

Unit Four

People who make a difference



Learning outcomes

After we have studied this unit, we will be able to

1. ask and answer questions
2. read and understand texts
3. read, recite, and understand poems
4. participate in dialogues and conversations
5. talk about people, places, and events
6. read and write letters
7. write paragraphs and short compositions

Lesson 1: A teacher (1)

Key word : trained

A Look at the pictures and discuss in groups what is happening in each picture.



1



2



3

4

B Listen to the teacher / CD about what Shahana says about herself and answer the following questions.

Listening text: 4

Tick the best answer.

- 1 **Ms Shahana Huda passed her SSC exam in**
 - a 2000
 - b 2001
 - c 2002
- 2 **She passed her HSC exam in**
 - a 2001
 - b 2002
 - c 2003
- 3 **She married**
 - a before her HSC exam.
 - b after her BA exam.
 - c while she was studying at college.

- 4 She got GPA 4 in her**
 a SSC exam.
 b HSC exam.
 c BA exam.
- 5 She took a break of one year**
 a to train to become a teacher.
 b to take care of her daughter.
 c to take a BA degree.
- 6 Why did Shahana's husband want her to work in an office?**
 Because he thought
 a teaching was not a job.
 b teaching was less paid.
 c people did not like teaching.

C Discuss with your partner why Shahana wanted to be a teacher and write a short composition about it.

Lesson 2: A teacher (2)

Key words : company vacant status respect in-laws
 academic admire demonstrate inspire corridor

A Read about Ms Shahana Huda.

Shahana's husband Mr Zamil Huda works in a company office. His firm has a vacant position. On several days he told Shahana, "I want you to apply for the post." But Shahana said, "Please don't insist. I'm joining the local high school as a teacher." "What do you find in a teaching job, Shahana? I don't want you to do it." Her in-laws were also on his side. Yet Shahana joined the school against the will of the family.

Weeks and months went by. Every day Shahana helps with the household work. Every day she works hard to prepare her lessons. Every day she goes to school, teaches her students and helps both weak and bright ones. They often come to her in the teachers' room, in the corridor and even on the road, and talk to her about any academic or personal problems.

Within a year Shahana becomes a very good teacher. Students give her *salam* wherever they see her. Teachers, even the Head Teacher, admire her. Parents and other people in the community come to see her at home and at the school and pay her great respect.

One day her husband said, "You've opened my eyes, Shahana. Teaching is more than a job. I didn't know it. Congratulations!"

"Thank you," she smiled.

"Tell me, Shahana, how you could be such a great teacher!" Zamil wanted to know.

"I don't only teach my subject, I care for my students. I love them. I myself demonstrate good behaviour and inspire them to be good. That's all I do," replied Shahana.

B Match the words with their meanings.

Words	Meanings
company	a long narrow passage in a building
vacant	relatives by marriage especially husband's or wife's family members
status	to show something by doing
in-laws	connected with study, education
corridor	to encourage somebody to do something well
academic	high rank or social position
admire	business
demonstrate	empty
inspire	to show respect

C In groups or pairs, discuss and write what students, teachers and community people do to Shahana.

D Make a list of things that Shahana does as a teacher.

E Complete the passage with words from the box.

the	pilot	she	an	in	observation
crashes	whether	young	the	girl	

A father is talking to his _____ daughter about her aim in life. _____ girl wants to be a pilot. _____ father asks her why. The young _____ replies that the job of a _____ is challenging that she likes. Besides, _____ likes the speed and high responsibilities _____ a pilot's life. The father asks _____ she is not afraid of plane _____. The daughter says, "An accident is _____ accident." The father appreciates his daughter's _____ and wishes her good luck.

F Read the completed passage in E above. Ask and answer the following questions in pairs.

Q: What do you want to be?

A: I want to be a/an _____.

Q: Why do you want to be a/an _____?

A: Because I like it / my parents want me to be _____.

