cyclone move?
- Where does a cyclone originate in Bangladesh?
- What happens for a few days before the start of a cyclone?
- How does a cyclone start?
- What does a cyclone cause?
- What should be done immediately after a cyclone?

Note : Please write the answers in your own words. Look at how I have written the answers in the "Answer Key".

Exercise 2

Fill in the blank of each of the following sentences with the suitable word/phrase from this list :

affected, revolving, shelters, havoc

swept over, commence, outbreaks, curse, immense

- a. A storm is _____ round the river side.
- b. Last year a terrible cyclone _____ Bangladesh.
- c. The storm may cause _____ harm to the inhabitant.
- d. The cyclone is a _____ to the coastal people.
- e. Violent cyclones usually occur within the _____ .
- f. The cyclone is supposed to _____ within a few hours.
- g. Last year the cyclone caused a great _____ .
- h. _____ of diseases after the cyclone increase the sufferings of the people.
- i. The people likely to be _____ by cyclones should be given previous warning.
- j. Before the start of a cyclone, the people should be shifted to the cyclone _____ .

Note : You may check your answers in the "Answer Key".

Exercise 3

Complete the following sentences as shown in the examples given below :

- Example : If I had much money, _____ .
Answer : If I had much money, I would help him.
- Example : If they were rich, _____ .
Answer : If they were rich, they would not beg.
- Example : He explained why _____ .
Answer : He explained why he had done that.
- Example : They explain that _____ .
Answer : They explain that they have arranged a picnic.

Now you complete the following sentences with your own expressions.

- i. If she attended the class, _____ .
- ii. He explained how _____ .
- iii. If I were the education minister, _____ .
- iv. You explained that _____ .
- v. The boy cannot explain why _____ .
- vi. Had the old woman a son, _____ .
- vii. If you were my friend, _____ .
- viii. He has to explain why _____ .
- ix. Were she educated _____ .
- x. I can explain why _____ .

Note : Look at how I have completed the sentences in the "Answer Key".

Exercise 4

Suppose you are talking to your friend. What will you say in response to your friend's utterances :

- Friend : Have you ever seen a storm?
You : _____ ? (a)
- Friend : Yes, I too have. It's so terrible, isn't it?
You : _____ ? (b)
- Friend : Can you tell me of a storm?
You : _____ ? (c)
- Friend : Did that cause any harm?
You : _____ ? (d)
- Friend : My goodness! Some years back we saw a storm. But we lost a little.
You : _____ ? (e)

Note : Look at what I shall say to your friend's questions in the "Answer Key".

ANSWER KEY

KEY LESSON : 1

Exercise 1

- Weather stands for the atmospheric condition at a certain area and time.
- The year has four traditional periods – spring, summer, autumn and winter.
- Spring is marked by the attractive decoration of nature of with new leaves and flowers on trees.
- Storms, floods, heavy rain, typhoons, cyclones are the features of the rainy season.
- In winter nature looks dull.
- In the northern hemisphere autumn covers September, October and November.
- If we had a constant weather, our life would be dull and barren.

Exercise 2

- _____ if you did not study seriously.
- _____, what would you do?
- _____, if I was ill.
- _____, I could not go out.
- _____, if I was not illiterate.
- _____, you would pass the examination.
- _____, if I learned the English Language.
- _____, she would look pretty.
- _____, if you did not invite them to your wedding party.
- _____, I would borrow it.

Exercise 3

- | | | | | |
|----------|-----------|------------|----------|---------|
| (i) (a) | (ii) (c) | (iii) (a) | (iv) (c) | (v) (b) |
| (vi) (b) | (vii) (a) | (viii) (a) | (ix) (c) | (x) (b) |

KEY LESSON : 2

Exercise 1

- | | |
|-----------------|-----------------|
| (a) warmest | (b) experiences |
| (c) late autumn | (d) seriously |
| (e) accompanied | (f) damage |
| (g) diseases | (h) reduce |
| (i) come down | (j) endlessly |

Exercise 2

- | | | | |
|-------|-------|-------|-------|
| a + e | f + h | b + f | g + c |
| c + a | h + j | d + g | i + d |
| e + b | j + i | | |

Exercise 3

- (a) Yes, I have.
- (b) The introduction
- (c) The second conditional sentences.
- (d) Weather in Bangladesh.
- (e) Yes, it is.

Exercise 4

- (a) Summer, rainy season and winter are the more prominent seasons in Bangladesh.
- (b) In Bangladesh, summer is usually distinguished by the warmest weather and the absence of rain.
- (c) The dangerous diseases in the rainy season are diarrhoea, cholera, typhoid, dysentery and jaundice.
- (d) Right caution and perfect measures can reduce the sufferings of the people.
- (e) The poor and ill-clothed people suffer much in winter.

 **LESSON : 3**
Exercise 1

- | | |
|----------|----------|
| a. True | b. False |
| c. True | d. True |
| e. False | f. True |
| g. True | h. False |
| i. False | j. False |

Exercise 2

- a. _____, he would get a job.
- b. _____, I would not suffer so much.
- c. _____, I would send you to prison.
- d. _____, she would lend it to me.
- e. _____, they would not steal.
- f. _____, you would succeed in your life.
- g. _____, I would gladly participate in it.

Exercise 3

- | | |
|----------------|-------------|
| a. occur | b. places |
| c. rain | d. during |
| e. temperature | f. recorded |
| g. evening | h. sets |
| i. rises | j. weather |

Exercise 4

c + b + a + e + d + I + h + g + j + f

 **LESSON : 4**

Exercise 1

a + d b + a c + e d + b e + c

Exercise 2

(a) + (ii) (b) + (iii) (c) + (i) (d) + (i) (e) + (iii)
(f) + (I) (g) + (ii) (h) + (i) (i) + (iii) (j) + (ii)

Exercise 3

- a. _____ he had stolen my watch.
- b. _____ her lesson was not prepared.
- c. _____ caused the problem.
- d. _____ he did not sit for the examination.
- e. _____ they beat the person.
- f. _____ he had not attended the class.
- g. _____ he had done the HSC programme.
- h. _____ he stopped his study after SSC.
- i. _____ was the cause of his failure.
- j. _____ she did not come to his brother's house.

 **LESSON : 5**

Exercise 1

- a. Tonight will continue cold with temperature falling to 1⁰c in the South and Midlands.
- b. Freezing point is 00c.
- c. There will be a fine moonlit night in the eastern part of the country.
- d. Drizzle means rain in many fine drops.
- e. While snow means frozen water vapour falling to the ground in soft white flakes, sleet means falling snow or hail mixed with rain.
- f. Sunny intervals mean the appearances of the sun for a limited period of time.
- g. Tuesday the warmer weather will spread eastward across the country, with showers but also sunny intervals.

Exercise 2

- a. _____ you have escaped the accident.
- b. _____ she chucked up her job.
- c. _____ my train was late.
- d. _____ they beat the person.
- e. _____ he passed the test.
- f. _____ he has made the mistake.
- g. _____ he will not take the class tomorrow.
- h. _____ he has opened the door.
- i. _____ I was ill and could not attend the class.
- j. _____ he called in a doctor last night.

LESSON : 6

Exercise 1

- storm is the occasion of a violent weather condition with strong winds, rain, thunder, etc.
- Every year storms strike many parts of Bangladesh.
- Storms blow away the weaker houses, branches of trees and the other light things.
- Cyclones and tornados cause the death of many people and domestic animals.
- A storm is a sight of misery and sufferings.
- Plantation of trees in a large number may lessen the possibility and violence of storms.
- Quick relief is needed immediately after a storm.

Exercise 2

- _____ his car had been stolen.
- _____ she has done the sum.
- _____ he helps the girl.
- _____ happened last night.
- _____ the school had been closed.
- _____ I stopped my study after SSC.
- _____ she had solved the problem.

Exercise 3

- | | | | | |
|------------|-------------|--------------|------------|-----------|
| (i) + (a) | (ii) + (c) | (iii) + (b) | (iv) + (c) | (v) + (a) |
| (vi) + (b) | (vii) + (c) | (viii) + (a) | (ix) + (c) | (x) + (c) |

Exercise 4

- Good evening.
- Yes, I have. And you?
- What's that?
- Well, we use it for giving reasons for something.
- Yes. Of course, we can.
- Good night.

LESSON : 7

Exercise 1

- The dialogue is about weather and health.
- Sohel and Rafit are neighbour friends.
- Rafit has got cold as a few rain drops fell on his head and the temperature was very low.
- Cholera, typhoid, pox, viral fever are all seasonal diseases.

- (e) When I have a cold, I should keep myself aloof from cold weather, cold drink and cold food.
- (f) In hot weather I shall put on light and thin clothes.
- (g) Now Rafit is feeling very uneasy.

Exercise 2

- (a) _____ she would rescue him from the danger.
- (b) _____ he would start a business.
- (c) _____ she would shoot you for this offence.
- (d) _____ you would get a job.
- (e) _____ if you completed the HSC programme?
- (f) _____ if he did not study much?
- (g) _____ I would be proud.
- (h) _____ he would be glad.
- (i) _____ he would help you.
- (j) _____ his mother would not die.

 **LESSON : 8**

Exercise 1

- a. A person usually gets a cold abruptly.
- b. Sneeze and discharge cause nasal congestion.
- c. The senses of taste and smell are mostly affected by the cold.
- d. Around the forty eight hours of cold, the eyes are suffered and the voice is husky.
- e. The simple cold usually lasts from one to two weeks.
- f. The patient complains of some vague aching pains in the back and limbs.
- g. To become fully developed, a cold requires forty eight hours.

Exercise 2

- a. _____ how she passed the examination.
- b. _____ why he went there.
- c. _____ that your programme was over.
- d. _____ why he is going to India.
- e. _____ that his classes are suspended.
- f. _____ why I help the boy.
- g. _____ that the school had been closed.

Exercise 3

- | | |
|-----------------|-----------------|
| a. abruptly | b. sensation |
| c. sensation | d. abundant |
| e. discharge | f. diminished |
| g. aching pains | h. temperatures |
| i. variable | j. subside |

LESSON : 9

Exercise 1

- (a) A cyclone is a storm which blows violently revolving round a centre.
- (b) The cyclone moves at a very high speed ranging from forty to one hundred or more kilometres per hour.
- (c) In Bangladesh a cyclone generally originates in the Bay of Bengal.
- (d) Before the start of a cyclone, unbearable heat is felt for a few days.
- (e) Suddenly the sky becomes very dark with clouds, strong winds begin to blow violently with flashes of lightning and the rumbling of thunders and a cyclone starts.
- (f) A cyclone causes a great havoc.
- (g) Immediately after a cyclone, quick relief, medical treatment and medicine should be made available.

Exercise 2

- | | |
|---------------|----------------|
| (a) revolving | (b) sweep over |
| (c) immense | (d) curse |
| (e) tropics | (f) commence |
| (g) havoc | (h) outbreaks |
| (i) affected | (j) shelters |

Exercise 3

- i. _____ she would learn it.
- ii. _____ he crossed the road.
- iii. _____ I would remove illiteracy.
- iv. _____ your bus had been late.
- v. _____ he has stolen my watch.
- vi. _____ she would not suffer a lot.
- vii. _____ I would be proud.
- viii. _____ he has insulted her.
- ix. _____ she would be self-dependent.
- x. _____ I have called her.

Exercise 4

- (a) Yes, I have. And you?
- (b) Yes, it is.
- (c) Of course. Last year a terrible storm hit our area.
- (d) A lot. We too lost our house and many trees.
- (e) You're lucky.

People and Environment

UNIT 5



Objectives

On completion of this unit you will be able to –

- use SINCE, EVEN IF and UNLESS in your reading, writing, listening and speaking.
- participate in discussions on a variety of topics.
- understand and write descriptive and argumentative compositions.



People and Environment

UNIT 5



Overview :

- Lesson One** : **Environment**
Learning Focus : *Since* as a time indicator with Present Perfect Continuous
- Lesson Two** : **Two Neighbours**
Learning Focus : *Since* as a time indicator with Present Perfect
- Lesson Three** : **Environmental Problems**
Learning Focus : *Since* as a time indicator with Simple Past
- Lesson Four** : **Revision and Test**
Learning Focus : *Since* as a time indicator with different Tenses
- Lesson Five** : **Greenhouse Effect**
Learning Focus : *Even if* with Present Tenses
- Lesson Six** : **Two Friends Together**
Learning Focus : *Even if* with Simple Past
- Lesson Seven** : **Plantation**
Learning Focus : *Even if* with Present Tenses and Simple Past
- Lesson Eight** : **Revision and Test**
Learning Focus : *Even if* with Different Tenses
- Lesson Nine** : **Population Explosion**
Learning Focus : *Unless* with Simple Present Tense
- Lesson Ten** : **Let's Protect Ourselves**
Learning Focus : *Unless* with Simple Present Tense
- Lesson Eleven** : **Talk and Study**
Learning Focus : *Unless* with Simple Past Tense
- Lesson Twelve** : **Revision and Test**
Learning Focus : *Since, Even if* and *Unless* with different Tenses

Answer Key

A

Introduction

We live in an environment. This environment influences our life, However, our activities have also an impact on environment. Therefore, we need an environmental awareness.

B



Objectives

On completion of this lesson, you will be able to –

- use "Since" as a time indicator with "Present Perfect Continuous Tense".
- develop your reading and understanding ability.
- improve your speaking and listening ability.
- write short paragraphs.
- use some new words/phrases.

C



Text

We live in an environment. The environment includes everything around us. Trees, rivers, canals, hills, land, air, water, houses are all parts of our environment. People are born and grown up in an environment. The environment influences them in many ways. It has a strong impact on their behaviour, health and so forth. A good environment creates good inhabitants while a bad environment creates bad inhabitants.

People can bring about changes in an environment. On one hand, they can develop different things of an environment for their betterment. On the other, they damage the environment in various ways such as by causing air pollution, water pollution, deforestation and so on. They can also disrupt the social and cultural environment by committing crimes and creating terrorism.

However, we all want to live in peace and happiness. We cannot live alone. We need to cooperate with one another. So we all have to try to keep our environment safe and sound.

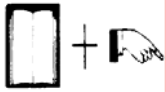
D

Discussions

You can use "Since" as a time indicator with "Present Perfect Continuous Tense". Look at the following examples :

- She has been working in a bank since leaving school.
- You have been doing the HSC programme since 1998.

In the examples, "Since" is used as an indicator of a period from a specified time in the past till now.



E

Vocabulary

Environment (N)	-	natural conditions in which we live
Include (V)	-	have somebody/something as part of a whole
Influence (V)	-	have an effect on somebody/ something
Inhabitant (N)	-	person or animal living in a place
Bring about (V)	-	cause something to happen
Betterment (N)	-	welfare
Improve (V)	-	make or become better
Damage (V)	-	ruin
Pollution (N)	-	impurity
Deforestation (N)	-	removing forests/cutting trees
Cooperate (V)	-	work together with others

f



Exercises

Exercise 1

Complete the sentences using a clause in the "Present Perfect Continuous Tense" :

Example : Since 6 a.m. _____ .

Answer : Since 6 a.m. I have been studying English First Paper.

Now you do on your own :

- Since last year _____ .
- _____ since Friday last.
- Since breakfast _____ .
- _____ since last month.
- Since 8 p.m. _____ .
- _____ since 1971.
- Since last week _____ .

Exercise 2

Column B contains the explanations of the words or phrases in Column A, but not in their correct order. Match the explanations with the words/ phrases, and then check your answers with those in the "Answer Key" :

A	B
a. Include	a. cause something to happen
b. Impact	b. making something dirty or impure
c. Bring out	c. have as part of a whole
d. Hence	d. work together with another or others
e. Pollution	e. an effect on somebody/something
f. Cooperate	f. for this reason
g. Deforestation	g. person living next to or near another
h. Betterment	h. unharmed to somebody/something
i. Safe and sound	i. removing trees or forests
j. Neighbours	j. good health, happiness, prosperity etc.

Exercise 3

Make time and sit with your friend. Discuss what you have learned from the passage. Now you write "five sentences" on "Environment" using "Since" as a time indicator :

Example Sentence :

Since morning we have been planting trees.

Exercise 4

Are these statements true or false?

- a. We were not born in an environment.
- b. The environment has been influencing us since our birth.
- c. People cannot bring about changes in the environment.
- d. An environment cannot be kept unharmed.
- e. We have picked up our language from the environment.

Two Neighbours

LESSON

2

A

Introduction

Sohel and Rafit are two friends and neighbours. Sohel has been ill since Monday last. He has been suffering from dysentery. Rafit has come to see Sohel.

Now Sohel and Rafit are talking to each other. They are talking about the causes of dysentery. They have learned that polluted water causes dysentery and many other diseases. So they have decided to sink a tube-well.

B



Objectives

On completion of this lesson, you will be able to –

- use "Since" as a time indicator with "Present Perfect Tense".
- use some expressions to develop your speaking and listening skills.
- tell the meaning of a few words/phrases.
- skim texts.

C



Dialogue

Rafit : (knocking at the door) Is Sohel in?

Sohel : Hi Rafit! Good afternoon. Come in please.

Rafit : Good afternoon. How are you now?

Sohel : Better. But you know I've been suffering from dysentery since Monday last. I am so weak.

Rafit : Yes, you're looking so. What has the doctor advised you? What is the cause of your dysentery?

Sohel : The pond water. I took some food and water from a way-side restaurant. I didn't know that they served me the pond water. That's the reason. I got dysentery.

Rafit : Oh, that's very unfortunate. But I don't quite understand what's wrong with the pond water?

Sohel : The pond water is not pure. It's polluted. It causes dysentery, cholera, jaundice and many other diseases.

Rafit : Oh, really? But from where will those restaurant people get drinking water?

Sohel : Well, we can tell them to sink a tube-well.

Rafit : It's a good idea. Come round, and then we'll go there and insist them on sinking a tube-well.

- Sohel : Thank you. I hope they'll sink a tube-well soon. However, if they are not able to sink a tube-well, we'll advise them to use boiled water always.
- Rafit : That's another great idea. We'll do that. What else has the doctor told you?
- Sohel : Excuse me Rafit. I'm feeling a little bit uneasy. Probably I've to go the wash-room again.
- Rafit : You better rush. See you tomorrow Shohel. Take care.
- Sohel : You too. Bye.



Discussion

In the last lesson, you have learned the use of "Since" as a time indicator with "Present perfect continuous". For example –

- I have been suffering from dysentery** since Monday last.
- She has been working in the bank** since leaving school.

In this lesson, you find that "Since" is used as a time indicator with "Present Perfect". The use is similar to the previous use. Look at these examples :

- He has been ill** since Monday last.
- I have not eaten** since breakfast.



Vocabulary

I've	–	Spoken form of 'I have'
You're	–	spoken form of "you are"
It's	–	spoken form of 'it is'
Filth (N)	–	dirt
Come round (V)	–	become well
You'd	–	spoken form of 'You had' or 'You would'



Exercises



Exercise 1

Find words/phrases in the dialogue to fill in the blanks :

- _____ Rafit! Good afternoon. Come in please.
- I _____ suffering from fever since Saturday last.
- Impure water _____ dysentery, cholera, jaundice, etc.
- The doctor has _____ me from smoking.
- _____ easily mix with the water of a pond.
- We have to _____ a tube-well for fresh drinking water.
- _____ better get back to my place.

Now check your answers in the "Answer Key".

Exercise 2

This is a talk between two friends. Fill in what Sohel would say in response to Rafit's questions.

- Rafit : Good morning, Sohel.
Sohel : _____.
Rafit : I'm fine, thank you. But I've learnt that you got a dysentery...
Sohel : _____.
Rafit : Have you consulted a doctor?
Sohel : _____.
Rafit : How did you get the dysentery?
Sohel : _____.
Rafit : Oh, no. We should tell them to use tube-well water.
Sohel : _____.
Rafit : Well, you come round soon. Then We'll go together.
Sohel : _____.
Rafit : No mention. Anyway I have to go now. Take care. Bye.

Now check your answers in the "Answer Key" at the end of this lesson.

Exercise 3

Now sit with your friend, and talk to him/her about a problem in your environment, for example, "Scarcity of Pure Drinking Water".

Exercise 4

Write the right form of the verbs in brackets in each of the following sentences :

Example : She (be) ill since morning.

Answer : She has been ill since morning.

- I (study) this book since 10 a.m.
- You (be) in your village since birth.
- He (work) here since 1981.
- They (live) in Dhaka since 1987.
- She (be) absent from the class since her marriage.

Now check your answers in the "Answer Key".

Environmental Problems

LESSON

3

A

Introduction

A sound environment is essential for peace, security and prosperity of its inhabitants. But the environment with various human-created problems often endangers the existence of its inhabitants.

This lesson focuses on some environmental problems.

B



Objectives

On completion of this lesson, you will be able to –

- use "Since" with "Simple Past Tense"
- improve your reading comprehension.
- use some new words/phrases in sentences.
- develop your speaking and listening habit.

C

Text



- Since creation, human beings have been a part of the environment.**
- They are in no way separable from the environment. People and environment are an integrated whole, and they influence each other.
- The condition of an environment largely depends on its people.
- If an environment is affected with problems, people eventually suffer with the environment.
- Environmental problems are of two major types – people-made problems and natural problems.
- Most of the problems are found with water, air, family, society, education and communication.
- Often people are more responsible for creating such problems than nature.
- People often contaminate water by adding dangerous and hazardous substances. Smoke and chemicals of mills and factories pollute air.
- Besides the physical environment, a society may have terrorism, illiteracy and lack of unity.
- Thus the social environment may possess insufficient facilities for education and communication.
- However, if the people are conscious and active, they can reduce and even eliminate most of the problems persisting in their environment.**

12. By preventing water and air pollution, people can preserve a good environment to ensure good health.
13. A small and educated family can live in peace and happiness.
14. A society free from illiteracy, chaos and terrorism can be disciplined and peaceful.
15. Education can make people self-dependent, honest, sincere, punctual, tolerant, systematic and it can remove irregularities and terrorism from the environment.
16. Finally, a good communication network helps people to be connected with a larger environment.
17. It also contributes to the enhancement of education, commerce, medical facilities. agriculture and above all, science and technology.
18. **Our ancestors had lived in a sound environment since they were born.**
19. It was because they would hardly interfere in their environment.
20. They would neither ruin forests nor pollute air nor create unnecessary strife among themselves.
21. Though they were not so advanced as we are now in science and technology, commerce and agriculture, education and communication, they were smaller in number and knew how to ensure environment and nature.
22. Hence, we should be aware of conserving our environment for our betterment.



Discussion

You have so far learned the use of "SINCE" with "Present Perfect" and "Present Perfect Continuous". For example –

- a. **I have not read a single page** of this book since supper. (present perfect)
- b. **I have been talking to her** since 4 p.m. (Present Perfect Continuous)

Now, in this lesson, you are learning the use of "Since" with "Simple Past" Or "Past Indefinite Tense". Look at the examples carefully :

- a. I have not seen him since **I met you.**
- b. He has lived here since **he was born.**



Vocabulary



- Separable (Adj) – that can be separated, e.g. The lower part of the pipe is **separable** from the upper part.
- Prosperity (N) – state of being successful, e.g. I wish you a life of **prosperity.**
- Substantial (Adj) – Considerable, e.g. She has received **substantial** education.
- Integrated (Adj) – with various parts fitting well together, e.g. People and environment are an **integrated** whole.
- Impure (Adj) – that is not pure, e.g. Do not drink **impure** water.
- Maintain (V) – support, e.g. You have to be able to maintain your family.

- Inadequate (Adj) – insufficient, not enough, e.g. Only passing the SSC is **inadequate** for getting a good job.
- Eliminate (V) – remove, e.g. We should try to **eliminate** illiteracy.
- Preserve (V) – keep in good or perfect condition, e.g. We should try to **preserve** our health.
- Punctual (Adj) – doing at the right time, e.g. He is **punctual** in preparing his lessons.
- Ancestor (N) – grandfather, grandmother, forefather, e.g. Our **ancestors** enjoyed a sound environment.



Exercises

Exercise 1

Sit with your friend and discuss the passage and the use of "Since" with "Simple Past Tense". For example :

- You : How do people make water impure?
 Friend : By adding dangerous and hazardous substances. But how is air polluted?
 You : _____ .
 Friend : _____ .
 You : Can you tell me examples using 'since' with 'simple past'?
 Friend : Yes, I can. _____ .

Exercise 2

Now again read the passage above carefully and then answer the following questions briefly :

- How long have you been living in your environment?
Answer : I have been living in my environment since I was born.
- Who largely influence the environment?
- What are the different types of environmental problem?
- How does education contribute to people?
- When can people reduce environmental problems?
- When does a society become peaceful?
- What does a good communication network do?
- Why did our ancestors live in a sound environment?
- What are the basic differences between our ancestors and we?

Exercise 3

Write ten sentences about the problems in your environment, and then show them to your "Tutor."

Examples :

- Most of the people of my locality are illiterate.
- They leave garbage here and there.

Now you write the sentences on your own.

Exercise 4

Now transform the following sentences as shown in the examples :

a. I have been living in the environment since my birth.

Answer : I have been living in the environment since I was born.

b. She has been suffering from fever since her meeting with him.

Answer : She has been suffering from fever since she met him.

Now transform the following sentences on your own :

- i. You have been doing this job since your completing HSC.
- ii. He has been maintaining the family since his father's death.
- iii. I have been writing it since supper.
- iv. She has been making coffee since my request.
- v. You have been sleeping since your returning home.
- vi. I have been drinking milk since her switching off the TV.
- vii. Rafit has been crying since his father's arrival.

Revision and Test

LESSON

4

A

Introduction

The previous three lessons were about "environment" and "environmental Problems". You have also practised the use of "Since" with different tenses. This lesson will help you to revise what you have learned in lesson one, two and three.

B



Objectives

On completion of this lesson you will be able to –

- a. skim texts for the main points.
- b. use "Since" with present perfect, present perfect continuous and simple past tense.
- c. write arguments.
- d. improve speaking and listening to others.
- e. develop intensive reading skills.

C

Cooperation



Cooperation means working together for the benefit and betterment of all. From time immemorial people have been working in cooperation with each other for their common interests. For example, cooperation can be seen among the farmers in the dry regions of our country. As farmers cannot grow crops without water, they need to irrigate their fields. So they have bought a deep tube-well and built canals for irrigation. The farmers have to cut the canal through the fields in order to carry water. So during the dry season and drought all farmers are able to share the water for cultivation. Instead of taking all the water for themselves, the farmers on the higher land share the water with their neighbours in the lower land. By such cooperation the farmers have made farming possible in dry areas. By cooperation we can also solve many other problems prevailing in our environment.



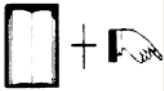
Review Discussion

You have already studied and practised the use of "SINCE" with present perfect, present continuous and simple past tense. Please look at these examples once more :

- a. **I have not eaten** since breakfast. (Present Perfect)
- b. **She has been reading** since 6 p.m. (Present Perfect Continuous)
- c. **He lived her** since he was born. (Simple Past)



Vocabulary



- Immemorial (Adj) – going back beyond human memory, e.g. Since time **immemorial** people have been struggling for peace.
- Region (N) – area, territory, e.g. It is a dry **region**.
- Drought (N) – continuous dry weather, e.g. In times of drought, we need to irrigate.
- Irrigate (V) – supply with water, e.g. Irrigate a dry area to make it fertile.



Exercises

Exercise 1



Now skim the passage above and write what the following words mean :

- a. cooperation
- b. regions
- c. drought
- d. benefit
- e. prevailing

Now check your answers in the "Answer Key".

Exercise 2

Complete the sentences as directed in the brackets :

- a. Since morning _____ . (use present continuous)
- b. I have been reading since _____ . (use simple past)
- c. You _____ since the sunset. (use present perfect)
- d. She _____ since 2 p.m. (use present perfect continuous)
- e. Since _____ they have been irrigating (use simple past)

Note : You can use your own expressions to complete the sentences above. I have shown some expressions in the "Answer Key" for completing the sentences. You may look at them.

Exercise 3

Sit with your friend and discuss what you have understood by reading the passage above. Write ten sentences on "Cooperation", and then show your writing to your tutor.

Examples :

- i. Cooperation means working together.
- ii. We need cooperation for our benefit.
- iii. Through cooperation we can solve many problems.

Now write the other sentences by yourselves.

Exercise 4

Answer the following questions :

- a. What does 'cooperation' mean?
- b. Give an example of cooperation among people.
- c. Why do farmers need to irrigate their fields?
- d. How do the farmers on the higher land help those on the lower?
- e. What can we do by cooperation?

Greenhouse Effect

LESSON

5

A

Introduction

This lesson is about the "Greenhouse Effect" on environment. Here you will also have opportunity for practising the use of "Even If" as a conjunction.

B



Objectives

On completion of this lesson, you will be able to –

- tell what the "Greenhouse Effect" is.
- use "Even If" with "Present Tenses".
- tell the meaning of some new words/phrases.
- improve your reading, writing listening and speaking ability.

C

Text



Scientists have recently reported that the polar ice caps are melting. This is due to a rise in atmospheric temperatures known as the "Greenhouse Effect". According to Melvin Calvin, who won a Nobel Prize for earlier research, the carbon dioxide is primarily responsible for temperature rise in atmosphere. The carbon dioxide is given off when coal and oil are burned. This gas is accumulating in the atmosphere and causing temperatures to rise. As a result, the ice covering the North and South poles is melting and may eventually lead to a rise in sea levels which could flood many areas of the world. Even if we take measures to stop the ice-melting, it may take years to control the rise in sea levels.

The "Greenhouse Effect" is just one of many fundamental changes which are taking place in the environment. Tropical rain forests, which took fifty million years to grow, are being reduced at the rate of fourteen acres per minute. The total area of world's deserts is increasing every year. Many species of animals and plants are endangered with the threat of extinction.

In presenting the results of "Global 2000", Edmund Muskie says that world population growth, the degradation of the Earth's natural resources base and the spread of environmental pollution collectively threaten the existence of the inhabitants of the world. If the people of the world do not act quickly and decisively to protect the environment, this world will soon become uninhabitable.



Discussion

You have found the conjunction "Even If" in the passage above. "Even If" can be used with the "present tenses". Here the conjunction links two contrastive clauses. Study these examples :

- a. I always enjoy reading, even if I am busy with my job.
- b. Even if he is angry, I want to talk to him.



Vocabulary



- Melt (V) – become liquid, e.g. The hot sun makes the ice **melt**.
- Greenhouse Effect (N) – gradual warming of the earth's atmosphere, e.g. **Greenhouse Effect** threatens our environment.
- Accumulate (V) – gather together, e.g. Garbage **accumulates** on the road side.
- Fundamental (Adj) – basic, e.g. Illiteracy is our **fundamental** problem.
- Tropical (Adj) – hot, e.g. We should not destroy **tropical** rain forests.
- Extinction (N) – state of losing existence, e.g. We have to stop the **extinction** of animals and plants.
- Degradation (N) – causing or becoming less, e.g. We should the **degradation** of our resource base.
- Uninhabitable (Adj) – unsuitable for living in, e.g. Dhaka is day by day becoming **uninhabitable**.



Exercises

Exercise 1

Sit with your friend, and discuss the passage, especially the use of "Even If" with "Present Tenses". For example :

- You : What is the meaning of melting?
 Friend : It means becoming liquid.
 You : Do you know what the Greenhouse Effect is?
 Friend : Sorry, I don't. Can you tell me, please?
 You : _____ .
 Friend : _____ .
 You : _____ .
 Friend : Well, how is 'even if' used with present tenses?
 You : _____ .

Exercise 2

Complete the following sentences using 'even if' as the example shows :

Example : I always enjoy sailing, _____ .

Answer : I always enjoy sailing, even if the weather is rough.

- a. Even if the sky is cloudy _____ .

- b. I prepare my lessons, _____ .
- c. Even if English is hard _____ .
- d. He wants to attend the tutorial class, _____ .
- e. Even if the park is nasty _____ .

You can complete these sentences using your own expressions. Look at the "Answer Key" and study how I have completed the sentences.

Exercise 3

Now once more read the passage carefully, and then answer the following questions in your own language :

- a. What is the "Greenhouse Effect"?
- b. What causes it?
- c. What serious effects may it eventually have?
- d. What is happening to the world's deserts?
- e. How fast are tropical forests shrinking?
- f. What may happen to many animals and plants?
- g. What will happen if the environment is not protected?

Now check your answers in the "Answer Key".

Exercise 4

Find words/phrases in the passage above, and fill in the gaps in the following paragraph :

Aa..... in atmospheric temperatures is known as theb..... . Carbon dioxidec..... in the atmosphere and causesd..... to rise. The ice in the North and Southe..... isf..... and mayg..... lead to a rise in sea levels. And this couldh..... many areas of the world. Hence we should as soon as possible takei..... toj..... the rise in sea levels.

Exercise 5

Now write seven sentences about the "Greenhouse Effect". For example :

- i. The "Greenhouse Effect" means a rise in temperature of atmosphere.
- ii. Carbon dioxide causes it.

Now you write the other sentences on your own and then show them to your Tutor.

Two Friends Together

LESSON

6

A

Introduction

Rafit and Soheli are friends. Both of them are students of the HSC programme of the Open University. They very often sit together and discuss their lessons. The two friends are very enthusiastic about completing the programme successfully. Even if they are much busy with their household affairs, they make time and study together. This afternoon Soheli has come to Rafit's house for discussing the lesson "Greenhouse Effect".



B

Objectives

On completion of this lesson you will be able to –

- improve your speaking and listening ability.
- use "Even if" with "Simple Past Tense" in writing and speaking.
- identify some new words/phrases.
- develop reading and understanding.

C



Dialogue (Recorded)

- Soheli : (knocking at the door) Rafit, are you in?
Rafit : Who's it? Oh, Soheli? Please come in.
Soheli : Thanks. Are you busy?
Rafit : Not at all. I'm just studying the lesson Greenhouse Effect.
Soheli : It's an interesting lesson, isn't it?
Rafit : Yes, it is.
Soheli : Well, have you got everything in it?
Rafit : Even if I got everything, I wouldn't be sure of my understanding it without discussing with you. Now-a-days you're a great help to me.
Soheli : So kind of you. I too enjoy studying with you. Well, what do you understand by Greenhouse Effect?
Rafit : It's very clear in the passage. The Greenhouse Effect means a rise in temperatures.
Soheli : That's right. But what causes it?
Rafit : The carbon dioxide. When coal and oil are burned, carbon dioxide is given off. Besides, we breathe out this gas into the air. Thus it gets together in the atmosphere and causes temperature to rise.
Soheli : Very good description.
Rafit : You always praise me a lot. Anyway, can you tell me why the temperature rise is harmful?
Soheli : Of course. It's dangerous. It leads to a rise in the sea level, and eventually low areas may go under water.

