

প্রশ্নের ধরনভিত্তিক অনুশীলন


Questions No.
1-4

Seen Comprehension

বৃত্তি পরীক্ষার সাফল্যের জন্য নির্দিষ্ট প্রশ্নকাঠামো অনুযায়ী প্রস্তুতি নেওয়া জরুরি। এখানে NCTB প্রদত্ত প্রশ্নের ধরনভিত্তিক প্রতিটি অধ্যায়ের গুরুত্বপূর্ণ প্রশ্ন ও উত্তর দেওয়া হয়েছে। সবশেষে সর্বাধিক গুরুত্বপূর্ণ প্রশ্নের পাশে স্টার (★) চিহ্নিত করে সাজেশন দেওয়া হয়েছে। এগুলো ভালোভাবে অনুশীলন করলেই তোমার বৃত্তি পরীক্ষার প্রস্তুতি সম্পন্ন হবে।

প্রশ্ন পরিচিতি

প্রশ্নপত্রে ২টি Seen Passage থাকবে। প্রথম Seen Passage থেকে MCQ ও Answering Questions এবং দ্বিতীয় Seen Passage থেকে Gap Filling ও Vocabulary (Synonyms & Antonyms) থাকবে।

➤ Seen Passage-1 (Qs. 1 & 2)

Question No. 1 Multiple Choice Question

0.5×10=5

প্রশ্নে প্রদত্ত Seen Passage-এর ওপর ভিত্তি করে ১০টি MCQ থাকবে। প্রতিটি প্রশ্নের জন্য ০.৫ নম্বর করে মোট ৫ নম্বর থাকবে। প্রতিটি MCQ-এর জন্য চারটি অপশন দেওয়া থাকবে। সঠিক অপশনটি উত্তরের জন্য বেছে নিতে হবে। উত্তরের জন্য সম্পূর্ণ প্রশ্নটি লেখার প্রয়োজন নেই। শুধু প্রশ্ন নম্বর ও সঠিক অপশনটি লিখলেই চলবে। যেমন:

a) What is the capital of Bangladesh?

i. Rajshahi ii. Khulna iii. Dhaka iv. Chattogram

এক্ষেত্রে উত্তরে তোমাকে লিখতে হবে— a) iii. Dhaka

একাগ্রচিত্তে প্রশ্নে প্রদত্ত অনুচ্ছেদটি বারবার পড়ে মূলভাব অনুধাবনের চেষ্টা করতে হবে। তবেই এ প্রশ্নের সঠিক উত্তর দেওয়া সম্ভব।

Question No. 2 Answering Questions

2×4=8

প্রশ্নে প্রদত্ত একই Seen Passage-এর ওপর ভিত্তি করে ৪টি প্রশ্ন দেওয়া থাকবে। প্রশ্নগুলো Open Ended এবং Close Ended দুই ধরনেরই হতে পারে। Open Ended Question-গুলো সাধারণত উচ্চতর দক্ষতামূলক হতে পারে। প্রতিটি প্রশ্নের জন্য ২ নম্বর করে মোট ৮ নম্বর থাকবে। প্রাসঙ্গিক ও সংক্ষেপে প্রশ্নগুলোর উত্তর দেওয়ার চেষ্টা করতে হবে। প্রদত্ত অনুচ্ছেদ থেকে ছুঁছুঁ কোনো বাক্য তুলে দেওয়া যাবে না।

➤ Seen Passage-2 (Qs. 3 & 4)

Question No. 3 Gap Filling

0.5×5=2.5

এ প্রশ্ন আইটেমটির জন্য আলাদা একটি Seen Passage থাকবে। প্রদত্ত Seen Passage-এর মূলভাব একটি Context আকারে দেওয়া থাকবে। এতে ৫টি gap থাকবে। প্রদত্ত Passage-এর ভেতরে আলোকে gap-গুলো পূরণ করতে হবে। প্রতিটি gap filling-এর জন্য ০.৫ করে মোট ২.৫ নম্বর থাকবে।

Question No. 4 Vocabulary (Synonyms & Antonyms)

0.5×5=2.5

প্রশ্নে প্রদত্ত একই Seen Passage থেকে ৫টি শব্দের তালিকা দেওয়া থাকবে। শব্দগুলোর পাশে ব্র্যাকেটে Synonym/Antonym করার নির্দেশনা দেওয়া থাকবে। শিক্ষার্থীরা শুধু প্রশ্ন নম্বর উল্লেখ করে নির্দেশনা অনুযায়ী Synonym/Antonym লিখবে। উত্তর লেখার ক্ষেত্রে অবশ্যই প্রশ্নে প্রদত্ত শব্দটির contextual meaning কে বিবেচনায় রাখতে হবে। প্রতিটি সঠিক Synonym/Antonym-এর জন্য ০.৫ নম্বর করে মোট ২.৫ নম্বর থাকবে।

বি.প্র. পরীক্ষায় দুটি পৃথক Seen Passage থেকে চার ধরনের প্রশ্ন সেট করা হবে— ১ম Passage থেকে MCQ ও Answering Questions থাকবে এবং ২য় Passage থেকে Gap Filling ও Vocabulary (Synonyms & Antonyms) থাকবে। তোমাদের অনুশীলনের সুবিধার্থে এখানে প্রতিটি Seen Passage-এর ওপর চার ধরনের প্রশ্নই দেওয়া হয়েছে।

★ Seen Comprehension 01

Read the text and answer questions 1, 2, 3 and 4:

People's music, also known as folk music, consists of tunes, lyrics, and knowledge passed down orally for generations. Over time, this music has evolved, closely tied to the way people live. Our agriculture, food, ecology, seasons, and rituals are all reflected in these songs. Palligiti, Bhatiwali, Jari, Sari, Gambhira, Lalon Giti, Paalagan, and the songs of Hason Raja all embody the self-expression of the people.

As the landscape changes, the music shifts too. In the hill tracts, you encounter music with the same role but expressed in the diverse languages of the ethnic communities. The instruments used for folk music are crafted from materials found in the surroundings—animal skin, bamboo, and calabash are common examples. The sounds they produce are deeply connected to the land they come from. As people migrate to cities and villages transform, these traditional tunes are slowly fading. However, folk music still finds its place in mainstream films and music albums.

► Unit 1; Lesson 1

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Evolve (v.)	ধীরে ধীরে বিকশিত হওয়া	develop, progress	regress
Ritual (n.)	আচার-অনুষ্ঠান	ceremony, custom, practice	—
Embody (v.)	মূর্ত করা	represent, exemplify	exclude, conceal
Shift (v.)	পরিবর্তিত হওয়া	change	remain
Diverse (adj.)	ভিন্ন ভিন্ন	varied, different	same, similar
Ethnic (adj.)	নৃতাত্ত্বিক	tribal, racial	non-ethnic
Craft (v.)	তৈরি করা	make, create	destroy
Migrate (v.)	স্থানান্তরিত হওয়া	move, relocate	stay
Fade (v.)	বিলীন হয়ে যাওয়া	disappear, vanish	flourish, develop
Mainstream (adj.)	মূলধারার	popular, standard	unconventional, uncommon

1. Choose and write down the correct answer along with its corresponding number in your answer script.
 - (a) The changes in folk music occurred following largely the changes in — over the years.
 - i) landscape ii) behaviour iii) lifestyle iv) values
 - (b) Which one of the following words is the opposite of 'embody'?
 - i) exclude ii) manipulate iii) divide iv) interfuse
 - (c) In the text, 'Jari' and 'Sari' are categorized as —.
 - i) musical instruments ii) folk song varieties
 - iii) rituals iv) ethnic languages
 - (d) Which one of the following doesn't primarily influence folk music?
 - i) ecology ii) cultivation iii) cuisine iv) politics
 - (e) The presence of folk music in mainstream media suggests it is —.
 - i) very popular in the cities ii) replacing modern music
 - iii) being preserved in new media iv) detaching from its root
 - (f) How are the instruments for folk music deeply connected to the land?
 - i) They are made from local materials. ii) They mimic animal sounds.
 - iii) They are used in that region only. iv) Their design is unique.
 - (g) Folk music lived on generation after generation through — words.
 - i) written ii) spoken iii) recorded iv) artistic
 - (h) The word 'encounter' is similar in meaning to —.
 - i) detect ii) clash with iii) confront iv) come across
 - (i) What is the role of folk music in the hill tracts compared to the plains?
 - i) It is entirely different. ii) It is more traditional.
 - iii) It serves the same purpose. iv) It is more language-centric.
 - (j) Traditional tunes are slowly disappearing due to —.
 - i) mainstream media ii) urbanization
 - iii) economic pressure iv) technological shifts
 - (k) The word 'migrate' means —.
 - i) to move to another place for living ii) to travel for pleasure
 - iii) to go to another place for visiting iv) to make journey for adventures
 - (l) What does the word 'mainstream' in the last paragraph of the text mean?
 - i) belonging to the main group of people ii) belonging to the most people of a country or an area
 - iii) having the features of main group of people iv) having different features of the people
 - (m) The word 'ecology' is synonymous with —.
 - i) environment ii) diversity iii) tradition iv) agriculture
 - (n) The word 'folk' in the first line is a/an —.
 - i) noun ii) adverb iii) adjective iv) conjunction
 - (o) The word 'ethnic' has the closest meaning with —.
 - i) common ii) tribal iii) general iv) traditional
 - (p) The mention of animal skin, bamboo, and calabash highlights that folk instruments are —.
 - i) expensive to craft ii) dependent on local nature
 - iii) imported from other countries iv) designed for modern films
 - (q) What makes folk music unique?
 - i) Written down ii) Passed down orally
 - ii) Losing its appeal iv) Composed by professionals
 - (r) The word 'fade' in the last paragraph of the text has the closest meaning to —.
 - i) decay in the future ii) destroy completely
 - iii) lose appeal iv) change direction
 - (s) The word 'evolve' in the first paragraph of the text has the closest meaning to —.
 - i) to develop gradually ii) to come slowly
 - iii) to finalize ultimately iv) to change suddenly
2. Answer the following questions from your reading of the text above.
 - (a) In what way is folk music a reflection of a community's daily life?
 - (b) How has folk music adapted to survive in the modern era?
 - (c) How does migration affect folk music?
 - (d) What changes are causing traditional tunes to fade?
 - (e) Why are folk instruments considered closely connected to the land?
 - (f) How has the way of preserving folk music changed over time?
 - (g) How does urban growth affect rural cultural traditions?
 - (h) What influences the evolution of folk music?
3. Fill in each gap with an appropriate word based on the information of the text above.
 - i. Folk music is a collection of tunes and lyrics that are passed down (a) — from one generation to the next. It manifests the (b) — of the common people. It changes over time because it is deeply connected to how people (c) —. Its instruments are special because they are made from natural things found in the (d) —, like bamboo and animal skin. Even though these traditional songs are slowly (e) — because of city life, they can still be heard today.

- ii. Different regions have different (a) — of folk songs, but their theme and role (b) — differ. People use musical instruments (c) — from the materials available in their surroundings. Although folk songs are losing their (d) — because of rapid urbanization, some (e) — films and music albums still feature these songs because of their traditional appeal.
- iii. Folk music (a) — of those tunes, lyrics, and knowledge that come from the past (b) — orally. This music is very much (c) — to the way people live. Some of the (d) — types of our folk songs are Palligiti, Bhatiwali, Jari, Sari, Gambhira, Lalon Giti, Palagan, and the songs of Hason Raja. With particular tunes, people (e) — their feelings in their local language.
- iv. Folk music reflects the way people (a) —, including their agriculture, food, ecology, seasons, and rituals. Various forms like Palligiti, Bhatiwali, Jari, and others reflect the (b) — of the people. As landscapes and communities (c) —, so does the music. Instruments are made from local (d) — and the sounds they produce are deeply connected to the land. Although traditional tunes are fading with urban (e) —, folk music still features in mainstream films and music albums.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- i. (a) diverse (antonym); (b) migrate (synonym); (c) evolved (synonym); (d) mainstream (antonym); (e) embody (synonym).
- ii. (a) transform (synonym); (b) ritual (synonym); (c) expressed (antonym); (d) orally (synonym); (e) closely (antonym).
- iii. (a) craft (synonym); (b) reflect (antonym); (c) produce (synonym); (d) consist (synonym); (e) fade (antonym).

Seen Comprehension 02

Read the text and answer the questions 1, 2, 3 and 4:

Nakshi Kantha is a kind of embroidered quilt. The name was taken from the Bangla word, 'naksha' which means artistic pattern. It is a kind of traditional craft and is said to be indigenous to Bangladesh and West Bengal in India. The art has been practised in rural Bangladesh for centuries. The name Nakshi Kantha became popular after the poet Jasimuddin's poem 'Nakshi Kanthar Math' was published in 1929.

Traditional kanthas are made for family use. Old or new cloth and thread are used to make these quilts. Mymensingh, Jamalpur, Rajshahi, Faridpur, Bogura and Jashore are most famous for this craft. Now, it is produced commercially. You can find them in many expensive handicraft shops in cities. The quilts are now in great demand because of the colourful patterns and designs embroidered on them. [JSE-2025] Unit 1; Lesson 2

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Craft (n.)	কাজ, কলাকৌশল শিল্প	art, skill	incompetence
Indigenous (adj.)	দেশীয়, স্বদেশীয়, দেশজ	aboriginal, local, native	foreign
Practise (v.)	চর্চা করা	exercise	—
Expensive (adj.)	দামি	high priced, costly	inexpensive, cheap
Artistic (adj.)	শৈল্পিক	creative	plain, ordinary
Commercially (adv.)	বাণিজ্যিকভাবে	profitably	non-commercially
Traditional (adj.)	ঐতিহ্যবাহী	customary, conventional	new, modern
Demand (n.)	চাহিদা	requirement, need	supply
Pattern (n.)	কানুনকাজ	design, model	—

1. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) Which pair is correctly matched according to the passage?

- i) Naksha — Embroidered quilt ii) Naksha — Artistic pattern
iii) Nakshi Kantha — Artistic pattern iv) Nakshi Kantha — Rural Bangladesh

(b) Which of the following contributed directly to the popularity of the name "Nakshi Kantha"?

- i) Its commercial production in cities and huge advertisement
ii) Its centuries-old practice in rural areas
iii) The publication of a famous poem with the same name
iv) The establishment of handicraft shops in the elite neighbourhoods of cities

(c) Which of the following regions is not mentioned as being most famous for Nakshi Kantha?

- i) Jamalpur ii) Rajshahi iii) Cumilla iv) Jashore

(d) What distinguishes present-day Nakshi Kantha from traditional Nakshi Kantha?

- i) Present-day Nakshi Kantha uses only new cloth.
ii) Present-day Nakshi Kantha is produced commercially.
iii) You have to go to the expensive handicraft shop to present-day Nakshi Kantha.
iv) Traditional kanthas were made only in cities.

(e) The passage suggests that traditional Nakshi Kanthas were primarily made for —.

- i) family use ii) commercial sale iii) export purposes iv) literary exhibitions

(f) Which of the following statements is supported by the passage?

- i) Nakshi Kantha originated exclusively in Bangladesh.
ii) Only old cloth is used to make Nakshi Kantha.
iii) Nakshi Kantha has both traditional and commercial significance.
iv) The publication of the poem 'Nakshi Kanthar Math' has resulted in the great demand of Nakshi Kantha.

- (g) The word 'embroidered' in the passage means —
 i) painted on cloth ii) stitched with designs
 iii) printed by machine iv) torn and repaired
- (h) Why are Nakshi Kanthas currently in great demand according to the passage?
 i) They are produced only in limited numbers. ii) They are sold in rural markets.
 iii) They contain historical records. iv) They have colourful patterns and designs.
- (i) The word 'artistic' can be best replaced by —
 i) creative ii) tricky iii) traditional iv) archival
- (j) Which sequence reflects the development of Nakshi Kantha as mentioned in the passage?
 i) Commercial production → Rural practice → Literary recognition
 ii) Literary recognition → Traditional use → Indigenous origin
 iii) Rural practice → Literary recognition → Commercial production
 iv) Indigenous origin → Commercial production → Rural practice
- (k) Nakshi Katha is made — old or new clothes.
 i) used ii) reused iii) using iv) both (i) and (iii)
- (l) What does the word 'handicraft' mean in the text?
 i) Dealing in crafts with hand ii) Disabled person
 iii) Skillful work iv) Decorative objects by hand
- (m) The word 'craft' means —
 i) device ii) asset iii) art iv) property
- (n) 'Nakshi Kantha' is a kind of — craft.
 i) additional ii) exceptional iii) contemporary iv) conventional
- (o) The word 'indigenous' means —
 i) indigestion ii) native iii) indigestible iv) indignant

2. Answer the following questions from your reading of the text above.

- (a) How does the origin of the name 'Nakshi Kantha' reflect its characteristics?
 (b) What information in the passage proves that Nakshi Kantha has a long tradition?
 (c) How does the passage connect Nakshi Kantha with literature?
 (d) What features of Nakshi Kantha are emphasized as reasons for its great demand today?
 (e) How has the purpose of Nakshi Kantha changed over time?
 (f) "Nakshi Kantha is an important part of Bangladeshi culture." Do you agree to this statement?
 (g) What is the effect of colourful patterns and designs embroidered on the quilts?
 (h) What is the specialty of rural Bengal according to the context of the passage?
 (i) What are the artistic features of 'Nakshi Kantha'?
 (j) Do you like a Nakshi Kantha or an ordinary kantha? Why?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. Nakshi Kantha is a (a) — embroidered quilt from Bengal. Derived from the Bangla word 'naksha', means artistic (b) — or patterns, which are stitched by rural women. For (c) —, these crafts were made primarily for family purposes. Nakshi Kantha is especially (d) — in different regions of Bangladesh, such as, Mymensingh, Jamalpur, Rajshahi, Faridpur, Bogura and Jashore. The art gained wider (e) — after the poet Jasimuddin's famous poem 'Nakshi Kanthar Math' was published in 1929. [JSE-2025]
- ii. Nakshi Kantha is a (a) — embroidered quilt which is said to be indigenous to Bangladesh and West Bengal. Derived from the word *naksha* (b) — artistic pattern, this craft has been practised in rural Bangladesh for centuries. It gained (c) — after Jasimuddin's poem *Nakshi Kanthar Math* (1929). Once (d) — for family use only, it is now (e) — produced and highly valued for its colourful designs.
- iii. The name of the embroidered quilt, Nakshi Kantha, (a) — from the Bangla word *naksha*, meaning artistic design. (b) — to Bangladesh and West Bengal, this folk art has flourished in rural (c) — for centuries. Being (d) — by Jasimuddin's *Nakshi Kanthar Math* (1929), it is now commercially produced and widely admired for its (e) — embroidery and attractive patterns.
- iv. Traditionally, Nakshi Kantha is made for family (a) — only, using old or new cloth and thread. (b) — such as Mymensingh, Jamalpur, Rajshahi, Faridpur, Bogura, and Jashore are renowned for this craft. Nowadays, it is produced on a commercial (c) — and (d) — in expensive handicraft shops. Its colourful embroidery and (e) — designs have created a high demand.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- i. (a) Artistic (synonym); (b) Indigenous (antonym); (c) Quilt (synonym); (d) Famous (antonym); (e) Practise (antonym). [JSE-2025]
- ii. (a) produce (synonym); (b) art (antonym); (c) expensive (synonym); (d) traditional (synonym); (e) artistic (antonym).
- iii. (a) famous (synonym); (b) expensive (antonym); (c) colourful (antonym); (d) indigenous (synonym); (e) practise (synonym).
- iv. (a) publish (synonym); (b) poet (synonym); (c) embroidered (synonym); (d) kind (synonym); (e) popular (antonym).

Seen Comprehension 03

Read the text and answer the questions 1, 2, 3 and 4:

Bangladesh is home to more than 50 small ethnic groups, including the Chakma, Marma, and Tripura. While most of them live in the northern and southeastern flatlands, others reside in the Chittagong Hill Tracts. Each group has its distinct lifestyles, economic practices, and belief systems. Moreover, these communities speak at least 35 distinct languages, adding to the country's cultural richness. However, many of these languages are now endangered owing to a variety of reasons including urbanization, modernization and migration. This global issue is known as "language death." In fact, the UN warns that many ethnic languages are disappearing at an alarming rate, with one language dying every two weeks.

During the British colonial rule, ethnic minority groups played a significant role in resisting oppression. Leaders like Sidhu and Kanu led uprisings such as the Santhal Rebellion thereby, highlighting their contributions to the anti-colonial struggle. However, despite this legacy, ethnic minority communities in Bangladesh today face challenges in preserving their languages and cultural heritage. Although the government is providing continuous efforts to include ethnic people's languages in pre-primary and primary education, these efforts are facing hurdles like shortage of trained teachers and adequate resources for higher education in these languages.

Furthermore, due to the construction of Kaptai Dam in 1957, the people living at the surrounding areas were relocated to areas far from their homes and farmlands. It consequently, had a far reaching impact on their life and livelihood.

► Unit 1; Lesson 3

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Ethnic (<i>adj.</i>)	কুন্ন নৃ-গোষ্ঠী/উপজাতি	tribal, racial	non-ethnic
Practice (<i>n.</i>)	কার্যকলাপ, ব্যবস্থা	activity, system	—
Distinct (<i>adj.</i>)	স্বতন্ত্র, পৃথক	different, varied, diverse	indistinct, common
Disappear (<i>v.</i>)	হারিয়ে যাওয়া	vanish	appear
Alarming (<i>adj.</i>)	আশঙ্কাজনক	threatening	—
Resist (<i>v.</i>)	রোধ করা, প্রতিহত করা	hinder, oppose, defy	follow, support
Legacy (<i>n.</i>)	উত্তরাধিকার সূত্রে প্রাপ্ত কোনো কিছু	inheritance	—
Preserve (<i>v.</i>)	রক্ষা করা	conserve, safeguard	damage, destroy
Relocate (<i>v.</i>)	পুনর্বাসন করা	resettle, shift, move	stay, remain

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- The passage describes Bangladesh as culturally rich because —.
 - there lives a number of ethnic groups in this country
 - different ethnic groups speak a variety of languages
 - all ethnic groups live in the same region
 - modernization has increased language use
- What is the closest meaning of the word 'legacy' in the passage?
 - Inheritance from the past
 - Glorious history of a nation
 - Legal rights of the communities
 - Educational policy
- What can be inferred about urbanization from the passage?
 - It helps preserve ethnic languages
 - It has no impact on languages
 - It is a factor contributing to language endangerment
 - It encourages everyone to learn ethnic languages
- In the passage, the term 'language death' is used to —.
 - describe the types new languages
 - indicate the disappearance of languages over time
 - explain migration patterns
 - discuss the death of the people who speak ethnic language
- What is the meaning of the phrase 'far-reaching impact'?
 - A small and temporary effect
 - An effect beyond imagination
 - A wide and long-lasting effect
 - Unavoidable consequence
- What is the contribution of the ethnic minority groups during British colonial rule?
 - supporting colonial administration
 - protecting cultural heritage
 - participating in movements against oppression
 - migrating to other countries
- What is the closest meaning of the word 'distinct' as used in the passage?
 - Definite
 - Varied
 - Ancient
 - Identical
- The main obstacle to implementing education in ethnic languages is the lack of —.
 - urban facilities
 - government policies
 - trained teachers and resources
 - academic institutions
- The word 'endangered' is similar in meaning to —.
 - Dynamic
 - Threatened
 - Invincible
 - Expanding
- Which word is opposite in meaning to 'oppression'?
 - Freedom
 - Suppression
 - Opportunity
 - Ease
- What was a major consequence of the construction of the Kaptai Dam?
 - getting new homes for better life
 - movement of local people away from their homes and farmlands
 - growth of anti-colonial movements
 - production of adequate electricity for the whole nation

- (l) Which statement best reflects the author's concern?
- Ethnic languages are at the centre of national identity
 - Ethnic languages and cultures are facing threats to their survival
 - Migration always improves cultural heritage
 - Bangladesh is rich in cultural heritage
- (m) It is evident from the text that —
- language and culture are identical
 - cultural heritage can be preserved by learning languages
 - loss of language may weaken cultural heritage
 - cultural heritage causes language death
- (n) What is a dam?
- A bridge built over a river for transport
 - A structure built across a river to control or store water
 - A wall built to stop soil erosion
 - A canal used for irrigation
- (o) The word 'hurdle' in the passage refers to —
- difficulty
 - fence
 - jump
 - conflict
- (p) The phrase 'continuous efforts' in the text means —
- Occasional attempts made when needed
 - Regular and ongoing attempts over time
 - Strong efforts made once
 - Efforts made without planning
- (q) Which of the following is the correct meaning of 'livelihood'?
- lifestyle
 - way of earning a living
 - cultural belief
 - education system
- (r) Which of the following words best describes the ethnic languages in the passage?
- endangered
 - dominant
 - universal
 - foreign
- (s) The unique lifestyles, economic practices, and belief systems of the indigenous groups are —
- universal
 - homogenous
 - distinct
 - similar

2. Answer the following questions from your reading of the text above.

- Which factors are responsible for the ethnic languages being endangered?
- What does the UN warning about language death indicate?
- Why are Sidhu and Kanu significant in the passage?
- What challenge do ethnic minority communities face today despite their historical contributions?
- Why are efforts to include ethnic languages in education facing difficulties?
- How is the government trying to support ethnic minority languages?
- What happened to ethnic people when the Kaptai Dam was built?
- What has made it difficult for ethnic people to preserve their languages?
- How did ethnic communities in Bangladesh contribute to the anti-colonial struggle during the British colonial rule?
- What is "language death," and why are many ethnic languages dying in Bangladesh?
- Why is the UN concerned about the disappearance of ethnic languages?

3. Fill in each gap with an appropriate word based on the information of the text above.

- Bangladesh is home to many ethnic groups with (a) — languages and cultures. These groups made important (b) — to the anti-colonial struggle. During British (c) — rule, ethnic groups resisted oppression. As their languages are endangered, various efforts are being made to (d) — their languages and cultural heritage. The efforts (e) — educating ethnic children in their mother tongues.
- Bangladesh has more than 50 ethnic groups with different (a) —, beliefs, and languages, making the country culturally diverse. Many of their languages are now (b) — due to urbanization, modernization, and migration, causing language death. Although they contributed to anti-colonial (c) —, they now face difficulties in preserving their languages and culture. Government is continuing its efforts to (d) — their languages by including them in education but the efforts are facing (e) — such as lack of teachers and resources.
- Language death is a (a) — problem. Many (b) — languages are becoming endangered due to urbanization, modernization, and migration. According to the UN, one language (c) — every two weeks. In Bangladesh, many ethnic languages are also at (d) —. The loss of these languages threatens the country's (e) — cultural diversity.
- Bangladesh is home to over 50 ethnic groups who speak at least 35 distinct languages, contributing to its (a) — diversity. However, many of these languages are endangered due to (b) —, modernization, and migration, leading to global language death. Ethnic (c) — groups also played important roles in resisting British colonial rule. Despite government efforts to include their (d) — in education, challenges still exist. The Kaptai Dam (e) — also displaced people, severely affecting their lives and livelihoods.

4. Read the above passage and write down the synonyms or antonyms of the words as directed.

- (a) reside (synonym); (b) disappear (synonym); (c) significant (antonym); (d) uprising (synonym); (e) shortage (antonym).
- (a) practice (synonym); (b) add (antonym); (c) highlight (synonym); (d) preserve (antonym); (e) hurdle (antonym).
- (a) heritage (synonym); (b) impact (synonym); (c) endangered (antonym); (d) oppression (antonym); (e) trained (antonym).

Seen Comprehension 04

Read the text and answer questions 1, 2, 3 and 4:

Bangladeshi cuisine is rich and varied with the use of many spices. We have delicious and appetizing food, snacks and sweets.

Boiled rice is our staple food. It is served with a variety of vegetables, curry, lentil soups, fish and meat. Fish is the main source of protein. Fish are now cultivated in ponds. Also we have fresh-water fish in the lakes and rivers. More than 40 types of fish are common. Some of them are *carp*, *ru*, *katta*, *magur* (catfish), *chingri* (prawn or shrimp). *Hilsha* is very popular among the people of Bangladesh. Dried fish or *shutki* is also popular.

Panta ilish is a popular traditional platter. It is steamed rice soaked in water and served with a fried *hilsha* slice, often together with dried fish, pickles, lentil soup, green chilies and onion. It is a popular dish on the Pohela Boishakh.

The people of Bangladesh are very fond of sweets. Almost all Bangladeshi women prepare some traditional sweets. *Pitha*, a type of cakes made from rice flour, sugar, syrup, molasses and sometimes milk, is a traditional food loved by the entire population. During winter *Pitha Utsab*, meaning *pitha* festival, is organized by different groups of people.

Sweets are distributed among close relatives when there is good news like births, weddings, promotions, etc.

Sweets of Bangladesh are mostly milk-based. The common ones are *roshgolla*, *shondesh*, *roshmalai*, *gulab jam*, *kalo jam* and *chomchom*. There are hundreds of different varieties of sweet preparations. Sweets are therefore an important part of the day-to-day life of Bangladeshi people.

Unit 1; Lesson 4

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Cuisine (n.)	রন্ধনপ্রণালী	culinary art	-
Delicious (adj.)	সুস্বাদু	tasty, yummy	tasteless
Appetizing (adj.)	মুখরোচক	delicious	distasteful
Staple (adj.)	প্রধান, মুখ্য	chief, main	secondary
Traditional (adj.)	প্রচলিত, ঐতিহ্যবাহী	conventional	contemporary, modern
Distribute (v.)	পরিবেশন করা, বিতরণ করা	share, dispense	receive, take

1. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) 'Kalo jam' mentioned in the passage means —

- i) black berry ii) jam
iii) one kind of sweetmeats iv) cake

(b) The passage suggests that fish in Bangladesh are obtained from —

- i) only rivers and lakes ii) only fish farms
iii) both natural and cultivable sources iv) imported sources

(c) Which of the following is not mentioned in the passage as an accompaniment of panta ilish?

- i) Green chilies ii) Pickles iii) Onion iv) Yogurt

(d) Which statement is true according to the passage?

- i) All Bangladeshi sweets are made from rice flour.
ii) Hilsha is unpopular among Bangladeshis.
iii) More than forty variety of fish are available.
iv) Pitha is prepared only during festivals.

(e) What can be inferred about Pitha Utsab from the passage?

- i) It takes place during the summer season. ii) It is organized exclusively by the government.
iii) It is observed only in rural areas. iv) It celebrates a traditional food item.

(f) The author mentions births, weddings and promotions primarily to illustrate the —

- i) economic status of Bangladeshi families ii) occasions when sweets are distributed
iii) ingredients used in sweets iv) importance of pithas in celebration

(g) Which of the following conclusions is best supported by the passage?

- i) Food plays a significant role in Bangladeshi culture and social life.
ii) Bangladeshi cuisine relies heavily on foreign influences.
iii) Fish is being replaced by meat in Bangladesh.
iv) Traditional foods are losing popularities among younger generations.

(h) "There are hundreds of different varieties of sweet preparations." Here 'hundreds of' means —

- i) The hundreds ii) a poor number of iii) a lot of iv) a scanty amount of

(i) Which of the followings best describes the central theme of the passage?

- i) The economic importance of fisheries in Bangladesh.
ii) The diversity and cultural significance of Bangladeshi cookery.
iii) The importance of Pohela Boishakh.
iv) The nutritional value of milk-based foods.

(j) In the passage the word 'platter' means —

- i) dish ii) plate iii) panta ilish iv) a multi-itemed meal

(k) What does the word 'rich' mean in the passage?

- i) Having a great deal of money or assets ii) Producing a large quantity of something
iii) Having something in large amount iv) The state of being wealthy

(l) In the passage, the word 'close' means —

- i) stop ii) shut iii) intimate iv) attach

- (m) The word 'cuisine' in the text means —
 i) food, cooking style and recipes ii) a special kind of food
 iii) cooking spicy dishes iv) a combination of different dishes
- (n) The word 'appetizing' refers to —
 i) costly ii) palatable iii) tasteless iv) repulsive
- (o) What do the words 'fresh-water' refer to in the text?
 i) pure drinking water ii) water free from arsenic pollution
 iii) deep tube-well water iv) denoting river, canal or pond water
- (p) The word 'served' in the passage means —
 i) operated ii) dished up iii) performed iv) assisted
- (q) What is the meaning of 'traditional'?
 i) regular ii) timeless iii) past iv) conventional
- (r) The word 'cultivate' in the text means —
 i) to prepare a land for use ii) to improve one's mind
 iii) to foster the growth of iv) to grow crops
- (s) The word 'pickle' in the text means —
 i) fruit preserved in vinegar ii) to pinch someone
 iii) some kind of sweet fruits iv) one kind of thorn

2. Answer the following questions from your reading of the text above.

- Why is Panta Ilish considered more than just a meal?
- Why is pitha regarded as a traditional food?
- What can be inferred from the passage about the role of women in preserving food traditions?
- Do you think food helps preserve cultural identity in Bangladesh? Why?
- What overall picture of Bangladeshi society does the passage present?
- How does the passage show the connection between food and festivals?
- Why can Bangladeshi cuisine be described as diverse?
- Why might fish farming be important in Bangladesh?
- What does the popularity of Hilsha indicate about Bangladeshi food culture?
- How does the passage highlight the influence of natural resources on Bangladeshi cuisine?

3. Fill in each gap with an appropriate word based on the information of the text above.

- Food plays an important role in the daily life of Bangladeshi people. Fish are obtained from rivers, lakes, and also through (a) — in ponds. More than forty species of fish are commonly available. Besides fresh fish, (b) — fish is also widely consumed. Panta Ilish consists of soaked rice and fried hilsha along with items (c) — green chilies and onion. During winter, people (d) — Pitha Utsab to celebrate a traditional food culture. On joyful occasions, (e) — are distributed among relatives and friends.
- Bangladeshi cuisine is rich, (a) — and appetizing. It is also (b) — because of the use of various spices. Our staple food is boiled rice. We also eat vegetables, fish, meat, etc. We like to eat *Panta ilish*, which is a traditional platter, on the (c) — day of Bangla Year. Bangladeshi people love (d) — very much. They (e) — *pitha* and distribute sweets among the relatives almost on every occasion.
- The use of varied spices has made Bangladeshi food (a) — and delicious. Our staple food is boiled rice, and fish is our main source of (b) —. Among traditional items, Panta Ilish and Pitha are famous and loved by the entire population. Besides, we have hundreds of different types of (c) —. People (d) — sweets among friends and relatives on different (e) —.
- Boiled rice is the staple food of Bangladesh, typically (a) — with vegetables, curry, lentil soups, fish, and meat. Fish, (b) — in ponds and found in lakes and rivers, is a primary source of protein. Hilsha is particularly (c) —, and Panta ilish is enjoyed (d) — Pohela Boishakh. Bangladeshis also have a strong fondness for (e) —, with traditional sweets like pitha made from rice flour, sugar, syrup, molasses, and sometimes milk.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- (a) soaked (antonym); (b) entire (synonym); (c) close (antonym); (d) staple (synonym); (e) rich (antonym).
- (a) variety (antonym); (b) delicious (synonym); (c) appetizing (antonym); (d) staple (synonym); (e) steamed (antonym).
- (a) varied (antonym); (b) staple (synonym); (c) traditional (synonym); (d) close (antonym); (e) organize (synonym).
- (a) delicious (synonym); (b) types (synonym); (c) popular (synonym); (d) traditional (antonym); (e) loved (antonym).
- (a) rich (antonym); (b) main (synonym); (c) common (antonym); (d) different (antonym); (e) important (antonym).

Seen Comprehension 05

Read the text and answer the questions 1, 2, 3 and 4:

Health is the condition of our body and mind. It may be good or bad. Good health means healthy body free from diseases. It is essential for everyone to lead a happy life. If we are not in good health, we cannot concentrate on any activity in our life.

A proverb goes, "Health is Wealth." It means health is equally valuable as gold or any other personal possessions. We may have vast wealth and property, but if we are not healthy, we cannot enjoy them.

To keep ourselves healthy, we have to do certain things. We have to take a balanced diet. We must exercise regularly to keep our body fit for work.

There is an old saying: 'Early to bed and early to rise, makes a man healthy, wealthy and wise.' So, we should not keep late hours. We should go to bed early at night and rise early in the morning. Peace of mind is another condition for good health. So, we must not worry over small things of life.

► Unit 3; Lesson 1

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Essential (adj.)	প্রয়োজনীয়, অপরিহার্য	crucial, vital, necessary	inessential, unnecessary
Concentrate (v.)	মনোযোগ দেওয়া	focus, attend	distract, neglect
Valuable (adj.)	মূল্যবান	worthy, precious	valueless, worthless
Fit (adj.)	উপযুক্ত	healthy, suitable	unfit, unhealthy
Personal (adj.)	ব্যক্তিগত	private, individual	public, impersonal, universal
Vast (adj.)	বিশাল	huge, large, enormous	tiny, small
Disease (n.)	রোগ, অসুখ	illness, sickness, ailment, complaint, malady	soundness, wellness
Certain (adj.)	নির্দিষ্ট	particular, fixed	uncertain, unsure
Balanced (adj.)	সুষম	healthy, well-proportioned	unhealthy, unbalanced
Possession (n.)	অধিকার, সম্পত্তি	belongings, property, assets	dispossession

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- What are the two main components of health mentioned in the text?
 - Diet and exercise
 - Body and mind
 - Wealth and wisdom
 - Peace and sleep
- According to the passage, what is the primary benefit of good health?
 - Earning vast wealth
 - Sleeping very early
 - Leading a happy life
 - Owning much property
- What is the direct consequence of poor health?
 - Severe financial loss
 - Rapid loss of memory
 - Chronic physical pain
 - Complete lack of focus
- The proverb "Health is Wealth" implies that health is:
 - a type of personal possession
 - necessary to earn vast property
 - highly valuable
 - exactly the same as gold
- Why is vast wealth considered useless without good health?
 - It cannot be enjoyed.
 - It requires hard work.
 - It causes mental stress.
 - It brings more diseases.
- What type of food is recommended to maintain good health?
 - Food that keeps the body fit for work.
 - A balanced diet.
 - Food that brings peace of mind.
 - Food that makes a person wealthy and wise.
- The primary purpose of regular exercise is to:
 - keep the body free from diseases
 - keep the body fit for work
 - help us concentrate on any activity
 - ensure peace of mind
- What does the phrase "keep late hours" mean in the text?
 - rising late in the morning
 - staying awake late into the night
 - spending too much time worrying
 - spending extra hours
- Besides physical fitness, what is another crucial condition for good health?
 - a balanced diet
 - rising early in the morning
 - peace of mind
 - freedom from diseases
- How does the author suggest achieving "peace of mind"?
 - by going to bed early at night
 - by keeping the body free from diseases
 - by avoiding petty worries
 - by concentrating on activities in our life
- The phrase "equally valuable as gold" is primarily used for:
 - comparing worth
 - showing contrast
 - defining money
 - criticizing wealth
- Worrying over small things directly destroys a person's:
 - work concentration
 - peace of mind
 - sleep patterns
 - physical strength
- Which of the following is not explicitly mentioned as a requirement for good health?
 - regular exercise
 - balanced diet
 - drinking water
 - peace of mind
- The overall tone of the passage is best described as:
 - humorous
 - instructive
 - argumentative
 - pessimistic
- According to the text, the specific goal of regular exercise is to:
 - prevent severe illness
 - gain physical strength
 - ensure work fitness
 - maintain body weight

2. Answer the following questions from your reading of the text above.

- Why is good health considered more valuable than vast wealth or property?
- How does a lack of good health specifically affect your daily life?
- Why is "peace of mind" mentioned as a necessary condition for physical health?
- How does staying up late at night negatively impact our daily activities?
- If a person eats a lot of food every day but never exercises, will they be healthy? Why?
- Why do people often fail to realize the true value of health until they fall sick?

