

# 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.**

(নিচের ছবি অনুযায়ী দেওয়া text গুলো দেখো। তারপর জোড়ায়/দলে নিচের প্রশ্নগুলো জিজ্ঞেস করো এবং উত্তর দাও। পরে পুরো শ্রেণিতে তোমার উত্তরগুলো share করো।)

Text: 'We are delighted that this year our daughter got the 'Nature Lover Award' for her contribution to making her school complex green and safe.'



Text: 'I am happy that I grow crops for my countrymen and contribute to the development of my motherland.'



Text: 'Finally, my dream comes true. I could uphold the glory of my country in front of the world.'



Text: 'It is where my heart lies. Whenever I talk to them, I get a reflection of my parents. I feel so blessed that I got this rare opportunity to serve them.'



Text: 'I feel great when I see my surroundings clean. Please help me to keep our surroundings clean and pollution free.'



Text: 'To me, life is more valuable than anything else in the world. I have to keep you safe on your way. I am blessed that I am doing such a responsible job.'



### Questions:

1. Who are the people in the picture?
2. How do they contribute to the society?
3. Do you think they are achievers (successful)? Explain your answer.
4. Do you want to be an achiever like them in future?
5. Can you name any other achievers around you? If yes, who are they? Why do you think they are achievers?

**10.2.1** Again, look at the illustrations in 10.1.1 and in pairs/groups, discuss the work they (parents, farmers, athletes, founder of an old home, traffic police, cleaners) usually do. Then, identify the distinctiveness that makes them achievers and share your answers with the whole class.

(Activity-10.1.1 এ দেওয়া ছবিটি আবার দেখো এবং জোড়ায়/দলে তারা (বাবা, মা, কৃষক, খেলোয়াড়, বৃদ্ধাশ্রম প্রতিষ্ঠাকারী, ট্রাফিক পুলিশ, পরিচ্ছন্নতাকর্মী) সাধারণত কী কাজ করে তা আলোচনা করো। তারপর তাদের অসাধারণ গুণাবলি যেগুলো তাদেরকে সফল করে তা আলোচনা করো এবং তোমার উত্তরগুলো শ্রেণিতে share করো।)

You can record your responses in the following grid. One is done for you.

The achiever	The work they usually do	Their distinctiveness
1. Parents	Earn money, do household chores, provide food and clothes, help with study and so on.	As parents, they are unique or distinctive because they value the importance of a green environment and inspire their daughter to work for the environment. Their inspiration helps to develop a future generation who will work for Green Bangladesh.
2.		
3.		
4.		
5.		
6.		

**10.2.2 Now, read all the unique qualities you have written in column 3. Then, write how you will develop these qualities within yourself to be an achiever like them. Later, share your answers in pairs/groups.**

(এখন যে অদ্বিতীয় গুণাবলি ( unique qualites) তুমি তৃতীয় কলামে লিখেছো সেগুলো পড়ো। তারপর তুমি কীভাবে এই গুণাবলি তোমার মধ্যে ধারণ করে তাদের মতো সফল হতে পারো সেগুলো লেখো, পরবর্তীতে তোমার উত্তরগুলো জোড়ায়/দলে share করো।)

You can start your writing in the following way-

I can develop the unique quality of protecting the environment by making a small garden on my balcony, never cutting or destroying any tree.....

**10.3.1 It's time to know more about 'How to be an Achiever'!**

(‘কীভাবে একজন **Achiever** হতে হয় এখন সে সম্পর্কে আরো জানার সময়!)

To be an achiever, first you have to choose your option from many alternatives. Let's read a poem and learn how to make choices.

**Robert Frost**

**Background of the poem:**

Robert Frost and Edward Thomas were close friends. During their stay in England, they took many walks together. One day, as they were walking together, they came across two roads. Thomas was indecisive about which road to take. Later, often Thomas lamented that they should have taken the other one. After Frost returned to New Hampshire in 1915, he wrote the poem and sent Thomas an advance copy of “The Road Not Taken”.



## The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.



**10.3.2 Read the poem again and guess the meanings of the words to have a better understanding of the poem. Take help from your friends, teachers or any other sources if you need any. Then, make sentences with the words in the last column. Finally, present it in front of the class. One is done for you.**

(কবিতাটি আবার পড়ো এবং ভালোভাবে বোঝার জন্য শব্দের অর্থগুলো অনুমান করো। যদি প্রয়োজন হয় তাহলে বন্ধু, শিক্ষক অথবা অন্য কোনো উৎসের সাহায্য নাও। তারপর শেষের কলামে শব্দগুলো দিয়ে বাক্য তৈরি করো। তোমাদের জন্য একটি উদাহরণ দেওয়া হলো।)

Word	Meaning	Your sentence
1) Diverge	To go in different directions	We are two sisters but our taste of food completely diverges from each other.
2) Yellow wood		
3) Traveler		
4) Bent		
5) Undergrowth		
6) Claim		
7) Wear		
8) Lay		
9) Sigh		
10) Doubt		

**10.3.3 Now, read the theme of the poem given below. Then, do the activity that follows to check your understanding of the poem.**

(নিচের দেওয়া কবিতাটির সারমর্ম পড়ো। তারপর তোমার understanding বোঝার জন্য নিচে দেওয়া activity গুলো করো।)

**The Theme of the Poem**

The theme of the poem “The Road Not Taken” is about the idea of making choices and their impact on someone's life. The poem describes a person standing at a point where

two roads diverged in a forest full of yellow leaves (yellow wood). He feels sorry that he cannot travel both paths and remain a single traveller. He has to contemplate (to think seriously) one path, observing its potential and ignoring the other path that appears equally appealing but less travelled.