- Rafit : Oh, no. Really? How can we control it?
 Soheli : We can plant trees to control carbon dioxide.
 Rafit : How? Please say clearly.
 Soheli : You know, trees take carbon dioxide for making their food and discharge oxygen in the air. Thus carbon dioxide is kept limited, and can't raise the temperature.
 Rafit : That's great. We should plant a lot of trees to protect ourselves.
 Soheli : Yes, we should. We should also make others aware of the benefit of plantation. Well, Rafit I'll see you later.
 Rafit : See you then. Goodbye.
 Soheli : Bye.



Discussion

In the last lesson you learned the use of "Even If" with "Present Tenses". For example –

- a. I want to go out, even if it looks rain.
- b. Even if he is sick, he makes his lessons.

In this lesson you are learning the use of "Even If" with "Simple Past Tense". Please carefully study these sentences –

- a. He would not give me the money, even if I begged him for it.
- b. Even if he invited me, I would not attend the party.



Vocabulary



- Enthusiastic (Adj) – interested, e.g. He is enthusiastic about doing the HSC Programme.
- Not at all – in no way, e.g. I am not at all busy now.
- Okay (Adj) – ok, all right, e.g. I hope she is okay.
- Indeed (Adv) – trully, really, e.g. Thank you very much indeed.
- Praise (V) – admire, e.g. The guest praised the lady.
- Who's – who is, e.g. Who's he?



Exercises



Exercise 1

Write five sentences from the table, and then compare your sentences with those given in the "Answer Key".

Even if	<ul style="list-style-type: none"> a. pollution were controlled strictly, b. new forests were planned extensively, c. he was punished seriously, d. birth control were practised largely, e. she was requested for the book, 	<ul style="list-style-type: none"> a. it would take years to restore the ecological balance. b. the population would continue to grow. c. the ecosystem would never recover. d. he would make the blunders again and again. e. you would not get that for a moment.
---------	---	--

Exercise 2

Arrange the following sentences in the correct order to make a paragraph :

- a. The excess carbon dioxide in atmosphere causes it.
- b. The Greenhouse Effect is a danger for our environment.
- c. So we need to control the gas in the atmosphere as soon as we can.
- d. It is given off when coal and oil are burned.
- e. The Greenhouse Effect may lead to a rise in the sea levels by melting ice in the North and South Poles.
- f. Then the low areas like Bangladesh may go under water.
- g. For that we should plant trees in our environment, which can reduce the excess carbon dioxide.

Now you may ensure your answer in the "Answer Key".

Exercise 3

Sit with your friend and study the dialogue once more. Then you practise exchanging the dialogue by playing the roles of Rafit and Sohel.

Exercise 4

Choose the word or phrase out of the alternatives that is closest to the meaning of the underlined words or phrases :

- i. He is **enthusiastic about** doing the HSC programme.
 - a. much interested in
 - b. reluctant
 - c. willing
- ii. We **breathe out** the carbon dioxide into the air.
 - a. take in
 - b. control
 - c. exhale
- iii. It is **indeed** a very nice description.
 - a. really
 - b. not at all
 - c. slightly
- iv. You are always **praising** me a lot.
 - a. neglecting
 - b. admiring
 - c. criticizing
- v. Trees **discharge** oxygen in the air.
 - a. utilize
 - b. breathe in
 - c. give off
- vi. We should plant trees to **protect** ourselves.
 - a. destroy
 - b. save
 - c. satisfy
- vii. Everyone has to be **aware of** the benefit of plantation.
 - a. conscious of
 - b. ignorant of
 - c. alert to

Plantation

LESSON

7

A

Introduction

In the previous lesson you studied a dialogue between two friends. They were discussing the Greenhouse Effect. The two friends thought that plantation could reduce the Greenhouse Effect to a considerable extent. They also thought that people should be aware of the benefit of planting tree.

In the present lesson you are learning of "plantation" as well as the use of "Even if" with present tenses and simple past tense.

B



Objectives

On completion of this lesson, you will be able to –

- use "EVEN IF" with present tenses and simple past tense.
- improve reading and understanding.
- develop speaking and listening ability.
- identify some new words/phrases.

C



Text

- To protect ourselves and our environment, we have to plant as many trees as possible.
- Trees not only provide us with fruit, flowers and timber but also help keep ecological balance.
- So, instead of cutting trees unnecessarily we should be conscious of and enthusiastic about planting trees on road sides, river sides, and in other suitable places.
- Our environment is rapidly losing its balance since the Greenhouse Effect has already started to destroy it.
- Trees are being cut and burned indiscriminately. Mills and factories are giving off smoke into the air.
- Coal is being burned here and there.
- Vehicles are emitting a great quantity of smoke in the air.
- Thus the carbon dioxide gas is increasingly accumulating in the air, and raising the atmospheric temperatures.
- As a result, the low lands of this world are likely to be inundated.
- Now we have no time to spare.
- We have to take immediate measures in order to check the rise in atmospheric temperature.

12. Planting trees in a large number could be one of the effective steps as trees supply oxygen and reduce the carbon dioxide in the air.
13. Tree plantation can also help us to improve our economy.
14. They give us flowers, fruits and wood.
15. Flowers are much attractive presents in birth-day, wedding and in other ceremonies.
16. They are also used for offering tributes to dead persons.
17. Fruit is conducive to good health.
18. And wood is used for fuel and furniture.
19. Therefore by planting trees one can improve economic condition.
20. Even if new forests were planted extensively all over the world, it would take years to restore the ecological balance.
21. Trees keep our environment suitable for living, supply oxygen, flowers, fruits and timber, prevent drought and floods, and save land from erosion.
22. So we have to plant trees wherever possible. Even if we have a lot of limitations, we cannot but plant trees to protect ourselves.



Discussion

In lesson five, you have learned the use of "Even if" with present tenses. Please look at these examples once again :

- a. Even if we have a lot of limitations, we cannot but plant trees.
- b. I enjoy reading stories, even if I have time constraint.

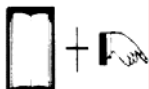
In lesson six, you have learned the use "Even if" with simple past tense. Read these examples once more :

- a. Even if new trees were planted, it would take years to restore the ecological balance.
- b. Even if I am sick, I am to make the lessons.

In this lesson, you can practise the use of "Even if" with both present and simple past tenses.



Vocabulary



- | | | |
|-------------------------|---|---|
| Ecological (Adj) | – | the relation of plant and living organism to each other, e.g. Trees are important keeping ecological balance. |
| Rapidly (Adv) | – | fast, e.g. The carbon dioxide is rapidly increasing in the air. |
| Indiscriminately (Adv)– | | without careful, e.g. We should not cut trees indiscriminately. |
| Increasingly (Adv) | – | more and more, e.g. He's becoming increasingly population in this town. |
| Immediately (Adv) | – | at once, e.g. She answered almost immediately. |
| Effective (Adj) | – | fruitful, e.g. It is an effective measure. |
| Conducive (Adv) | – | helpful, e.g. Fruits are conducive to good health. |

- Extensively (Adv) – in a large number, e.g. Trees have to be planted extensively.
- Erosion (N) – process of destroying, e.g. We should reduce soil erosion.



Exercises

Exercise 1

Please once again read the passage carefully and then answer the following questions in your own language :

- Why should we plant trees?
- Why is our environment rapidly losing its balance?
- What do trees supply us?
- Can plantation improve our economy?
- Where can we plant trees?

Exercise 2

Fill in the gaps in the following sentences by using appropriate word/ phrase from the list :

"Cutting, expel, even if, to protect, coal and oil, improve, oxygen, tributes, wood, inundated"

- _____ our environment we need to plant trees extensively.
- Despite _____ trees unnecessarily we should grow new forests.
- The carbon dioxide is given off when _____ are burned.
- Tree plantation can help _____ our economy.
- Flowers are used for offering _____ to dead persons.
- _____ is used for fuel and furniture.
- The low lands are likely to be _____ .
- Trees supply _____ in the air which we breathe in.
- Mills and factories _____ smoke into the air.
- _____ we have a lot of limitations, we have to plant trees.

You may check your answers in the "Answer Key".

Exercise 3

This is a conversation between two neighbours. Here the first neighbour (N₁) is helping the second neighbour (N₂) for growing awareness of plantation. Fill in what N₂ says by first reading what N₁ says :

N₁ : Good afternoon, Mr. N₂. What are you doing?

N₂ : _____ a _____ .

N₁ : Why are you cutting the trees?

N₂ : _____ b _____ .

N₁ : Well. Then you should plant trees here again. After a few years you can get benefit from them.

N₂ : _____ c _____ .

- N₁ : Trees also give us oxygen and reduce the carbon dioxide.
 N₂ : _____d_____ .
 N₁ : You're clever then. See you.
 N₂ : _____e_____ .

You may wish to check your answers in the "Answer Key".

Exercise 4

Use "Even if" to join each pair of sentences below :

- Example : Pollution were controlled strictly.
 The ecosystem would never recover.
 Answer : Even if pollution were controlled strictly, the ecosystem would never recover.
 Example : The weather is rough.
 I enjoy sailing.
 Answer : I enjoy sailing, even if the weather is rough.

Now join the following pairs on your own :

- a. English language is hard.
 I have to learn it for my business.
- b. He would not help me.
 I begged him for help.
- c. I took a seat behind the driver.
 I would be seriously injured.
- d. She is very poor.
 She tries to help the poor.
- e. New facilities were constructed immediately.
 Some students would drop out.

Now check your answers in the "Answer Key".

Revision and Test

LESSON

8

A

Introduction

In lesson five, six and seven you learned about the "Greenhouse Effect" and "Plantation". You have also learned the use of "Even if" with simple past and present tenses.

In the present lesson, you will be revising the activities that you in the three previous lessons.

B



Objectives

On completion of this lesson you will be able to –

- use "Even if" in speaking and writing.
- Write short paragraphs.
- improve speaking and listening ability.
- use some new words/phrases.

C

Pure Air and Water



Air and water are two very important elements of our environment. Without air we cannot breathe. And water is called life as it is essential for life. Both air and water are essential for human, animal and plants. But if air and water are not pure, they can be harmful and even cause death. So we should make people conscious of air and water pollution even if they are illiterate.

Pure air is essential for keeping our environment safe and sound. But it is being polluted every moment. Different kinds of smoke are responsible for air pollution. Vehicles, mills and factories in towns and cities produce smoke. Besides, in villages the cooking fire creates a lot of smoke. By inhaling impure air people become sick and sometimes die. Therefore, we have to prevent air pollution so that we can breathe in pure air and live happily.

People, animals and plants cannot live without water. But impure water is so harmful that it may cause diseases and death. It is being polluted in many ways. Fertilizers, chemicals, food waste, human waste, oil, etc. are the major causes of water pollution. The polluted water causes cholera, typhoid dysentery, jaundice and many other diseases. Hence, we have to stop water pollution as we need pure water for preserving our environment and our life.



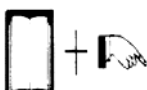
Review Discussion

You have already studied and practise the use of "Even if" with Present and Simple Past tenses. "Even if" is used with present tenses to express contrastive meaning, for example :

- a. Even if the weather is rough, I always enjoy sailing. "Even if" is used with Simple Past Tense to express something hypothetical or unreal, for example :
- b. Even if I sat behind the driver, I would be injured.



Vocabulary



- Artificial (Adj) – not real, e.g. These **artificial** flowers are very beautiful.
- Essential (Adj) – most important, e.g. Is money **essential** for happiness?
- Prevent (V) – stop, e.g. We have to **prevent** air and water pollution.
- Preserve (V) – keep in a good condition, e.g. We should try to **preserve** our health.
- Fertilizer (N) – substance to make soil fertile, e.g. Farmers use **fertilizers** to make their fields fertile.

Exercises



Exercise 1

Please carefully read the passage again, and then answer the following questions in your own words :

- a. Why is air important?
- b. How is air being polluted?
- c. Which diseases are caused by the polluted water?
- d. What are the causes of water pollution?
- e. How harmful is impure water?

Exercise 2

Find suitable words/phrases in the passage above, and then fill in the blanks in this paragraph :

.....a..... air and water areb..... to our life.c..... air and water mayd..... us to die. Wee..... air every moment. And we take water now and then. But both air and water are beingf..... in many ways. Different kinds ofg..... produced by vehicles, mills, factories and cooking fire areh..... for air pollution. On the other hand, fertilizers, chemicals, food waste, human waste, oil, etc. are the majori..... of water pollution. Therefore, we should be conscious of and take steps toj..... air and water pollution.

Now check your answers in the "Answer Key".

Exercise 3

Complete the following sentences with "even if" as the examples show :

Example : I always enjoy playing cricket, _____ .

Answer : I always enjoy playing cricket, even if I miss some classes.

Example : Even if artificial air and water supplied to one, _____ .

Answer : Even if artificial air and water were supplied to one, one would live a few days.

Now you complete the following sentences on your own :

- a. I shall get there, _____ .
- b. Even if they were illiterate, _____ .
- c. Even if she can be annoying, _____ .
- d. The thief would enter the house, _____ .
- e. He would not look at me, _____ .

You may complete the sentences using your own expressions. I have written my expressions to complete them in the "Answer Key". You may wish to look at them.

Exercise 4

Now sit with your friend, and discuss the causes of air and water pollution :

- You : Do you know air pollution?
Friend : Yes. Different kinds of smoke.
You : _____ .
Friend : _____ .
You : _____ .
Friend : _____ .
You : _____ .
Friend : Well, what causes water pollution?
You : _____ .

Exercise 5

Write five sentences on how to stop air and water pollution, and then show them to your tutor.

Examples :

- i. To stop air pollution we can plant trees extensively.
- ii. To stop water pollution we should not throw waste into it.

Now you write five sentences, and show them to your tutor.

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

Population Explosion

LESSON

9

A

Introduction

Population explosion is a big problem in Bangladesh. It is affecting everything of our family, society and country. It is about to destroy our environment. Unless we try to control the excessive growth of our population, very soon we may face difficulty and danger.

In this lesson, you will be reading about "Population Explosion" and practising the use of "unless".

B



Objectives

On completion of this lesson, you will be able to –

- use "unless" with "Simple Present Tense" in speaking/writing.
- improve reading comprehension.
- use some new words/phrases.
- develop speaking and listening ability.

C



Text

Population explosion is a constant threat to our environment and existence. Especially in Bangladesh, the population is growing at such a high rate that the environment may soon fail to supply the people with their minimum necessities. Unless we take immediate steps to stop this rapid growth of population, our environment will once encounter unpredictable difficulty and danger. Consequently, the inhabitants may experience destruction.

With the growth of population, people need more things. They need more food, clothes, accommodation, furniture, educational and medical facilities, and so forth. But a developing country like Bangladesh cannot supply the people with these necessities. A great number of people are deprived of basic educational and medical facilities. Many people are not getting jobs to earn their living. A lot of people are making their homes in the land of cultivation. Vehicles are increasing day by day and causing traffic jams in towns and cities. Being unemployed some people are becoming addicted to drugs and involved in terrorism. Besides, a large number of people make their latrines on the banks of rivers and canals and throw waste and filth in open places. Thus the environment is becoming unhealthy.

It is the right time to control the overgrowth of population. Unless we attempt to control it to a considerable extent, our environment is certain to face destruction. Therefore, to save ourselves and to live peacefully and happily, we should take immediate measures to keep our population within a limit.



Discussion

You have noticed the use of "unless" in the passage above. "Unless" joins two clauses together. It expresses a negative condition, that is, 'if ... not'. When "unless" joins two clauses, the sentence structure is "unless" plus a clause in the simple present, a clause in the future indefinite tense".

Study these sentences with "unless" :

- Unless Rafit works hard, he will fail in the examination.
- I shall be unhappy, unless you participate in my party.

You may start a sentence with "unless", or you may use "unless" after the clause in the future indefinite tense.



Vocabulary



Explosion (N)	– great and sudden increase, e.g. Population explosion is a threat to our country.
Especially (Adv)	– in particular, e.g. I love this place especially in spring.
Necessities (N)	– necessary things, e.g. Food, clothing and shelter are all basic necessities of life.
Encounter (V)	– face, e.g. An illiterate person encounters many difficulties.
Unpredictable (Adj)	– that cannot be said in advance, e.g. An illiterate person may face unpredictable problems in life.
Consequently (Adv)	– as a result, e.g. The teacher was late, and consequently the class started late.
Constant (Adj)	– continuous, e.g. Study is a constant process.
Unfortunately (Adv)	– unluckily, e.g. Unfortunately , she is not doing the HSC programme.
Addicted (Adj)	– interested in bad things, e.g. He is addicted to drugs.
Involved (Adj)	– concerned, e.g. He is involved in dirty politics.
Insanitary (Adj)	– unhealthy, e.g. We should not keep our house insanitary .



Exercises



Exercise 1

Please once again read the passage carefully, and then answer the following questions in your own words :

- What do you understand by 'population explosion'?
- What do people need with the growth of more population?
- Being unemployed, what do some people become?
- What should we do to save ourselves?

Now you may check your answers in the "Answer Key".

Exercise 2

Join the following pairs of sentences using "unless". Look at the examples :

Example : Study seriously.

You will fail the examination.

Answer : Unless you study seriously, you will fail the examination.

Example : He takes medicine.
He will not be cured.
Answer : He will not be cured, unless he takes medicine.

Now join the following pairs on your own :

- a. She will not be able to prepare this lesson.
You help her.
- b. He works hard.
He will not prosper in life.
- c. You will not get a job.
You do the HSC programme.
- d. She makes tea.
We will not have it.
- e. I will not pass the examination.
The tutor helps me.
- f. They will not come here.
Rafit requests them.
- g. You eat vegetables.
You will not get vitamins.

Now ensure your answers in the "Answer Key".

Exercise 3

Sit with your friend (s) and discuss the effects of population explosion on your environment.

You : The rapid growth of population is dangerous, isn't it?

Friend : Of course. It is. You know of Rahim's family. That has twelve members. Rahim can't maintain it.

You : What a danger! Most of them are illiterate.

Friend : _____ :

You : _____ :

Exercise 4

Column B contains the explanations of the words in Column A. Match the words in Column A with the explanations in Column B :

Column A	Column B
a. explosion	a. find oneself faced by difficulties
b. encounter	b. happening again and again
c. addicted	c. great and sudden increase
d. constantly	d. make an effort to do something
e. insanitary	e. interested in bad things
f. threat	f. persons or animals living in a place
g. consequently	g. chair, table, almirah, showcase, etc.
h. inhabitants	h. indication of future danger
i. furniture	i. happening as a result
j. attempt	j. not suitable for health

Now you may check your answers in the "Answer Key".

Let's Protect Ourselves

LESSON 10

A

Introduction

You have so far learned of what the environment is, what the common environmental problems are, and the like. In this lesson you are studying a poem concerning our environment and ourselves. Besides, you are doing some exercises on the use of "unless".

B



Objectives

On completion of this lesson, you will be able to –

- a. use "unless" with 'Simple Present Tense'.
- b. improve reading comprehension.
- e. tell the meaning of some new words/phrases.

C

Poem

Let's Protect Ourselves

M. Maniruzzaman



We are the elements of environment
In which we are born, we grow up
We sow, we reap,
And we stay up to our last moment.

We are the children of environment
Which offers us water, soil, air,
Food, light and shelter,
And shapes us as it is
To struggle to gain.

Yet we often lose,
Till the last moment
In our environment.

We are the destroyers of environment
We are the preservers,
As we can pollute everything
We can purify.

Before our life closes
 We should defend our environment
 With our true love,
 And thus let's protect ourselves.



Discussion

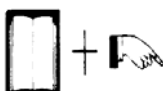
You have already practised the use of "unless" with simple present tense. Look at these examples once again :

- a. Unless you help her, she will not pass the examination.
- b. He will not participate in the party, unless you invite him.

The clause starting with "Unless" is in the simple present, and the other clause in the future indefinite tense.



Vocabulary



- Let's – let us, e.g. **Let's** arrange a picnic.
- Element (N) – part, e.g. A environment consists of many **elements** such as people, animals, plants air, water, etc.
- Sow and reap (V) – plant the seed of life and then cut its harvest, e.g. We **sow and reap** in our environment.
- Last moment (N) – death, e.g. We are proceeding to our **last moment**.
- Offer (V) – supply, e.g. The garden **offers** us flowers.
- Shelter (N) – home, e.g. The environment gives our **shelter**.
- Shape (V) – make, influence, e.g. We **shape** our fate.
- Gain (V) – achieve, e.g. In our life we **gain** and lose.
- Purify (V) – make pure e.g. We can **purify** water.
- Close (V) – end, e.g. Our life will once close.
- True love (N) – sincere and honest love, e.g. We should have **true love** for our environment.

Central Idea

We are part of our environment. We are born and grow up and we achieve, lose, and at last die in our environment. It influences us in many ways. We can also influence it to a great extent. So we should try to keep it suitable for our life. That is, we should trully love it for our welfare.



Exercises

Exercise 1



Fill in the gaps in order to write a substance of the poem you have just read. You can check your answers in the "Answer Key".

We area..... of our environment. Here we areb....., grow up, learn, work, gain, lose, and thenc..... . We are the children of our environment as itd..... us everything such as water, soil, air, food, light and homes. It alsoe..... and makes us as it is to achieve in our life, though sometimes wef.... . On the one hand, we can destroy our environment byg.... water, air, etc. On the other, we

canh..... it by keeping everything pure. However, we shouldi..... our environment for the sake of ourj..... .

Exercise 2

Complete the following sentences as the examples show :

Example : Unless we take care of our environment, _____ .

Answer : Unless we take care of our environment, it will be unsuitable for us to live in.

Example : I shall not help you, _____ .

Answer : I shall not help you, unless you help me.

Now you complete the following by yourself :

- a. Unless we sow, _____ .
- b. She will not get up, _____ .
- c. Unless it rains, _____ .
- d. We shall not reap harvest, _____ .
- e. Unless you memorize the substance, _____ .
- f. Your children will not respect you, _____ .
- g. Unless I allow you, _____ .

Note : You can complete the sentences using your own expressions. You may look at the "Answer Key", and find how I have completed them with my own expressions.

Exercise 3

Write "ten" sentences on what you have understood studying the poem above. Discuss them with your friend (s). And then show the sentences to your Tutor.

Examples :

- i. We are part of our environment.
- ii. We are born in our environment.
- iii. We grow up in our environment.

Now you write "ten" sentences on your own.

Exercise 4

Find words or phrases in the poem above which mean :

- | | |
|----------------|-----------|
| a. death | b. homes |
| c. not further | d. live |
| e. supply | f. fight |
| g. forms | h. ends |
| i. contaminate | j. defend |

Now you can check your answers in the "Answer Key".

A

Introduction

You have studied a poem in the last lesson. In the present lesson, you will have a discussion about it. Besides, you are studying and practising the use of "Unless" with the simple past tense.

B



Objectives

On completion of this lesson, you will be able to –

- use "Unless" with simple past.
- tell how two friends discuss and study together.
- improve your speaking and listening ability.
- develop reading and understanding.
- use some new words/phrases.

C



Dialogue (Recorded)

Rafit and Soheli, two friends, sometimes talk and study together. Today they are discussing the poem "Let's Protect Ourselves".

Soheli : Have you got the poem by heart?

Rafit : Well, have you got the poem?

Soheli : Yes, I have.

Rafit : What's the meaning of 'elements' here.

Soheli : Simply part. Just we're part of our environment.

Rafit : How? Please explain.

Soheli : Well, you know the environment consists of many things – air, water, plants, animals. And we're one of them.

Rafit : It's really nice, What do you understand by 'sow and reap'.

Soheli : It's a bit difficult. Here sow means work and reap means achieve.

Rafit : It's still clumsy. Please give examples.

Soheli : Well, suppose, our life is a field. Here we put seeds to get crops. Unless you planted seeds, you wouldn't to get crops. I think the poet means that.

Rafit : It's clear now. Well, can you explain the second stanza?

Soheli : Of course. It's interesting and realistic. We get everything from our environment – water, air, food, home, education, etc. We lead our life here. Sometimes we achieve, sometimes lose, Then we pass away.

Rafit : Very realistic indeed. Well, how are we destroyers and preservers then?

Soheli : You know, we pollute water, air, and destroy our environment. Again we can keep it all right.

- Rafit : Okay. I've got. So what should we do?
Sohel : We should love our environment.
Rafit : Absolutely, we should.
Sohel : Have you got the poem now?
Rafit : Yes, I have. Thank you very much.
Sohel : It's my pleasure, Well, let's do the exercises and show me. Show them to each other.
Rafit : It's a great idea indeed.



Discussion

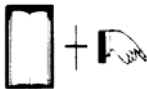
You can use "Unless" with "Simple Past Tense". Study these examples :

- a. Unless I were sure of the facts, I would not say this.
b. She would fail the examination, unless you help her.

In the examples, you find that the part of each sentence with "Unless" is in the simple past, and the other part is "subject plus would/should/might/ could plus the base form of the main verb".



Vocabulary



- Get by heart (V) – memorize, e.g. I got the poem **by heart** yesterday.
Consist (V) – be made up of, e.g. My family consists of three members.
Clumsy (Adj) – difficult, e.g. It is a clumsy word.
Realistic (Adj) – based on facts, e.g. It is a realistic explanation.
Pass away – die, e.g. He **passed away** last year.
Absolutely (Adv) – positively, e.g. He did **absolutely** no work.



Exercises



Exercise 1

Suppose you and your friend are talking to each other. Fill in what you would say by first reading what your friend says :

- Friend : Have you prepared the lesson?
You : I'm afraida..... . Have you?
Friend : Yes, I have. Well, don't you get the dialogue?
You :b..... .
Friend : You may have got the cassette from me.
You :c..... .
Friend : It's my pleasure. See you them.
You :b..... .

Now you may check your answers in the "Answer Key".

Exercise 2

Join each of the pairs of sentences by using "Unless". First look at the examples :

- Example : He would not do it.
 : You requested him, he would not do it.

Now you joining the following pairs on your own :

- a. You collected the book yourself.
You could not read it.
- b. He killed snake last night.
That would bite you.
- c. You informed me of the HSC Programme.
I would not be able to do it.
- d. She made the dish.
It would not be so delicious.
- e. You took family planning.
Your family would be very big.

Now check your answers in the "Answer Key".

Exercise 3

Find words/phrases in the dialogue above in order to fill in the blanks in the following sentences :

- a. Though I do not understand the poem wholly, I have _____ it by heart.
- b. The phrases seem to be a bit _____ for me to understand.
- c. _____ , our life is a field in which we sow and reap.
- d. She made the dish. It would not be so delicious.
- e. You took family would be very big.

Now you can check your answers in the "Answer Key".

Revision and Test

LESSON 12

A

Introduction

In the previous three lessons, you have learned the use of "Unless" with different tenses. And in the other lessons of unit five you have learned the use of "Since" and "Even if". Moreover, in unit five you have gathered knowledge of the environment and the different factors related to it.

In the present lesson, you are learning of a person's right and responsibility related to the environment. You will revise the use of "Since", "Even if" and "Unless".

B



Objectives

On completion of this lesson, you will be able to –

- a. revise the use of Since, Even if, and Unless.
- b. test your reading and understanding ability.
- c. try out your speaking and listening skills.
- d. write argumentative compositions.
- e. use some new words/phrases.

C



Right and Responsibility

People usually want to have in their own way. They want to think and act as they like. However, one cannot have one's own way all the time. A person cannot live in an environment without considering the interest of others as well as his/her own interests. People are social beings. A society means a group of people with the same laws and the same ways of life. People in society may take their own decisions, but these decisions ought not to be unjust or harmful to others. A person's decisions may easily harm another person. For example, a motorist may be in a hurry to get to a friend's house. He/she sets out driving at full speed like a competitor in a motor race. There are other vehicles and also pedestrians on the road. Suddenly there is a crash. There are screams and confusion. One careless motorist has struck another car. The collision has injured two of the passengers and killed the third. Too many road accidents happen through the thoughtlessness of selfish drivers. Unless they are changed, they do the same thing again and again. Likewise, many people do their jobs carelessly, and affect the society and the whole environment.

We have governments, the police and the law courts to prevent such criminal acts. But in addition, all people should observe certain rules of conduct. Every person ought to behave with consideration for other persons. One should not steal, cheat, or destroy the property of others. Unless a society is free from uncivilized acts, it eventually affects the whole environment.



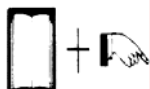
Review Discussion

In the previous lessons of unit five you have learned the use of Since, Even if, and Unless. Please look at the following examples once again.

- Since** : I have been ill since last Monday.
It has been raining since morning.
It is very long since we visited your mother.
- Even if** : Even if I have to walk all the way, I will reach there.
I always enjoy sailing, even if the weather is rough.
He would not give me money, even if I begged him for it.
- Unless** : Unless Rafit works hard, he will fail the examination.
Unless you help her, she will not pass the test.
Unless I were sure of the facts, I would not say this.



Vocabulary



- Decision (N) – making up one's mind, e.g. It is a matter for personal **decision**.
- Motorist (N) – person who drives a car, e.g. Reckless **motorists** cause road accidents.
- Pedestrian (N) – person walking in the street, e.g. Two **pedestrians** and a cyclist were injured when the car skidded.
- Scream (N) – loud cry or noise, e.g. I heard the **screams** of the injured persons.
- Crash (N) – accident, e.g. I saw a car **crash** last evening.



Exercises

Exercise 1

Once more read the passage carefully, and then answer the following questions in your own words :

- What do we mean by 'society'?
- Why do accidents often happen?
- How should a person behave?
- How are people in society protected from criminal acts of others?
- What do men and women usually want?

You should write the answers in your own language. You may also wish to look at the "Answer Key" to learn how to write the answers.

Exercise 2

Fill in the gaps in order to write a paragraph on "Right and Responsibility" :

Human beings area..... free. But in society they cannot think andb..... as they like. No one can have his/her ownc..... . One person'sd..... and acts may sometimes harm another. Oned..... not to steal, cheat, or destroy property of others. Besides, allf..... should observe certain rules of conduct. Every person ought tog..... with consideration for other persons. That is, in society a person has right as well ash..... .

Now you can check your answers in the "Answer Key".

Exercise 3

Sit with your friend and discuss the passage "Right and Responsibility". For example :

- You : What's 'society'?
- Friend : It means a group of people with the same laws and way of life.
- You : _____ .
- Friend : _____ .

Exercise 4

Join the following pairs of sentences using Since, or Even if, or Unless whichever is appropriate :

- a. You invited him.
He would not come to the party.
- b. It is many days.
We visited the place.
- c. I have got a cold.
I have to go to my office.
- d. He worked sincerely and honestly.
He would not attract the attention of his boss.
- e. The weather is bad.
I shall go out for my work.
- f. I met you.
I have been bed-ridden.
- g. She gave advice to the boy.
The boy would not succeed.

Now you can check your answers in the "Answer Key".

ANSWER KEY

LESSON : 1

Exercise 1

- (a) _____ I have been doing the HSC programme.
- (b) I have been preparing for the exam _____ .
- (c) _____ he has been sleeping.
- (d) She had been suffering from fever _____ .
- (e) _____ it has been raining.
- (f) We have been enjoying independence _____ .
- (g) _____ they have been staying here.

Exercise 2

- | | | | |
|-------|-------|-------|-------|
| a → c | b → e | c → a | d → f |
| e → b | f → d | g → i | h → j |
| i → h | j → g | | |

Exercise 4

- | | | | |
|----------|---------|----------|----------|
| a. false | b. true | c. false | d. false |
| e. true | | | |

LESSON : 2

Exercise 1

- | | |
|----------------------|---------------|
| a. Hi | b. have been |
| c. causes | d. prohibited |
| e. Filth and wastage | f. sink |
| g. I'd/I had/I would | |

Exercise 2

- Sohel : Good morning. How are you?
Sohel : Oh, yes. I have been suffering from dysentery since Monday last.
Sohel : Yes. I have.
Sohel : From a restaurant that served are the mpure water of the pond.
Sohel : Yes. I also think so.
Sohel : Thank you Rafit. Yes we'll do that.

Exercise 4

- | | |
|-----------------------|---------------------|
| a. have been studying | b. have been |
| c. has been working | d. have been living |
| e. has been | |



LESSON : 3

Exercise 2

Write the answers in your own language. Here are the sentence numbers in the passage that will help you to get the answers.

- | | |
|-----------------------|-------------------|
| b. Sentence – 3 | c. Sentence – 5 |
| d. Sentence – 15 | e. Sentence – 11 |
| f. Sentence – 14 | g. Sentence – 16 |
| h. Sentences – 18, 19 | i. Sentences – 21 |

Exercise 4

- i. _____ since you completed HSC.
- ii. _____ since his father died.
- iii. _____ since I ate supper.
- iv. _____ since I requested her.
- v. _____ since you returned home.
- vi. _____ since she switched off the TV.
- vii. _____ since his father arrived.



LESSON : 4

Exercise 1

- | | |
|---------------------|-----------|
| a. working together | b. areas |
| c. dry weather | d. profit |
| e. existing | |

Exercise 2

- | | |
|---------------------------------------|---------------------------|
| a. I have been preparing this lesson. | b. You called me. |
| c. have walked | d. has been writing notes |
| e. I met them | |

Exercise 4

- a. Cooperation means working together for the benefit and betterment of all.
- b. For an example, we can see that foarmers in the dry region of our country irrigate their lands in cooperation with each other.
- c. As water is necessary for growing crops, farmers need to irrigate their fields in times of drought.
- d. leaving water for irrigation, the farmers on the higher land help those on the lower land.
- e. By cooperation we can solve the problems existing in our environment.



LESSON : 5

Exercise 2

- a. I want to go out.
- b. even if I am feeling feverish.
- c. I enjoy learning it.
- d. even if he is sick.

- e. I walk there every morning.

Exercise 3

- The "Greenhouse Effect" means a rise in atmospheric temperature.
- Carbon dioxide causes it.
- It may eventually melt ice covering the North and South Poles and lead to a rise in sea level which could flood many areas of the world.
- The world's deserts are growing year by year.
- Tropical forests are shrinking at the rate of fourteen acres per minute.
- Many animals and plants may extinct.
- If the environment is not protected, the world will be uninhabitable.

