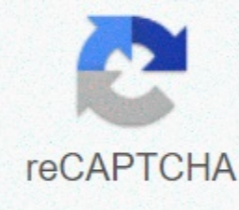




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Hsc english 1st paper unit 15 lesson 1

Unit Fifteen: Tours and Travels Lesson 1: Travel to a Village in Bangladesh 1. Warm-up activity: in the group discuss the last trip you made from the village / city / city. Now share the following introduction with a friend. Bangladesh, despite rapid urbanization, still remains mostly rural. How many villages are there now? Sixty-four thousand or more? Have the soxies changed over the years? How did they respond to the onsets of urbanisation or the march on the development or growth of education? Write your answer at dawn. In the following extract, we will see the village of Bangladesh and villagers through the eyes of an English professor from England who taught at Dhaka University twice first between 1947 and 1951 and again in 1972. 2. Read the text below and answer the following questions: We set off on the evening of July 21. There was little in the village, so Abdul packed a suitcase with two loaves and tea and cans of milk, cheese and jam. We traveled intermediate class on a cross-country train not unusually crowded, through a country of dark love. It was a lunar night of broken soft clouds; the earth was mostly underwater, with unshelled and coconut palm trees growing from it, and several raised track carts and groups of cottages islanded among the lumps of shrubs, all reflected among the shadows. Here and there was a red glow of cooking fire or a lighthouse fishing boat in open water. At dawn we reached Sonaimuri, a small channel station among the wide fields, from there we had eight miles away by boat, some of them along the canal, some of them through flooded rice fields. I waited for this quiet liquid journey in the early hours of the morning and calm because I immediately fell asleep and didn't know any more until we reached the landing-ghat at Khorshed's house, in the glare of sunlight. It turned out that his letter saying he was bringing me was still on the way, but they got together in crisis and gathered to greet me, though as none of them spoke English they could only look and laugh and offer me coconut juice. Khorshed set me up at the camp, a wooden bed, a chair and a table in an indoor bamboo crutch. It was a beautiful place among bamboo and coconut palms, facing a reservoir where fireflies wove intricate dances at night. He laid his own bed next to him for protection, and there I stayed, holding a permanent mansion from dawn to bedtime. In the memory of the village and that came back for about two centuries, I was the first European to go there: it was too distant, even for the district commissioner to go through. Also since I was a woman, women could come (at different times from men) to look at me without losing their characters. People came and came: only rains and the fact that few of them were rich enough for boats to prevent them from coming out of ten Round. When he saw that I would not stop coming Khorshed fixed some curtains around the bed so that I could crawl behind them when I was tired of looking at how the zoo animal was in his sleeping hut. Even then, the small hut was filled with women and children. The children followed him when I left, and when Khorshed remonstrated the little boy begged: Don't send us! After it has gone even a strange bird will come to the village. I stood up to the celebrity for the two days we had planned, but that was enough. [A.G Stock, Diaries from Dacca University 1947-1951, 1973] 3. Place T (true) or F (false) next to the following statements based on the above statement. A. The author had some food with her because she didn't like local food. B. She traveled by train to Sonaimuri. c. Lived in a tent during her stay in the village. d. She was the first European woman to visit the village. Mr Khorshed's father had a brick house. 4. Briefly answer the following questions: a. When and why did the author fall asleep during her journey? B. What trees and insects are listed in the aisle? c. Why did the little boy beg: After he has passed away, even a strange bird will not come to the village? d. Why was there a crisis when the author arrived? E. Why did women visit her? F. Find three evidence that suggests that the narrator enjoyed her visit. G. Why does the narrator compare himself to a sleeping pet? H. What is the overall tone of the transition? 5. Write a short paragraph describing your first visit to a place away from home. 6. Explain the meaning of the statement – I stood up to the celebrity for the two days we had planned, but that was enough. What feeling is implied here for entertainment or mild annoyance? 