

Language and Power

3.1.1 Look at the illustrations below and guess who the people are. Then, read the short conversations given below and identify the characters for each speech. Next, write the names of the characters in each blank space and share your answers with the whole class.

(নিচের ছবিগুলো দেখো এবং লোকগুলো কারা তা অনুমান করো। তারপর নিম্নে প্রদত্ত সংক্ষিপ্ত কথোপকথনটি পড়ো এবং প্রতিটি speech এর চরিত্রগুলো চিহ্নিত করো। পরবর্তীতে প্রতিটি খালি জায়গায় চরিত্রগুলোর নাম লেখো এবং তোমার উত্তর পুরো ক্লাসের সাথে share করো।)

The following names of the characters in the box are for your help. You may choose the characters from the box to fill in each blank.

father, shopkeeper, teacher, son, customer, rickshaw puller, student, passenger, friend, neighbour, brother, buyer, uncle, guard

Dialogue-1:

-: Sit down. Where are you going?
-: For a walk, he answered hesitantly.
-: To the village?
-: Well-yes-no. I mean, nowhere in particular.
-: Come back early, okay?
-: I will.



Dialogue-2:

-: Hey, take me to the market.
-: Which market, sir?
-: Amtola Market. What about the fair?
-: 40 taka would benice, the rest isuptoyour consideration.
-: Okay, let's go.



Dialogue-3:

-: Good Morning!
-: Good Morning!
-: How were the holidays?Did you have a good time?
-: Yes! It was great, Madam; I went to Bandarban with my family.
-: That's excellent. So, today you will write a short note about your experiences during the visit.
-: Sure, Madam.



Dialogue-4:

- : Good morning, sir. How can I help you?
- : Can you show me some watches? I want to buy a lady's watch.

- : Certainly, Sir. Would you care to tell me about your budget, sir?
- : Yes, it is around 5000 taka. Show me watches within this range.
- : Sure, sir. Just a moment, please. (takes out five to six watches and starts showing.) Here you go, sir. These six watches are within your budget.
- : Oh, they are beautiful. What about the quality?
- : Sir, if there's any problem within the warranty period, we'll replace it.
- : Well, in that case, I will take the third one.
- : Sure, sir. Thank you for choosing our showroom.



3.2.1 Read the conversations again in Activity 3.1.1 and categorise the two types of characters into the following two groups considering the responses to the following questions in the grid.

(Activity ৩.১.১- এর কথোপকথন আবার পড়ো এবং grid এ প্রদত্ত প্রশ্নের উত্তরের উপর ভিত্তি করে চরিত্রগুলোকে নিচের দুটি দলে বিভক্ত করো।)

Question	Group-1 (Name of the characters)	Group-2 (Name of the characters)
1. Who started the conversations?	Ratul	Upoma
2. Who controlled the conversations?	Abir	Fatema
3. Who gave decisions?	Asif	Sanjida
4. Who asked direct questions?	kaif	Farhana
5. Who replied with minimum words?	Mahfuz	Mariya
6. Who asked fewer questions?	Nisad	Sourna
7. Who appeared to be more polite?	Nibir	Nourin
8. Who asked fewer counter-questions?	Ifty	Tasnim
9. Who used imperative sentences?	Mridul	Asha
10. Who seemed to be more confident?	Joy	Mim

3.2.2 Now, notice the characters of the two groups and ask and answer the following questions in pairs/groups.

(এখন দু দলের চরিত্রগুলো লক্ষ্য করো এবং দলে/জোড়ায় নিচের প্রশ্নগুলো জিজ্ঞেস করো এবং তার উত্তর দাও।)

- Which group of people are more senior and respected in society?
- What are the features of the language they use? Please mention two or three.
- 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.