Lesson 3: A New Generation

Learning outcomes:

After we have studied this unit, we will be able to

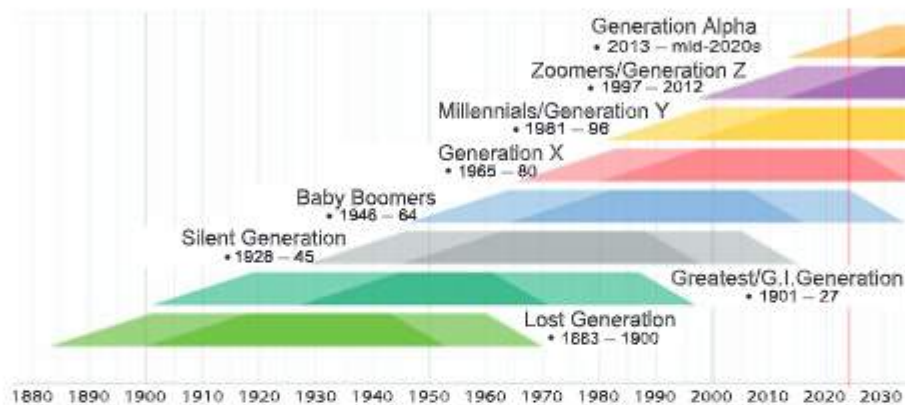
- Understand the concept of generational naming and its historical context
- Analyse the unique characteristics and challenges of Generation Z
- Examine the influence of global events on generational identity
- Explore the legacy of generational struggles in Bangladesh
- Evaluate the importance of governance to meet the needs of new generations

GenZ and Revolution

Listen to the song 'Kotha Ko' by Shezan on internet.

Have you heard the song 'Kotha Ko' by Shezan? While singers from earlier generations were often too afraid to use music as a form of protest, artists like Shezan and Hannan have courageously spoken out. Their rap songs became anthems of the July Uprising in 2024. The new generation is no longer afraid; they are brave and different. But how do we make sense of the difference? What defines different generations? And what are the connections that link them across time?

Although generational labels are rooted in Western ideas and may not universally apply, they can sometimes offer a useful framework for understanding changing social dynamics. The idea of naming generations started in the early 20th century with the 'Lost Generation'. This referred to those who suffered the aftermath of World War I and the Great Depression.



Timeline of generations in the Western world

The naming practice continued with Generation X and then Millennials, eventually reaching Generation Z. Generation Z is a group that grew up entirely in the digital age—the first to zoom into the internet.



Students protest for safe roads wearing a Guy Fawkes mask, Dhaka, Bangladesh, August 1, 2018.

Growing up with social media, a mobile internet, and a lot of information, Gen Z experiences a paradox: hyperconnected yet often isolated, digitally adept but

frequently anxious, free yet persistently stressed. They have also witnessed transformative global events—climate crises, political turmoils like the Ukraine-Russia war and the genocide in Palestine that shape the world they are supposed to inherit.



Freedom fighters rejoice in victory, Bangladesh, 1971.

In Bangladesh, the struggle for progress has long been a part of each generation. If the freedom fighters of 1971—largely part of the Baby Boomer generation—helped liberate the country, their struggle laid the groundwork for the 1980s' fight for democracy against autocracy.



A schoolboy chanting slogans with "We Want Justice" painted on his body during the Road Safety protests, 2018.

Today's young generation, born around 2000, carries this legacy forward. The 2018 road safety protests and the brutal crackdown that followed marked a significant shift in Gen Z's consciousness, sharpening their political awareness and reshaping the role of media in their world.

Consequently, the 2024 uprising was led by this generation, who realized



Protesters hold up a placard of a martyred school child during the July Uprising protests.

the ineffectiveness of political establishments and grew increasingly frustrated with the status quo.

The July Uprising of 2024 signals an urgent call for adaptation. Outdated methods can no longer meet the challenges of today's world. To truly support Gen Z's ambitions, we need concrete steps, as political rhetoric has failed them. Only with this commitment can the vision and energy of this generation be given the support they deserve.



A schoolchild with "Swoirachar Nipat Jaak" (Down with Autocracy) painted on his body, echoing Noor Hossain, during the July protests

A. Answer the following questions based on your reading of the passage.

1. What does generational naming refer to? Why do people name different generations?
2. Describe one unique characteristic or challenge of the current generation.
3. What do you know about the legacy of generational struggles in Bangladesh? Describe in brief.
4. Why is good governance important for meeting the needs of new generations?

B. Vocabulary Test

Match the words with their correct definitions:

Given Word	Corret Definition
1. Rhetoric	a. A paradoxical situation where two opposite conditions exist simultaneously.
2. Autocracy	b. The use of language to persuade or influence, often in a manipulative way.
3. Consciousness	c. A system of government where power is held by one person with absolute authority.

4. Paradox	d. Awareness or understanding of something, especially the state of one's mind.
5. Frustration	e. The feeling of being upset or annoyed, especially because of an inability to change or achieve something.