Exercise 4

- | | |
|----------------|------------------------|
| a. rise | b. "Greenhouse Effect" |
| c. accumulates | d. temperatures |
| e. poles | f. melting |
| g. eventually | h. flood |
| i. measures | j. control |

LESSON : 6

Exercise 1

- | | |
|----------------------|---------------------|
| i. Even if + a + c | ii. Even if + b + a |
| iii. Even if + c + d | iv. Even if + d + b |
| v. Even if + e + e | |

Exercise 2

$b + a + d + e + f + c + g$

Exercise 4

- | | | | |
|------|-------|--------|-------|
| i. a | ii. c | iii. a | iv. b |
| v. c | vi. b | vii. a | |

LESSON : 7

Exercise 1

- To protect our environment and even ourselves, we should plant trees.
- Our environment is rapidly losing its balance since the Greenhouse Effect has already started to destroy it.
- Trees supply us with oxygen, flowers, fruits and timber.
- Yes, plantation can improve our economy.
- We can plant trees on road sides, river sides and in other suitable places.

Exercise 2

- | | |
|-----------------|------------|
| a. to protect | b. cutting |
| c. coal and oil | d. improve |
| e. tributes | f. wood |
| g. inundated | h. oxygen |
| i. expel | j. even if |

Exercise 3

- a. Good afternoon. Well, I'm cutting the trees.
- b. I need money to buy a bull.
- c. Yes, I should.
- d. Really! Then I must plant trees in other places too.
- e. Thank you. Bye.

Exercise 4

- a. Even if English ..., I have to learn
- b. He would not ..., even if I begged
- c. Even if I took ..., I would be
- d. She tries to ..., even if she is
- e. Even if new ..., some students

 **LESSON : 8**

Exercise 1

- a. Air is important since without it we cannot breathe in a single moment.
- b. Air is being polluted by different kinds of smoke produced by vehicles, mills, factories and cooking fire.
- c. The polluted water cause cholera, typhoid, dysentery, jaundice and many other diseases.
- d. Fertilizers, chemicals, food waste, human waste, oil, etc. are the causes of water pollution.
- e. Impure water is so harmful that it may cause diseases and death.

Exercise 2

- | | |
|---------------|----------------|
| a. Pure | b. essential |
| c. Impure | d. cause |
| e. breathe in | f. polluted |
| g. smoke | h. responsible |
| i. causes | j. stop |

Exercise 3

- a. _____, even if I have to walk all the way.
- b. _____, they would understand your problem.
- c. _____, I like her.
- d. _____, even if the doors were closed.
- e. _____, even if I shouted to him to help me.

LESSON : 9

Exercise 1

- Population explosion means a great and rapid increase of people.
- With the growth of more population, people need more food, clothes, accommodation, furniture, educational and medical facilities, and so forth.
- Being unemployed, some people become addicted to drugs and involved in terrorism.
- To save ourselves, we should take immediate measures to keep our population within a limit suitable for our environment.

Exercise 2

- She will not be able to prepare this lesson unless you help her.
- Unless he works hard, he will not prosper in life.
- Unless you do the HSC programme, you will not get a job.
- We will not have tea unless she makes it.
- Unless the tutor helps me, I will not pass the examination.
- They will not come here unless Rafit requests them.
- Unless you eat vegetable, you will not get vitamins.

Exercise 4

a + c	b + a	c + e	d + b	e + j
f + h	g + i	h + f	i + g	j + d

LESSON : 10

Exercise 1

- | | | | |
|---------------|---------------|--------------|-------------|
| a. part | b. born | c. die | d. offers |
| e. influences | f. lose | g. polluting | h. preserve |
| i. love | j. betterment | | |

Exercise 2

- we will not reap.
- unless you call her.
- I shall go out.
- unless we sow seeds.
- you will not be able to write it.
- unless you respect your parents.
- you will not be about to smoke here.

Exercise 4

a. last moment	b. shelter	c. up to
d. stay	e. offer	f. struggle
g. shapes	h. closes	i. pollute
j. protect		

LESSON : 11

Exercise 1

- a. I haven't.
- b. I haven't listened to it yet.
- c. I haven't got the cassette.
- d. Oh, thanks a lot.
- e. See you. Bye.

Exercise 2

- a. Unless you collected _____ , you could not _____ .
- b. Unless he killed the _____ , that would _____ .
- c. Unless you informed _____ , It would not be _____ .
- d. Unless she made _____ , it would not be _____ .
- e. Unless you took _____ , your family _____ .

Exercise 3

- a. got
- b. clumsy
- c. Suppose
- d. explain
- e. realistic
- f. absolutely
- g. prepare.

LESSON : 12



Exercise 1

- a. By 'society' we mean a group of people with the same laws and way of life.
- b. Accidents often happen due to the thoughtlessness of selfish drivers.
- c. A person should behave with consideration for other persons.
- d. People in society are protected from criminal acts of others by governments, the police and the law courts.
- e. Men and women usually want to think and act as they like.

Exercise 2

- a. born
- b. act
- c. way
- d. consider
- e. interest
- f. decisions
- g. ought
- h. persons
- i. behave
- j. responsibility

Exercise 3

- a. Unless you invited him, he would not come to the party.
- b. It is many days since we visited the place.
- c. I have to go to my office, even if I have got a cold.
- d. Unless he worked sincerely and honestly, he would not attract the attention of his boss.
- e. Even if the weather is bad, I shall go out for my work.
- f. I have been bed-ridden since I met you.
- g. Unless she gave advice to the boy, he would not succeed.

The Tortoise Who Talked Too Much

UNIT 6



Objectives

On the completion of this unit you will be able to –

- use the passive mode
- use *would* with the function of reporting/speculating on a future action.



The Tortoise Who Talked Too Much

UNIT 6



Overview

Lesson 1 : The Tortoise Who Talked Too Much

Lesson 2 : The Pebble Soup

Lesson 3 : McIntosh Red - I

Lesson 4 : McIntosh Red - II

Lesson 5 : Lesson on Grammar

Lesson 6 : Story of a Mirror

Lesson 7 : Bicycle - I

Lesson 8 : Bicycle - II

Lesson 9 : A Folktale

Lesson 10 : More on Grammar

Answer Key

The Tortoise Who Talked Too Much

LESSON

1

A

Look at the picture and answer the questions orally.



1. How many creatures can you see in the picture?
2. What do you think they are doing?
3. Can you guess any story from this picture?

B



Haseeb lives in Canada with his parents and his younger sister. Haseeb is a student of a college and his sister Shaila reads in a high school. Their father Mr. Mahmud and mother Mrs. Salma are employed in two private companies. They have been living in Montreal for eight years.

The family has come on a vacation to their motherland this winter for a couple of months. In Dhaka, they are staying with Haseeb's uncle Mr. Naseer and his family. Mr. Naseer's family consists of his wife Mrs. Nazneen and their three children Shafiq, Rafiq and Runa.

One cold morning, the children were on the roof of Mr. Naseer's house, basking in the sunshine and gossiping. Suddenly, they saw some geese flying high in the sky.

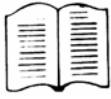
Haseeb : Look at the flock of geese. How beautiful they look!

Runa : Oh yes. Beautiful and graceful. They remind me of an interesting story. I read it a few months back.

Shaila : Would you please tell us the story?

Runa : Alright, I will. But I think you might know the story.
It's a famous fable.

Shafiq : It doesn't matter. Interesting stories can be heard more than once.
Runa : Okay then



Long ago, there lived a king who talked too much. He just could not be kept quiet. Once he started to talk, nobody could get a word in. All his courtiers were worried, but no way could be found to keep him quiet. It was not very safe either to advise the king not to talk so much.

One day, a tortoise was found dead in the palace courtyard. It was lying on its back and its shell was cracked. It seemed that it had fallen from a great height. The king heard about the poor creature and came to see it. He started to ask how it could have happened. The king's favourite courtier took this as an opportunity to make the king aware of his bad habit. So the intelligent courtier made up a story regarding the death of the tortoise. He said –

"This tortoise used to live in a pond near the foot of the Himalayas. Two wild geese, flying far from their homes in search of food, landed on the pond. There they met the tortoise and a friendship got started. By and by, the three creatures became best friends.

After some time, the geese decided that they would return home. But they were sad when they thought that they would leave their friend back. So, they asked the tortoise if he would go to their home in Mount Cittukuta. The tortoise gladly agreed to go but could not understand how he would keep pace with his flying friends. The geese told the tortoise that it would not be very difficult to take him with them. They said that he would be given a stick to hold between the jaws and they would hold the two ends of the stick and fly for home.

The tortoise had never soared up in the sky. So, it was very afraid of falling down and held very tightly on to the stick with its jaws.

As they flew over the town, some children looked up and saw this strange sight in the air. They laughed and jeered saying, "look at that, will you! Two geese carrying a good for nothing tortoise." The tortoise was greatly offended to hear the remarks and felt it should answer. So he wanted to say, "So what of it? If my friends want to carry me with them through the air, what is that to you?" But the moment it opened its mouth to speak, it fell down into your majesty's courtyard and died."

Now the courtier stopped and said, "Whoever cannot keep from talking, will be in trouble, sooner or later."

He also recited,

"Although his life depended on
The stick that he held between his teeth ;
The tortoise could not hold his tongue ;
He spoke – and here he lies beneath ;
He spoke unwisely – and out of season ;
To his death the tortoise fell ;
He talked too much – that is the reason."

The king suddenly realized that the courtier was talking about him and he understood what he tried to mean. And from that day, he started to be known as a man of few words.

C



Passive sentences without agent or doer. Study the following example

This car was made in 1990.
 This is a passive sentence. Now compare –
 Somebody made this car in 1990.
 This car was made in 1990.
 Often we write passive sentences when it is not so important who or what did the action. In this example, who made the car is not important or not even known.

Look at some more examples :

Rana's bicycle has been stolen.

The room will be painted next week.

A football match is going to be played.

A new market will be opened next year.

A sound of crying was heard.

Rehana wants to be left alone.

The thief could not be arrested.

The first passive sentence in this lesson is. "Their father Mr Mahmud and mother Mrs. Salma are employed in two companies.

Now find out the rest of the passive sentences used in this lesson and write them down in the space below :



Refer to the text and answer the following questions :

- a. Who lives in Canada?
- b. Who is Mr. Naseer?
- c. What reminded Runa of an interesting story?
- d. What kind of story did Runa tell?
- e. Why did the two geese come to the foot of the Himalayas?
- f. Where was the home of the two geese?
- g. Why was the tortoise afraid?
- h. Why did the king start to be known as a man of few words?



Imagine yourself as one of the geese and try to tell the story in your own words by filling in the following gaps with the words from the list. Use a single word for each of the gaps.

The courtiers were very1..... about the king because of his2..... of talking too much. The3..... courtier4.....used the death of the tortoise and indirectly5..... him not to talk so much. The king6..... what the courtier wanted to say and7..... his bad habit.

1. worried/angry/interested

2. manner/habit/idea
3. dear/intelligent/cunning
4. cleverly/seriously/suddenly
5. ordered/interested/advised
6. admitted/understood/asked
7. gave up/picked up/stopped



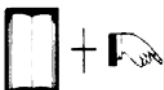
Look at the sentences below :

- Direct : Robin said, "I shall go there."
Indirect : Robin said that he would go there.
Direct : Rana said to Rony, "I'll lend you some money."
Indirect : Rana told Rony that he would lend Rony some money.
In both the cases *would* has been used in place of shall/will to narrate an action in the past. Study some more examples :
Direct : Shafiq said, "I promise I won't be late again."
Indirect : Shafiq promised that he would not be late again."
Direct : Shafin said to Salek, "I'll call you up today."
Indirect : Shafin told Salek that he would call him up that day.
Direct : Mrs. Samira said, "We'll let you know, Tarek."
Indirect : Mrs. Samira told Tarek that they would let him know.

Now read the text at and pick out the sentences in which *would* has been used to narrate actions. The first such sentence is _____

After sometime, the geese decided that they would return home

Now make a list of the rest of the sentences of this type.



Vocabulary

While reading the text at A and B, you might have come across some new words and phrases. In that case, try to understand the meanings of the words from the context. If you fail, try look the words up in a dictionary. If you still can't make out the sense refer to the following glossary.

- | | | |
|-----------|---|--|
| bask | – | sit or lie in the sun enjoying oneself |
| gossip | – | talk casually ; chat |
| graceful | – | showing or having pleasing beauty. |
| courtyard | – | uncovered place, partly or wholly enclosed by walls. |
| soared | – | go up high in the air |
| fable | – | a short story not based on facts |

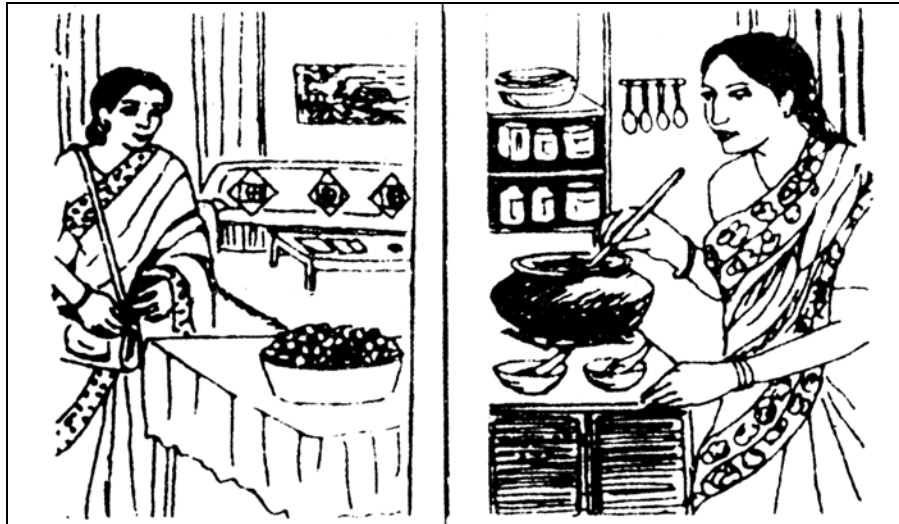
The Pebble Soup

LESSON

2

A

Look at the pictures and try to answer the questions orally :



- What do you think the woman is doing in the first picture?
- What is the woman doing in the second picture?

B



Everybody liked Runa's story very much. Shaila seemed particularly impressed. She said, "What an interesting story. It's amusing and at the same time it has a lesson to teach! Do you know more fables like this?"

Runa : Not many. I read a book of fables a couple of years back. May be I'll be able to recollect a few of them. I'll tell them some other day. For now, would you tell us a story?

Shaila : Me? well, I'm afraid, I'm not good at story-telling.

Runa : It doesn't matter at all. It's all for fun. Let's hear stories from each of us here.

Shaila : Okay then. Let me tell you a story about a clever soldier. I read this story in a book of folk tales.

Shaila started to tell the story, 'The Pebble Soup.'

C



... A soldier was returning home after serving his country in the frontier. A storm had set in and he was tired, wet and hungry. Suddenly he saw a cottage and reached for that with a hope of getting food and shelter. Through the window, he saw the glow. A woman opened it. She was ill-tempered. She said she might allow him to stay there for the night but she had no food to offer him. The soldier

knew that woman was telling a lie because he could smell very rich dishes prepared for dinner. Anyway, he accepted the shelter gratefully and was shown into his room.

The soldier felt desperately hungry. So, he decided that he would play a trick on the lady. "May I sit by your fire and warm myself a bit?" he begged. The woman did not refuse this but it was evident that she would not change her mind about giving him food. He said, "May I borrow a pan to make myself some pebble soup?" Now, this woman was very interested in learning new recipes. So she said, "Pebble soup! What is it made of?"

"What are recipes?" Shafiq looked very curious.

"A recipe is the set of instructions for cooking a particular food item."

"Oh I see." Shafiq said.

The woman grew interested, as I told you, and said, "A pebble soup! I've never heard of that. How is it cooked?"

"It's a very tasty dish, madam. I'll show you how to cook it. Now please give me the pan and few pebbles from the pathway." The woman's curiosity was roused and she hurriedly brought the soldier a pan and water. Washing the pebbles carefully, he placed them in the pan and then asked for some pepper and a little salt to flavour them. These were brought very quickly. After a few minutes the soldier said, "Now I need only a little meat, some flour and a few onions to complete it. Still very curious, the woman rushed to the cellar and the things were brought. The ingredients were washed, cut and put into the pan. Before long, the kitchen was filled with a rich smell. The pebbles were now taken out of the pan and thrown away. The whole trick was now clear to the woman. Instead of getting angry, she admired the intelligence of the soldier.

She admitted, when she tasted it, that the pebble soup had a delicious flavour.

C



Exercises :

Exercise 1

Refer to the text at B-and answer the following questions :

- Why was the soldier wet, tired and hungry.
- How did the soldier know that the woman was telling lies?
- What trick did the soldier decide to play on the woman?
- What are the things that the soldier actually used for making the soup?
- Why did the woman become curious about the soup?
- Were the pebbles an important part of the soup?

Exercise 2

The traveller is telling someone how he made the soup. Fill in the blanks for this written out story by using your own words and choosing the proper word from the bracket to make complete sense :

I could see from the old woman's (fire, kitchen, expression) that she was not willing _____ me any food, but I was so _____ that I decided to _____ a trick. So I said, "May I borrow a (fire, pan, knife) to make myself some _____
_____ ?

"Pebble soup!" She cried out. "How do you make it ?

"You take a _____ and boil them in water." I replied. Her curiosity was _____ and she went to get a _____. I _____ some pebbles from the pathway and _____ them well. I put them in the water in the pan and covered it. Then I had some pepper and salt brought. The woman (moved, watched, stirred) curiously as I (tossed, spread, poured) them into the pan.

"Now I need only some (heat, meat, garlic) and an (onion, garlic potato) to complete it, I said. To my great (delight, anger, bitterness) she went off and returned with the _____. Before long a wonderful (flavour, perfume, smoke) filled the whole room. Finally, the woman _____ that the pebble soup had a very _____ flavour.

Exercise 3

Re-write the following sentences using the verbs in the brackets in correct passive forms :

- By whom has this book (to write) ?
- He says his watch has (to steal).
- The letter (to post) yesterday.
- When will the match (to play) ?
- The song (to sing) long ago.
- The thief (to arrest) by the policeman.
- The door (to open) with a master key.

Exercise 4

Here are some sentences that start with past tense. Each of these can be completed by matching with a suitable subordinate clause in the right column. Note how would has been used in each of the subordinate clauses to speculate on a future action in the past.

a. Rimi told her mother that	1. you would help me whenever I needed.
b. We decided that	2. he would visit me the next day.
c. Nila promised that	3. she would never come late to college again
d. Rumi told me that	4. she would do her home-work in the evening.
e. Mr Ali said that	5. he would go to watch a cricket
f. You assured me that	6. he would come back from office at 5 p.m.

ε

Vocabulary



While reading the text, you might have come across some new words and phrases. In that case, try to understand the meaning of the words from the context. If you fail, try to look the words up in a dictionary. If you still can't make out the sense, refer to the following glossary.

- pebble – small stone made smooth by action of water.
- frontier – border between two countries
- desperately – do something without caring for what will happen.
- curious – eager to know or learn

McIntosh Red - I

LESSON

3

A

Look at the picture and try to answer the questions.



1. What are the fruits that you can see at the shop?
2. What fruit is the man buying?
3. What is your favourite fruit ?

B



Runa was very impressed with the way Shaila told the story. She said, "What an excellent story! What a wonderful way to tell it. You are simply a great story teller.

Shaila : Thank you Runa, for your compliments. But I think you're a better story-teller than me. Now, who's going to tell the next story?

At this point of time, Mrs. Salma came there. She had a nice carton in her hands. On it was a picture of a deep red apple. Also on it was written, 'McIntosh Red.' Rafiq grew curious. He wanted to say something. But before he could Mrs. Salma said, "So children, have some apples. I've brought them all the way from Canada. But now I can see they can be bought in Dhaka."

Rafiq : "You've brought them all the way from Canada? Why Aunty? Thanks for the apples, anyway."

Runa : "Is there anything special with this apple?"

Mrs. Salma : Nothing very special. But it's very juicy and tasty. This variety is mostly grown in Canada.

- Haseeb : I know a very interesting anecdote about the McIntosh Red. I read it in a magazine in the school library.
- Runa : Would you please tell us what you read about these apples?
- Haseeb : Sure, as far as I can recollect

Haseeb started to tell



Probably it is not unknown to you that the apple is the most widely grown fruit in the world. Canada happens to be one of the leading producers of apple and it is largely due to the massive growing of the McIntosh Red that Canada has been able to achieve this.

It all started in 1811 on a little farm in Dundas country, Ontario. A farmer named John McIntosh had just settled in Canada. Almost everyday, he was to be seen working hard, clearing the land he planned to cultivate. In a few days, the remains of a deserted farmhouse were discovered. Some young apple trees growing wild were hidden among the bushes nearby. John knew that the trees would prove very important because the apple was a major part of a farmer's diet in those days. It was often the only fruit grown on farms and it had many uses. For instance, apart from being eaten fresh, it could be dried for use in pies and preserves or even pressed into cider. It could also be stored through the winter in a cool fruit cellar. So, John replanted the young trees in a fenced piece of land his home and waited for them to bear fruits. After a few weeks, he was delighted to find that the apples of one of those trees were extra-juicy, crisp and sweet. They were the best ever tasted by him.

(to be continued in the next lesson)

C

Exercises :



Exercise 1

Write answers to the following questions :

1. What were there in the carton that Mrs. Salma had in her hands and what things were printed on it?
2. Do you think Mr. McIntosh was glad when he found the apple trees? Why or why not?
3. What were the ways that apples could be used?
4. What did Mr. McIntosh do with the apple trees he found among the bushes?

Exercise 2

There are quite a few sentences having the passive form in the text at C. Find them and make a list of them in the space below.

Exercise 3

Rewrite the following conversations in the indirect form using 'would' to mean future speculations

1. The student said to his teacher, "I'll try to be attentive from now, sir. You'll never see me talking in the class."
2. My cousin said to me, "I'll go to your village next month. May be I'll stay with you for a day or two."
3. Mr. Shahed said to his sons excitedly, "the police has been informed. They'll come here any moment. You just make sure the man can not escape."

Here is a conversation between two friends. Choose the appropriate words from the brackets to make full meaning :

- First friend : Hello friend, how're you?
Second friend : Fine, thank you, how're you?
- First friend : Fine. I haven't (see, saw, seen) you for the last few days where (had, have, has) you (been, being)?
Second friend : I've been to my uncle's place in Comilla. I thought (I would, may) see you before I went, but unfortunately I couldn't make time. Anyway, how is everybody?
- First friend : They're fine. On Sunday we played a football match with Amirganj Sporting Club. Everybody thought we (will, shall, would) win, but unfortunately we lost by two goals. We missed you very much.

Exercise 4

Now practice this conversation with anyone you like.

McIntosh Red - II

LESSON

4

A

The main text of this lesson will continue from the previous lesson. Can you recall what happened there? How Mr. McIntosh discovered some apple trees and what did he do with them. Do you recollect what Mr. McIntosh's pleasant discovery was at the end of lesson 3?

B



- Rafiq : It seems to be a very interesting story. Yes, there certainly are some facts that are stranger than fiction.
- Shafiq : I wonder how many different stories may be there regarding the discovery of all the tasty fruits and dainty foodstuff!
- Shaila : Yes, indeed! May be our present civilization is floating on numberless mysterious coincidences!
- Runa : I think we should listen to the rest of what Haseeb was saying.
- Mrs Salma : Yes, Haseeb, come on finish your story.

Haseeb resumed ...

Neighbours from far and wide soon heard about this grand apple tree and wanted to grow it for themselves. But there was a problem. They all knew that a seed from an apple of that tree would most likely grow into a tree if planted carefully. But, they knew, those apples might be smaller and poorer in quality than the apple from which the seed was taken. This meant that the neighbours and even the McIntosh family couldn't sow seeds and get more trees bearing apples of the same quality. It seemed that the McIntosh apple could not be produced as abundantly as they wanted. But then something happened to change the whole situation.

A wandering farm hand came to the McIntosh farm to look for work. During his travel from farm to farm, the hired hand had learned about a technique called grafting. He said that the quality of the best apples could be retained in new trees with the help of this technique. He was appointed immediately. He specially fitted and tied a branch from the original McIntosh tree onto another tree and the apples borne by this tree proved exactly as good as the original ones. John and his son Allan McIntosh were taught how the grafting could be done. Soon branches from the McIntosh apple trees were being sold to people all around and the technique of grafting was being shown to the farmers. These farmers, in turn taught other farmers how to graft. Soon, new and newer orchards of McIntosh apple began to spring up. Ontario began to be known as an apple producing state. Soon after, the same happened to Canada itself.



C

Exercises :

Exercise 1

Answer the following questions, first orally and then in writing :

1. What did the neighbours do when they heard of the special apple tree on the McIntosh farm?
2. Who made grafting possible?
3. What made Canada a leading apple producing country?

Exercise 2

Here is a poem written on apples.

Apple Song

by Frances Frost

The apples are seasoned
And ripe and sound.
Gently they fall
On the yellow ground
The apples are stored
In the dusky bin
Where hardly a glimmer
Of light creeps in.

In the firelit winter
Nights, they'll be.
The clear sweet taste
Of a summer tree

Look at the following pictures and then read the poem again. Read it aloud.



Now answer these questions :

1. How are the apples and how do they fall to the ground?
2. How are the apples stored?
3. When are these apples tasted and how do they taste?

Exercise 3

There are several sentences with the passive construction in the reading text of this lesson. Make a list of such sentences in the space below :



Vocabulary

You might have found some new words in this lesson. Try to understand the meanings of these words from the context. If you can't, look them up in a dictionary. If they still don't make sense, refer to the glossary.

- | | | |
|--------------|---|--|
| recall | – | to bring back to mind. |
| recollect | – | to bring back to mind |
| fiction | – | literary works like novels, stories etc. |
| dainty | – | tasty ; delicious |
| coincidences | – | incidents taking place at the same time by chance. |
| wandering | – | going from place to place |
| farm hand | – | a paid labourer working on a farm. |
| grafting | – | a process in which a piece is cut from a living plant and is fixed into a cut made in another plant. |
| cider | – | drink made from apple juice |
| dusky | – | having very little, dim light. |

Lesson on Grammar

LESSON

5

A

Objectives

On completion of this lesson, you will be able to make a thorough revision of the two grammar points learnt in the previous lesson. Further works will be done on these structures to ensure better understanding of the passive form and 'would' for future.

B

Exercises :



Exercise 1

Complete the following sentences by choosing words/phrases from boxes A + C or A + B + C. Use each main verb once. The first one is done for you.

A	B	C
is/are was/were has/have had	going to be being been	changed delayed kept offered pulled down used warned repaired granted

- Habib is going to Chittagong for a week. His leave _____ .
e.g. His leave has been granted.
- All flights from this airport _____ because of bad weather.
- I have no sympathy for Zafar. He knew very well what would happen if he did it again because he _____ before.
- Is Rehan's telephone number still 508642, or _____ it _____ ?
- You won't find dictionaries here. They _____ in the reference section.
- You can't blame Shahed for resigning. I believe he _____ a far better job.
- The hundred year old primary school building _____ . It seems that apartment blocks will be built there.
- Sorry to be late. We _____ in a traffic jam.
- A cricket tournament is going on in our locality. The final match _____ played tomorrow.

Exercise 2

Imagine the narratives below as news items. Complete the sentences by putting in the correct forms of the verbs within brackets :

- Four people (a) _____ (take) to hospital from their home in Kamalapur early this morning. They (b) _____ (send) back home after treatment for minor burns. Police believe that the fire (c) _____ caused by an electric short circuit.
- Mr. Abdus Salam escaped a fatal road accident yesterday. The rickshaw he was travelling by (a) _____ (hit) from behind. He (b) _____ (knock off)

onto the road. Luckily no vehicle was coming from behind and he ended up with some bad bruises on his knees and right elbow. He (c) _____ (take) to a clinic nearby and (d) _____ (give) the medical care he needed.

3. Three suspected hijackers (a) _____ (question) yesterday at the Mohammadpur Police Station in connection with last week's hijacking incident at Asad Avenue, in which taka 3,00,000 (b) _____ (snatch) at gunpoint. Another person (c) _____ (arrest) the day before, but no important information (d) _____ yet _____ (elicit).
4. Missing schoolboy Reefat (a) _____ (find) alive and well in a circus party in Dinajpur. Reefat, who (b) _____ (scold) severely for cutting a sorry figure in the examination, told the Police that he had left home aimlessly but decided join the circus party later. He (c) _____ (expected) (d) _____ (return) to his parents in a day or two.

Exercise 3

Complete the second sentence so that it has the passive form but means the same as the first. Use *by* or *with* where necessary.

Kazi Nazrul Islam, the great musician, composed this song in 1932.

This song was composed in 1932 by Kazi Nazrul Islam, the great musician.

1. Almost certainly, the fog caused the accident.
Almost certainly the accident
2. The garage is repairing my car.
My car
3. Apparently someone used a knife to kill her.
Apparently a knife
4. The police have arrested a strange looking man for child-lifting.
A strange looking man
- 5.

Exercise 4

Use the informations in the following sentences to write notices in the boxes blow. The first one has been done for you.

1. 'You must keep dogs on chains.'

Dogs must be kept on chains

2. 'You must collect the form by 2 p.m.'

--

3. 'You should not take reference books out of the library.'

--

4. 'Do not spray near eyes.'

5. 'You should not give it to children under five.'

Exercise 5

Use 'would' in the following sentences in place of 'shall' or 'will'. The first one is done for you.

The officer said, "I'll be on leave tomorrow."

The officer said that he would be on leave the next day.

1. My friends said to me, "We'll be on time."
2. Mr. Kashem helplessly said, "What shall I say?"
3. Salek said to his uncle, "It'll be a very difficult task."
4. Mr. Chowdhury said to Mr Mostafa, "Will you be at the party tonight?"
5. The supervisor said, "I hope the work will be nicely done."

Exercise 6

Fill in the gaps in the following passage with your own words. Note that you'll have to use a main verb with 'would'.

Palash and his friends were talking about the forthcoming vacation. Each had his or her own plans for spending it. Palash said he _____ to his grandmother in Tangail. Tareq had different ideas. He said that he _____ his best to visit the silvery beach at Cox's Bazar. But they all knew that they _____ in time to perform the Eid-ul-Fitre in their native village.

A Funny Story of a Mirror

LESSON

6

A

Look at the picture and try to answer the questions orally.



1. What do you think the farmer is holding in his hand?
2. What does he seem to be doing?

It was Rafiq's turn to tell a story. He decided that he would tell a folk tale of our country.

"It is a jocular tale," he said.

"I'd love to hear that" said Shaila, "I like funny stories very much.

Shafiq : "But are you going to tell the same folk tale about the two lazy men that you told me that day?"

Rafiq : "Certainly not. It's a different one. Listen ...

B



Long, long ago, a mirror was found in a paddy field by a farmer. Neither this farmer, nor anybody else in the area had ever seen a mirror. So, when the farmer looked into the mirror, he was surprised to see a man looking straight at him. Now, this farmer very much resembled his father who had died years ago. He thought that it was his father inside it and saluted him with love and respect. He grew very sentimental as he thought his father had really come back to them after a long time.

"Oh my dearest, my dear, dear father." he said, "How long have you been lying coming down from the sky? My dear, dear father."

Then he showed the mirror every change that had taken place in the homestead and in the fields, walking round and round. Then, when he returned home in the evening, he wondered where the mirror might be kept. He didn't want it to be seen by anybody else. As he was a poor man, he had no box or chest in his house. So, he placed the mirror lovingly and carefully in an empty jar of water.

Everyday, the farmer talked to the mirror when his wife was busy working in the kitchen or in the yard. But one day, she suddenly saw her husband whispering to a shining piece of thing. Naturally, she grew very curious and got the mirror out of the jar as soon as the farmer went away to work in the field. And what a great shock was waiting for her!

'So, that scoundrel has married another woman! I'll teach him a lesson that he will remember his whole life.'

She took a broom in her hand and waited for her husband to return. The longer she waited, the more she became impatient. At last the tired farmer returned after working all day in the garden. His wife rushed at him and shouted, "oh, you wicked man! What have you done? You've married again?" She angrily threw the mirror at him.

"What are you saying? Have you gone mad? It is my father who is in it. Try to behave yourself," Said the farmer.

"Your father? Don't tell lies. I saw a woman in it." She cried out and went forward to look into the mirror. "You bad wicked man! Is this your father? Does your father wear a necklace? Is your father's hair as long as a woman's?" She shouted so loudly that a neighbour came to see what was wrong.

"Why are you quarrelling? I've never heard you quarrel before. What's up? he said.

The farmer's wife showed the mirror to her neighbour. She said, "look here! My husband has married again. Here's that dirty woman."

The neighbour looked into the mirror carefully and saw two faces.

"Look!" he said, "There are two faces. One of them is your face, and there is another man. But I can't see the face of any new woman.

"What nonsense!" the farmer said, "It was my father there. Now you say there's somebody else?" And he too came and peeped into the mirror. To his utter surprise he saw the faces of his wife, his neighbour and his father. But he was told by both his wife and his neighbour that it was he and not his father. Now the whole thing was clear and this is how the mirror started to be known in that area.



C

Exercises :

Exercise 1

Refer to the text and answer the following questions :

1. Can you guess why the mirror was found in the paddy field of the farmer? (two possibilities)

2. Do you think the incidents in the story could really have happened? Show reasons to justify your statement.

Exercise 2

Pick out the passive sentences (with or without agent) from the text and list them separately.

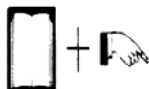
Exercise 3

Write five sentences showing the use of 'would' for future speculation.

Exercise 4

Imagine yourself as either the farmer or his wife, select a partner, and try to act out the dialogues in the text.

Vocabulary



You might have found some new words while reading the texts at A and B. Try to understand the meanings from the context first. If you cannot, look them up in a dictionary. If you still find the meanings difficult to understand, refer to the glossary.

reflection	–	an image a mirror
jocular	–	humorous
resemble	–	look exactly like somebody
sentimental	–	too much of any tender feeling
scoundrel	–	a person without moral principles.