7. What do the following phrases mean in this passage? not unexpectedly crowded; he knew no more; to the crisis; tired of looking at; we expect; the glow of sunlight; broken soft clouds; skylights wove intricate dances; clumps of shrubs; permanent court; he would come and come. 8. Find the antonym for the following: a. collect b. weave c. complicated d. fixed e. remote f. remonstrate g. calm 9. Join a pair of sentences on each line to execute one sentence using the expressions in parentheses. A. He made a permanent tent. He wanted me to get enough sleep, (so that) b. None of them spoke English. They accepted me. (though) c. It was dark. He lit a lantern, (like) d. I was a woman. Women have visited me freely, (since) Lesson 2: Coming to the Orient 1. Warm-up activity: Ask the following questions in pairs. have you ever travelled by boat, take-off or steamer along the river? Save your experience in 500-600 words. before the start of air travel, people traveling between continents had to do so by boat. What do you think were the pleasures and dangers of these journeys? In the colonial era The English came to India in great numbers in search of fortune. Many young women in search of husbands also went to India. George Orwell (1903-1950) spent part of his early life in Burma (now Myanmar), an English colony serving as a police officer. In the following passage taken from his Days of Burma (1934), we get a picture of the journey of young English woman Elizabeth, across the sea by boat and her arrival in Burma. He has a typical colonial mindset and fantasizes about a glorious life in India. Its attitude towards the colony is also characteristic of the colonizers of the psyche, which liked the land and landscape, but disregarded people called natives and their way of life. 2. Now read the text and answer the questions that follow: Elizabeth spent thirty pounds on summer frocks and immediately sailed out. The ship, billed by rolling porpoises, ploughed through the Mediterranean sea and into a sea of staring, enamel-like blue, and then the green waste of the Indian Ocean, where herds of flying fish skimmed in horror from an oncoming hull. At night, the waters were phosphorescent, and washing the bow was like a moving grotto of green fire. Elizabeth loved life aboard the ship.... She will love India, she knew. She created quite a picture of India, with the conversation of the other passenger; she even learned some of the more necessary hindustani phrases, such as idher ao, jaldi, sahibta^ etc. In anticipation she tasted the pleasant atmosphere of the clubs, with punkahs fluttering and bare-legged white turbaned boys respectfully salaaming; and maidan, where brown English men with small truncated mustaches galloped back and forth, pounding polo balls. It was almost as nice as being rich, the way people lived in India. They sailed to Colombo through the green glassy waters, where turtles and black snakes swam basking. A fleet of sampans came reaching out to meet the ship, fueled by coal black men with lips dyed red-than-blood by betel juice. They screamed and fought around the aisle while the passengers descended. As Elizabeth and her friends came down, the two sampan-wallahs, their brows nosing against the passage, begged them with yelling. Don't go with it, missie! Not with him I Bad bad man he, no fit taking missio! You don't listen to him lie, missie! Nasty low guy! Nasty low tricks him playing. Naaty native tricks! Ha, ha! He is not native alone O no! He's European, white skin is the same, missie. Ha ha I Stop the bat, you two, or TU download one of you kick, said the husband of Elizabeth's friend, he was a grower. They entered one of the sampans and woe rowed toward the sim-clear waterfront. I successful sampan-wallah turned around and unloaded on a rival filling his mouth with a spit that had to be saving for a very long time. It was the Orient. Coconut-peanut oil and sandalwood, cinnamon and turmeric, floated above the water on Mount Lavinia, where they bathed in the summer sea, which frothed like Coca-Cola. He returned to the ship in the evening, and a week later they arrived in Rangoon. North of Mandalay, a wood-powered train crawled at twelve miles per hour through an expansive seeding confined on the distant edges of the blue rings of hills. White herons stood ready, immobile, like herons, and piles of drying chillis shining scarlet in the sun. Sometimes a white pagoda got up from the plain like a giantess supine breast. Early tropical night settled, and the train shook slowly, stopping at small stations, where barbaric screams sounded from the darkness. Half-a-century men with long hair braided behind their heads moved back and forth in the light of the torch, hideous as demons in Elizabeth's eyes. The train plunged into the forest, and invisible branches rubbed against the windows. It was about nine o'clock when they arrived in Kyauktada, where Elizabeth's uncle and aunt were waiting with Mr. Macgregor's car and some workers were carrying torches. Her aunt walked forward and took Elizabeth's arms into her delicate Saurian hands. I suppose you're our niece Elizabeth? We're very happy to see you, she said and kissed. Mr. Lackersteen looked over his wife's shoulder in the light of the torch. He gave half a whistle, exclaimed, Well, I'll be damned!, then grabbed Elizabeth and kissed her, more warmly than he had to do, she thought. She had never seen any of them before. 