3.3.1 Let's read the following note to find out how power is associated with Language.

(ভাষার সাথে ক্ষমতা কিভাবে সম্পৃক্ত তা জানার জন্য নিচের note টি পড়ো।)

Note

We all use language to express our thoughts and ideas to others. But if you notice carefully, you can realise, how words and sentences in conversations reflect one's position and authority over others. Also, their tone of communication will indicate to you that they are more respected than others. You cannot use the words and sentences the way they use while talking to you. For example, your parents can tell you, 'It's time to study. Go to the table.' Imagine, can you use the same tone and words or sentences to ask them, 'It's work time. Start working.'? Certainly, you will not talk to your parents in this way. So, words, sentences and tone of communication tell us about the positions of the people in the conversation. This kind of position and authority is called Instrumental Power.

Can you think of someone with whom you have to talk frequently though you cannot use the words and sentences the same way s/he uses when s/he talks to you because s/he holds instrumental power? How do you talk to them to show your respect towards him/her, but at the same time, you can maintain your position and identity?

Let's learn more about Instrumental Power!

Instrumental Power

'Instrumental Power' refers to a kind of position or power that people hold simply because of who they are. They do not always need to convince or satisfy anyone to maintain this position. Others respect and listen to them because of the social position they have and the respect they earn. For example, in our society teachers, parents, seniors, and officials hold instrumental power. People tend to respect them for who they are. And when they communicate with others, their position and authority are reflected in their use of language and tone. They have a way of language which they use to maintain their position. Their language has some general features which tell us that they have better positions in a society.

Now, let's find out about some of the features of the language used by a person, who holds a better social position and a person who holds a relatively lower position in society, family or an organization from the following table:

Language feature of a person who holds better social position	Language feature of a person who holds relatively lower social position
1. Usually sets the subject and tone of the conversation	Usually follows the set topic and the tone of the conversation
2. Usually uses formal register like full sentences, grammar, extended vocabulary, etc. and asks direct questions.	Answers the questions and usually doesn't ask any counter questions

Language feature of a person who holds better social position	Language feature of a person who holds relatively lower social position
3. Uses modal verbs such as should, must, need and conditional sentences to give advice, directions, suggestions, demands and orders	Usually responds with short answers such as “okay, thank you”, and “Sure. Thanks”
4. Refers to others by their first name	Uses the respectful form of address (sir, madam etc.)
5. Usually words like certainly, undoubtedly, obviously, etc.	Uses hesitant words/phrases like maybe, as far as I know, I mean, etc.

3.3.2 Read the conversation given below and match the words in column A with their meanings in column B. Then, write a sentence with the word. Later, ask and answer the meanings in pairs/groups.

(নিচের কথোপকথনটি পড়ো এবং **column A** এর শব্দের সাথে **column B** এর অর্থ মিলিও। তারপর সেই শব্দ দিয়ে বাক্য তৈরি করো। পরবর্তীতে জোড়ায়/দলে অর্থগুলো জিঙ্কেস করো এবং উত্তর দাও।)



Teacher : Good day, all. So, how are things today?

Salma : It's good, ma'am.

Sohel : Good day, ma'am. But it's been a long day for us.

Shuvo : Don't think we can concentrate on a serious discussion, ma'am. Can we talk about something else, if you don't mind?

Salma : Not a bad idea. Something interesting, I suppose.

Teacher : I don't mind.

Sohel : Excellent.

Teacher : Let's discuss something else, then. Umm... let's talk about the importance of setting goals. Can you all tell me what you know about it?

Sohel : You mean setting goals in our life?

Salma : I know setting goals is necessary, but I don't understand why.

Shuvo : Well, I know, it's all about the decision on anything we want to achieve in life.

Teacher : Well, in a sense, you are right. Setting goals gives you a clear direction and purpose to work towards. It helps you to stay motivated and focused on achieving your objectives.

Salma : I see. But what if I don't achieve my goals?

Teacher : That's a valid concern, Salma. But even if you don't achieve your goals, you may still make progress towards them. And the process of setting goals and working towards them can help you to develop necessary skills such as time management, planning, and perseverance.

Sohel : I guess that makes sense. But how do I know what goals to set?

Teacher : That's a great question, Sohel. You should start by identifying what you want to achieve and what is important to you. Then, you can set specific, measurable, achievable, relevant, and time-bound goals that align with your values and aspirations.