- (g) How does the habit of rising early help a person become wise?
- (h) Do you agree that health is "equally valuable as gold"? Give a practical reason to support your answer.
- (i) How does worrying about small things affect our physical body?
- (j) Many modern teenagers stay awake late to use smartphones. According to the passage, how might this habit affect their future?
3. Fill in each gap with an appropriate word based on the information of the text above.
- Health is defined as the current condition of our body and mind. It is crucial for everyone to maintain good health to lead a (a) — life. Without it, we lose the ability to (b) — on our daily tasks. According to a popular proverb, health is just as valuable as (c) — or property. Even if we possess vast fortunes, we cannot truly (d) — them without physical well-being. Therefore, keeping our body free from (e) — should be our top priority.
 - Health is not merely a physical state but also involves our psychological well-being. It is true that, peace of (a) — is a requirement for overall fitness. To achieve this, an individual must not (b) — over minor, insignificant issues. Stressing over small things can easily destroy our inner (c) —. Therefore, we should keep our minds calm while keeping our bodies (d) — through regular work. This balanced approach makes a person healthy, wealthy, and (e) —.
 - Health is the state of overall physical and (a) — well-being. The proper functioning of the body (b) — on some factors like taking balanced diet, physical exercise, (c) — and waking up timely, etc. When a person leads a (d) — lifestyle, the body remains healthy and the (e) — becomes active and fresh.
 - Good health is crucial for a happy life. Good health means a disease-free (a) — and is essential for concentrating on daily activities. The proverb "Health is Wealth" emphasizes its (b) —, as wealth is useless (c) — health. (d) — good health requires a balanced diet, regular exercise, and sufficient (e) —.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) disease (synonym); (b) essential (antonym); (c) vast (synonym); (d) valuable (antonym); (e) peace (synonym).
 - (a) equally (antonym); (b) regularly (synonym); (c) fit (antonym); (d) personal (antonym); (e) small (synonym).

Seen Comprehension 06

Read the text and answer questions 1, 2, 3 and 4:

The word "hygiene" means the practice of keeping ourselves clean. It also means to keep our home and work places clean. It is important for our good health.

Hygiene is thought to be next to godliness. It is because we cannot achieve anything physically, mentally or spiritually, if we are unclean in our body, mind and soul. Nobody likes an unclean person either. So, we must follow the rules of hygiene.

First, we must keep our body clean. We should have a bath every day and wash our hair regularly. This will keep the body and hair free from dirt and bacteria.

Secondly, we should wash our clothes regularly. Dirty clothes give off bad smell and invite germs. We should wear socks and shoes when we go out to protect our feet from dust and germs. It is also important to wash our hands before meals and after using the toilet. We should brush our teeth twice a day, after breakfast and supper. We must also cut our nails regularly. Our drinking water must be safe. We can get safe water by boiling and filtering.

Finally, we should keep our surroundings and environment clean.

If we do and follow all the above things properly, we will be able to lead a healthy and happy life.

[JSC: DJB-2016; CB-2015; DJB-2015; JB-2014; SB-2014] ▶ Unit 3; Lesson 3

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Hygiene (n.)	স্বাস্থ্যবিধি	cleanliness	uncleanliness
Godliness (n.)	ধার্মিকতা বা ঈশ্বরভক্তি	piety, holiness	impiety, ungodliness
Achieve (v.)	অর্জন করা	gain, attain, accomplish	fail, lose
Spiritually (adv.)	আধ্যাত্মিকভাবে	inwardly	materially, worldly
Soul (n.)	আত্মা	spirit	body
Practice (n.)	অভ্যাস, চর্চা	habit, routine	neglect, disregard
Follow (v.)	অনুসরণ করা	observe, obey	disobey
Regularly (adv.)	নিয়মিতভাবে	routinely, consistently	irregularly, occasionally
Germ (n.)	রোগজীবাণু	microbe, bacillus, virus	—
Protect (v.)	রক্ষা করা	shield, guard, defend	expose, endanger
Filter (v.)	ছেকে বিশুদ্ধ করা	purify, refine	contaminate, pollute
Environment (n.)	পরিবেশ	surroundings	—
Properly (adv.)	সঠিকভাবে	correctly, appropriately	improperly, incorrectly

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) According to the passage, hygiene refers to keeping which three things clean?
- Our body, our school, and our streets
 - Our body, our home, and our workplace
 - Our mind, our soul, and our surroundings
 - Our clothes, our water, and our environment
- (b) Which of the following statements from the passage is an opinion rather than a fact?
- We should brush our teeth twice a day.
 - Hygiene is next to godliness.
 - Dirty clothes give off bad smell.
 - We can get safe water by filtering.
- (c) "Nobody likes an unclean person either." What does this line imply about cleanliness?
- Social status depends on outer beauty.
 - Cleanliness impacts social relationships.
 - Appearance matters more than character.
 - Hygiene removes all criticism.

- (d) The author's attitude toward hygiene is —.
i) doubtful ii) indifferent iii) encouraging iv) critical
- (e) "Dirty clothes give off bad smell..." Here, the phrase 'give off' can be replaced with —.
i) emit ii) radiate iii) project iv) circulate
- (f) The word 'environment' in the passage means —.
i) atmosphere ii) surroundings iii) climate iv) nature
- (g) Suppose, you do not bathe every day and also do not wash your hair regularly. Which problems are you going to face?
i) The body will be dirty. ii) Bacteria may attack the skin.
iii) Fever and headache will occur. iv) Clothes will become untidy.
- (h) Who is disliked by all?
i) An spiritual person ii) An unclean person
iii) A healthy person iv) A careless person
- (i) In the passage, what does 'godliness' refer to?
i) The quality which reflects cleanliness in life.
ii) The quality which helps maintain physical and mental health.
iii) The quality which makes a man obedient to religion.
iv) The quality which is associated with divine worship.
- (j) The word 'hygiene' is related to —.
i) happiness ii) discipline iii) cleanliness iv) truthfulness
- (k) What does the word 'free' imply in the passage?
i) open ii) unrestricted
iii) safe iv) without cost
- (l) The word 'unclean' in the passage means —.
i) polluted ii) dirty iii) infected iv) impure
- (m) Which one of the following information is correct?
i) Hygiene is unnecessary for godliness.
ii) Socks and shoes are used against dust and germs.
iii) Teeth should be brushed before breakfast and supper.
iv) Clean water is always safe to drink.
- (n) What is the meaning of the word 'invite' in the passage?
i) To have guests ii) To welcome someone formally
iii) To attract somebody or something iv) To offer company to others

2. Answer the following questions from your reading of the text above.

- (a) Why is hygiene considered necessary for overall human development?
(b) How does personal cleanliness influence social acceptance?
(c) Why is routine personal care described as a daily necessity rather than a choice?
(d) How important are simple habits like washing hands and brushing teeth?
(e) How is an unclean person described in the text?
(f) Why should we put on clean clothes?
(g) Why is hygiene thought to be next to godliness?
(h) How can we observe the rules of health?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. An unclean person is not (a) — by anybody in society. If our clothes are dirty, they give off a bad (b) — and attract germs. Besides personal hygiene, to protect our health, we must always drink (c) — water. Following these habits is a daily (d) — for everyone. We must remember that we cannot achieve a healthy and happy life if we (e) — the rules of cleanliness.
- ii. Hygiene means keeping ourselves and our surroundings (a) —. This practice is very important to maintain good (b) —. Taking bath every day, washing clothes, brushing teeth, cutting nails (c) — are the parts of the rules of (d) —. Our drinking water must be pure. Last of all, we should (e) — a clean environment.
- iii. Hygiene is important for our good health. The (a) — of keeping ourselves, our home and our workplaces clean (b) — as hygiene. It is (c) — to godliness. We cannot achieve anything physically, mentally or spiritually (d) — keeping our body, mind and soul clean. So it is essential for us to (e) — the rules of hygiene.
- iv. The practice of keeping our home, workplaces, and ourselves neat and clean is known as (a) —. Hygiene keeps a person mentally, (b) —, and spiritually fit. The rules of hygiene (c) — taking a bath every day, washing clothes regularly, brushing teeth twice a day, (d) — hands before meals and after using the toilet. (e) — the surroundings and environment clean is also important.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- i. (a) godliness (antonym); (b) hygiene (synonym); (c) practice (synonym); (d) filter (antonym); (e) regularly (synonym).
- ii. (a) follow (antonym); (b) lead (synonym); (c) achieve (antonym); (d) mentally (synonym); (e) safe (synonym).
- iii. (a) smell (synonym); (b) properly (antonym); (c) environment (synonym); (d) protect (synonym); (e) spiritually (antonym).

Seen Comprehension 07

Read the text and answer questions 1, 2, 3 and 4:

It was Seryozha's birthday, and he received many presents: tops, hobby-horses and picture books. But the best gift of all was from his uncle. It was a net for catching birds.

A little board was attached to a frame on which a net was stretched. Grain was sprinkled on the board, and then the net was set out in the yard. When a bird flew up and perched on the board, the board would turn over and the net would fall.

Seryozha was so happy that he came running to his mother to show her his net.

His mother said, "It's not a nice toy at all. What do you want with little birds? Why do you want to torment them?"

"I'll put them in cages. They'll sing, and I'll feed them." Seryozha got some grain, sprinkled it on the little board and set the net out in the garden. He stood next to it, waiting for birds to come flying down. But the birds were afraid of him and did not come near the net.

Seryozha went in to dinner and left the net in the garden.

When he came to look at it after dinner he saw that the net had fallen and a little bird was thrashing about under it. Seryozha was very excited. He caught the bird and took it into the house.

"Look, Mamma! I've caught a bird. It must be a nightingale. Oh, how fast its heart is beating."

His mother said, "It's a siskin. Don't torment it. Let it go." "No, I'll feed it and care for it."

Seryozha put the siskin in a cage, and for two days he fed it grain, changed its water and cleaned the cage. On the third day, he forgot about the siskin and did not change its water.

Then his mother said to him, "See? You forgot all about your little bird. I think you had better let it go."

"No, I won't forget. I'll give it some fresh water now and clean the cage." Seryozha stuck his hand into the cage and began cleaning it, but the siskin became frightened and beat its wings against the cage. Seryozha cleaned the cage out and went for water.

His mother saw that he had forgotten to close the little door and called after him, "Close the cage door, Seryozha, or your bird might fly out and hurt itself."

No sooner had she said this than the siskin found the door, spread its wings happily and flew across the room to the window. But it did not see the glass pane. It hit the pane and fell to the windowsill.

Seryozha came running, picked up the little bird and took it back to the cage. The siskin was alive, but it lay on its breast with its little wings spread out and was breathing jerkily.

Seryozha began to cry.

"Mamma! What'll I do?"

"There's nothing you can do now."

Seryozha did not leave the room that day. He kept gazing at the siskin. The siskin lay on its breast as before, breathing jerkily.

When Seryozha went to bed that night the siskin was still alive.

Seryozha could not fall asleep for a long while. No sooner would he close his eyes than he would imagine the siskin lying there, gasping for breath.

When Seryozha went up to the cage the next morning he saw the siskin lying on its back with its legs curled up. It was dead.

Never again did Seryozha catch another bird.

► Unit 5; Lesson 1

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Stretch (v.)	টেনে লম্বা করা/প্রসারিত করা	extend, lengthen	shorten, lessen
Sprinkle (v.)	ছিটিয়ে দেওয়া	scatter, spatter	collect, gather
Set out (phr.)	পেতে রাখা/সাজিয়ে রাখা	place, arrange	remove, displace
Perch (v.)	স্থির হয়ে বসা	sit, settle	move, fall
Turn over (phr.)	উল্টিয়ে যাওয়া	flip, overturn	stabilize
Torment (v.)	যন্ত্রণা দেওয়া/কষ্ট দেওয়া	torture, distress	comfort, soothe
Fly down (phr.)	উড়ে নিচে নামা	dive, descend	fly up, ascend
Thrash (v.)	ছটফট করা/ভান্না আপটানো	toss, squirm, flail	relax, rest
Stick (v.)	ঢুকানো, প্রবেশ করানো	insert, shove	remove, withdraw
Frightened (adj.)	ভীত	scared, afraid	brave, fearless
Jerkily (adv.)	ঝাঁকুনি দিয়ে/অসমভাবে	shakily, fitfully	smoothly, steadily
Gaze (v.)	একদৃষ্টিতে তাকিয়ে থাকা	stare, peer	avoid, overlook
Alive (adj.)	জীবিত	living	dead, lifeless
Gasp (v.)	ঘন ঘন শ্বাস টানা/হাঁপানো	pant, wheeze	exhale
Curl up (phr.)	কুণ্ডলী পাকানো/গুটিয়ে যাওয়া	coil	straighten, uncurl

1. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) The word 'thrashing' in the phrase "...a little bird was thrashing about under it" conveys that the captured bird was —.

- moving violently and convulsively in an attempt to escape
- singing a high-pitched song of distress
- searching the ground systematically for dropped seeds
- falling into a deep state of shock and immobility

- (b) In the text, the adverb 'jerkily' suggests the breathing of the bird was —.
- slow, rhythmic, and peaceful
 - rapid but completely silent
 - uneven, and struggling
 - 'shallow and completely unusual
- (c) Which word best characterizes Seryozha's attitude toward the bird on the first day?
- Empathy
 - Possession
 - Resentment
 - Curiosity
- (d) Why does the mother describe the net as "not a nice toy"?
- She believes it is physically dangerous for Seryozha to play with.
 - She is worried that the trap will break the garden plants.
 - She thinks Seryozha is too young to take care of pets.
 - She considers trapping living creatures cruel and unnecessary.
- (e) When Seryozha cries, "How its heart beats!", he is primarily feeling:
- Deep sorrow and immediate regret for catching the bird
 - Pure scientific curiosity about a bird's body function
 - A mix of excitement and a recognition of the bird's vitality
 - Anxious that the bird is about to fly immediately
- (f) Which of the following best describes the tone of the mother's dialogue throughout the story?
- Overly permissive and enabling of Seryozha's actions
 - Scolding and physically aggressive
 - Consistently moralizing and gravity-filled
 - Sarcastic and mockingly humorous
- (g) Why did the siskin strike the window instead of flying out into the garden?
- It was intentionally trying to injure itself to escape captivity.
 - It lacked the biological capability to perceive a transparent human barrier.
 - It was disoriented by the bright sunlight reflecting off the floor.
 - It was trying to attack its reflection in the glass.
- (h) When the mother asks, "Why do you want to torment the poor little things?", the word 'torment' refers to —.
- to tease playfully without causing lasting harm
 - to study the behavioral patterns of an animal
 - to train or domesticate a wild creature
 - to cause severe physical or mental suffering
- (i) Seryozha cannot sleep because he imagines the siskin "gasping for breath." What is the primary meaning of the word "gasping" in this context?
- inhaling air sharply and with difficulty
 - emitting soft, musical chirping sounds
 - closing the beak tightly to prevent water loss
 - sleeping soundly while digesting food
- (j) The word 'perched' most closely means —.
- collided violently with an object
 - alighted or settled on an elevated spot or bar
 - hovered suspended in the air above a target
 - scavenged around the base of a structure
- (k) In the statement, "the siskin was frightened and fluttered against the bars," the verb "fluttered" refers to —.
- resting calmly with closed wings
 - sliding smoothly along the floor of the cage
 - striking the bars with deliberate force to break them
 - flapping the wings rapidly, lightly, and irregularly
- (l) Seryozha's inability to sleep because he "saw the siskin lying and breathing heavily" suggests that —.
- He was worried about his mother's impending punishment.
 - He was frustrated that he would have to find another bird tomorrow.
 - His conscience was awakened by seeing the bird's suffering.
 - The noise of the gasping bird was too loud and very annoying.
- (m) What did Seryozha's mother suggest?
- To take care of the bird
 - To keep the bird in a large cage
 - To catch more birds
 - To let the bird go
- (n) Which of the following is incorrect?
- Seryozha's mother inspired him to catch birds
 - Seryozha got the best gift from his uncle
 - At last the bird died
 - Seryozha received many gifts on his birthday
- (o) What does the word 'sprinkle' mean in the text?
- hoard
 - spring
 - scatter
 - cast
- (p) Why was the bird thrashing its wings under the net?
- It was happy under the net
 - It wanted to get free from the net
 - It was fluttering its wings as usual
 - It wanted some food
- (q) What does the word 'gaze' refer to in the text?
- ponder
 - to look at something for a long time
 - graze
 - take care
- (r) What does the word 'yard' mean in the text?
- a stick
 - a unit of measurement
 - a bird
 - a piece of land in front of a house

- (s) The bird could escape from the cage because —
 i) Seryozha let it go ii) Seryozha forgot to close the door of the cage
 iii) Seryozha's mother let it go iv) someone broke the door of the cage
- (t) Seryozha never caught another bird because —
 i) he was happy with the siskin ii) the siskin died
 iii) he lost his bird catching net iv) someone stole his net

2. Answer the following questions from your reading of the text above.

- (a) How did Seryozha's attitude toward birds change from the beginning to the end of the story?
 (b) Which theme is best conveyed by the ending of the story, and how is it developed throughout the passage?
 (c) What does the description of the injured siskin's condition suggest about its chances of survival?
 (d) Why was the siskin's collision with the window a turning point in the story?
 (e) Explain the irony in Seryozha's statement, "I'll feed it and care for it."
 (f) How does the behaviour of the birds before Seryozha catches the siskin symbolize the relationship between humans and wild animals?
 (g) What evidence from the story suggests that Seryozha's desire to keep the bird was based more on excitement than on genuine care?
 (h) Why is Seryozha's mother's reaction to the net important to the development of the story?
 (i) What was the condition of the bird after it hit the window?
 (j) What lesson did Seryozha learn?
 (k) How did the bird get hurt?
 (l) If you were in Seryozha's place, what would you have done differently after catching the siskin?
 (m) What happened to the bird at the end?
 (n) Why did Seryozha's mother dislike the net?
 (o) What did Seryozha plan to do with the birds?
 (p) Why didn't the birds come at first?
 (q) What happened when Seryozha left for dinner?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. Seryozha received many birthday presents, but his favorite was a bird-catching net from his uncle. The net (a) — by tipping a grain-covered board so that birds would be (b) — when they landed. Being excited, Seryozha showed it to his mother, but she disapproved (c) — him not to torment birds. Despite her advice, Seryozha set the net in the garden and eventually caught a small bird. He (d) — it was a nightingale, but his mother (e) — it as a siskin.
- ii. On his birthday, Seryozha obtained many presents, but the (a) — gift was a bird-catching net from his uncle. Seryozha set the net in the garden with grain to (b) — birds. After dinner, he (c) — a bird trapped under the (d) — and excitedly brought it inside. Despite his mother's advice to let it go, Seryozha wanted to keep and (e) — for the bird.
- iii. Every gift got on his birthday was excellent, but his favorite was a bird-catching net from his uncle. The net worked by (a) — birds that landed on a grain-covered (b) —. Despite his mother's urging him not to (c) — the birds, Seryozha set the net in the garden. After a (d) —, a siskin was trapped in the net. Seryozha was excited but his mother told him to (e) — the bird. Seryozha refused and decided to keep and care for the bird.
- iv. Among many gifts, the bird-catching net delighted Seryozha the (a) —. He showed the gift immediately to his mother but she didn't like it. Actually, she didn't want any bird to be (b) —. Despite her (c) —, Seryozha set the net out in the garden to catch a bird. Since the birds were afraid of him, he went back in. At night, he found a bird (d) — in the net. When his mother asked him to let it go, he (e) — that he would take care of the bird and feed it.

4. Read the above passage and write down the synonyms or antonyms of the words as directed.

- i. (a) torment (synonym); (b) attached (antonym); (c) catching (synonym); (d) excited (antonym); (e) thrash (synonym).
- ii. (a) best (antonym); (b) stretch (antonym); (c) perch (synonym); (d) near (synonym); (e) stick (antonym).
- iii. (a) sprinkled (synonym); (b) received (synonym); (c) afraid (antonym); (d) show (synonym); (e) little (synonym).
- iv. (a) perch (antonym); (b) frightened (synonym); (c) close (antonym); (d) jerkily (antonym); (e) gazing (synonym).

★ Seen Comprehension 08

Read the text carefully and answer questions 1, 2, 3 and 4:

Two Alaskan Kodiak bears joined a small circus where the pair appeared in a nightly parade pulling a covered wagon. The two were taught to somer-sault, to spin, to stand on their heads, and to dance on their hind legs, paw in paw, stepping in unison. Under a spotlight the dancing bears, a male and a female, soon became favourites of the crowd. The circus went south on a West Coast tour through Canada to California and on down into Mexico, through Panama into South America, down the Andes the length of Chile to those southernmost isles of Tierra del Fuego. There a jaguar jumped a juggler, and afterwards, mortally mauled the animal trainer; and the shocked show people disbanded in dismay and horror. In the confusion, the bears went their own way. Without a master, they wandered off by themselves into the wilderness on those densely wooded, wildly windy, subantarctic islands. Utterly away

from people, on an out-of-the-way uninhabited island, and in a climate they found ideal, the bears mated, thrived, multiplied, and after a number of generations populated the entire island. Indeed, after some years, descendants of the two moved out onto half a dozen adjacent islands; and seventy years later, when scientists finally found and enthusiastically studied the bears, it was discovered that all of them, to a bear, were performing splendid circus tricks. On nights when the sky is bright and the moon is full, they gather to dance. They gather the cubs and the juveniles in a circle around them. They gather out of the wind at the center of a sparkling, circular crater left by a meteorite which had fallen in a bed of chalk. Its glassy walls are chalk white, its flat floor is covered with white gravel, and it is well-drained, and dry. No vegetation grows within. When the moon rises above it, the light reflecting off the walls fills the crater with a pool of moonlight, so that it is twice as bright on the crater floor as anywhere else in that vicinity. Scientists speculate that originally the full moon had reminded the two bears of the circus spotlight, and for that reason they danced. Yet, it might be asked, what music do the descendants dance to? Paw in paw, stepping in unison what music can they possibly hear inside their heads as they dance under the full moon and the Aurora Australis, as they dance in brilliant silence?

Unit 5; Lesson 3

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Maul (v.)	আঁচড় কেটে মারামুকাতে আহত করা	hurt, scratch	protect
Disband (v.)	দলছুট হয়ে বিভিন্ন দিকে দৌড়ে যাওয়া, ভয়ে ছত্রভঙ্গ হওয়া	disperse, separate	assemble
Dismay (n.)	আতঙ্ক, হতাশা	anxiety, panic	relief
Wander off (phr.)	বিভ্রান্ত হয়ে ঘুরতে থাকা	lose way, get lost	stay
Wilderness (n.)	উষর জনমানবহীন প্রান্তর	jungle, forest	city, colony
Uninhabited (adj.)	জনমানবহীন	unpopulated, desolate	inhabited
Descendants (n.)	বংশধর	offspring	ancestor
Splendid (adj.)	অমকালো	magnificent, superb	dull, ordinary
Vicinity (n.)	একটি নির্দিষ্ট জায়গার চারপাশ	surroundings	faraway
Speculate (v.)	ধারণা করা; অনুমান করা	surmise, postulate	authenticate

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- In the text, the animal trainer was 'mortally mauled' by a jaguar. What does 'mortally' mean here?
 - Temporarily
 - Benignly
 - Innocuously
 - balefully
- Which of the followings is opposite in meaning to 'splendid'?
 - magnificent
 - spectacular
 - ordinary
 - marvelous
- Which word is closest in meaning to 'thrived' according to the text?
 - reproduced
 - Prospered
 - Wandered
 - Escaped
- What is the closest meaning of the word 'unison' as used in the phrase 'stepping in unison'?
 - In a random sequence
 - At exactly the same time and manner
 - With extreme speed
 - In a clumsy motion
- What was the original role of the two Alaskan Kodiak bears in the circus nightly parade?
 - Performing somersaults and spins under the spotlight
 - Walking on their hind legs while holding paws
 - Pulling a covered wagon
 - Standing on their heads at the front of the parade
- What type of climate did the bears find on the subantarctic islands?
 - A scorching hot, dry desert climate
 - A tropical rainforest climate
 - An exemplary climate
 - An unlivable, freezing environment
- The text states that 'all of them, to a bear, were performing splendid circus tricks.' What does the phrase 'to a bear' mean?
 - Only one single bear
 - Every single without exception
 - Destined for a bear
 - Closely resembling a bear
- The phrase 'went their own way' suggests that the bears —
 - returned to Alaska
 - continued with the circus
 - became independent
 - followed the trainer
- The opposite of the word 'enthusiastically' is —
 - apathetically
 - passionately
 - fervently
 - vigorously
- Why is the crater floor twice as bright as anywhere else in the vicinity?
 - The scientists installed large spotlights there
 - A meteorite is still burning at the center
 - Light reflects off the chalk-white, glassy walls
 - The floor is covered with bioluminescent plants
- What is the probable reason the original bears danced under the full moon?
 - They were hunting
 - They followed other animals
 - They feared darkness
 - The moon reminded them of the circus spotlight
- Which of the following themes is best reflected in the passage?
 - The dangers of scientific research
 - The influence of learned behaviour across generations
 - The extinction of wild animals
 - The importance of circuses
- What unusual discovery did scientists make about the descendants of the original bears?
 - They had become smaller in size
 - They performed circus tricks naturally
 - They had developed new hunting techniques
 - They had become nocturnal
- Which one is closest in meaning to 'disband'?
 - disgrace
 - disperse
 - incite
 - disarm

২৩০. পাঞ্জেরী জুনিয়র বৃত্তি পরীক্ষা সহায়িকা। পরীক্ষা ২০২৬

- (o) What does the word 'well-drained' mean in the text?
 i) requiring hard labour to be achieved ii) having an impressive appearance
 iii) allowing water to pass through easily iv) not easily bent or changed in shape
- (p) What reminds the bears of their circus days, according to the scientists' speculation?
 i) The sound of the winds ii) The presence of other animals
 iii) The full moon, which resembles the spotlight iv) The shape of the island
- (q) The word 'meteorite' refers to —.
 i) An object surviving from an earlier time ii) The broken remains of an object
 iii) A piece of rock from space landing on earth iv) The shape of an animal preserved in rock
- (r) The word 'vicinity' in the text means —.
 i) The area near or surrounding a particular place
 ii) A place unsuitable for growing vegetation
 iii) A district or community within a town or city
 iv) A deep and narrow passage in the earth's surface
- (s) What feature makes the crater unique where the bears dance?
 i) It is covered with trees and flowers ii) Its walls are chalk white and reflective
 iii) It is filled with water and fish iv) It is surrounded by glaciers
- (t) What was the primary attraction of the two Kodiak bears in the circus?
 i) their ability to speak ii) their size and strength
 iii) their dancing and circus tricks iv) their hunting skills

2. Answer the following questions from your reading of the text above.

- (a) What tragic sequence of events directly led to the complete dissolution of the circus group?
 (b) What happened in the Islands after a number of generations?
 (c) How did the two Alaskan Kodiak bears appear in a small circus show?
 (d) Why do you think the two dancing bears soon became favourites of the crowd?
 (e) What went wrong when the circus went on a West Coast tour?
 (f) What did the show people do after a jaguar had mauled the animal trainer?
 (g) What did the bears do in the confusion resulting from a jaguar mauling the animal trainer?
 (h) Which place did the bears find ideal to mate and thrive?
 (i) What did the scientists find about the descendants of the two bears after 70 years?
 (j) Which thing is yet a mystery about the bears' descendants dancing under the full moon?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. Two Alaskan Kodiak bears were trained to perform a variety of tricks, including dancing on their (a) — legs. Their circus journey ended abruptly in Tierra del Fuego after a (b) — attacked the performers. Left without an animal trainer, the bears escaped into the wild, (c) — islands. On an isolated island with an ideal climate, the animals successfully (d) — and populated the land over generations. Seven decades later, researchers were amazed to discover that the descendants still performed circus routines in a unique (e) — crater.
- ii. The two bears soon became crowd favorites as they (a) — in Unison. However, a tragic incident occurred when a trainer was (b) — injured. This led to the permanent closure of the circus, allowing the bears to live on an (c) — island. When researchers (d) — studied the animals seventy years later, they found a massive colony of performing bears. Scientists now make (e) — about why these animals gather to dance during full moon nights.
- iii. The dancing bears used to perform (a) — a bright circus spotlight before escaping by the subantarctic (b) —. When scientists tracked them down seventy years later, they realized that all of them, to a bear, were capable of (c) — complex tricks. During a full moon, the animals always gather out of the wind at the center of a (d) —. The story leaves us wondering what kind of music they could possibly be listening to inside their heads (e) — moving in brilliant silence.
- iv. In their early circus days, the pair of (a) — were taught to stand on their heads and spin. (b) — their trainer was killed, the bears wandered off into the woods by themselves. Unchecked by humans, the bear population grew (c) —, populating the entire local island network. When researchers finally discovered them, they observed the elder bears gathering the (d) — in a circle. It is estimated that the bright light had reminded the original bears of their past (e) — under the big top.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- i. (a) Spin (synonym); (b) Disband (antonym); (c) Dismay (synonym); (d) Wilderness (antonym); (e) Vicinity (synonym).
- ii. (a) mortally (synonym); (b) multiplied (synonym); (c) bright (antonym); (d) discovered (synonym); (e) silence (antonym).
- iii. (a) descendants (synonym); (b) densely (synonym); (c) utterly (antonym); (d) enthusiastically (synonym); (e) rise (antonym).
- iv. (a) perform (synonym); (b) adjacent (synonym); (c) uninhabited (antonym); (d) thriving; (synonym); (e) brilliant (antonym)
- v. (a) Confusion (synonym); (b) splendid (synonym); (c) full (antonym); (d) speculate (synonym); (e) horror (Antonym)

Seen Comprehension 09

Read the text and answer questions 1, 2, 3 and 4:

"This is your teacher today. He's going to show you all sorts of things." With that the headmaster introduced a new teacher. Totto-chan took a good look at him. In the first place, he wasn't dressed like a teacher at all. He wore a short striped cotton work jacket over his undershirt, and instead of a necktie, he had a towel hanging around his neck. As for his trousers, they were of indigo-dyed cotton with narrow legs, and were full of patches. Instead of shoes, he wore workmen's thick two-toed, rubber-soled socks, while on his head was a rather dilapidated straw hat.

The children were all assembled by the pond at Kuhonbutsu Temple.

As she stared at the teacher, Totto-chan thought she had seen him before. "Where! " she wondered. His kindly face was sun burnt and full of wrinkles. Even the slender pipe dangling from a black cord around his waist that served as a belt looked familiar. She suddenly remembered!

"Aren't you the farmer who works in the field by the stream! " she asked him, delighted.

"That's right," said the teacher, with a toothy smile, wrinkling up his face. "You pass my place ev'ry time you go fer yer walks to Kuhonbutsu! That's my field. That one over there full o' mustard blossoms."

"Wow! So you're going to be our teacher today," cried the children excitedly.

"Naw! " said the man, waving his hand in front of his face. "I ain't no teacher! I'm just a farmer. Your headmaster just asked me to do it, that's all."

"Oh yes, he is. He's your farming teacher," said the headmaster, standing beside him. "He very kindly agreed to teach you how to plant a field. It's like having a baker teach you how to make bread. Now then," he said to the farmer, "tell the children what to do, and let's get started."

At an ordinary elementary school, anyone who taught the children anything would probably have to have teaching qualifications, but Mr. Kobayashi didn't worry about things like that. He thought it important for children to learn by actually seeing things done.

"Let's begin then," said the farming teacher.

The place where they were assembled was besides the Kuhonbutsu pond and it was a particularly quiet section--a pleasant place, where the pond was shaded by trees. The headmaster had already had part of a railroad car put there for storing the children's farming implements, such as spades and hoes. The half-car had a peaceful look, neatly placed as it was right in the middle of the plot they were going to cultivate.

Unit 5; Lesson 4(B)

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Dilapidated (adj.)	জরাজীর্ণ, পুরোনো	tattered, shabby	intact, new, well-kept
Assemble (v.)	সমবেত করা, একত্রিত করা	gather, convene	disperse, disband, scatter
Stare (v.)	স্থির দৃষ্টিতে তাকিয়ে থাকা	gaze, gape, behold	peek, glance
Wrinkle (n.)	চামড়ায় কুঞ্চিত রেখা বা ভাঁজ	crease, furrow	smoothness
Slender (adj.)	সবু	slim, thin	fat, broad
Dangling (adj.)	খুলন্ত	hanging, pendent	raised
Delighted (adj.)	আনন্দিত, উল্লসিত	overjoyed, thrilled	displeased, bothered
Qualification (n.)	যোগ্যতা	ability, skill	disqualification, inability
Implement (n.)	সরঞ্জাম	tool, equipment, instrument	-

1. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) According to Totto-chan's observation, the farming teacher didn't —.

- i) welcome her warmly ii) like the farming life
iii) dress for the job iv) know how to teach

(b) By the pond at Kuhonbutsu Temple, the children were — for a lesson.

- i) called in ii) brought together iii) clustered around iv) pooled collectively

(c) Seeing the new teacher, Totto-chan found herself in —.

- i) a state of astonishment ii) deep thought
iii) big trouble iv) a cloud of confusion

(d) How did the new teacher introduce himself in front of the children?

- i) His name is Mr. Kobayashi. ii) He is their farming teacher.
iii) He is not a teacher. iv) He is a farmer before a teacher.

(e) "It's like having a baker teach you how to make bread." The headmaster said this to emphasize —.

- i) cooking skill ii) practical experience iii) manual labour iv) class management

(f) Why didn't the Headmaster choose someone with educational qualifications?

- i) to teach hands-on ii) to avoid hard labour
iii) to show reality iv) to change school rules

(g) The word 'shaded' in the passage can be replaced by —.

- i) blackened ii) hidden iii) blocked iv) canopied

(h) The word 'dilapidated' in the text has the closest meaning to —.

- i) old-fashioned ii) soiled iii) worn-out iv) vintage

(i) Where did Totto-chan recognize the new teacher from?

- i) her neighbourhood ii) the local market
iii) a nearby mustard field iv) her daily walks

- (j) The teacher's choice of clothing was opposing —.
 i) standard farming attire ii) modern fashion
 iii) a typical, formal look iv) school regulations
- (k) What kind of smile did the farmer give when Totto-chan recognized him?
 i) a shy smile ii) a broad grin iii) a short chuckle iv) a polite nod
- (l) "The half-car had a peaceful look, neatly placed as it was right in the middle..." In this sentence, the word "placed" is functioning as a/an —.
 i) noun ii) verb iii) adverb iv) adjective
- (m) Which one of the following means the opposite of the word "storing"?
 i) stashing away ii) casting aside iii) keeping safe iv) holding back
- (n) "'Naw!' said the man, waving his hand in front of his face." Why did the man wave his hand?
 i) to reject the headmaster's request ii) to gesture the children to calm down
 iii) to deny his identity as a teacher iv) to clear the dust from the air
- (o) The farming teacher's gesture of denying being a teacher shows his —.
 i) reluctance ii) compliance iii) humbleness iv) dedication
- (p) What was the new teacher going to teach?
 i) storing crops ii) planting a field iii) watering the plants iv) weeding
- (q) In the sentence, "the pond was shaded by trees", which scenario does 'shaded' refer to?
 i) trees blocked the sunlight ii) the place was covered in trees
 iii) the pond's water was cool iv) trees protected the water quality
- (r) We can replace the word 'implements' in "farming implements" with —.
 i) commodities ii) method iii) tools iv) land
- (s) Which of the following characteristics does the word 'narrow' describe in the text?
 i) slim fit ii) tight fit iii) short iv) limited
- (t) Which one of the following has a similar meaning as the word 'particularly'?
 i) sharply ii) critically iii) mostly iv) especially
- (u) Who was Mr. Kobayashi?
 i) the farming teacher ii) the headmaster
 iii) the English teacher iv) a farmer
- (v) The word 'dangling' in the text means —.
 i) clasping ii) anchoring iii) hanging iv) clinging
- (w) When the farmer responded to Totto-chan with a "toothy smile," what did this action reveal about his personality?
 i) He was taken aback by her question. ii) He possessed a warm and approachable nature.
 iii) He was trying to hide his true identity. iv) He seemed pleased to be recognized.

2. Answer the following questions from your reading of the text above.

- (a) What is the significance of the details given about the farming teacher's outfit?
 (b) How did Totto-chan finally recognize the farming teacher?
 (c) What does the farmer's reaction suggest about his attitude toward teaching?
 (d) Which clues can a person use from the text to find the farming teacher's field?
 (e) What educational belief of Mr. Kobayashi is reflected in this passage?
 (f) How did the setting of their lesson help the students?
 (g) What details of the farmer's appearance made him seem unusual as a teacher?
 (h) How does the example of a baker support the headmaster's idea of learning?
 (i) Why was the farming teacher's knowledge considered valuable?
 (j) What was the difference between these children's learning environment and an ordinary elementary school?
 (k) According to the text, what specific detail made the half-car look peaceful in the middle of the plot?
 (l) What was Totto-chan's first impression of the teacher?
 (m) What were the children going to learn from the farming teacher?
 (n) Which one was the field of the farming teacher?
 (o) What language or phrasing did the farming teacher use which immediately set him apart?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. The farmer said that he was not a teacher but only a (a) —. The headmaster explained that the new teacher had kindly agreed to teach the children how to (b) — a field. Totto-chan recognized him because she had often seen him working in his field on her way to (c) —. Unlike ordinary schools, Mr. Kobayashi believed children should learn by (d) — things being done. The tools for farming were kept in a (e) — railway car placed in the field.
- ii. The farming teacher wore patched trousers, a towel around his neck, and a worn-out (a) — hat. Totto-chan first thought the man looked very different compared to an ordinary (b) —. The headmaster compared the lesson to a baker teaching how to make (c) —. The children gathered in a quiet place where the pond was shaded by (d) —. This approach showed that education did not always require formal (e) —.
- iii. The children walked to the field located by the Kuhonbutsu (a) —. It was situated in a particularly quiet and pleasant section, shaded by trees. Right in the middle of the plot they were going to cultivate, the headmaster had arranged for part of a (b) — car. It was to be used as (c) — for the farming tools. Its presence gave a (d) — look to the entire area. The children were there to learn about (e) —.