3. Answer the following questions: a. What did the waters of the Indian Ocean look like at night? B. What terrified flocks of flying fish? c. Why did Elizabeth think she wanted India? d. What does polo mean? Who played polo? E. What did the Sampanwallahs fight for? F. Where did Elizabeth go from Rangoon? G. Did Elizabeth enjoy a stay in Colombo? 4. Place T (true) and F (false) next to the following statements based on the above statement. A. Elizabeth reluctantly took a sea trip. B. Her companions were hostile. c. Before she entered the Indian Ocean, she crossed the Mediterranean. d. Indians lived an impressive life. E. The train journey to Kyauktada was long. 5. Ask the following questions in pairs: a. What image of the sea can be found here? B. The narrator is rather critical of the local population. What evidence can be found of the narrator's disapproval of the local population? c. Tell the competition between sampanwallahs. 6. Select the appropriate words from the box to fill in the blanks in the sentences given below: floated prediction plowed skimmed creepy a. Ship across the Mediterranean. b. Fish..... in horror from the incoming hull. c. W..... imagined a pleasant atmosphere. D. Hoses..... Basking. e. Train..... twelve miles per hour. F. Chillii drying stacks..... scarlet in the sun. 7. What colours and spices are mentioned in the passage? 8. Give synonyms for the following words: a. gentle b. heat c. discharge d. summer e. hideous f. supine g. parched 9. The narrator repeatedly compared one thing to another using the word like this. For example, sea foam has been compared to Coca-Coli. Find five more examples from the text where the word like was used for comparison. Lesson 3: An Imaginary Journey 1. Warm-up activity: to discuss any travel accounts you've read in English or Bengali and the places it describes. Imagine walking down the street in London or New York. What's the difference between your experience and what you can change when walking on city roads or streets? Travel can be imaginary as well. Authors sometimes make imaginary journeys to strange places and draw images of people and places, manners and morals. Jonathon Swift's (1667-1745) Gulliver's Travels (1726) is an example of imaginary travel. Swift created a fictional traveler named Lamuel Gulliver, a ship doctor who visited the lands of Lilliputs and Brobdingnags and the island of Laputa. These are fictional places inhabited by imaginary people. Travel here, however, has an unshowing purpose. They reveal truths about human nature. For example, even today human life is poisoned by evil, such as racism, religious extremism, bigotry, etc. Gulliver during a visit to the land of lilliputs, who are human, only about six centimeters of tall-discovers how strongly forewarned Lilliputians are about certain things and how these help nurse hatred and incite fratricidal war. Gulliver, a man of average height, gets a new insight into the pettiness of human nature when he arrives in the land of Lilliputs, who are small not only in size, but also in their thoughts and perceptions. 2. Now read the following passage and answer the following questions: One morning, about two weeks after I was granted freedom, Reldresal, the chief secretary (as they style it) of private affairs, came to my House, where only one Servant participated. He told his coach to wait a long distance and wanted to give him the Audience Hour; to which I easily agreed, because of his quality and personal merit, as well as to the many good offices he did to me during my solicitations in the Court. I suggested to lie down that he could more comfortably reach my ear, but he decided rather to let me hold it in my hand during our conversation. He started with Compliments on My Freedom; He said he could pretend to have some merit in it; but he added that if it were not for the current situation in the General Court, I might not have Quickly. For, said that, as a thriving condition as seems to be in aliens, we work, under two mighty Evils; brutal faction at home and the danger of invasion of the strongest enemy from abroad. As for the first, you have to understand that for more than seventy moons of the past, there have been two warring parties including the Empire, under the names Tramecksan and Slamecksan, with high and low heels on their shoes through which they stand out. It is alleged that high heels are the most pleasant for our ancient Constitution; But nevertheless it is, His Majesty decided to use only low heels in the administration of the government, and all the offices in the Gift of the Crown; as you can not, but observe; And in particular, that the imperial heels of his Majesty are lower at least by drur than any of his Manor (Drurr is a measure of fourteenth of an inch). The animosity between the two sides is so high that they will neither eat nor drink nor talk to each other. We calculate Tramecksan, or High-Heels, to exceed us in number; but power is completely on our side. We understand His Imperial Majesty, the Heir of the Crown, to have a certain tendency towards High Heels; at least we can clearly discover one of his heels higher than the other; what gives him hobbies in his Gait Now, in the midst of these intestinal anxiety, we are