The poem also emphasises the significance of choices and uncertainty. The poet acknowledges that both paths seemed equally worn and valid, but he has to opt for the less travelled one expecting that it will make a difference in his life. The final stanza indicates that the poet will reflect on his decision in future. It suggests that his choice to take the less travelled path had a lasting impact on his life.

The theme refers to the idea of individuality and the importance of making unconventional choices. It suggests that taking the road less travelled can lead to unique experiences, personal growth, and the shaping of one's destiny. Finally, the poem encourages readers to consider the significance of their choices, and to embrace the opportunities that arise from taking paths less commonly followed.

**Complete the following sentences with suitable words/clauses to make them meaningful:**

- The poem is about\_\_\_\_\_.
- The poet had to make a choice between\_\_\_\_\_.
- The yellow wood means that\_\_\_\_\_.
- The poet chose the road which\_\_\_\_\_.
- The poet used 'The road' as a metaphor for\_\_\_\_\_.
- Success in our life depends\_\_\_\_\_.
- In making choices, we need to think\_\_\_\_\_.
- Future mostly depends on the path which\_\_\_\_\_.

**10.3.4 Imagine that your group is going to arrange an awareness program on 'Hygiene' in the school campus. But, you cannot decide how you will do that. Now, discuss in pairs/groups and identify how this poem will help you to choose the best way. Later share your decision with the whole class.**

(কল্পনা করো তোমার দল তোমাদের স্কুলে স্বাস্থ্যবিধি এর উপরে একটি সচেতনতামূলক অনুষ্ঠান চালু করেছে। কিন্তু তুমি সিদ্ধান্ত নিতে পারছো না কীভাবে তুমি সেটা সম্পাদন করবে। এখন জোড়ায়/দলে আলোচনা করে চিহ্নিত করো কীভাবে এই কবিতাটি সবচেয়ে ভালোভাবে সাহায্য করবে কাজটি করার জন্য। পরে পুরো শ্রেণির সাথে তোমার সিদ্ধান্ত share করো।)

You can consider the following questions to organize your thoughts.

- 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?
- d) Do you have any way that seems different or unconventional but interesting to you?
- e) Is it the best way for you?

Probably, you have made your decision. It's time to share your decision with the class. Also, explain why it is the best way for you.

**10.3.5 Now think again, you took your best decision and did the awareness program following your decision. But unfortunately, it didn't work so well. So, the question is that are you still achiever or failure?**

এখন আবার ভাবো তুমি সবচেয়ে ভালো সিদ্ধান্ত নিয়ে তোমার programme টি করেছিলে। কিন্তু দুর্ভাগ্যবশত সেটি ভালোভাবে কাজ করেনি। সুতরাং এখন প্রশ্ন হচ্ছে তুমি কি এখন সফল না ব্যর্থ?

**Let's read the poem and find the answer.**

### Emily Dickinson

'Success is Counted Sweetest' is an early poem by the American poet Emily Dickinson. The poem has the rare honour of publication during Dickinson's lifetime (in 1864), though it was published anonymously; of her approximately 1,800 poems, only a few were published during her life.





## Success is Counted Sweetest

By Emily Dickinson

Success is counted sweetest  
By those who ne'er succeed.  
To comprehend a Nectar  
Requires sorest need.

Not one of all the Purple Host  
Who took the Flag today  
Can tell the definition  
So clear of Victory

As he defeated – dying –  
On whose forbidden ear  
The distant strains of triumph  
Burst agonized and clear!

**10.3.6 Read the poem again and match the words/phrases in ‘Column A’ with their meanings in ‘Column B’. Later, share your answers in pairs/groups.**

(কবিতাটি আবার পড়ো এবং column A এর শব্দ/শব্দগুচ্ছ এর সাথে column B এর অর্থ মিলানো। পরে জোড়ায়/দলে তোমার উত্তরগুলো শ্রেণিতে share করো।)

Words/phrases	Meanings
1. counted sweetest	a. a sweet liquid that bees turn into honey
2. comprehend	b. the ear of a defeated soldier strains to hear the sound of victory but fails in the end.
3. nectar	c. to understand the taste or value of something
4. sorest need	d. sounds of Victory
5. purple host	e. considered extremely rewarding and invaluable
6. took the flag away	f. deeply felt need
7. forbidden ear	g. pained and depressed
8. strains of triumph	h. a royal armed troop
9. burst agonized	i. the victorious troop that hoisted the flag of victory

**10.3.7 Now, read the theme (what the poet wants to say about success) of the poem given in the box. Then, do the matching activity that follows. Later, check your answers in pairs.**

