

## **Table of Contents / Index**

<b>Beauty in Poetry.....</b>	<b>3</b>
1.1.1 Read the expression in the bubble.....	3
(A) Questions.....	3
<b>The Bizhu Festival.....</b>	<b>4</b>
2.1.1 Discuss the following questions in pairs.....	4
(B) Questions.....	4
<b>Language and Power.....</b>	<b>5</b>
3.1.1 Look at the illustrations below and guess who the people are.....	5
(C) Questions.....	5
<b>Paraphrasing and Rephrasing.....</b>	<b>7</b>
4.1.1 See the graph and read the text given below.....	7
(D) Questions.....	7
<b>Writing Cohesively.....</b>	<b>9</b>
5.1.1 Look at the picture, and discuss in groups.....	9
(E) Question.....	9
<b>Introducing Someone Formally.....</b>	<b>11</b>
6.1.1 Look at the illustrations below.....	11
(F) Questions.....	11
<b>A Hole in the Fence.....</b>	<b>13</b>
7.1.1 Look at the following personal timeline.....	13
(G) Questions.....	13
<b>Life in the Woods.....</b>	<b>15</b>
8.1.1 Write answers to the following questions individually.....	15
(G) Questions.....	15
<b>Writing Differently.....</b>	<b>17</b>
9.1.1 Look at the following illustrations.....	17
<b>Success is Counted Sweetest.....</b>	<b>19</b>
10.1.1 Look at the illustrations given below.....	19
(I) Questions.....	19
<b>The Merchant of Venice.....</b>	<b>21</b>
11.1.1 Read the riddles given below.....	21
(J) Questions.....	21
<b>Appendix.....</b>	<b>23</b>
1. Beauty in poetry.....	23
2. The Bizhu Festival.....	24
3. Language and Power.....	25



# Beauty in Poetry

## 1.1.1 Read the expression in the bubble.

Then, in pairs/groups ask and answer the questions that follow. Later, share your responses with the whole class.

### (A) Questions

- a. Have you ever been compared with anyone or to anything like Riana?
- b. Whom/what have you been compared to?
- c. Why did s/he compare you with that thing/person?
- d. How did you feel then?
- e. Do you think that comparing one thing to another similar thing helps us to understand something/someone better? If yes, how?

# The Bizhu Festival

## 2.1.1 Discuss the following questions in pairs.

And then, share your answers with the class.

- a) Did you interview anyone for any reason?
- b) Did someone interview you for any purpose?
- c) What was the topic of the interview?
- d) What were the questions that had been asked there?
- e) What were the responses?
- f) Did you share any information about the interview with anyone? If yes, what did you say?

### (B) Questions.

- a) Did you interview anyone for any reason?
- b) Did someone interview you for any purpose?
- c) What was the topic of the interview?

# Language and Power

3.1.1 Look at the illustrations below and guess who the people are.

1. Who started the conversations?
2. Who controlled the conversations?
3. Who gave decisions?
4. Who asked direct questions?
5. Who replied with minimum words?

(C) Questions.

- a) Which group of people are more senior and respected in society?
- b) What are the features of the language they use? Please mention two or three.
- c) Do you think that the choice of words in sentences and the way someone speaks during a conversation determines/demonstrates his/her position or status in that particular situation? If yes, explain with an example.



# Paraphrasing and Rephrasing

## 4.1.1 See the graph and read the text given below.

Then, in pairs/ groups, discuss the main ideas of these texts.

- 1) Now, present the arranged information in front of the class.
- 2) It's time to write a text individually reflecting on your experience of doing the activities.
- 3) Then, paraphrase the text using all the paraphrasing techniques.

### (D) Questions.

- a) Now, check you have written all the information as it is in the graph, chart or table. Also check, you have used your language.
- b) Finally, submit a copy of your text to the teacher.





# Writing Cohesively

## 5.1.1 Look at the picture, and discuss in groups

of 4-6 to identify one of the attractive places in your area that may be a place of tourist attraction.

- 1) Write the name of your area/village/district and the name of a place that may be a place of tourist attraction
- 2) Give a short description of the place
- 3) Write at least 2-3 three reasons to explain why people should visit the place

(E) Question.

- a. What is the text about?
- b. How many ideas are there in the text? What are they?
- c. Are the ideas connected to each other? If yes, how are they connected?
- d. How many paragraphs are there in the text?



# Introducing Someone Formally

## 6.1.1 Look at the illustrations below

and read the sentences written in them. In groups, discuss the questions that follow.

- 1) How many types of writing can you see?
- 2) What are they called?
- 3) How often do you read and write them?
- 4) Why do we write them?

### (F) Questions.

- a. How do you address your Head Teacher when you write an application to him or her?
- b. Which words/phrases do you use to address your friend/cousin when you write a letter/email?
- c. How is your writing to your teachers different (using words/phrases, tone, addressing, etc.) from your writing to family members?



# A Hole in the Fence

## 7.1.1 Look at the following personal timeline

of Shaoli Farzana. Then, complete yours with your information.