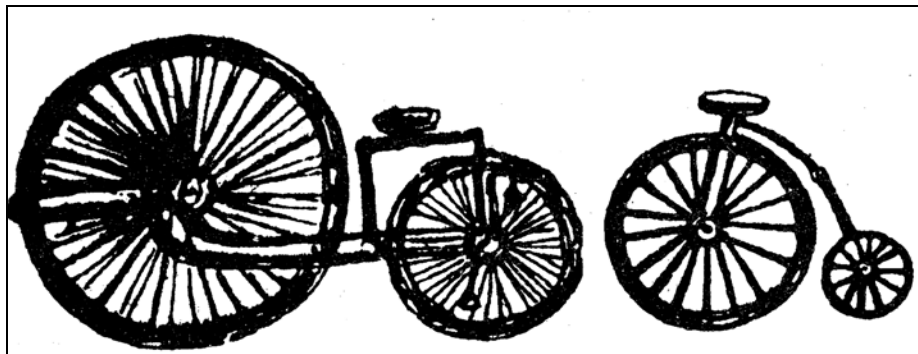
Bicycle - I

LESSON

7

A

Like almost all other man-made things, the bicycle has come down along a long way of evolution. Wheel ushered in a new era for human transportation. The bicycle was also a significant means of transportation.



B

Everybody was delighted to hear Rafiq's story. Shaila was still laughing. "These funny folk tales are no less than like laughing gases." She said as she struggled to breathe.

By this time Mrs. Naseer had also come to the roof. She had come to have some clothes hung on the lines. But she looked curious about what was going on there.

"Please come and join us," said Mrs. Salma gleefully. And Mrs. Naseer complied. Shafiq was trying his best to avoid his turn. So, he said, "Aunty, we'd like to hear a story from you. Please tell us one." Everybody joined him.

"But I am not good at story telling. I've never told one.

"So if you've never told a story, how do you know you're not good at story telling?" said Mrs. Naseer.

Everybody burst into laughter. Mrs Salma joined them as well.

"Okay then. But I don't know how to start. I can't tell you an amusing story. I can tell you something about bicycles. I had to do some research work on them a few weeks back. That is what I can tell something about. But may be that won't be a story," said Mrs. Salma.

"Whatever that my be, that's be most interesting, said Runa.

"Okay then. Let me start."

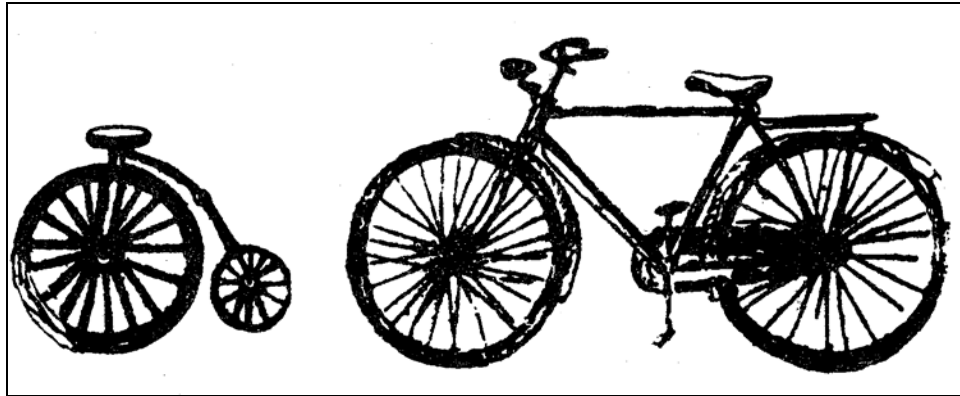
C



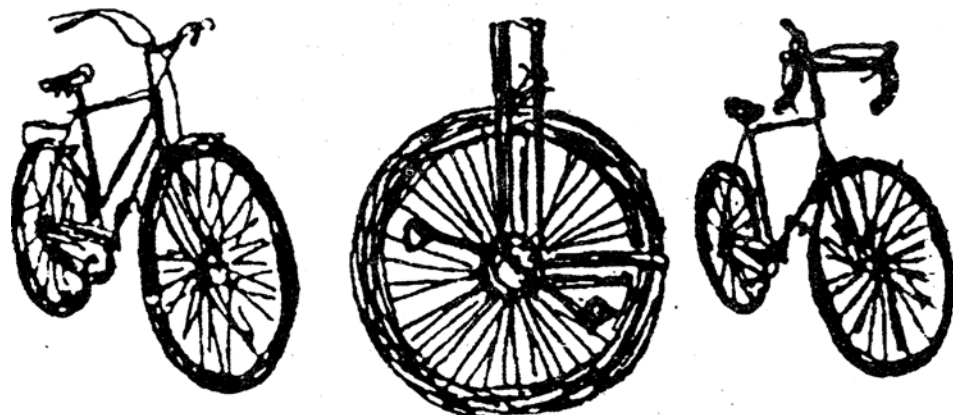
You all know how the human civilization has been revolutionized by the invention of wheels. Without invention of wheels, our life-style would not have been anything near to what it is now. A bicycle is a relatively ancient gift of the wheels. But it is still very useful and very exciting – at least to the children. This

bicycle has more than a century of history behind it. The very first attempts to make a bicycle resulted in a contrivance largely different from what we know as a bicycle now. It had no pedals, no brakes and no rubber tyres. It was simply a pair of wheels placed one in front of the other, joined by a bar on which a saddle was fixed.

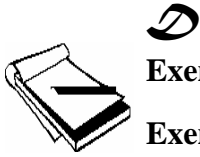
There was a handle-bar. The rider sat on the saddle and had to push himself along with his feet. It was very risky for the rider to try to stop it by pressing shoes on the surface of the road. Besides, it was much of a hard work and very low speed so, it was called 'a Hobby horse'.



Naturally, improvements were thought of. Springs were fixed to save the rider from being jarred at every bump on rough roads. The idea of pedals came next. At this stage the pedals were fitted directly with the spindle of the wheel and the driving wheel turned once with a turn round of the pedal. The bigger the driving wheel, which was the front wheel, was made, the fewer times the pedals had to be turned round. So bicycles were built with bigger and bigger front wheels. By the 1880's the front wheels were made 80 inches high and the back wheel very tiny. They were very difficult to balance and looked rather funny. They were called 'Penny-farthings' due to the inequality of the size of the wheels. The rider had to mount on the cycle with a big jump and it was even more difficult to balance than it was for the Hobby-horse. But rubber tyres and brakes were introduced gradually and the rider could jump down after pulling the brakes. There were no motor cars or any other kind of engine driven traffic on the road that time. So, the incidents of injury were coming down due to the introduction of brakes.



(The text to be continued in the next lesson)



Exercises :

Exercise 1

You may have noticed that there is no conversation in the text at C. This is because there is no interaction of characters here. This is a text where something has been described in detail.

In such texts, the passive form is used most naturally. Now make a list of the passive sentences used in the text at C.

Exercise 2

Use the appropriate forms of verbs from within the brackets to fill in the gaps. Use the passive form only when required.

As soon as the shop (broke, was broken) into, the burglar alarm (ring, rang, was rung). The security guards (hear, was heard, heard) it and rushed to the spot. After some chasing and grappling, one of the burglars (could be caught, caught, were caught) while the others escaped. The police (ring, was rung, rung) up and the arrested burglar (handed, were handed, was handed) over.

Exercise 3

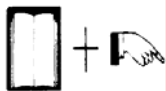
- a. Have you ever ridden a bicycle? Do you have one? How long did it take you to learn how to ride the bicycle?
- b. If you have never ridden a bicycle, do you think you'll ride it one day?

Exercise 4

Select any single familiar thing that has undergone a lot of changes over the years or decades. Then try to gather informations regarding its changes from people who know such changes. You can, for example, choose the, burner or the 'chula' in the kitchen.



Vocabulary



You might have found some new words and phrases at A and B. Try to understand the meaning of such words from the context. If you cannot, look them up in the dictionary. If they still don't make sense, refer to the glossary.

- | | | |
|-------------|---|-------------------------|
| usher in | – | introduce |
| significant | – | important |
| complied | – | did as one. |
| contrivance | – | a new device or machine |
| saddle | – | seat |

Bicycle - II

LESSON

8

A



Everybody seemed to enjoy Mrs. Salma's account of the evolution of bicycle. They were trying to visualize the different stages of it.

"I wish I could show you some photographs of the Hobby-horses and the Penny-farthings. You'd have surely been amused by them. I've quite a few of them back in Toronto.

Shafiq was a great lover of bicycles. So, he was particularly curious.

"How long did it take to develop into the present day bicycles?" he asked.

"Well, not too long," she said and continued from where she stopped.

B

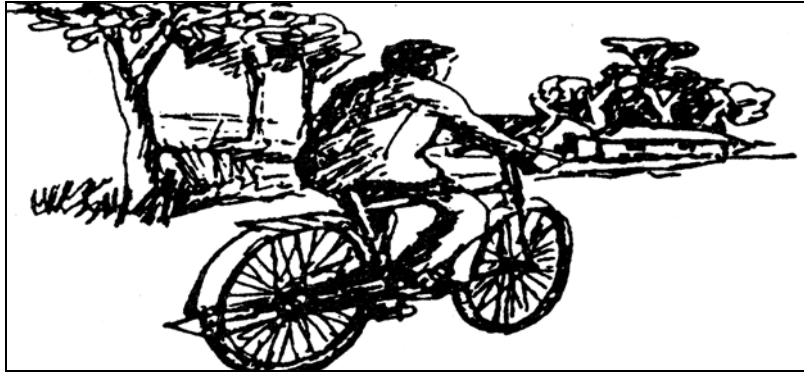


A great change came in 1895. The pedals no longer worked the wheel directly, but were connected with the back wheel by a chain. This meant that the wheel could be turned many times with a single turn in the pedal.

Anyone of you can understand this if you lift the back wheel of your bicycle and watch it while you turn the pedals once. Now, there was no need of an enormous wheel. Both wheels were made of the same size. Three to four years later, the pneumatic tyres made of an inner rubber tube and stout outer casing were introduced. This invention was made by Mr. Dunlop to help his son, who was a keen cyclist. soon, people were buying cycles with these new tyres and learning how to ride them.

Towards the end of the century, woman started to ride bicycles for the first time. By that time the bicycle had been developed into a fine machine – safe, smart and fast. It became popular increasingly and new and newer features were added. Cyclists' clubs sprang up and thousands of young people started to explore countrysides by bicycles. In a word, it became a part of urban culture. Tricycles with three wheels also came to the market. At first, the tricycles were built with two wheels at the front and one at the back. But these were very difficult to steer. So, there was a newer version of tricycles with two wheels at the back and one in front. This tricycle happened to be the ancestor of the rickshaws that we see all over Bangladesh. Tricycles in some form or other are seen only in a few countries of the world.

C



At about this point of time, a bicycle for two persons was invented. It was called a tandem. It gained so much popularity that a song was composed about it. It was mostly used for sight seeing and excursion.

In the years between 1918 and 1939, various changes were made in bicycles without altering the basic structure. Electric lights replaced lanterns and laws were made that all bicycles must carry a white patch on the back mudguard and a red reflector. Bicycles of various sizes were made for children. The second world war reduced the number of buses and cars dramatically. Bicycles came forward in a big way to solve the problem. Innumerable bicycles were bought and the industry developed rapidly. Even in today's age of automobiles, the bicycle has not disappeared totally. To the children in particular, it is still an irresistible attraction.

D



Exercises :

Exercise 1

Pick out the sentences in the passive form and make a list of them.

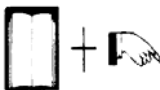
Exercise 2

You can see various kinds of bicycles in the picture at C. How many of them have you seen or heard about before? Write whatever you know about them and show them to your tutor.

Exercise 3

In lesson 7, you were asked to collect information regarding the evolution or slow change of any single familiar object or machine. Now try to write how that thing has changed over the years or decades.

E



Vocabulary

You might have found some new words in the texts at A and B. First try to understand the meaning of those words from the context. If you cannot, look them up in a dictionary. If the meaning is still not clear to you, refer to the glossary.

account	–	description
evolution	–	gradual change
visualize	–	draw a picture in the mind
enormous	–	very large
pneumatic	–	filled with air

innumerable – too many to count

A Folktale

LESSON

9

A

A folktale is a short narrative in prose form. The names of the authors of such stories are generally not known and are transmitted down from generation to generation orally. Sometimes, striking similarities are found among folktales of different nations.

B



C



Everybody thought it was Shafiq's turn now to tell a story. But he was extremely reluctant to do so.

"I simply can't recall any good story to tell you. Besides, I don't know how to tell one," he said.

"But you told me the other day that you read a very interesting story regarding jack fruits." Mina was very quick to point out.

"Oh, but that is the one that I read in the book of folk tales that Rafiq brought home. He's already told his story from that." Shafiq made his last frantic attempt to escape.

Rafiq : That doesn't matter at all. You don't always have to compose a story yourself to tell one. Come on Rafiq, we just want to hear that story.

So Shafiq had to start his story.

D



Well, it's a tale of long ago, when Kabuli traders were a familiar sight in this country. One such Kabuli trader had just come to this country and was going round a village market one day. Suddenly, in a fruit shop, he noticed a strange looking huge fruit with spikes all over its body. In fact, there were hundreds of them in the market, in all the fruit shops.

'What a strange fruit!' he thought. I've seen many kinds of fruit, but I've never seen such a big one. I wonder what it is.'

The fruit seller told him that it was called the jack fruit and was widely grown all over the land.

'How much for one?' said he.

'Eight annas,' replied the fruit seller.

Now, the Kabuli had thought that the huge fruit would cost him at least a couple of taka. So, he was delighted to buy the fruit at an unexpectedly low price. Lifting the fruit on his head, he started homeward. A sweet smell from the fruit made him happier. He just danced back home with the fruit. In his mind, he had great expectations about the taste of the novel fruit.

Reaching home, he washed the jack fruit thoroughly and sat down to eat it. To start with, he took a big bite. Now, we all know that inside the thick skin of the jack fruit, there is a very sticky layer of juice or gum. Once it gets on the skin, it is very difficult to get rid of that. It has to be removed carefully before the fruit is taken. But unfortunately, the Kabuli trader knew nothing about this. Moreover, he was a man with beard. So, the sticky gum was smeared on all his beard and moustache so heavily that there was no way removing that.

"I can easily remove it of with soap and water," he thought.

So he went on eating.

"This is a wonderful fruit," he thought. It tastes as good as it smells. It is as sweet as honey."

He ate not only the whole interior of the jack fruit but also some of its seeds. Very happy with the feast, he went to wash his hands and face with soap and water. But he was alarmed to see that the sticky gums could not be got away from his beard and moustache. Even his hands could not be cleaned. Rather, the sticky thing got stickier. He put his right hand to the beard and it got stuck up there. All day long, he tried to get rid of the sticky stuff but he couldn't. So he had to go to bed with his beard and moustache stiff with the sticky gums from the jack fruit. And he felt so uncomfortable and unhappy in bed that he couldn't sleep at all. In the morning he was a different man – worried and shattered.

When he went out next morning, he had more problems to face. In the crowd, his hands, beard and moustache got stuck to peoples clothes and they pulled them away from him very hard. Just imagine how painful that must have been! With every pull, some hair came off from the Kabuli trader's beard and he cried out in pain. At the fish market he leaned over the fishes to see if they were fresh and one of them stuck to his beard. The fish seller angrily pulled the fish off and along with it came off a tuft of beard! The wretched trader went away jumping in pain. A naughty boy present there advised him to put some ash on his beard. He said that would take the sticky stuff off. But as you can imagine, the condition of his beard was worsened for the smearing of ash. The man from Kabul cursed the naughty boy as he saw his face in a mirror. It was so ugly that he could hardly recognize himself. He looked simply miserable.

He went to a wise looking old man and asked him what he would do. The man said, "You were really foolish in putting ash to your beard. Now the only thing you could do is to shave off your beard and moustache." The trader from Kabul was really shocked to hear that his beard had to be shaved off because he was very proud of his grand beard and it was the last thing he would want to do. He passed another sleepless night thinking if he should really shave off his beard or

not. "Alas! I've to do away with this dear beard of mine. People back home respect me so much for this beard. At the meetings I'm always expected to speak first. In the streets and markets, I'm allowed to pass. At parties and wedding feasts, I'm served with foods twice as much as other guests. Oh my God! How can I shave off this great beard of mine!

But it appeared to him that this beard smeared with ashes was no good anymore. So, he decided that he would shave off his favourite beard and moustache in the morning and he really did so.

From that day, whenever this kabuli trader would see someone without a beard and moustache in Bengal, he would think it was as a result of eating jackfruit. Often, he would put his right arm round one of such person and say, 'So, my dear friend, you've also tasted a jackfruit?'

ε



Exercises :

Exercise 1

Look at the picture at B and answer the following questions :

1. Could you guess, before reading the text at D, what this picture was all about?
2. Do you think this incident could really have happened? If not why?
3. Do you know any other story related to jackfruit?

Exercise 2

Pick out and make a list of all the passive sentences in the text at D.

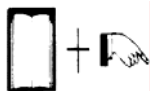
Exercise 3

Locate three persons in your area who know this story. Try to write down their versions of the story and show them to your tutor.

Exercise 4

Try to recollect, or collect from someone, a folk tale and try to write it down. Show it to your tutor and then tell this story to someone.

ϕ



Vocabulary

You might have found some new words in the text at D. First, try to understand them from the context. If you cannot, look them up in a dictionary. If you still find it difficult to understand, refer to the glossary at the end of the book.

transmitted	–	pass on
reluctant	–	unwilling
frantic	–	desperate
compose	–	write
smeared	–	spread a sticky or greasy substance over something.

More on Grammar

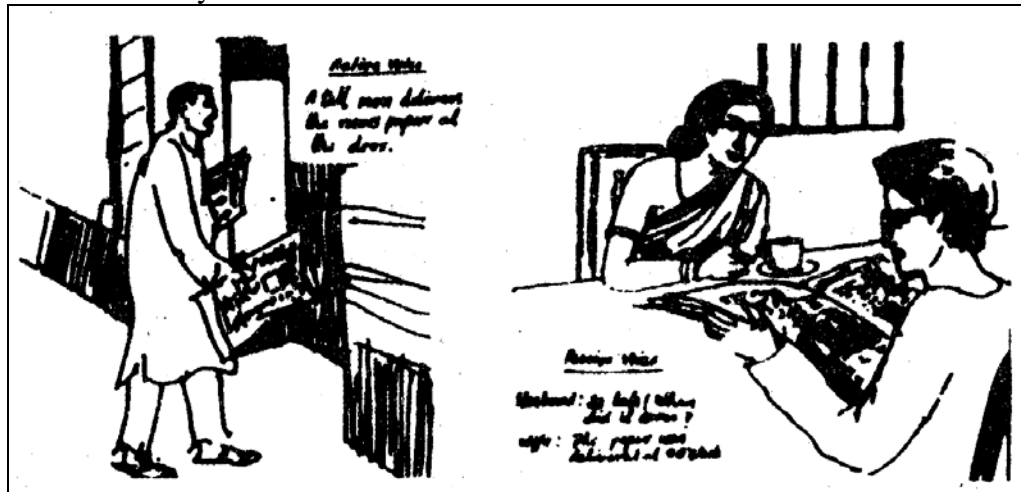
LESSON 10

A

Objectives :

On completion of this lesson, you will be able to –

- sum up the grammar skills already acquired and practised by you in the earlier lessons.
- To enable you to write and tell stories.



B

- When the subject of the sentence does the work and deserves the focus, e.g. you use the active voice.

A tall man delivers newspapers at 6 o'clock.

But if you think the doer of the work is not very important and it is the object (the person or thing that receives the work) is more important, you should use the passive form.

e.g. Newspapers are delivered at 6 o'clock (by a tall man)

Note that the doer of the work (in bracket) may be omitted if it is of no real importance in the sentence. This is also done when the doer is not known or is uncertain. e.g.

Someone stole Shafiq's watch

Shafiq's watch was stolen

- In passive sentences, we use the appropriate form of 'be' + past participle

News **is broadcast** at 8 a.m. everyday.

The notice has **been served**.

The final match is **being played**.

The letter **were posted** yesterday.
 All the members **had been informed**.
 The pavement **was being cleaned**.
 The work **will be done** in time.
 The breakfast **will have been served** by that time.

Sometimes, 'get' is used in place of 'be'. e.g.
 Nobody got hurt in the accident.

3. In the passive form, we use the base form of 'be' with the modals.

The old building may be knocked down.

What can be done about this?

The gate will be locked at 11 p.m.

4. Remember that 'born' is a passive verb and is usually used in the past tense.
 How many babies are born in this city everyday?

5. 'Supposed to' is another very important passive element. It is used for more than one purposes.

Let's listen to this song. It is supposed to be (said to be) very melodious.

The plane is late. It was supposed to (scheduled to) arrive at 11 a.m.

Students are not supposed to (allowed to) bring books inside the examination hall.

6. 'It is said that'/'He is said to' etc. are very important passive forms.

It is said (people say that) as a single lyricist, Nazrul composed the largest number of songs in the world.

He is also said to be the pioneer of Bengali modern songs.

C



You already know how to use 'would' with the function of reporting or speculating on a future action. This happens when the basic time is in the past.
 e.g.

Shabbir said that he would visit me soon.

Now note the following examples

Runa promised that she would lend her younger sister some money.

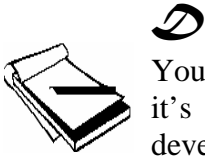
Rabin assured that he would not be late the next day.

Sohel informed me that the bus would start at 5.

The principal declared that the next day would be a holiday.

My friend asked me if I would visit him that day.

The tourist enquired of the young boy if he would accompany him.



You must have noted how some stories have been told in the earlier lessons. Now it's your turn to tell and write stories. Here are some outlines for you. Try to develop your own stories from these. Some of these stories may be known to you.

1. The dog and the shadow
 - a. A dog stole a piece of meat.
 - b. He saw his shadow in a stream.
 - c. He mistook it for another dog.
 - d. He lost his own piece by trying to get another piece of meat from the mouth of his own reflection.

2. The fox and the grapes
 - a. A fox comes to the vineyard.
 - b. He is tempted by the ripe grapes hanging from the branches.
 - c. He tries to get at them but fails.
 - d. He goes back saying that the grapes are sour.

3. Industry is the mother of good luck
 - a. A poor man went to the holy prophet and begged for alms.
 - b. The holy prophet asked him to bring his blanket.
 - c. The blanket was sold and the money was given to the man.
 - d. The prophet advised him to cut and sell wood.
 - e. The poor man did accordingly and lived happily.

Now consult your tutor and make corrections or changes to your stories if necessary. Then tell these stories to anyone you like. Also try to write some stories of your own and tell them to someone.

ANSWER KEY

LESSON : 1



- a. Haseeb
- b. Haseeb's uncle
- c. The flock of geese
- d. A fable
- e. In search of food
- f. In Mount Cittukuta
- g. Because it never seared up in the sky
- h. Because the king realised the lesson of the story and stopped talking much.



- | | |
|----------------|---------------|
| 1. Worried | 2. habit |
| 3. intelligent | 4. cleverly |
| 5. advised | 6. understood |
| 7. gave up | |



Try to do this activity by yourself and compare your findings with those of your course mates. Your tutor will also help you.

LESSON : 2

Exercise 1

- a. The soldier was returning from the frontier and he was fallen in a storm.
- b. Because he could smell the rich dishes.
- c. The soldier decided to pretend that he would prepare some soup with pebbles.
- d. He used water, some pepper, a little salt, meat, flour and of few pieces of onions.
- e. Because she never heard of the pebble soup before.
- f. No, they were not.

Exercise 2

expression, to give, hungry, play, pan, pebble soup, few pebbles, roused, pan, brought, washed, watched, poured, meat, onion, delight, things, flavour, admitted, delicious.

Exercise 3

- | | |
|-----------------|----------------------|
| a. been written | b. been stolen |
| c. was posted | d. be played |
| e. was sung | f. has been arrested |
| g. was open | |

Exercise 4

Try yourself.



LESSON : 3

Follow the test and try to find out the answers.



LESSON : 4

Try yourself.



LESSON : 5

Exercise 1

2. have been delayed
3. was warned
4. has, been changed
5. have been kept
6. is going to be offered
7. has been pulled down
8. were
9. is going to be

Exercise 2

1. a) were taken b) were sent c) was
2. a) was hit b) was knocked off c) was taken
 d) was given
3. a) were questioned b) was snatched c) was arrested
 d) has, been elicited
4. a) has been found b) was scolded c) is expected
 d) to be returned

Exercise 3, 4, 5 & 6

Try yourself and show them to your tutor.



LESSON : 6

Try yourself to do the exercises.



LESSON : 7, 8, 9 & 10

Try to do the exercises in a group and discuss among yourselves. You may wish to show your answers to your tutor.

Animals : Domestic and Economic; Wildlife

UNIT 7

Objectives

On completion of this unit you will be able to –

- form sentences using the modal auxiliaries, such as 'can', 'could', 'may', 'might', 'shall', 'should', 'will', 'would', 'must', 'ought to', 'need' and 'dare'
- answer comprehension questions and
- draw conclusion.



Animals : Domestic and Economic; Wildlife

UNIT 7



Overview

- Lesson 1 : Rafiq is fond of his Pets**
- Lesson 2 : Life in a Village**
- Lesson 3 : Enthralled by the Tune of Folk Song**
- Lesson 4 : Rafiq's Diary**
- Lesson 5 : Rafiq and Rashed Talk About Environment**
- Lesson 6 : Wildlife**
- Lesson 7 : More About Wildlife**
- Lesson 8 : Some Amazing Facts About Animals**

Answer Key

Rafiq is Fond of His Pets

LESSON

1

A

Text



Rafiq loves animals. He adores his pets. He has a pet cat and three pet rabbits, his brother Rashed has a pet dog. There is no love lost between the dog and the cat. In other words they are always inimical towards each other. The cat is called Purdy and the dog Percy. Purdy dares not fight with Percy. Percy could tear Purdy apart if it could get hold on it. The only thing Purdy can do is to purr at Percy from a safe distance. It makes the dog furious and a game of wild chasing follows. For their fighting pets the brothers are also found quarrelling with each other. They could have easily chained their pets but both of them are against that. Their father has advised them not to curtail the liberty of their pets. That is why they would not put their pets in cages. One morning a scuffle between the brothers broke out and both of them were busy with defending their own passion for pets.

Rafiq : Well, you know, your dog Percy is barking at people. Yesterday our next door neighbour shouted at me and warned me that one day he might shoot the dog.

Rashed : We must keep an eye on it but don't you agree with me that Percy does a lot for us to keep us safe? You should remember the chill winter night when a thief was trying to break into our house and it's my Percy who woke us up?

Rafiq : Have you ever thought that Percy can attack you and tear you into pieces when it goes wild? How will you cope with your dog when it gets horrific and violent? One of my classmates was badly bitten by her family pet who had always been friendly before that. And my idea is that owners of dogs are psychologically weak. They use dogs to do their fighting for them.

Rashed : I agree with you that we ought to be more careful about Percy. But what about your cat Purdy?

Rafiq : Don't you know that cats are great runners and climbers? And this makes them good hunters. They have sharp claws for attacking and gripping prey. And if you want to get rid of rats, you need to be fond of cats, anyway. Moreover, my cat is house trained. It doesn't make the house dirty.

Rashed : OK, But your rabbits are also catching rats, eh.

Rafiq : Well, don't you know that research results show that people with pets are less likely to suffer from loneliness or depression?

B**New words :**

Adore, inimical, timid, curtail, break out, break into, horrific, violent, house-trained, grip.

C**Exercises :****Exercise 1****Role-play :**

You're fond of dogs and you have some rare dogs such as Bernese mountain dogs, German shepherd dogs and one Bichon Frise at your house. Your younger brother who hates to keep pets always quarrels with you and expresses his detest strongly. Try to convince him why should people keep pets.

Hints

Bernese mountain dogs pulled carts and in the Middle East. People kept them for hunting and fighting. The Bichon Frise, once very popular in French courts were taken into circuses and trained to perform tricks.

Exercise 2

Answer the following questions :

- a. What pet animals do Rafiq and Rahsed have?
- b. What are their names?
- c. How is the relationship between Purdy the cat and Percy the dog?
- d. Can Percy catch Purdy?
- e. What would Percy do if it could catch Purdy?
- f. What happens when Purdy purrs at Percy?
- g. Why do the brothers quarrel?
- h. What is the advice of their father regarding pets?
- i. Why did their neighbour shout at Rafiq and what did he threaten him?
- j. What did Percy do when a thief broke into their house?
- k. What might happen if Percy behave wildly?
- l. Who was bitten by her family pet?
- m. What are the psychological points of view about the owners of dogs?
- n. What does Rafiq inform about cats?
- o. Does Rafiq argue in favor of cats? If so, how does he do that?
- p. What arguments does Rafiq put forth in favour of keeping pets?

Exercise 3

Write some sentences using could, would, ought to & dare.

Exercise 4

Make sentences with the following words:

- a) adore b) inimical c) timid d) curtail e) violent
 f) house-trained g) grip h) Purr

Exercise 5

Complete the following sentences:

- a. Rafiq is so fond of his pets that he (can) ...
 b. Though Rashed initiated the argument he (could) ...
 c. If the dogs are not well fed they (may) ...
 d. If you tried you (might) ...
 e. My friend told me that he (would) ...
 f. My cousin is always aggressive, he (should) ...
 g. It's a secret, you (must) ...
 h. I have got a very bad headache, I (need) ...
 i. You are looking pale, (you should) ...



Vocabulary

adore (vt.)	-	fɪtʃ vevmɪ l kʰv Kiv
inimical (adj)	-	kɪˈfveɪcbəˈeɪx
timid (adj)	-	fɪˈtɪmɪd, j vRʃ
curtail (vt)	-	kʰvʊqʊ Kiv
break out (vt)	-	nVvr NUv
break into (vt)	-	ej ceR cɔːk Kiv
passion (n)	-	cɔːʃ Abj vM
horrific (adj)	-	fɔːsKɪ
violent (adj)	-	cɔːvɪl, cɔːʃ ɪnsmə
house trained (adj)	-	(Mɪncwɪʒ Z RɪeRʃ mɔːtʊ) emɔɪ tʃZtɪ hɪʒ gj gɪ Z vM bɪ Ktɪ tɪmB fɪtɛ ɪkʰv cɔːʃ
grip (vt)	-	AvKtɔ aɪv
cope with (vt)	-	mɔːdɪʒ ˈi mɪt_ Avql Kiv, tɔːtɪ l Vv
shout at (vt)	-	vPrKvɪ Kiv
depression (n)	-	veɪl v Mɔː, veɪl v, tL`
owner (n)	-	gvvɪj K
purr (v)	-	tɪmʊ tɪmʊ Kiv

Exercise 6

Write a short paragraph using the new words from the text. You may use the following topics:

1. Stop Dangerous Dogs.
2. Dog snatches baby from sitting-room.
3. Baby saved by a pet dog.
4. People say that you need a protection and having a dog is more acceptable than having a gun.
5. Owners of aggressive dogs are psychologically weak.

Life in a Village

LESSON

2

A



This year Rafiq's father, Mr. Rahman has decided to spend the winter vacation with his relatives at Rajbari. Mr. Rahman is the sort of person who can explore and experience the simple pleasures of life. A plenitude of sunshine, the songs of birds, the rippling of flowing rivers, the melting blue of vast sky can make him full of ecstasy. He sometimes indulges himself in rowing and fishing in the pond near their house so that he can keep himself fit. He can not take the risk of taking Rafiq and Rashed with him since they don't know how to swim. Mr. Rahman has planned this year to teach his sons how to swim and catch fishes. He would not let them become bookworm. He had taught them riding bicycles and now they can ride very well. Mr. Rahman cannot even think of depriving his sons of the pleasures that rowing, fishing and swimming can give :

Mr. Rahman : Tomorrow morning we will leave Dhaka for Rajbari, Dear boys, have you packed your suitcases?

Rafiq : Papa, the idea of spending the whole month in a village is not a clever one. I don't have the remotest idea about any village. They are alien and strange to me. Moreover, village life would be monotonous and awkward.

Rashed : Please don't brag about your artificial city life with crows, dustbins and carfume. I wish I could be away from this noisome slum.

Rafiq : Then why don't you choose a gypsy life and roam around the remote places?

Mr. Rahman : Well boys, it's my fault. I should have taken you to our village long before. Then at least you could appreciate nature in abundance with all its appealing and fairy tale like look. Dear boy, I want you to swim against the tide. You must experience all aspects of life.

Rashed : Dad, I want to know my root, my origin with its real flavour.

Mr. Rahman : At first, every thing in a village may seem mysterious and eerie to you. Throughout the day the chirping of birds, mooing of cows, bleating of sheep and goats in the yard are transformed into unearthly peace and quiet at night. You may hear a pin drop. If you fold your paper it would sound like a clap of thunder. You must explore the harmony and rhythm of village life if you want to know yourself.

B

New words :

discover, plenitude, ecstasy, book-worm, deprive, alien, remote, monotonous, brag, noisome, slum, gypsy, roam, appealing, mysterious, eerie, unearthly.

C

Exercises :

Exercise 1



Role play :

You are stuck in the way of modern civilization. You drink pasturized milk, buy frozen food, cook in a microwave oven, live in an air conditioned room, watch colour TV, listen to pop music. You want to escape from this unpleasant and boring situation as you are aware of the disadvantages of modern life. Without upsetting them, try to convince your parents, that it would be better if we could go back to the past when everything was so fresh and free from pollution. (Your friend or tutor may play the role of your father/mother)

Exercise 2

Answer the following questions :

- a) How and where does Mr. Rahman want to spend the winter vacation?
- b) What sort of man is Mr. Rahman?
- c) What aspects of nature make him replete with ecstasy?
- d) What does he do to keep himself fit?
- e) Why can't he run the risk of taking his sons with him for swimming?
- f) What has Mr. Rahman planned this year?
- g) What would not Mr. Rahman let happen to his sons?
- h) What cannot Mr. Rahman think of ?
- i) What does Rafiq think about the idea of spending the whole month in a village?
- j) What does Rafiq think that the village life would be like?
- k) What is Rashed's point of view about city life?
- l) Why does Mr. Rahman say that it's his fault?
- m) What would have happened if Mr. Rahman took his boys to a village earlier?
- n) What does Mr. Rahman want for his sons?
- o) What does Rashed want to know about?
- p) Give in your own words the vision of village life that you find in Mr. Rahman's last dialogue?

Exercise 3

Write a brief summary of the text you have just read.

Exercise 4

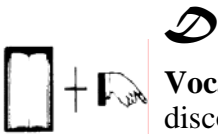
Form sentences with the following words (try to use the modal verbs in your sentences)

- a) explore b) ecstasy c) book-worm d) pleasure e) alien
f) remote g) monotonous h) unearthly i) brag about

Exercise 5

Complete the following sentences :

- Mr. Rahman has a sense of beauty he (can) ...
- Rafiq is so fond of city life that he (would) ...
- Rashed agrees with his father and (would) ...
- If we want to appreciate nature we (must) ...
- Mr. Rahman acknowledges his responsibility for the ignorance of his son, Rafiq. He (could) ...
- If we want to know our origin we (should) ...
- Rashed wants to spend the vacation at Rajbari, for he (will) ...