- iv. ["This is your teacher today.....just asked me to do it, that's all."]
The headmaster introduced a new teacher to the (a) —, who turned out to be a (b) — figure to Totto-chan. The man was dressed in a jacket, trousers with patches, workmen's socks, and a straw hat. Actually, he did not look like a (c) — teacher. Totto-chan recognized him as the farmer from the field near the (d) —. The children were very (e) — to have him as their teacher.
- v. ["This is your teacher today.....just asked me to do it, that's all."]
The children were (a) — by the pond at Kuhonbutsu Temple, (b) — Totto-chan recognized the teacher. (c) — at him, she thought she had seen him before. Suddenly she recalled and (d) — if he was the farmer who worked by the stream. He replied with a toothy smile that she used to pass his field of mustard blossoms on her (e) — to Kuhonbutsu.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) dilapidated (synonym); (b) cultivate (synonym); (c) neatly (antonym); (d) assemble (synonym); (e) qualification (antonym).
 - (a) slender (antonym); (b) implements (synonym); (c) shaded (synonym); (d) store (synonym); (e) particularly (antonym).
 - (a) waving (synonym); (b) stare (antonym); (c) delighted (antonym); (d) familiar (synonym); (e) wonder (synonym).
 - (a) dangling (synonym); (b) sorts (synonym); (c) excitedly (antonym); (d) peaceful (antonym); (e) plot (synonym).

Seen Comprehension 10

Read the text and answer questions 1, 2, 3 and 4:

The farming teacher told the children to bring spades and hoes from the car and use them on weeding. He told them all about weeds: how hardy they were; how some grew faster than crops and hid the sun from them; how weeds were good hiding places for bad insects; and how weeds could be a nuisance by taking all the nourishment from the soil. He taught them one thing after another. And while he talked, his hands never stopped pulling out weeds. The children did the same. Then the teacher showed them how to hoe; how to make furrows; how to spread fertilizer; and everything else you had to do to grow things in a field, explaining as he demonstrated.

A little snake put its head out and very nearly bit the hand of Ta-chan, one of the older boys, but the farming teacher reassured him, "The snakes here ain't poisonous, and they won't hurt you if you don't hurt them."

Besides teaching the children how to plant a field, the farming teacher told them interesting things about insects, birds, and butterflies, about the weather, and about all sorts of other things. His strong gnarled hands seemed to attest that everything he told the children, he had found out himself through experience.

The children were dripping with perspiration when they had finally finished planting the field with the teacher's help. Except for a few furrows that were a bit uneven, it was an impeccable field, whichever way you looked at it.

From that day onward, the children held that farmer in high esteem, and whenever they saw him, even at a distance, they would cry, "There's our farming teacher!" Whenever he had any fertilizer left he would bring it over and spread it on the children's field, and their crops grew well. Every day someone would visit the field and report to the headmaster and the other children on how it was doing. The children learned to know the wonder and the joy of seeing the seeds they had planted themselves sprout. And whenever two or three of them were gathered together, talk would turn to the progress of their field.

Terrible things were beginning to happen in various parts of the world. But as the children discussed their tiny field - they were still enfolded in the very heart of peace.

Unit 5: Lesson 4

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Hoe (n.)	নিড়ানি	rake, harrow	—
Weeding (n.)	আগাছা দূরীকরণ	clearing	—
Nuisance (n.)	আপদ, উপদ্রব	difficulty, problem	blessing, joy
Furrow (n.)	ভূমিতে লাঙলের ফলার গভীর দাগ	trench, hollow	—
Demonstrate (v.)	প্রদর্শন করা, প্রতিপাদন করা	exemplify, show, display	hide, conceal
Reassure (v.)	দৃঢ়ভাবে আশ্বস্ত করা	assure, convince	concern, worry
Gnarled (adj.)	গ্রন্থিল, গাঁটযুক্ত	knotty, knaggy, twisted	unbent, untwisted
Attest (v.)	প্রমাণ করা, সত্যায়ন করা	authenticate, prove, demonstrate	disprove, conceal
Drip (v.)	কোঁটায় কোঁটায় পড়া, ঝরা	dribble, drop, drizzle	pour, flow
Perspiration (n.)	স্বাস, ঘর্মাক্ত অবস্থা	sweat, vapour	dryness
Uneven (adj.)	অসমতল, বম্বুর	unequal, bumpy, jagged	even, flat, smooth
Impeccable (adj.)	নিষ্পুত	perfect, faultless	rough, imperfect
Esteem (n.)	শ্রদ্ধা, সম্মান	honour, admiration, praise	disrespect, dishonour
Sprout (v.)	পল্লবিত হওয়া, বাড়তে শুরু করা	germinate, grow up	fade, decay
Enfolded (adj.)	আলিঙ্গনরত	embraced, hugged	—

1. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) What is the primary focus of the farming teacher's lesson in the passage?

- Learning arithmetic through farming
- Practical agricultural work and observation
- Storytelling about rural life
- Preparing children for examinations

- (b) The word 'hardy' in the passage means —.
- solid and resistant to pressure
 - able to survive difficult conditions
 - poisonous and dangerous
 - suitable for a particular purpose
- (c) Weeds are described as harmful in the passage because they —.
- make soil too wet.
 - attract birds.
 - take nutrients and block sunlight.
 - damage soil fertility.
- (d) The word 'nuisance' in the passage is synonymous with —.
- benefit
 - annoyance
 - tool
 - resource
- (e) What is meant by 'furrows' in the passage?
- Seeds scattered in air
 - Lines or trenches made in soil for planting
 - Tools for digging agricultural lands
 - Types of fertilizers
- (f) What does the teacher's method of teaching indicate about his character?
- He is strict and authoritarian.
 - He is practical and experienced.
 - He is focused on his own job.
 - He is bookish and theoretical.
- (g) What does 'gnarled hands' suggest about the teacher?
- Soft and delicate hands
 - Hands shaped by hard physical work
 - Hands injured recently
 - Hands used for farming
- (h) The word 'attest' can be best replaced by —.
- deny
 - prove
 - hide
 - change
- (i) What does 'held in high esteem' mean in the passage?
- Followed ardently
 - Respected greatly
 - Forgotten quickly
 - Feared intensely
- (j) What does "enfolded in the very heart of peace" suggest?
- Surrounded by war and conflict
 - Completely isolated from society
 - Experiencing deep peace and calm
 - Preparing for upcoming danger
- (k) What contrast is implied at the end of the passage?
- Children vs teacher
 - Peaceful field vs global troubles
 - Farming vs fishing
 - School environment vs home environment
- (l) What was so wonderful and joyous about the students' experience in cultivation?
- watching the planted seeds sprout
 - working together with friends
 - finding a new hobby
 - learning from a kind man
- (m) What is the antonym of the word 'gnarled'?
- flattened
 - rough
 - knotty
 - uneven
- (n) We can replace the word 'perspiration' in the text with —.
- sweat
 - rain drop
 - dew
 - tears
- (o) What does the word 'enfolded' imply in the text?
- locked
 - surrounded
 - covered
 - added
- (p) Which of the following is synonymous with the word 'reassured'?
- refused
 - questioned
 - comforted
 - expressed
- (q) Which one of the following has a similar meaning as the word 'esteem'?
- belief
 - position
 - truth
 - respect
- (r) What part of speech is the word 'sprout' in the text?
- noun
 - adjective
 - verb
 - adverb

2. Answer the following questions from your reading of the text above.

- Why did the farming teacher emphasize removing weeds from the field?
- What does the snake incident reveal about the farming teacher?
- What can be inferred from the description of the teacher's "gnarled hands"?
- Why did the children develop high esteem for the farming teacher?
- What teaching philosophy is reflected in the farming teacher's methods?
- What did the children feel when they saw the seeds they planted start to sprout?
- What were the disadvantages of the weeds?
- How did the relationship between the farmer and the students change after the lesson that day?
- Where did the students find a moment of peace?
- How did the farming teacher reassure Ta-chan about the snake?
- What did the farming teacher do besides teaching the students how to plant a field?
- What did the farming teacher teach the students about planting a field?

3. Fill in each gap with an appropriate word based on the information of the text above.

I. (The farming teacher told explaining as he demonstrated.)

The farming teacher asked the children to bring spades and hoes and (a) — weeding. He explained the harmful effects of weeds, such as (b) — sunlight, sheltering insects, and absorbing soil (c) —. While teaching, he continuously (d) — weeds, and the children followed his example. He also demonstrated important farming (e) — like hoeing, making furrows, and spreading fertilizer.

II. The farming teacher (a) — the children how to weed, hoe, make furrows, spread fertilizer, and plant crops. He explained the (b) — aspects of weeds and shared knowledge about all sorts of things of (c) — from his own experience. When a snake frightened Ta-chan, he calmly reassured him. The children successfully (d) — a field, watched their crops grow, and developed a deep (e) — for their teacher while enjoying a peaceful and rewarding experience.

- iii. (A little snake put its head through experience.)
A small snake nearly bit Ta-chan, one of the older boys, but the farming teacher calmly (a) — him that the local snakes were harmless unless (b) —. Besides teaching farming, he shared (c) — knowledge about insects, birds, butterflies, weather, and nature. His strong, gnarled hands (d) — that his knowledge came from years of (e) — experience.
- iv. (The children were dripping in the very heart of peace.)
With the teacher's help, the children finished (a) — an almost perfect field. They greatly admired the farmer and proudly (b) — him their farming teacher. He continued supporting them with fertilizer, helping their crops (c) — well. The children eagerly monitored the field and enjoyed watching their seeds sprout. Though the (d) — faced troubles, they remained surrounded by-(e) — and happiness through their shared farming experience.
- v. The farming teacher gave details about (a) — and the threats the weeds pose to crops. He also taught them various farming (b) —. While talking to the children, he continued (c) — out weeds. He also taught the children how to hoe, (d) — furrows, and spread fertilizer. The teacher also shared interesting information about insects, birds, butterflies, and the weather. His (e) — hands proved the depth of his knowledge and experience.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) hiding (synonym); (b) demonstrate (synonym); (c) interesting (antonym); (d) poisonous (antonym); (e) reassure (antonym).
 - (a) nourishment (synonym); (b) demonstrate (antonym); (c) strong (antonym); (d) experience (synonym); (e) explain (synonym).
 - (a) stopped (antonym); (b) gnarled (antonym); (c) attest (synonym); (d) use (synonym); (e) nuisance (synonym).

Seen Comprehension 11

Read the text and answer questions 1, 2, 3 and 4:

Bangladesh is a land of scenic beauty. Many small ethnic communities live peacefully in the hills, plains and forests across the country. Although these communities are small in number, their cultural heritage is very rich and full of beauty. They have their unique way of life, traditions and values. Moreover, these communities carry their individual identity not only through the foresaid aspects but also through their languages which connects them from generations to generations with their history.

Each ethnic group has its own mother tongue that carries the stories, songs and intellectual contributions of their ancestors. Bangladesh government has introduced textbooks in five ethnic languages with a view to protecting their enriched history and culture.

These communities have their own festivals where men, women and children wear colourful and handmade clothes. The design and patterns of these clothes reflect the pride of the richness of their cultural heritage and creativity. Boisabi, Raj Punnah and Kothina Chibar Dan are some of the major festivals celebrated in Chittagong Hill Tracts. Boisabi marks the arrival of Bangla New Year while Raj Punnah is the symbol of their unity and cultural pride. On the other hand, Kothina Chibar Dan is a religious festival which reflects their generosity and spiritual submission. In addition, Sorai Festival, Sangrai Festival and Baha Festival are some other festivals celebrated by the ethnic communities in other parts of the country. Musical instruments, folk songs and traditional dances also carry independent identity of their culture.

Almost all the ethnic groups live in close harmony with nature and, as a result, their homes are made of natural resources. Solidarity and mutual brotherhood is very strong among them. However, in this age of modernisation, these communities are struggling to keep their culture alive. Still, the beauty of small ethnic communities lies in their peaceful lifestyle, strong traditions and deep connection with nature. These communities play vital role in enriching the cultural heritage of our motherland.

► Unit 5; Lesson 5

Vocabulary

Word & meaning	Bangla Meaning	Synonym	Antonym
Scenic (adj.)	দৃষ্টিনন্দন, মনোরম, সুন্দর	beautiful, idyllic	unattractive, ugly
Ethnic (adj.)	নৃ-জাতিক	aboriginal, indigenous, tribal	non-ethnic, mainstream
Values (n.)	মূল্যবোধ	ethics, principles	vices, immorality
Foresaid (adj.)	পূর্বেলিখিত	preceding, aforementioned	following, subsequent
Ancestor (n.)	পূর্ব-পুরুষ	forefather	descendant
Enriched (adj.)	সমৃদ্ধ	elevated, enhanced	devalued, impoverished
Generosity (n.)	উদারতা	kindness, benevolence	unkindness
Submission (n.)	আত্মসমর্পণ	yielding, surrender	defiance, resistance, rebellion
Harmony (n.)	সঙ্গতি, ঐক্য	unity, accord, peace	conflict, discord
Modernisation (n.)	আধুনিকায়ন	upgrade, advancement	traditionalism, stagnation
Alive (adj.)	জীবন্ত, বিদ্যমান	existing, active, surviving	dead, decayed, extinct

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) If Kothina Chibar Dan reflects generosity and spiritual submission, it can best be categorized as a —.
- seasonal festival
 - cultural festival
 - religious festival
 - national festival

- (b) Why are the designs and patterns of ethnic clothes mentioned in the passage?
- To show their commercial value
 - To reflect cultural richness and creativity
 - To compare them with modern fashion
 - To symbolize their solidarity and mutual brotherhood
- (c) The word “scenic” in the passage is closest in meaning to —.
- natural
 - picturesque
 - peaceful
 - landscape
- (d) The author's attitude toward the small ethnic communities can best be described as —.
- indifferent and objective
 - both critical and appreciative
 - appreciative and respectful
 - doubtful and pessimistic
- (e) If the government had not introduced textbooks in ethnic languages, which objective mentioned in the passage would be most directly affected?
- Promoting tourism in hilly regions
 - Increasing population growth
 - Protecting enriched history and culture
 - Connecting different generations to their history
- (f) The word “generosity” is opposite in meaning to —.
- hostility
 - charity
 - selfishness
 - selflessness
- (g) The government's introduction of textbooks in five ethnic languages mainly aims to—
- increase literacy rates among the ethnic communities
 - promote tourism in ethnic regions
 - protect the history and culture of ethnic communities
 - encourage migration of the ethnic people to other countries
- (h) The word “solidarity” in the passage is nearest in meaning to—
- division
 - conflict
 - unity
 - isolation
- (i) In the passage, the phrase “unity and cultural pride” most nearly suggests—
- isolation of one community from others
 - coming together while respecting one's cultural identity
 - abandoning traditional culture for modernization
 - competition among different groups to show superiority
- (j) Which festival is correctly matched with its significance according to the passage?
- Boisabi — Religious submission
 - Raj Punnah — Arrival of Bangla New Year
 - Kothina Chibar Dan — Cultural pride and unity
 - Raj Punnah — Unity and cultural pride
- (k) The passage suggests that modernization poses a challenge mainly because it —.
- reduces scenic beauty of the hills, plains and forests
 - threatens the survival of traditional culture
 - decreases solidarity among communities
 - disconnects generations from their history
- (l) The word “heritage” in the passage refers to—
- modern inventions and technologies
 - traditions, culture and values passed down from the past
 - the architectures that symbolize unity and cultural pride
 - economic resources of a country
- (m) Which quality is emphasized as a common strength among ethnic communities?
- A deep connection with nature
 - The ability to preserve their mother tongue
 - Solidarity and mutual brotherhood
 - Their generosity and spiritual submission
- (n) Which idea is supported by the passage regarding the homes of ethnic communities?
- They are built mainly from imported materials.
 - Their construction reflects a close relationship with nature.
 - They are designed to attract tourists from home and abroad.
 - They are built primarily to showcase their cultural creativity.
- (o) Why are the designs and patterns of ethnic clothes important?
- They indicate social and economic status.
 - They are imported from other countries.
 - They reflect cultural richness and creativity.
 - They help identify religious beliefs alone.
- (p) The passage suggests that the richness of the cultural heritage of the ethnic communities lies in their —.
- economic stability and modern lifestyle
 - unique lifestyle, traditions, and values
 - large population across the plains
 - colorful and handmade clothes
- (q) The connection between the ethnic communities and their ancestors is most strongly maintained through —.
- their deep connection with nature
 - their mother tongues
 - the construction style of their houses
 - the designs and patterns on their clothes

- (r) The text implies that the social bond within these communities is —.
- formal and based on government regulations
 - marked by individualistic but respectful of traditions
 - characterized by strong solidarity and brotherhood
 - competitive yet peaceful in nature
- (s) The beauty of ethnic communities mentioned at the end of the text is characterized by —.
- their vital role in enriching the cultural heritage of our motherland
 - their strong solidarity and mutual brotherhood
 - their peaceful lifestyle and strong traditions deeply rooted in nature
 - their struggle to keep their culture alive in the age of modernization
- (t) The word "ethnic" in the text means —.
- foreign
 - ingenuous
 - indigenous
 - minority
- (w) The passage suggests that "modernisation" is —.
- a welcome change for ethnic communities
 - helping to enrich the culture of the ethnic communities further
 - a challenging force that threatens the traditions of the ethnic communities
 - necessary for the economic survival of the ethnic communities
- (x) "Harmony" with nature suggests a state of —.
- agreement
 - accord
 - equilibrium
 - symbiosis

2. Answer the following questions from your reading of the text above.

- Why is language considered crucial for ethnic communities in the passage?
- What role has the government played in supporting ethnic cultures?
- How do ethnic communities demonstrate their connection with nature?
- What challenges are ethnic communities facing in modern times?
- Why are ethnic communities important to Bangladesh's cultural heritage?
- How do clothing and design reflect ethnic cultural values?
- "Their cultural heritage is very rich and full of beauty." — Explain this statement with reference to their way of life.
- Why are the ethnic communities struggling currently?
- Why are the designs of the clothes of the ethnic communities important?
- "Solidarity and mutual brotherhood is very strong among them." — How does this social bond benefit these communities?
- Why are the small ethnic communities considered vital to Bangladesh?

3. Fill in each gap with an appropriate word based on the information of the text above.

- Bangladesh is home to many small ethnic communities (a) — peacefully in hills, plains, and forests. Though small in number, they have (b) — cultural heritage, unique traditions, languages, festivals, music, and clothing. Their mother (c) — preserve ancestral history. They live closely with nature, showing strong (d) — and brotherhood. They have enriched the nation's cultural diversity, though they face challenges in preserving their culture amid (e) —.
- Bangladesh hosts diverse small ethnic communities living (a) — across hills, plains, and forests. Though small in number, they (b) — rich cultural heritage, distinct traditions, lifestyles, and (c) —. Their mother tongues preserve their (d) — stories and history. However, (e) — poses a threat to the survival of their distinct cultural heritage.
- (These communities identity of their culture.)
The ethnic communities (a) — various festivals with colourful handmade clothes reflecting cultural pride and (b) —. In the Chittagong Hill Tracts, Boisabi marks Bangla New Year, Raj Purnah (c) — unity and pride, and Kothina Chibar Dan expresses religious devotion. Other (d) — include Sorai, Sangrai and Baha. Folk music, dances and instruments preserve their distinct (e) — identity across the country.
- The lifestyle of ethnic people is characterized by a profound connection with the nature. They live in close (a) — with the natural world around them. Consequently, they build their (b) — using various natural resources. Among themselves, they share a (c) — sense of solidarity and brotherhood. However, the rise of (d) — makes it hard to maintain their traditions. Despite these challenges, they are (e) — to keep their culture alive.
- The mother tongues of the ethnic groups (a) — the stories, songs and intellectual contributions of their forefathers. To ensure the (b) — of this heritage, the government has taken steps. They have introduced (c) — in five specific ethnic languages for children. This initiative helps in (d) — the history of these groups. It is a vital step toward (e) — their culture.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- (a) traditional (synonym); (b) deep (antonym); (c) peacefully (antonym); (d) pride (synonym); (e) unity (antonym).
- (a) alive (antonym); (b) harmony (synonym); (c) beauty (synonym); (d) individual (synonym); (e) connect (antonym).
- (a) arrival (antonym); (b) major (antonym); (c) peaceful (antonym); (d) rich (synonym); (e) unique (synonym).
- (a) struggle (synonym); (b) strong (antonym); (c) scenic (synonym); (d) protect (synonym); (e) generosity (antonym).

Seen Comprehension **12**

Read the text carefully and answer questions 1, 2, 3 and 4:

Oxygen and the air pressure are always being monitored. In the event of a lack of oxygen, an oxygen mask will automatically appear in front of you. Pull the mask towards you and place it firmly over your nose and mouth. Secure the elastic band behind your head, and breathe normally. If you are travelling with a child or someone who requires assistance, secure your mask first, and then assist the other person. Keep your mask on until a uniformed crew member advises you to remove it.

In the event of an emergency, please assume the bracing position. That is, lean forward with your hands on top of your head and your elbows against your thighs. Ensure your feet are flat on the floor.

A life vest is located in a pouch under your seat or between the armrests. When instructed to do so, open the plastic pouch and remove the vest. Slip it over your head. Pass the straps around your waist and adjust at the front. To inflate the vest, pull firmly on the red cord, before you leave the aircraft. We remind you that this is a nonsmoking flight.

You will find this and all the other safety information in the card located in the seat pocket in front of you. We strongly suggest you read it before takeoff. If you have any questions, please don't hesitate to ask one of our crew members. We wish you all an enjoyable flight.

Unit 6; Lesson 6

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Automatically (<i>adv.</i>)	স্বয়ংক্রিয়ভাবে	naturally, mechanically	manually
Elastic (<i>adj.</i>)	স্থিতিস্থাপক	flexible, stretchy	rigid, inelastic
Crew (<i>n.</i>)	জাহাজ বা বিমান পরিচালনায় নিযুক্ত কর্মীবৃন্দ	team, personnel	individual, one
Ensure (<i>v.</i>)	নিশ্চিত করা	secure, confirm, assure	neglect, ignore, overlook
Instruct (<i>v.</i>)	নির্দেশ দেওয়া	tell, inform, notify	answer, reject
Inflate (<i>v.</i>)	ফোলানো	blow up, pump up	deflate
Monitored (<i>v. pp.</i>)	পর্যবেক্ষণকৃত	detected, observed	ignored
Secure (<i>v.</i>)	আটকানো, সংযুক্ত করা বা পরিধান করা	fix, wear, fasten	take off, unfasten
Firmly (<i>adv.</i>)	দৃঢ়ভাবে	strongly, steadily	softly, gently, weakly

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) The passage mentions that oxygen and air pressure are 'monitored.' What does 'monitored' mean here?
 - i) Adjusted manually
 - ii) Kept under observation
 - iii) Ignored during flight
 - iv) Recorded on paper
- (b) When do oxygen masks automatically appear in front of passengers?
 - i) When the aircraft lands
 - ii) When a crew member pushes a button
 - iii) During takeoff and landing
 - iv) In the event of a lack of oxygen
- (c) The word 'firmly' can be replaced by —.
 - i) Securely and with steady pressure
 - ii) Occasionally and gently
 - iii) Automatically and quickly
 - iv) Rigidly and painfully
- (d) What does the text suggest a passenger do before takeoff?
 - i) Ask a crew member at least one question
 - ii) Practice the bracing position twice
 - iii) Locate the nearest emergency exit row
 - iv) Review the safety information card thoroughly
- (e) What does 'inflating' the life vest involve?
 - i) Removing the vest
 - ii) Tightening the straps
 - iii) Filling the vest with air
 - iv) Throwing it into the water
- (f) The opposite of the word 'Elastic' is —.
 - i) flexible
 - ii) stretchy
 - iii) resilient
 - iv) rigid
- (g) Which of the following is a true statement?
 - i) Oxygen and air pressure are not inspected.
 - ii) Secure yourself first and then secure others.
 - iii) A life vest is located on the roof of the plane.
 - iv) Crew members are ignorant about safety information.
- (h) Mrs. Rahman is travelling by an aircraft. Her little child and her aged mother are with her. Suddenly, there occurs a lack of oxygen. What should Mrs. Rahman do first?
 - i) Help herself
 - ii) Help her child
 - iii) Help her mother
 - iv) Shout for help
- (i) What does the word 'takeoff' imply in the text?
 - i) taking away something
 - ii) putting something in a bag
 - iii) the act of taking rest in bed
 - iv) the action of becoming airborne
- (j) The word 'assume' means —.
 - i) carry
 - ii) take up
 - iii) overwhelm
 - iv) prevent
- (k) What does the word 'pouch' mean in the text?
 - i) A pocket-like abdominal receptacle
 - ii) A small flexible bag
 - iii) Any of carrying bags
 - iv) A bag made of skin
- (l) The word 'appear' in the passage means —.
 - i) come out
 - ii) occur
 - iii) become visible
 - iv) show
- (m) "We strongly suggest you to read it before take off". Here 'it' refers to the —.
 - i) tips for wearing a mask
 - ii) tips for assuming bracing position
 - iii) information of the aircraft you are travelling by
 - iv) safety information
- (n) In the passage, the word 'lack' is used as a/an —.
 - i) noun
 - ii) adjective
 - iii) verb
 - iv) adverb

2. Answer the following questions from your reading of the text above.
- Why are passengers instructed to secure their own oxygen masks first?
 - Explain the purpose of the bracing position during an emergency.
 - How does the passage emphasize the importance of passenger responsibility during emergencies?
 - What is a life vest?
 - What happens when the scarcity of oxygen arises?
 - What does 'nonsmoking' mean?
 - When will an oxygen mask appear before a passenger?
 - What is strongly suggested to do before takeoff?
 - What are the passengers requested to do in event of an emergency?
 - How is an oxygen mask used?
3. Fill in each gap with an appropriate word based on the information of the text above.
- Oxygen and air pressure are constantly being monitored on the aircraft. (a) — there is a lack of oxygen, an oxygen mask will automatically appear. Passengers should place it over their nose and mouth and breathe (b) —. (c) — an emergency, passengers should assume the bracing position with their feet flat on the floor. A life (d) — can be found under the seat or between the armrests. To inflate the vest, passengers need to pull the red cord (e) — leaving the aircraft.
 - Passengers are given important safety instructions before takeoff. If the oxygen level (a) —, an oxygen mask will automatically appear in front of each passenger. The mask should be (b) — firmly over the nose and mouth and secured with an elastic band. If a passenger is travelling with a child, he or she should put on his or her own mask (c) — before helping the child. In an (d) —, passengers are advised to assume the bracing position. They should keep their masks on until a crew member advises them to (e) — them.
 - In case of a lack of oxygen, an oxygen mask will automatically (a) —. Secure it (b) — your nose and mouth, and breathe normally. Assist others after (c) — your own mask. During an emergency, assume the bracing position by (d) — forward with hands on your head and elbows on thighs. Life vests are under your seat or armrests; follow instructions to put them on and inflate before (e) — the aircraft.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) Automatically (synonym); (b) Emergency (antonym); (c) Secure (synonym); (d) Inflate; (antonym); (e) Enjoyable (synonym)
 - (a) located (synonym); (b) require (synonym); (c) firmly (antonym); (d) inflate (synonym); (e) band (synonym).
 - (a) monitored (synonym); (b) mask (synonym); (c) instructed (synonym); (d) remove (antonym); (e) enjoyable (antonym).

■ Seen Comprehension 13

Read the text and answer questions 1, 2, 3 and 4:

It was Sunday. Mita, Zara, Jhuma Islam and Mazharul Islam woke up very early. They quickly got ready and started for Tha Kha floating market. They planned to have breakfast at the market. They reached the market place sharp at 7. The canals were surrounded with coconut palm trees. They hired a boat. The boatman started to row slowly taking them to the centre of the market.

There were boats everywhere. The sellers were mainly elderly Thai women. Their small boats were laden with bundles of lotus flowers, farm fresh coconuts, fruits, vegetables, local food and delicious sweets. The sellers and buyers rowed their boats slowly. The sellers displayed their goods for sale and the buyers chose their pick. They could have a little chit-chat as buying and selling was going on.

The Tha Kha floating market is more traditional with a few tourists visiting than other floating markets. Originally, the Tha Kha floating market used to sit only six or seven days a month depending on the phase of the moon. Nowadays, the trade takes place on Fridays, Saturdays and Sundays too. The main buyers here are the Tha Kha natives. People seem to know each other very well. Everyone was seen smiling and calling each other by name. The locals did not notice Mita and others much. They were all busy buying and selling.

They passed an hour and a half at the market and enjoyed the business. Then all of them were hungry. They rowed near the boat of an elderly woman, who was selling food. She welcomed them with a smile and showed them the food. They bought the traditional and very popular food called 'Pad Thai', a kind of noodles with shrimps, tomato and some vegetables, with freshly roasted crushed peanut. The food was served in a bowl made from banana leaf. After Pad Thai, they ate 'Kanom Krok'. It is a coconut pancake which is very sweet.

The Tha Kha people are simple and easy going. They are very friendly and polite. They do not understand English or any other language. Yet they have a way to communicate with Mita and others.

Mita was delighted to see a traditional Thai floating market. She took a lot of pictures with the elderly sellers.

► Unit 6; Lesson 9

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Early (adv.)	শীঘ্র	soon, betimes	late
Sharp (adv.)	ঠিক, একদম	exactly, just, precisely	late, approximately
Hire (v.)	মজুরি দিয়ে নিযুক্ত বা ভাড়া করা	rent, lease	—
Mainly (adv.)	প্রধানত	mostly, principally	partly, partially
Laden (adj.)	ভারাক্রান্ত, বোঝাই করা	full, loaded	unladen, unloaded, empty

Word	Bangla meaning	Synonym	Antonym
Delicious (<i>adj.</i>)	সুস্বাদু	tasty, yummy	tasteless, distasteful, inedible
Display (<i>v.</i>)	প্রদর্শন করা	show, exhibit	hide, conceal
Traditional (<i>adj.</i>)	ঐতিহ্যগত	conventional, customary	modern
Depend (<i>v.</i>)	নির্ভর করা	rely	—
Native (<i>n.</i>)	দেশবাসী, স্বদেশি	aboriginal, local	outsider, foreigner

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) What message can readers derive from the passage?
- Economic success depends on tourism alone.
 - Modernization always destroys tradition.
 - Cultural understanding can develop despite language barriers.
 - Communication requires a common language.
- (b) The passage implies that Tha Kha floating market functions as both a commercial and a —.
- transportation hub
 - tourist agency
 - religious center
 - social center
- (c) The expression 'chit-chat' implies that buying and selling at Tha Kha market was —.
- formal and strict
 - accompanied by friendly social interaction
 - highly competitive
 - time-consuming and difficult
- (d) The author's description of smiling locals mainly emphasizes their —.
- business strategy
 - curiosity
 - poverty
 - hospitality
- (e) In the passage, the word 'pass' means —.
- to be promoted to next class
 - to complete the formalities in a checkpoint
 - spend
 - cross a place or point
- (f) Which description best reflects the atmosphere of Tha Kha floating market?
- Traditional and community-oriented
 - Modern and highly commercialized
 - Crowded with foreign tourists
 - Reserved for wealthy buyers
- (g) The phrase "laden with bundles of lotus flowers" suggests that the boats were —.
- decorated with lotus flowers
 - richly loaded with products
 - damaged by heavy goods
 - newly painted
- (h) What does the word 'goods' mean in the passage?
- Something that is good
 - Commodities
 - Goodness
 - Fine
- (i) Which inference about the market's evolution is most justified?
- It has adapted while retaining traditional features.
 - It no longer follows any schedule.
 - It now serves only tourists.
 - It has completely abandoned tradition.
- (j) What is the meaning of the word 'row' in the passage?
- A line of things arranged one after another
 - To move a boat through water
 - A noisy argument
 - The instrument that causes the boat to move
- (k) Which of the information is not true?
- The people of Tha Kha are hospitable.
 - Foreigners are main buyers of the market.
 - They don't know English.
 - Kanom Krok is made from coconut.
- (l) The buyers and sellers of the Tha Kha floating market are not — to each other.
- known
 - unknown
 - intimate
 - amicable
- (m) What is the meaning of the word 'sharp' in the passage?
- Having an edge or point that is able to cut or pierce something
 - Suddenly
 - Exactly
 - Able to see or understand quickly and easily

2. Answer the following questions from your reading of the text above.

- What evidence suggests that the Tha Kha floating market has preserved its traditional character?
- What can be inferred about the relationship among the local people of Tha Kha?
- What does the description of the food reveal about Thai culture?
- How does the passage demonstrate that language is not the only means of communication?
- Why did Mita and her companions decide to leave very early in the morning?
- How does the setting of the floating market contribute to its unique atmosphere?
- Why did the locals pay little attention to Mita and her friends?
- What does the description of the food and serving of food reveal about Thai culture?
- What qualities of the Tha Kha people impressed Mita and her companions?
- Why is Mita described as being 'delighted' at the end of the passage?
- Who were selling goods? How were they selling their goods?

3. Fill in each gap with an appropriate word based on the information of the text above.

- After spending an hour and a half at the market, the visitors became (a) —. They approached an elderly woman who was selling (b) —. She served them Pad Thai, a kind of noodles with shrimps, tomato and some (c) —. The dish was topped with freshly roasted crushed (d) —. Later, they enjoyed Kanom Krok, a sweet coconut (e) —.

- ii. Mita and her companions reached the Tha Kha floating market at (a) — 7 in the morning. The canals were surrounded by (b) — palm trees. The sellers' boats were (c) — with various goods. The market is considered more (d) — than many other floating markets. Mita was (e) — to witness the traditional lifestyle there.
- iii. The Tha Kha floating market in Thailand is a traditional market which is primarily for (a) — who know each other well, creating a friendly atmosphere. Mita and her group (b) — time there, enjoying the market's activity and then (c) — Pad Thai and Kanom Krok from a friendly (d) — vendor. Despite the language barrier, the locals were (e) — and communicative.
- iv. The Tha Kha floating market is a (a) — market where local people trade their goods. Originally, it was held only on the (b) — of the moon. Now, it takes place on (c) —, Saturdays, and Sundays as well. Most buyers here are the Tha Kha (d) — who seem to know each other well. The visitors enjoyed their time at the market and later bought (e) — Thai food called 'Pad Thai'.
- v. The Tha Kha is a floating market where both sellers and buyers use (a) — to do their business. Mostly the native (b) — women are the sellers, and the Tha Kha natives are their main buyers. The (c) — visit this floating market more than other floating markets as it is more (d) —. Mita and (e) — spent some time at the market. They ate their traditional and popular food there.
- vi. The main buyers of the (a) — Tha Kha floating market are the Tha Kha natives, who are friendly, polite, and (b) — with each other. Despite not understanding English or other (c) —, the locals can communicate effectively with (d) — like Mita. They all seem to know each other well and engage in friendly interactions while busy (e) — and selling.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- i. (a) floating (synonym); (b) few (antonym); (c) delighted (synonym); (d) sweet (antonym); (e) notice (antonym).
- ii. (a) traditional (synonym); (b) locals (synonym); (c) notice (synonym); (d) elderly (antonym); (e) fresh (antonym).
- iii. (a) depending (synonym); (b) traditional (antonym); (c) pick (synonym); (d) native (antonym); (e) nowadays (synonym).
- iv. (a) sharp (synonym); (b) understand (synonym); (c) delicious (synonym); (d) sale (antonym); (e) display (antonym).

Seen Comprehension 14

Read the text and answer questions 1, 2, 3 and 4:

Thousands of years ago, the first pearl was probably discovered while human beings were searching for food at the sea shore. Throughout history, the pearl with its shine has been one of the most highly valued gems.

Pearls have been mentioned many times in religious texts and mythologies from the earliest times.

The ancient Egyptians valued pearls so much that they were buried with them. It is said that the famous queen of Egypt, Cleopatra would dissolve a pearl in a glass and drink it as a sign of love and respect for the entire nation.

The Greeks thought of pearls as a sign of wealth and social position. The beauty of pearls was associated with love and marriage.

In ancient Rome, pearls were considered the greatest sign of wealth and social status.

At that time the young women of noble families loved to wear beautiful pearl necklaces. The brave knights used to wear them in the battles for good luck.