Salma : That sounds like a challenging thing to go for!

Teacher : Well, it may seem so, Salma, but it's worth it. Trust me.

Shuvo : We all are listening to you, ma'am, and we all have faith in you.

Teacher : Hmm... setting goals can help you to achieve success in all areas of your life, whether it's academics, career, or personal growth. And remember, you can adjust your goals as you go along.

Salma : Okay, I understand, ma'am. I will start setting some goals for myself.

Teacher : That's a great attitude, Salma. Remember, setting goals is an important part of achieving success in life. I'm here to support you all every step of the way.

Sohel : Thank you, ma'am.

Shuvo : We need this sort of discussion quite often, I must say.

Teacher : Sure, we do.

One is done for you

Column A (Word)	Column B (Meaning)
1. A long day	a) A busy day My sentence— Tomorrow, a poster presentation on 'Green Environment' is going to be held in my school. As the chairperson of the club, I have to do a lot of work. I guess, it is going to be a long day for me.
2. Concentrate	b) Continued effort to do something <u>even</u> though it is <u>difficult</u> and time-consuming
3. Motivated	c) Have a time limitation to finish something
4. Valid concern	d) Enthusiastic to do something
5. Perseverance	e) Desire to achieve something
6. Relevant	f) Something happening quite a few times, in a week or month
7. Time-bound	g) To give all attention to do something
8. Aspiration	h) Something logical to think or worry about
9. Quite often	i) Related

3.3.3 Read the conversation in Activity 3.3.2 again. Then discuss in pairs/groups the main ideas of the conversation. Later, write a summary of the conversation and present it in front of the class.

(Activity ৩.৩.২ এর কথোপকথনটি আবার পড়ো তারপর জোড়ায়/দলে কথোপকথনটির মূল ধারণাগুলো আলোচনা করো। পরে কথোপকথনটির summary লেখো এবং শ্রেণিতে উপস্থাপন করো।)

Follow the steps to write the summary. To know more about how to write a summary, look at the experience “The Bizhu Festival”. Also, take help from other groups and the teacher if you need any.

a) Firstly, identify and write down the topic of the conversation.

b) Then, write- Who are in the conversation?

What are they talking about?

What kind of words and sentences both the teacher and the students have used?

How does their language represent their present position or status?

c) Finally, write all the main points using your own language. Revise the summary and do the necessary edits. Check that you write all the points as they are in the conversation. If everything is done, you are ready to present the summary.

3.3.4 Read the conversation in Activity 3.3.2 again. Then, identify the features of instrumental power in the conversation and describe them in the following grid. Later, write how the teacher and the students would rephrase their language if they want to maintain a democratic atmosphere during the conversations.

(Activity ৩.৩.২ এর কথোপকথনটি আবার পড়ো। তারপর কথোপকথনটিতে instrumental power এর বৈশিষ্ট্যগুলো চিহ্নিত করো এবং তা নিচের grid এ বর্ণনা করো। পরে, কথোপকথনে গণতান্ত্রিক পরিবেশ বজায় রাখতে হলে শিক্ষক এবং শিক্ষার্থীরা কিভাবে তাদের ভাষাকে পুনরায় সাজাবে তা লেখো।)

One is done for you.