C. Fill in the Gaps

Fill in the blanks using the words from the list below:

(Lost Generation, Gen Z, political, digital, connected)

1. The term "_____" refers to the generation affected by the aftermath of World War I and the Great Depression.
2. _____ is the first generation to grow up entirely in the digital age.
3. The 2018 road safety protests marked a shift in _____ awareness for Generation Z.
4. The July Uprising of 2024 called for new methods to address the challenges of today's _____ world.
5. Gen Z experiences a paradox of being both hyperconnected yet often _____.

Lesson 4: Whose Child is This?

A Read the poem aloud and then recite it to the class.

Whose Child is This?

"Whose child is this?" I asked one day
Seeing a little one out at play.

"Mine", said the parent with a tender smile.

"Mine to keep a little while
To bathe his hands and comb his hair,
To tell him what he is to wear,

To prepare him that he may always be good
And each day do the things he should."

"Whose child is this?" I asked again,
As the door opened and someone came in

"Mine", said the teacher with the same tender smile.



“Mine to keep just for a little while,
 To teach him how to be gentle and kind,
 To train and direct his dear little mind,
 To help him live by every rule
 And get the best he can from school.”

“Whose child is this?” I ask once more,
 Just as the little one entered the door.

“Ours”, said the parent and the teacher as they smiled,
 And each took the hand of the little child.

“Ours to love and train together
 Ours this blessed task forever.”

[Anonymous]

Note:

tender = kind; gentle; loving

to bathe = to wash

to train = to teach

blessed = noble

B Read the poem silently and answer these questions:

- 1 Who asked the question, “Whose Child is This?” in the poem?
- 2 How many times did he / she ask the question, “Whose child is this?”
- 3 Who answered the question in stanzas 1, 2, and 3?

C Read the poem silently again and list the things or activities both the parent and the teacher do individually and together. One is done for you.

What the parent does	What the teacher does	What both the parent and the teacher do
1. gives a bath	1. teaches him how to be kind	1.
2.	2.	2.
3.	3.	3.

D Discuss in groups and write an answer to this question.

Why do both parent and teacher smile and answer the question, “Whose child is this?” by saying “Mine” and “Ours”?

Lesson 5: Fixed price shop

Key words : stationery bargain haggle offer agree on

A Look at the shop and answer these questions.



- 1 What kinds of things do you find in the shop?
- 2 What are the students doing?
- 3 Who is the shopkeeper?

B Read the text and answer the following questions.

Ms Shahana Huda is talking to the students about a new kind of shop.

Shahana : You can buy any stationery items here, like pens, pencils, notebooks, coloured paper, in fact, everything you need, for writing and drawing. You can also buy some food items, like biscuits, buns, bananas, bottles of mineral water and some other necessary things. You can also buy your school uniform and other clothes. There are a number of benefits of this shop. You don't have to bargain or haggle with the shopkeeper over the prices of anything.

Hridoy : What is bargain or haggle, teacher?

Shahana : Suppose you want to buy a shirt or a dress in a shop in the market. You ask, "How much is this?" The shopkeeper says, "300 taka." But in many cases, this price is more than the real price. So you offer 200 taka or even less. The

shopkeeper says, "No, I can't sell it for 200 taka." Then you offer 225 taka and he may still say, "No, it'll be a loss for me." This process of asking for and offering more and less money is called 'bargaining' or 'haggling'. It goes on until you both (buyer and seller) agree on a price, say 250 taka in this case. This price is acceptable to both of you.

Sazia : If there is no bargaining, how are we going to buy things?

Shahana : You don't need to bargain. It will be a fixed-price shop.

Questions

- 1 Do you go shopping? Where is the shop?
- 2 What do you usually buy?
- 3 Do you bargain? Why do you do that?
- 4 Do you know about a 'Fixed-price' shop? Where is it? What does it sell?

Lesson 6: Morality Shop

Key words : price tag conscience prick

A Read the conversation to know about the 'Morality Shop'. Then answer the following questions .

Shahana : Today I'm going to tell you about a new kind of shop, where there will be no shopkeeper. The price of each item or thing will be written on a small piece of paper. This price tag will be attached to the item or items. You will pick an item you like, look at the price tag and put the money in the box kept there. And the thing is now yours.

The students are not clear about this kind of shop. They know that a shop always has a shopkeeper . So they are confused.

Sheela : In that case, someone may take a thing and go away without paying.

Shahana : Nobody will do it. If anybody does, it will be stealing.

Ratul : Who'll see them stealing?

Shahana : Conscience. Do you know what conscience is? OK. There is something in your mind called conscience. It tells you whether your actions are right or wrong. Is stealing a right thing or a wrong thing?