► Unit 7; Lesson 1

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Mythology (n.)	পৌরাণিক কাহিনী	fable, folk-tale	—
Ancient (adj.)	প্রাচীন	primitive	modern, contemporary
Dissolve (v.)	দ্রবীভূত করা	melt, mix	solidify, freeze
Valued (adj.)	মূল্যবান, সমাদৃত	precious, esteemed	worthless, despised
Mention (v.)	উল্লেখ করা	cite, state	ignore
Bury (v.)	সমাহিত করা	inhume, entomb	reveal, uncover
Associate (v.)	সম্পর্কিত করা	connect, link, relate	separate, detach
Knight (n.)	প্রাচীন ও মধ্যযুগীয় বর্মপরিহিত বিখ্যাত অশ্বরোহী যোদ্ধা	warrior, champion	—
Battle (n.)	লড়াই, যুদ্ধ	fight, clash, combat	peace, harmony

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) The statement that pearl was discovered while searching for food is a —.
- i) anecdote ii) speculation iii) misconception iv) historical record
- (b) Which of the following activities were pearls not a part of?
- i) being mixed in a drink ii) being buried with a corpse
- iii) being worn in battles iv) being used as currency
- (c) The use of pearls in ancient Rome mainly points at their —.
- i) fashion trends ii) cultural diversity iii) artistic growth iv) noble privileges
- (d) Which statement best suggests that pearls carried symbolic meaning?
- i) They were found at the sea shore. ii) Mythologies have written about them.
- iii) Knights wore them in battles. iv) The noble families cherished them.
- (e) The phrase "throughout history" suggests that pearls have remained —.
- i) difficult to find ii) valuable over time
- iii) limited to royal use iv) connected with religion only

- ii. Mita and her companions reached the Tha Kha floating market at (a) — 7 in the morning. The canals were surrounded by (b) — palm trees. The sellers' boats were (c) — with various goods. The market is considered more (d) — than many other floating markets. Mita was (e) — to witness the traditional lifestyle there.
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Seen Comprehension 14

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Unit 7; Lesson 1

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- (e) The phrase "throughout history" suggests that pearls have remained —.
- i) difficult to find ii) valuable over time
- iii) limited to royal use iv) connected with religion only

- (f) Which civilization's view on pearls being a sign of wealth suggested a stronger claim than the others?
i) the Greeks ii) the Egyptians iii) the Romans iv) the Greeks and the Romans
- (g) For whom did Queen Cleopatra drink dissolved pearl?
i) herself ii) her people iii) the deceased iv) her soldiers
- (h) What was the first discovery of pearls most likely related to?
i) Foraging ii) Sea Travel iii) Burials iv) Fishing
- (i) "...young women of noble families loved to wear beautiful pearl necklaces." Here, this action was born of —.
i) social obligation ii) personal fondness iii) religious devotion iv) availability
- (j) Which of the following is not a synonym of "Wealth"?
i) Riches ii) Affluence iii) Fortune iv) Penury
- (k) Find the synonym of underlined word in this sentence, "...its shine has been one of the most highly valued gems".
i) costly ii) prized iii) loved iv) reputed
- (l) The word 'associate' means —.
i) connect ii) separate iii) organize iv) distribute
- (m) The word 'discovered' in the text means —.
i) got ii) achieved iii) found iv) gained
- (n) In ancient Rome, the young women of — families loved to wear pearl necklaces.
i) ignoble ii) unknown iii) aristocratic iv) ordinary

2. Answer the following questions from your reading of the text above.

- (a) Is shine the only reason behind why pearls have been valued throughout history? Why or why not?
(b) Is there any spiritual significance to how the Egyptians treated pearls? Give reasons for your answer.
(c) How are pearls historically important?
(d) Contrast how the Greeks and the Romans viewed the pearl as a social marker.
(e) What does Cleopatra's act reveal about the value of the pearl at that time?
(f) Why would knights wear pearls in battle rather than leaving them safely at home?
(g) What does the passage suggest about ordinary people's relationship with pearls?
(h) Who was Cleopatra? How did she treat pearls?
(i) When and how was pearl discovered?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. Pearls are among the most (a) — natural gems known to human history. The beauty of it lies in its natural (b) —. In Egypt, these gems were so highly valued that they were (c) — with the dead. The Greeks and the Romans linked pearls with (c) — and social position. Then, there were (e) —, who took them to the battlefield hoping for good luck.
- ii. People have (a) — pearls since ancient time. The first pearl might have been discovered beside the (b) — thousands of years ago. Since then, it has been (c) — as one of the most highly valued gems. Cleopatra, the famous (d) — queen, would drink a dissolved pearl as a token of love and respect for her country. The Greeks and the Romans also valued pearls as the (e) — of wealth and social position.
- iii. It is thought that pearls were discovered long ago while people were looking for food along the coastlines. Gradually, they have turned out to be one of the most highly valued (a) —. Even their name has been mentioned in (b) — texts and mythologies. In fact, the Egyptian (c) — dissolved a pearl in a glass and (d) — it to express her love and respect towards the entire nation. Again, in (e) — and Greece, pearls were considered a sign of wealth and social status.

4. Read the above passage and write down the synonyms or antonyms of the words as directed.

- i. (a) discover (synonym); (b) ancient (antonym); (c) noble (synonym); (d) valued (antonym); (e) dissolve (synonym).
- ii. (a) associate (antonym); (b) sign (synonym); (c) highly (antonym); (d) status (synonym); (e) search (synonym).
- iii. (a) probably (antonym); (b) wealth (antonym); (c) bury (synonym); (d) mention (synonym); (e) respect (synonym).

Seen Comprehension 15

Read the text and answer questions 1, 2, 3 and 4:

River gypsies are an ethnic group of people in Bangladesh. They are known as "*bedey*" to local people. The gypsies have their own lifestyle and culture. They live in groups and do not own any land. Therefore, they live a nomadic life, travelling from one place to another. These people roam across our rivers and waters from May to December in small country boats. These boats are their houses and these people are a part of our waters. In winter, many water bodies dry up. At that time they return to the mainland and live in makeshift tarpaulin tents on open river banks. You can see their men relaxing in the tents. Toddlers play with dogs or other pets in the dust. Women often idle away time by picking off lice in twos or threes sitting in a row.

Throughout the monsoon, they remain busy with fishing. They also dive for natural pearls in waters. Sometimes, they camp for a couple of weeks. Men catch snakes and entertain people with snake charming and sell herbal cures. Women go from door to door to sell bangles, cosmetics and other things. They also try to heal pains of old people often by sucking out blood from their body.

Many villagers believe in the magical power of the gypsies. They can make an evil spirit leave someone's body by magic or special powers. [JSC-2013]

Unit 7; Lesson 3

৮ম শ্রেণি বৃত্তি পরীক্ষা সহায়িকা ৯৮

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Gypsy (n.)	বেদে	nomad	settler
Ethnic (adj.)	নৃতাত্ত্বিক, জাতিগত	tribal, racial	non-ethnic
Nomadic (adj.)	যাযাবর	wandering, migratory, vagabond	settled
Roam (v.)	ঘুরে বেড়ানো	travel, wander	stay, settle
Heal (v.)	নিরাময় করা	cure, treat	harm, injure
Mainland (n.)	মূল ভূখণ্ড	landmass, ground	—
Makeshift (adj.)	অস্থায়ী	temporary	permanent
Idle away (phr.)	অলসভাবে সময় কাটানো	waste, laze away	utilize
Cure (n.)	ঔষধ বা নিরাময়	remedy, treatment	ailment, disease

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) The culture of the river gypsies is —.
i) distinct ii) homogenous iii) mainstream iv) identical
- (b) Which one of the following is not a characteristic of the river gypsies' lifestyle?
i) communal living ii) landownership iii) seasonal migration iv) monsoon fishing
- (c) Where do the gypsies live when they are not in mainland?
i) brick-built houses ii) tarpaulin tents iii) small boats iv) makeshift campsites
- (d) "Sometimes, they camp for a couple of weeks." What is the parts of speech of the word 'camp'?
i) noun ii) adjective iii) verb iv) adverb
- (e) In the passage, the word 'dust' is referring to —.
i) playing field ii) bare ground iii) dirty sand iv) muddy riverbank
- (f) Related to the river gypsies, the phrase 'a part of our waters' mainly implies —
i) daily commute in water routes ii) an inseparable bond with the rivers
iii) expertise in water navigation iv) dependence on fishing
- (g) Why do river gypsies move to the mainland during winter?
i) It is too cold in the rivers. ii) It becomes difficult to sail boats.
iii) It is easier to live in tents. iv) It is the time to relax and unwind.
- (h) We can replace the word 'busy' in the text with —.
i) laborious ii) occupied iii) unavailable iv) overwrought
- (i) Which occupation of the river gypsies depends most directly on local beliefs?
i) fishing ii) selling bangles iii) diving for pearls iv) healing
- (j) Why are river gypsies described as 'nomadic'?
i) They travel to trade only. ii) They lack a permanent home.
iii) They enjoy travelling by boats. iv) They have magical powers.
- (k) In the passage, the word 'fishing' is a/an —.
i) verb ii) adverb iii) adjective iv) noun
- (l) In the following sentence, "They live in groups and do not own any land", identify the parts of speech of 'own'.
i) adjective ii) noun iii) verb iv) conjunction
- (m) The word 'heal' means —.
i) diagnose ii) prevent iii) treat iv) restore
- (n) What does the phrase 'herbal cures' mean in the text?
i) some chemical medicine ii) medicines made from herbs
iii) supplements for nutrition iv) food cooked with herbs
- (o) What does the word 'makeshift' mean in the text?
i) temporary ii) turbulent iii) permanent iv) fixed
- (p) The word 'mainland' in the text means —.
i) the name of a country ii) the main part of a country
iii) an island of Bangladesh iv) a major coastal port
- (q) The gypsies have magical and special powers. It is —.
i) a well-known fact ii) a superstition
iii) a philosophical belief iv) an accepted truth
- (r) Snake charming is a popular — in the rural areas.
i) sport ii) treatment iii) entertainment iv) ritual
- (s) 'Monsoon' refers to the —.
i) hot summer season ii) dry winter season
iii) windy autumn season iv) heavy rainy season
- (t) The words 'water bodies' in the text mean —.
i) reservoirs of water ii) sources of drinking water
iii) artificial fountains iv) species depending on water
- (u) What does the word 'toddler' mean in the text?
i) an adolescent ii) the children of beddeys
iii) a young child learning to walk iv) a newborn child
- (v) The word 'gypsy' means —.
i) nomad ii) aborigine iii) fortune-teller iv) gymnast

- (w) How many months do the river gypsies move around in the rivers and waters?
i) 5 months ii) 6 months iii) 7 months iv) 8 months
- (x) The word 'bedey' in the text means —
i) a community of an ancient race ii) an ethnic group living on water
iii) people accustomed to cold regions iv) nomadic tribes living in deserts
- (y) The words 'country boat' in the text mean —
i) the boats used in a country ii) a special boat used by the nomads
iii) a kind of very small boat iv) traditional engine-less boats
2. Answer the following questions from your reading of the text above.
(a) Why do the river gypsies lead a nomadic life?
(b) What does the shift from life on waters to life on land reveal about the gypsies' vulnerability?
(c) What can be inferred about the river gypsies' source of income?
(d) How do traditional healing practices by river gypsies find success in rural areas?
(e) What does the description of women picking off lice mainly indicate?
(f) How do the river gypsies arrange their living during winter?
(g) Do the river gypsies have a different lifestyle from the local people? Explain.
(h) Why are boats important to the river gypsies?
(i) What is the relationship between the river gypsies and nature?
(j) Do you think the river gypsies truly possess magical power of healing? Explain.
(k) What does 'makeshift' reveal about the quality of their winter shelter?
(l) Which season makes the river gypsies busy and how?
(m) What do many people think about gypsies?
(n) Why do the gypsy women go from door to door?
(o) What does the phrase 'water bodies' stand for?
3. Fill in each gap with an appropriate word based on the information of the text above.
i. River gypsies are closely connected to water, and their lifestyle heavily depends on the cycle of nature. During the rainy season, they stay busy catching fish and looking for natural (a) —. Sometimes, they also camp in the mainland but only for a few (b) —. In winter, when the rivers dry up, they take shelter in (c) — tarpaulin tents by the riverbanks. Their men can often be seen (d) — in the tents, while the (e) — play with pets in the dust.
ii. During winter, river gypsies (a) — to the mainland to live in (b) — along the riverbanks. In monsoon, while the men occupy themselves with (c) —, diving, catching snakes, and selling herbal cures, the women (d) — bangles, and cosmetics from door to door. All these reflect that the gypsies maintain a distinct (e) — and culture.
iii. River gypsies or (a) — are an ethnic group who lead a nomadic life. They live on (b) — and roam across the rivers in them for eight months. From January to (c) —, they live in tents on the riverbanks. During the monsoon, men (d) — fish, and entertain people with snake charming. Meanwhile, women sell various items and heal the pains of the elderly. Many people think that the gypsies can use (e) —.
iv. River gypsies are a roaming community (a) — in Bangladesh usually known as 'bedey' community. Normally, they have no household on (b) —. They live and travel in close (c) —. They also choose not to (d) — in one place for long. Usually, they roam across the rivers and waters from May to December. This (e) — minority has truly become an inseparable part of our water bodies.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
i. (a) ethnic (synonym); (b) sell (synonym); (c) roam (synonym); (d) nomadic (antonym); (e) makeshift (antonym).
ii. (a) camp (synonym); (b) evil (antonym); (c) natural (antonym); (d) cure (synonym); (e) own (synonym).
iii. (a) local (synonym); (b) dive (antonym); (c) relax (synonym); (d) busy (antonym); (e) row (synonym).
iv. (a) often (antonym); (b) culture (synonym); (c) small (antonym); (d) heal (synonym); (e) believe (antonym).

Seen Comprehension 16

Read the text and answer the questions 1, 2, 3 and 4:

River gypsies in Bangladesh face various problems. First, Bangladesh is getting urbanised very rapidly. Gypsy people are losing their customers among the urban population. Hence, their income is threatened. Secondly, 24,000 kilometres of previous waterways shrink to into only 6,000 kilometres in the country in dry seasons.

Scientists believe that Bangladesh will be worst affected by global climate change. The unpredictable rain and drying out of rivers have made boat movement heavily restricted. Thirdly, many river gypsies are changing their lifestyle in the context of changed reality. They are thinking of living permanently on land. The state feels that river gypsies need help to survive in the mainstream population. Therefore, the government is offering voting rights, permanent housing and bank-loan facilities. However, changes do not come overnight.

Traditionally, river gypsies are used to water life. They have inherited from their forefathers necessary life skills to survive in water. They have no education and training to adapt to mainstream modern society. So, the state feels the need to bring them under formal education network. But they have no permanent living place. Gypsy children are born and brought up on the boats. Therefore, they cannot go to conventional schools. And hence, mobile boat-schools are being established for gypsy children. Some voluntary organisations are running special schools on boats to educate river gypsy children in some areas.

► Unit 7; Lesson 4

৮ম শ্রেণি বৃত্তি পরীক্ষা সহায়িকা ৯৮

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Urbanise (v.)	নগরায়ণ করা	citify, metropolitanize	—
Previous (adj.)	পূর্ববর্তী	earlier, preceding	current, future
Shrink (v.)	সংকুচিত হওয়া	decrease, narrow	extend, enlarge
Climate (n.)	জলবায়ু	atmosphere, clime	—
Unpredictable (adj.)	অপ্রত্যাশিত	capricious, fickle	predictable
Restricted (adj.)	সীমাবদ্ধ, সীমিত	limited, confined, finite, strict	free, arbitrary, unrestricted, unlimited
Conventional (adj.)	গতানুগতিক, প্রচলিত	traditional, customary, usual, common	unconventional, informal, anomalistic
Inherit (v.)	উত্তরাধিকারসূত্রে পাওয়া	—	—

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) Which of the following best summarizes the central concern of the passage?
- Preservation of Bangladesh's waterways
 - Economic development in urban areas
 - Challenges and adaptation of river gypsies in a changing environment
 - The history of nomadic communities
- (b) Which factor connects most of the problems discussed in the passage?
- Cultural festivals
 - Environmental and societal change
 - Population growth alone
 - Political conflicts
- (c) Which statement is most strongly supported by the passage?
- River gypsies are abandoning all aspects of their culture.
 - Formal education is viewed as a key tool for social integration.
 - Climate change has no impact on traditional occupations.
 - Most gypsy children already attend conventional schools.
- (d) The phrase '*changed reality*' most nearly refers to —.
- environmental and socio-economic transformations
 - technological advancement alone
 - political instability in rural areas
 - changes in government leadership
- (e) Why are many river gypsies considering settling permanently on land?
- They prefer urban lifestyles.
 - The government has prohibited boat living.
 - Their traditional way of life is becoming increasingly difficult.
 - They have inherited agricultural skills.
- (f) In the passage the word '*mainstream*' means —.
- main river
 - steamer
 - rich
 - conventional
- (g) Which of the following has the same meaning to '*gypsy*'?
- nomad
 - people who live in water
 - rural people
 - trader
- (h) The word '*mobile*' refers to —.
- cell phone
 - moving
 - temporary
 - moveable
- (i) The word '*inherited*' suggests that river gypsies' survival skills are —.
- formally certified
 - taught by government agencies
 - passed down through generations
 - acquired from mainstream society
- (j) The word '*forefathers*' in the text means —.
- the fathers of the fathers
 - the fathers who were in ancient time
 - a father like person
 - members of the past generations of one's family
- (k) Why can't gypsy children go to conventional school?
- For not having any specific address
 - For not having any conventional school
 - For not having any facilities of conventional school
 - For not having any chance of getting admission into a conventional school
- (l) What do the words '*unpredictable rain*' mean in the text?
- changeable amount of rainfall
 - raining heavily
 - lack of rainfall
 - no rainfall at all
- (m) The word '*affect*' means —.
- result
 - creation
 - damage
 - re-newed
- (n) The government is offering them —.
- suffrage
 - everything free of cost
 - rationing
 - treatment
- (o) What does the phrase '*global climate change*' mean in the text?
- a change in daily life throughout the world
 - the climate in the changing world
 - a study on the change of environment
 - the change in the earth's environment

২৪৬ পাঞ্জেরী জুনিয়র বৃত্তি পরীক্ষা সহায়িকা। পরীক্ষা ২০২৬

- (p) The word 'context' means —.
- field
 - land
 - perspective
 - condition
- (q) Which of the following information is not correct?
- River gypsies face a number of problems.
 - The income of river gypsies is in jeopardy.
 - The government wants to give voting right to the river gypsies.
 - River gypsies are at ease with water life now.
2. Answer the following questions from your reading of the text above.
- Why is rapid urbanisation considered a serious threat to the traditional livelihood of river gypsies?
 - If the waterways continue to decline, what future challenges might river gypsies face?
 - Why can climate change be viewed as a social issue for river gypsies rather than merely an environmental one?
 - How does the inheritance of water-survival skills become both an advantage and a disadvantage for river gypsies?
 - Why are conventional schools unsuitable for most gypsy children?
 - What can be inferred about the government's perception of river gypsies from the passage?
 - How does the shrinking of waterways affect river gypsies beyond transportation difficulties?
 - What evidence from the passage suggests that the traditional lifestyle of river gypsies may not be sustainable in the future?
 - How might education contribute to the long-term survival of the river gypsy community?
 - Are the contexts of the river gypsies in Bangladesh getting changed? If yes, how?
 - What are the main problems that river gypsies are facing?
 - Why are the gypsies losing their heritage?
 - Why can't the gypsy people come to the mainstream of population?
3. Fill in each gap with an appropriate word based on the information of the text above.
- Bangladeshi river gypsies go through various (a) — situations. For rapid (b) — they are getting fewer customers and (c) — their income is decreasing. Many of them have (d) — their lifestyle in order to cope with the present reality. The nation is also trying to help them to live peacefully in the (e) — population.
 - Gypsy children are usually born and brought up on boats. They do not get the opportunity to receive (a) — schooling. As they have no permanent dwelling place, it is hard to provide them (b) — education. However, some voluntary organisations are giving them education by (c) — mobile boat-schools. But this opportunity is available only in a few (d) —. They need proper (e) — to adapt to the mainstream society.
 - River gypsies lack the education and training (a) — to adapt to mainstream modern society. To address this, authorities are aiming to bring them into the formal (b) — system. However, since river gypsies have no (c) — living place and their children are born and raised on boats, conventional (d) — are not an option. To overcome this, mobile boat-schools have been established by some (e) — organizations to educate river gypsy children.
 - Because of rapid (a) —, river gypsies are losing their customers. As the waterways have (b) — and the rivers are drying out, their boat movement has become restricted. The government is trying to help them live on land by providing many (c) —. But they only know how to (d) — in waters. They need education and training to adapt to mainstream (e) —. Hence, mobile schools are being run on boats for them.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) gypsy (synonym); (b) state (synonym); (c) survive (antonym); (d) educate (synonym); (e) feel (antonym).
 - (a) voluntary (antonym); (b) overnight (synonym); (c) restricted (synonym); (d) previous (synonym); (e) rain (antonym).
 - (a) mainstream (antonym); (b) forefather (synonym); (c) face (synonym); (d) various (antonym); (e) feel (synonym).
 - (a) adapt (synonym); (b) conventional (synonym); (c) mainstream (synonym); (d) income (antonym); (e) overnight (antonym).
 - (a) forefather (antonym); (b) run (synonym); (c) modern (antonym); (d) think (synonym); (e) urban (antonym).

Seen Comprehension 17

Read the text and answer the questions 1, 2, 3 and 4:

My dear Marwan, in the long summers of childhood, when I was a boy the age you are now, your uncles and I spread our mattress on the roof of your grandfather's farmhouse outside of Homs.

We woke in the mornings to the stirring of olive trees in the breeze, to the bleating of your grandmother's goat, the clanking of her cooking pots, the air cool and the sun a pale rim of persimmon to the east.

We took you there when you were a toddler.

I have a sharply etched memory of your mother from that trip, showing you a herd of cows grazing in a field blown through with wild flowers.

I wish you hadn't been so young.

You wouldn't have forgotten the farmhouse, the soot of its stone walls, the creek where your uncles and I built a thousand boyhood dams.

I wish you remembered Homs as I do, Marwan.

In its bustling Old City, a mosque for us Muslims, a church for our Christian neighbours, and a grand souk for us all to haggle over gold pendants and fresh produce and bridal dresses.

I wish you remembered the crowded lanes smelling of fried kibbeh and the evening walks we took with your mother around Clock Tower Square.
 But that life, that time, seems like a dream now, even to me, like some long-dissolved rumour.
 First came the protests. Then the siege.
 The skies spitting bombs. Starvation. Burials. These are the things you know. You know a bomb crater can be made into a swimming hole. You have learned dark blood is better news than bright.
 You have learned that mothers and sisters and classmates can be found in narrow gaps between concrete, bricks and exposed beams, little patches of sunlit skin shining in the dark.
 Your mother is here tonight, Marwan, with us, on this cold and moonlit beach, among the crying babies and the women worrying in tongues we don't speak, Afghans and Somalis and Iraqis and Eritreans and Syrians. All of us impatient for sunrise, all of us in dread of it. All of us in search of home.
 I have heard it said we are the uninvited.
 We are the unwelcome. We should take our misfortune elsewhere.
 But I hear your mother's voice, over the tide, and she whispers in my ear, "Oh, but if they saw, my darling. Even half of what you have.
 If only they saw. They would say kinder things, surely."
 I look at your profile in the glow of this three-quarter moon, my boy, your eyelashes like calligraphy, closed in guileless sleep.
 I said to you, "Hold my hand. Nothing bad will happen."
 These are only words. A father's tricks. It slays your father, your faith in him. Because all I can think tonight is how deep the sea, and how vast, how indifferent. How powerless I am to protect you from it. All I can do is pray.
 Pray God steers the vessel true, when the shores slip out of eyeshot and we are a flyspeck in the heaving waters, pitching and tilting, easily swallowed. Because you, you are precious cargo, Marwan, the most precious there ever was. I pray the sea knows this. Inshallah.
 How I pray the sea knows this.

► Unit 7; Lesson 5

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Guileless (<i>adj.</i>)	নিষ্কলুষ, সরল	untroubled, innocent, naive	troubled, restless, guileful
Bustling (<i>adj.</i>)	প্রাণবন্ত, কর্মব্যস্ত	lively, busy	inactive, lifeless
Haggle (<i>v.</i>)	দর-কষাকষি করা	bargain, negotiate	agree, comply
Dissolved (<i>adj.</i>)	বিলুপ্ত হয়ে গেছে এমন	disappeared, vanished	present, existing
Impatient (<i>adj.</i>)	অধীর	anxious, restless	patient, calm
Dread (<i>n.</i>)	ভয়, আতঙ্ক	fear, panic, terror	courage, confidence
Uninvited (<i>adj.</i>)	অনিমন্ত্রিত	unwanted, unwelcome	invited, wanted
Misfortune (<i>n.</i>)	দুর্বিপাক, দুর্ভাগ্যজনক ঘটনা	adversity, affliction	fortune, blessing
Whisper (<i>v.</i>)	ফিসফিস করে বলা	mumble, mutter	shout, yell
Slay (<i>v.</i>)	হত্যা করা, শেষ করে দেওয়া	kill, destroy	save, protect
Indifferent (<i>adj.</i>)	উদাসীন	unconcerned, callous	interested, concerned
Flyspeck (<i>n.</i>)	অতি ক্ষুদ্র কোনো কিছু	atom, dot, speck	slab, mass
Precious (<i>adj.</i>)	মূল্যবান	cherished, invaluable	valueless, worthless

1. Choose and write down the correct answer along with its corresponding number in your answer script.
- (a) What is the narrator's regret regarding Marwan's childhood visit to Homs?
 i) He was too young to remember. ii) The visit was too brief.
 iii) He only knows the ruins. iv) He never saw the farmhouse.
- (b) In the phrase "the sun a pale rim of persimmon", the word "persimmon" is used to describe the sun's —.
 i) round shape and outline ii) faint, comforting warmth
 iii) soft, orange-red tint iv) dim, morning brightness
- (c) The morning atmosphere of grandfather's farmhouse was characterized by —.
 i) bustling market sounds ii) rustling trees and animal noises
 iii) the smell of fried kibbeh iv) sirens and falling bombs
- (d) What does the narrator pray the sea will recognize about Marwan?
 i) his immense value ii) his profound innocence
 iii) his tender age iv) his complete trust
- (e) The narrator refers to his reassurance ("Nothing bad will happen") as —.
 i) a broken promise ii) a comforting deception
 iii) an absolute, guaranteed truth iv) a desperate prayer
- (f) According to the passage, what is the narrator's perception of his past life in Homs now because of the war?
 i) It feels like a long-dissolved rumour. ii) It appears as a continuous nightmare.
 iii) It remains a sharp and painful reality. iv) It seems like a forgotten historical fact.
- (g) Why does the narrator state, "It slays your father, your faith in him"?
 i) He is angry that his son does not listen to his warnings.
 ii) He is devastated by his inability to guarantee their safety.
 iii) He is heartbroken that they had to leave their homeland.
 iv) He is offended that others question his parenting skills.

- (h) The word "guileless" in the phrase "guileless sleep" most nearly means —
 i) Innocent and trusting ii) Deep and uninterrupted
 iii) Restless and uneasy iv) Exhausted and heavy
- (i) Why are the refugees on the beach both "impatient for sunrise" and "in dread of it"?
 i) The sun brings warmth, but also reveals them to enemies.
 ii) The daylight signals their departure, which is perilous.
 iii) The morning allows them to pray, but prevents sleeping.
 iv) The sunrise means they are rescued, but imprisoned.
- (j) The opposite of the word 'guileless' is:
 i) peaceful ii) troubled iii) innocent iv) heavy
- (k) What is the synonym of 'haggle' as used in the context of the grand souk?
 i) to buy secretly ii) to bargain over prices
 iii) to gift generously iv) to complain loudly
- (l) The narrator uses the word 'fleyspeck' to describe their boat in order to convey a sense of extreme —
 i) speed ii) ugliness iii) vulnerability iv) sturdiness
- (m) What does Marwan's mother whisper in the narrator's ear?
 i) a warning about the deep sea
 ii) a prayer for a safe vessel
 iii) a belief that others would be kinder if they saw their past
 iv) an instruction to hold Marwan's hand tightly
- (n) The repetition of the phrase "How I pray the sea knows this" at the end of the passage reveals the father's —
 i) immense reliance on his navigational skills ii) profound desperation and hope for mercy
 iii) deep anger towards the surrounding ocean iv) strong confidence in their upcoming rescue
- (o) The word 'indifferent' describes the sea as —
 i) unique and different ii) uncaring and unconcerned
 iii) calm and peaceful iv) hostile and angry
- (p) What does the word 'siege' mean in the text?
 i) ceasefire ii) blockade iii) cessation iv) size
- (q) What does the word 'souk' refer to in the text?
 i) soul ii) shop iii) fair iv) market
- (r) In the text, the word 'precious' means —
 i) valueless ii) invaluable iii) powerful iv) unique
- (s) What does the word 'dread' mean in the text?
 i) hope ii) dear iii) fear iv) hopelessness
- (t) Afghans, Somalis, Iraqis, Eritreans and Syrians were —
 i) in search of wealth ii) in search of money
 iii) in search of refugees iv) in search of home
- (u) What does the word 'burial' refer to in the text?
 i) funeral ii) destruction iii) bomb-blast iv) procession

2. Answer the following questions from your reading of the text above.

- (a) Why does the father wish Marwan was older when they visited the farmhouse?
 (b) Why do you think people risk their lives to cross the dangerous sea?
 (c) Why does the father call his promise "Hold my hand. Nothing bad will happen" a "father's trick"?
 (d) How does the passage show that people of different beliefs lived together peacefully before?
 (e) Why does the father describe the sea as "indifferent"?
 (f) If you were in Marwan's place, how would you feel waiting on that cold beach at night?
 (g) Why are the refugees sometimes called the "uninvited" or "unwelcome" by others?
 (h) The father says Marwan's faith in him breaks his heart. Why?
 (i) Why does the father conclude that "All I can do is pray" as they prepare to cross the sea?
 (j) The father mentions people from Afghanistan, Somalia, Iraq, and Eritrea waiting with them on the beach. Why do you think the writer has include these different nationalities?
 (k) Why does the father say his peaceful past life in Homs now seems like a "dream" or a "long-dissolved rumour"?
 (l) Why does Marwan's father feel worried about the sea during their journey?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. (My dear Marwan, in the long summers.....thousand boyhood days.)
 Marwan's father recalls his childhood spent outside of Homs. He remembers the pale sun looking like a rim of (a) — in the morning. During a trip with a young Marwan, his mother showed him a (b) — of cows. The father wishes Marwan was older so he wouldn't have (c) — the place. He misses the stone walls covered in (d) —. He also misses the creek where they used to build (e) —.
- ii. Waiting on the shore under a three-quarter moon, a father watches his sleeping son. The boy's long eyelashes look like beautiful (a) — as he enjoys a peaceful sleep. Although the father promises that nothing (b) — will happen, he secretly knows these are just words. He feels completely (c) — against the vast and indifferent ocean. All he can do is offer a desperate (d) — that their small boat will be steered safely with its precious (e) — on board.

- iii. The Old City of Homs was once a bustling center of peace and diversity. It proudly housed both a (a) — and a church for different religious neighbors. People walked through crowded lanes that smelled of fried (b) — every evening. They gathered at the grand (c) — to haggle over gold and produce. Tragically, this beautiful life was completely shattered when the (d) — and then the (e) — arrived.
- iv. (*The skies spitting bombs.....shining in the dark.*)
The war brought unimaginable destruction to their lives. Marwan is familiar with starvation and frequent (a) —. He has adapted to the ruins, even turning a bomb crater into a (b) — hole. He has learned the grim reality that dark blood is better than (c) —. Tragically, families often find their loved ones trapped in narrow (d) —. They look for little patches of sunlit (e) — shining through the wreckage.
- v. Marwan's father has heard that they are not welcome in other people's homes. It is said that their (a) — should be carried someplace else. But ignoring these, he looks for comfort in the assuring words of Marwan's (b) —. Under the light of the (c) —, he watches over Marwan as he (d) —. He assures Marwan that things will be okay. But words tonight are powerless in front of the dangerous (e) —. He can do nothing but pray to God to keep everyone safe.
- vi. The vibrant city life changed following the onset of (a) —. The city went in a state of siege and then bombs were dropped. (b) — may not know the dreamlike city from before, but he knows the present sufferings and fear. He also knows that the (c) — of old and dark blood is better than fresh ones. Tonight, he waits by the (d) — with others in quest of a home. Although their (e) — are different, they share the same concern for the future.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) etched (synonym); (b) misfortune (antonym); (c) bustling (antonym); (d) impatient (synonym); (e) indifferent (antonym).
 - (a) steer (synonym); (b) dread (antonym); (c) precious (antonym); (d) haggle (synonym); (e) unwelcome (synonym).
 - (a) guileless (antonym); (b) crater (synonym); (c) whisper (synonym); (d) pale (antonym); (e) narrow (antonym).
 - (a) exposed (synonym); (b) trick (synonym); (c) crowded (antonym); (d) vast (antonym); (e) slay (synonym).

Seen Comprehension 18

Read the text and answer questions 1, 2, 3 and 4:

Much later, at the beginning of the 16th century, printed 'news books' were published in England and they were based on stories such as battles, disasters or public celebrations. The London Gazette claims to be England's oldest newspaper published in 1665. The 17th century also marks the regular publication of newspapers in Germany, Italy and the Netherlands. Johann Carolus published the first weekly newspaper, *Account of All Distinguished and Commemorable News*, from Germany in 1605. The newspapers that are delivered to your house each day started its journey from the 18th Century. *The Pennsylvania Packet* and *The Daily Advertiser* were the first daily newspapers from the US, which came out in 1784. Many independent newspapers ran before that on a weekly or monthly basis. The first newspaper printed in India was Hickey's Bengal Gazette in 1780 under the British Raj. It was published by James Augustus Hickey. In this process, the first Bangla weekly newspaper, the *Samachar Darpon*, came out in 1818. The missionaries ran this newspaper. The *Azad* became Dhaka's first daily newspaper. It was founded in 1960s. The *Azad* played an important role during our language movement as the daily *Ittefaq* played glorious role in our struggle for independence.

In the 21st century, there is a change in the form and presentation of newspapers. They are no more confined to tabloid and broadsheet sizes. Nearly all the world's major newspapers have begun publishing online editions of their newspapers and although some newspapers charge their readers for access, many have made their web editions free. Yet, having a printed newspaper is still an obsession for many people in the world. ▶ Unit-8, Lesson-2

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Printed (adj.)	মুদ্রিত, ছাপানো	published, issued, imprinted	spoken, oral, unwritten
Disaster (n.)	দুর্যোগ, বিপর্যয়	catastrophe, calamity	blessing, success, benefit
Claim (v.)	দাবি করা	assert, demand	deny, disclaim
Distinguished (adj.)	বিশিষ্ট বা বিশেষ	important, notable, prominent	insignificant, unimportant
Commemorable (adj.)	স্মরণীয়	memorable, unforgettable	forgettable
Glorious (adj.)	গৌরবান্বিত, গৌরবময়	great, magnificent, noble	undistinguished, insignificant
Presentation (n.)	উপস্থাপন	display, lay out	concealment
Obsession (n.)	আসক্তি	fascination, attraction	indifference, disinterest

1. Choose and write down the correct answer along with its corresponding number in your answer script:
- (a) In the first paragraph, the phrase "The 17th century also marks the regular publication..." uses the word 'marks' to mean —.
- To physically scratch or stain a surface
 - To evaluate or grade an academic assignment
 - To signify, indicate, or characterize a specific historical milestone
 - To correct an error in a text
- (b) Which of the following events occurred first according to the text?
- Publication of *The London Gazette*
 - Publication of *Hickey's Bengal Gazette*
 - Publication of Johann Carolus's weekly newspaper
 - Publication of *Samachar Darpon*

- (c) What does the word 'obsession' mean in the text?
 i) An intense, persistent fixation or deep-seated passion for something
 ii) A profound fear or phobia of technological advancements
 iii) A casual, intermittent interest that changes daily
 iv) A legal obligation enforced by local governments
- (d) Which statement best explains the significance of the 17th century in newspaper history?
 i) Daily newspapers first appeared in the US.
 ii) Newspapers became available online.
 iii) Newspaper publication became regular in several European countries.
 iv) The first Bangla newspaper was published.
- (e) The word 'confined' can be replaced by —
 i) limited ii) expanded c) distributed d) improved
- (f) The word 'missionaries' refers to people who —
 i) run businesses ii) spread religious beliefs
 iii) write novels iv) govern countries
- (g) What is the best conclusion from the passage?
 i) Print has become extinct. ii) Newspapers have evolved over time.
 iii) Readers dislike printed newspapers. iv) India was the first country to publish newspapers.
- (h) Which word is the closest synonym of 'disasters' in the passage?
 i) celebrations ii) festivals iii) catastrophes iv) gatherings
- (i) Which statement is not true?
 i) Online editions of newspapers exist ii) Formats of newspapers have changed
 iii) Printed newspapers are still popular iv) All online editions require payment
- (j) According to the text, the opposite of the phrase 'come out' is —
 i) conceal ii) appear iii) emerge iv) publish
- (k) What does 'public celebration' means?
 i) a marriage ceremony ii) a local event
 iii) a national event iv) an international programme
- (l) The phrase 'web edition' in the text means —
 i) an internet page ii) online edition of a newspaper
 iii) a leaflet of a newspaper iv) the website address of a newspaper
- (m) In the 17th century, the newspaper was printed on regular basis in —
 i) 3 countries ii) 4 countries iii) 5 countries iv) 6 countries
- (n) How do modern newspapers differ from those of the past?
 i) in their form and presentation ii) in their contents
 iii) in their colours and pattern iv) in their broadsheet sizes
- (o) Which pair of newspapers contributed to Bangladesh's major movements?
 i) Azad & Advertiser ii) Azad & Ittefaq iii) Samachar & Azad iv) Gazette & Azad
2. Answer the following questions from your reading of the text above.
 (a) Despite the growth of online editions, why does the printed newspapers continue to survive?
 (b) Why is the year 1784 significant in the history of American journalism?
 (c) What role did newspapers play in the historical context of Bangladesh according to the passage?
 (d) Why is the publication of *Samachar Darpon* considered a landmark in the history of Bangla journalism?
 (e) Why can the 21st century be called a new era for newspapers?
 (f) What change has occurred in newspaper publication in the 21st century?
 (g) Narrate the history of publishing newspapers in the 17th century.
 (h) 'The USA introduced its first daily newspaper in the 18th century'— Do you agree? Why/Why not?
 (i) What have you learnt about the publication of newspaper in Indian subcontinent from the passage? Write in 3 sentences.
 (j) How are the newspapers related to the history of Bangladesh?
 (k) What did 'news books' contain?
3. Fill in each gap with an appropriate word based on the information of the text above.
 i. Newspapers have a (a) — history. The first weekly newspaper was published by Johann Carolus in Germany in 1605. England's oldest newspaper is (b) — to be The London Gazette, which was published in 1665. The first newspaper (c) — in India was Hickey's Bengal Gazette under the British Raj. The first Bangla (d) — newspaper, the 'Samachar Darpon', came out in 1818. In the 21st century, many newspapers publish (e) — editions though printed newspapers remain popular.
 ii. The development of newspapers spread across different countries and centuries. Newspaper publication became (a) — in several European countries during the 17th century. The first daily newspapers in the United States appeared in 1784, although earlier newspapers were generally (b) — at longer intervals. In Bengal, *Samachar Darpon* was operated by Christian (c) —. The Azad earned a special place in history through its contribution to the Language Movement, while the *Daily Ittefaq* played a (d) — role in the struggle for independence. Today, technological advancement has transformed newspapers, allowing them to reach readers through digital (e) —.

- iii. From the 16th century to the present day, newspapers have continuously adapted to changing times. Johann Carolus' publication of the first weekly newspaper was a major (a) — in the history of journalism. Before daily newspapers became common, most newspapers were published on a weekly or monthly (b) —. The first Bangla weekly newspaper was managed by (c) —, who contributed to the spread of information among Bengali readers. In Bangladesh, *The Azad* and *The Daily Ittefaq* are remembered for their (d) — contributions to important national movements. Despite the rise of digital media, printed newspapers still enjoy considerable (e) — among the readers worldwide.
- iv. [*Much later, at the beginninga weekly or monthly basis.*]
In the early 16th century, printed 'news books' became available in England. It (a) — stories like battles and public events. The London Gazette, published in 1665, is (b) — to be England's oldest newspaper. During the 17th century, newspapers (c) — to be regularly published in Germany, Italy, and the Netherlands. The journey of (d) — newspapers began in the 18th century, with the Pennsylvania Packet and The Daily Advertiser from the US. Before this, many newspapers were published (e) — weekly or monthly.
- v. [*The first newspaper printed in Indiamany people in the world.*]
The first newspaper in India, Hickey's Bengal Gazette, was (a) — in 1780 by James Augustus Hickey. The first Bangla weekly newspaper, *The Samachar Darpon*, was published in 1818. The (b) — were in charge of it. Dhaka's first daily newspaper, *The Azad*, started its (c) — in the 1960s and played a key role in the Language Movement, while the *Ittefaq* contributed (d) — to the independence struggle. Nowadays, online newspapers are also available, but the printed newspaper remains a (e) — for many people worldwide.
4. Read the above passage and write down the synonyms or antonyms of the words as directed.
- (a) memorable (synonym); (b) presentation (antonym); (c) glorious (antonym); (d) claim (antonym); (e) basis (synonym).
 - (a) printed (antonym); (b) missionary (synonym); (c) access (antonym); (d) claim (synonym); (e) found (synonym).
 - (a) beginning (synonym); (b) mark (synonym); (c) distinguished (antonym); (d) memorable (antonym); (e) independence (synonym).
 - (a) printed (synonym); (b) run (synonym); (c) found (antonym); (d) presentation (synonym); (e) major (antonym).
 - (a) important (antonym); (b) glorious (synonym); (c) independence (antonym); (d) confined (synonym); (e) access (synonym).