**Vocabulary**

discover (vt)	–	Awē [®] vi Kiv
plentitude (n)	–	cūPh [®]
ecstasy (n)	–	cvi gvb`
book-worm (n)	–	MōKxU
deprive (v)	–	ewĀZ Kiv
alien (n/adj)	–	ewnt` Riq
remote (adj)	–	mý ĩ
monotonous (adj)	–	%wPĪ` nxb
brag (vi)	–	MteP mt½ K_v ej v
noisome (adj)	–	K` h [®] cxov` vqK
slum (n)	–	ew` -
gypsy (n)	–	teĭ`
roam (v)	–	j ĩ` nxbfvte Nĭi teovb
appealing (adj)	–	gg [®] úkr [®]
mysterious (adj)	–	i nm`gg
eerie (adj)	–	i nm`RbK, AvZ¼RbK
unearthly (adj)	–	AcwĪ`ē

Exercise 6

Write a short paragraph using any of the following topics :

- The morning of a busy city.
- A starry winter sky.
- Strain of city life.

Rafiq Enthralled by the Tune of Folk Song

LESSON

3

A



Though it was a cold evening, everything seemed enticing to Rafiq. ‘The dying day, the distant tune of flute, the dingy little cottages, dark greenery, all must have the power to enchant people’, he thought. All are so inviting and entertaining that he wondered how he could ignore this beauty. As soon as he entered his grandma’s small cottage he surrendered himself to the affectionate embrace of the little old lady. The aroma of pitha from grandma’s kitchen began to snatch his attention and he felt hungry. When grandma took him to the kitchen he got surprised with the look of delicious dishes.

“All you did by yourself, grandma?” asked Rafiq.

‘Yes dear, though I’ve some domestic hands, I have to cope with household chores. My morning begins with milking the cows and goats’.

“Then you are fabulously rich grandma. Definitely you don’t drink all the milk you get.”

“Well, of course not, sometimes I churn the milk to make butter and cheese.”

“Oh grandma I’m crazy about butter.”

“And what about beef curry and mutton chop? You don’t like them?”

“Oh grandma, I thought that villages would be vales of tears, places full of pain and unhappiness, but I was wrong.”

“Goodness, don’t you know that our poultry and cattle farms are the independent way of earning money? We get fresh meat and at the same time we are economically benefitted. In many of our villages oxen are still used for ploughing.”

“Grandma you know a lot about farming and agriculture and throughout the day you’re busy with your caltle, goats, sheep, ducks and swans. I’m worried about your health dear grandma. You ought to take care of yourself.

“Yes, I’m growing weaker, still I’m not the lazy sort to believe in come day, go day, God send Sunday’.

B

New words :

Enticing, Wonder, Affectionate, Churn, delicious, worry, take care, cheese, poultry.

C

Exercises :

Exercise 1



Ask questions to which the following statements would be reasonable answers. Pay attention to the underlined words:

- a) **Rafiq** is worried about his grandma.
- b) I churn milk to make **butter**.
- c) The small cottages are **beautiful**.
- d) Throughout the day I'm **busy with my job**.
- e) I love my **grandma**.
- f) I like **swimming**.

Exercise 2

Respond to the questions that follow:

- a. What did everything seem to Rafiq?
- b. What did he think about the enchanting power of the elements of village life?
- c. What happened when Rafiq entered his granny's little cottage?
- d. How did he feel smelling the aroma of pitha?
- e. What did he see when he entered his grandma's kitchen?
- f. How does Rafiq's grandma begin the morning?
- g. What does Rafiq comment about his grandma's wealth?
- h. What did Rafiq think about village?
- i. What are the independent ways of earning money?
- j. How is Rafiq's grandma benefited?
- k. How are oxen used in many of the villages?
- l. Why is Rafiq worried about his grandma's health?
- m. What does Rafiq's grandma believe in?

Exercise 3



Make sentences with the following words (use can, could, will, would, may, might, should)

- | | | | |
|-------------------|----------------|----------------|------------|
| a) lazy | b) churn | c) worry about | d) believe |
| e) domestic hands | f) independent | g) Fabulously | |

Exercise 4

How did you feel when you visited a new place? ____
Describe your experience briefly.

Exercise 5

How do you feel when you meet your near relatives after a long time?



Vocabulary

Enticing (adj)	–	cj̄ j̄aKi
wonder (vt)	–	wew̄ šZ nI qv
Affectionate (adj)	–	ggZıvgq
Churn (vt)	–	gvLb gšb Kiv
delicious (adj)	–	ZıBKi, Dcv̄t` q
worry (vi)	–	`w̄ıšZ nI qv
take care (vt)	–	hZat̄bqv
Cheese (n)	–	cıbi
Poultry (n)	–	num-gj Mxi Lvgvi
fabulously (adj)	–	Avek̄ı̄m̄ i K̄t̄gi

Come day, go day, God send Sunday : A proverb suggesting laziness or lack of care about the future.

A



It was the most beautiful morning. Everything was glittering with joy. I decided not to waste the day. I took my walkman and walked along the bank, which was quite empty. The fishermen were taking advantage of the weather to catch fish. Lots of small boats were floating on the river. Last night grandma told me that an enormous number of fishes are caught from the rivers of our country. Among them hilsha, catla, ruhi, chitle, ecl, lobster and trout are familiar to me. I wonder without having any academic degree how could grandma learn that fish protein is the best for health and fish is free from cholesterol building fat. She has taught me so many things that I must be grateful to her.

I sat down on a rock and turned on my cassette player. Everything was quite beautiful and tranquil. Nature smiled. It was so peaceful. I could hear the horses in the field above champing and moving through the grass. Grandma still remembers the old days when people rode on horses and used them for pulling heavy things. On her wedding reception, grandpa came by a carriage pulled by a stout horse. But her conjecture is that through the domestication of horses people had not been benefitted and no one thought about the commercial breeding of horses.

It seemed that I was not destined to be solitary for too long. I heard some faint footsteps, some faint tune of flute, the despoiler of my solitude. I raised my head and noticed some small boys with a herd of cattle and a flock of sheep and goats with them. At once I felt like joining the naive boys. I think I've started finding my root and my grandma is helping me to get a new insight. She has told me that scientific animal husbandry is needed if we want to heighten the efficiency of production. We must take care of the animals that supply our meat, milk and eggs. Moreover if we can increase animal production, we will get more hide and fur to make valuable things like leather bags, shoes and fur coats.

B

New words :

faint, solitude, husbandry, enormous, lobster, cholesterol, tranquil, breeding, domestication, efficiency, stout.

C

Exercises :



Exercise 1

Ask questions to which the following statements would be reasonable answer. Pay attention to the underlined words.

- i) It was a **beautiful morning**.
- ii) I was **listening to the radio**.

- iii) **My grandma** entered the room.
- iv) He catches **fish** everyday.
- v) I sat down **on a rock**.
- vi) People **rode on horses** when I was a mere kid.
- vii) On her wedding reception, she was wearing a **red Sari**.

Answer the following questions:

- a) How was the morning?
- b) What did Rafiq do in the morning at first?
- c) Why was the bank of the river empty?
- d) What did Rafiq's grandma inform him about the catching of fishes?
- e) What fishes are familiar to Rafiq?
- f) What is best for health according to grandma?
- g) How was everything when Rafiq turned on his cassette player?
- h) How peaceful the atmosphere was?
- i) How were horses used in the old days?
- j) How did Rafiq's grandpa come on his wedding night?
- k) What is grandma's conjecture?
- l) What did despoil Rafiq's solitude?
- m) What did Rafiq notice?
- n) What did Rafiq think about finding his root and according to him who was helping him to get a new insight?
- o) How do animals help us economically?
- p) What will happen if we can increase animal production?

Exercise 3

Make sentences with the following words

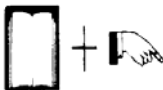
- a) Root b) enormous c) glittering d) tranquil
- e) efficiency f) smile g) stout

Exercise 4

Write a summary of Rafiq's diary you have just read



Vocabulary



faint (adj)	-	A`úó
solitude (n)	-	wbm½Zv
husbandry (n)	-	Lvgvi e`e`vcbv
enormous (adj)	-	cØi
lobster (n)	-	Mj` wPswO RvZxq eo AvKvfi i mvgv` K cØYx
cholesterol (n)	-	cØYx t`tni i t³ I tKv†l we`gvb PweRvZxq c`v_©
tranquil (adj)	-	kvŠ-
breeding (n)	-	cRbb wµqv
domestication (n)	-	†cvl gvbvb, MpcwZj KiY
efficiency (n)	-	`¶Zv

stout (adj) – m/v/g

Rafiq and Rashed Talk About Environment

LESSON 5

A



At the end of winter vacation Mr. Rahman has arranged for a pleasure trip to the Sunderbans. Fafiq and Rashed are very happy to dream about watching the animals in the wild. Now they are sharing their own knowledge of wild life. Both of them agree that in order to avoid an ecological disaster the environmentalist should take initiative to protect the harmony of nature.

- Rafiq : Rashed, don't you think that the world is full of wonders?
- Rashed : Yes! With its landscape, mountains, forests, deserts, grasslands, oceans and seas it has its own beauty.
- Rafiq : And an enormous and varied number of wild animals contribute to the gracefulness of this planet.
- Rashed : Yes. I often get startled to think how the animal world and nature are combined in a pleasant and perfect way.
- Rafiq : I agree with you. Each part of the world has its own wildlife. This is because the climate and landscape vary from place to place. Some parts are hotter than the others. Some are very wet, while others are dry. Climate and conditions of landscape produce different sets of habitats.
- Rashed : Yes the mammals and birds living near the poles could not survive if they didn't have thick fur or feathers, or a layer of fat to cope with the icy conditions.
- Rafi : You must have read that some animals do not live in the same place all year round. In the winter they migrate to a warmer place where there is more food. Snow geese travel from the Arctic to the south of the United States. They then return to their home in the spring to breed. The Arctic tern which breeds in the north, migrates to even further south, travelling as far as to the Antractic.
- Rashed : There are many other migrant animals. I can mention some of them- the herds of caribou migrate to the north from the forests to graze on the tundra. Wolves and bears follow the caribou to prey on their young. Flocks of geese also arrive there to breed and head back to south in the autumn.
- Rafiq : I know about another tiny creature called monarch butterflies who migrate. They breed in central America and die on their return journey to the north.

- Rashed : What about the other huge creature, can't you recollect the name of grey whale?
- Rafiq : Of course, they migrate to the Caribbean Sea from their summer home in the Arctic Ocean.
- Rashed : Everyone will like the white stork, Rafiq, for its black and white feather.
- Rafiq : Oh, yes. It is also a summer visitor to the northern Europe, spending the winter further south in Spain or Portugal.
- Rashed : You know, in many parts of Europe wildlife is at risk because of the activities of people. Woodlands and hedgerows have been destroyed to make way for farming. Rivers and lakes are polluted with waste from factories. Native animals such as bears, wolves and boars once roamed across much of the northern Europe, as there were huge forests. But now the forests have been cut down.
- Rafiq : It's really sad and very unfortunate. To keep a perfect ecological balance we shouldn't be cruel to the wild animals.

B



Vocabulary

ecological (adj)	–	cwi tek mspuvš-
harmony (n)	–	m½wZ, cõwZKi msugkY
landscape (n)	–	cõKwZK f-`k`
gracefulness	–	gvah®
Startled (adj)	–	wew`SZ
habitats (n)	–	(Dw`mC, RxeRŠ' m±tÜ) `vfweK wePiY ev j vj bt¶¶tÎ
mammals (n)	–	`b`cvqx cõYx
migrate (vi)	–	GK `vb t_†K Ab` `v†b cwi ågY Ki v
tern (n)	–	k•LwPj RvZxq mgyw` K cwlL we†kI
caribou (n)	–	DËi Av†gwi Kvi ej Mv nwi Y
white stork (n)	–	mvi m
graze (v)	–	Nvm Lvl qv

C

Exercises :

Exercise 1

Answer the following questions:

- Do Rafiq and Rashed love wild animals?
- What do they think about the ecology of this planet?
- Does animal life depend on climate and conditions of landscape?
- How do the mammals and birds live near the poles?
- Why do the birds and animals migrate?



- f. Where do the birds migrate?
- g. Can you name some of the migrant animals?
- h. What do you know about monarch butterfly?
- i. Does the grey whale migrate?
- j. Where does the white stork spend its winter?
- k. Who thinks that wild life is at risk? Why?

Exercise 2

Make some sentences with the following words:

- a) share b) ecological c) desert d) enormous e) wild
- f) mammals g) icy h) survive i) breed j) migrate
- k) travel

Exercise 3

What is your opinion about wild life? Do you think that life in wilderness has its own beauty?

A



It's a moonlit night. Mr. Rahman is sitting on the deck of the launch with his sons gazing at the calm Bay of Bengal. The night seems impenetrably mysterious because of the dark and deep forest across the sea. They know that this tropical forest is alive with all kinds of wild life – monkeys, small and big cats, deer and thousands of species of birds and insects.

Mr. Rahman is amused by his sons' curious looks. He knows that they are eager to have a view of some of the animals living in the forest :

Mr. Rahman : You might see tigers, jaguars, lions and leopards if they had not been over hunted.

Rafiq : I wish I could hear the roar of lions and leopards.

Rashed : Tigers are strong swimmers and they often wade into water to cool off. They sometimes even catch frogs and fish to snack on. So you can see a leopard or a tiger if it feels hot and comes to water.

Mr. Rahman : Well boys you may get a chance to see a leopard or *cheeta* if it climbs down to hunt, for leopards spend the day lazing about on the branches of trees.

And it's very difficult to find out a leopard because they're covered in spots which help to hide themselves against their background. Their skin is also the reason for death of many leopards every year, as people kill leopards for their beautiful skins to make fur coats.

Rafiq : But in India, legend says leopards are so cunning that they brush away their tracks with their tails.

Rashed : Dad, in the jungles of Chittagong I've seen a herd of elephants. Sucking up and squirting water with trunks. It's so pleasant to see animals in their habitats dad, I could not imagine before. I think people shouldn't trap and tame animals for their own benefit.

Mr. Rahman : But you won't see any elephant here in the Sunderbans. Anyway, could you guess what do the elephants do with the ears?

Rafiq : Yes dad, their huge ears let lose a lot of body heat and keep them cool. They can also flap their ears like fans. And the long trunk is used for drinking, smelling and even for greeting.

- Mr Rahman : Now elephant is one of the endangered species as they have been ruthlessly poached for their ivory tusks.
- Rafiq : Can you hear a hissing sound, Rashed? I saw something wriggling on the water, perhaps snakes?
- Mr. Rahman : Yes snakes can live in water and on land as well. They're called amphibians. In the Sunderbans there're pythons, milk snakes, vine snakes and cobras.
- Rashed : I know that pythons are the world's largest snakes and they feed on birds and mammals.
- Rafiq : And milk snakes drink milk?
- Rashed : They never touch the stuff. They only hang around cows sheds because of the mice that live there. And you will see vine snakes if you could have the courage to move around the jungle for they may be seen on trees. Their green skin almost blends in with the colour of the trees.
- Rafiq : Then it must be difficult to see them!
- Mr. Rahman : When we're in the village, you saw a cobra dancing with the music of the snake charmer. Both of you dared not touch the snake when it spread the hood. Actually...
- Rafiq : Yes, it's interesting, because a cobra is almost deaf. It can't hear the music but it follows pipe as the charmer waves it slowly back and forth.
- Mr. Rahman : Every year more and more snakes are in danger of dying out. They have been trapped for their skin which is used for making bags and shoes. The venom of some snakes can be used as medicines.
- Rashed : So animals living in the wild are becoming extinct because they're rare and full of wonders.

B



Vocabulary

Tropical (adj)	– Māsgĕj xq
Curious (adj)	– DrmK
Wade (v)	– cwb, Kv`v BZ`wĭ i ga` w` t̄q nuUv
Legend (n)	– t̄j ŚwKK DcvL`vb
Track (n)	– hvbevnb, gvbj ev cĭ t̄ i Pj vPt̄j i dt̄j mō c_ŵPý
brush away (v)	– ḡt̄Q t̄dj v
Suck (v)	– t̄PvI Y Kiv
Squirt (v)	– m̄t̄Rv̄t̄i t̄Kv̄t̄bv Rj xq c`v_ŵbM̄Z Kiv
Habitat (n)	– Dĭw̄c, RxeRŠ' m̄t̄Ū Avevm̄fug
Trap (v)	– dt̄t̄` t̄dj v
Tame (v)	– t̄cvl gvbt̄bv
Ruthlessly (adv)	– ŵbḡf̄v̄t̄e
Poach (v)	– ēt̄bv cĭ cv̄l ev gvQ teAvBbx̄f̄v̄t̄e ai v

Deaf (adj)	- eɪ
venom (n)	- ˈmɒn, ˈmɪ
extinct (adj)	- ɪŋkt



C

Exercises :

Exercise 1

Answer the following questions :

- What was Mr. Rahman doing on the deck?
- How was the night?
- Who live in the tropical forests?
- Why do tigers come to water?
- How do the leopards spend the day?
- How do the leopards look like?
- Why do people hunt them?
- What does the Indian legend say about leopards?
- Where can we find elephants in our country?
- What do elephants do with their ears?
- Why have elephants been poached ruthlessly?
- Where do snakes live?
- What do the pythons live on?
- What do you know about milk snakes?
- Where do the vine snakes live?
- How does a cobra dance? Does it hear the music of the snake charmer?
- Do you think that snake is one of the endangered species?

Exercise 2

Make some sentences with the following words :

- alive
- Wild life
- eager
- curious
- swimmer
- climb down
- legend
- flap
- endangered
- poach
- amphibian

Exercise 3

Find out some sentences from the text where the modal verbs (Can, could, will, would, and so on) have been used. Can you make some sentences using those modals?

More About Wildlife

LESSON

7

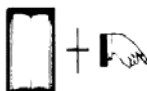
A



On a holiday evening Rafiq and Rashed are watching a video cassette on the wildlife of Africa :

- Rafiq : Look Rashed, it's surprising that in the Sahara Desert, the wild animals live on very little water.
- Rashed : Yes, camels can last for days without water, and some desert rodents never drink, but get moisture from seeds.
- Rafiq : Rashed, I wish I could be there with the herds of wildebeest, buffalo and zebra on the Savannah grassland.
- Rashed : Can't you see the lions, leopards and cheetas chasing them. They must be preyed on by these violent animals.
- Rafiq : And jackals, spotted hyenas and vultures would scavenge for the remains.
- Rashed : I wonder how the coexistence of the venomous and innocent animals are possible.
- Rafiq : Yes, gorillas and chimpanzees are sharing the forest with snakes and lions.
- Rashed : Rafiq, its funny to look at animals with one horn on its nose, what is it called?
- Rafiq : Rhinoceros, well they may have one or two horns. Do you know that it has a very poor eyesight but a keen sense of smell! Its skin is very thick and tough. It can live on leaves and shoots.
- Rashed : Hayenas are not ferocious to look at Rafiq, but notice how the pack of hyenas are killing their prey. Their eyes are so greedy. We must admit that appearance is always deceptive.
- Rafiq : And don't you think by the appearance of wildebeest that it will be dangerous?
- Rashed : Yes one may get surprised to hear that wildebeests wander in vast herds across east Africa in search of fresh grass.
- Rafiq : One would wonder by seeing the zebras, how nature has helped them to camouflage it from predators, such as the cheetah.
- Rashed : The world is full of wonderful animals. I wish I could study about all of them.

B



Vocabulary

- | | | |
|-----------------|---|---|
| rodent (n) | – | Bü j , KvWweowj BZ`w`i b`vq Zx²` Ê cÖYx |
| wildebeest (n) | – | nwi Y RvZxq cÖYx |
| prey on (v) | – | wkKvi Kiv |
| Scavenge (v) | – | RÄvtj i `çc tLVRvLjR Kiv |
| Coexistence (n) | – | mn Ae`vb |

funny (adj)	–	A ^m Ź, †KŠZKKi
thick (adj)	–	cj "
deceptive (adj)	–	cŹvi Yvgj K, âwšRbK
appearance (n)	–	KvD†K ev †KvbwKQz†` †L hv g†b nq
camouflage (v)	–	agRvj mŹó Kiv
predator (n)	–	wkKvi x

C

Exercises :



Exercise 1

Answer the following questions :

- What were Rafiq and Rashed doing on a holiday evening?
- How do the desert rodents survive?
- Why are the lions, leopards and cheetas chasing the innocent animals as seen on the video?
- How do the jackals, hyenas and vultures live?
- Do you think that coexistence is necessary for the harmony of the planet?
- How do the Rhinoceros look like?
- How are the Rhinoceros described in the text?
- What do they live on?
- Have you seen hyenas in a zoo? How do they look like? What do you think of them?
- What do the wildebeest live on?
- Why does Rafiq think that zebras can camouflage from predators?

Exercise 2

Make some sentences using the following words (try to use the model verbs in your sentences)

- | | | | |
|----------------|-------------------|---------------|---------------|
| a) prey on | b) desert rodents | c) wildebeest | d) adapted to |
| e) scavenge | f) Gorilla | g) ferocious | h) deceptive |
| i) fresh grass | j) predator | h) wonderful | |

Some Amazing Facts About Animals

LESSON

8

A



One of Rafiq's uncles studied in Moscow. His hobby was to collect amazing facts on the wild life in Russia. He wants Rafiq and Rashed to share his knowledge of animal world. His idea is that if the animals can be saved from poachers and if they aren't threatened by the destruction of their forest habitat, the harmony of the planet will not be destroyed.

Rafiq : Uncle, may we know something about the coniferous forests?

Rashed : I know that this forest stretch across much of Russia and have long and bitterly cold winters.

Uncle : So, could you guess how will the animals survive in such cold?

Rafiq : They must hibernate.

Uncle : Yes, during the winter they hibernate or migrate to warmer feeding grounds. Those that remain active store food during the warm summer months to keep them going through the winter.

Rashed : You told us before that some have coats that turn white in the winter to camouflage them against the snow.

Uncle : On the steppe grasslands lemmings, hamsters, ground squirrels and burrowing animals make their homes.

Rashed : What about the forests of the tundra Uncle?

Uncle : It may seem a dead landscape in winter, but in spring and summer it becomes alive with insects, birds and small animals.

Rafiq : Arctic Ocean seems to be a white sheet, doesn't it, Uncle?

Uncle : Yes, it is covered in ice for most of the year. Fish feed on microscopic plants called algae and seals and whales feed on the fish.

Rashed : Uncle you shouldn't forget to tell us about musk oxen.

Uncle : Of course not. They live in small herds on the icy, treeless tundra. Temperatures are sometimes as low as minus 60°C. But the musk ox has a dense, fleecy coat to keep out the cold. The animal gives off a strong smell known as musk.

Rafiq : I can tell something about the seals that have a layer of fat that protect them from icy water.

Uncle : I'm sure you haven't heard the name of walrus?

Rashed : You could never beat me uncle. I know about walruses, they have long ivory tusks which are used as weapons and for finding shellfish.

Uncle : You must deserve my thanks. Then you might know something about snowgeese and cranes.

Rafiq : I know that snowgeese nest on the tundra during the short Arctic summer and cranes fly south for the winter and return in spring to breed.

Uncle : You will know more about wild life if you watch Discovery Channel and read the books and magazines on wild life.

B

Vocabulary

Threaten (v)	–	úgmk t`l qv, fwiZ c0 k0 Kiv
hibernate (v)	–	kxZKvj Uv we†PZb Ae`vq KvUv†bv
grassland (n)	–	e,† nxb ZY.fwg
lemming (n)	–	a small rat-like animal
hamsters (n)	–	†Vto Bü †i i g†Zv
squirrels (n)	–	Kv†eovj x
burrowing animals	–	M†Z®vm K†i Ggb c0Yx
microscopic (adj)	–	Abex†wYK
dense (adj)	–	Nb
fleecy (adj)	–	†fovi tj v†gi g†Zv
walrus (h)	–	wm×†NvUK
weapon (n)	–	A`i
crane (n)	–	mvi m
Steppe grass lands	:	a large area of land without trees, especially an area in Russia.

C

Exercises :



Exercise 1

Answer the following questions:

- What are the poachers doing for the animal world?
- How is the weather in the coniferous forests?
- How do the animals survive in cold?
- What is hibernation?
- How do some of the animals camouflage?
- What do you know about the forest of Tundra?
- What do fishes live on in the Arctic Ocean?
- How do musk oxen look like?
- How can this seals survive in icy water?
- What do you know about walruses and snowgeese?

Exercise 2

Can you to write a brief note on the animals living in Russia?

Exercise 3

Make some sentences with the following words using model verbs :

- | | | | | |
|-------------|----------|----------------|-----------|------------|
| a) Share | b) guess | c) survive | d) feed | e) warmer |
| f) active | g) snow | h) microscopic | i) fleecy | j) weapons |
| k) Discover | | | | |

**ANSWER
KEY**

 **LESSON : 1**

Exercise 1

It is an oral exercise. Find out a partner and do it with the help of your tutor.

Exercise 2

Go through the text carefully and prepare the answers with the help of your tutor.

Exercise 3

Look at the text and notice the use of the modal verbs, then try to make some of your own.

Exercise 4

Look at the 'Vocabulary' part and again notice the words in the text and make some sentences.

Exercise 5

- a. can spend hours with them.
- b. could not win the game (of argument).
- c. may turn dangerous.
- d. might be successful.
- e. would buy lots of dogs.
- f. should understand the situation.
- g. you must not disclose it.
- h. need some pain killers.
- i. you should see a doctor.

Exercise 6

Seek help from your tutor and do it.

 **LESSON : 2**

Exercise 1

You must choose a partner to role-play the situation. Your tutor should help you.

Exercise 2

Go through the text and prepare the answers.

Exercise 3

With the help of your tutor, do it yourself.

Exercise 4

All the words from Exercise 4. Have been used in the text. So before making sentences look at the text and the 'Vocabulary' part and make sentences.

Exercise 5

- a. explore beauty from ordinary things.
- b. would like to spend the rest of his life in a city.
- c. would go to the village.
- d. must have a deep insight.
- e. could take him to a village before
- f. should go to a village.
- g. will get a chance to know his relatives.

Exercise 6

With the help of your tutor, do it.

 **LESSON : 3**

Exercise 1

- a. Who is worried about his grandma?
- b. Why do you churn milk?
- c. How are the small cottages?
- d. What do you love?
- f. What do you like?

Exercise 2

Go through the text carefully and prepare the answers.

Exercise 3

Look at the 'Vocabulary' part and make sentences.

Exercise 4

Do it with the help of your tutor.

Exercise 5

Do it with the help of your tutor.

 **LESSON : 4**

Exercise 1

- i. How was the morning?
- ii. What were you doing?
- iii. Who entered the room?
- iv. What does he do everyday?
- v. Where did you sit down?
- vi. What did people ride on?
- vii. What was she wearing on her

Exercise 2, 3, 4

With the help your tutor, do exercise 2, 3 & 4.

LESSON : 5

Exercise 1

Go through the text and write the answers.

Exercise 2

Look at the 'Vocabulary' part and make sentences of your own.

Exercise 3

With the help of you tutor, do it.

LESSON : 6

Exercise 1

Go through the text and do it.

Exercise 2

Look at the 'Vocabulary' part and make sentences.

Exercise 3

Read the text and notice how then modal verbs have been used then make some sentences.

LESSON : 7

Exercise 1

Go through the text and prepare the answers.

Exercise 2

Look at the 'Vocabulary' part and prepare some sentences.

LESSON : 8

Exercise 1

Go through the text and with the help of your tutor prepare the answers.

Exercise 2

Read the text and write it.

Exercise 3

Notice the use of these words in the text and make some sentences.

Peoples of the World

UNIT 8

Objectives

This unit contains 15 lessons. The short reading passages, in each lesson except one describes peoples from different parts of the world, their patterns of behaviour and modes of thinking. Besides, some uses of the relative pronouns have been selected to provide you with scopes for language use, and help you develop your language skills.

On completion of this unit you will be able to –

1. develop your communicative competence, especially your abilities to read, write and speak English, and understand spoken English (listening) effectively
2. handle basic grammar more efficiently
3. use relative pronouns effectively.

N. B. These three objectives apply to all the lessons of this unit.

Peoples of the World

UNIT 8

Overview

- Lesson 1 : Peoples of the World : An Introduction**
- Lesson 2 : Differences in Peoples' Gesture, Work and Concept of Time**
- Lesson 3 : Patterns of Action for Women**
- Lesson 4 : Peoples of India**
- Lesson 5 : Tribal Way of Life in Afghanistan**
- Lesson 6 : People of Saudi Arabia**
- Lesson 7 : People of Korea**
- Lesson 8 : The Tarong of Philippines**
- Lesson 9 : People of Shantytown, Hong Kong**
- Lesson 10 : Swedish Family and ageing in Georgia**
- Lesson 11 : Aborigines of Australia**
- Lesson 12 : The Americans**
- Lesson 13 : Mexico's Indians**
- Lesson 14 : The Ampharas of Ethiopia**
- Lesson 15 : Ibo of Nigeria and the Samoans**

Answer Key

Peoples of The World :

An Introduction

LESSON

1

A

Read the following text and answer the questions below it :



People, their ways of living, their manners and morals, and their modes of thinking vary from one place to another and from one country to another. People are very complicated beings, perhaps the most complicated things on earth. A knowledge of the varieties and complication of peoples' life in different parts of the world is very important.

One of the ways to understand people – both your friends and those who live on the other side of the world – is to look at what they do. **The kinds of action that tell you most about a person are the actions which persons repeat often.**

Things that happen over and over again in just about the same way can be called patterns of action. Understanding patterns – such as what people usually do when they meet strangers or how they ordinarily work and play, how people take care of their children – helps you understand peoples and their lives.

In the present unit, you will be introduced to patterns of action in peoples' lives in different parts of the world. You'll learn to examine the functions which these patterns have in peoples' lives.

B

Exercises

Exercise 1



Read the first paragraph of the above passage again, and discuss the following questions with a learning peer :

- a. What is the topic of the paragraph?
- b. Do you agree that people are the most complicated being? If your answer is yes, say why?
- c. What do you know about varieties in peoples' life in different parts of the world?
- d. Do you think that it is necessary to know about varieties of peoples' life around the world? Give reasons for your answer.

Exercise 2

Read the second and third paragraphs and say :

- a. What is the topic of the second paragraph?

- b. What is the main idea of the third paragraph?
- c. Look at the underlined pronouns in the passage and say what type of pronouns they are :
 - i. personal pronoun
 - ii. reflexive pronoun
 - iii. relative pronoun(put a tick mark against the right answer.)
- d. Write three sentences using each of the following pronouns : who; that ; which ; where ; when.
- f. Say what is meant by 'patterns of action' in your area when, i. people meet each other ; ii. people take leave of each other, and iii. you receive a guest at home.

C

Pattern and Society



When most of the people in a group or nation share many important patterns, they form a society. Most of the people who live in Bangladesh, for example, share important patterns of action. These patterns are part of 'Bangladeshi society'. Members of a society may share many different patterns of action. Generally a pattern is useful because :

- i. the pattern affects, in some way, almost everyone within the society.
- ii. adults teach the pattern to the young and expect them to follow it.
- iii. those who don't follow the pattern are considered 'odd', or are the object of irritation, anger or legal action.

Why do People Follow Patterns ?



People in Bangladesh generally eat three meals daily, but in many countries of the world people live happy and healthy lives on one meal or two or four. We follow our pattern because it is a pattern which we have followed for hundreds of years in our country. The society in Bangladesh is geared to this three-meal pattern of living. Work and school schedules are made with this pattern in mind. Because we are used to this system, we get hungry at the 'right' time and we do not break this pattern.



Exercises



Exercise 3

Form a learning pair with another student in your locality. Read Text-C and discuss the following questions :

- a. What is the main idea of paragraph 1?
- b. What are the three important characters of patterns?
- c. Why do the people follow pattern?

Exercise 4

Fill in the gaps in the following sentences using appropriate relative pronouns :

- a. People _____ follow patterns are considered good citizens.
- b. Patterns _____ are shared by individuals become the part of a society.
- c. Patterns affect everyone _____ live in the society.
- d. Actions _____ a person repeats tell you about that person.
- e. What is the point _____ you consider important.

Exercise 5

Make a list of the underlined pronouns in the text. Then find out the nouns for which they are used. Find also the verbs after each of the pronouns. Is there any agreement between the nouns preceding the pronouns and the verbs following them?

Exercise 6

Find out the grammatical mistakes in the following passages and correct them.

We follow my pattern. It is an pattern which have been follow by the people of our country for hundreds of years.

The society in Bangladesh is gear to this pattern. We eats three meal a day, but many people in the world eats one meals, many others eats four meal. whatever is the pattern, people has became use to it.

Exercise 7

Give the meaning of the following words/expressions and make sentences with them :

- a. live on, b. geared to, c. stand apart, d. different from

Exercise 8

Think of the pattern of life in your locality, and write a paragraph on how many times, and when people eat their daily meals in your locality.

Gesture, Work and Concept of Time

LESSON

2

A



As people of Bangladesh have their own distinctive patterns of behaviour, people in other societies also have different patterns of action and behaviour. To understand them you must try to see things in new ways. You must look carefully at unfamiliar patterns of action. You must also try to understand the reasons why these patterns are followed. Behaviour which sounds strange to you often has special meaning and beauty to others. You will have the chance to start seeing with new eyes in the activities that follow.

When two people have a conversation, their actions fall into automatic patterns. They don't need to think about how far apart to stand, how loud to talk, or how they should move their hands. They follow patterns which they learned in course of growing up in the society. People who grow up in other societies, however, may learn patterns which are very different from those of ours. Some examples of such differences are given in the other texts of this lesson.

a. Patterns of Conversation :

In some Arab countries, conversations follow patterns quite different from those in Bangladesh. The proper and polite distance for a conversation is to be close enough to feel the breath of the other person. This is much the same in Latin America. Also Arab men generally express their feelings openly and they think it important to act out emotions. Men may weep, shout, or gesture expressively if they wish to. They feel that a man who doesn't show emotion is not being sincere. Among men, the proper tone of conversation between equals is loud – a near shout. A short tone indicates that the person speaking is weak and cannot be trusted or believed. In conversations between non-equals, however, the pattern is different. The average Saudi Arabian shows respect to a sheik (or a rich American visitor) by lowering the voice and mumbling. The louder an important person speaks, the more quietly the humbler Arab mumbles.

b. Patterns of Touching :



From movies and TV you have probably come to know that in some societies men kiss each other on the cheek. They put their arms around each other, or in other ways embrace each other in gestures of friendship. This is not a pattern followed in our country.