The character who holds the instrumental power-		
Name of the Feature of the instrumental power	How it is evident in the conversation	The way to rephrase language to maintain a democratic atmosphere during the conversation
Sets the subject of the conversation	‘Let’s talk about the importance of setting goals.’ Here, the teacher sets the subject of the conversation that they will talk about the importance of setting goals that day because she holds instrumental power.	‘Do you like to talk about the importance of setting goals?’/ ‘Could we talk about the importance of setting goals?’ Here, by asking opinions or using modal verb, the teacher may share the instrumental power.
Refers to others by their first name	That’s a valid concern Salma " Here the teacher gives her opinion directly. The teacher refers to Salma by her first name because she holds instrumental power.	I think that would be a valid concern for all 'Here by using modal verb, the teacher may share the instrumental power
Uses conditional sentence to advise	"Even if you don't achieve your goals, you may still make progress towards them." Here the teacher uses conditional sentence to advise the students because she holds instrumental power.	Could we still make progress towards them , even if we don't achieve our goals?' Here by asking opinion or using modal verb the teacher may share the instrumental power.
Uses modal verb to give suggestions	The process of setting goals and working towards them can help you to develop necessary skills such as time management, planning, and perseverance. Here the teacher uses modal verb to give suggestions to the students because she holds instrumental power.	"Shouldn't you start by identifying what you want to achieve and what is important to you?" Here by asking opinions the teacher may share the instrumental power.
Uses direct imperative sentence.	"Trust me", Here the teacher uses direct imperative sentence to make the students believe her words because she holds instrumental power.	"You may trust me ", Here by using modal verb the teacher may share the instrumental power.

3.3.5 Read the following 2 texts and in pairs/groups decide which text represents which group of people (people hold better positions or people hold lower positions). Then, write the reasons for your answers. Later, share your answers with the whole class.

(নিচের text দুটি পড়ো এবং জোড়াতে/দলে সিদ্ধান্ত নাও কোনো text টি কোনো দলের মানুষের প্রতিনিধিত্ব করছে (উচ্চপদে আসীন অথবা নিম্নপদে আসীন)। তারপর তোমার উত্তরের কারণ লেখো। পরে তোমার উত্তর শ্রেণিতে share করো।)

Text-1

May 20, 2023

Notice

All the students of our class are hereby informed that our school is arranging a picnic at the Garden of Five Senses on July 16, 2023. The cost of this picnic is Tk 300/person, inclusive of transport and lunch. All interested students are asked to register before the date and submit the fees to the undersigned. For more information regarding the picnic, contact the undersigned.

Mitu Akter

Students' Representative

Text-2

16 July 2023

The Head Teacher

Halima Khatun Girls' High School, Bogura

Subject: Request for permission to go on a picnic.

Sir,

With due respect, we, the students of your school would like to draw your kind attention to the fact that we are very eager to go on a picnic.

We believe that you will acknowledge that a picnic or day out is a part of schooling. It is not only refreshing but also instructive. It will help us expand our knowledge and bring joy to our lives. It will relieve the dreadful monotony of our routine life. Our English and Bangla teachers have given their valuable consent to accompany us to the picnic.

We, therefore, pray and hope that you would be kind enough to give us permission to go on a picnic and take all the necessary steps. Thank you very much.

Yours obediently,

Mitu Akter

On behalf of the students

3.3.6 Now, Imagine, your aunt has recently visited you. During her visit, you had a conversation with her about presentation skills. The speeches of your aunt in that conversation are given below. Read them carefully to write your own speeches after your aunt's speeches. Remember you are talking to someone who holds instrumental power. Take part in the conversation maintaining a democreative atmosphere during the conversations.

(এখন কল্পনা করো তোমার চাচী/মামী/খালা সম্প্রতি তোমার এখানে বেড়াতে এসেছিলেন। তাঁর অবস্থানকালে তাঁর সাথে উপস্থাপন দক্ষতা (presentation skill) নিয়ে তোমার কথোপকথন হয়। সেই কথোপকথনে তোমার খালার কথাগুলো নিয়ে দেওয়া হলো। তোমার খালার কথাগুলোর পরে তোমার নিজের কথা লেখার জন্য সেগুলো ভালোভাবে পড়ো। মনে রেখো তুমি এমন একজনের সাথে কথা বলছো যিনি instrumental power ধারণ করেন। গণতান্ত্রিক পরিবেশ বজায় রেখে কথোপকথনে অংশগ্রহণ করো।)



Aunt: Hi, doing something serious?

You: Yes, aunty I am working on my presentation for school. It is about the importance of renewable energy.

Aunt: Are you presenting anything?

You: Yes, I will discuss how renewable energy sources such as solar and wind power can help fight climate change.

Aunt: Sounds great! So, how are you preparing yourself for the presentation?

You: I've been reseaching a lot, taking notes, and watching videos on the topic.