(এখন বক্সে দেওয়া কবিতার সারমর্ম (কবি সফলতা সম্পর্কে কি বলতে চেয়েছেন) পড়ো। তারপর matching সংক্রান্ত পরের activity টি পড়ো। পরবর্তীতে জোড়ায় তোমার উত্তরগুলো check করো।)

**The Theme of the Poem ‘Success is Counted Sweetest’**

The theme of the poem, “Success is Counted Sweetest,” revolves around the idea that those who have never succeeded can appreciate success the most. It also suggests that only those who must have a strong desire or need for it can understand and appreciate something

valuable, like nectar. In contrast, the triumphant individuals may not have a profound understanding of a defeated person who, while dying, hears the distant sounds of triumph, can understand the victory. This juxtaposition of success and failure indicates the idea that true appreciation of success often comes from the perspective of those who have suffered defeat. Thus, the poem highlights the idea that those who have experienced failure and have not yet succeeded can perceive the true essence of success more intensely.

**Do the matching activity to make meaningful sentences:**

Column A	Column B
1. To be successful, one has to put	a. many opportunities and ways to be successful
2. The real achievers are those	b. is more rewarding than the victory
3. If success is not earned	c. who never give up as they know the real value of success
4. The effort to realize success	d. more emphasis on the struggle to achieve success than be successful
5. Defeats create	e. by hard work and sacrifice, it doesn't give you the real taste of success

**10.4.1 In pairs/groups, think about the awareness program you have failed. Now, read the poem again and describe how you will be an achiever after being a failure. Later, identify the ways you will turn your failure into success and be a real achiever. Finally, share it with the class.**

জোড়ায়/দলে সচেতনতামূলক programme এর কথা ভাবো যেটাতে তুমি ব্যর্থ হয়েছো। এখন কবিতাটি আরেকবার পড়ো এবং ব্যর্থতার পরে তুমি কিভাবে সফল হতে পারো তা বর্ণনা করো। পরে, ব্যর্থতাকে তুমি কীভাবে সফলতায় পরিবর্তন করবে এবং একজন প্রকৃত Achiever এ পরিণত হবে তার উপায়গুলো চিহ্নিত করো। সবশেষে তা শ্রেণিতে share করো।

You can record all of your thoughts in the following grid.

Your story of failure	How being a failure, you are still an achiever	The ways you can choose to be achievers	Your new story of success

**10.4.2** Read both of the poems again and identify the literary features (stanza, rhyming pattern) and the stylistic devices (simile, metaphor) from those. Then, in pairs/groups, discuss and write a short text on how the stylistic devices make the poems enjoyable and help you connect better with the poem. Later, share your answer with the class.

(কবিতা দুটি আবার পড়ো এবং সেগুলো থেকে literary features (স্তবক, ছন্দের ধরণ) এবং stylistic devices (simile, metaphor) চিহ্নিত করো। তারপর জোড়ায়/দলে আলোচনা করো এবং একটি সংক্ষিপ্ত text লেখো কিভাবে stylistic device (শৈলীগত কৌশল) গুলো কবিতাকে উপভোগ্য করে তোলে এবং পাঠককে কবিতার সাথে আরও ভালোভাবে সংযুক্ত হতে সাহায্য করে। পরে তোমার উত্তরগুলো শ্রেণিতে share করো।)

Use the grid to record your responses.

Name of the poem	Literary Features		Stylistic Devices	
	Number of stanzas	Rhyming Pattern	Simile	Metaphor
1. The Road Not Taken				
2. Success is Counted Sweetest				
How the use of stylistic devices helps you connect with the poem:(give examples to support your statement)				

**10.4.3** Work in groups and follow the given instructions.

- Find someone who is an achiever in your locality. Why do you think that person is an achiever?

ii) Make a questionnaire to know his/her story. Take an interview and note his answers.

In your questionnaire, you may include the following questions:

- What is success to him/her?
- Does s/he consider himself/herself an achiever? If yes/not, why?
- How does s/he make choices?
- What does s/he think about failure?
- What does s/he do when s/he fails?
- What is his/her distinctiveness?
- What are his/her suggestions for those who want to be achievers?

iii) Write all the answers and organise them as an essay. Follow the given structure to write the essay.

- Introduction: A short description of the achiever (Name, profession, age etc.).
- Body: His thoughts about 'Success', 'How to Make Choices' and 'Failure'. Write examples for each of his/her opinions as supporting details. If you want, you can write three paragraphs for three ideas.
- Conclusion: Conclude the essay with your thoughts about the achiever using 3-5 similes or metaphors.

iv) Check if have you used appropriate transition words to connect the sentences and the paragraphs.

v) Proof-read the essay for punctuation, spelling, sentence structure and content. If you need, take help from other groups and the teacher.

vi) Finally, present it in front of the school/class to inspire others to be achievers. If possible, invite the achievers and pay your respect to them.

### **New Words:**

lament, undergrowth, trodden, sigh, yellow wood, anonymously, nectar, sore, opt, juxtaposition, strain, triumph, agony, unconventional