Seen Comprehension 19

Read the text and answer the questions 1, 2, 3 and 4:

Have you noticed TV reporters appearing on the screen with reports of different types of news? Have you thought how these reports are prepared? Scorching sun, monsoonal showers or bitter winter can never stop them from reaching the news spot. The reports include political issues, people's protests, accidents, social events or thoughtful opinion of expert people, price hike, a celebration after a cricket match win and what not? TV reporters do not miss or delay to cover them.

It is said that old news is no news. Consequently, there is always a hurry among the reporters to be up-to-date in developing stories or even break the story first. Breaking news has become popular among the viewers, it means the first and fast appearance of a startling news on the channels. Once a journalist has been assigned by his editor to cover a story, a team is formed. Usually it consists of a journalist, a camera operator and sometimes a sound and/or a light technician also join as crew. The journalist investigates the topic, plans interviewing the relevant people and puts forward a concrete idea of the topic which is going to be filmed. The news team then goes out to cover the news and collect the materials. The voice over is then recorded in a studio usually by the journalist or a news presenter. This is the voice that the audience hear while the video clip moves on narrating the story and the reporter is not seen on the screen at that time. It is done to make the visual material and the full story clear to the audience with information and explanation. The editor may edit the report before it is ready to go on air, but often there may be live reporting of incidents.

A TV news report usually begins with an announcement. One or two short sentences explain what it is about. Then in the main report we see the reporter is describing an event into a microphone. To emphasize the significance of the situation, to show its authenticity, and to convey the feelings of the reporter and others involved, the reporter stands in front of the camera so that the audience can see what's going on in the background. The shots of the scene need to be easy to understand since it provides important visual information to the viewers. It depends on the skills of the camera operator.

In a TV report, there are usually comments or opinions from one to four persons who are related. These statements can be for or against a particular topic. TV news report can use graphics like charts, tables, graphs or archive materials like old photos or videos to make it more comprehensive and credible to the audience. In the concluding part, the reporter summarizes the possible outcomes of the story.

A live coverage of a news is different. Everything has to be finished on the spot and news video is aired instantly and in most cases without much pre-planning. There is no chance of editing and very little chance for retaking the shot there. Quick intelligent decisions and prompt management of required technical assistance in a situation determines the quality of live reports.

Reporters need to be careful to keep camera shots short and to the point. They also need to use simple language, and speak clearly and concisely as there will be time constraints for each piece of report. In order to keep video shots steady, the camera operator often uses tripod. ▶ Unit-8, Lesson-3

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Cover (v.)	সংবাদ সংগ্রহ করা, প্রতিবেদন তৈরি করা	report	ignore
Up-to-date (adj.)	হাল-নাগাদ, সর্বশেষ তথ্যসমৃদ্ধ	latest-informed	out-of-date
Break (v.)	প্রথম প্রকাশ করা, সবার আগে প্রচার করা	disclose, reveal	—
Crew (n.)	একত্রে কোনো কাজে নিয়োজিত ব্যক্তিগণ	unit, team	individual:
Investigate (v.)	অনুসন্ধান করা, তদন্ত করা	look into, scrutinize	ignore
Film (v.)	চিত্রধারণ করা	shoot, record	—
Visual (adj.)	দৃশ্যগত, চাক্ষুষ	visible, seeable	—
Edit (v.)	সম্পাদনা করা	modify	disorganize
Live (adj.)	রেকর্ডকৃত নয় এমন, সরাসরি	not pre-recorded	recorded
Authenticity (n.)	সত্যতা	genuineness, reliability	inaccuracy
Comprehensive (adj.)	পূর্ণাঙ্গ, বিস্তৃত, তথ্যসমৃদ্ধ	extensive, complete	limited
Credible (adj.)	বিশ্বাসযোগ্য	convincing, reliable	deceptive, unconvincing
Coverage (n.)	প্রতিবেদন প্রচার	—	—
Air (v.)	সম্প্রচার করা	broadcast, circulate	—
Tripod (n.)	ক্যামেরা স্থির রাখার জন্য ব্যবহৃত তিন-পায়া স্ট্যান্ড	—	—

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) Who assigns a journalist? [JSE-2025]
 i) The reporter ii) The TV channel iii) The editor iv) The news team
- (b) Why are the reporters always in a hurry to be up-to-date? [JSE-2025]
 i) Because they want to reach the spot first. ii) Because old news is no news.
 iii) Because they need to form a team. iv) Because they have to compete with others.
- (c) At least how many members can there be in a reporting team? [JSE-2025]
 i) One ii) Two iii) Three iv) Four
- (d) Whose voice do the audience hear? [JSE-2025]
 i) The journalist's ii) The editor's
 iii) The camera man's iv) The sound technician's
- (e) The word 'consequently' can be replaced by —. [JSE-2025]
 i) timely ii) accordingly iii) carefully iv) lately
- (f) When a TV news report begins, the audience can see — first. [JSE-2025]
 i) public expression ii) the background iii) the news presenter iv) the reporter
- (g) The opposite of the word 'management' is —. [JSE-2025]
 i) mismanagement ii) manager iii) unmanageable iv) the employer
- (h) The reporter reports standing in front of the camera to prove that —. [JSE-2025]
 i) he/she was present there ii) the news is authentic
 iii) people are against the topic iv) the report is a live coverage
- (i) The quality of a live report depends on —. [JSE-2025]
 i) instant airing
 ii) much pre-planning
 iii) proper editing and retaking
 iv) prompt intelligent decision and instant necessary technical assistance
- (j) The voice over is recorded —. [JSE-2025]
 i) when the team goes out to collect materials
 ii) after the journalist is assigned to cover a story
 iii) after the team returns back collecting materials
 iv) when the news presenter presents the news
- (k) A live coverage does not at all include —.
 i) retaking a shot ii) any pre-planning iii) editing the shot iv) comments of others
- (l) Why is "breaking news" important for TV channels?
 i) It is always true and impresses people very well
 ii) It is the longest report
 iii) It provides the first and fastest update of events
 iv) It avoids editing work
- (m) In the passage, "scorching sun" most nearly suggests —.
 i) sunlight that is bright but comfortable ii) heat that is extremely intense and exhausting
 iii) weather that changes rapidly during the day iv) sunlight that appears only in summer mornings
- (n) Voice-over is used in TV news reports to —.
 i) minimize the cost of airing the report ii) replace the reporter
 iii) explain visuals and make the story clear iv) reduce video length in order to draw viewers

- (o) In the passage, "concrete idea" means —
 i) a rough guess formed during reporting ii) a fixed and clearly developed plan
 iii) a creative interpretation of events iv) a temporary outline for discussion
- (p) What mainly affects the clarity of visual shots in news reporting?
 i) The color quality of broadcast screens ii) The skills of the camera operator
 iii) The speed of internet connection used iv) The length of reporter's script writing
- (q) What role do interview statements play in a news report?
 i) They provide personal or opposing views ii) They replace the need for visual footage
 iii) They are used only for entertainment purpose iv) They reduce the importance of the main report
- (r) What is a key feature of live news coverage?
 i) Fully edited before broadcast ii) Correction of the aired video not impossible
 iii) Instant broadcasting with no editing iv) Scripted carefully in advance editing;
- (s) The word "concise" in the passage implies —
 i) delivering information in a clear and brief form
 ii) speaking in a slow and detailed manner
 iii) repeating key points for clarity
 iv) using technical terms for clarifying a complex topic
- (t) What does "old news is no news" suggest?
 i) News becomes dull after printing ii) Published news loses its effectiveness
 iii) Freshness of news is highly valued iv) Old reporters are ignored
- (u) What determines the quality of live reports?
 i) Camera brand and physical look of the reporter
 ii) Weather condition
 iii) Quick decisions and technical management
 iv) Studio lighting

2. Answer the following questions from your reading of the text above.

- (a) What do you mean by 'breaking news'? [JSE-2025]
 (b) What are the responsibilities of a journalist? [JSE-2025]
 (c) Which things can make a TV report more believable and understandable to the audience? [JSC-2025]
 (d) Which qualities should a reporter possess? [JSE-2025]
 (e) Why do TV journalists need to cover and broadcast news without delay?
 (f) How does live reporting differ from recorded reporting?
 (g) What role does the camera operator play in shaping news quality?
 (h) Why is voice-over important in TV news reports?
 (i) How does breaking news influence competition among TV channels?
 (j) Why is the presence of a reporter on screen significant?
 (k) What challenges are faced during field news collection?
 (l) Why must reporters use simple and concise language?
 (m) "It is said that old news is no news" — how?
 (n) "The reporters try to collect news defying all odds." Do you agree? Why/Why not?
 (o) How do time constraints affect a report?
 (p) "A live coverage needs extra carefulness." Do you agree? Why/Why not?
 (q) "A camera operator needs to be skilled." Why?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. TV reporters work in all conditions to gather and present news quickly and accurately. A news team, including a (a) — and camera operator, investigates events, records interviews, and prepares (b) — for broadcast. TV reports (c) — visuals, comments, and graphics to inform viewers. Live (d) — requires quick decisions and technical skills. Reporters must speak clearly and keep reports (e) — and easy to understand.
- ii. [It is said that live reporting of incidents.]
 Reporters must deliver news (a) — because old news loses value. To cover a story, a team including a journalist, camera operator, and sometimes technicians is (b) —. The journalist researches the topic, conducts (c) —, and gathers information. After filming, a voice-over is recorded to explain the visuals. The editor may edit the report before (d) —, though some events are reported (e) —.
- iii. [A TV news report outcomes of the story]
 A TV news report starts with a brief announcement introducing the (a) —. The reporter then presents the event on (b) —, with background scenes providing authenticity and visual information. Interviews and opinions from (c) — people add different viewpoints. Graphics, charts, and (d) — materials may be used to increase clarity and credibility. Finally, the reporter (e) — by summarizing the possible outcomes of the story.
- iv. [In a TV report quality of live reports.]
 TV news reports often include (a) — from related people to present different viewpoints. Graphics, charts, tables, and archival photos or videos are used to make (b) — more informative and trustworthy. The reporter concludes by (c) — possible outcomes of the story. (d) — news coverage is more challenging, as it is broadcast (e) — without editing. It requires quick decisions and efficient technical support.

v. [A TV news report often uses tripod.]

A TV news report starts with an announcement (a) — the topic. The reporter then describes the event using a microphone and camera, with the background (b) — important visual information. The quality and effectiveness of the shots (c) — on the camera operator's skills. The report often (d) — comments or opinions from related individuals and uses graphics like charts, tables, or old photos to make it more (e) —. Finally, the story's possible consequences are summarized by the reporter.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- (a) emphasize (antonym); (b) credible (antonym); (c) announcement (synonym); (d) significance (synonym); (e) authenticity (synonym).
- (a) audience (synonym); (b) describe (synonym); (c) related (antonym); (d) comprehensive (antonym); (e) involved (antonym).
- (a) begin (antonym); (b) main (antonym); (c) explain (synonym); (d) understand (synonym); (e) outcome (synonym).
- (a) comprehensive (antonym); (b) significance (synonym); (c) authenticity (synonym); (d) emphasize (antonym); (e) credible (antonym).
- (a) explain (synonym); (b) describe (synonym); (c) related (antonym); (d) announcement (synonym); (e) involved (antonym).

★ Seen Comprehension 20

Read the text and answer questions 1, 2, 3 and 4:

Ekushey Padak winner, Polan Sarkar, affectionately called *Alor Ferrywala*, a torch bearer, was best known as a kind soul who distributed books for free among people, died on Friday 1st March 2019, but left a legacy that will be remembered for years to come.

The 98-year-old had been suffering from old-age complications. He passed away surrounded by his loved ones at his home of Bausha village in Bagha upazila of Rajshahi. Born in August 1, 1921, Polan Sarkar's real name is Harez Uddin. He was born in Bagatipara, Natore.

Financial troubles of his family could not hamper his passion for reading and learning. He loved books. As a boy, Polan borrowed books from wherever he could, and voraciously read them.

He established a school in his village in 1965 after receiving some inheritance from his grandfather. In 1990, he decided a yearly award for students of the school who would top the merit list. The prize was, of course, books. Other students expressed their desire to read as well. He gave them the condition that the students must return the books to him upon finishing, so he could lend the books to other students as well. Eventually, local adults started borrowing books from his collection as well.

Polan Sarkar started a social movement of distributing books free of charge. When he was diagnosed with diabetes in 1992, he decided he would distribute books during his daily walks. He would go around on his own two feet, sharing his love for books.

He had been admired in Rajshahi for a long time, but gained nationwide recognition after being featured in Bangladesh Television's popular show *Ittadi* in December 29, 2006.

He won the Ekushey Padak in 2011, Bangladesh's second-highest civilian award, for his contribution to society.

► Unit-8, lesson-5

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Distribute (v.)	বিতরণ করা	allot, give	keep, hold
Complication (n.)	জটিলতা বা অসুস্থতা	problem, ailment	advantage, soundness
Passion (n.)	প্রবল আগ্রহ	eagerness, zeal	indifference, dislike
Express (v.)	প্রকাশ করা	reveal, show	conceal, hide
Desire (n.)	ইচ্ছা	wish, longing	apathy, disinterest
Eventually (adv.)	অবশেষে	finally, ultimately	never, immediately
Admire (v.)	প্রশংসা করা	praise, applaud	criticize, condemn
Feature (v.)	বিশেষভাবে উপস্থাপন করা	present, highlight	ignore, disregard
Recognition (n.)	পরিচিতি বা স্বীকৃতি	appreciation, acceptance, acknowledgement	negligence, discredit
Legacy (n.)	পরাম্পরা	tradition, heritage	—
Hamper (v.)	বাহত করা	hinder, obstruct	aid, facilitate

1. Choose and write down the correct answer along with its corresponding number in your answer script.

a. Which incident made Polan Sarkar nationwide famous?

- winning Ekushey Padak
- being featured in *Ittadi*
- receiving some inheritance
- leaving a legacy

b. What was the legacy that Polan Sarkar left?

- borrowing books from libraries
- sharing love for books
- giving books for free
- showing interest in books

- c. Polan Sarkar set up a school with —.
i) his own money ii) his heirloom iii) borrowed money iv) some donation
- d. Ittadi is a popular —.
i) stage show ii) drama iii) TV programme iv) movie
- e. Who would receive a yearly reward in Polan Sarkar's school?
i) top readers ii) poor students iii) weak students iv) meritorious students
- f. Despite financial problems, Polan Sarkar —.
i) could not continue reading ii) could not borrow books
iii) did not read and learn iv) did not stop reading books
- g. What was the condition of borrowing books from Polan Sarkar?
i) They had to return the books ii) They had to pay some money
iii) They had to distribute them to others iv) They had to walk with him
- h. Polan Sarkar died at the age of —.
i) 96 ii) 97 iii) 98 iv) 99
- i. Why did Polan Sarkar start walking while distributing books?
i) because of financial problems ii) because of societal pressures
iii) because of moral obligation iv) because of health problems
- j. What is the significance of the Ekushey Padak won by Polan Sarkar?
i) It is the highest literary award. ii) It is the second-highest civilian award.
iii) It is a local prize given annually. iv) It is an international civilian award.
- k. What nickname was Polan Sarkar lovingly given for his work?
i) Torch Bearer ii) Kind Soul iii) Alor Ferrywala iv) Avid Reader
- l. Polan Sarkar contributed to society by —.
i) promoting reading ii) founding a school
iii) giving away prizes iv) collecting books
- m. Polan Sarkar's free distribution of books —.
i) made local people interested in books ii) brought financial troubles to his family
iii) earned him international fame iv) led to old-age complications
- n. Before appearing in Ittadi, Polan Sarkar was already well-known —.
i) throughout the country ii) across the globe
iii) in Rajshahi iv) in his village
- o. What prize was given to the top-merit students since 1990?
i) money ii) medals iii) certificates iv) books
- p. What is opposite to 'pass away'?
i) to take out ii) to cross iii) to be born iv) to be no more
- q. Polan Sarkar's distributing books for free has become —.
i) a noble work ii) a history iii) a story iv) a legacy
- r. The phrase 'years to come' means —.
i) time in the future ii) the next year
iii) next time in the year iv) a second chance in the next year
- s. The phrase 'as well' is a/an —.
i) noun ii) preposition iii) adjective iv) adverb

2. Answer the following questions from your reading of the text above.

- Why was Polan Sarkar known as Alor Ferrywala?
- How did Polan Sarkar overcome his adversity as a boy?
- Describe how Polan Sarkar's small act turned into a social movement.
- Why was Polan Sarkar awarded the Ekushey Padak?
- What did Polan Sarkar do with his inheritance?
- How did Polan Sarkar distribute books after getting diabetes?
- What happened when Polan Sarkar's story was shown on Ittadi?
- Who borrowed books from Polan Sarkar? What was the condition for borrowing books?
- Was Polan Sarkar an avid reader? Give reasons in favour of your answer.
- How did Polan Sarkar gain nationwide recognition?
- How did Polan Sarkar encourage students to read books?
- What did Polan Sarkar do to flourish education?
- How was Polan Sarkar awarded for his noble work?
- How do you justify Polan Sarkar's passion for books?

3. Fill in each gap with an appropriate word based on the information of the text above.

- Polan Sarkar was affectionately known as Alor Ferrywala. He was an Ekushey Padak (a) — who distributed books for free. Severe financial troubles could not stop his intense (b) — for reading and learning. As a young boy, he borrowed books from any source he could find and read them (c) —. After being diagnosed with diabetes, he (d) — books during his daily walks. While loved locally for years, he became famous nationwide in 2006 after appearing on the TV (e) — Ittadi.
- Polan Sarkar, whose real name was Harez Uddin, was a passionate reader. In 1965, he used an (a) — from his grandfather to build a school in his village, and by 1990, he began rewarding top-performing students with (b) —. This small act quickly expanded into a larger community-wide movement when (c) — adults and other children also expressed a (d) — to read. He happily agreed to give them books on the (e) — that they must return them when finished.

- iii. Polan Sarkar loved books so much that he ignored severe childhood poverty just to read. In 1965, he used his grandfather's inheritance to build a (a) —. He later started a social (b) — by lending out books for free on the condition that borrowers would return them when finished. After a (c) — diagnosis, he began delivering books on (d) — during his daily health walks. His noble journey eventually earned him (e) — fame and the prestigious Ekushey Padak in 2011.
- iv. Polan Sarkar was a passionate lifelong book lover. He used his own (a) — to establish a school in his village in 1965. Later, he started (b) — books for free to anyone who wanted to read. After a diabetes (c) —, he began delivering these books on foot during his daily walks. His wonderful story became famous across Bangladesh (d) — appearing on the TV show Ittadi. For this great service to society, he won a major (e) — award Ekushey Padak in 2011.
- v. In 1965, Polan Sarkar took the initiative to establish a school in his village. In 1990, he introduced a (a) — book-award for top-merit students, and this led to more students and local adults (b) — books from his collection. He started a social (c) — of free-book distribution. After being (d) — with diabetes, he began (e) — books during his daily walks, sharing his love for reading with the community.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) affectionately (antonym); (b) legacy (synonym); (c) hamper (synonym); (d) voraciously (antonym); (e) recognition (synonym).
 - (a) establish (synonym); (b) complications (synonym); (c) passion (antonym); (d) borrow (antonym); (e) movement (synonym).
 - (a) voraciously (synonym); (b) popular (antonym); (c) diagnosed (synonym); (d) gain (antonym); (e) eventually (antonym).
 - (a) feature (synonym); (b) express (antonym); (c) admire (antonym); (d) distribute (antonym); (e) inheritance (synonym).

Seen Comprehension 21

Read the text and answer the questions 1, 2, 3 and 4:

Human beings conquered the distance on earth by discovering wheels. They endeavored further. Then on December 17, 1903, the Wright brothers in America made the first experiment of flying in a plane. In the experiment, a machine carried a man and rose above by its own power. The machine was called the 'Wright Flyers'. It flew naturally in a smooth speed, and finally landed without damage. That was human being's first real take-off. And now, they have got a supersonic speed. In a supersonic speed, something travels *faster* than sound! *So the sky's the limit* now!

Modern aircraft companies are making revolutions in aviation technology. Boeing as well as Airbus is producing modern passenger airplanes. These planes fly very fast. Boeing 787 flies 950 km/h. However, Airbus 350 is expected to fly at a speed of 945 km/h.

You find attractive ads on the websites of both Boeing and Airbus planes. Both have excellent features. But in speed, neither could beat the Concorde. It is the world's *fastest* supersonic passenger aircraft. Its normal speed was 2,170 km/h. The Concorde was a joint project by France and Britain. It started passenger flight in 1976. Unfortunately, the Concorde fleet was grounded forever in 2003 after a major accident. ▶ Unit 9; Lesson 4(B)

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Damage (n.)	ক্ষয়ক্ষতি	loss, harm, impairment, deprivation	boon, protection
Excellent (adj.)	চমৎকার	lovely, fantastic, superb, outstanding	poor, terrible, inferior
Endeavor (v.)	প্রচেষ্টা করা	attempt, strive, try	neglect, quit, give up
Naturally (adv.)	স্বাভাবিকভাবে	usually, normally	unnaturally, artificially
Expect (v.)	প্রত্যাশা করা	hope, anticipate	disregard
Unfortunately (adv.)	দুর্ভাগ্যক্রমে	unluckily	fortunately, luckily
Revolution (n.)	বিপ্লব	innovation, transformation	stagnation
Above (adv.)	উপরে	up, over	below, under

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- The invention of the wheel primarily allowed humans to —.
 - invent flying machines
 - overcome earthly distances
 - travel faster than sound
 - explore the open sky
- What made the Wright brothers' 1903 experiment uniquely significant?
 - It broke the sound barrier.
 - It carried multiple passengers.
 - It rose by its own power.
 - It was an international project.
- In the passage, what defines "supersonic speed"?
 - exceeding 950 km/h
 - reaching the sky's limit
 - flying without damage
 - traveling faster than sound
- Which idiom does the author use to express infinite possibilities in aviation?
 - endeavored further
 - first real take-off
 - the sky's the limit
 - grounded forever
- Comparing the Boeing 787 and Airbus 350, which statement is true?
 - Airbus 350 is significantly faster.
 - Boeing 787 has a slight speed advantage.
 - Both fly at supersonic speeds.
 - Neither produces passenger planes.

- (f) What is the primary difference between Concorde and modern Boeing/Airbus planes mentioned?
i) passenger capacity ii) advertising methods
iii) flight speed iv) manufacturing cost
- (g) Who collaborated to build the Concorde?
i) America and Britain. ii) France and Britain.
iii) Boeing and Airbus. iv) Wright brothers and France.
- (h) What ultimately led to the end of the Concorde flights?
i) high fuel consumption ii) introduction of boeing 787
iii) a catastrophic accident iv) lack of passenger interest
- (i) How many years did the Concorde operate for passenger flights?
i) 24 years ii) 27 years iii) 30 years iv) 73 years
- (j) The phrase "grounded forever" means the aircraft were:
i) kept for repairs ii) permanently retired
iii) destroyed completely iv) sold to competitors
- (k) The phrase "conquered the distance" implies that early humans:
i) destroyed natural barriers ii) mastered land travel
iii) stopped earthly exploration iv) mapped the entire globe
- (l) What does "endeavored further" mean in the text's context?
i) traveled longer distances ii) abandoned wheel technology
iii) sought new challenges iv) built faster land vehicles
- (m) What does the term "fleet" suggest about the Concorde?
i) a single prototype ii) a failed experiment
iii) a group of planes iv) a specific airline
- (n) Based on the passage, Concorde's speed of 2,170 km/h is an example of:
i) a speed slower than sound ii) an average modern speed
iii) a supersonic speed iv) an experimental failure
- (o) Which aspect of the Wright Flyers' first flight is explicitly highlighted?
i) It conquered the distance on earth. ii) It rose above using external power.
iii) It successfully carried multiple men. iv) It landed without damage.

2. Answer the following questions from your reading of the text above.

- (a) How does the invention of the wheel connect to the invention of the airplane?
(b) Why is the Wright brothers' 1903 flight considered the "first real take-off" for human beings?
(c) Why do you think modern aircraft companies like Boeing and Airbus focus so much on speed?
(d) Even though the Concorde was the fastest plane, why was it grounded forever?
(e) How did the tragic end of the Concorde likely change the priorities of modern aviation companies?
(f) How has the journey from the Wright Flyers to modern airplanes changed global society?
(g) How does the passage show that human beings are never completely satisfied with their past inventions?
(h) Why do Boeing and Airbus rely on attractive ads?
(i) How did the permanent grounding of the Concorde in 2003 likely affect international business travelers?
(j) What does the author's use of the word "Unfortunately" suggest about the end of the Concorde fleet?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. Human beings successfully conquered geographical distances on earth by inventing wheels. Following this, they aimed even (a) — to achieve flight. In 1903, the Wright brothers conducted the first successful flight (b) — in America. Their machine managed to rise using its own (c) — without any outside help. It flew smoothly and completed its journey without any (d) —. This monumental event marked humanity's first genuine (e) — into the skies.
- ii. Modern aviation has advanced significantly since the days of early flying machines. Today, aircraft can achieve even (a) — speed, which allows them to travel faster than sound. Major aviation (b) — like Boeing and Airbus are leading this technological revolution. For instance, the Boeing 787 operates at a remarkable (c) — of 950 km/h. Meanwhile, the Airbus 350 is fully (d) — to fly at 945 km/h. Travelers can easily find enticing advertisements for these planes on various (e) —.
- iii. The timeline of commercial supersonic flight contains both great triumphs and setbacks. The Concorde offered unparalleled speeds that no modern Boeing or Airbus could ever (a) —. For decades, it stood as a symbol of brilliant (b) — engineering. Tragically, a major (c) — occurred during its operational history. Because of this safety concern, the entire fleet was retired (d) — in the year 2003. Despite its end, it proved that human engineering knows no limits when exploring the (e) —.
- iv. The Wright brothers made an experiment in which a machine flew naturally (a) — a man. It was the first real take-off for (b) —. Now, we can travel faster than sound. World's fastest supersonic passenger airplane was the (c) — whose normal speed was 2,170 km/h. It is very (d) — that the fleet was grounded forever (e) — of a serious accident.
- v. Humans conquered distance with the (a) — of the wheel, and then achieved flight with the Wright brothers' first successful airplane flight in 1903. Now, supersonic travel allows speed faster than (b) —. Modern companies like Boeing and Airbus produce fast moving (c) — planes, but none of these could surpass the Concorde, the fastest (d) — passenger aircraft. Though the Concorde flew from 1976 to 2003, it was ultimately (e) — after a devastating accident.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- (a) endeavour (antonym); (b) discover (synonym); (c) conquer (synonym); (d) smooth (antonym); (e) excellent (synonym).
- (a) attractive (antonym); (b) damage (synonym); (c) unfortunately (antonym); (d) major (antonym); (e) revolution (synonym).
- (a) joint (synonym); (b) naturally (synonym); (c) start (antonym); (d) carried (synonym); (e) faster (antonym).

Seen Comprehension **22**

Read the text and answer questions 1, 2, 3 and 4:

Communication of ideas is at the centre of civilisation. It needs written records. Most of our records in the modern age are on paper. Though writing was invented very early, paper is a more modern invention.

For long, people exchanged ideas through speaking and listening. Then there came the art of writing. But to record thoughts in writing was difficult. Writing materials were not available. People used the surface of stone, metal, wood, bark, leaves, etc. for writing. Those things were not easy to carry. Then for ages, people looked for easy writing materials. Finally, paper was invented in China in 105 CE (Common Era).

Before the paper age, knowledge was very restricted. Can you think of that time? There were very few books in the world. Maybe, they were written on stone or on heavy wood planks or on metal sheets. Suppose, one page was a heavy stone block. So, think of a hundred-page book! In our time, you can carry the entire world of knowledge in digital form in your laptop. You can even carry a huge volume of paper encyclopedia. But who could produce and carry tons of heavy stone books and documents in those paperless days? In fact, paper has made publication and the spread of knowledge and information easy. So, you can see how paper has changed our life. ▶ Unit 9; Lesson 6

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Communication (n.)	যোগাযোগ	contact, interaction	silence, isolation
Civilisation (n.)	সভ্যতা	society	barbarism, savagery
Invent (v.)	আবিষ্কার করা	create, originate	replicate, destroy
Exchange (v.)	বিনিময় করা	interchange, share	keep, retain
Difficult (adj.)	কঠিন	hard, challenging	easy, simple
Available (adj.)	সহজলভ্য	accessible, obtainable	unavailable
Surface (n.)	পৃষ্ঠ, উপরিভাগ	exterior, top	core, interior
Restricted (adj.)	সীমাবদ্ধ	limited, confined, constricted	unrestricted, unlimited, unchained
Knowledge (n.)	জ্ঞান	learning, education	ignorance, illiteracy
Produce (v.)	উৎপাদন করা	create, generate	destroy, demolish
Spread (n.)	বিস্তৃতি বা প্রসার	dissemination, expansion, circulation	limitation, reduction

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- The word 'civilisation' can be replaced by —
i) civility ii) society iii) urbanization iv) legacy
- Before the invention of writing, people exchanged their ideas through —
i) written scripts ii) gestures and signs
iii) symbols on stone iv) oral communication
- Which word is the closest antonym of 'entire' as used in 'the entire world of knowledge'?
i) impartial ii) total iii) partial iv) full
- Which statement best shows the difference between ancient and modern methods of storing knowledge?
i) Modern systems focus more on quantity than accuracy.
ii) Ancient people used only oral traditions.
iii) Ancient records contained more information than modern ones.
iv) Modern technology makes information easy to carry.
- Which of the following was not mentioned as a writing surface before paper was invented?
i) clay ii) bark iii) stone iv) leaves
- The word 'surface' in the passage refers to the —
i) interior core ii) bottom layer iii) external layer iv) underlying section
- The author's reference to a hundred-page stone book primarily serves to illustrate —
i) the impracticality of pre-paper information storage
ii) the durability of early records
iii) the architectural skills of ancient civilizations
iv) the aesthetic value of stone inscriptions
- Which option best expresses the meaning of 'volume' in "a huge volume of paper encyclopedia"?
i) sound level ii) storage iii) large book iv) measurement
- Which of the following best expresses the central argument of the passage?
i) Writing is more important than paper.
ii) Paper is no longer needed today.
iii) Paper made storing and spreading knowledge easier.
iv) Ancient people used too many stone books.

- (j) The word "records" in the passage most nearly means —.
i) evidence ii) materials iii) memories iv) speeches
- (k) The word 'spread' as used in the passage most nearly means —.
i) restriction ii) preservation iii) distribution iv) collection
- (l) Writing was invented —.
i) after the invention of paper ii) before the invention of paper
iii) simultaneously with paper iv) only in the modern era
- (m) The words 'writing materials' in the text mean —.
i) with which paper is made ii) with which we write
iii) on which we write iv) the instruments for writing
- (n) What do the words 'for ages' mean in the text?
i) for three hundred years ii) from ancient time
iii) from the beginning of the world iv) for a long period of time
- (o) Which one of the following information is correct?
i) In the past, recording thoughts in writing was easy.
ii) Before paper age, communication was very easy.
iii) Paper was invented in China in 100 AD.
iv) Entire world of information can be confined in a laptop.
- (p) Encyclopedia is a —.
i) reference work ii) literary text iii) historical account iv) story collection
- (q) What do the words 'paperless days' mean in the text?
i) The time when paper will be finished ii) The time when we will use paper no more
iii) The time before the invention of paper iv) When there will be no paper mills
- (r) The word 'restricted' in the text means —.
i) limited in extent, number, scope, or action ii) not general
iii) not intended for general circulation iv) limited by official rules
- (s) What does the word 'exchange' mean in the text?
i) To buy something for money ii) To communicate
iii) To change something iv) To give and take mutually
- (t) Knowledge was very limited in —.
i) pre-paper age ii) paper age iii) post-paper age iv) modern age
- (u) What was difficult before the invention of paper?
i) To express thoughts in writing ii) To exchange thoughts in writing
iii) To preserve thoughts in writing iv) To communicate thoughts in writing
- (v) Once upon a time, stone or heavy wood planks were used for —.
i) building houses ii) writing purpose iii) drawing pictures iv) making boats
- (w) The major problem of early writing materials was that these were not —.
i) convenient to transport ii) suitable for learning
iii) easy to preserve iv) available in quantity
2. Answer the following questions from your reading of the text above.
- Why was knowledge very restricted before the paper age?
 - Why is communication important for civilization?
 - Why did people search for better writing materials for a long time?
 - How can people carry knowledge today?
 - How did paper change human life?
 - How did writing improve communication?
 - Why would a one-hundred-page book be a problem before the paper age?
 - "Communication of ideas is at the centre of civilisation?" Do you support it? Explain why your answer is 'yes' or 'no'.
 - How are records kept in the modern age?
 - Why is paper at the centre of civilisation?
 - What did people use for writing before paper age?
 - Why were there very few books in the world before the invention of paper?
 - How does civilisation go forward?
3. Fill in each gap with an appropriate word based on the information of the text above.
- Before the invention of paper, people used different materials for writing. They exchanged ideas (a) — speaking and listening. Writing was difficult (b) — suitable writing materials were not available. (c) —, paper was invented in China in 105 CE. Before the paper age, (d) — was very restricted because there were very few books. The invention of paper made the spread of knowledge and information (e) —.
 - Any civilisation centers on the exchange of (a) —. It became necessary to keep the records of ideas in (b) — form. Before the invention of paper, people wrote on (c) —, metal, wood, bark, leaves, etc. As these materials were not easy to (d) —, knowledge became limited. It was not possible to produce and preserve heavy stone books and documents. However, the invention of (e) — has solved all these problems.
 - The communication of ideas has played a pivotal role in the (a) — of civilisation. Long ago, knowledge was very (b) — as people could exchange ideas only through speaking or listening. Later on, people started to (c) — on the surface of stone, metal, wood, leaves, etc. Then human civilisation advanced rapidly with the invention of (d) —. Now, the whole world of knowledge can be (e) — through a laptop.

- (j) The word "records" in the passage most nearly means —.
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- (k) The word 'spread' as used in the passage most nearly means —.
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i) To express thoughts in writing ii) To exchange thoughts in writing
iii) To preserve thoughts in writing iv) To communicate thoughts in writing
- (v) Once upon a time, stone or heavy wood planks were used for —.
i) building houses ii) writing purpose iii) drawing pictures iv) making boats
- (w) The major problem of early writing materials was that these were not —.
i) convenient to transport ii) suitable for learning
iii) easy to preserve iv) available in quantity
2. Answer the following questions from your reading of the text above.
- Why was knowledge very restricted before the paper age?
 - Why is communication important for civilization?
 - Why did people search for better writing materials for a long time?
 - How can people carry knowledge today?
 - How did paper change human life?
 - How did writing improve communication?
 - Why would a one-hundred-page book be a problem before the paper age?
 - "Communication of ideas is at the centre of civilisation?" Do you support it? Explain why your answer is 'yes' or 'no'.
 - How are records kept in the modern age?
 - Why is paper at the centre of civilisation?
 - What did people use for writing before paper age?
 - Why were there very few books in the world before the invention of paper?
 - How does civilisation go forward?
3. Fill in each gap with an appropriate word based on the information of the text above.
- Before the invention of paper, people used different materials for writing. They exchanged ideas (a) — speaking and listening. Writing was difficult (b) — suitable writing materials were not available. (c) —, paper was invented in China in 105 CE. Before the paper age, (d) — was very restricted because there were very few books. The invention of paper made the spread of knowledge and information (e) —.
 - Any civilisation centers on the exchange of (a) —. It became necessary to keep the records of ideas in (b) — form. Before the invention of paper, people wrote on (c) —, metal, wood, bark, leaves, etc. As these materials were not easy to (d) —, knowledge became limited. It was not possible to produce and preserve heavy stone books and documents. However, the invention of (e) — has solved all these problems.
 - The communication of ideas has played a pivotal role in the (a) — of civilisation. Long ago, knowledge was very (b) — as people could exchange ideas only through speaking or listening. Later on, people started to (c) — on the surface of stone, metal, wood, leaves, etc. Then human civilisation advanced rapidly with the invention of (d) —. Now, the whole world of knowledge can be (e) — through a laptop.

- iv. (a) — of ideas has become a central part of civilisation and it requires written records. Although (b) — was invented earlier, paper has made our life easier as a modern form of invention. Historically, people exchanged ideas through speaking and listening, and later through writing. However, early writing materials (c) — stone, metal, wood, bark, and leaves were (d) — to carry. After centuries of searching for (e) — materials, paper was invented in China in 105 CE.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) exchange (synonym); (b) spread (antonym); (c) civilisation (antonym); (d) produce (antonym); (e) huge (synonym)
 - (a) knowledge (antonym); (b) available (synonym); (c) restricted (antonym); (d) surface (synonym); (e) wood (synonym).
 - (a) ideas (synonym); (b) carry (synonym); (c) few (antonym); (d) huge (antonym); (e) changed (synonym).
 - (a) centre (synonym); (b) written (antonym); (c) difficult (antonym); (d) restricted (synonym); (e) knowledge (synonym).
 - (a) record (synonym); (b) modern (antonym); (c) available (antonym); (d) produce (synonym); (e) spread (synonym).

★ Seen Comprehension 23

Read the text and answer questions 1, 2, 3 and 4:

July, but there was still no sign of rain. Clouds crossed the sky but they only made the heat hotter. I was thirsty. But what could a crow like me do on a day like this? There was no water anywhere. The wells were dry and there were no waterholes. I would have to fly miles to reach anywhere in this heat unless I get to a town.

Crows know that, in times like this, to go where men live is best. They put things by when things are plenty for days when they are scarce. So I flew towards the nearest town over a dry and barren land. When I reached there, it was noon. The streets were empty. The doors were barred. The cisterns and horse-troughs were dry. There was no water anywhere. Except in a small bottle on a pushcart at the street corner. I thanked heaven for that.