Aunt: Okay. Do you think these are enough to be a better presenter?

You: I think these are not enough to be a good presenter. I would like advice from you.

Aunt: Hmm... In my opinion, you should talk to your teacher. Beside that you can also read some authentic (original) write-ups on this topic.

You: That's a good idea! I'll ask my teacher for some feedback about my topic.

Aunt: Also, practise as many times as possible. It will help you to be confident.

You: Absolutely. I'll rehearse in front of the mirror and maybe present to you and the family for practice.

Aunt: Take care.

You: Thank you, Auntie. I appreciate your advice. Take care too.

3.4.1 Time to act!

(এখন সময় অভিনয়ের!)

Now in groups, choose a topic to stage a play.

You may choose the characters and any of the topics from the following list to stage the play if you want.

Answer on next page

List of ideas:

1. Conversation with teacher/Head Teacher/parents to make the school complex safe and green.
2. Conversation with students/teachers/parents to make the class more learner-friendly and inclusive.
3. Conversation with parents/neighbours/ chairman/ward commissioner/ headteacher/elite persons of the locality to make your neighbourhood clean and safe.
4. Conversation with teacher/headteacher/parents/ local people/ chairman/ ward commissioner to stop eve teasing.

Title: Stopping Eve Teasing: A community effort.

Characters:

1. Commissioner
2. Head Teacher
3. Parent's

Commissioner:

Welcome everyone to today's meeting on how to stop eve-teasing. Eve-teasing has appeared to be a nuisance for the locality. Today's meeting is aimed at taking your opinion and finding out the way to stop it.

Head Teacher:

Thank you for arranging such a much needed meeting. I have got repeated calls from the parents to do something to protect their daughters from the eve-teasers. So, I couldn't help bringing the issue to your notice.

Parent/s:

It is a matter of great concern that our daughters are not safe in their ways to school, even in the school campus. They are regularly being harassed by some wicked persons. We need immediate remedy for the safety of our daughters.

Commissioner:

I myself am deeply concerned about it as a representative of your locality. That's why I have met you to find a solution.

Teacher/s:

I think, the first and foremost job in this regard will be to inform the law enforcing agencies so that they engage a team of the force in patrolling this area to control the eve-teaser.

Parent/s:

Oh, it will be a very good step and will definitely reduce the incidents of eve-teasing. Another step can be taken. I suggest Mr. Commissioner manage a mobile court under the jurisdiction of executive magistrate in this area to punish those who could be found on the spot engaged in eve-teasing.

Commissioner:

Well. Both of you have provided good ideas. I have taken these into consideration and soon you will find them in effect.

Head Teacher:

Apart from these steps, we will have to do another thing. We will have to realize the root cause of eve-teasing. Otherwise, it will persist more or less permanently.

Commissioner:

What's that, sir? I am ready to take every possible step.

Head Teacher:

We will have to launch an awareness campaign against eve-teasing through seminar, leaflet, postering, and after all spreading education to every corner of society.

Commissioner:

Amazing idea! Thank you all for your valuable opinions. I will take steps according to your suggestions. If we all work cooperatively, we will be able to stop eve-teasing.

Follow the given instructions to complete the work. Take the help of other groups and the teacher to complete the activity.

- First, identify the topic of the play.
- Then, think about the characters you need for the play
- Next, decide the nature of the conversations that the characters will engage in during the play.
- Later, write the conversations following the features of instrumental power.
- Here, arrange the conversations according to Act and scene and decide the settings of the play.
- Afterwards, make the final draft of the play.
- Finally, rehearse as much as possible and stage the play. Invite your friends, teachers and head teacher to enjoy the play.

(To know more about how to write and stage a play, take a look at ‘King Lear’ from The English Book, grade 6.)

New Words:

hesitantly, early, range, warranty, replace, notice, authority, reflect, certainly, convince, satisfy, maintain, concentrate, achieve, direction, motivated, objectives, concern, perseverance, align, aspirations, attitude, relieve, dreadful, consents, accompany, oblige.