The description in the next page tell you about a Latin American pattern.

A

Exercises



Exercise 1

Read the above passage and answer the following questions :

- What is the main idea of the first paragraph?
- What does the paragraph say about patterns of people in other countries in the first and second paragraphs?
- What is the pattern of conversation in Arab countries?
- What is the pattern of conversation in Latin America?
- What do you come to know about the pattern of touching in Latin America?

Exercise 2

Underline all the relative pronouns in the passage, make a list of them and make two sentences of your own with each of them.

Exercise 3

Find out the mistakes in the following passage and correct them.

When two persons have a conversation, his actions fall into automatic patterns. They does not need to thinking about how far apart to stand. They follow patterns where they learnt in their childhood, the patterns who are different those of people in other country.

Exercise 4

Guess the meanings of the following words/expressions and make sentences with them :

- | | | |
|----------------|-----------------|-----------------|
| a. distinctive | b. in course of | c. trust (verb) |
| d. mumbling | e. humble | |

C

The people of all societies have worked out many patterns of action that guide them in their everyday lives. Like patterns of talking and touching, the actions described in the following data are accepted customs, performed automatically.

- How do you mention to someone to come to you or to go away from you?
Not everyone uses the same gestures that you do.

In Arab countries, if you want a person to come toward you, you gesture by extending your hand toward this person with the palm down. If you want the person to go away, you extend your hand palm up.

C - II

In Latin America the handshake is thought of as in impersonal greeting or farewell. It is considered cold and unfriendly for two men only to shake hands if they are good friends.

A somewhat more friendly gesture is the left hand placed on another man's shoulder during a handshake. An intimate and warm greeting is the doable abrazo, in which two men embrace by placing their arms around each other's shoulders. During conversations a Latin American man will frequently hold the other person's arm with his hand.

People in different societies judge time in different ways.

In many places in Latin America, being 45 minutes late for an appointment is not considered late at all. In this situation, an apology would not be expected. If an hour late, a person might offer a mumbled apology.

1. In our society, how late can a person be without apologizing? Ask several people this question and find an average. Is the pattern different for different situations?
2. Describe what might happen if a Latin American and someone from the United States had an appointment with each other. If they did not understand each other's patterns, how might each feel about the other after the appointment?

Pattern Differences in America



In a nation as large and with as many people as ours, it isn't unusual to find differences in action patterns. Religious groups, ethnic groups, and even age groups (for example, youth) often have special customs and ways of acting.

The following data describes patterns of action sometimes found in three American groups.

As you read, think about how the described behaviour patterns are different from behaviour in the larger American society.

In rural Appalachia when two men who are good friends meet, they hit each other on the shoulder. The happier they are to see each other, the harder they hit.

As a sign of respect, many Hispanic children don't look directly at adults who are talking to them, nor do people look directly at those they consider more important. Instead, they lower their eyes and look down.

In some Midwestern Amish families, when a boy comes to visit his girlfriend for an evening at her house, the girl's father will have each of them climb into a large cloth bag. Then he ties the bags around their necks so only their heads are out. The girl's parents go to bed while the couple visit. When the boy is ready to leave, he calls for the father to untie the bags.

1. Based on your own knowledge, identify any other patterns of action found only in certain groups in Bangladesh. (Consider patterns related to holidays, behaviour of women, men and children.)



How does Habitat Affect Human Behaviour?



It is a simple fact that what you do depends partly on what's around you. Going fishing after school isn't very practical if you live in New York City. Rounding up enough friends for a football game probably isn't easy if you live in rural Wyoming. The habitats (physical surroundings) in Manhattan and Wyoming are very different. Each affects how people spend their time.

There are other, more complex ways that habitat can affect our lives. Some people believe, for example, that having a room of one's own as a youth can affect attitudes toward owning things as an adult. Some think the crime rate in cities is related in part to the way streets are laid out and buildings are designed. Also, studies have shown that supermarket floor plans can influence the kinds and numbers of goods that shoppers buy.

Many people move back and forth between different habitats each day. Your home, school, and neighbourhood are examples of habitats familiar to you. Each affects your feelings and actions in ways you may never have imagined. The activities in the introduction of this unit will help you see how habitat affects you and the people you know.

When you talk on the telephone, buy something at a store, take part in sports, or go to party, you are interacting with other people. The ways you interact with other people depend a great deal on the habitat you are in.

For most of you, no habitat is more familiar than the house or apartment in which you live. You know this habitat so well that, even blindfolded, you could continue to do many of the things you do now without too much trouble.

As familiar as your home is, however, you may still not be aware of how things like doors and walls affect your ways of interacting. You may never have thought much about how lives might be different if, for example, a family moved from a home with many rooms into just one large room.

Exercises

Exercise 5

Read and say if you were a Arab how you would have signalled someone to :

- a. get away, and
- b. come closer



Exercise 6

Read text - B and answer the following questions :

- a. What is the pattern of greeting in Latin America?
- b. Do the same patterns of greetings exist in our country also? Discuss the familiar patterns of greeting in our country.
- c. What do the following expressions mean?
 - i. impersonal greeting
 - ii. friendly gesture
- d. What is the attitude to delay in Latin America?
- e. What is people's attitude to time in Latin America?
- f. What is the attitude to time in our country?

Exercise 7

Change the following sentences as directed :

- a. In Latin America, the handshake is thought of as an impersonal greeting or farewell. (Make it a complex sentence using an adjective clause beginning with 'where')
- b. Not everyone uses the same gestures that you do. (Make it simple)
- c. Make a list of the gestures used by Americans, using an adjective clause beginning with 'which'.

Exercise 8

Use appropriate relative pronouns and information from the text to fill in the gaps in the following sentences.

- a. In Arabia, extending your handpalm is a gesture _____ indicates that you want the person to _____ .
- b. Handshake is a gesture _____ a Latin American will consider as _____ .
- c. A gesture _____ two men embrace each other with their arms around each other's shoulders will be considered as _____ by Latin Americans.
- d. A Latin American gives apology _____ he is late by _____ .
- e. A Latin American gives a mumbled apology _____ he is late by _____ .

Exercise 9

Fill in the gaps in the following sentences with appropriate relative pronouns :

- a. When two persons, _____ are friends, meet each other, they hit each other on their shoulder.
- b. While talking to persons _____ who are either adults or more important, children do not look at their eyes ; rather they lower their eyes and look downward.
- c. There are many ways in _____ habitat can influence human behaviour.
- d. Crime rates are related to the ways _____ the streets are laid out and buildings are designed in a city.
- e. The house _____ where you live determines the way _____ in which you behave.
- f. If a family moves to a house _____ which is different from his earlier house, his pattern of life also will change.

Exercise 10

Write a paragraph on the common habitat of Bangladesh using the model of text-D.

Role of Women

LESSON

3

A

How Should Women Act?



In every society, certain patterns of action are considered appropriate for people according to their age, sex and social class. These patterns of action have usually been followed for so long that they are accepted without question. Sometimes, however, people may come to question the "right" patterns of action expected of them for so long. They may ask why other patterns of action are not just as acceptable – or even better.

There are several examples of this kind of disagreement in the United States at the present time. One of the most controversial issue in recent years has been over the 'proper' ways of women to act. Must women choose between family and career? Is a woman's place only in the home? Should women always be dependent upon their husbands for financial needs? These are just some of the questions which have been raised.

a. Two opposing views on the "proper" role of women are presented here.

Read the statements, and then summarize the main points made by each side.

A1

View One



What is the role of a man? It is to be the guide, protector and provider for his wife and children. A woman's role is that of a wife, mother, and homemaker. The masculine and feminine roles are complementary to each other. Neither is more important than the other since both are essential.

To be a successful mother is more important than to be a successful opera singer, or writer, or artist. Of course a great mother could become a great singer.

The world is not short of brainpower. We already have men walking on the moon. The world is short of love and kindness and spiritual values, and this a woman contributes in the home.

The "ideal" woman is feminine. Femininity is a gentle, tender quality found in a woman's actions, appearance, and manner. It is a sort of softness, weakness, submissiveness, and dependency upon men for their care and protection. More than anything else it is a lack of masculine ability, a lack of male aggressiveness, competency, efficiency, fearlessness, strength, and the ability to "kill your own snakes."

A2

View Two



When I was growing up I learned that certain jobs were for men and other jobs were for women. Why should that be true? Why should women be nurses but not doctors. Why should women be secretaries but not executives? Why should women give telephone information but not make telephone repairs? Most jobs can

be done equally well by men or women. If a woman wants to do or be anything society should encourage her to try it!

Homemaking is not a job only for women. A man is as biologically fit as a woman to cook and wash dishes and vacuum the living room! Both a husband and wife should be able to work and divide between them the care of their home.

The species must reproduce, but this does not need to be the only purpose of a woman's life. Men want children, too, yet no one expects them to choose between families and work. Children are not a substitute for personal development and creativity.



Exercises

Exercise 1



Discuss the following points with a learning partner of yours :

- a. What are the roles the women in your society play?
(Tick one of the following as you consider appropriate?)
 - i. they work as housewives ; they cook and rear children
 - ii. they have joined the work force
 - iii. both
- b. what do you think are the proper roles of a woman in your society, that is, what are the things they should do in your society ?

Exercise 2

- a. Read the text, and say what you think about view-1. Give reasons for your answer.
- b. What does the author say about femininity in view-1?
- c. What are the differences between view-1 and view-2.

Exercise 3

Correct the errors in the following passage :

In every society, certain patterns of action is followed. This patterns of action is followed for so lang that it is accepted without question. People may also ask why other patterns of action is not follow.

Exercise 4

Make sentences with the following words/expressions :

- a. brainpower, b. short of, c. femininity, d. submissiveness, e. masculine
- f. aggressiveness, g. homemaking.



Here, Doranne Jacobson an American anthropologist tells about a traditional "arranged" Indian marriage. As you read, notice who arranged the marriage and what status factors were involved.

We were passing through the village where Kamala's mother welcomed us with smiles, as Kamala had told her about us. We spoke about many things, among them Kamala's marriage.

Kamala's mother told us that a girl's marriage is arranged by her parents. The main concern is to find a "good" boy of equal education and wealth. (Of course, he must also belong to the same caste as the girl.) Kamala's father had gone out in

search of such a boy. Both parents also had asked their relatives for information about suitable prospects of Kamala. Finally, Kamala's father heard about Ramlal.

After investigation and discussion, both parents agreed that their daughter should marry Ramalal. Kamala's father met with Ramalal's father and arranged the marriage. Kamala first saw Ramlal at the wedding. She didn't go to live with him until three years later, after a second ceremony was performed.

Kamala's mother also mentioned that her oldest son was coming home soon from the army. She and her husband already have selected a bride for him. As soon as he returns, the marriage will be held.



C

Exercises

Exercise 5

- What do you come to know about Indian marriage from the passage?
- How do you feel about this type of marriage? Do you feel it is good? Give reasons for your answer.

Exercise 6

Fill in the gaps in the following sentences with appropriate relative pronouns :

- We were passing through the village _____ Kamala's parents live.
- The main concern is to find a boy _____ has equal education and wealth.
- Kamala's brother, _____ works in the army, is coming home for her marriage.
- His parents selected the girl _____ Kamala's brother was going to marry.
- Ramlal is the man _____ Kamala has married.

Exercise 7

Correct the mistakes in the following passage.

We were pass through the village where Kamala's parents lives, and so we stops for a visit. Kamala's mother welcomed I with smiles, as Kamala tell her about us. We spoke about many things, between them Kamala's marry.

Exercise 8

Punctuate the following and use capital letters where necessary.

After investigation and discussion both parents agreed that their daughter should marry Ramlal Kamala's father met with Ramlal's father and arranged the marriage Kamala first saw Ramlal at the wedding.

Exercise 9

Make sentences with the following words/expressions :

- arrange,
- main concern,
- the same ... as,
- wedding ceremony,
- mention.

Exercise 10

Have you attended any wedding ceremony? Write a letter to your friend describing a wedding ceremony you have attended.

Women's Role in Marriage

LESSON

4

A



Read the following passage and answer the questions below it :

Some of the most important patterns of action in any society are those which involve choosing a wife or husband.

In the text which follows, several girls in India speak about their views of marriage and raise questions about the American patterns. Read the text and answer the questions that follow :

Night was falling at the close of a hot Indian day. A cool, refreshing breeze playfully blew the girls' hair and set their gay saris fluttering. They were all teenagers. They had been invited along by our host because we had expressed a desire to know what Indian young people thought about love and marriage. The girls, ten of them, were sitting on the floor in a wide circle. Being awkward Westerners who couldn't sit comfortably on folded legs, we had been provided with low stools.

We gave as good an account as we could of how our young people are free to meet each other and have dates; how a boy and a girl will fall in love; and how, after a period of going steady, they may become engaged and then get married. We knew that young people in the East live a very restricted life, and have their marriages arranged for them by their parents. So we felt a little relieved that they had chosen to question us about our delightful romantic traditions. We didn't want to make them too envious, but we naturally were glad to demonstrate our superiority in this matter of finding a male.

When we had finished, there was a silence. Thinking that they had been impressed, we decided to start a discussion.

"Wouldn't you like to be free to choose your own marriage partners, like the young people do in the West?"

"Oh, no!" several voices replied in chorus.

Surprised, we searched their faces.

"Why not?"

"For one thing," said one of them. "Doesn't it put the girl in a very humiliating position?"

"Humiliating? In what way?"

"Well, doesn't it mean that she has to try to look pretty, and call attention to herself, and attract a boy, to be sure she'll get married?"

"Well, perhaps so."

"And if she doesn't want to do that, or if she feels it's undignified, wouldn't that mean she might not get a husband?"

"Yes, that's possible."

"So a girl who is shy and doesn't push herself forward might not be able to get married. Does that happen?"

"Sometimes it does."

"Well, surely that's humiliating. It makes getting married a sort of competition in which the girls are fighting each other for the boys. And it encourages a girl to pretend she's better than she really is. She can't relax and be herself. She has to make a good impression to get a boy, and then she has to go on making a good impression to get him to marry her."

Before we could think of an answer to this unexpected line of argument, another girl broke in.

"In our system, you see," she explained, "we girls don't have to worry at all. We know we'll get married. When we are old enough, our parents will find a suitable boy, and everything will be arranged. We don't have to go into competition with each other."

"Besides," said a third girl, "how would we be able to judge the character of a boy we met and got friendly with? We are young and inexperienced. Our parents are older and wiser, and they aren't as easily deceived as we would be. I'd far rather have my parents choose for me. It's so important that the man I marry should be the right one. I could so easily make a mistake if I had to find him for myself."

Another girl had her hand stretched out eagerly.

"But does the girl really have any choice in the West?" she said. "From what I've read, it seems that the boy does all the choosing. All the girl can do is to say yes or no. She can't go up to a boy and say 'I like you. Will you marry me?' can she?"

We admitted that this was not usually done.

"So," she went on eagerly, "when you talk about men and women being equal in the West, it isn't true. When our parents are looking for a husband for us, they don't have to wait until some boy takes it into his head to ask for us. They just find out what families are looking for wives for their sons and see whether one of the boys would be suitable. Then if his family agrees that it would be a good match, they arrange it together."



Exercises

Exercise 1

- a. What would you say is the relative status of men and women in arranging a marriage?
- b. As you have seen, most Indian marriages are arranged, rather than growing out of love, yet divorce is very rare in India. Can you think of any reasons why this might be so?
- c. Suppose that there were a sudden change in marriage customs in India. Suppose that children began to choose their own mates out of love. What effect might such a change have on the caste system? Why?
- d. Do you think that Indian ideas about marriage are likely to change as the country grows more modern? Why or why not?
- e. What do you come to know about the Indian system of marriage from the passage?
- f. What do you come to know about the Western system of marriage from the passage?
- g. What are the bad sides of Western marriage according to the Indian girls?
- h. How do the Indian girls feel about the Indian system of marriage? Do they consider it better than the Western system of marriage?
- i. How do you feel about the Indian system of marriage?

Exercise 2

Give the meanings and write sentences with the following words/ expressions :

- | | | |
|-----------------------|--------------------|--------------------------|
| a. night was falling, | b. refreshing, | c. playfully, |
| d. teenagers, | e. marriage, | f. marriage partners, |
| f. undignified, | g. looking for, | h. humiliating position, |
| i. broke in, | j. to be deceived, | k. a good match. |

Exercise 3

Fill in the blanks in the following passage with appropriate words/ expressions.

Well, surely _____ humiliating. _____ makes getting married a _____ of competition _____ the girl _____ pretend better than she really is. She can't relax and _____ herself. She has to make _____ good impression _____ get a boy, _____ then she has to go _____ making a good impression to get _____ to marry her.

Exercise 4

Correct the following sentences as directed :

Example :

Sometimes people may question the right pattern of action expected of them :

(Make it complex using a clause beginning with 'which')

Ans : Sometimes people may question the right pattern of action which is expected of them.

- The world is short of love and kindness and spiritual values, and this a woman contributes in the home. (Make it complex by using an adjective clause)
- Femininity is a gentle, tender quality found in a woman's actions, appearance and manners. (make it complex)
- So a girl who is shy and does not push herself forward might not be able to get married. (Make it simple)

Exercise 5

Correct the errors in the following passage.

Night was fall at the close of the hot day. All teen agers had been invite by out most because we has expressed a desire to know what Indian young people think about love and marriage. Ten of the girls was sitting on the floor in a wide circle.

The Tribal People of Afghanistan

LESSON

5

A



Read the following passage and answer the questions below :

Society in rural Afghanistan (and most of Afghanistan is rural) is organised in family and tribal units. The Afghan family resembles very closely other tribal societies of both the Near East and Central Asia. It includes the head of the family, his wife or wives, his unmarried children, his married sons. All of them share the common responsibility of the entire family. As a result beggars are rare in Afghanistan, for the aged, the sick, the handicapped, and the unemployed are cared for by the family as a matter of course.

The eldest male, as head of the family, has complete authority over his entire household. The position of family patriarch generally passes to the eldest son. Sons stay in their father's household, while married daughters go to their husband's family. Often there is preference for marriages within the extended family or among near relatives.

In this type of family most property is owned jointly, and the entire family's earnings are pooled and distributed by the patriarch. When the head of the family dies, the property is divided among the sons to keep the family from becoming too large. (Moslim law requires that one share go to each son, one-half share to each daughter, and one-eighth of the total property to the widow.) The eldest son remains in the patriarchal dwelling.

Among settled peoples the family generally lives in a group of flat-roofed, mud-brick dwellings within a high mud-walled compound. These compounds often resemble a small rectangular fort (which, were in less settled times). Each married couple has a room or a small house. In a central courtyard a well or pool provides water for drinking, cooking, bathing, and washing. Meals are prepared by the women at a cooking oven and eaten together by the whole family around a huge metal tray set on the floor. A crude latrine will be the only sanitary facility, if it exists at all. These country compounds are surrounded by their fields of grain, with a low walled enclosure for livestock and perhaps an irregular orchard of nut or fruit trees near the walls.

The nomads follow a similar family living arrangement. In the summer months when pasture grass grows high on the mountains, they pitch an encampment of handwoven black goats, hair tents thrown over rectangular frames of rough poles. The furnishings are extremely simple. Rugs or felt mats woven by the women provide floor coverings, and there will be a pile of blankets, a nest of copper

utensils and earthenware jars for cooking, goatskin bags for liquids, occasionally a wooden chest for clothing. The parents and unmarried children live in one tent. If a man has more than one wives, each has her tent. The women of the family weave a tent for each son when he marries. In the winter they move to the lower valleys to escape the snows, and a number of related families set up their tents together in a larger camp.

The men of the nomadic tribes hunt and care for the flocks. The women gather fuel, carry water and do the cooking sewing and weaving. The family's flocks of sheep, goats, or camels provide them with their meat, butter, milk, and cheese, the wool for their clothing, tents, and blankets, and even dung for fuel. In addition, both the animals and their wool or skins are sold in towns to pay for such simple necessities as sugar, tea, and thread.



Tribal Organisation

The family unit, called Khanadan (in Pushtu) is the smallest in the tribal structure. Closely related families join together to form a clan. The clan joins with other clans to form a sub-tribe, which, in its turn, unites with other sub-tribes to form a tribe-called kheył.

The leader of the tribe is the khan, usually a member of the most aristocratic family group in the tribe, the khan kheył. Many tribes have an hereditary chieftainship within the family. In other tribes the men are very independent and exercise their right to settle all important issues, including who shall lead the tribe, in a tribal council or assembly (jirga). The tribesmen come together whenever necessary in a jirga to discuss, in town-meeting fashion, their current problems. They do not vote formally, but through discussion and debate gradually reach a consensus which is formally acclaimed as the will of the tribe.

The khan is responsible for the protection and prosperity of his people, as well as for settling disputes and carrying out decisions of the jirga. The khan is automatically an individual whose tribe holds him in high regard. He is respected for qualities of leadership, wisdom, piety, valor, and hospitality. Learning and renowned ancestry are also important.

Tribal Code

Tribal law in this part of the world is as old as way of life itself. It is more than a set evolved over the centuries by nomadic peoples living in desert climates all the way from the Mediterranean to far Mongolia. It recognises the need for an established authority to maintain the unity of the tribe, and it defines the rules of behaviour in the tribesmen's relations with each other.

Although the Afghans come from a number of ethnic backgrounds, most of them have a fairly similar outlook on life, which is based on their Moslem religion and their tribal tradition.



Exercises :

Exercise 1



- a. What do you come to know about the family structure in Afghanistan from the passage?
- b. What is the system of holding family authority and owning property by family members in the tribal society of Afghanistan?
- c. How do the nomads live?
- d. How do the nomads earn their livelihood?
- e. What do you come to know about the tribal organisation from the passage?
- f. What do you come to know about the tribal code from the passage?

Exercise 2

Make sentences with the following words/ expressions :

- a. handicapped, b. preference for, c. keep someone from becoming,
- d. passes to, e. sanitary facility, f. set up, g. provide with.

Exercise 3

Correct the errors in the following sentences :

- a. The clan joins with other clans to form a tribe which in its turn unite with other sub-tribes to form a tribes.
- b. They reach a consensus which are formally acclaimed as the will of the tribe.
- c. The Khan is automatically an individual whose tribe hold him in high regard.
- d. Although the Afghans comes from ethnic backgrounds, most of them has a fairly similar outlook on life which are based on their Muslim religion.

Exercise 4

Complete the gaps in the following passage with an appropriate word.

In this type _____ family, most property _____ owned jointly, and the entire family's earnings _____ are pooled and distributed by the patriarch. When _____ head of the family dies, the property _____ divided among the sons to keep the family _____ becoming large. _____ eldest son remains _____ the patriarchal dwelling.

Exercise 5

Give the meaning of the following words and expressions and make sentences with them :

- a. resembles, b. pooled, c. patriarch, d. nomads, e. encampment, f. envolved

Exercise 6

Use an appropriate relative pronoun to fill in each of the gaps in the following sentences :

- a. The family _____ is the smallest unit is called Khandan
- b. Khan is the person _____ leads his tribe.
- c. Summer is the time _____ pasture grass grows high on the mountains.
- d. The khan is the person _____ is responsible for the protection and prosperity of his family.
- e. The tribal people have laws _____ which are as old as their society.

Exercise 7

Write a short essay on the tribal people in your country.

People of Saudi Arabia

LESSON

6

A



Read the following text and answer the questions that follow.

Saudi Arabia – "The Arabia of King Saud" – is a large but lightly populated desert land. The culture of many of its eight million people hadn't changed much for a thousand year. However, under the Arabian desert sand is the main power source for modern technology – oil. Since the 1930s, this oil has brought to Saudi Arabia Europeans, Americans, and above all, money. The products of the industrial world can be seen everywhere.

Saudi Arabia is changing, but underneath the change are powerful traditions which resist change. Ancient cities are shrines for religious devotion. Ancient laws are respected and obeyed. Saudi Arabia is a kingdom, and the King rules with near-total authority. Changes in life and custom occur slowly.

In this section you'll investigate the rules and controls that influence the people of this kingdom.

Where do Rules Come from

Every society has rules. There are always rules about marriage, about the responsibilities of parents to children, about education, work, dress, property – rules about almost everything. Clearly, if you want to understand a particular society, it is necessary to know what its rules are.

One important question about rules that is not asked very often is, where do rules come from. When we ask that question, we usually answer it by saying rules come "from Congress" or from "kings or rulers or other people who have power."

But that answer misses the point of the question. The best answer seems to be that societies discover that a certain way of acting causes problems. To avoid that problem, a rule is made up which prohibits the way of acting. The rule may come from an authority and be written down, or it may simply become accepted over a long period of time. The actual procedure isn't important. It's more important to know that rules usually begin as practical solutions to real problems.

Here are some rules generally observed by the Saudi Arabians. The rules have been followed for more than a thousand years, since the time when the Saudi Arabians were tribes of herdsmen wandering from place to place on the Arabian peninsula.

As you read, think about what problems these rules might have helped to avoid.

On Drinking Alcohol

If a Moslem drinks wine, and two witnesses testify to his having done so, or if his breath smells of wine or if he shall himself confess to having taken wine, or if he found in a state of intoxication, he shall receive eighty lashes, or, in the case of a slave, forty lashes.

On Gambling

They will ask the concerning wine, and games of chance. Say both are a great sin, and advantage also, to men, but their sin is greater than their disadvantage. The evidence of a gambler is not admissible in a court of law, because gambling is a great crime.

On Larceny

If a man or woman steal, cut off their hands.

On Eating

One should wash one's hands, mouth and nose, give thanks to God, eat with the right hand and with the shoes off, and lick the plate when the meal finished.

On Women

Men are superior to women because God has given the man qualities which the woman does not have.

A woman should not be seen by men not of her own family. If she appears where she might be seen by men, she must wear a veil over her face.

On Food

All animals that seize their prey with their teeth, and all birds which seize it with their talons, are unlawful to eat. No animal that lives in the water, except fish, is lawful, but fish dying of themselves are unlawful. Animals which are not slain are unlawful to eat.

Usury is interest, especially very high interest, earned on a loan.

On Collecting Interest On Money Loaned

Cursed be the taker of usury, the giver of usury, the writer of usury, and the witness of usury, for they are all equal. They who take usury shall be given over to the fire of Hell, therein to abide forever.



Exercises

Exercise 1



Discuss the following questions with a learning peer and write answers to them.

- Why is Saudi Arabia named so?
- When and why the Americans and Europeans start coming to Saudi Arabia?
- What is said about changes and traditions in Saudi Arabia in the text?
- Fill in the gaps in the following passage with appropriate words/expressions:

Saudi Arabia _____ changing, _____ underneath the changes _____ powerful traditions _____ resist for religious devotion. Ancient laws respected and obeyed. Saudi Arabia _____ a authority. Change in life and custom slowly.

Exercise 2

Listen to the section entitled 'Where Do Rules Come From' and answer the following questions :

- a. What is the muslim rule about drinking?
- b. What are the punishment for gambling and larceny in Muslim rule?
- c. What are the Muslim rules about women and eating?
- d. What are the Muslim rules about food and interest on money lent?

Exercise 3

Insert relative pronoun as and where necessary :

- a. In Islam, it is believed that God has given the men qualities woman does not have.
- b. A woman should not be seen by men, not of her own family.
- c. If she appears in places she might be seen by men.
- d. All animals prey with teeth, and all birds seizing it with taloons late unlawful to eat.
- e. No animal living in water, except fish, is lawful.

Exercise 4

Rewrite the following passage correcting all the errors in it.

If a muslim drink wine, and two witness testifies to his having done so, or if their breath smell of wine, or he shall themselves confess to having taken wine ; ... he shall received eighty lash, or in the case of slaves, 40 lash.

Exercise 5

Give the meanings of the following words and expressions, and make a sentences with them.

- | | | | |
|-----------------|-----------|---------------|--------------|
| a. intoxication | b. lashes | c. admissible | d. shoes off |
| e. talons | f. usury | g. abide | |

The Traditional Values of the Koreans

LESSON

7

A

Read the following text and answer the questions below it :



If you rode through a large city in Korea. You would see high-rise apartments and office buildings, modern air terminals, factories, and highways. In many ways, Korea is a modern nation.

Korean ways of life are changing, but tradition is still an important part of Korean life. A man or woman dressed in American-style clothes, working in a modern office, may have many ideas that Americans would not recognise. People's values may include both the old and the new.

There are some parts of life that change more quickly than other. But ideas about birth, death, marriage, the family, language, religion, and customs may remain the same long after the world in which they began has changed. In this section you'll investigate those traditional values.

The written data and many of the photographs of Korea were provided by Brother William E. Biernatzki, S. J. Ph. D. Associate Professor of Anthropology at Sogang University in Seoul, South Korea.

Korea

In Korea, it is fairly common for people to ask, "Where are you going?" as a simple greeting. This is usually just a polite way of showing interest in the other person, not a real question about where the person is going.

Note the different ways in which the same question is asked.

One day, Lee Nam-su, a high school student, was on his way to school. As he put on his shoes to leave the house, his mother asked where he was going, "O-di Ka-ni?" He replied that he was going to school, and went out the gate into the street.

In front of house, his little sister was playing with some friends. She too asked where he was going, but the words she used were, "O-di Ka-say-o?"

As he walked along, he met a friend of his own age going in the opposite direction. He asked the friend where he was going, using the words, "O-di Ka?"

After talking with his friend for a minute or two, he hurried off towards school. As he turned a corner, he almost bumped into a neighbour who was returning from an early morning shopping trip to the neighbourhood market. After apologising, he asked politely where she was going, "O-di Ka-yo?"

As Nam-su entered the school grounds, the principal was just going out the gate. Nam-su removed his hat quickly and bowed very formally. When he asked the principal where he was going, he used the words, "O-di- Ka-shim-nik-ka?"

This incident happened to an American professor teaching in a Korean University. The professor was talking to one of his students after class and wanted to show the student a section in a book on his desk. He asked the student to come around the desk so they both could look at the book. The student, obviously embarrassed, politely refused. When the professor insisted, the student came slowly around the end of the desk, and stood as far as he could from the professor. The student acted very disturbed about standing on the professor's side of the desk, and left as soon as possible.

B

The materials in this activity will help you analyse traditional Korean ideas about past, present, and future.

Based on the data,

1. What are some traditional Korean ideas about past, present and future? Which of the three is most important to Koreans?
2. How do these ideas differ from those of most Americans or Samoans?

Many Koreans ideas were borrowed from China. For example, the traditional Korean forms of government, schools, religions, and philosophy are all basically Chinese.

Chu Hsi is important to Koreans because he revived the work of Confucius, who lived from 551 to 479 B. C., was one of the great Chinese thinkers and writers. For many centuries the works of Confucius provided the basis for the Chinese way of life.

Students in the old Korean schools had to study and memorise books written by Confucius and other ancient Chinese scholars. Boys had to learn these works to pass government tests, and good grades on the tests led to high government positions. Students also had to learn to write poems in Chinese characters.

Confucius lived and wrote about 2500 years ago, yet Koreans still honour his works.

What does this tell you about Korean ideas about the past?

Ancestor rites are one way of paying respect to those members of the family who have died long ago.

During the annual rites, old men in traditional clothing bow before the grave of one of their early ancestors. Various kinds of food such as bowls of rice, soup, and rice wine are placed close to the grave, as if the ancestor were really present to eat an elaborate Korean meal.

C

Exercises :

Exercise 1

- a. What does the passage say about the pattern of action of Korean students in the classroom?
- b. What does the passage say about the pattern of action?



- c. What do you come to know about the Korean pattern from the young man's last comment?
- d. Write what you know about the Korean way of greeting from the text?
- e. Which Korean expression for 'where are you going?' would be used in speaking to each of the following people?
 - a. an elder person, friend or relative who does not have an important position.
 - b. a person of about equal age and importance as you.
 - c. A young person toward whom one feels affection.
 - d. an acquaintance who is somewhat older and is of more importance than you.
 - e. a person who holds an important position.
- f. Discuss with a learning peer now you would ask these questions to the persons in nos. a, b, c, d, and e of no. 5 above?

Exercise 2

Fill in the gaps in the following sentences using appropriate relative pronouns :

- a. 'O-di Ka-ai' is an expression in Korean _____ means 'where are you going'?
- b. It is used to ask this question to a person _____ is higher than you in important.
- c. 'O-di Ka Saya-O' is the expression _____ is used to ask the same question to those _____ are lower than you in status.
- d. 'O-di ka' is used with persons _____ are equal in status.
- e. 'O-di Ka-shim-nik-ka' is used with persons _____ hold important positions.

Exercise 3

What does the text say about the influence of the Chinese on Korean ways of life?

Exercise 4

Use appropriate relative pronouns in the following sentences again :

- a. Students in Korean schools had to study and memorise books _____ which are written by Confucius and other Chinese scholars.
- b. Confucius, _____ provided the basis for the Chinese way of life, lived from 557 to 419 B.C.
- c. A person _____ is born in the year of particular animal is supposed to have some of the characteristics _____ an animal has.
- d. Another important idea _____ the Koreans borrowed from China was the calendar.
- e. Each sign of the Korean Zodiac represents a year _____ is associated with a different animal.

Exercise 5

Write a summary of the main points you have learnt the Korean way of life.

The Tarong of Philippines

LESSON

8

A

Read the text and answer the following questions :

Social Control in Tarong, Philippines



On the island of LUZON in the Philippines, about 190 miles north of Manila, is a rural barrio covered with paths leading from houses to fields, to rice paddies, to nearby barrios, and between sitios (neighbourhood clusters of houses). Most of the houses are built on the tops of ridges, saving the valuable valleys for farming. Rice is the main food crop. It is raised during the rainy season, from June to autumn. Tobacco is the main cash crop, grown during the dry season. (A cash crop is one that people grow to sell rather than for their own use.) Barrio residents also grow sugar cane, corn, bananas, and a variety of vegetables. They raise pigs, chickens and carabao (water buffalo).

Tarong : Tah-wrong

Ilocos : ee-Low-cohs

The written data on Tarong were provided by Dr. William Nydegger, Professor of Anthropology, Pennsylvania State University.

"How can a man live if he does not have neighbours to help him?" is a saying which is often heard in Tarong. Dr. Nydegger shows some of the ways in which Tarong neighbours help one another in their everyday lives.