But I had thanked too early. How was I going to get the water in the bottle unless I could get my beak in? My beak was too fat and neck of the bottle, too narrow. So, as usual, I went to Grandpa for advice. A doddering old crow he was, but he had seen the world. And, often, had useful things to say. Sure enough, he had a way. Go and get pebbles from the riverbed, he said, and drop them in. When they fill the bottle, the water will come up to the brim for pebbles and water can't be in the same place. This he'd learnt from his old man. And his old man had learnt it from an old Greek crow called Ar-crow-medes.

That was great! I didn't even wait to thank him. Off I went to the riverbed where pebbles there were in all shapes and sizes. Pebbles are tricky things for crows to carry. They slip out or slide in. So I had to carry them carefully, piece by piece. On a day like this, it was not easy to do. I panted and sweated and the colour of my wings started to run. And I grew thirstier each time. So, on my last flight, I thought I would carry two together. But that wasn't easy to do either for one would always slip away. Still, I made an effort and carried two some distance. But, as luck would have it, plop went one on the glass roof of the greenhouse. And clitter-clatter went the glass. Not a great loss to me. But, with a shudder came the thought that I could break my bottle, too, with such a pebble. And Grandpa's trick may not work.

That made me mad. I flew helter-skelter. Until, suddenly, I noticed the poster over the bus stop. To think that it had been there all the time and I, like a fool, had never lifted my head to see it. If men can drink through straws, then so can crows. If they are clever. Straws were plenty in the haystacks. I drew a few out, clipped and cleaned them. And used them the way men do. I don't blame Grandpa, though. He was nice in his own way. But each age has its own bag of tricks.

► Unit 10; Lesson 4

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Barren (<i>adj.</i>)	অনর্বর	infertile	fertile
Barred (<i>adj.</i>)	বন্ধ, বাধাগ্রস্ত	obstructed	free
Clip (<i>v.</i>)	ছেঁটেফেলা	trim, shear	lengthen
Doddering (<i>adj.</i>)	বয়সের ভারে দুর্বল, থুড়থুড়ে	trembling, tottering	steady, stable
Pant (<i>v.</i>)	হাঁপানো, দুত শ্বাস নেওয়া	gasp, puff	rest, ease
Plenty (<i>n.</i>)	প্রাচুর্য	abundance, profusion	scarcity, lack
Scarce (<i>adj.</i>)	বিয়ল	rare, sparse	abundant, plentiful
Shudder (<i>n.</i>)	কাপন/কাপনি	tremble, quake	steadiness, calmness

1. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) What is the crow's ultimate realization?

- Old ways are useless.
- Each era needs new solutions.
- Human methods are superior.
- Elders are often unreliable.

(b) The phrase 'doddering old crow' suggests Grandpa was —.

- frail but experienced
- forgetful and foolish
- strong and commanding
- stubborn and mythical

(c) What specific event made the crow reconsider the pebble trick?

- extreme physical fatigue
- spotting the poster
- shattering a glass roof
- dropping the stones

- (d) 'Ar-crow-medes' is a humorous reference to —.
i) gravity ii) fluid displacement iii) evolution iv) aerodynamics
- (e) The crow's final attitude toward Grandpa is —.
i) bitterly resentful ii) mockingly arrogant
iii) respectful but realistic iv) completely indifferent
- (f) Flying 'helter-skelter' indicates a flight pattern that is —.
i) purposeful ii) chaotic iii) methodical iv) aerodynamic
- (g) What is the primary physical challenge in the story?
i) locating fresh water ii) accessing the water
iii) carrying heavy stones iv) navigating the town
- (h) The phrase 'put things by' in the second paragraph most closely means:
i) to discard unnecessary items ii) to store things for future use
iii) to place things in an order iv) to consume resources rapidly
- (i) Why were the doors of the town likely 'barred' at noon?
i) to keep scavengers out ii) to escape the severe heat
iii) because the town was abandoned iv) to hide their stored water
- (j) What physical limitation prevented the crow from drinking directly?
i) The water was boiling. ii) The bottle was capped.
iii) His beak was too wide. iv) His neck was too short.
- (k) How does this passage uniquely adapt the classic fable?
i) It changes the core moral. ii) It introduces modern elements.
iii) It ensures the protagonist fails. iv) It removes the animal instincts.
- (l) Grandpa's advice ultimately proves that his knowledge is —.
i) maliciously deceitful ii) flawlessly practical
iii) theoretically accurate iv) completely ignorant
- (m) Based on the context, what did the poster most likely feature?
i) a local bus schedule ii) a cold summer beverage
iii) a glass greenhouse iv) a water conservation ad
- (n) "The colour of my wings started to run" indicates that the crow was —.
i) flying too quickly ii) losing its feathers
iii) sweating profusely iv) melting in the sun
- (o) Identify the part of speech of 'helter-skelter' in "I flew helter-skelter" —.
i) Noun ii) Verb iii) Adverb iv) Conjunction
- (p) The word 'shudder' implies a physical reaction caused by —.
i) extreme heat ii) sudden fear iii) deep thirst iv) continuous flying
- (q) In the text, 'brim' refers to —.
i) the bottom of a container ii) the narrowest part of a neck
iii) the top edge or rim iv) the outside glass surface
- (r) What is the synonym of 'barren' as used in "barren land"?
i) fertile ii) desolate iii) agricultural iv) crowded
- (s) The term 'clitter-clatter' in the passage describes —.
i) a soft, muffled sound ii) a loud, crashing sound
iii) the sound of birds chirping iv) a series of sharp, clinking sounds

2. Answer the following questions from your reading of the text above.

- (a) Why did the crow believe that going to human settlements was the best choice during a drought?
- (b) How did a modern human invention solve the crow's dilemma?
- (c) Why did the presence of clouds make the heat feel even worse for the thirsty crow?
- (d) What does the crow's reaction to the bus stop poster teach us about solving problems?
- (e) Why was it a wise decision for the crow to rethink his plan after he accidentally broke the greenhouse roof?
- (f) The story ends with the thought that "each age has its own bag of tricks." How is this idea reflected in how students learn today compared to the past?
- (g) Why did the crow decide to abandon Grandpa's pebble trick even though it was a proven method?
- (h) What physical characteristics of the crow and the bottle created a problem?
- (i) Why does the crow decide not to use pebbles to raise the water in the bottle?
- (j) How does the crow eventually solve the problem of drinking water from the bottle?
- (k) Even though the crow did not use Grandpa's advice in the end, why is it still important to consult experienced elders?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. The summer heat in July was intense, and there was no sign of rain anywhere. The clouds only made the weather (a) — and the wells were dry. Desperate for a drink, a thirsty crow decided to (b) — toward the nearest town. He knew that (c) — usually store things for days of scarcity. Upon arrival, he discovered a small water bottle on a pushcart at a (d) — corner. However, the narrow (e) — of the bottle prevented him from reaching the water.

- ii. A sudden glance at a public bus stop completely changed the crow's approach. He noticed a descriptive (a) — that had been hanging there the entire time. It made him realize that if humans could use (b) — to drink, he could do the same. He quickly extracted some straws from a local (c) —. After he had (d) — and cleaned them, he successfully drank the cool water. He concluded that every historical (e) — requires its own modern solutions.
- iii. The wise old Grandpa told the young crow to drop stones into the bottle. The crow flew off to the riverbed without even waiting to (a) — him. He found pebbles in all (b) — and sizes there. But carrying them was difficult because they would often (c) — out or slide in. He tried to carry two together, but one dropped on a greenhouse and the glass went (d) —. He got scared that a falling pebble might (e) — his bottle too.
- iv. The fear of breaking the bottle made the crow mad. While flying helter-skelter, he noticed a (a) — over a bus stop. He realized that if men can drink through (b) —, clever crows can do the same. He found plenty of them in the nearby (c) —. He clipped and (d) — a few to use. He did not blame his Grandpa because every (e) — has its own unique tricks.
- v. Carrying the pebbles wasn't easy, and the crow grew thirstier with each trip. During the last flight, it tried to carry two pebbles at once. On its way, one of them fell onto a (a) —, breaking its glass. The crow then realized there's a chance the (b) — might break too. Feeling (c) —, the crow flew around wildly. But then it noticed a (d) — which showed a man was drinking with straw. The solution was right in front of it. Quickly, it gathered some straws from the (e) — to use them like humans. Grandpa's trick might have worked before, but now the crow had its own solution.
4. Read the above passage and write down the synonyms and antonyms of the words as directed.
- (a) barren (synonym); (b) tricky (antonym); (c) doddering (synonym); (d) narrow (antonym); (e) scarce (synonym).
 - (a) blame (synonym); (b) sign (synonym); (c) barred (antonym); (d) early (antonym); (e) effort (synonym).
 - (a) slip (synonym); (b) mad (synonym); (c) way (synonym); (d) clever (antonym); (e) lift (antonym).

Seen Comprehension 24

Read the text and answer questions 1, 2, 3 and 4:

Once upon a time, a dove and a bat were very good friends. One day the two friends decided to set out on a journey. They flew over the rivers and hills and came to a big jungle. Both the friends were very tired, they needed to sit down and take a rest. Soon night fell and it was dark all around. A storm rose. It started to rain heavily. The dove and the bat started to look for shelter.

They came upon a century-old rain tree. An owl had his nest in that tree. The dove and the bat knocked at the owl's door. The old grumpy owl opened the door. The dove and the bat requested him to give them shelter. The owl unwillingly let them in. The two birds were hungry too. They begged for some food. The selfish owl was not happy. However, he shared his dinner with them. The dove was so tired that she could hardly eat. But the bat was sly. He ate greedily. He began to praise the owl with the thought of getting more food. The bat said, "O wise and brave owl, you are the most generous person I have ever seen. You are powerful and mighty."

The owl was very pleased at the bat's flattery. He puffed and ruffled himself, trying to look as wise and brave as possible. Then he turned to the dove and asked, "Now little dove, what do you think about me?"

All this time, the dove was listening to her friend's false praises. She was wondering how insincere his praises were. The dove hung her head down and was quiet. The owl got impatient. He wanted to hear more praises. He looked at the dove and asked, "Don't you have any good thing to say about me?" The bat joined the owl, "Yes, don't you have any words of praise for our kind host?" The dove was ashamed of her friend bat and kept her eyes down. The owl urged the dove, "Come on, say something!"

The dove lifted her head slowly and said, "Master owl, thank you very much for the shelter you have given me, thank you for the food you have offered me. I will remain ever grateful for this".

"What?" cried the bat. "Is that all you have to say to our gracious host? Is he not the wisest, bravest and most generous of all animals and birds? Don't you have praise for his noble character as well as for his goodness to us? I am ashamed of you! You do not deserve such hospitality. You do not deserve this shelter."

"You are an ungrateful bird, and the bat is right. You do not deserve this generous hospitality, which I have offered. Get out! Boff, I say!" said the owl.

"Yes, get lost!" echoed the bat, flapping his leathery wings. The two heartless creatures fell upon the poor little dove and drove her out into the dark and stormy night.

But the owl and the bat did not go unpunished for their act of heartlessness. The bat can never fly in broad daylight. He has to wait for the sun to go down. And do you know what happened to the vain owl? Well, he is blind as long as the sun is up. He cannot hunt or feed himself unless it is dark. So, the two vicious creatures with their dark heart live in the dark.

On the other hand, the dove is rewarded for her truthfulness. Her name shall be used by poets as long as the world lasts to rhyme with "LOVE".

► Unit-10, Lesson-1,2,3

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Grumpy (adj.)	ব্রগচটা, বদমেজাজী	ill-tempered, grouchy, bad-tempered	cheerful, good-natured
Unwillingly (adv.)	অনিচ্ছাসহেও	reluctantly	willingly
Sly (adj.)	ধূর্ত	cunning, tricky	honest, simple

Word	Bangla meaning	Synonym	Antonym
Generous (<i>adj.</i>)	উদার, সহৃদয়	magnanimous, kind, hospitable	stingy, miserly
Flattery (<i>n.</i>)	ভোষামোদ	blandishment, sycophancy	criticism, denunciation
Insincere (<i>adj.</i>)	কৃত্রিম, আত্মবিকৃত	fake, superficial	sincere, genuine, honest
Impatient (<i>adj.</i>)	অস্থির, অধৈর্য	restless, agitated, fretful	patient
Urge (<i>v.</i>)	ভাড়া দেওয়া	press, persuade, encourage	discourage, dissuade
Grateful (<i>adj.</i>)	কৃতজ্ঞ	thankful, obliged	ungrateful
Gracious (<i>adj.</i>)	দয়ালু	kind, courteous	rude, unkind
Noble (<i>adj.</i>)	মহৎ	righteous, honorable	ignoble, vicious
Hospitality (<i>n.</i>)	আতিথেয়তা	generosity, friendliness	inhospitality, unfriendliness
Vain (<i>adj.</i>)	অহংকারী, দম্ভিক	arrogant, conceited	humble, modest
Vicious (<i>adj.</i>)	নিষ্ঠুর, পাপাচারপূর্ণ, দুষ্টি	ruthless, cruel	gentle, kind
Last (<i>v.</i>)	টিকে থাকা/স্থায়ী হওয়া	continue, endure, persist	cease, perish

1. Choose and write down the correct answer along with its corresponding number in your answer script.

- (a) The owl let the dove and the bat into his house because —.
- i) it was pouring heavily ii) he had no other choice
iii) they were his friends iv) the night fell
- (b) The phrase "puffed and ruffled himself" mainly suggests that the owl became —.
- i) overconfident ii) proud iii) fainthearted iv) thrilled
- (c) The owl liked the bat more simply due to —.
- i) all the sweet talks ii) the dove's indifference
iii) the owl's own generosity iv) their new friendship
- (d) What is the parts of speech of the underlined word – "Her name shall be used by poets as long as the world lasts to rhyme with 'LOVE'".
- i) noun ii) verb iii) adjective iv) adverb
- (e) — is synonymous to the word "gracious".
- i) Dubious ii) Churlish iii) Courteous iv) Cautious
- (f) What is the real motive behind the bat's flattery?
- i) desire to gain approval ii) craving for more food
iii) intention to please the host iv) admiration for the host
- (g) Which proverb explains the ending of the story the best?
- i) A friend in need is a friend indeed. ii) Time and tide wait for none.
iii) Barking dogs seldom bite. iv) Pride goes before a fall.
- (h) The phrase "...fell upon the poor little dove" means they —.
- i) pushed her ii) dropped towards her
iii) attacked her iv) flew over her
- (i) The dove thanked the owl mainly to show —.
- i) gratitude ii) admiration iii) fear iv) obedience
- (j) Why will poets use dove's name in their writings?
- i) to remember her tragedy ii) to compare her with 'love'
iii) to celebrate her honesty iv) to describe her peaceful nature
- (k) Which of the following concepts best represents the word 'insincere'?
- i) The owl's dinner ii) The bat's praises
iii) Dove and bat's friendship iv) The dove's silence
- (l) The dove hung her head down out of —.
- i) tiredness ii) agreement iii) shame iv) fear
- (m) What did the dove actually offer to the owl?
- i) False admiration ii) Honest gratitude iii) Insincerity iv) Clever flattery
- (n) The author uses the phrase "century-old" to describe the rain tree because of its —.
- i) size and stability ii) historical importance
iii) decaying condition iv) dark appearance
- (o) What does the word 'grumpy' mean in the text?
- i) denoting a beautiful bird ii) characteristic of a grand bird
iii) bad-tempered and irritable iv) having a very high status
- (p) The dove ate —.
- i) too much ii) greedily iii) moderately iv) almost nothing
- (q) The word 'sly' means —.
- i) careful ii) wise iii) cunning iv) talented
- (r) The owl unwillingly let them in. Here 'in' is a/an —.
- i) adjective ii) adverb iii) noun iv) preposition
- (s) The word 'unwillingly' in the text means —.
- i) in an appreciating way ii) in a way that is unacceptable
iii) with hesitation iv) against one's wishes

- (t) What does the phrase 'set out' mean?
i) depart ii) come iii) stay iv) aim
- (u) The word 'century-old' in the text mean —.
i) denoting something very old ii) related to century tree
iii) a duration of 100 years iv) a number
- (v) The word 'hardly' in the text means —.
i) only just or almost not ii) with great difficulty
iii) in a way which is very hard iv) very often
- (w) The owl became impatient because —.
i) the bat praised him ii) the dove scolded him
iii) he wanted more praise iv) the guests refused food
- (x) The dove was very — to the owl.
i) kind ii) thankful iii) harsh iv) rude
- (y) Which of the following information is not incorrect?
i) The dove was an ungrateful bird. ii) The owl was a generous host.
iii) The owl and the bat were heartless. iv) They let the dove stay only for the night.
- (z) The word "host" in the passage refers to someone who —.
i) controls others ii) provides shelter and food
iii) gives advice iv) organizes journeys

2. Answer the following questions from your reading of the text above.

- (a) Why did the dove and the bat stop at the rain tree specifically?
(b) Why did the dove not join the bat in praising the owl?
(c) What does the punishment of the bat and the owl symbolize?
(d) "The dove hung her head down and was quiet." Why did the dove act this way?
(e) What forced the two friends to seek a place of safety?
(f) Why did the bat describe the owl as powerful and mighty?
(g) Why did the dove and the bat become very hungry?
(h) Why, according to the bat, did the dove not deserve hospitality from the owl?
(i) Why did the bat and owl drive out the dove?
(j) Why did the dove think that the bat was insincere?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. During their journey, the dove and the bat became tired after travelling for a long time. A storm rose and night fell, so they had to (a) — for safety. They reached an owl who lived in a rain tree. The owl shared his dinner with them but was not (b) —. The bat, trying to gain more food, began to praise the owl in a (c) — way. The dove, however, remained silent. The owl looked very (d) — and wanted more compliments. Finally, the dove expressed her honest (e) — to the owl.
- ii. [Once upon a time, a dove and a bat.....what do you think about me?"]
On a (a) — night, a dove and a bat knocked at an owl's nest and asked for (b) —. The grumpy owl (c) — let them in and shared his dinner with the two tired and (d) — birds. The bat, being (e) —, praised the owl excessively to get more food, while the tired dove could hardly eat.
- iii. [Once upon a time, a dove and a bat.....what do you think about me?"]
Once a dove and a bat decided to travel. On the way, they became tired after (a) — a long distance. They looked for shelter since there was a (b) — and night had already (c) —. Eventually, they reached the nest of a (d) — owl. The selfish owl unwillingly gave them shelter and food. The dove couldn't eat much, but the bat ate (e) — and started to praise the owl to get more food.
- iv. [All this time, the dove was listening I will remain ever grateful for this".]
The dove was quietly listening to her friend's insincere (a) — for the owl and felt (b) —. The owl, seeking more praise, (c) — the dove for her thoughts. The bat joined in, urging her to praise their (d) —. The dove (e) — the owl sincerely for his shelter and food, and expressed her gratitude.
- v. ["What?" cried the bat.....the world lasts to rhyme with "LOVE".]
The two heartless creatures, the owl and the bat (a) — the poor little dove out into the dark and stormy night. But they did not go (b) — for their (c) — act. The bat can never fly in broad daylight. And the owl is (d) — as long as the sun is up. On the other hand, the dove was (e) — for her truthfulness. Her name shall be used by poets as long as the world lasts.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- i. (a) unwillingly (synonym); (b) generous (antonym); (c) flattery (antonym); (d) vicious (synonym); (e) grumpy (antonym).
- ii. (a) insincere (synonym); (b) hospitality (synonym); (c) truthfulness (antonym); (d) noble (synonym); (e) urge (antonym).
- iii. (a) sly (synonym); (b) vain (synonym); (c) last (synonym); (d) reward (antonym); (e) selfish (antonym).
- iv. (a) gracious (synonym); (b) impatient (synonym); (c) unpunished (synonym); (d) mighty (antonym); (e) greedily (antonym).
- v. (a) echo (synonym); (b) lift (antonym); (c) host (antonym); (d) pleased (synonym); (e) beg (synonym).

Seen Comprehension 25

Read the text and answer the questions 1, 2, 3 and 4:

From the valiant sacrifice of Pritilata Waddadar, who swallowed cyanide pills to avoid capture by British forces in 1932, to the spying and frontline battles of Khasi freedom fighter Kakon Bibi in 1971, women were at the forefront of our struggles for freedom against colonization and oppression. In 2024, as the country rose against years of repression and autocratic rule, it was again the women who paved the way for a new Bangladesh. They were on the battlefield chanting slogans, stopping police vans, breaking blockades, and taking to the streets at night while men could not. The women were the beacon that penetrated the darkness.

Mothers came out with food and supplies tending to injured students defying bullets and tear gas. The student protesters were their children, after all. While men, due to their social position in the hierarchy, were predominantly silent or persecuted, it was the women who spoke up.

From domestic workers to grandmothers in mofussils and villages, their words brought down the dictator through daily conversations in both domestic and public spaces. The seeds of freedom were planted through the ordinary speech of our women, who did not shy away from revealing the oppression. We witnessed initiatives like Mayer Daak, a group of women whose family members had faced enforced disappearances; they became one of the most enduring symbols of defiance and calls for justice during the autocratic rule. They staged demonstrations and faced possibilities of persecution but could not be stopped.

Living up to that ideal, female students during the anti-discrimination movement broke out of their dorms, defying the authorities, and shouted at the security forces, calling them murderers "Khuni! Khuni! It was Abu Sayeed's mother who asked the question, "Amar betak marlu kene?" – a question that reverberated the essence of oppression and triggered resistance in the public imagination. It was the cries of these mothers that truly moved us, making us question the legitimacy of the autocracy that frequently misused women's liberation narratives as an excuse or token to justify its terrorizing policies.

It was the mothers and sisters who cut through those narratives. The students from girls' dormitories, the sisters on the streets fighting back, organizing, planning, and strategizing – they were not always in front of the camera and therefore, their struggles and labour are often invisibilized. They worked quietly and fiercely to offer us a new dawn.

Unit 11

Vocabulary

Word	Bangla meaning	Synonym	Antonym
Resistance (n.)	কর্তৃত্ববাদী শাসন বা শক্তিশালী শত্রুর বিরুদ্ধে গড়ে তোলা প্রতিরোধ	defiance, confrontation	support, submission
Swallow (v.)	গিলে খাওয়া	ingest, consume	regurgitate, vomit
Repression (n.)	দমননীতি, নিগ্রহ	authoritarianism, exploitation	liberty, freedom
Autocratic (adj.)	সৈন্যতান্ত্রিক	dictatorial, authoritarian	democratic, liberal
Penetrate (v.)	কোনো বস্তুকে ভেদ করা, অথবা (আলোর ক্ষেত্রে) অন্ধকার ভেদ করে অতিবাহিত হওয়া	get into, go through, pierce	retract, rebound
Predominantly (adv.)	প্রধানত, বা সচরাচর চোখে পড়ার মতো	mainly, mostly	narrowly, partially, barely
Persecuted (adj.)	বিরোধী মতের কারণে শাস্তি প্রাপ্ত	oppressed, tormented	favoured, honored
Reveal (v.)	ফাঁস করা, প্রকাশ করা	disclose, unveil	conceal, hide
Enduring (adj.)	স্থায়ী	lasting, permanent	temporary, short
Defiance (n.)	প্রকাশ্যে অবাধ্যতা, প্রতিরোধ	disobedience, resistance	obedience, submission
Reverberate (v.)	বার বার ধ্বনিত প্রতিধ্বনিত হয়ে জনমনে প্রভাব সৃষ্টি করা	resound, echo	mute, deaden, silence
Trigger (v.)	সূত্রপাত করা, উদ্ভূত করা	spark, provoke, generate	pacify, discourage
Legitimacy (n.)	বৈধতা	legality, rightfulness	illegitimacy, unlawfulness
Invisibilize (v.)	পাদপ্রদীপের আলো থেকে দূরে রাখা	conceal, hide	reveal, unearth

I. Choose and write down the correct answer along with its corresponding number in your answer script.

(a) How does the author view the female students in the movement?

- As passive supporters of larger groups
- As people who joined only after it succeeded
- As individuals driven only by personal and familial complaints
- As independent and brave fighters who resisted control

(b) In the phrase 'the beacon that penetrated the darkness,' the word 'beacon' metaphorically means a —.

- source of inspiration and hope
- warning signal of danger
- political slogan for the masses
- revolutionary weapon for battle

(c) Why does the author criticize the autocracy's use of 'women's liberation'?

- Because the regime genuinely advanced women's rights.
- Because it was used as an excuse to hide and justify oppression.
- Because the regime completely ignored women's issues.
- Because it opposed all forms of social reform.

(d) The word 'enduring' in 'enduring symbols of defiance' most nearly means —.

- Persistent over time
- Emotionally painful
- Historically disputed
- Symbolically complex

(e) 'Mayer Daak' consists of — whose family members faced enforced disappearances.

- a group of female leaders
- a group of women
- a group of feminists
- a group of students

- (f) As used in the passage, the word 'persecuted' is closest in meaning to —.
- i) harassed for one's actions ii) celebrated publicly
iii) ignored by society iv) protected by authority
- (g) The opposite of the word 'trigger' is —.
- i) spark ii) provoke iii) discourage iv) generate
- (h) What was the impact of Abu Sayeed's mother's question?
- i) It led directly to legal reforms.
ii) It created divisions among protesters.
iii) It only attracted international media attention.
iv) It revealed the real oppression and sparked resistance.
- (i) In the phrase 'question the legitimacy of the autocracy,' the word 'legitimacy' refers to —.
- i) moral right ii) military strength iii) popular appeal iv) economic stability
- (j) The word 'defy' is synonymous with —.
- i) disobey ii) discontinue iii) discourage iv) disqualify
- (k) The word 'hierarchy' in the third paragraph of the text has the closest meaning to —.
- i) social or official ranking ii) family responsibility
iii) familial role iv) social responsibility
- (l) The seeds of freedom were planted by the —.
- i) ordinary speeches of our women ii) encouraging speeches of our students.
iii) spirited speeches of our men iv) extraordinary speeches of our women
- (m) Why is 'Mayer Daak' shown as a significant initiative in the text?
- i) It led an armed resistance movement. ii) It replaced all other protest groups.
iii) It ran global campaigns against oppression. iv) It symbolized a brave call for justice despite danger.
- (n) The word 'reverberate' has similar meaning to —.
- i) echo ii) prioritize iii) precede iv) aggravate
- (o) "They worked quietly and fiercely to offer us a new dawn". What does the word 'dawn' mean here?
- i) the beginning of a new Bangladesh ii) the beginning of new civilization
iii) the birth of new nation iv) the beginning of a day
- (p) The word 'swallow' is very much similar to —.
- i) eat ii) derive iii) inhale iv) put
- (q) The text is about the — of our women in uprising.
- i) dormant role ii) hidden role iii) superficial role iv) heroic role
- (r) The word 'forefront' in the sentence "Women were at the forefront of our struggles" implies —.
- i) an important position in a group
ii) the most important and leading position in a group
iii) the most powerful position in a company
iv) the most decorative and lucrative position in an office
- (s) The phrase 'pave the way' means —.
- i) to make it possible or easy for something or someone to follow
ii) to show the right direction to the students
iii) to place something firmly in a place
iv) to equip somebody with all the skills for success
- (t) "Women were the beacon that penetrated the darkness." Here, women are compared to —.
- i) spark ii) light iii) faith iv) trust
- (u) The phrase 'shy away' means —.
- i) to run away from a field ii) to accept the truth
iii) to escape a bad consequence iv) to avoid something for fear or dislike
- (v) The female students showed their — in the anti-discrimination movement by breaking out of the dorms and defying the authorities.
- i) resilience ii) timidity iii) lethargy iv) reluctance
- (w) The word 'predominantly' most nearly means —.
- i) Exclusively ii) Incidentally iii) Largely iv) Uniformly

2. Answer the following questions from your reading of the text above.

- (a) How did mothers support the student protesters during the movement?
- (b) Why does the passage suggest that women spoke up more than men during the movement?
- (c) How did female students challenge authority during the anti-discrimination movement?
- (d) Whose question became a symbol of oppression and resistance, and what was the question?
- (e) Why are the contributions of many women in the movement often overlooked?
- (f) What common characteristic connects the actions of Pritilata Waddadar, Kakon Bibi, and the women of the 2024 movement?
- (g) In what ways did women contribute both publicly and privately to the resistance movement?
- (h) What is the reason of men being silent in the movement?
- (i) What do you know about Kakon Bibi?
- (j) What does the text highlight?
- (k) Why did mothers come out of their houses during the 2024 movement?
- (l) How were the seeds of freedom in 2024 planted?

3. Fill in each gap with an appropriate word based on the information of the text above.

- i. (a) — have played a significant role in Bangladesh's struggles against oppression throughout history. In 1932, Pritilata Waddedar swallowed cyanide to avoid capture by British forces. During the 2024 movement, women bravely (b) — blockades and took to the streets in protest. Mothers supported injured students by providing (c) — and supplies despite threats from the authorities. The (d) — named Mayer Daak became a powerful symbol of resistance against enforced disappearances. Although many women worked behind the scenes, their contributions helped bring a new dawn for the (e) —.
- ii. Women have repeatedly shown their strength in times of national crisis. In the anti-discrimination movement, female students left their (a) — despite restrictions imposed by the authorities. They openly accused members of the security forces of being (b) —. The question raised by Abu Sayeed's mother inspired widespread (c) — against injustice. Women from both urban and rural areas spread awareness through everyday (d) —. Their determination eventually helped challenge an oppressive (e) —.
- iii. *[From the valiant sacrifice..... penetrated the darkness.]*
Women have repeatedly contributed to the nation's fight against injustice. While Pritilata Waddedar chose death over (a) — by colonial rulers, Kakon Bibi risked her life in wartime missions. In 2024, women stood firmly against years of repression and (b) — rule. They prevented police vehicles from moving and broke through (c) — set up to stop protests. Their active participation inspired others and brought light to a period of (d) —. Thus, women once again became pioneers in building a new (e) —.
- iv. *[Mother came out with..... but could not be stopped.]*
Women played a vital role in challenging authoritarian rule. They not only supported protesters physically but also contributed through their powerful (a) —. From domestic workers to elderly women in villages, they influenced public opinion against the (b) —. Their determination helped cultivate a desire for (c) — among ordinary people. The members of Mayer Daak demanded (d) — for victims of enforced disappearances. Even the possibility of severe punishment could not weaken their spirit of (e) —.
- v. *[From the valiant sacrifice of Pritilata Waddedar the women who spoke up.]*
Women have been key figures in our (a) — for freedom. Starting from Pritilata Waddedar's (b) — in 1932 to Khasi freedom fighter Kakon Bibi's frontline battles in 1971, women have made significant contributions to put an (c) — to colonization and oppression. In 2024, during the uprising (d) — repression, women led the way, chanting slogans, stopping police vans, and breaking blockades. Mothers offered food and supplies to injured student (e) —, defying bullets and tear gas.

4. Read the above passage and write down the synonyms and antonyms of the words as directed.

- i. (a) colonization (antonym); (b) hierarchy (synonym); (c) predominantly (synonym); (d) resistance (antonym); (e) terrorizing (synonym).
- ii. (a) legitimacy (antonym); (b) triggered (synonym); (c) liberation (antonym); (d) invisibilize (antonym); (e) strategizing (synonym).
- iii. (a) repression (synonym); (b) reverberate (synonym); (c) reveal (antonym); (d) enduring (antonym); (e) defy (synonym).
- iv. *[From the valiant sacrifice of Pritilata Waddedar the women who spoke up.]*
(a) valiant (synonym); (b) oppression (antonym); (c) new (antonym); (d) rule (synonym); (e) penetrated (synonym).
- v. *[From the valiant sacrifice of Pritilata Waddedar the women who spoke up.]*
(a) avoid (synonym); (b) forefront (antonym); (c) freedom (antonym); (d) repression (synonym); (e) silent (antonym).

Answers

Answer to Seen Comprehension 01

1. a. iii) lifestyle; b. i) exclude; c. ii) folk song varieties; d. iv) politics; e. iii) being preserved in new media; f. i) They are made from local materials; g. ii) spoken; h. iv) come across; i. iii) It serves the same purpose; j. a) urbanization; k. i) to move to another place for living; l. ii) belonging to the most people of a country or an area; m. i) environment; n. iii) adjective; o. ii) tribal; p. ii) dependent on local nature; q. ii) Passed down orally; r. iii) long appeal; s. i) to develop gradually.
2. (a) Folk music embodies the self-expression of the people by reflecting their way of life. It includes sectors like agriculture, food, ecology, seasons, and rituals that are a major part of a community's daily life.
(b) In the modern era, folk music continues to exist by finding a place in mainstream films and music albums. In this way, it has adapted to the gradual fading of its popularity in village life.
(c) Migration to cities leads to changes in lifestyle and surroundings. This detachment from roots causes the slow disappearance of traditional tunes, directly affecting folk music and its original form.
(d) Urbanization and transformation of villages are causing traditional tunes to slowly fade.
(e) Folk performances are considered closely connected to the land because they are crafted directly from natural materials found in the immediate surroundings. Animals like, bamboo, and caltchash are generally used to make folk instruments.
(f) Folk music has always been passed down orally in communities. Now, it is also being included in mainstream films and music albums. Thus, the way of preserving folk music has changed over time.

- (g) Urban growth leads to migration and changes in lifestyles, which causes rural cultural traditions and traditional tunes to fade gradually.
- (h) The evolution of folk music is influenced by changes in people's way of life, such as agriculture, ecology, seasons, and rituals.
3. i. (a) orally; (b) self-expression; (c) live; (d) surroundings/environment/nature; (e) fading/disappearing/dying.
 ii. (a) styles/types/forms; (b) never; (c) crafted; (d) popularity; (e) mainstream.
 iii. (a) consists; (b) generations; (c) connected/tied/linked; (d) popular/common; (e) express/share.
 iv. (a) live; (b) self-expression; (c) change; (d) materials/surroundings/resources; (e) growth.
4. i. (a) uniform/similar/homogeneous; (b) move/shift; (c) developed/progressed; (d) unconventional/uncommon/unpopular; (e) represent/exemplify.
 ii. (a) change/alter; (b) ceremony/custom/practice; (c) concealed/suppressed; (d) verbally; (e) distantly/vaguely/loosely.
 iii. (a) make/build/create; (b) hide/cover/conceal; (c) create/generate; (d) comprise; (e) flourish/develop/grow.

Answer to Seen Comprehension 02

1. a. ii) Naksha — Artistic pattern; b. iii) The publication of a famous poem with the same name; c. iii) Cumilla; d. ii) Present-day Nakshi Kantha is produced commercially; e. i) family use; f. iii) Nakshi Kantha has both traditional and commercial significance; g. ii) stitched with designs; h. iv) They have colourful patterns and designs; i. i) (a) creative; j. iii) Rural practice → Literary recognition → Commercial production; k. iii) using; l. iv) Decorative objects by hand; m. iii) art; n. iv) conventional; o. ii) native.
2. (a) The name comes from the Bangla word 'naksha', meaning artistic pattern. This highlights the decorative and artistic embroidery that makes Nakshi Kantha unique and attractive.
 (b) The passage mentions that Nakshi Kantha is a traditional craft and this art has been practised in rural Bangladesh for centuries, which proves its long tradition.
 (c) The passage connects Nakshi Kantha with literature by mentioning that its name became popular after the publication of the poet Jasimuddin's poem Nakshi Kanthar Math in 1929.
 (d) The passage emphasizes the colourful patterns and embroidered designs of Nakshi Kantha as the main reasons for its great demand today.
 (e) Traditionally, Nakshi Kantha was made mainly for family use. But the purpose of it has changed over time. To meet market demand it is now produced commercially and sold in handicraft shops in cities.
 (f) Yes, I agree. Nakshi Kantha reflects the creativity, traditions, and lifestyle of rural people. Its long history and unique embroidery patterns make it an important symbol of Bangladeshi cultural heritage.
 (g) Nakshi Kanthas are now in great demand because of the colourful patterns and designs embroidered on them.
 (h) The specialty of rural Bengal according to the context of the passage is that, the art of Nakshi Kantha or embroidered quilt has been practiced in rural Bengal for centuries.
 (i) The artistic features of 'Nakshi Kantha' are that it has colourful patterns and designs and they are traditional in nature.
 (j) I like Nakshi Kantha. It is because of its colourful patterns and designs embroidered on it.
3. i. (a) traditional; (b) designs; (c) centuries; (d) made/crafted; (e) popularity/recognition.
 ii. (a) traditional; (b) meaning; (c) popularity; (d) made; (e) commercially.
 iii. (a) comes; (b) Native/Indigenous; (c) areas/Bangladesh; (d) popularized; (e) colourful.
 iv. (a) use; (b) Districts; (c) basis; (d); sold; (e) attractive/artistic.
4. i. (a) Creative/Decorative; (b) Foreign; (c) Blanket/Coverlet; (d) Infamous/Unpopular/Unknown; (e) Discontinue/Neglect/Stop.
 ii. (a) manufacture/make; (b) incompetence; (c) costly; (d) customary/conventional; (e) uncreative.
 iii. (a) popular/well-known/renowned; (b) cheap/affordable/inexpensive; (c) colorless; (d) native/local; (e) exercise.
 iv. (a) print/issue; (b) bard; (c) embellished/decorated/adorned; (d) type/category/variety; (e) unpopular/unknown.

Answer to Seen Comprehension 03

1. a. ii) different ethnic groups speak a variety of languages; b. i) Inheritance from the past; c. iii) It is a factor contributing to language endangerment; d. ii) indicate the disappearance of languages over time; e. iii) A wide and long-lasting effect; f. iii) participating in movements against oppression; g. ii) Varied; h. iii) trained teachers and resources; i. ii) Threatened; j. i) Freedom; k. ii) Movement of local people away from their homes and farmlands; l. ii) Ethnic languages and cultures are facing threats to their survival; m. iii) loss of language may weaken cultural heritage; n. ii) A structure built across a river to control or store water; o. i) difficulty; p. ii) Regular and ongoing attempts over time; q. ii) way of earning a living; r. i) endangered; s. iii) distinct.
2. (a) Factors responsible for the ethnic languages being endangered are urbanization, modernization, and migration. These factors contribute to language death, causing many ethnic languages to disappear at an alarming rate worldwide.
 (b) The UN warning indicates that ethnic languages are disappearing rapidly across the world, with one language reportedly dying every two weeks.
 (c) Sidhu and Kanu are significant because they led the Santhal Rebellion. Their rebellion highlights the contribution of ethnic minority groups to the anti-colonial struggle.