threatened with invasion from the island of Blefuscu, which is the second great Empire of the Universe, almost as large and powerful as the one of His Majesty. For as for what we have heard to confirm that there are other Kingdoms and states in the world inhabited by human beings as large as you, our philosophers are in many doubt; and rather the assumption that you are falling from the Moon, or one of the Stars; for it is certain that one hundred mortals of your bulk will in a short time destroy all the Fruits and Forebeers of His Majesty's Dominion; besides, our Stories of the Six Thousand Moons make no mention of any other region than the two great Empires of Lilliput and Blufuscu. Which two mighty powers, I'll tell you, were involved in the most scorching war of six and thirty moons of the past. It started with the next opportunity. It is allowed on all hands that the primitive way of breaking eggs, before we eat them, was at the greater end; But the grandfather of his current Majesty, when he was a boy who was supposed to eat an egg and break it according to ancient practice, happened to cut one of his fingers. Then the emperor his father published an edict, ordering all his subjects, on great punishments, to break the smaller end of their eggs. People were so outraged by this Law that our Stories tell us that there were six rebellions on this account; where one emperor lost his life and the other lost his Crown. This civil turmoil was constantly fuelled by the monarchs of Blefuscus; When they were suppressed, the Exiles always fled to Refuge for this Empire. It is calculated that eleven thousand people, several times, died, instead of giving up to break their eggs at the smaller end. Many hundred large volumes have been published on this controversy: But the Big-Indian Books have long been prohibited, and the entire Party has become incapable by the law of employment. 3. Answer the following questions: a. In the extract, who comes to visit Gulliver's house? What is his official position? B. What does Gulliver say about his freedom? c. Who are Tramecksan and Slamecksan? What is the difference between them? d. How long is Drurr? E. How many people died in the war against egg-breaking? F. Why the heir to the throne hobbles? 4. Some words have been capitalised in the above extract, although they are not capitalised in standard English. Do you have any ideas why? 5. Select any two lines from the text and rewrite and break them in standard English. 6. What are the two reasons for the division among the people here? How serious are they? Do you see any reflection of modern politics in the extract? Is the narrator critical of lilliputians? Did he decide to laugh at them? Why and how does he ridicule them? 7. What is fractionalism? What evidence of factionalism can be found here? What are the bad effects of factionalism? 8. Give contextual meaning to the following words: a. disquiet b. heir c. conjecy d. foment e. quell f. animosity 9. List of 5 noun words and 5 adjectives from the extract. Now make your own sentences with them. Lesson 4: Miracles of Vilayet 1. Warm-up activities: in the group of each trip you made to the village / city / city. What significant changes have taken place in Bengal (present-day Bangladesh) in language and culture since the 19th century? Can I find examples of writing a trip in English? What is this? As countries differ, so do their ways of life and life: How did people in India and England put together their homes in the 18th century? In the following passage from The Wonders of Vilayet (Vilayet is England in Persian), we have an inspiring picture of parks, gardens and houses in London, including the Queen's Palace. The author also refers to houses and housing materials used in Bengal at the time. Is it possible to identify some of the significant differences that the author points out? Mirza Sheikh Tiesamuddin, author of the trip, visited England in 1765 and recorded his experiences in Persian, india's official language during the Mghades' reign. The book, Shigurf Name-e-Vilayet, was translated into Bangla by the late Professor ABM Habibullah. Dr Kaiser Huq, professor of English at Dhaka University and poet, translated the book into English. 2. Now read the text below and answer the questions that The outer part of the royal palace is neither magnificent nor beautiful. Exterior walls are not even plastered. It can be easily transferred as a multi-storey residence of a merchant from Benares. All residences in the city are of this kind, but the Palace of the Queen is very handsome. However, I was told that the interior of the royal palace is very elegant, and the apartments of the rooms and chambers of harem are painted with attractive verdigris. The royal garden, which is located outside the city, is very old. It has pleasant walks, lawns and neatly arranged beds of different shapes - triangles, squares, hexagons and octagons. They are planted with varieties of flowers, green plants and fruit trees such as apple, gooseberries, peach, pear, filbert, etc. The garden also uses a special method of growing Indian fruits such as