The barrio people have several kinds of cooperative work groups. The most common is the tagnawa, a loosely organised group of men who cooperate for one day. The men do something that is too difficult for one man to do alone, like building a house or leveling land.

The kompany is a group of about six to eight men who regularly work neighbouring farmland. They are usually kin, neighbours, or good friends. This group does heavy field work, such as repairing dikes after a flood. They go from one man's field to another's, spending a day at each until the work is done.

Marriage in Tarong



Where will he find a wife? What kind of wife? Where will her husband come from? What kind of person will he be? What happens if he or she never gets married? These are important questions for most human groups, including the people of Tarong. Because of their importance these questions and their answers control behaviour.

Here, William Nydegger describes how a Tarong boy obtains a wife.

When a Tarong boy decides he wants to marry, he calls on his father, another man known to be a good speaker, and several relatives. These people (but not the boy) go to visit the parents of the chosen girl.

The visitors make a formal marriage request. But the girl's parents give only vague answers. The visitors may hint about the property the boy's father will give to the couple. If the girl's parents are interested, they will set a date for another meeting. At that time the girl's answer will be given.

The girl may appear during these meetings and reject the boy. She can say "I am too young," or give some similar excuse. If she does not, it is proof that she is thinking about saying "Yes."

At the second meeting her answer is given. If the answer is "yes," another meeting date is set. They may also immediately start discussing the property and gifts the boy's father will give to the new family. More meetings may be held to settle the marriage contract. A final, short meeting is held to plan the marriage feast.

The bride and groom go through elaborate rituals on their wedding day, beginning with the wedding ceremony in the church in the nearest town. Feasting and dancing last much of the day. Finally everyone meets for the reading of the marriage contract and the transfer of property to the new couple.

The ceremonies end with the two families competing in donating money to the new couple. A large amount of money is usually collected in this way.

1. All Tarong boys and girls know about the procedures leading to a marriage. How might this act as a social control on both boys and girls as they are growing up?
2. Do you think this type of social control would be more effective for children of wealthy or poor families? Why?
3. Occasionally Tarong couple will elope and get married without the approval of their parents. Sometimes the parents never accept the marriage. What penalties might be imposed on the couple? How would the threat of penalty act as a social control?



Exercises :



Exercise 1

- a. Who are the Tarong?
- b. How are their houses built?
- c. What do you come to know about their way of life from the first three paragraphs of the text?

Exercise 2

Fill in the gaps in the following sentences :

- a. The island in _____ the Tarong live _____ called _____ .

- b. The climate of the island is _____ .
- c. The main food crop is _____ .
- d. They raise pigs, _____ , and _____ .

Exercise 3

Insert a relative pronoun at an appropriate place in the following sentences :

- a. The entire barrio is covered with paths, leading from houses to fields.
- b. Most of the houses are built on the tops of ridges, saving the valuable valleys for farming.
- c. Rice is the main foodcrop raised during dry season.
- d. Tobacco is the main cashcrop, grown during dry season.
- e. Tarong live in an island about 190 miles north of Manila.

Exercise 4

Answer the following questions :

- a. What are the two kinds of cooperative work groups of the barrio people mentioned in the passage?
- b. What do you come to know about payment for the use of land?
- c. Why does not the farmer find more rice?
- d. How do the tenants pay for the use of land in your area? Are they always honest?
- e. What do you come to know about the tarong way of life from the passage?

Exercise 5

Fill in the gaps in the following sentences with appropriate relative pronouns :

- a. The Tagnawn is a group of men _____ cooperate for one day.
- b. The men do something _____ is too difficult.
- c. The kampang is a group of men _____ regularly work in the neighbouring farmland.
- d. They have to pay something for the use of land, _____ is always the same.
- e. This is the way _____ information circulates throughout the neighbourhood.

Exercise 6

Give the meaning of the following words/expressions and make sentences with them :

- a. cooperative work groups,
- b. loosely organised
- c. too difficult for one to,
- d. set aside,
- e. porch.

Exercise 7

Correct the mistakes in the following passage :

The payment for the use of the land are always the same. Some of the crop are use to payment if the harvesters. Some is set aside for next year seed. The rest are divide half-and-half between the landlord and the farmer.

Exercise 8

Read the passage entitled 'Marriage in Tarong' and answer the following questions :

- a. Tell your learning peer what you have learnt about a Tarong marriage from the passage.
- b. Discuss the role of the girls in a Tarong marriage?
- c. Write sentence of your own with the following words and expressions :
 - i. calls on,
 - ii. vague answers,
 - iii. set a date,
 - iv. give excuse,
 - v. to settle
 - vi. go through.

Exercise 9

Correct the errors, if any, in the following passage :

The bride and groom goes through elaborate rituala on his wedding day. Feasting and dancing lasts much of the day. Final, everyone meet for the read of the marry contract and the transfer of property to the new couple.

Exercise 10

Suppose you have a pen friend overseas wanted to know from you about the use of land in your country. Write a letter to him describing what you know about the use of land in your country?

People of Shantytown, Hong Kong

LESSON

9

A

Read the text and answer the questions below it :

Hong Kong Shantytowns



Hong Kong has been liberated from the British rulers and has become a part of China. Within its boundaries are four million people, most of whom work in trade and industry. The people of Hong Kong live in a habitat of streets, shops, factories, offices, apartments and shantytowns.

Shantytowns are unplanned, often crowded settlements of shacks and huts. How does life in shantytown affect the people who live there? To find some answers to this question, anthropologist Frank Kehl purchased a hut in Model Village, a shantytown in the city of Kowloon, Hong Kong. He lived there for 18 months. Some of his experiences and observations are included in the following activities.

The written data and many of the photographs of Hong Kong shantytowns were provided by Frank Kehl. Mr Kehl teaches anthropology at Brooklyn College, City University of New York.

Below is a description of government policies toward shantytown dwellers.

Shantytown people live on land that's either not claimed by anyone or that the government says must not be used for people's dwellings. The Hong Kong government knows the shantytown dwellers can't afford other, more decent legal housing. Therefore the government allows the huts to remain, but subjects them to squatter control. This means the government does not allow shantytown people to improve the huts with permanent building materials such as brick or cement. Officials feel this would create problems when the time comes to clear the areas. When huts burn down they are not allowed to be rebuilt.

Squatter control also prevents the shantytown dwellers from expanding their hut. For example, they cannot raise the roof to give more sleeping space as the family grows.

Field Notes



Nearly all of the women with small children earn extra money doing piecework in their homes. The pay they receive for each piece of work depends on the amount of skill needed. For example, assembling plastic flowers requires very little skill, and is the lowest-paid work available.

Very often women who know how to perform more difficult and better-paying tasks will teach their skills to other women. One woman may spend several days teaching her neighbour from down the lane to sew sequins on slippers. This requires care and skill, and the piecework pay for this work is much better than the pay for assembling plastic flowers.

The woman doing the teaching does not expect or ask for any pay for her help in teaching the new money-making skills.

During the Model Village fire, the people in the shantytown quickly organised a line to pass on possessions, to rescue them from huts that were in danger. Everybody worked to save as much as possible.

During my stay in Model Village, someone moved in and opened an opium den, a place where addicts could buy and smoke the drug. The people in the shantytown were quite upset by this, and didn't want junkies in their neighbourhood. They began to show their disapproval by the ways they talked about and acted toward the man who operated the opium den.

Mrs. Wu, who lived in a hut on the hillside directly above the opium den, showed her opinion in a very direct way. She started dumping smelly slops and garbage out the back of her hut down into the opium den.

The operator of the opium den very quickly closed his business and moved out.



Exercises :

Exercise 1



- a. What do you come to know about Hong Kong from the first paragraph?
- b. What are 'shantytowns'?
- c. What do you come to know about the people of shantytown from the first text within the boxes in Page-2?
- d. What do you come to know about the shantytown women from the second text within box in page 2?
- e. What is the attitude of the people in the model village towards the opium den?
- f. Underline all the relative pronouns in the text, make a list of them, and write a sentence of your own with each one of them.

Exercise 2

Correct the errors, if any, in the following passage :

Very often women who knows how to performed more difficult tasks will teaching their skills to other women. One women may spends several day teaching her neighbour from down the lane to sew sequins on slippers. This require care and skill.

Exercise 3

Make sentences of your own with the following words and expressions :

- a. territory, b. habitat, c. observations,
d. subject them to, e. better-paying tasks.

Exercise 4

Fill in the gaps in the following passage with appropriate words/ expressions :

During my _____ in model village, someone moved _____ and opened _____ opium den, a _____ where addicts could buy _____ smoke the drug. The people _____ the shantytown _____ quite upset _____ this. They began _____ show their disapproval _____ the ways they talked about the _____ den.

Exercise 5

Write what you come to know about the people of Shantytown from the text.

Exercise 6

Do you find any similarities and differences between the people of Shantytown and the people of Bangladesh? Develop your views into a paragraph.

Swedish Family Life, and The Problem of Aging in Georgia

LESSON 10

A

Read passage A and answer the questions below it :



Families

Would you like a unisex marriage – with husband and wife sharing housework and breadwinning? I can only report that Swedish wives flourish on it.

They are outward-looking, and a conversation with them is likely to be about their work, hobbies or families. It is scarcely ever about what so-and-so said to offend them, or what women's place in society ought to be.

They are enthusiastic in all kinds of ways. During the three years I lived in Sweden while my husband was working there, I repeatedly heard how much Swedish wives appreciated and enjoyed their families and homes because they were away from them for some of the time in their own careers.

The average Swede, though tall and handsome, doesn't spend much time paying a woman compliments. Perhaps this is because he is quite prepared to treat her as an equal.

When a young couple marry they don't take it for granted that the husband is the breadwinner, and the wife the housekeeper.

They have a flexible approach, sharing out the work and chore in a way which suits them. No one criticises them if they reverse their traditional roles.

As Katerina, a Swedish wife, explained to me : "Stefan and I have known each other since childhood. We went to the same kind of school, and we both trained as dentists, so why should only one of us have a career?"

A doctor who works in a Child Care Department thought that women had a right to work and to support themselves.

"I can understand a woman who prefers housework to factory work, but I just cannot understand an educated woman who doesn't work."

"When we married I was studying," a woman psychiatrist told me. "And, of course, when I qualified, I started to practise," She could not imagine training and then not using her vital skills.

Nor is it only professional women who expect to work. The girl who came to clean my house told me that her husband was a postman.

He's up early, and then he comes home early in the afternoon and looks after the baby while I go out to work."

Increasingly, the Swedish husband accepts that house-hold chores are partly his responsibility.

Exercises :**Exercise 1**

Complete the sentences using the words in the box.

also	although	and	because	besides	but	so
------	----------	-----	---------	---------	-----	----

- the government says it wants more women to be able to work, it refuses to help couples with the problem of child-care.
- Tom and Andrea's marriage was really not succeeding they agreed to live apart for a while.
- they were unable to have children of their own, Sarah and Richard decided to adopt a child.
- I'd like to share more of housework with my husband spend more time with the children, I'm out of the house at work for at least ten hours a day.
- her two young children, Annie looks after her 71-year-old father.

Exercise 2

Put one of these words or expression in each blank.

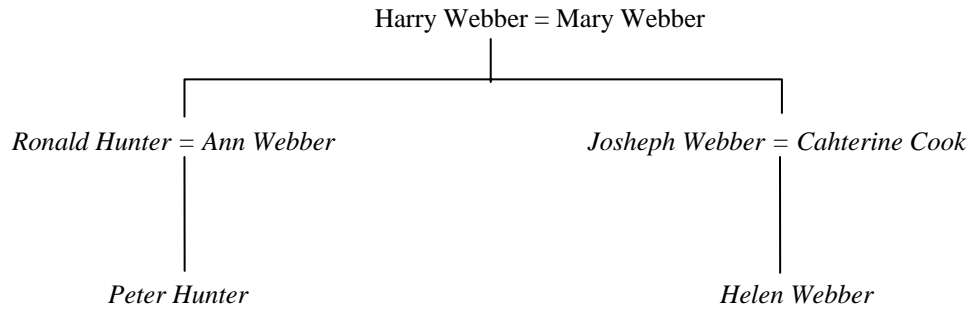
a lot	a lot of	enough	how much	less more	much	too much
-------	----------	--------	----------	-----------	------	----------

- I've spent money on books this month; I must spend less next month.
- She earns than her sister, but she enjoys her job more.
- We must go out this year : we spent far too much on theater tickets and babysitting last year.
- I spent on transport last year, but I think I will spend less now that I work closer to home.
- I spent on my son's clothes than on my own last year – he was growing so fast.
- I didn't spend on my holiday last year – I decided to spend more on my flat instead.
- Don't put in that box or you won't be able to carry it.
- is one Deutsche Mark in your currency?
- Have you got or shall I give you some more?

Exercise 3

Look at the family tree. Then use words from the box to complete the sentences.

wife	husband	father	mother
brother	sister	son	daughter
aunt	uncle	niece	nephew
cousin	grandfather	grandmother	grandson
granddaughter	brother-in-law	sister-in-law	father-in-law
mother-in-law	son-in-law	daughter-in-law	



- | | |
|--------------------------------|----------------------------|
| 1. Harry is Ann's | 2. Mary is Joseph's |
| 3. Harry is Mary's | 4. Ann is Mary's |
| 5. Helen is Catherine's | 6. Peter is Mary's |
| 7. Joseph is Ann's | 8. Helen is Harry's |
| 9. Catherine is Harry's | 10. Peter is Helen's |
| 11. Catherine is Peter's | 12. Mary is Ronald's |

Now use the rest of the words from the box to write more sentences about people in the family tree.

The Aborigines of Australia

LESSON

11

A

Read the passage and answer the questions below it :

Outback Aborigines



Nobody is using this land the rancher thought to himself. "With fences and artesian wells, it can support thousands of sheep. The land should be fenced off for farming."

This kind of thinking has been echoed by thousands of Europeans who have settled in Australia in the last 150 years. Their decision to fence off land for sheep and cattle grazing has placed great pressure on the aborigines, the native people of Australia. Large portions of the land on which they once freely lived now belong to ranchers. Many aborigines work for the ranchers, as one response to the pressure. Others follow European patterns of life in towns and cities. Some, though only a few have managed to survive in the harsh desert habitat of Australia called the outback.

The aborigine lives on the cruelest land. Which does not mean that it is ugly. Part of it is, of course. There are thousands of square miles of salt pan which are hideous. They are huge areas which have been swept by winds for so many centuries that there is no soil left. There are only deep bare ridges 50 or 60 yards apart with ravines between them 30 or 40 feet deep. The only thing that moves is a scuttling layer of sand. Such stretches have an inhuman moonlike quality. But much of the land which the aborigine wanders looks as if it should be hospitable. It is softened by the saltbush and the bluebush. It has a peaceful quality, the hills roll softly.

Surviving in the Outback

Today there are about 47,000 full-blooded aborigines in Australia. Most of them live on reservations — land set aside for them by the Australian government. Many aborigines who live on outback reservations still live much as those before them did. As you can imagine, surviving in the outback is not an easy task. To survive requires great strength and special skills.

Aborigine art shows much creative talent. Traditional aborigine art includes paintings on bark and stone. Cave paintings may still be seen in many parts of Australia. Aborigines also carve figures from wood and stone and paint them. They are skillful at weaving baskets and mats, using cord made from bark, root fibres, fur, and human hair.

Storytelling is valued among the Australian aborigines, many of whom speak more than one language. The aborigines are also deeply religious. Religion enters all parts of their lives.

Groups come together at intervals of religious ceremonies, singing, dancing, and storytelling. These gatherings are called corroborees.

The aborigines have been called a primitive people, largely because they do not have a developed economy or technology.

Exercises :

Exercise 1



- a. Who are the Australian aborigines?
- b. What is an 'outback'?
- c. Who are the settlers in Australia? What do they think about the outback?
- d. How many aborigines are there in Australia at present?
- e. Where do they live now?
- f. What do you come to know about aborigine art?
- g. How many languages do they speak?

Exercise 2

Fill in the gaps in each of the following sentences with an appropriate relative pronoun :

- a. This kind of thinking has been echoed by thousands of Europeans have settled in Australia in the last 150 years.
- b. Large portion of land they once freely lived now belong to ranchers.
- c. The aborigines have deep for religion enters all parts of their lives.
- d. The aborigines live on outback reservations still live much as before them did.

Exercise 3

Correct the mistakes in the following passage :

Aborigines art show much creative talent. Traditional aborigines art include paintings on barks and stones. Cave painting may still seen in many part of Australia. Aborigines also carves figures from wood and stone and paints them. They skillful at weaving baskets and mats, use cord from bark, root fiores, fur and human hair.

Exercise 4

Give the meaning of the following words and make sentences with them :

- | | | | |
|---------------------|-----------------|----------------------|-----------------|
| a. echoed, | b. fence off, | c. as a response to, | d. manage to, |
| e. swept by, | f. wanders, | g. no easy task, | h. traditional, |
| i. value (as verb), | j. corroborees, | k. primitive | |

Exercise 5

Write in your own words what you come to know about the Australian aborigines from the passage.

The Americans

LESSON

12

A

Read the following text on the Americans, and answer the questions below it :



Most Americans believe in equality. They think every person should have an equal opportunity to get an education and a job. They believe everyone ought to have equal chance to get ahead, should be treated equally by the laws and the courts, and have an equal amount of voting power.

Equality of opportunity and of treatment are American idealism but America has not yet reached that goal. The situation has, of course, improved considerably over the last several decades. Laws have been passed which make it illegal to discriminate. In many communities, local leaders have organized programmes to help break down insider-outsider feelings. Improved communication and travel have brought people into closer contact with each other. Perhaps most importantly, groups suffering from discrimination have used a variety of methods to call attention to unjust situations.

From these kinds of efforts have come improvements, but much remains to be done. Sometimes there is unrecognised discrimination. Sometimes there is deliberate encouragement of insider-outsider feelings by those who hope to profit from it. Most often, there is a great deal of insider-outsider feeling left over from earlier times.

This section will help you look at insider-outsider feelings in America today.

Individual Differences in Insider Feelings



Who has insider-outsider feelings? Everyone has them. However, the strength of these kinds of feelings varies a great deal from person to person. Some people have little insider-outsider feeling and do not discriminate at all. Others have very strong insider feelings. They join organisations made up of people interested in criticising or even harming those they consider outsiders. Sometimes these organisations have speakers who travel around encouraging listeners to discriminate against certain outsiders. They may also print newspapers or pamphlets (sometimes called "hate sheets") containing articles the writers hope will increase insider-outsider feelings.

These are extremes, of course. Most Americans have opinions and feelings somewhere in between.

Questions about what kind of people tend to have strong insider-outsider feelings are important. So are questions about the causes of such feelings. Better answers to these questions will eventually help to improve human relationships. But what

is important at the moment are the specific problems which result from these feelings – the discriminations against certain people.

Following are several case studies and examples of discrimination in America.

As you read each piece, identify

1. The group discriminated against
2. The problem being created by discrimination
3. Reasons why the treatment of the outsider is unfair.

Social scientists often conduct surveys and experiments to find out more about discrimination.

In the early summer season several years ago, two Northern newspapers carried advertisements for a total 100 different reports. A social scientist, S. L. Wax, tried an experiment. He wrote two letters to each of these hotels and resorts. He mailed them at the same time and asked for room reservations for exactly the same dates. He signed one set of letters with the name "Mr. Greenberg," a typically Jewish name. He signed the other set of letters with the name "Mr. Lockwood."

"Mr. Greenberg" received answers from 52% of the hotels; 36% offered him a room.

"Mr. Lockwood" received answers from 95% of the hotels; 93% offered him a room.

Black writer Addison Gayle, Jr. describes his experience hunting for a job in New York City.

I was met at the door of the shop by dark-hued white man who, mistaking me for a customer, commented on the state of the weather. Smiling, I proceeded to point out the true nature of my business which was not to buy wares but instead to sell my labour. No sooner had I mentioned the and than the man abruptly turned his back to me, and walked quickly to the other end of the store, informing me through a running monologue with himself that the job was taken. However, his actions, not his words, convinced me that he was lying. All morning I had been turned away from jobs, always with a smile, a sympathetic murmur of sympathy, unbelievable to be sure, yet unchallengeable on any but intuitive grounds.

This man had made it impossible for me to believe him. I left the store, went across the street to a drugstore, waited a few minutes, and dialed the number listed in the newspaper. The man himself answered the telephone. Mimicking James Mason, I asked if the job listed in the morning paper had been filled. The answer was no. I asked if I could come over to see about the job. I was told to come at once. I went to the store a second time. This time the man met me, rage breathing from every pore of his nostrils, his ugly face contorted into the most weird design.

"Yes?" He growled.

"I came for the job." I announced.

"There ain't no job!" He replied.

"I just called, and you said there was one," I answered. "You said come right over."

Briefly, a flicker of surprise came to his eyes, but he recovered quickly. "You didn't call here," he said ; "that's a lie, there ain't no job." He turned on his heels and went to serve a customer who had come in.

I started after him for a few minutes before finally walking out of the store. There was a big lump in my stomach. My hands shook noticeably. In facing him with what I knew to be the truth, in forcing him to acknowledge his own lie, I had, perhaps, scored a moral victory. Yet, I was still without a job because a man who did not know me, had decided a priority that I should not have one. The moral victory was far less sustaining than my growing hatred.

The following account appeared in a newspaper.

Despite the minor illness the apartment house manager complained of, she was friendly, talkative, cheerful, even flamboyant.

But when we finally got down to business, she refused to rent to me. No vacancies, she said.

Yet five minutes after my departure, she agreed to rent a one-bedroom apartment to my girlfriend ... and said there was another available.

I'm black; my girlfriend is white.

We're both reporters. We were both dressed neatly and conservatively. And both of us were considerate and polite.

But because of the colour of my skin I was refused an opportunity to rent many vacant apartments.



Exercises :

Exercise 1

Read the first three paragraphs and answer the following questions :



- a. Guess the meaning of the underlined words/expressions and make sentences with them :
 - i. to go ahead,
 - ii. considerably,
 - iii. discriminate,
 - iv. break down,
 - v. to call attention to,
 - vi. remains to be done,
 - vii. somewhere in between,
 - viii. eventually
- b. What is the dominant idea in these three paragraphs?
- c. What do you understand by insider-outsider feeling? Is there any such feeling in your country?
- d. Correct the following sentences :
 - i. Laws have been passed – which makes it illegal to discriminate.
 - ii. Sometimes there is deliberate encouragement of insider-outsider feelings by those who hopes to profit from it.
 - iii. From these kind of effort has came improvements, but much remain to be doing.

- iv. Most often, there are a great deal of insider-outsider feelings.
- v. Most Americans has believed in equality.

Exercise 2

Answer the following questions :

- a. Give a title to these paragraphs, and write a summary of them.
- b. Do all Americans discriminate?
- c. Give the meaning of the following words and make sentences with them :
 - i. a great deal,
 - ii. made-up-of,
 - iii. integration,
 - iv. travel around,
 - v. personal factor

Exercise 3

Read the three short texts within boxes and say in your own words what the texts suggest.

Exercise 2

Correct the mistakes in the following passage :

I was meet at the door of the shop by a white man who comment on the state of the weather. Smiling, I proceeded to pointed out the true nature of my business which were not to buy wares, but to sell my labour. No sooner had I mention the ad then the man turn his back to me.

Exercise 5

Fill in the gaps in the following passage with the right words/expressions :

The man made it impossible for me believe him. I left store, went the street to drugstore, waited a few minutes, and dialed the listed in the newspaper. The man himself the telephone.

Mexico's Indians

LESSON

13

A

Read the following text and answer the questions below it :



In Mexico, as in most parts of Latin America where advanced aboriginal culture prevailed before Conquest, the remnant Indian population presents a serious social and economic problem. Owing chiefly to the social stigma that the Spaniards and their descendants have attached to Indian life, but also to the reticent nature of the aboriginals themselves, the Mexican Indians are usually at the bottom of the economic scale and have the lowest living standards in the country. Since the Revolution of 1910, however, the Mexican government has attempted to improve the lot of the Indian through land reform, special educational programmes, and health measures.

It should be emphasised that, in most parts of Latin America, an Indian is defined much more in cultural terms than in racial terms. In Mexico, a person is considered to be Indian if he speaks an aboriginal language (though he may also speak Spanish), if he practices more aboriginal than European customs and uses more Indian than European tools, and if he thinks of himself as an Indian living within a recognised aboriginal community apart from his mestizo or white neighbours. Thus, a mixblood who conforms to these norms is considered an Indian, while pureblood aboriginals who no longer speak their language and have adopted predominately European ways are considered to be mestizos. Since many of the culture traits are hard to measure, government officials have usually taken language as the main criterion for determining the Indian population of Mexico.

In Mexico today, a total of 46 different native languages are spoken by nearly 2.5 million people (only 7 per cent of entire population), and two-thirds of these also speak Spanish. From 1900 to 1940, Indian language speakers comprised about 15 per cent of the population, but in the years following, this proportion decreased drastically, mainly because the non-Indians are increasing at a far greater rate than the aboriginals. Moreover, as the Indians come into closer contact with modern Mexican culture, they are slowly discarding their native tongues. The decrease in the number of monolinguals (Indians who speak no Spanish), from 1.2 million, in 1930, to less than 0.8 million, in 1950 has prompted some students of Mexican population to predict that the monolingual Indian will have disappeared by the year 2000.

Of the large number of aboriginal tongues still spoken in Mexico, only ten are used by groups of more than 50,000. Nahuatl, or Mexicano, the language of the Aztecs, is spoken by about 6,00,000 people scattered in fragmented groups in the east-central part of the country. Maya is spoken by 3,00,000 people in Yucatan. Zapotec (200,000) and Mixtec (185,000) are the main languages of the Indians of Oaxaca state. Otomi (185,000) is heard in the eastern section of the Mesa Central, north and northwest of Mexico City and Totonac (1,00,000) in northern Veracruz and Puebla states.

Figure 11.5, which shows areas of high concentration of aboriginal speech, also indicates the predominately Indian areas of Mexico and Central America. Almost the entire present Indian population is concentrated within the bounds of ancient Meso-america, the most populous part of Middle America before Conquest. In Mexico and Guatemala, the present distribution of predominately Indian speech corresponds with the ancient Aztec and Mayan areas.

Today there are four outstanding Indian areas in Mexico : (1) the eastern Mesa Central and adjacent escarpments in which reside the fragmented aboriginal groups; (2) the rugged Sierra Madre and Mesa del Sur of Oaxaca and eastern Guerrero; (3) the Chiapas highlands of southeastern Mexico, which can be considered a western appendage of the Guatemalan highland Indian area; and (4) the northern Yucatan Peninsula, where Maya speech is concentrated. Within these areas live over 95 per cent of Mexico's Indians. The only significant groups outside these areas are the Tarascans of Michoacan, the small Cora and Huichol groups of Nayarit, and the Tarahumar Indians in the Sierra Madre Occidental of Chihuahua.

Except for the Maya of Yucatan, most of the Mexican Indians occupy isolated mountainous areas where modern transport is poorly developed or nonexistent and which have an extremely limited agricultural potential. The Yucatan Peninsula, although a plains area, is covered by poor, thin soils, and until quite recently was an isolated cultural island only loosely attached politically to Mexican territory. In the more accessible and fertile areas of Mexico, the Spaniards and mestizos pushed out or assimilated the Indians. Thus, most of Mexico's aborigines now occupy refuge areas that are usually characterised by isolation, poverty, and high death rates. Difficulty of communication encourages the retention of old ways and discourages the entry of new ideas from outside.

The recent aim of the Mexican government has been to acculturate the remaining Indians sufficiently to incorporate them into the national life. The National Indian Institute (Instituto Nacional Indigenista), created in 1948, has established various educational centers in key Indian areas. Schools, roads, hospitals, and economic aid will in time destroy the remaining vestiges of ancient life. But, until that is accomplished, the Indian areas, with their steep, hillside fields, their scattered rancheria settlements, and their picturesque markets and wares, will remain an integral part of the Mexican landscape.

Mexico's White Population



The comparatively small white group, less than 10 per cent of the population, descends from Spanish colonial families and from European or North American immigrants who entered the country within the last century. As in colonial times, most of the whites live in the cities, forming the core of the remaining aristocracy and of the urban professional groups.

Mexico has received few white immigrants since the close of the colonial period, for political, economic, and social conditions within the country have not been favourable. During the nineteenth century, a few Europeans and North Americans came to central Mexico to form agricultural colonies, but most of these were unsuccessful. More successful were various religious groups, such as the Mennonites, who formed farming colonies in sparsely settled areas of the North (see Chapter 12).

Besides these few agricultural colonists, there have been some individual Europeans, especially Germans and Spaniards, who have entered Mexican city life as merchants, professionals, and intellectuals, contributing a cultural influence out of proportion to their small numbers. Particularly significant to modern Mexican arts and letters was the influx of refugees from the Spanish Civil War (1936-1938), among whom were outstanding Castilian and Catalonian professors, artists, and writers. Most of the individual European immigrants have settled in Mexico City, but some found their way to the smaller towns, such as Puebla, Guadalajara, and Morelia.



Exercises :



Exercise 1

- How are the Indian defined in Mexico?
- How are they looked upon in Mexico?
- What is their socio-economic status?
- What do you come to know about the language spoken in Mexico?
- Where are the Mexican-Indians concentrated now?
- What is the aim of the Mexican government regarding the Indians?

Exercise 2

Give the meanings of the following words/expressions and make sentences with them :

- | | | |
|-------------------|-----------------|-------------------|
| a. aboriginal, | b. owing to, | c. social stigma, |
| d. descendants, | e. reticent, | f. conforms to, |
| g. predominately, | h. outstanding. | |

Exercise 3

Fill in the gaps in the following sentences with appropriate relative pronouns :

- A person speaks an aboriginal language is called an Indian.
- A mixblood conforms to these norms is considered in Indian.

- c. The pureblood aboriginals no longer speak their language and have adopted European ways are considered mestizos.
- d. Most of the Mexican Indians occupy isolated mountainous areas transport system is poorly developed.
- e. Most of them occupy areas are isolated.

Exercise 4

Correct the errors, if any, in the following passage :

The recent aim of the Mexican Government have been to acculturate the remain Indians sufficient to incorporate them into the national life. The National Indian Institute, creating in 1948, have established various educational centerea in key Indian areas. Schools, roads, hospitals, and economic aid will destroyed the remain vestiges of ancient life.

Exercise 5

Write a short paragraph on what you come to know about the Mexican Indians from the text in this lesson.

The Amhara of Ethiopia

LESSON

14

A

Read the following text and answer the questions below it :

Outsiders Among the Amhara of Ethiopia

- a. Ethiopia is one of the oldest nations on earth. It has been independent for over 2,000 years.



This African nation is good laboratory for studying outsider relationships. For centuries, different groups have lived in the same area. Yet although they interact constantly, they have never integrated. Their occupations, religions, and customs differ.

The people you will study in this section are the Amhara. They live on the plateau in Begemder Province, in the northwest corner of Ethiopia. Most of them are farmers. The Amhara consider themselves to be the true Ethiopians. Although they make up only a third of Ethiopia's population of 26 million, Amharans hold most of the important government jobs.

In this part, you'll investigate some of the ideas the Amhara have about "outsiders".

An Amhara's Views on Outsiders



Tesfahun is 27 years old. He lives in Begemder Province in the *weyna dega*. He is Amhara. Like most of his neighbours, Tesfahun owns and farms the land on which he lives. Farming and owning his farm are important values to him. His ideas about other people who live in his area are not too different from those of his Amhara neighbours.

Here are some of Tesfahun's comments about what he has seen and done. The comments were recorded by anthropologist Allan Young after Tesfahun had returned from a trip to the local market town near his home.

Think about Tesfahun's comments as you read. Look for answers to these questions :

1. What groups does Tesfahun consider to be outsiders?
2. What are the usual occupations of members of each outsider group? Why would the occupations be important to Tesfahun?
3. Which of the ideas that Tesfahun expresses do you think are stereotypes?

4. What actions or conditions are examples of discrimination?

"Soon Easter will be here and I must wear clothes that will make me proud before my family and neighbours. Above all, I want a new toga. So I went to a Falasha to ask if he would weave one for me. He agreed and then we set a price. At first I thought that I decided to offer him money, but I do not have much of that. Then I decided to offer him some of the wheat that I grow in my fields. In a short time it will be the rainy season and food will be hard to buy. Because he is a Falasha, he can own no land of his own and must get most of his food by selling what he makes out of cotton (like togas), of clay (like pots) or of iron (like knives and plow points). He agreed to accept the wheat, and I shall have my new toga."

Begemder : beg-EM-der

Weyna dega (WAY-nah DEG-ah) is the most desirable land, between the uncomfortable hot malarial lower land and the higher land on which fewer crops can be grown.

A Falasha (fah-Lah-shah) is an Ethiopian Jew. Many centuries ago, the Falashas fought the Amharas for the land; the Falashas lost.

Do you think land ownership is an important value?

"At the market, I saw an argument between two men. Both were Amhara, but one of them is always commenting on the other's very dark skin, as if to say that he is not a real Amhara. After they had argued, the dark man said to me, 'Black I may be and red (that is, brown-skinned) he may be, but surely that gives him no right to always compare me to devils and slaves because of my colour.'"

"I do not have much contact with Moslems except to buy from them at the market. They are not dangerous in the way that Falashas are, but I do not care for them much anyway. You know, they are the enemies of the true Church. If we had not defeated them in many wars, there would be no Christian rule in Ethiopia today, nor would this land be owned by its rightful owners, the Amhara. Then the Moslems would be the cultivators of this soil.

Then Amhara might be the landless weavers that many Moslems now are. Or we might have farm the hot and feverish lowlands the way that many of them must. Perhaps they would also try to impose some of their foolish ideas on us. They find it sinful that we drink mead and beer and arakiy, even though this is really a harmless activity unless you become drunk and do or say foolish things. At the same time they smoke tobacco, which is really sinful and they act as if it were an innocent pastime."

In other parts of Ethiopia other peoples are thought to have the "evil eye". What might have been the origin of this "evil-eye" belief?

Arakiy (ah-RAHK-ee) is a native distilled liquor, usually made from grains. Mead is a kind of wine made from honey.



Exercises :



Exercise 1

- What do you come to know about Ethiopia from the first page of the text?
- Who are the Amhara?
- Who is Tesfahun?
- What groups Tesfahun considers to be outsiders?
- What are the usual occupations of members of each outsider groups? Why the occupations be important to Tesfahun?
- What actions or conditions are examples of discrimination?
- What do you come to know about Amhara from comment-1?
- What do you come to know about Amhara from the second, and 3rd comments?