- (d) Despite their historical contributions, ethnic minority communities today face challenges in preserving their languages and cultural heritage.
- (e) The efforts to include ethnic languages in education are facing difficulties because of a shortage of trained teachers and inadequate resources for higher education in these languages.
- (f) The government is trying to support ethnic minority languages by including them in pre-primary and primary education.
- (g) When the Kaptai Dam was built, it relocated thousands of ethnic people living in the hill tracts, from their homes and farmlands. It also disrupted their livelihoods and cultural connections to the land.
- (h) The lack of trained teachers and resources for education has made it difficult for ethnic people to preserve their languages.
- (i) The ethnic communities played a vital role in resisting oppression during the British colonial rule. For example, the leaders like Sidhu and Kanu led uprisings such as the Santhal Rebellion, contributing to the anti-colonial struggle.
- (j) 'Language death' refers to the extinction of languages. Many ethnic languages in Bangladesh are dying due to urbanization, modernization and migration.
- (k) The UN is concerned about the disappearance of ethnic languages because languages carry culture and knowledge, and losing them means losing human heritage.
3. i. (a) distinct; (b) contributions; (c) colonial; (d) preserve; (e) include.
 ii. (a) lifestyles; (b) endangered; (c) movements; (d) preserve; (e) challenges.
 iii. (a) global; (b) ethnic; (c) disappears; (d) risk; (e) rich.
 iv. (a) cultural; (b) urbanization; (c) minorities; (d) languages; (e) construction.
4. i. (a) dwell/live/inhabit; (b) die out/vanish/perish; (c) inconsequential/negligible/insignificant; (d) movement/rebellion; (e) abundance/adequacy.
 ii. (a) activity; (b) reduce; (c) underscore; (d) destroy; (e) advantage.
 iii. (a) tradition; (b) effect; (c) safe; (d) emancipation/liberty; (e) untrained.

Answer to Seen Comprehension 04

1. a. iii) one kind of sweetmeats; b. iii) both natural and cultivable sources.; c. iv) Yogurt; d. iii) More than forty variety of fish are available.; e. iv) It celebrates a traditional food item.; f. ii) occasions when sweets are distributed; g. i) Food plays a significant role in Bangladeshi culture and social life.; h. iii) a lot of; i. ii) The diversity and cultural significance of Bangladeshi cookery.; j. iv) a multi-itemed meal.; k. iii) Having something in large amount; l. iii) intimate; m. i) food, cooking style and recipes; n. ii) palatable; o. iv) denoting river, canal or pond water; p. ii) dished up; q. iv) conventional r. iii) to foster the growth of; s. i) fruit preserved in vinegar;
2. (a) Panta Ilish is closely associated with Pohela Boishakh, a major cultural festival. Therefore, it symbolizes cultural identity as well as food tradition. For this reason, it is considered more than just a meal.
- (b) Pitha is made using ingredients that have been used for generations. Its continued popularity among people of all ages makes it a traditional food.
- (c) In the passage it is stated that almost all Bangladeshi women prepare traditional sweets. This suggests that women play a significant role in maintaining culinary traditions.
- (d) Yes, I think food helps preserve cultural identity because traditional dishes are linked to festivals and customs. Foods like Panta Ilish and pitha connect people to their heritage.
- (e) The passage presents a Bangladeshi society that values food, tradition, and social relationships. Cuisine appears to be an important part of both daily life and cultural celebrations.
- (f) The passage mentions Panta Ilish during Pohela Boishakh and Pitha Utsab in winter. These examples show that food plays an important role in celebrations and cultural events.
- (g) Bangladeshi cuisine includes a wide variety of foods such as rice, vegetables, fish, meat, pitha, and sweets. The use of many spices further adds to its richness and diversity.
- (h) Fish farming helps meet the growing demand for fish. It also reduces dependence on rivers and lakes as the only sources of fish and can contribute to the economy of our country.
- (i) The popularity of Hilsha shows that certain traditional foods hold a special place in the culture. It reflects people's attachment to local tastes and culinary traditions.
- (j) The abundance of rivers, lakes, and ponds provides a large supply of fish. As a result, fish has become a central component of Bangladeshi meals. Again, the availability of milk, rice flour, sugar, molasses, syrup, etc. to make sweetmeats indicates the influence of natural resources on Bangladeshi cuisine.
3. i. (a) cultivation; (b) dried; (c) like; (d) arrange/organise; (e) sweets.
 ii. (a) delicious; (b) varied; (c) first; (d) sweets; (e) make/prepare.
 iii. (a) rich; (b) protein; (c) sweets; (d) distribute; (e) occasions.
 iv. (a) served; (b) cultivated; (c) popular; (d) during; (e) sweets.
4. i. (a) dried; (b) whole/total; (c) distant; (d) main/primary/principal; (e) simple/plain.
 ii. (a) uniformity; (b) tasty/delectable; (c) tasteless/distasteful/unappetizing; (d) main/primary/principal; (e) raw/ uncooked.
 iii. (a) uniform/identical/unvaried/similar; (b) primary/main/chief; (c) conventional; (d) distant; (e) arrange.
 iv. (a) tasty/flavorful/appetizing; (b) varieties/kinds/categories; (c) well-liked/favored/famous; (d) modern/contemporary/ new; (e) disliked/hated/despised.
 v. (a) simple/plain; (b) primary/major; (c) rare/uncommon/unusual; (d) similar/same; (e) insignificant/ trivial/unimportant.

Answer to Seen Comprehension 05

- ii) Body and mind; b. iii) Leading a happy life; c. iv) Complete lack of focus; d. iii) highly valuable; e. i) It cannot be enjoyed; f. ii) A balanced diet; g. ii) keep the body fit for work; h. ii) staying awake late into the night; i. iii) peace of mind; j. iii) by avoiding petty worries; k. i) comparing worth; l. ii) peace of mind; m. iii) drinking water; n. ii) instructive; o. iii) ensure work fitness.
- Wealth and property can only provide comfort if a person is physically well enough to enjoy them. A sick person cannot buy peace or true physical comfort with money, which makes health the ultimate foundation of happiness. That's why good health is more valuable than vast wealth and property.
 - If we are unhealthy, we will feel weak and unable to concentrate on our studies. This lack of focus quickly leads to poor academic performance and a loss of interest in hobbies or sports.
 - The mind and body are deeply connected. If a person constantly worries, it can cause physical problems like lack of sleep, poor digestion, or headaches, which proves that a calm mind protects the body.
 - If someone stays up late, the body cannot get the deep rest it needs to repair itself. As a result, a person will feel exhausted, easily irritated, and unable to focus properly the next day.
 - No, they will not be healthy. Diet must be paired with regular exercise to keep the body fit. Without exercise, unburned food energy can lead to illness and laziness.
 - When people are healthy, they don't think much about their strength. They spend their time making money or enjoying life. But when sickness takes away their freedom, they finally understand that health is the most important thing they had.
 - If a person wakes up early, they get a peaceful, quiet morning to think clearly and plan their day. This healthy routine keeps the brain active and organized, which helps them make smarter decisions.
 - Yes, health is actually more valuable than gold because gold cannot buy true happiness or cure every disease. A healthy person with no gold can still work hard and enjoy life, but a sick person with a lot of gold will only experience suffering.
 - If someone worries, it creates mental stress, which can quickly lead to physical problems like lack of sleep, loss of appetite, or headaches. This shows that mental peace is important for keeping our body strong and healthy.
 - If someone stays awake late, their brain cannot get proper rest. Over time, this unhealthy habit will damage their physical fitness, reduce their mental sharpness, and make it much harder for them to succeed.
- (a) happy; (b) concentrate; (c) gold; (d) enjoy; (e) diseases.
 - (a) mind; (b) worry; (c) peace; (d) fit; (e) wise.
 - (a) mental; (b) depends; (c) sleeping; (d) healthy; (e) mind.
 - (a) body; (b) importance; (c) without; (d) Maintaining; (e) sleep.
- (a) illness/ailment/malady/sickness; (b) inessential/unnecessary/optional; (c) immense/huge/enormous; (d) worthless/cheap; (e) tranquility/serenity/calmness.
 - (a) unequally; (b) routinely/ frequently/daily; (c) unfit/unsuitable/unhealthy; (d) public/shared/common; (e) trivial/insignificant.

Answer to Seen Comprehension 06

- ii) Our body, our home, and our workplace; b. ii) Hygiene is next to godliness.; c. ii) Cleanliness impacts social relationships.; d. iii) encouraging; e. i) emit; f. ii) surroundings; g. ii) Bacteria may attack the skin.; h. ii) An unclean person; i. iii) The quality which makes a man obedient to religion.; j. iii) cleanliness; k. iii) safe; l. ii) dirty; m. ii) Socks and shoes are used against dust and germs.; n. iii) To attract somebody or something.
- Hygiene is necessary because a person cannot be physically, mentally, or even spiritually well without practicing it. It supports a healthy life in all aspects of human development.
 - Personal cleanliness helps a person appear acceptable to others as unclean people are not liked by anyone. Keeping ourselves clean makes people comfortable around us.
 - It is a daily necessity because the body must be cleaned regularly to remove dirt and germs. The absence of daily care leads to bad smells and poor health.
 - These habits are very important because they kill harmful bacteria and prevent illness. Although they are simple daily actions, they are crucial to personal hygiene.
 - An unclean person is not liked by anybody. Moreover, one cannot achieve anything physically, mentally or spiritually if one's body, mind or soul is unclean.
 - We should put on clean clothes because dirty clothes produce bad smell and invite harmful germs.
 - Hygiene is thought to be next to godliness because we cannot achieve anything physically, mentally or spiritually if we are unclean in our body, mind and soul.
 - To observe the rules of health, we must keep our body clean, wash our clothes regularly, drink safe water and keep our surroundings and environment clean.
- (a) liked; (b) smell; (c) safe/pure; (d) necessity; (e) neglect/ignore.
 - (a) clean; (b) health; (c) regularly; (d) hygiene; (e) keep/maintain.
 - (a) practice; (b) is known; (c) next; (d) without; (e) follow.
 - (a) hygiene; (b) physically; (c) include; (d) washing; (e) Keeping.

4. i. (a) impiety/ungodliness; (b) cleanliness; (c) habit/routine; (d) contaminate/pollute; (e) routinely/consistently.
 ii. (a) disobey; (b) spend/live; (c) fail/lose; (d) inwardly; (e) pure/drinkable/harmless.
 iii. (a) odour/scent; (b) improperly/incorrectly; (c) surroundings; (d) shield/guard/defend; (e) materially/worldly.

Answer to Seen Comprehension 07

1. a. i) moving violently and convulsively in an attempt to escape; b. iii) uneven, and struggling; c. ii) Possession; d. iv) She considers trapping living creatures cruel and unnecessary; e. iii) A mix of excitement and a recognition of the bird's vitality; f. iii) Consistently moralizing and gravity-filled; g. ii) It lacked the biological capability to perceive a transparent human barrier; h. iv) to cause severe physical or mental suffering; i. i) inhaling air sharply and with difficulty; j. ii) alighted or settled on an elevated spot or bar; k. iv) flapping the wings rapidly, lightly, and irregularly; l. iii) His conscience was awakened by seeing the bird's suffering; m. iv) To let the bird go. n. i) Seryozha's mother inspired him to catch birds; o. iii) scatter; p. ii) It wanted to get free from the net; q. ii) to look at something for a long time; r. iv) a piece of land in front of a house; s. ii) Seryozha forgot to close the door; t. ii) the siskin died.
2. (a) At the beginning, Seryozha was excited to catch and keep birds. By the end, after seeing the suffering and death of the siskin, he realized his mistake and developed sympathy for birds. He also decided never to catch one again.
 (b) The theme is that freedom is essential for living creatures. It is developed through the mother's warnings, the bird's suffering in captivity, its desperate attempt to escape, and Seryozha's final decision never to catch birds again.
 (c) Its jerky breathing, spread wings, and inability to move normally suggest that it was severely injured and unlikely to recover.
 (d) The accident transformed the story from one of excitement and adventure into one of regret and sorrow. Actually it led Seryozha to realize the consequences of his actions. So, the siskin's collision with the window was a turning point in the story.
 (e) The statement is ironic because he later neglects the bird, proving that he could not provide the constant care he had promised.
 (f) The birds' fear of Seryozha symbolizes the natural instinct of wild animals to avoid humans who may threaten their freedom.
 (g) Although he cared for the bird initially, he forgot to change its water on the third day. It shows that his enthusiasm was temporary.
 (h) Seryozha's mother's reaction to the net is important to the development of the story because her reaction foreshadows the suffering of the siskin and highlights the moral lesson that wild birds should not be kept in captivity.
 (i) After hitting the window pane, the bird lay helplessly on its breast with its wings spread out. Its breathing was uneven and jerky.
 (j) Seryozha learned that birds belong to nature, and trapping them in cages for personal pleasure leads to their suffering and tragic death. He promised that he would not catch bird again. The experience taught him compassion.
 (k) The bird got hurt when it flew out of the open cage door toward the window. Being unable to see the transparent glass pane, it collided violently with it and fell to the windowsill.
 (l) If I were in Seryozha's place, I would have listened to my mother's wise advice immediately and released the siskin right after catching it instead of trapping it in a cage.
 (m) At the end of the story, the little siskin died. The next morning, Seryozha found it lying on its back inside the cage with its little legs curled up. Seeing that, Seryozha was heartbroken.
 (n) Seryozha's mother disliked the net because she thought it was cruel to catch and torment little birds. She also warned him not to keep them in cages.
 (o) Seryozha wanted to put them in cages. He thought they would sing for him. He promised to feed and care for them.
 (p) Seryozha stood near the net, waiting for the birds. But, they were afraid of him. So, they did not come close.
 (q) While Seryozha left for dinner, the net fell. A little bird was trapped under it. He found it thrashing about.
3. i. (a) worked; (b) trapped; (c) warning; (d) thought; (e) identified.
 ii. (a) best; (b) attract; (c) found/saw; (d) net; (e) care.
 iii. (a) trapping; (b) board; (c) torment; (d) while; (e) release.
 iv. (a) most; (b) tormented/ tortured; (c) objection/reluctance/advice; (d) trapped; (e) assured/said/ promised.
4. i. (a) torture/bother (b) detached/separated/disconnected; (c) trapping/seizing/capturing; (d) disappointed/bored/dismayed; (e) struggle/toss/squirm.
 ii. (a) worst; (b) shorten/lessen; (c) sit/settle; (d) close to/alongside/beside; (e) remove/withdraw.
 iii. (a) scattered/spread; (b) got/obtained; (c) fearless/bold/brave; (d) display/exhibit; (e) small/tiny/minature.
 iv. (a) move/fall; (b) scared/afraid/terrified; (c) open/unclose/unlock; (d) smoothly/steadily; (e) staring/looking/watching.

Answer to Seen Comprehension **08**

1. a. iv) balefully; b. iii) ordinary. c. ii) Prospered; d. ii) At exactly the same time and manner; e. iii) Pulling a covered wagon; f. iii) An exemplary climate; g. ii) Every single without exception; h. iii) became independent; i. i) apathetically; j. iii) Light reflects off the chalk-white, glassy walls; k. iv) The moon reminded them of the circus spotlight; l. ii) The influence of learned behaviour across generations m. ii. They performed circus tricks naturally; n. ii) disperse; o. iii) allowing water to pass through easily; p. iii) The full moon, which resembles the spotlight; q. iii) A piece of rock from space landing on earth; r. i) The area near or surrounding a particular place; s. ii) Its walls are chalk; t. iii) their dancing and circus tricks.
2. (a) A jaguar unexpectedly attacked a juggler and fatally wounded the animal trainer. This serious situation traumatized the show members and caused them to permanently disband in horror.
(b) After a number of generations, the uninhabited island where the two circus bears went after the tragedy of the show, became full of their descendants.
(c) The two Alaskan Kodiak bears appeared in a small circus show in a nightly parade pulling a covered wagon.
(d) The two dancing bears soon became favourites of the crowd for performing magnificent-circus tricks.
(e) When the circus went on a West Coast tour, a jaguar attacked a juggler and mortally mauled the animal trainer. It caused a situation of panic and the dancing bears took off.
(f) The show people dispersed in panic and horror after a jaguar had ferociously mauled the animal trainer.
(g) In the confusion resulting from a jaguar mauling the animal trainer, the bears went their own way and wandered off into the wilderness in the densely wooded, wildly windy, subantarctic island.
(h) The bears found the uninhabited island having the climate and condition similar to that of subantarctic region. So, this place was ideal for them to mate and thrive.
(i) The scientists found after 70 years that the descendants of the two bears perform splendid circus tricks.
(j) The thing which is yet a mystery about the bears' descendants dancing under the full moon is what kind of music they hear inside their heads while they dance.
3. i. (a) hind; (b) jaguar; (c) subantarctic/windy/wooded; (d) multiplied/thrived/mated; (e) meteorite/circular/sparkling.
ii. (a) danced; (b) mortally/seriously; (c) uninhabited, (d) enthusiastically/passionately; (e) speculations/postulation.
iii. (a) under; (b) wilderness; (c) performing; (d) crater; (e) while.
iv. (a) bears; (b) After; (c) rapidly; (d) cubs; (e) life/performances.
4. i. (a) Rotate/Whirl; (b) Assemble; (c) Anxiety/Panic; (d) City/Colony; (e) Surroundings.
ii. (a) painfully/frightfully; (b) proliferated/increased; (c) dim; (d) found; (e) noise.
iii. (a) offspring; (b) thickly; (c) partially/partly; (d) eagerly; (e) appear.
iv. (a) execute; (b) adjoining/ next to; (c) inhabited; (d) reproducing/flourishing; (e) dull.
v. (a) turmoil/chaos; (b) magnificent/superb/ excellent; (c) empty; (d) guess; (e) delight/joy.

Answer to Seen Comprehension **09**

1. a. iii) dress for the job; b. ii) brought together; c. i) a state of astonishment; d. iii) He is not a teacher.; e. ii) practical experience; f. i) to teach hands-on; g. iv) canopied; h. iii) worn-out; i. iv) her daily walks; j. iii) a typical, formal look; k. ii) a broad grin; l. iv) adjective; m. ii) casting aside; n. iii) to deny his identity as a teacher; o. iii) humbleness; p. ii) planting a field; q. i) trees blocked the sunlight; r. iii) tools; s. i) slim fit; t. iv) especially; u. ii) the headmaster; v. iii) hanging; w. ii) He possessed a warm and approachable nature.
2. (a) The significance of the details given about the farming teacher's outfit is that they showed how the new teacher was unlike a conventional teacher. Instead of wearing formal clothes, he dressed in a way that reflected his identity as a farmer and his uniqueness.
(b) Totto-chan finally recognized the farming teacher by remembering where she had seen him before. During her walks to Kuhonbutsu, she had passed by the farmer's field near the stream.
(c) The farmer's reaction suggests that he was a humble person and did not see himself as a professional teacher. He simply accepted the headmaster's request to share his practical knowledge with the students.
(d) The clues a person can use from the text to find the farming teacher's field are its location and appearance. It was near the stream and was the one filled with mustard blossoms.
(e) The educational belief of Mr. Kobayashi reflected in this passage is that children learn best through direct experience. He preferred students to observe and practice things rather than learn only through formal instruction.
(f) The setting of their lesson helped the students by providing a calm and natural place suitable for practical learning. As the lesson was about farming, the natural setting is more suitable than a formal classroom in school.
(g) The details that made the farming teacher seem unusual as a teacher were that he wore a work jacket over his undershirt, a towel around his neck, and patched narrow-legged trousers. He also wore rubber-soled socks, a worn-out straw hat, and had a black cord around his waist. His attire is different from a formal clothes of a teacher.
(h) The example of a baker supports the headmaster's idea of learning by showing that practical skills are best taught by people who actually do the work. It explains why a farmer was chosen to teach farming.

- (i) The farming teacher's knowledge was considered valuable because it came from real experience rather than theory. The children could learn directly from someone who worked in the field every day.
- (j) The difference was that they learned through hands-on experience. Their school welcomed practical teaching even from people without formal teaching qualifications. It is better than the theoretical class of an ordinary elementary school.
- (k) According to the text, the specific detail that made the half-car look peaceful was its neat placement in the middle of the cultivation area. Its position matched the quiet and pleasant surroundings near the pond.
- (l) Totto-chan's first impression of the teacher was that he wasn't dressed like a conventional teacher. He looked different from other teachers for his attire.
- (m) The children were going to learn how to plant a field from the farming teacher using real farming tools in the middle of an actual cultivated field.
- (n) The farming teacher's field was on the way over to Kuhonbutsu. It was the field filled with mustard blossoms that people would pass during their walks.
- (o) The farming teacher used informal, colloquial language with contractions such as "Naw!", "I ain't", "ev'ry", "fer", and "yer," which immediately set him apart.
3. i. (a) farmer; (b) plant; (c) Kuhonbutsu; (d) seeing/observing; (e) half.
 ii. (a) straw; (b) teacher; (c) bread; (d) trees; (e) qualifications.
 iii. (a) pond; (b) railroad; (c) storage; (d) peaceful; (e) planting/farming.
 iv. (a) children; (b) familiar; (c) typical/conventional; (d) stream; (e) excited.
 v. (a) assembled; (b) where; (c) Staring; (d) asked; (e) way.
4. i. (a) worn-out/tattered/shabby; (b) farm/till; (c) untidily/sloppily/messily; (d) gather; (e) disqualification/incompetence/inability.
 ii. (a) thick/broad/wide; (b) tools/equipment/instruments; (c) shadowed/canopied; (d) keep; (e) generally/commonly.
 iii. (a) gesturing; (b) glance/blink/peek; (c) bothered/displeased/disappointed; (d) acquainted/known; (e) ponder.
 iv. (a) hanging; (b) types/kinds; (c) calmly/indifferently; (d) chaotic/disturbed; (e) field/patch/area.

Answer to Seen Comprehension 10

1. a. ii) Practical agricultural work and observation; b. ii) able to survive difficult conditions; c. iii) take nutrients and block sunlight; d. ii) annoyance; e. ii) Lines or trenches made in soil for planting; f. ii) He is practical and experienced; g. ii) Hands shaped by hard physical work; h. ii) prove; i. ii) Respected greatly; j. iii) Experiencing deep peace and calm; k. ii) Peaceful field vs global troubles; l. i) watching the planted seeds sprout; m. i) flattened; n. i) sweat; o. ii) surrounded; p. iii) comforted; q. iv) respect; r. iii) verb.
2. (a) The farming teacher emphasized removing weeds because they competed with crops for sunlight, water, and nutrients. He wanted the children to understand that healthy crop growth depends on keeping the field free from harmful plants.
- (b) The snake incident shows that the teacher was knowledgeable, calm, and reassuring. Instead of creating fear, he used the opportunity to teach the children about respecting nature.
- (c) The teacher's gnarled hands suggest years of hard physical labor. They symbolize his practical experience and support the idea that his knowledge was gained through firsthand work.
- (d) The children admired the farming teacher because he taught patiently, shared valuable knowledge, and continued helping them after the field was planted. His kindness and expertise earned their respect.
- (e) Farming teacher's methods reflect experiential learning. He knew that students learn best through direct participation, observation, and practical application rather than through theory alone.
- (f) The children felt various positive emotions like a sense of wonder and joy when they saw the seeds they planted start to sprout.
- (g) The disadvantages of the weeds were that they were hard to get rid of as they grew faster than crops. They also block the sunlight from reaching the crop and help bad insects hide. Moreover, they also take all the nourishment from the soil.
- (h) After the lesson, the students grew more close to the farming teacher and started to hold him in high esteem. Additionally, they happily greeted the teacher whenever they met him.
- (i) The students found a moment of peace in their discussions on their tiny field and the progress of the seeds they planted.
- (j) The farming teacher reassured Ta-chan about the snake by informing him that the snakes were not poisonous and would not hurt him unless he hurt them.
- (k) The farming teacher told the students various interesting things about insects, birds, butterflies and many other topics besides teaching them how to plant a field.
- (l) The farming teacher taught the students how to keep crops safe from weeds, how to use a hoe, how to make furrows, how to spread fertilizer and other necessary preparations for growing crops in a field.
3. i. (a) start; (b) blocking; (c) nutrients; (d) pulled out; (e) tasks.
 ii. (a) taught; (b) harmful; (c) nature; (d) planted; (e) respect.
 iii. (a) reassured; (b) disturbed; (c) interesting; (d) showed/attested; (e) practical.
 iv. (a) planting; (b) called; (c) grow; (d) world; (e) world.
 v. (a) weeding; (b) techniques; (c) pulling; (d) make; (e) gnarled.

4. i. (a) concealing/secreting/sheltering; (b) show/exemplify/display; (c) boring/insignificant/uninteresting; (d) non-toxic/harmless; (e) concern/worry.
 ii. (a) nutrition; (b) hid/conceal; (c) weak/fragile/feeble; (d) expertise/proficiency; (e) describe/clarify/illustrate.
 iii. (a) continued/proceeded; (b) unbent/untwisted; (c) authenticate/prove/demonstrate; (d) utilize/apply; (e) difficulty/problem.

Answer to Seen Comprehension 11

1. a. iii) religious festival; b. ii) To reflect cultural richness and creativity; c. ii) picturesque; d. iii) appreciative and respectful; e. iii) Protecting enriched history and culture; f. iii) selfishness; g. iii. protect the history and culture of ethnic communities; h. iii) unity; i. ii) coming together while respecting one's cultural identity; j. iv) Raj Punnah — Unity and cultural pride; k. ii) threatens the survival of traditional culture; l. ii) traditions, culture and values passed down from the past; m. iii) Solidarity and mutual brotherhood; n. ii) Their construction reflects a close relationship with nature; o. iii) They reflect cultural richness and creativity; p. ii) unique lifestyle, traditions, and values; q. ii) their mother tongues; r. iii) characterized by strong solidarity and brotherhood; s. iii) their peaceful lifestyle and strong traditions deeply rooted in nature; t. iii) indigenous; u. iii) a challenging force that threatens the traditions of the ethnic communities; v. iv) symbiosis.
2. (a) Language is crucial for ethnic communities because it preserves their history, songs, and ancestral knowledge. It acts as a bridge between generations, which ensures cultural continuity and protects intellectual contributions of their forefathers.
 (b) The government has introduced textbooks in five ethnic languages to protect cultural heritage, promote education in native languages, and help preserve their historical identity and traditions.
 (c) Ethnic communities live in close harmony with nature, using natural resources to build homes and sustain life. This reflects their dependence on the environment and respect for ecological balance.
 (d) In the age of modernisation, ethnic communities are facing challenges to preserve their cultural identity, traditions, and languages. Because of modernization, external influences and changing lifestyles are threatening their inherited cultural practices.
 (e) Ethnic communities are important to Bangladesh's cultural heritage because they enrich national culture through diverse traditions, languages, festivals, and arts. Their unique practices add depth and variety to Bangladesh's overall cultural identity and heritage.
 (f) The people of ethnic communities wear handmade colourful clothes with unique designs that express creativity, identity, and pride. They represent cultural richness and distinguish each community's traditions and artistic expression.
 (g) The heritage of the ethnic communities is rich because it is a blend of unique lifestyle, traditions values, unique languages, colorful handmade crafts, diverse festivals, and a strong commitment to peace and nature. This blend provides a unique aesthetic to the nation.
 (h) Currently the ethnic communities are struggling because of the modern age. Modernization is creating tough challenges for them. They must work hard to keep their culture alive.
 (i) The designs of the clothes of the ethnic communities are important because they show their rich cultural heritage. They also express their deep cultural pride and natural creativity.
 (j) This strong social bond helps the ethnic communities maintain their peaceful life style and live in close harmony. It keeps them united to protect their rich traditions and cultural identity. This brother hood also gives them the mutual strength to survive the challenges of moderization.
 (k) The small ethnic communities are considered vital because they play a mojour role in enriching the cultural heritage of Bangladesh. Their unique traditions, distinct language, colorful festivals, and deep connection with nature add great beauty and diversity to the nation.
3. i. (a) living; (b) rich; (c) tongues; (d) unity; (e) modernization.
 ii. (a) peacefully; (b) possess; (c) values; (d) ancestral; (e) modernization.
 iii. (a) celebrate; (b) creativity; (c) symbolizes; (d) festivals; (e) cultural.
 iv. (a) harmony; (b) homes/houses; (c) strong; (d) modernisation; (e) struggling.
 v. (a) carry; (b) protection/preservation; (c) textbooks; (d) enriching; (e) safeguarding/keeping.
4. i. (a) conventional/customary; (b) shallow; (c) violently; (d) dignity/honor; (e) division/discord.
 ii. (a) dead; (b) accord/agreement; (c) loveliness/charm; (d) distinct/personal; (e) disconnect/separate.
 iii. (a) departure; (b) minor/insignificant; (c) violent/disturbed; (d) vibrant/abundant; (e) distinctive/exclusive.
 iv. (a) strive/fight; (b) weak/fragile; (c) beautiful/picturesque; (d) save/safeguard; (e) selfishness.

Answer to Seen Comprehension 12

1. a. ii) Kept under observation; b. iv) In the event of a lack of oxygen; c. i) Securely and with steady pressure; d. iv) Review the safety information card thoroughly; e. iii) Filling the vest with air; f. iv) rigid; g. ii) Secure yourself first and then secure others; h. i) Help herself; i. iv) the action of becoming airborne; j. ii) take up; k. ii) A small flexible bag; l. iii) become visible; m. iv) safety information; o. i) noun.
2. (a) Passengers are instructed to secure their own oxygen masks first so that they can breathe properly and remain capable of helping others.
 (b) 'Bracing position' means a position for an emergency landing of a plane. It helps reduce the risk of injury by protecting the head and body from sudden impact during an emergency landing or crash.



- (c) The passage provides clear instructions and advises passengers to read the safety card. It also indicates that passenger's awareness and cooperation are essential for safety.
- (d) A life vest is a safety kit which is worn in time of emergency and inflated before the aircraft is left.
- (e) When the scarcity of oxygen arises, an oxygen mask automatically appears in front of the passengers.
- (f) 'Nonsmoking' means— a place where smoking is prohibited.
- (g) An oxygen mask will appear before a passenger when there is a lack of oxygen in the aircraft.
- (h) The passengers are strongly suggested to read safety information in the card before takeoff.
- (i) The passengers are requested to assume the bracing position in event of emergency.
- (j) An oxygen mask is used by pulling it towards oneself and placing it over one's nose and mouth and securing the elastic band behind one's head.
3. i. (a) If; (b) normally; (c) During; (d) vest; (e) before.
- ii. (a) falls; (b) placed; (c) first; (d) emergency; (e) remove.
- iii. (a) appear; (b) over; (c) securing; (d) leaning; (e) leaving.
4. i. (a) mechanically/naturally; (b) safety/normality; (c) fasten/fix; (d) deflate; (e) pleasant/delightful.
- ii. (a) situated; (b) demand/necessitate; (c) softly; (d) blow up/pump up; (e) strap/loop/belt.
- iii. observed/checked/examined; (b) veil/vizard; (c) informed/notified/told; (d) attach/ place; (e) unpleasant/uncomfortable.

Answer to Seen Comprehension 13

1. a. iii) Cultural understanding can develop despite language barriers.; b. iv) social center; c. ii) accompanied by friendly social interaction; d. iv) hospitality; e. iii) spend; f. i) Traditional and community-oriented; g. ii) richly loaded with products; h. ii) Commodities; i. i) It has adapted while retaining traditional features.; j. ii) To move a boat through water; k. ii) Foreigners are main buyers of the market.; l. ii) unknown; m. iii) Exactly.
2. (a) The market is mainly visited by local people rather than tourists, and many sellers are elderly women following traditional trading practices. Moreover, transactions still take place from boats, maintaining an age-old custom. Foods are made from natural ingredients and served in nature friendly materials. All these things suggest that it has preserved its traditional character.
- (b) The locals seem to share strong social bonds since they know one another well and address each other by name. Their frequent smiles and friendly interactions reveal a close-knit community.
- (c) The food reflects a culture that values fresh ingredients and traditional recipes. Serving food in bowls made from banana leaves also demonstrates an environmentally friendly and culturally rooted practice.
- (d) Although the locals did not understand English, they were able to communicate effectively through smiles, gestures, and friendly behavior. This shows that human interaction can transcend linguistic barriers.
- (e) Mita and her companions wanted to experience the floating market at its busiest and most authentic time. Their plan to have breakfast there also required them to arrive before the market activities began to decline.
- (f) The canals surrounded by coconut palm trees create a picturesque and tranquil environment. This natural setting enhances the traditional charm of the market and distinguishes it from ordinary land-based markets.
- (g) The locals were more focused on their daily business activities than on the presence of visitors. This suggests that the market primarily serves local needs rather than catering to tourists.
- (h) The food reflects a culture that values fresh ingredients and traditional recipes like 'Pad Thai' and 'Kanom Krok'. Again, serving food in bowls made from banana leaves also demonstrates an environmentally friendly and culturally rooted practice.
- (i) Tha ka people's simplicity, friendliness, politeness, and welcoming attitude left a positive impression on Mita and her companions. These qualities made the visitors like Mita and her companions feel comfortable despite cultural and language differences.
- (j) Mita had the opportunity to witness an authentic floating market and interact with local people. The experience enriched her understanding of Thai culture and provided memorable moments to capture in photographs.
- (k) Mainly, Thai elderly women were selling goods. They were selling goods displaying them in their small boats. The buyers were choosing their pick and had a little chit-chat with the sellers.
3. i. (a) hungry; (b) food; (c) vegetables; (d) peanut; (e) pancake.
- ii. (a) sharp; (b) coconut; (c) laden; (d) traditional; (e) delighted/happy.
- iii. (a) locals/natives; (b) spent; (c) eating; (d) elderly; (e) welcoming.
- iv. (a) traditional; (b) phase; (c) Fridays; (d) natives; (e) traditional/popular.
- v. (a) boats; (b) elderly; (c) tourists; (d) traditional; (e) others.
- vi. (a) traditional; (b) familiar; (c) languages; (d) visitors/tourists; (e) buying.
4. i. (a) afloat/drifting; (b) many/several/numerous; (c) happy/jolly; (d) bitter/sour/tasteless; (e) ignore/overlook.
- ii. (a) conventional; (b) natives/inhabitants/residents; (c) see/observe; (d) young/youthful; (e) stale/spoiled.
- iii. (a) relying; (b) modern/new; (c) choice/option/selection; (d) foreigner/immigrant/outsider; (e) currently/presently/at present.
- iv. (a) exactly/precisely; (b) comprehend; (c) tasty; (d) purchase/buying; (e) hide/conceal.

Answer to Seen Comprehension 14

- speculation; b. iv) being used as currency; c. iv) noble privileges; d. iii) Knights wore them in battles.; e. ii) valuable over time; f. iii) the Romans; g. ii) her people; h. i) Foraging; i. ii) personal fondness; j. iv) Penury; k. ii) prized; l. i) connect; m. iii) found; n. iii) aristocratic.
- No, shine is not the only reason. The passage shows that pearls were also linked to love, respect, wealth, social status, marriage, and good fortune in various civilizations throughout history.
 - Yes, there is a sense of deep respect and value. The Egyptians buried pearls with the dead, which implies that pearls held importance even after death.
 - Pearls are historically important because they were valued across civilizations and mentioned in religious texts and mythologies. The Egyptians buried them with the dead, Cleopatra used them as a sign of love, and the Greeks and the Romans saw them as symbols of wealth and status.
 - The Greeks considered pearls a symbol of wealth and social position. In contrast, the Romans regarded them as the greatest indicator of wealth and social status.
 - Queen Cleopatra's act shows that, at that time, pearls were extremely valuable and had the capacity to express her love and respect for the people of her nation.
 - Knights wore pearls in battle rather than leaving them safely at home because they believed pearls would bring good luck and would help them during fights.
 - The passage mainly discusses the privileged groups, such as a queen, nobles, and knights. This suggests pearls were likely out of reach for common people which is precisely why pearls were largely associated with wealth and status.
 - Cleopatra was the famous queen of Egypt. She drank dissolved pearl from a glass as a sign of love and respect for her people.
 - Pearl was discovered thousands of years ago probably while human beings were searching for food at the sea shore.
- (a) valuable/precious; (b) shine; (c) buried; (d) wealth; (e) knights.
 - (a) valued; (b) sea; (c) considered/regarded; (d) Egyptian; (e) sign.
 - (a) gems; (b) religious; (c) queen; (d) drank; (e) Rome.
- (a) find/uncover; (b) modern/contemporary; (c) aristocratic/elite/royal; (d) worthless/despised/useless; (e) melt.
 - (a) separate/detach/disconnect; (b) symbol/token/indicator; (c) slightly/minimally; (d) rank/position; (e) seek.
 - (a) surely/certainly/definitely; (b) poverty/scarcity; (c) inhumane/entomb; (d) cite/state; (e) honour/reverence.

Answer to Seen Comprehension 15

- i) distinct; b. ii) landownership; c. iii) small boats; d. iii) verb; e. ii) bare ground; f. ii) an inseparable bond with the rivers; g. ii) It becomes difficult to sail boats; h. ii) occupied; i. iv) healing; j. ii) They lack a permanent home; k. iv) noun; l. iii) verb; m. iii) treat; n. ii) medicines made from herbs; o. i) temporary; p. ii) the main part of a country; q. ii) a superstition; r. iii) entertainment; s. iv) heavy rainy season; t. i) reservoirs of water; u. iii) a young child learning to walk; v. i) nomad; w. iv) 8 months; x. ii) an ethnic group living on water; y. iv) traditional engine-less boats.
- The river gypsies lead a nomadic life because they do not own any land. Therefore, they move from one place to another and live mainly on rivers and waters.
 - The shift reveals that the river gypsies depend heavily on natural conditions. When water bodies dry up in winter, they leave their boats and move to temporary shelters on land.
 - From the passage, it can be inferred that their income sources change according to opportunity and season. They earn money from various occupations, such as fishing, diving for pearls, snake charming, selling goods, and providing traditional cures.
 - Traditional healing practices find success because many villagers believe in the magical or special powers of the river gypsies. This belief encourages people to seek their help.
 - The description mainly indicates a relaxed and simple daily routine of the river gypsies during the winter season. At that time, they live in temporary tents beside riverbanks.
 - During winter, many water bodies dry up and become unsuitable for navigation and living. At that time, the river gypsies return to the mainland and stay in makeshift tarpaulin tents.
 - Yes, the river gypsies have a different lifestyle. They live on boats, travel from place to place, and do not have permanent homes. Their occupations and daily activities are also closely connected to rivers.
 - Boats are important because they serve as both transport and home for the river gypsies. The gypsies live and travel in them for most of the year.
 - The river gypsies have a very close relationship with nature, especially with rivers and water bodies. Their movement and occupations change according to natural conditions.
 - No, they do not possess any magical power. The passage only states that many villagers believe that they do. It is presented as a community belief, not a proven fact.
 - The word 'makeshift' reveals that their winter shelter is temporary and not properly built. It suggests that the shelters are simple and basic, and not designed for long-term use.
 - The monsoon season makes the river gypsies busy. Throughout this season, they remain occupied with fishing and diving for natural pearls.