- 1) Do all the actions in the timeline happen at a particular time or at different times? If your answer is 'at different times', what are they?
- 2) How have you expressed different times in your sentences?
- 3) Do you think these time-indicating words in your timeline (recently, now, next year) help you to decide the form of verbs in the sentences? If yes, explain with an example.

### (G) Questions.

- a) Which parts of speech are the base form of gerund, participle and infinitive?
- b) What are the parts of speech they act like in a sentence?
- c) Have you found any similarities and differences among these three grammar points (Gerund, Participles and Infinitives)? If yes, what are they? Write them in the following grid.



# Life in the Woods

8.1.1 Write answers to the following questions individually,

and then share your responses in pairs/groups.

- 1) Have you ever noticed things like the sky, birds, rivers, trees, ants and school bells closely?
- 2) What comes to your mind when you think of them?
- 3) How do you describe your feelings about them? You can write your feelings in the following way. One is given as an example.

(G) Questions.

- a) Have you ever experienced a situation like this?
- b) Is there any similarity between the given situation and your experience of such a day?
- c) Which words/phrases can you compare the day with?





# Writing Differently

## 9.1.1 Look at the following illustrations.

Imagine what is happening there.

- 1) What are the children doing? Where are they?
- 2) How will you describe the place the children are in?
- 3) Discuss the importance of using a library.

(H) Questions.

- a) What are the themes (subject matter) of the three texts?
- b) How are they different from each other?
- c) Do you know what these three different texts are called?



# Success is Counted Sweetest

## 10.1.1 Look at the illustrations given below

and the texts they follow. Then,ask and answer the following questions in pairs/groups. Later, share your answers with the whole class.

1. Who are the people in the picture?
2. How do they contribute to society?
3. Do you think they are achievers (successful)? Explain your answer.

### (I) Questions.

- a) What are the ways (arranging a seminar, staging a play, making posters, etc.) in which you can do the project?
- b) What are the advantages and disadvantages of each way?
- c) Do all of them have the same potential?



# The Merchant of Venice

## 11.1.1 Read the riddles given below

and solve them in pairs/groups. Give you a score for each correct answer.

- 1). With whom do you share your happiness or sadness besides your family?
- 2) Why are friends special to you?
- 3) To you, what are the essential qualities of friendship?

### (J) Questions.

- a) What do you like about this story?
- b) What are the qualities of a friend that you have found in them?
- c) Have you learnt anything from the story? If yes, what is it?



# Appendix

## 1. Beauty in poetry

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
cropland	land where crops grow	ফসলী জমি	We have huge cropland in our villages.	
hospitality	the act of being friendly and welcoming to guests and visitors	আতিথেয়তা	Bangladeshis are renowned for their hospitality.	
surround	to be all around something/someone	পরিবেষ্টিত থাকা/হওয়া	Lots of trees surround our school.	
power cut	failure of power supply	বিদ্যুৎ বিচ্ছিন্ন	Now a days, power cut is less than before.	
quiet	without much noise (calm)	শান্ত/নিরব	I need quiet environment for studying.	
remote	far away in distance	দূরবর্তী	The villagers live remote areas.	
landscape	visible features of an area of land	ভূদৃশ্য	The landscape of the villages is very attractive.	

## 2. The Bizhu Festival

Word	Meaning in English	Meaning in Bangla	Example sentence	Your sentence
exception	which does not follow usual rule	ব্যতিক্রম	All the students are same in the class but the only exception is Aliza.	
chaitra sankranti	the last day of month chaitra	চৈত্র মাসের শেষ দিন	Our family celebrated Chaitra Sankranti last year.	
last (verb)	continue to a specified period of time	টিকে থাকা	The heat wave lasted for seven days.	
bid	wish	ইচ্ছা প্রকাশ করা, বিদায় জানানো	Abira wanted to bid her friends goodbye.	
neighbourhood	surrounding or people living near one another	আশপাশ, পাড়া, প্রতিবেশীপণ	Our neighbourhood is always friendly.	
intimate	close	অন্তরঙ্গ	Opshora is my intimate friend.	
hail	greet joyfully	অভ্যর্থনা জানানো	People hailed the young man as their leader.	



### 3. Language and Power

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
hesitant-ly	with hesitation	ইতস্ততঃভাবে	Milon answered to his father's question hesitantly.	
early	before the usual time	তাড়াতাড়ি	I like to get up early in the morning.	
range	the limit of capability	ব্যাপ্তি	The customer has 2000 taka and he wants a shirt in this range.	
warranty	a written assurance that some product or service will be provided	নির্ভরপত্র	The Company is giving five years' warranty on their product.	
replace	substitute a person or thing for another	প্রতিস্থাপন করা	He wants to replace the old TV with a new one.	
notice	observe carefully	লক্ষ্য করা	After returning from the USA, we can notice a great change in him.	
authority	the power or right to order or make decision	কর্তৃত্ব বা মর্যাদা	Mother has authority over all members of the family.	