Exercise 2

Make sentences with the following words/expressions :

- integrated, b. for centuries, c. to hold, d. as if, e. care for, f. own (as verb), g. rightful, h. impose, i. claim to be, j. after all

Exercise 3

Fill in the gaps in the following passage with appropriate words and expressions :

Ethiopia is of the oldest nations earth. It has independent over 2,000 years. This African is a good laboratory studying outsider relationship centuries, different groups lived the same area. yet although interact closely, have never integrated. Their occupations, religion customs differ.

Exercise 4

Use appropriate relative pronouns in the gaps of the following sentences :

- It is the man eat with man, and it is the women serve.
- There is another thing if find strange.
- The Moslems are the people have some enmity with the church.
- Tesfahun lives on a piece of land he owns.
- His ideas about other people live in his area are not too much different from the Amhara neighbours.

Exercise 5

How do you feel about the Amhara values? Do you like them? Give reasons for your answer.

Exercise 6

Is there anything in your society like the Amharas? Express your ideas in a short paragraph.

A. The Ibo of Nigeria, and B. The Samoans

LESSON

15

A

Read the text on the Ibo of Nigeria and answer the questions below it :

Ibo of Nigeria



The Ibo* people are one of the three main tribal groups in the African nation of Nigeria. The villages and home towns of the 10 million Ibos lie in the forest land of southeastern Nigeria.

Most Ibos are farmers, growing root crops such as yams, cassava, and taro. Their villages are clustered around central market towns where crops, goods, and information are exchanged.

In villages, Ibo families live in compounds, each surrounded by a wall, with separate houses for each wife and her children. Grown sons and cousins may also have separate houses within the family compound. Family ties are strong.

Status plays an important role in Ibo life. In this section you'll investigate the Ibo status system and the effects it has had on the lives of the Ibo people.

When an Ibo man marries, he has to pay a large sum of money to the parents of his bride.

The price of the girl will depend on her background, her beauty, and (in recent years) her education. A tall, smooth-skinned girl from a wealthy family will be very expensive, especially if she is well-educated.

Well-to-do Ibo men often have more than one wife, each with a separate house and her own income from trading and farming, and each taking care of her own children.

How might the desire for a fine wife affect a man's other goals and work? What effects would marriage have on the status of a man? A woman? How would status be affected by a second wife?

As you have seen, Ibo women are excluded from certain positions, such as membership in men's title societies. In other areas of Ibo life, however, they play an important and powerful part. The following descriptions were written by Victor Uchendu, an Ibo who is a writer and an anthropologist.

* Ibo : EE-boh

Women dominate the retail trade in the town markets. They are literally everywhere as buyers and sellers. Before marriage, girls are expected to acquire successful marketing techniques. They haggle over prices in a manner which might frighten Westerners. They sell their husband's as well as their own farm products. Many women engage in speculative trade, buying wholesale from distant traders (who must leave the market early) and selling in bulk and/or retail when the market is full.

The Ibos and Modern Nigeria



The Ibos live in a country with about 250 other tribal and ethnic groups. These groups differ a great deal in culture. Three tribal groups are most important – the Ibo in the southeast, the Yoruba in the southwest, and the Hausa in the north. Cultural differences between these groups have led to enormous problems, climaxed by a bitter civil war that began in 1967. In this activity you'll identify some of the cultural differences and changes that helped lead to this war.

Yoruba : YAHR-uh-bah

Hausa : HOUSE-ah

This statement appeared in Newsweek magazine.

Ibo tribesmen were latecomers to the modern world, emerging from the bush only in the 1930s. They were learners, however, and soon Ibo men were shocking the members of the neighbouring.

Rivers Tribes by appearing in the marketplace as retail traders, a job traditionally delegated to women. Before long, the Ibos had gained pre-eminence everywhere in Nigeria as soldiers, lawyers, businessmen and bureaucrats. The first Ibo ever to be admitted to the bar, Sir Louis Mbnefo, rose to be a justice of Nigeria's Supreme Court.

An Ibo man, in a newspaper article, gave reasons for the growth of Ibo power.

The Ibos accepted jobs others considered beneath their dignity. Though the jobs were menial, they brought hard cash. And with the money the Ibos soon took to buying lands, buildings and estates wherever they could be found. It was not uncommon for an Ibo tenant to buy his Yoruba landlord's property or for an Ibo driver to acquire a fleet of lorries from his former Hausa employer or for an Ibo tapper to procure acres rubber plantations from his Bini master. The Ibos took loans to invest in meaningful projects and denied themselves social pleasures until the money was repaid. Other tribes, particularly the Yorubas, obtained loans in order to buy expensive cars and throw lavish parties.

Ibos always stick together and maintain a great attachment and loyalty to Iboland wherever he may be. The African extended family system is certainly strongest among the Ibos. One person would arrive singly in a place with a wooden box or pillowcase as his only property. Within five to ten years a full Ibo colony, their fingers in all the available pies in the place, would have sprung up.

My Samoa

I live under a sky
In the midst of an ocean,
In a proud land with proud people
In a proud way.
We are not angels
Nor are we creatures who live
In a lost paradise in the South Seas.
We are simple people
Who live a simple life.

But out of that simplicity
Springs a faith in living.
The feeling of sharing
What is ours is everybody else's.
From this comes our freedom to practice
Our culture in a form of happiness.
However, people only smile
When there's a reason behind it.

We speak very much.
And we mean very little
Sometimes, we have very little
But give a lot.
People see us. Respect is of a high degree.
We worry about tomorrow
In an unworried manner,
Because we think we believe in God.

We look at each other.
And we feel proud to be Samoans.
Yet we suffer as Samoans.
But we never feel it.
Nor do we seem to care for it,
For we are very simple.
We are humans.

Eti Sa'aga



Exercises :

Exercise 1



- a. What do you come to know about the Ibo of Nigeria from the text?
- b. How do the Ibo families live in the villages?
- c. What do you know about the system of marriage among the Ibos?
- d. What is the profession of the Ibo women? What do you come to know about the status of Ibo women?

- e. What do you come to know about the professional and community life of the Ibos?
- f. Make a list of the relative pronouns used in the text, and make sentences of your own with each of them.

Exercise 2

Make sentence with the following words/expressions :

- | | | |
|-------------------|-------------------|---------------|
| a. well-to-do, | b. ethnic groups, | c. enormous, |
| d. climaxed by | e. lead to, | f. delegated, |
| g. gainpreemince, | n. stick together | |

Exercise 3

Use relative pronouns whatever applicable in the following sentences :

- a. The Ibos accepted jobs others considered beneath their dignity.
- b. Retail trade is a job traditionally delegated to women.
- c. Most Ibos are farmers, growing root crops such as yams, cassava and taso.
- d. They live in houses surrounded by walls.
- e. A tall, smooth-skinned girl from a wealthy family will be very expensive.

Exercise 4

Fill in the gaps in the following sentences with the right words/expressions :

The Ibo people one of the three tribal in the African nation Nigeria. The village and home towns the 10 million lie in the forest land Southwestern Nigeria.

Most Ibos farmers, growing crops, goods etc. are bought and

Exercise 5

Read the poem 'My Samoa' and answer the following questions :

- a. What is the poem about?
- b. What is said in the first stanza of the poem?
- c. What is the idea in the second stanza of the poem?
- d. Read the whole poem and then write what you come to know about the Samoans.
- e. Do you find any similarities and differences between the Samoans and the Bangladeshis (as you know about the Bangladeshis from your own experiences).

Write a page or two on the similarities and differences.

ANSWER KEY

LESSON : 1

1. a. Varieties in Peoples' Life
b., c. and d. : Do yourself and check with your tutor.
2. a. Action is the means by which we understand people
b. Peoples' patterns of action
c. iii
d. Check with your tutor
e. Patterns of action are the things that happen again and again. in the same way in a society
f. Check with your tutor.
3. a. Patterns of action of society
b. Refer to the text for the three points
c. People follow patterns because they have become used to them.
4. a. who, b. which, c. who, d. that/which, e. that
5. Who : the noun before 'who' is 'people' and the verb after 'who' is 'live' yes, there is an agreement between them, because both of them are plural.
Which : The noun before 'which' is 'a pattern' the pronoun does not have verb here. So the question of agreement does not arise.
6. We follow our pattern. It is a pattern which has been followed by ... years. To society in Bangladesh is geared to this pattern. We eat three meals a day, but many people of the world eat one meal , many others eat four meals. Whatever is the pattern, people have become used to it.
7. Live on = depend on something for financial support :
The entire family lives on the income of his father.
or, b. main food : The cow lives on grass
geared to : Stand at a distance from each other
He was standing far apart from me
Different from : Not the same as another or others
Our patterns of actions are different from those of the people in other countries.
8. Do it yourself and check with your tutor.

LESSON : 2

Exercises of Text A :

1. a. Importance of understanding the differences in patterns
b. The paragraphs say that peoples' patterns of action are different from place to place.
b. The pattern of conversation in the Arab countries is that when they talk they stand so close to each other that they can feel each others breath, which is a sign of intimacy between them.
c. The pattern of action in Latin America is the same as the one of the Arab described in no. b. above.

2. Do it yourself and check with your tutor.
3. When two persons have a conversation, their actions fall into automatic patterns. They do not need to think about how far apart to stand. They follow patterns which they learnt in their childhood., the patterns which are different from those of people in other countries.
4.
 - a. distinctive = Something which distinguishes/ differentiates.
Your behaviour is your distinctive feather which makes you different from others.
 - b. in course of : in the process of; while.
Underline the relative pronouns in course of reading the passage.
 - c. trust = to believe
Don't trust a liar.
 - d. mumbling : speaking indistinctly
As he was mumbling I could not understand him property.
 - e. humble : modest
His manners are very humble

Exercises of Text B & C :

1. Do it yourself and check it with your tutor.
2. Do yourself and check with your tutor.
3.
 - a. Latin America is the continent where the handshake farewell.
 - b. Not everyone uses the gesture which you use.
 - c. Make a list of the gestures which are used by Americans.
4.
 - a. which ; to come towards you
 - b. which ; impersonal
 - c. in which ; intimate and warm
 - d. when ; an hour
5.
 - a. who, b. who, c. which, d. in which , e. where,
 - f. in which e. where, in which, f. which
6. Do yourself and check with your tutor.
7. Do yourself and check with tutor.



LESSON : 3

Exercises of Text A :

1.
 - a. iii
 - b. Do yourself and check with your tutor.
- Nos. 2, 3, and 4 : Do yourself and check with your tutor.
5. The author says that femininity is a gentle, tender quality found in a woman's actions, appearance and manner. It also includes and dependency upon men for their care and protection. It also means a lack of masculine ability, male aggressiveness, competency, efficiency fearlessness, strength and the ability to "kill your own snakes".
6. Do yourself, and check with your tutor.

7. In every society, certain patterns of action are followed. The patterns of actions are followed for so long that they are accepted without question. People may also ask why other patterns of action are not followed.
8.
 - a. brainpower = intellectual capability
A country needs brainpower for proper planning and progress.
 - b. short of + wanting, lack of
We are not short of manpower for our development activities, though we are a little short of brainpower.
 - c. femininity : quantities that make woman womanly.
Femininity of a woman endears her to all.
 - d. submissiveness : obedient ; accepting the authority of others.
Submissiveness is a quality which the young generation of present time grievously lacks.
 - e. masculine : quantities of a man ; opposite to feminine
Mr X is as masculine in his activities as he is in his physical structure.
 - f. aggressiveness = willingness to attack, to criticise or offend, not to surrender. He has an aggressiveness in his behaviour which makes him rather boring to others.
 - g. homemaking = keeping/making house
According to the traditional view, homemaking is the main duty of a woman.

Exercises of Text B :

Nos : 1 and 2 : do yourself and check with your tutor.

3.
 - a. where, b. who, c. who, d. whom, e. whom
4. We were passing through the village where Kamala's parents live, and so we stopped for a visit. Kamala's mother welcomed us with smiles, as Kamala told her about us.
We spoke about many things, among them Kamala's marriage.
5. After investigation and discussion both parents agreed that their daughter should marry Ramlal. Kamala's father met Ramlal's father and arranged the marriage. Kamala first saw Ramlal at the wedding.
6.
 - a. arrange = to organise
Kamala's marriage was organised by her parents.
 - b. main concern = Principal or major consideration
When a daughter grows adult in the Indian sub-continent, to give her in marriage becomes the main concern of the parents.
 - c. the same as ; similar to
The Indian system of marriage is the same as that of Kamala's described in the passage.
 - f. Wedding ceremony = marriage ceremony
Kamala had a humble wedding ceremony.
 - g. mention = to refer to.
It must be mentioned that American system of marriage is quite different from Indian system.
7. Do it yourself and check with your tutor.

LESSON : 4

Exercise 1

Do yourself and check with your tutor.

2.
 - a. night was falling = Evening was approaching
Night was falling when we were still five miles away our destination.
 - b. refreshing = something which gives fresh energy
The cool breeze outside the room is quite refreshing
 - c. playfully = sportively ; not seriously
Although our team was defeated in yesterday's match we took it playfully.
 - d. teenagers = persons whose age range from 13 to 20 years
The values of the teenagers are always different from those who are in their 50s or 60s.
 - e. marriage = both legal and religious sanction of a man and woman to live as husband and wife.
My brother's marriage ceremony comes off on Sunday, 15 February, 1998.
 - f. marriage partners = persons who enter into wedlock.
Girls in our society depend on their parents to select their marriage partners.
 - g. undignified = dishonourable
It is considered undignified for a boy or a girl to select his/her marriage partner by him/herself.
 - h. looking for = searching for
What are you looking for?
 - i. humiliating position = disrespectful situation.
Boys or girls who select marriage partners themselves put their parents in a humiliating position in our society.
 - j. broke in = entered into a room/building by force
The robbers broke in our house at the death of night.
 - k. to be deceived = to be betrayed
Very often girls are deceived by their boyfriends, or vice-versa.
 - l. a good match = suitable partner
Parents try to find a young man who will prove a good match to their daughter as a husband.
3. It is ; it ; sort ; in which ; it ; it ; to ; be ; on ; him.
4.
 - a. The world is short of love and spiritual values which a woman contributes in the house/home.
 - b. Femininity is a gentle, tender quality which is found in a woman's actions, appearance and manners.
 - c. So, a shy and unassertive girl might not be able to get married.
5. Night was falling at the close of the hot day. All teenagers had been invited by our host because we have expressed a desire to know what Indian young people think about love and marriage. Ten of the girls were sitting on the floor in a wide circle.

LESSON : 5

Exercise 1

Check with your tutor.

Exercise 2

- a. handicapped = are obstructed or put into disadvantage
The progress of our nation is handicapped by political unrest
(handicapped also means disabled, e.g. handicapped children)
- b. preference for = liking for
I have a preference for simple life and plain thinking.
- c. keep someone from becoming = stop someone from becoming something
Try to keep your brother from becoming a terrorist.
- d. Passes to = goes to
value passes from generation to generation with slight modifications.
- e. sanitary facilities = health facilities ; facilities for sanitation.
Sanitary facilities in our country are not satisfactory.
- f. set up = establish
We tried to set up a school in our locality.

Exercise 3

- a. The clan joins with other clans to form a tribe which in its turn unites with other subtribes to form a tribe.
- b. They reach a consensus which is formally acclaimed as the will of the tribe.
- c. The khan is automatically in individual whose tribe holds him in high regard.
- d. Although the Afghans come from ethnic backgrounds, most of them have a fairly similar outlook on life which is based on their muslim religion.

Exercise 4

of ; are ; are ; the ; is ; from ; the ; in.

Exercise 5

- a. resemble = have similarities between two persons or things
Mr Kamala's so resembles him.
- b. pooled = put money/resources etc. into a common fund
They pooled their savings and bought a house in the city.
- c. patriarch = the male head of the family
The patriarch is responsible for the earnings and maintenance of the family.
- d. nomads = people who move from place to place and have no fixed home.
The nomads do not stop at any place for long.
- e. encampment = place where camps are set up.
Encampment is a part of the nomadic way of life.

Exercise 6

- a. which, b. who, c. when, d. who, e. which

Exercise 7

Do yourself and check with your tutor.

 **LESSON : 6**

1. a, b and c : Do yourself and check with your tutor.
d. See paragraph 2 of the text in this lesson for filling the gaps.
2. Do it yourself and check with your tutor.
3. a. In Islam it is believed that God has given men qualities which woman does not have.
b. A woman should not be seen by men, not even by men who are members of her own family.
c. If she appears in a place where she might be seen by men, she should cover herself properly.
d. All animals which prey with teeth and all birds which seize it with talons are unlawful to eat.
e. No animals that live in water, except fish, is lawful.
4. If a muslim drinks wine, and two witnesses to his having done so, or if their breath smells of wine or they themselves confess of having taken wine, they will receive eighty lashes or in the case of slaves, 40 lashes.
5. a. intoxication = feeling roused by alcoholic drinks
When one drinks wine, he/she feels an intoxication.
b. lashes = whipping ; beating.
In Islam, one has to receive 80 lashes for drinking wine
c. admissible = worth of being accepted.
Drinking wine is not admissible in Islamic rules.
d. Shoes off = without shoes
You have to enter the mosque with you shoes off.
e. talons = claws
Birds that seize their preys with talons are unlawful to eat the muslims.
f. usury = lending money at high interest
Usury is not permitted in Islam.
g. abide = follow
The muslims have to abide by the rules of the holy Quran.

 **LESSON : 7**
Exercise 1

Do yourself and check with your tutor.

Exercise 2

- a. which, b. who, c. which, d. who, e. who

Exercise 3

Do yourself and check with your tutor.

Exercise 4

a. which, b. who, c. who ; which, d. which, e. which

Exercise 5

Do yourself and check with your tutor.



LESSON : 8

Exercise 1

Do yourself an check with your tutor.

Exercise 2

a. which ; is ; Luzon, b. tropical, c. rice d. chickens ; carabao

Exercise 3

- a. The entire barrio is covered with paths which lead from houses to fields.
- b. Most of the houses are built on the tops of ridge which save the values valleys.
- c. Rice is the main foodcrop which is grown during the dry season.
- d. Tobacco is the cashcrop which is grown during the dry season.
- e. Tarong live in an island which is about 190 miles north of Manila.

Exercise 4

- a. Tagnawa and the Kampang.
- b. The Tagnawas are a loosely organised group of people. They do difficult works cooperatively.
- c. The Kampang is a group of 6 to 8 people who regularly work in neighbouring farmland. This group also does heavy field works together. They go from one man's field to another.

Exercise 5

a. who, b. which, c. who, d. which, e. in which

Exercise 6

- a. cooperative work groups = groups of people who work together in a cooperative manner.
The small farmers in our country form cooperative work groups who work in one another's farm in turns.
- b. loosely organised = people working together, but lacking close ties between them.
If you are loosely organised you can not expect great achievements from cooperative works.
- c. too difficult for one to = so difficult that one can not do it.
Some field works are too difficult for an individual farmer to do.

Exercise 7

The payment for the use of the land is always the same of the crops which are used to pay the harvesters. Some are set aside for next year's seed. The rest is divided half and half between the landlord and the farmer.

 **LESSON : 9**
Exercise 1

Do yourself and consult with your tutor.

Exercise 2

Very often women who know how to perform more difficult tasks will teach their skills to other women. One woman may spend several days teaching her neighbour from down the lane to sew sequins on slippers. This requires care and skill.

Exercise 3

- a. territory = area
The hill tracts is an integral part of the territory of Bangladesh.
- b. habitat = dwelling place
What is the common habitat of the people of Bangladesh?
- c. observations = comments
Mr. X made some observations on the development programmes of our country.
- d. subject them to = make somebody to experience/undergo something.
- e. better paying tasks = works that have higher payments than some other works
People always look for some better paying tasks.

Exercise 4

stay ; in ; an ; place ; and ; in ; were ; by ; to ; of ; by ;

Exercise 5

Do yourself and check with your tutor.

Exercise 6

Do yourself and check with your tutor.

 **LESSON : 10**
Exercise 1

a. Although, b. because, c. Although, d. and, e. Besides ; also.

Exercise 2

a. a lot of, b. more, c. a lot, d. too much, e. more,
f. much, g. too much, h. How much, i. enough

Exercise 3

1. Father, 2. mother, 3. husband, 4. wife, 5. daughter-in-law, 6. grandson,
7. brother, 8. grand daughter, 9. daughter-in-law, 10. cousin, 11. Aunt,
12. mother-in-law.

Exercises of Text B :

1. Do yourself and check with your tutor.
2.
 - a. They share the works and chores in a way which suits them.
 - b. A doctor who works in a child care department thought that women had a right to work.
 - c. I can understand women who prepare housework to factory work.
 - d. I can not understand women who do not work.
 - e. Nor is it only a professional woman who expects to work.
 - f. The girl who came to clean my house told me that her husband was a postman.
3.
 - a. outward looking = one who takes the outside world into consideration.
The educated women of our country are becoming outward looking day by day.
 - c. breadwinner = one who earns for his/her family.
My father is the only breadwinner in our family.
 - d. flexible = not fixed ; having scopes for change or adjustment according to need or situation.
Our plans are flexible.
 - e. household chores = domestic works ; works at home
Traditionally, women are supposed to take care of the household chores.
4. Do yourself and check with your tutor.
5. is ; who ; who ; that ; was ; is ; he ; in ; after ; to.
6. Do yourself and check with your tutor.
- Nos. 7 and 8 : Do yourself and check with your tutor.
9.
 - a. balanced diet : food that contains most types of elements of food ; health good.
A child should have balanced diet for his/her proper growth.
 - b. live on : the food or work with which one supports oneself.
Mr. Karim's family lives on his income only.
 - c. outdoor life = Life outside home.
Women in our society are not supposed to be fond of outdoor life.
 - d. remote = distant
Jamil comes from a remote village.
 - e. reputed = one who has much reputation; famous.
Has Azizul Haque is a reputed writer.
 - f. average life expectancy = average age upto which people of a country live. What is the average life expectancy of people in Bangladesh?
10. on ; which ; is ; an ; on ; by ; in.
11. Do yourself and check with your tutor.

LESSON : 11

Exercise 1

Do yourself and check with your tutor.

Exercise 2

a. who, b. where, c. which, d. who.

Exercise 3

Aborigines art shows much creative talent. Traditional aborigine art includes paintings on barks and stones. Cave paintings may still be seen in many parts of Australia. Aborigines also carve figures from wood and wood and stone and paint them. They are skillful at weaving baskets and mats, using cord made from bark, root fibres, fur and human hair.

Exercise 4

echoed = be repeated like the reflection of a sound.

His voice echoed in the forest.

- b. swept by : washed away by ; affected by.
 - c. traditional = conventional ; not modern or scientific.
 - d. value = put emphasis/importance upon something.
Nazrul's contribution to Bengali literature is valued highly in our country.
 - e. primitive = or the ancient time.
The aborigines are primitive people.
11. Do it yourself and check with your tutor.

LESSON : 12

1. a.
 - i. to go ahead = to go ahead ; to move forward.
My father asked me to go ahead with my future plan for business.
 - ii. considerably = a great deal
Selim was considerably influenced by the strength of his father' character.
 - iii. discriminate = see/make a difference between two persons/ things.
Many Americans discriminate the back from the white races.
 - iv. Break down = cease to operate because mechanical trouble or internal disorder.
The bus in which were travelling yesterday broke down near Savar, Dhaka.
 - v. to call attention to = draw/attract attention to something.
This passage calls our attention to the fact that there is a strong insider feeling in America.
 - vi. remains to be done = A lot of works still remains to be done.
 - vii. somewhere in between = a middle position, not taking any side.
he does not take side with any of the founding parties, his stand is somewhere in between the two groups.
 - viii. eventually = finally

Although he had some initial difficulties with the project, eventually he finished it successfully.

1. b. and c. : Do yourself and check with tutor.
1. d. :
 - i. Laws which make it illegal to discriminate have been passed.
 - ii. Sometimes there is deliberate encouragement of insider-outsider feelings by those who hope to profit from it.
 - iii. From these kinds of effort have come improvements, but much remains to be done.
 - iv. Most often, there is a great deal of insider-outsider feelings.
 - v. Most Americans believe in equality.
2. a. and b. : Do yourself and check with your tutor.
2. c. :
 - i. a great deal of = a lot.
He has taken a great deal of trouble to take his family out of financial hardships.
 - ii. made up of = constituted of ; forming part of something.
Water is made up of hydrogen and Oxygen.
 - iii. Integration = making something a part of something else.
Integration of the tribal people into the national life is a must for the progress and prosperity of a nation.
3. Do it yourself and check with your tutor.
4. I was met at the door of the shop by a whiteman who commented on the state of the weather. Smiling, I proceeded to point out the true nature of my business which was not to buy wares but to sell my labour. No sooner had I mentioned the aid than the man turned his back to me.
5. has ; to ; the ; across ; the ; for ; number, answered.



LESSON : 13

Exercise 1

Do yourself and check with your tutor.

Exercise 1

- a. aboriginal = people inhabiting a land from a very early period.
The Indians are the aboriginal people in Mexico.
- b. owing to = because of.
I could not attend the meeting owing to my illness.
Mr. Khan is an honourable man, but his son's involvement in a gang robbery was a social stigma for him.
- d. descendants = People who come down a family line.
The descendants of the Nawab family could not keep up the image of their forefathers.
- e. reticent nature = the nature of speaking very little; not revealing one's feelings, thoughts.
Mr. Aziz is man of reticent nature.
- f. conforms to = comply/agree with something ; be consistent with something.
Your behaviour must conform to/with the expected social norms.
- g. predominantly = mainly ; most prevalent.
- h. outstanding = exceptionally good ; most prominent.
Jewel is a very outstanding student in our school.

Exercise 3

a. who, b. which, c. who, d. where, e. which.

Exercise 4

The recent aim of the Maximum government has been to acculturate the remaining Indians sufficiently to incorporate them into the national life, The national Indian Institute created in 1984, has established various educational centres in key Indian areas. Schools, roads, hospitals, and economic aid will destroy the remaining vestiges of ancient life.

Exercise 5

Do yourself and check with your tutor.

 **LESSON : 14**
Exercise 1

Do yourself and check with your tutor.

Exercise 2

- a. integrated = something made a part of something else.
Any point want to make must be integrated into the essay, it must not look redundant.
- b. for centuries = for hundreds of years.
For centuries, the Brahmins enjoyed the highest prestige in the caste system of the Hindu society.
- c. to hold = to believe.
I firmly hold that your ideas on the topic are wrong.
- d. as if = as it were.
He was, as if, mad.
- e. care of = look after.
In our society, it is the responsibility of the children to care for the parents in their old age.
- f. own (as verb) = be the owner/possessor of something.
Do you know who owns this magnificent house?
- g. rightful = legal
We had some trouble to find out who the rightful owner of the plot was.
- h. impose = to force something upon somebody against his will/liking.
The Government has imposed heavy tax on private property this year.
- i. claim to be = to declare as.
The aboriginal claim to be the rightful owner of Mexico.
- j. After all = As a matter of fact.
After all Rana is my cousin, I can not denounce him altogether, though I do not like all the things he does.

Exercise 3

one ; on ; been ; for ; nation ; for ; They ; they ; and.

Exercise 4

a. who, who, b. which, c. who, d. which, e. who.

Exercise 5 & 6

Do yourself and check with your tutor.



LESSON : 15

Exercise 1

Do yourself and check with your tutor.

Exercise 2

- a. Well-to-do : rich ; solvent.
- b. ethnic groups = groups that have distinct cultural identities of their own.
Different ethnic groups live in a country.
- c. enormous = very large
The elephant is an enormous animal.
- d. climaxed by = something that leads a thing to its highest position.
The family had great misfortune which was climaxed by the death of his father.
- e. lead to = result in.
His hard works led to his success in life.
- f. delegated = elected/nominated to represent an agency, a group, a nation etc.
Mr. X was delegated from our office to attend a conference in Australia.
- g. gain prominence = receive importance ; be outstanding.
Mr. Zaman gained prominence in business.
- h. stick together = become/remain united.
People who stick together against all odds are sure to attain success in life.

Exercise 3

- a. The ibos accepted jobs which others considered beneath their dignity.
- b. Retail trade is a job which are traditionally delegated to women. (Here delegated means offered)
- c. Most ibos are farmers who grow root crops such as yams, cassava and taso.
- d. They live in houses which are surrounded by walls.
- e. A tall smooth-skinned girl who comes from a wealthy will be very expensive.

Exercise 4

are, groups, of. of. people. of. are. The. around, where, sold.

Exercise 5

Do it yourself and check with your tutor.

Sample Questions for HSC (1802) 1st Paper next examination**English (Compulsory)****First Paper****HSC–1802**

Time : 3 hours Full Marks : 100

[N.B. The figures in the margin indicate full marks]

Part–A : Seen Comprehension**Read the passage below and answer questions from 1 to 5:**

We live in an environment. The environment includes everything around us. Trees, rivers, canals, hills, land, air, water, houses are all parts of our environment. People are born and grown up in an environment. The environment influences them in many ways. It has a strong impact on their behavior, health and so forth. A good environment creates good inhabitants while a bad environment creates bad inhabitants.

People can bring about changes in an environment. On one hand, they can develop different things of an environment for their betterment. On the other hand, they damage the environment in various ways such as by causing air pollution, water pollution, deforestation and so on. They can also disrupt the social and cultural environment by committing crimes and creating terrorism.

However, we all want to live in peace and happiness. We can not live alone. We need to co-operate with one another. So we all have to try to keep our environment safe and sound.

1. Choose the best answer to complete each sentence : 1×5=5
 - (a) A good environment includes something/ everything/ nothing around us.
 - (b) A good environment creates bad/good/clever inhabitants
 - (c) We need to co-operate / study / love with one another.
 - (d) People are born and grown up in a society / a country/ an environment.
 - (e) We all have to try to keep our environment safe and sound/ peaceful / nice.
2. True / False? If false, give the correct information : 1×5=5
 - (a) People can disrupt the social and cultural environment.
 - (b) We can live alone always.
 - (c) People can develop different things of an environment.
 - (d) We want to live peacefully and happily.
 - (e) Environment does not have any impact on the health of people.
3. Fill in the gaps with the correct form of the words in brackets. Add any preposition if necessary : 1×5=5
 - (a) People can (damage) _____ the environment in various ways.
 - (b) Trees, rivers, canals, hills, land, air, water (be) _____ parts of environment.
 - (c) People can (bring) _____ changes in an environment.
 - (d) People (grow up) _____ an environment.
 - (e) We want to (live) _____ peace and happiness.
4. Answer each of the following questions in one complete sentence : 1×5 = 5
 - (a) What are the elements of our environment?
 - (b) How do people damage environment?
 - (c) What does a good environment create?
 - (d) How can people disrupt social and cultural environment?
 - (e) What should we do for our environment?
5. Summarise the central idea of the above passage in five sentences: 1×5=5

Part—B: Grammar

6. Join the following pairs of sentences as directed (any five) : 1×5=5
- (a) Maruf is a young man in his teens. He lives in Aminpur (use relative pronoun).
 - (b) He is sick. He makes his lessons (use "even if").
 - (c) Rafiq works hard. He will fail in the examination (use "unless")
 - (d) I have not seen him. I met you (use "since" with Past Indefinite Tense)
 - (e) He will get the job. He tries hard (use "If + Present Indefinite Tense")
 - (f) He is ill. He cannot go to school. (use "because of")
 - (g) He wants to be healthy. He must follow the rules of health. (use "in order to")
7. Transform the following sentences as directed (any five) : 1×5=5
- (a) Man is mortal (Negative)
 - (b) Coming home, he began reading (compound)
 - (c) Post the letter immediately (Passive)
 - (d) I saw him reading (complex)
 - (e) Deena is the best house wife (Positive)
 - (f) It is a very fine bird (Exclamatory)
 - (g) I shall not forget you. (Affirmative)
8. Make sentences with the following phrases (any five) : 1×5=5
 due to, bag and baggage, a lot of, in spite of, good at, in case of, bring up.
9. Translate into English : 10
- Avgi v evsj v` tk evm Kwi | Avgi v evsj v fvl vq K_v evj | Gt` tk c`q tPŠI` tKwU tj vK evm Kti |
 t` tki tekxi fVM tj vK gmj gvb | Bnv Qrov wv` y tešx I L_vb AvtQ | kZKi v beYB Rb tj vK MÖtg
 evm Kti | c`q cPmk Rb tj vK KwL KvR Kti | KwL Gt` tki A_BwZi tgi` E |

Part—C : Vocabulary

10. Column **B** contains the explanations of the words in Column **A**. Match the words in Column **A** with the explanations in Column **B**: 1×10=10

A	B
(a) Inhabitant	(a) helpful
(b) Deforestation	(b) Person or animal living in a place
(c) Conducive	(c) removing forests/cutting trees.
(d) Erosion	(d) feel warm
(e) Constantly	(e) sign of something
(f) Drastically	(f) process of destroying
(g) Glow	(g) come with
(h) Havoc	(h) happening again and again
(i) Accompany	(i) very strongly
(j) Symptom	(j) great destruction

11. Fill in the gaps with suitable words from the box (make any grammatical changes if necessary) 1×10=10

melt	is	report	rise	accumulate
win	know	temperature	give	be

Scientists have recently (a) _____ that the polar ice caps are (b) _____. This is due to a (c) _____ in atmospheric temperatures (d) _____ as the "Greenhouse Effect". According to Melvin Calvin, who (e) _____ a Nobel Prize for earlier research, the carbon dioxide is (f) _____ primarily responsible for (g) _____ rise in atmosphere. The carbon dioxide is (h) _____ off when coal and oil (i) _____ burned. This gas is (j) _____ in the atmosphere and causing temperatures to rise.

Part—D : Writing

12. Match the phrases in the following substitution table to make sensible sentences. Write out the sentences in full: 2×5=10

	A	B	C	D
(a)	Mr. Hasan Mahmud	for two years	and	officer
(b)	He has	is a	his Master's degree	a suitable job
(c)	His eldest	two sons	retired government	a daughter.
(d)	He tried	son Tanvir took	to get	from Agricultural University
(e)	He	failed	to get	a suitable job

13. Make a dialogue between two friends about their future plans after HSC examination. 10
14. Write a paragraph on "Population Explosion" in about 120 words by answering the following questions : 10
- What is population explosion?
 - Why is the whole world so concerned about the problem?
 - What is the density of population in Bangladesh?
 - What are the consequences of the problem?
 - What should we do regarding the problem?