Students : Wrong thing.

Shahana : Then your conscience will tell you, "This is a wrong thing. You must not do it." If you steal or do a bad thing, your conscience will prick you and trouble you. And you will never have your peace of mind. So to be a good and happy person, you should have a clear conscience.

Tick the best answers to the following multiple choice questions.

- 1 **"The students are confused."** The underlined words mean they
 - a can think clearly.
 - b cannot understand.
 - c are unable to speak.
- 2 **When you buy a thing from a Morality Shop, you**
 - a. pay the money to the office.
 - b. pay the money later.
 - c. keep the money in the shop.
- 3 **A person with a clear conscience**
 - a usually does the wrong thing.
 - b always gets confused.
 - c always does the right thing.

B Work in pairs. Ask and answer the following questions.

- a. What are the advantages and disadvantages of a morality shop?
- b. What kind of shop will you prefer—a fixed price shop or a morality shop? Why?

C In groups or pairs, discuss and choose the best answer to this question. Then say why you have chosen that answer.

Suppose you are alone in the school yard. Suddenly you find a hundred-taka note lying on the ground. What will you do?

I will

- a pick up the money and hand it to the Head Teacher.
- b pick up the money and quickly put it in my pocket.
- c leave the note where it is lying.

D Discuss in groups and write an answer to this question.

Is it possible to open a Morality Shop in your school?

You may discuss the following points / issues:

permission, things / items,
money / fund, how to prevent stealing

Lesson 7: The homemaker (1)

A Look at the pictures and discuss the following question in pairs.



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2



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5



6

Where do you think the family lives?

B Ask and answer the question in pairs: What do you see in picture 1 / 2 / 3 / 4 / 5 / 6?

C Read about the family.

Mrs Nazma and Mr Joynul Ali live in a small village with their daughters, Mitu aged 7 and Nitu aged 5. Joynul is a carpenter. He is hired by the villagers to make chairs, tables, *pira* (low stool) and other furniture. He is also asked to do small repair work. But Joynul does not find work every day. He lives from hand to mouth.

Nazma does all the work at home from morning to night, rain or shine. Sometimes she sits with Mitu and Nitu, and teaches them Bangla and English alphabets and some numbers. They do not go to school. Nazma could study only up to class 5. Joynul could not study.

D Make two lists of what Nazma and Joynul do in the table below.

List A (Nazma)	List B (Joynul)
<ul style="list-style-type: none"> • cooks • washes clothes • cleans <p>Continue</p>	<ul style="list-style-type: none"> • makes stools • • <p>Continue</p>

E Match the phrases/words with their meanings.

Phrases / Words	Meanings
live from hand to mouth	all the letters in a language
rain or shine	a person who does not know how to read and write
alphabet	spend all the money you earn on basic needs, e.g. food and clothes—you cannot save any money
illiterate	in good or bad weather

F First discuss in groups and then write an answer to this question.

What do you think is the reason why Mitu and Nitu do not go to school?

Lesson 8: The homemaker (2)

Key words : favour wildly gratitude

A Read and try to find out why Nazma and Joynul are quarrelling.

One day Joynul looked for work in his village and in the next village. But his luck did not favour him. He was angry—angry with everybody. When he was back home, Nazma failed to serve his meal. That made him shout at Nazma.

“I had a severe headache and a fever,” said Nazma.

Joynul was trembling with anger.

“The cooking is almost done. Wash your hands and feet. I’ll bring the food soon,” she said.

“Soon! It will take ages!” Joynul shouted wildly.

“What do you do the whole day at home? I work and earn money to run the family. You can’t even cook my meals in time!”

“I don’t earn money, but I also run the family. I do all the work at home - cooking, cleaning, washing, husking, taking care of the children - everything,” said Nazma. “Remember, you work for money but my work in the home can make the family stick together and make it happy. So both types of work are equally important.”

Never before has Joynul thought about these things. He feels guilty. Never before has he looked at Nazma with so much admiration and gratitude.

B Read the text again and tick the best answer.

1 Joynul was angry with everybody because

- a he was looking for work in his village and in the next village.
- b he was hungry and Nazma could not cook food at the proper time.
- c he did not find any work in his village and in the next village.

2 Joynul shouted loudly at Nazma because

- a she could not give him food in time.
- b she had a bad headache.
- c she forgot to cook food in time.

3 It will take ages. The underlined words mean

- a Nazma is suffering from old age.
- b a very long time will be needed.
- c Joynul is willing to wait long.