- (m) Many village people believe that the gypsies have magical powers and they can drive away evil spirits from a person's body.
 (n) The gypsy women go from door to door to sell bangles, cosmetics and other things to the local villagers.
 (o) The phrase 'water bodies' stands for the parts of a planet's surface that are covered with water, such as rivers, swamps, and canals.
3. i. (a) pearls; (b) weeks; (c) makeshift; (d) relaxing; (e) toddlers.
 ii. (a) return; (b) tents; (c) fishing; (d) sell; (e) lifestyle.
 iii. (a) bedey; (b) boats; (c) April; (d) catch; (e) magic.
 iv. (a) living; (b) land; (c) groups; (d) stay; (e) ethnic.
4. i. (a) tribal/racial; (b) peddle/vend; (c) wander/travel; (d) settled; (e) permanent.
 ii. (a) lodge/stay; (b) good/virtuous; (c) artificial; (d) remedy/treatment; (e) possess.
 iii. (a) native/regional; (b) surface/emerge; (c) rest/unwind; (d) idle/free; (e) line.
 iv. (a) rarely/seldom; (b) tradition; (c) large/big; (d) cure/treat; (e) doubt/disbelieve.

Answer to Seen Comprehension 16

1. a. iii) Challenges and adaptation of river gypsies in a changing environment; b. ii) Environmental and societal change; c. ii) Formal education is viewed as a key tool for social integration.; d. i) environmental and socio-economic transformations; e. iii) Their traditional way of life is becoming increasingly difficult.; f. iv) conventional; g. i) nomad; h. ii) moving; i. iii) passed down through generations; j. iv) members of the past generations of one's family; k. i) For not having any specific address; l. i) changeable amount of rainfall; m. iii) damage; n. i) suffrage; o. iv) the change in the earth's environment; p. iii) perspective; q. iv) River gypsies are at ease with water life now.
2. (a) Rapid urbanisation reduces the number of people who depend on the traditional services offered by river gypsies. As urban residents adopt modern alternatives, the gypsies lose customers, which directly threatens their economic survival.
 (b) River gypsies may experience increased unemployment, displacement, and loss of cultural traditions. The decline of waterways could make their traditional lifestyle nearly impossible to sustain.
 (c) Climate change disrupts river navigation and traditional occupations, affecting the community's income and lifestyle. Consequently, it creates social and economic challenges that threaten their cultural identity and survival.
 (d) Water-survival skills enable river gypsies to survive and thrive in aquatic environments. However, these may become a disadvantage when the community needs to transition into a land-based society that requires different skills and knowledge.
 (e) Conventional schools require students to live near a fixed location and attend regularly. As gypsy children are born and raised on moving boats, maintaining such attendance is often impossible.
 (f) The government appears to view river gypsies as a vulnerable community requiring support and inclusion. The government's efforts suggest a desire to integrate them into the broader social and economic framework of the country.
 (g) The reduction of waterways limits not only movement but also access to customers and traditional trading routes. As a result, their economic activities become less sustainable, forcing many to reconsider their way of life.
 (h) Many river gypsies are considering permanent settlement on land, and the government is introducing housing and integration programs. These developments indicate that their traditional water-based lifestyle is becoming increasingly difficult to maintain.
 (i) Education can provide skills necessary for employment and participation in mainstream society. It also equips younger generations to adapt to changing environmental and economic conditions.
 (j) Yes, the contexts of the river gypsies in Bangladesh are getting changed because of the changed reality. They are losing their customers in the urban population. Besides, the shrinking of the waterways, drying out of the rivers and the unpredictable rain compel them to change their life style.
 (k) The main problems that river gypsies are facing are losing customers for urbanization, restriction of boat movement for climate change, and changing their lifestyle because of the changed reality.
 (l) As waterways have shrunk and many rivers are drying out, the gypsy people cannot stay on boats for the whole year. They are thinking of living permanently on land and as a result, they are losing their heritage.
 (m) The gypsy people can't come to the mainstream of population, because they lack the education and training they need to adapt to mainstream modern society.
3. i. (a) problematic; (b) urbanisation; (c) hence/so/therefore; (d) changed; (e) mainstream.
 ii. (a) formal; (b) conventional; (c) establishing/running; (d) areas; (e) education/training.
 iii. (a) needed/required; (b) education; (c) permanent; (d) schools; (e) voluntary.
 iv. (a) urbanisation; (b) shrunk; (c) facilities; (d) survive; (e) society/population.
4. i. (a) nomad/migrant; (b) country/nation; (c) die/perish/pass away; (d) teach/school/enlighten; (e) ignore/neglect/disregard/overlook.
 ii. (a) paid; (b) rapidly/quickly; (c) constricted/narrow/limited; (d) former/past/earlier; (e) drought.
 iii. (a) marginal/peripheral/uncared; (b) ancestor/progenitor; (c) encounter; (d) same/single; (e) perceive/notice/think.
 iv. (a) adjust; (b) formal/traditional; (c) common/general; (d) expenditure; (e) gradually/slowly.
 v. (a) descendant/progeny/heir; (b) manage/direct/operate/administer/conduct; (c) ancient; (d) consider; (e) rural/rustic.

Answer to Seen Comprehension 17

1. a. i) He was too young to remember; b. iii) soft, orange-red tint; c. ii) rustling trees and animal noises; d. i) his immense value; e. ii) a comforting deception; f. i) It feels like a long-dissolved rumour; g. ii) He is devastated by his inability to guarantee their safety; h. i) Innocent and trusting; i. ii) The daylight signals their departure, which is perilous; j. ii) troubled; k. ii) to bargain over prices; l. iii) vulnerability; m. iii) a belief that others would be kinder if they saw their past; n. ii) profound desperation and hope for mercy; o. ii) uncaring and unconcerned; p. ii) blockade; q. iv) market; r. ii) invaluable; s. iii) fear; t. iv) in search of home; u. i) funeral.
2. (a) The father wishes so because Marwan could have remembered the peaceful and beautiful life in Homs before the war. If Marwan remembered those good days, he would know that their homeland was once a happy place, not just a place of destruction.
- (b) People risk their lives because staying in their war-torn country is even more dangerous than crossing the sea. They take this extreme risk with the hope of finding a safe, peaceful home for their children.
- (c) The father calls his promise a trick because he is actually very scared and powerless against the dangerous sea. He makes this promise not because he can guarantee their safety, but to comfort his son and make him feel protected.
- (d) The passage mentions that in the Old City of Homs, there was a mosque for Muslims and a church for Christians. They all shared the same grand market to buy things, which shows that they lived together in harmony.
- (e) The father describes the sea as indifferent because the sea is a massive force of nature that does not care about human suffering. It does not know or care that the people in the small boat are innocent refugees looking for a home.
- (f) If I were in Marwan's place, I would feel very cold, scared, and confused about what was happening. However, holding my father's hands would probably give me a little bit of comfort and hope in the darkness.
- (g) Some people in other countries might call them "uninvited" because they fear outsiders or worry about the cost of helping them. However, this is unfair to the refugees, because they did not leave their countries by choice, but to save their lives.
- (h) Marwan completely trusts his father to protect him from all dangers. This breaks the father's heart because he knows the journey across the sea is extremely dangerous, and he actually has no true power to guarantee his son's safety.
- (i) He says this because once they are in a small boat on the vast, unpredictable ocean, human strength is no longer enough to save them. They will be completely at the mercy of nature. So he turns to God as his only remaining source of hope and protection.
- (j) The writer has included these different nationalities to show that war and sufferings are not just happening in Syria. It reminds us that people all over the world are being forced to flee their homes. This highlights that the refugee crisis is a massive global tragedy.
- (k) He says this because their current life is so full of violence, pain, and fear that the peaceful days feel completely unreal to him now. The destruction of their city has been so absolute that it is hard for him to even believe those happy times actually existed.
- (l) Marwan's father feels worried because the sea is huge, dangerous, and indifferent to human life. He fears that their small boat will be like a tiny dot in the rough water. If the boat tips over and sinks, it will place his precious son's life at great risk.
3. i. (a) persimmon; (b) herd; (c) forgotten; (d) soot; (e) dams.
- ii. (a) calligraphy; (b) bad; (c) powerless; (d) prayer; (e) cargo.
- iii. (a) mosque; (b) kibbeh; (c) souk; (d) protests; (e) siege.
- iv. (a) burials; (b) swimming; (c) bright; (d) gaps; (e) skin.
- v. (a) misfortune/troubles; (b) mother; (c) moon; (d) sleeps; (e) sea/ocean.
- vi. (a) protests; (b) Marwan; (c) news; (d) beach; (e) languages/tongues.
4. i. (a) engraved/imprinted/ingrained; (b) blessing/fortune/advantage; (c) deserted/abandoned/lifeless; (d) desperate/anxious/restless; (e) concerned/caring.
- ii. (a) guide/navigate/direct; (b) courage/confidence; (c) worthless/valueless/insignificant; (d) bargain/negotiate/barter; (e) unwanted/uninvited.
- ii. (a) restless/troubled; (b) hole/cavity/hollow; (c) mumble/mutter; (d) bright/radiant/glowing; (e) wide/broad/spacious.
- iv. (a) uncovered/bare; (b) deception/bluff/pretense; (c) empty/deserted/vacant; (d) tiny/small; (e) destroy/crush/devastate.

Answer to Seen Comprehension 18

1. a. iii) To signify, indicate, or characterize a specific historical milestone; b. iii) Publication of Johann Carolus's weekly newspaper; c. i) An intense, persistent fixation or deep-seated passion for something; d. iii) Newspaper publication became regular in several European countries; e. i) limited; f. ii) spread religious beliefs; g. ii) Newspapers have evolved over time; h. iii) catastrophes; i. iv) All online editions require payment; j. i) conceal; k. iii) a national event; l. ii) online edition of a newspaper; m. i) 3 countries; n. i) in their form and presentation; o. ii) Azad & Ittefaq.
2. (a) Despite the growth of online editions, the printed newspapers continue to survive because many people around the world are still strongly attached to printed newspapers and continue to value them.

- (b) The year 1784 is significant in the history of American journalism because *The Pennsylvania Packet* and *The Daily Advertiser*, the first daily newspapers in the United States, were published that year.
- (c) In Bangladesh, *The Azad* played an important role during the Language Movement, while *The Daily Ittefaq* played a significant role in the struggle for independence.
- (d) The publication of 'Samachar Darpon' is considered a landmark because it was the first Bangla weekly newspaper. It was first published in 1818.
- (e) The 21st century can be called a new era for newspapers because they are now published online and are no longer limited to traditional tabloid and broadsheet formats.
- (f) The change in the form and presentation has occurred in newspaper publication in the 21st century. Moreover, newspapers have started publishing online editions, and many of them are available free of charge.
- (g) In the 17th century, Germany, Italy and the Netherlands started regular publication of Newspapers. In Germany, Johann Carolus published the first weekly newspaper in 1605.
- (h) Yes, I agree with the statement. 'The Pennsylvania Packet' and 'The Daily Advertiser' were the first daily newspapers in the USA. They were published in 1784.
- (i) In Indian subcontinent, the British Raj first introduced newspaper. James Augustus Hickey published 'Bengal Gazette' in 1780. The first Bangla weekly newspaper was the 'Samachar Darpon', which was published in 1818 by the missionaries.
- (j) During the Pakistan reign, two newspapers had influenced the movements of Bangladesh a lot. The Azad played an important role during the Language Movement while The Daily Ittefaq had a glorious role in the struggle for independence of Bangladesh.
- k. 'News books' contained stories of battles, disasters or public celebrations.
3. i. (a) long; (b) believed; (c) printed/published; (d) weekly; (e) online.
 ii. (a) regular; (b) published/issued; (c) missionaries; (d) notable/remarkable/significant; (e) platforms/editions.
 iii. (a) breakthrough; (b) basis; (c) missionaries; (d) historic; (e) popularity.
 iv. (a) covered/contained/published; (b) claimed; (c) started; (d) daily; (e) either.
 v. (a) printed; (b) missionaries; (c) journey; (d) significantly; (e) passion.
4. i. (a) memorable; (b) concealment; (c) undistinguished/insignificant; (d) deny/disclaim; (e) way/pattern.
 ii. (a) spoken/online; (b) messenger/preacher; (c) restriction / denial; (d) assert/demand; (e) establish.
 iii. (a) start/inception/onset; (b) indicate/identify; (c) ordinary/unremarkable/insignificant; (d) unmemorable/forgettable; (e) freedom/liberty/sovereignty.
 iv. (a) published/issued; (b) operate/manage/control; (c) abolish/disestablish; (d) display/layout; (e) minor/insignificant/trivial.
 v. (a) insignificant/trivial/unimportant; (b) great/remarkable/noble; (c) dependence/subjugation/subordination; (d) restricted/limited; (e) entry/admittance.

Answer to Seen Comprehension 19

1. a. iii) The editor; b. ii) Because old news is no news.; c. ii) Two; d. i) The journalist's; e. ii) accordingly; f. iii) the news presenter; g. i) mismanagement; h. ii) the news is authentic; i. iv) prompt intelligent decision and instant necessary technical assistance; j. iii) after the team returns back collecting materials; k. iii) editing the shot; l. iii) It provides the first and fastest update of events; m. ii) heat that is extremely intense and exhausting; n. iii) explain visuals and make the story clear; o. ii) a fixed and clearly developed plan; p. ii) The skills of the camera operator; q. i) They provide personal or opposing views; r. iii) Instant broadcasting with no editing; s. i) delivering information in a clear and brief form; t. iii) Freshness of news is highly valued; u. iii) Quick decisions and technical management.
2. (a) A 'breaking news' is a startling news that appears first and fast on any TV channel. It has become quite popular nowadays.
 (b) The responsibilities of a journalist include investigating the specific news topic in detail, planning interviews with relevant individuals to develop a clear idea, and finally, presenting a concrete concept of the topic to guide the filming process.
 (c) To make a TV report more believable and understandable to the audience, it should include clear shots of the scene. It helps the audience understand the situation through important visual information. Moreover, the reporter needs to be seen describing the report.
 (d) A reporter should possess the ability to use simple language and speak clearly and concisely. He/She needs to be careful to keep camera shots short and to the point. For live reporting, a reporter must be capable of making quick intelligent decisions and demonstrating prompt management of technical assistance.
 (e) TV journalists need to cover and broadcast news without delay because old news loses its value. Reporters must stay up-to-date with developing stories and try to break the news first so that viewers receive the latest information as quickly as possible.
 (f) Live reporting is broadcast instantly from the spot, usually without pre-planning or editing. There is little chance to retake shots, so quick decisions and efficient technical support are essential.
 (g) The camera operator controls visual clarity and framing of scenes. His/Her skill determines how effectively the background and events are captured. It directly influences how clearly viewers understand the news story.

- (h) Voice-over is important in TV news reports because it explains visual footage and provides context. It helps viewers understand the story clearly by linking images with narration, especially when the reporter is not present on screen during video presentation.
- (i) Breaking news creates competition because channels try to be first in reporting. This increases urgency among reporters, pushing them to gather and broadcast information faster than rival news organizations.
- (j) A visible reporter increases authenticity and emotional connection. It helps viewers trust the report and understand the seriousness of the situation by seeing the reporter directly present at the scene.
- (k) Field reporting faces weather challenges, time pressure, and unpredictable events. Reporters must still collect accurate information, conduct interviews, and ensure proper footage despite environmental and technical difficulties at the scene.
- (l) Simple and concise language ensures clear communication within limited airtime. It helps viewers quickly understand the news without confusion, especially when multiple stories must be delivered in a short time.
- (m) News is always updated and it is a continuous process. Every second new things happen or the old ones can change. Thus, it can be said that old news is no news at all.
- (n) Yes, I do agree with the statement. It is because a TV reporter covers a story defying scorching sun, bitter winter or monsoonal showers.
- (o) For each piece of report, there are time constraints. For this, the reporters need to keep camera shots short and precise, use simple language, and speak clearly and concisely.
- (p) Yes, I agree that a live coverage needs extra carefulness. It is because everything needs to be finished on the spot and the news is aired instantly without much pre-plan and any chance of editing and with very less chance for retaking the shot.
- (q) A shot of the scene provides important visual information to the viewers and so it needs to be easy to understand. Therefore, to make a shot easily understandable, a camera operator needs to be skilled.
3. i. (a) journalist; (b) reports; (c) use; (d) reporting/coverage; (e) concise.
 ii. (a) quickly; (b) formed; (c) interviews; (d) broadcasting; (e) live.
 iii. (a) topic; (b) camera; (c) related/relevant; (d) archive; (e) concludes.
 iv. (a) opinions; (b) reports; (c) outlining/summarizing; (d) Live; (e) instantly.
 v. (a) explaining/introducing; (b) providing; (c) depend; (d) includes/adds; (e) understandable/comprehensive.
4. i. (a) ignore/understate; (b) unreliable/unacceptable/invalid/doubtful; (c) declaration/statement/headline; (d) importance/relevance/noteworthiness/gravity; (e) genuineness/validity/originality.
 ii. (a) viewers/spectators/public; (b) narrate/depict/portray; (c) unassociated/unrelated/uninvolved; (d) incomplete/unclear; (e) unrelated/unassociated/uninvolved.
 iii. (a) end/finish; (b) secondary/minor/peripheral; (c) clarify/elaborate/illustrate; (d) grasp/comprehend/perceive; (e) result/consequence/effect.
 iv. (a) incomplete/unclear; (b) importance/relevance/noteworthiness/gravity; (c) genuineness/validity/originality; (d) ignore/understate; (e) unreliable/unacceptable/invalid/doubtful.
 v. (a) clarify/elaborate/illustrate; (b) narrate/depict/portray; (c) unassociated/unrelated/uninvolved; (d) declaration/statement/headline; (e) unrelated/unassociated/uninvolved.

Answer to Seen Comprehension 20

1. a. ii) being featured in Ittadi; b. iii) giving books for free; c. ii) his heirloom; d. iii) TV programme; e. iv) meritorious students; f. iv) did not stop reading books; g. i) They had to return the books; h. iii) 98; i. iv) because of health problems; j. ii) It is the second-highest civilian award; k. iii) Alor Ferrywala; l. i) promoting reading; m. i) made local people interested in books; n. iii) in Rajshahi; o. iv) books; p. iii) to be born; q. iv) a legacy; r. i) time in the future; s. iv) adverb.
2. (a) Polan Sarkar was known as Alor Ferrywala because he dedicated his life to distributing books for free. He walked miles daily to deliver knowledge directly to people's doorsteps. Knowledge is regarded as light and books contain knowledge. Since, Polan Sarkar distributed books, he was called Alor Ferrywala.
- (b) Despite severe financial troubles, Polan Sarkar never let poverty hamper his intense passion for learning. He overcame this adversity by borrowing books from wherever he could and reading them voraciously.
- (c) Polan Sarkar's movement began simply by awarding books to top students, which quickly prompted other students and local adults to ask for books. By distributing books on foot, this small incentive grew into a massive, community-wide book distribution network. Thus, his small act turned into a social movement.
- (d) Polan Sarkar was awarded the Ekushey Padak in 2011 for his extraordinary contributions to society. Through this award, he was recognized for his massive impact on society by promoting literacy and education at the grassroots level.
- (e) Polan Sarkar received an inheritance from his grandfather. He used these funds to establish a local school in his village in 1965.
- (f) After getting diabetes, Polan Sarkar started distributing books walking on foot. He used his daily health walks to travel around on his own two feet and deliver the books to people.
- (g) Polan Sarkar's story was shown on Ittadi in 2006. His inspiring work transformed him from a respected local figure in Rajshahi into a celebrated national hero.
- (h) Local school students as well as local adults borrowed books from Polan Sarkar. The condition for borrowing books was that they had to return the books upon finishing.

- (i) Yes, Polan Sarkar was an avid reader. He was a deeply passionate and voracious reader from a very young age. His lifelong love for books is proven by the fact that he borrowed books from any source possible despite facing heavy financial hardship.
- (j) While Polan Sarkar had been admired locally in Rajshahi for a long time, his widespread fame came through television. He gained nationwide recognition after being featured on Bangladesh Television's highly popular show Ittadi on December 29, 2006.
- (k) Polan Sarkar encouraged students to read books by awarding them with books. He also lent them books to read free of charge.
- (l) To flourish education, Polan Sarkar established a school in his village in 1965. He also started awarding the students who topped the merit list with books since 1990.
- (m) Polan Sarkar had been praised in Rajshahi for his social enlightening activity. After he had been featured by the famous TV Program 'Ittadi' in 2006, Polan Sarkar was awarded the Ekushey Padak, the second-highest civilian award, in 2011 for his noble work.
- (n) Polan Sarkar intensely loved books. As a boy, he borrowed books from wherever he could and read them voraciously. This activity justifies Polan Sarkar's passion for books.
3. i. (a) winner; (b) passion; (c) voraciously; (d) distributed; (e) show.
 ii. (a) inheritance; (b) books; (c) local; (d) desire; (e) condition.
 iii. (a) school; (b) movement; (c) diabetes; (d) foot; (e) nationwide.
 iv. (a) inheritance; (b) distributing; (c) diagnosis; (d) after; (e) civilian.
 v. (a) yearly; (b) borrowing; (c) movement; (d) diagnosed; (e) distributing.
4. i. (a) coldly/harshly; (b) heritage/tradition; (c) hinder/obstruct; (d) indifferently/apathetically; (e) fame/honour/acceptance.
 ii. (a) found/set up; (b) difficulties/ailments; (c) indifference/apathy; (d) lend/return; (e) campaign.
 iii. (a) eagerly/avidly; (b) unknown/unpopular; (c) identified/detected; (d) lose; (e) never/immediately.
 iv. (a) highlight/present; (b) conceal/hide; (c) criticize/condemn/despise; (d) keep/hoard; (e) bequest/heirloom/birthright.

Answer to Seen Comprehension 21

1. a. ii) overcome earthly distances; b. iii) It rose by its own power; c. iv) traveling faster than sound; d. iii) the sky's the limit; e. ii) Boeing 787 has a slight speed advantage; f. iii) flight speed; g. ii) France and Britain; h. iii) a catastrophic accident; i. ii) 27 years; j. ii) permanently retired; k. ii) mastered land travel; l. iii) sought new challenges; m. iii) a group of planes; n. iii) a supersonic speed; o. iv) It landed without damage.
2. (a) Both inventions represent major milestones in conquering distance. While the wheel allowed humans to travel faster and carry loads on land, the airplane was the next step to overcome geographical barriers by traveling through the sky.
- (b) Wright brothers' 1903 flight is considered the first real take-off because it was the very first time a machine, with its own power, successfully lifted a human into the air, maintained a smooth speed, and landed safely. It proved that controlled, human flight was actually possible.
- (c) Modern companies focus on speed because, in today's highly connected world, time is very valuable. Passengers and businesses want to reach international destinations as quickly as possible, so faster planes are more attractive to travelers.
- (d) The Concorde was grounded because of safety concern. After a major, fatal accident, the authority decided to ground the fleet in 2003.
- (e) The end of the Concorde served as a harsh reminder that extreme speed comes with extreme risks. It likely forced modern companies like Boeing and Airbus to prioritize fuel efficiency, reliability, and absolute safety over simply trying to build the fastest plane.
- (f) Airplanes have made the vast world feel much smaller and more accessible. They allow people to cross oceans in hours instead of weeks, which has completely transformed global business, international tourism, and the sharing of different cultures.
- (g) The passage shows that human beings are never completely satisfied with their past inventions because first conquered distance on earth with wheels, but they did not stop there. They endeavored further to conquer the sky, which proves that humans always want to push their limits and discover new things.
- (h) Since they can no longer offer supersonic speeds, these companies must use attractive ads to highlight other excellent features. They likely advertise things like better safety, modern comfort, and better fuel efficiency to attract passengers.
- (i) The permanent grounding of the Concorde in 2003 meant that international travelers lost the ability to cross the world at supersonic speeds. As a result, they had to rely on slower commercial flights like Boeing and Airbus aircraft.
- (j) It suggests that the author feels a sense of sadness or disappointment about the Concorde being grounded. Even though the decision was made for safety after a major accident, losing such an incredible technological achievement was a setback for aviation history.
3. i. (a) further; (b) experiment; (c) power; (d) damage; (e) take-off.
 ii. (a) supersonic; (b) companies; (c) speed; (d) expected; (e) websites.
 iii. (a) beat; (b) aviation; (c) accident; (d) forever; (e) sky.
 iv. (a) carrying; (b) humans; (c) Concorde; (d) unfortunate; (e) because.
 v. (a) invention; (b) sound; (c) passenger; (d) supersonic; (e) grounded.

4. i. (a) give up/quit/abandon; (b) find/invent/unearth; (c) overcome/defeat/vanquish; (d) rough/ uneven/bumpy; (e) outstanding/superb/splendid.
- ii. (a) unattractive/ugly/unappealing; (b) harm/destruction; (c) fortunately/luckily; (d) minor/ insignificant/trivial; (e) transformation/innovation/change.
- iii. (a) combined/shared/united; (b) normally/usually; (c) end/finish/stop; (d) transported; (e) slower.

Answer to Seen Comprehension 22

1. a. ii) society; b. iv) oral communication; c. iii) partial; d. iv) Modern technology makes information easy to carry; e. i) clay; f. iii) external layer; g. i) the impracticality of pre-paper information storage; h. iii) large book; i. iii) Paper made storing and spreading knowledge easier; j. i) evidence; k. iii) distribution; l. ii) before the invention of paper; m. iii) on which we write; n. iv) for a long period of time; o. iv) Entire world of information can be confined in a laptop; p. i) reference work. q. iii) the time before the invention of paper; r. i) limited in extent, number, scope, or action; s. ii) To communicate; t. i) pre-paper age; u. iii) To preserve thoughts in writing; v. ii) writing purpose; w. i) convenient to transport.
2. (a) Knowledge was very restricted before the paper age because early writing materials like stone, wood, and metal were heavy and hard to carry. This made it very difficult to make books and share knowledge.
(b) Communication is important because sharing ideas is at the heart of civilization. It helps people record information, share knowledge, and bring society together.
(c) The early materials people used, like stone, metal, wood, bark and leaves, were very heavy or difficult to carry. They needed something that was readily available, lightweight and easy to use. That's why, people searched for better writing materials for a long time.
(d) Today, people can easily carry a vast amount of knowledge in digital form on devices like laptops and smartphones. They can also carry a large volume of information in paper form through modern printed books and encyclopedias.
(e) Paper changed human life by making it easy to publish books and spread knowledge across the world. Instead of using heavy stones or wood, people could finally record and carry information easily, which opened up learning for everyone.
(f) Writing improved communication by allowing people to record and save their thoughts for a long time, rather than just relying on speaking and listening. This advancement made it possible to preserve knowledge accurately and share ideas with others across great distances and generations.
(g) A one-hundred-page book would be a problem because if the pages were made of heavy stone block metal, wood or bark, the book would weigh an immense amount and be impossible to carry.
(h) Yes, I support that communication of ideas is at the centre of civilisation. It is because civilisation can flourish only when the spread of knowledge, ideas and information is ensured.
(i) In the modern age, most of the records are kept on paper. They are also increasingly being stored in digital devices like laptops.
(j) We know, communication of ideas is at the centre of civilisation, which needs written records. These records are preserved mainly on paper. Thus, paper is ultimately at the centre of civilisation.
(k) Before paper age, people used the surface of stone, metal, wood, bark, leaves, etc. for writing.
(l) Before the invention of paper, there were very few books in the world because writing materials were very limited and impractical.
(m) In ancient times, it was very difficult to communicate. But now it has become very easy because of the development of communication and the revolution of modern technology. Thus, civilisation goes forward through the communication of ideas.
3. i. (a) through; (b) because; (c) Finally/At last; (d) knowledge; (e) easier.
ii. (a) ideas; (b) written; (c) stone; (d) carry/transport; (e) paper.
iii. (a) advancement/progress; (b) restricted/limited; (c) write; (d) paper; (e) carried.
iv. (a) communication; (b) writing; (c) like/including; (d) difficult/hard; (e) easy/suitable.
4. i. (a) interchange/share; (b) limitation/reduction; (c) barbarism/savagery; (d) destroy/demolish; (e) vast/ immense.
ii. (a) ignorance/illiteracy; (b) accessible/obtainable; (c) unrestricted/unlimited; (d) exterior/top; (e) timber/ lumber.
iii. (a) thoughts/concepts/notions; (b) move/transport; (c) many/numerous/several; (d) small/tiny; (e) transformed/ modified/altered.
iv. (a) core/hub; (b) spoken/verbal/oral/unwritten; (c) easy/simple/effortless; (d) limited/confined/constrained; (e) learning/education.
v. (a) document/evidence/report/log; (b) ancient/old; (c) unavailable; (d) make/generate/manufacture; (e) expansion/ circulation.

Answer to Seen Comprehension 23

1. a. ii) Each era needs new solutions; b. i) frail but experienced; c. iii) shattering a glass roof; d. ii) fluid displacement; e. iii) respectful but realistic; f. ii) chaotic; g. ii) accessing the water; h. ii) to store things for future use; i. ii) to escape the severe heat; j. iii) His beak was too wide; k. ii) It introduces modern elements; l. iii) theoretically accurate; m. ii) a cold summer beverage; n. iii) sweating profusely; o. iii) Adverb; p. ii) sudden fear; q. iii) the top edge or rim; r. ii) desolate; s. iv) a series of sharp, clinking sounds.

2. (a) The crow knew that humans save and store resources during times of abundance to use when things become scarce. Therefore, visiting a town offered the highest chance of finding water when natural waterholes and wells were completely dry.
- (b) The crow noticed a poster over a bus stop showing humans drinking beverages through straws. This inspired him to apply the same concept to his situation instead of risking the pebble method.
- (c) During extreme summer heat, clouds can trap the warm air radiating from the ground, creating a very humid and suffocating atmosphere. Since these specific clouds did not bring any cooling rain, they only made the air feel heavier and more uncomfortable.
- (d) The crow was struggling unnecessarily because he had not paid attention to his surroundings. Once he observed the poster, he quickly found a much easier solution to his problem. This teaches us that keeping our eyes open and observing our environment can help us find quick solutions.
- (e) It was wise because if he dropped heavy pebbles into the glass bottle, it could easily shatter. If the bottle broke, the water would soak into the dry ground, and he would have absolutely nothing to drink.
- (f) In the past, students mostly relied on printed books and physical libraries to gather information. Today, students use modern tools like computers, smartphones and the internet to learn much faster. This proves that every generation finds new and better ways to solve problems.
- (g) The crow abandoned the trick because flying back and forth to carry heavy pebbles was too exhausting in the extreme heat. He also realized that dropping a heavy stone could break the glass bottle, which would waste the only water he had found.
- (h) The crow's beak was too fat to fit through the opening of the water bottle. At the same time, the neck of the bottle on the pushcart was too narrow, so he could not reach the water inside.
- (i) The crow realizes that using pebbles is risky. He struggles to carry the pebbles, and one pebble falls and eventually breaks the glass roof of a greenhouse. This incident makes him worry that he might accidentally break the bottle and lose his only source of water. So, he decides not to use pebbles to raise water level.
- (j) The crow notices a poster while flying around. The poster gives him an idea. He realizes how people use straws to drink from bottles. So, he finds some straws, cleans them, and uses them to drink the water from the bottle.
- (k) Elders have a lot of life experience and can offer valuable ideas that younger generations might not know. Even if we ultimately use a modern solution, their advice provides a strong starting point to understand the problem.
3. i. (a) hotter; (b) fly; (c) men/humans; (d) street; (e) neck.
- ii. (a) poster; (b) straws; (c) haystack; (d) clipped; (e) age.
- iii. (a) thank; (b) shapes; (c) slip; (d) clitter-clatter; (e) break.
- iv. (a) poster; (b) straws; (c) haystack; (d) cleaned; (e) age.
- v. (a) roof; (b) bottle; (c) angry/frustrated/furious; (d) poster; (e) haystacks.
4. i. (a) infertile/dry/desolate; (b) simple/easy; (c) trembling/tottering/shaky; (d) wide/broad/large; (e) insufficient/limited.
- ii. (a) accuse/criticize; (b) hint/indication; (c) unlocked/unbarred; (d) late; (e) attempt/endeavour.
- iii. (a) fall/tumble; (b) angry/furious/enraged; (c) idea/plan/approach; (d) foolish/stupid; (e) lower/drop

Answer to Seen Comprehension 24

1. a. ii) he had no other choice; b. ii) proud; c. i) all the sweet talks; d. ii) verb; e. iii) Courteous; f. ii) craving for more food; g. iv) Pride goes before a fall; h. iii) attacked her; i. i) gratitude; j. ii) to compare her with 'love'; k. ii) the bat's praises; l. iii) shame; m. ii) Honest gratitude; n. i) size and stability; o. iii) bad-tempered and irritable; p. iv) almost nothing; q. iii) cunning; r. ii) adverb; s. iv) against one's wishes; t. i) depart; u. i) denoting something very old; v. i) only just or almost not; w. iii) he wanted more praise; x. ii) thankful; y. iii) The owl and the bat were heartless; z. ii) provides shelter and food.
2. (a) The dove and the bat stopped at the rain tree specifically because it was a century-old tree that offered potential shelter from the storm.
- (b) The dove did not join the bat in praising the owl because she realized that the bat's praises were false and she did not want to speak dishonestly.
- (c) The punishment of the bat and the owl symbolizes that pride, selfishness and cruelty eventually bring suffering and punishment.
- (d) The dove acted this way because she felt deeply ashamed of her friend's false praises. She couldn't bring herself to say untrue or insincere things, so she chose to remain silent.
- (e) The two friends were forced to seek a place of safety because night came and a heavy storm with rain started.
- (f) The bat described the owl as powerful and mighty because he wanted to flatter the owl. He did this with the sneaky intention of tricking the owl into giving him more food.
- (g) The dove and the bat became very hungry because they had travelled a long distance and had not eaten during the journey. They also flew through a heavy storm, which contributed to their hunger.
- (h) According to the bat, the dove did not deserve hospitality because she did not praise the owl with big words, or admire his kindness and noble character.
- (i) The bat and the owl drove out the dove because they considered her ungrateful and believed she did not appreciate the owl's hospitality properly.
- (j) The dove thought that the bat was insincere because he praised the owl dishonestly only to get more food.

3. i. (a) look/search; (b) happy; (c) flattering; (d) impatient; (e) gratitude.
 ii. (a) stormy; (b) shelter; (c) unwillingly; (d) hungry; (e) sly/clever/tricky.
 iii. (a) flying/travelling; (b) storm; (c) fallen; (d) grumpy; (e) greedily.
 iv. (a) praises/compliments; (b) ashamed; (c) asked; (d) host; (e) thanked.
 v. (a) drove; (b) unpunished; (c) heartless; (d) blind; (e) rewarded.
4. i. (a) reluctantly; (b) stingy/miserly; (c) criticism/condemnation/denunciation; (d) cruel/ruthless/savage; (e) cheerful/good-natured.
 ii. (a) fake/superficial; (b) warmth/friendliness; (c) untruthfulness/dishonesty; (d) righteous/honorable; (e) discourage.
 iii. (a) cunning/tricky; (b) proud/conceited; (c) continue/endure; (d) punishment/penalty; (e) selfless/generous.
 iv. (a) kind/courteous; (b) restless/agitated; (c) spared; (d) weak/powerless; (e) moderately/lightly.
 v. (a) repeat/resound; (b) lower/drop; (c) guest/visitor; (d) satisfied/delighted; (e) plead/request.

Answer to Seen Comprehension **25**

1. a.iv) As independent and brave fighters who resisted control; b.i) source of inspiration and hope; c.ii) Because it was used as an excuse to hide and justify oppression; d.i) Persistent over time; e.ii) a group of women; f.i) harassed for one's actions; g.iii) discourage; h.iv) It revealed the real oppression and sparked resistance; i.i) moral right; j.i) disobey; k.i) social or official ranking; l.i) ordinary speeches of our women; m.iv) It symbolized a brave call for justice despite danger; n.i) echo; o.i) the beginning of a new Bangladesh; p.i) eat; q.iv) heroic role; r.ii) the most important and leading position in a group; s.i) to make it possible or easy for something or someone to follow; t.ii) light; u.iv) to avoid something for fear or dislike; v.i) resilience; w.iii) Largely.
2. (a) Mothers supported the student protesters during the movements by going out into the streets to provide them with food, water, and medical supplies. They bravely defied bullets and tear gas to protect and care for the injured students, whom they viewed as their own children.
 (b) The passage suggests that women spoke up more than men during the movement because many men were either silent or persecuted due to their position in the social hierarchy, but the women openly voiced resistance.
 (c) Female students challenged authority during the anti-discrimination movement by breaking out of their university dormitories and openly defying campus rules. They went straight to the streets to face the security forces and boldly shouted at them, calling them murderers.
 (d) The question was asked by Abu Sayeed's mother, and her exact words were, "Amar betak marlu kene?". This simple but painful question became a powerful symbol that exposed the cruelty of the rulers and inspired the whole country to fight back.
 (e) The contributions of many women are overlooked because they worked quietly behind the scenes on organizing, planning, and strategizing rather than appearing in front of the cameras. As a result, their fierce efforts were rarely captured on video or recorded, and their essential labor became invisible to the general public.
 (f) All these women demonstrated extraordinary courage and played leading roles in resisting oppression and fighting for freedom.
 (g) Publicly, women joined demonstrations, stopped police vans, and confronted security forces and privately, they organized, planned, strategized, and spread awareness through daily conversations.
 (h) The men were predominantly silent because they were to obey the social position in the hierarchy or they would be persecuted.
 (i) Kakon Bibi was a freedom fighter who played a vital role as a spy for the freedom fighters and took part in frontline battles against the Pakistan armies.
 (j) The text highlights the significant roles of women in different uprisings.
 (k) Mothers came out of their houses during the 2024 movement to extend support to their sons and daughters and to offer food and other necessary supplies.
 (l) The seeds of freedom were planted by the ordinary speeches of our women who were engaged in conversations on the oppressive rule of the government.
3. i. (a) Women; (b) broke; (c) food; (d) organization; (e) nation.
 ii. (a) dormitories; (b) murderers; (c) resistance; (d) conversations; (e) regime/ autocracy.
 iii. (a) capture; (b) autocratic; (c) blockades; (d) darkness; (e) nation.
 iv. (a) speech; (b) dictator; (c) freedom; (d) justice; (e) resistance/defiance.
 v. (a) fight/struggle; (b) sacrifice; (c) end; (d) against; (e) protesters.
4. i. (a) independence/decolonization; (b) ranking/grading; (c) mainly/mostly; (d) submission/obedience; (e) intimidating/frightening/ threatening.
 ii. (a) illegitimacy; (b) sparked / provoked; (c) bondage/captivity; (d) reveal/visualize; (e) planning.
 iii. (a) authoritarianism/exploitation; (b) resound/echo; (c) conceal/ hide; (d) temporary/ short; (e) confront/challenge.
 iv. (a) brave/courageous/fearless; (b) freedom/liberation/justice; (c) old/outdated/traditional; (d) governance/ authority/control; (e) pierced/entered/infiltrated.
 v. (a) evade/escape/dodge; (b) background/rear/behind; (c) captivity/bondage/oppression; (d) suppression/ subjugation; (e) vocal/outspoken/loud.