musk, watermelon, cucumber, orange and pomegranate, and Indian flowers such as rose, henna, calendula, tuberose and rooster-flower comb. Cold weather in Europe does not allow the cultivation of Indian suits and flowers in the open. A special kind of house is built for this purpose, three sides, which are made of brick, while the fourth, which faces to the south, is made of glass plates that persist with cold air, but let in the rays of the sun. In the cold season, the stoves are illuminated at home warm, and the seeds of fruits and flowers are sown in coucups filled with mold. The heat of the furnaces and the heat of sunlight combine to help develop Indian plants. European gardeners grow eastern fruits including manna- and make a very good profit by fetching as many as five rupees per pomegranate and three for musk-melon. Trees along the walks in the royal garden are arranged very tastefully. By cutting branches, many of them have been shaped into human forms, so that at night they can be made wrong with real people. It takes many days of work to adapt the trees to these shapes. The road in front of the Queen's Palace is very wide and charming. On the one hand there is a palace, on the other the pond, which is part of the park. Deer are kept in the park, and walks in it are covered with shaded walnut trees. On Sundays, men and women, old and young, rich and poor, natives and foreigners, all come here to walk and have fun. In these wonderful neighborhoods, the heavy heart is automatically brightened

with sauntering courtesans with lissom figures and love babes with houris faces spreading the heavenly aura and the visitor's soul becoming a thriving garden. These fairytale heart hijackers move with thousands of nausea and coquettishness; The earth is transformed into paradise, and the sky itself hangs with shame seeing such beauty... As soon as I saw this place, I involuntarily exclaimed, If there is heaven on the face of the earth, then this is it! This is it! This is it! Brick buildings in Bengal have rooms high ceilings and large doors and windows, so that in hot heat there is a soothing air current. In Europe, the exact opposite is true. It is extremely cold, frost and snow; ceilings are low and doors and windows small. Roofs are not flat like the roofs of brick buildings in India. Wooden beams and planks are used to build a camel-shaped roof frame; that is, like slanted roofs thatched huts in Bengal. But while the latter are slightly curved at the end, both oblique halves of European roofs are simple. The frame is then covered with tiles of fired clay or slate. Such roofs last up to two hundred years without repairs, and if they are still intact, when the walls have decomposed, they can be reused. Bricks in the walls are laid mortar prepared from powdered stones. Human hair is mixed with mortar to give additional strength to the structure. Houses can be as tall as seven, eight or nine floors, but the walls are not thicker than a sip. Therefore, the whole building trembly if the wind rises, and strangers can fear for their safety. But in fact, there is no reason to fear, although I myself was initially concerned. The inner walls, instead of being plastered, are lined with wooden planks, which are covered with paper decorated with nice patterns in many colors. Teak and sal are alien to Vilayet; houses and ships here are built of oak and walnut. They are bright, very durable and resistant to white ants and other insects. That's why buildings last so long in this country. 3. Answer the following questions: a. The narrator was not impressed by the outer part of the royal palace. Why? B. What does it say about its interior? How does the Queen's palace describe? c. The author is clearly fascinated by the royal garden. Why? d. The narrator mentions a special kind of house that allowed plants to grow on cold days. What is the name of these houses? How do they work in the narrator's description and how do they work now? E. How many geometric shapes does the narrator mention in the description of the beds in the king's garden? Can you describe them? F. Was eastern fruit available in London when I visited the city? If so, were they produced locally or imported? 4. Write about the differences between Indian and English houses described by the narrator. 5. Why was the narrator so fascinated by the road and park in front of the Queen's Palace? 6. What makes the narrator describe the park as heaven on earth? 7. Describe how houses in Europe were built when I visited it. 8. Learn the differences between the following: a. house, manor, palace b. frost, snow, ice c. board, beam, frame 9. Make a list of flowers and fruits that the narrator mentions. How many of them are you unknown? Make a Google search and find out their photos, then write a short of them. 10. Learn about the meaning of the following words and give opinions with them: a. lissom b. courtesans c. aura d. blandishment e. curved d. sly g. strong h. quiver 11. Find antonyms for the following words: a. elegant b. wide c. soothing d. safety e. thick END

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