4 Who should run the family?

- a Joynul
- b Nazma
- c Joynul and Nazma

5 What can make a family happy?

- a money and housework
- b work that Nazma does at home
- c work that Joynul does to earn money

6 All members in a family should

- a do their individual work separately.
- b live together and support each other.
- c earn and spend money equally.

- 7 **What do you think Joynul should do from now?**
He should
a work harder to earn more money.
b not waste any time doing housework.
c help Nazma with her work when he can.
- 8 **Why does Joynul finally look at Nazma with deep admiration and gratitude?**
Because
a he is not sorry for what he has done to Nazma.
b he has understood the value of sharing work in the family.
c Nazma is willing to do all the housework in the family.

C Project work: Think of a family you know in your neighbourhood. Answer the following questions and write a short composition about the family.

- 1 How many members are there in the family?
- 2 Get each member's name, age and work.
- 3 Do the family members share each other's work? Describe who shares what, where and who with.

Lesson 9: Hridoy gets a letter from his cousin

A Read the letter Hridoy got from his cousin Riah.

Jonakipur High School
P. O. Jonakipur
Dist. Nilphamari
12 May 2013

Dear Hridoy

Thank you for your letter of 1st May. It gives us such an exciting piece of news! I cannot still believe that there could be a shop without a shopkeeper. I talked about it with my relatives, friends, classmates and, of course, my teacher, Miss Nishat. Everybody was surprised. Miss Nishat liked the idea so much that she immediately talked about it to our Headteacher. We had a meeting in our school with teachers and students. At the beginning of the meeting, the Headteacher asked me to talk about the Morality Shop in your school. At first I read out part of your letter and then I explained how such a shop in your school is greatly helping you – the students, teachers and the community at large. The Headteacher was quite positive about the usefulness of such a shop. He formed a committee with Miss Nishat and two other teachers and some senior students to draw up a plan for opening a morality shop in our school. Isn't it great? You will be glad to know that I am on the committee too.

I'm coming to see your Morality Shop with a friend of mine next weekend. See you then. Give my regards to Aunt and Uncle.

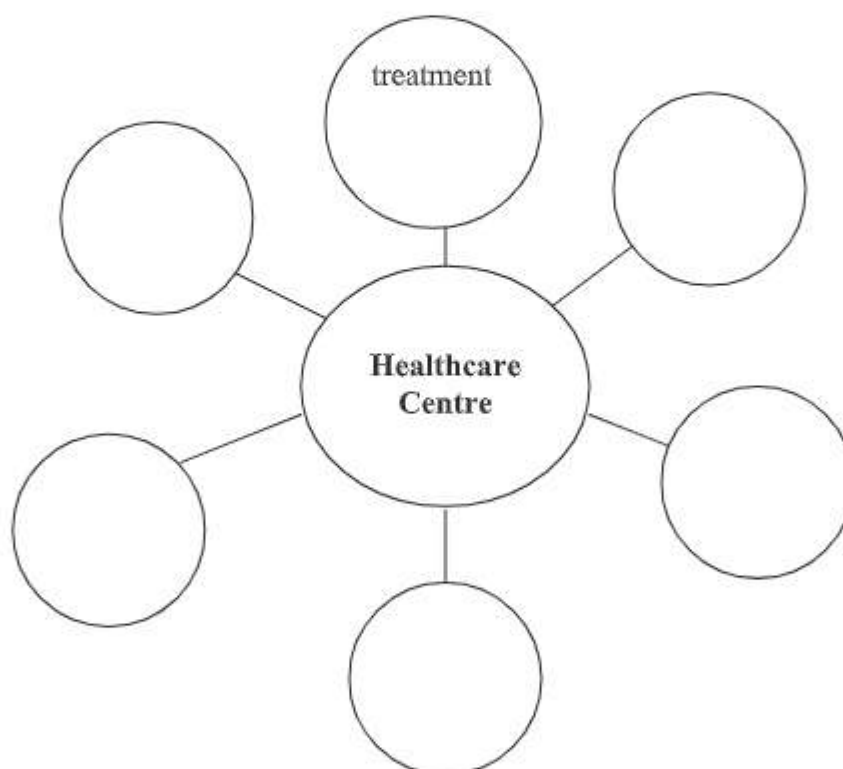
All the best.

Riah

B Imagine you are Hridoy. Write a reply to Riah's letter.

Lesson 10: A friend of the poor

A Have you ever visited any hospital or healthcare centre? If yes, fill in the circles for a healthcare centre. One is done for you.



B Listen to the teacher / CD and answer the following questions

Listening text: 5

- 1 Dr Mahmud Hasan was born in**
 - a a village.
 - b Mymensingh town.
 - c Dhaka.
- 2 What did Mr Hasan do during the Liberation War?**
 - a He took part in the battle.
 - b He worked for the government.
 - c He set up a hospital.
- 3 The sufferings of the poor people**
 - a made him work in a Red Crescent Hospital.
 - b changed his mind for working for the poor.
 - c made him join the Liberation War.
- 4 Dr Hasan went to his village**
 - a before he gave up his job.
 - b after he gave up his job.
 - c before the war finished.
- 5 Dr Hasan set up a healthcare centre**
 - a with the money of the villagers.
 - b with government grants.
 - c with his own money.
- 6 The health assistants give treatment to the sick people**
 - a in and outside the centre.
 - b only in the doctor's village.
 - c only in the neighbouring villages.

Lesson 11 : Waiting for a torch bearer**Key words:** poverty torch responsibility

A Look at the picture and guess what they are talking about.

B A TV reporter is interviewing Dr Mahmud Hasan about his dream. Read the interview.

- Reporter: Why have you chosen this village for your work?
- Dr Mahmud: The people of my village do not get proper healthcare support because of poverty. I have chosen the village to give them a little healthcare support.
- Reporter: How much does a patient pay for the support?
- Dr Mahmud: They pay very little. And very poor people get free treatment.
- Reporter: Isn't the work very hard?
- Dr Mahmud: Yes, it is. But I do it with pleasure.
- Reporter: What is your future plan for the centre?
- Dr Mahmud: You see, I'm getting old. So I'm waiting for a torch bearer. Many students get MBBS degree in the country every year. I'm waiting for one of them. He or she'll take responsibility for the treatment of the poor in this area.

(Note: MBBS= Bachelor of Medicine and Bachelor of Surgery)

C Match the words with their meanings.

Words	Meanings
take charge of	the feeling of happiness
poverty	have control over
pleasure	duty
responsibility	the situation of being poor

D Ask and answer the questions.

- 1 Is the healthcare support free to all?
- 2 Why is the doctor waiting for a torch bearer?
- 3 Who will be in charge of the centre?
- 4 Do you think the money he gets from the patients is enough to run the centre? Why do you think so?

E Fill in the gaps with the right form of verbs given in the box. You can use a word more than once.

give	choose	do	is	get	help
------	--------	----	----	-----	------

I want to _____ the poor people. I will _____ it to _____ healthcare support to the poor. They do not _____ treatment because of poverty. So my dream _____ to be a doctor. To _____ the poor people, I will _____ my village to work.

F Project work: Find a person in your area who is different from others in giving service to the society. Talk to her / him and prepare a short biography of the person.**Lesson 12: A hospital window**

Key words : vivid overlook view skyline in detail

A Read aloud the story about a hospital window and think about the questions.

Two sick men were given the same room in a hospital. One man could sit up in his bed. His bed was next to the room's only window. The other man spent all his time lying on his bed opposite the window. The men talked for hours almost every day. They talked about their wives and children,

Q1 Can you guess why they talk about all these things?

Every afternoon the man in the bed by the window would sit up and talk to his roommate about all the things he could see outside the window. The man on the other bed eagerly waited for this speaking and listening time. His friend's vivid descriptions of passing things seen through the window inspired him to live.

Q2 Can you guess what the man near the window talked about to his friend?

The window overlooked a park with a lovely lake. Ducks and swans played on the water, while children floated their paper boats. A wonderful view of the skyline could be seen in the distance.

The man by the window told his friend all this in detail. The listener would close his eyes and see everything in his mind's eye.

Q3 What would the listener feel and do if one day his friend could not sit up and talk?

Days and weeks passed. One morning the doctor came to the room on his daily round. He found the lifeless body of the man by the window. He died peacefully in his sleep. The doctor made all the arrangements to take the body away.

The sad friend wanted to move to the empty bed next to the window. The doctor allowed him.

On his new bed the man painfully propped himself up. He was very excited. He slowly looked through the window to see the real world outside. What did he see?

Q4 Can you guess what he saw?

The window just faced a blank wall. He asked the doctor, "Doctor, I see nothing but a blank wall. How could my friend describe so many wonderful things outside the window?"

The doctor replied, "Did he? The man was completely blind!"

B Discuss in groups and write an answer to this question:

Why did the blind man describe all those wonderful things outside the window?