

# ENGLISH

## Class Eight



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



১৯৭২ সালের ১২ই জানুয়ারি মুক্ত স্বাধীন বাংলাদেশের প্রধানমন্ত্রী হিসেবে  
শপথ গ্রহণ করছেন বঙ্গবন্ধু শেখ মুজিবুর রহমান

১৯৭২ সালের ১২ই জানুয়ারি স্বাধীন বাংলাদেশের প্রধানমন্ত্রী হিসেবে শপথ গ্রহণ করেন বঙ্গবন্ধু শেখ মুজিবুর রহমান। মাত্র সাড়ে তিনি বছরের শাসনামলে তিনি যুদ্ধবিধিস্ত বাংলাদেশকে শক্ত ভিত্তির উপর ঢাপন করেন। মুক্তিযুদ্ধের সময় ভারতে আশ্রয় নেওয়া এক কোটি বাঙালি শরণার্থীর পুনর্বাসন, স্বাধীন হওয়ার তিনি মাসের মধ্যে ভারতীয় সশস্ত্র বাহিনীকে ফেরত পাঠানো, মাত্র দশ মাসের মধ্যে নতুন রাষ্ট্রের জন্য সংবিধান প্রণয়ন এ সবই বঙ্গবন্ধুর কৃতিত্ব।

Developed by the National Curriculum and Textbook Board as a textbook according  
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# **English**

## **Class Eight**

### **(Experimental Version)**

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## PREFACE

In this ever-changing world, the concept of life and livelihood is changing every moment. This process of change has been accelerated due to the advancement of technology. There is no alternative to adapting to this fast changing world as technology is changing rapidly ever than before. In the era of fourth industrial revolution, the advancement of artificial intelligence has brought about drastic changes in our employment and lifestyles that will make the relationship among people more and more intimate. Various employment opportunities will be created in near future which we cannot even predict at this moment. We need to take preparation right now so that we can adapt ourselves to that coming future.

Although a huge economic development has taken place throughout the world, problems like climate change, air pollution, migrations and ethnic violence have become much more intense nowadays. The breakouts of pandemics like COVID 19 have crippled the normal lifestyle and economic growth of the world. Thus, different challenges as well as opportunities, have been added to our daily life.

Standing amid the array of challenges and potentials, sustainable and effective solutions are required to transform our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, adaptability, humanism and patriotism. Amidst all these, Bangladesh has graduated into a developing nation from the underdeveloped periphery and is continuously trying to achieve the desired goals in order to become a developed country by 2041. Education is one of the most crucial instruments to attain the goals. Hence, there is no alternative to the transformation of our education system. This transformation calls for developing an effective and updated curriculum.

Developing and updating the curriculum is a routine and important activity of National Curriculum and Textbook Board. The curriculum was last revised in 2012. Since then, more than a decade has elapsed. Therefore, there was a need for curriculum revision and development. With this view, various research and technical studies were conducted under NCTB from 2017 to 2019 to analyze the current state of education and identify the learning needs. Based on the researches and technical studies, a competency-based and seamless curriculum from K-12 has been developed to create a competent generation capable of surviving in the new world situation.

Under the framework of this competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for Class Eight. The authentic experience-driven contents of this textbook were developed with a view to making learning comprehensible and enjoyable. This will connect the textbooks with various life related phenomenon and events that are constantly taking place around us. It is expected that, through this, learning will be much more insightful and lifelong.

In developing the textbooks, due importance has been given to all – irrespective of gender, ethnicity, religion and caste while the needs of the disadvantaged and special children are taken into special considerations.

I would like to thank all who have put their best efforts in writing, editing, revising, illustrating and publishing the textbook.

If any errors or inconsistencies in this experimental version are found or if there is any suggestions for further improvement of this textbook, you are requested to let us know.

**Professor Md. Farhadul Islam**

Chairman

National Curriculum and Textbook Board, Bangladesh



Dear Student,

Welcome to your new class! As you have started a fresh journey in this class, you must be excited to have a new English textbook. This book has been developed to facilitate your English language learning. The book offers ample opportunities to engage in fun and interesting activities while practising your English. It contains activities such as playing games, reading/telling stories, listening to/reciting poems, talking with friends and peers, writing posters, and drawing pictures to give you an engaging and enjoyable learning experience.



The book aims to ensure your personalised learning. Almost all the language learning tasks and experiences provided in the book are intended as classroom-based activities. Therefore, if you use this textbook regularly in classrooms during school time, you won't be required to do additional tasks at home.



Finally, the book provides enough opportunities to work with your friends/peers while engaging in your classroom activities. Moreover, you will also get opportunities to monitor your progress as well as the progress made by your peers.

Wishing you a joyous and productive year ahead.



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# 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.

(Bubble এ প্রদত্ত অভিব্যক্তি (expression) পড়ো। তারপর, জোড়ায়/দলে নিচের প্রশ্নগুলো জিজ্ঞাসা করো এবং তার উত্তর দাও। পরে, পুরো ক্লাসের সাথে তোমার উত্তর শেয়ার করো।)



## Questions

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

**1.1.2 Now, in groups, discuss and identify some good qualities (2-3) of your friends. Next, identify something/someone that has a similar quality. Finally, make a comparison between the two and share it in the class.**

(এখন দলে আলোচনা করো এবং তোমার বন্ধুদের কিছু ভালো গুণ (২-৩) চিহ্নিত করো। পরে এমন কিছু/কাউকে চিহ্নিত করো যার একই গুণ রয়েছে। সবশেষে, উভয়ের মধ্যে একটি তুলনা করো এবং ক্লাসে share করো।)

You can use the following grid to write your responses. One is done for you.

Name of your friend	Name of your friend's quality	Similar person/thing	The sentence you use to make the comparison
Shuvo	1. a fast runner 2. 3.	1. Usain Bolt, the famous gold medalist Olympic sprinter 2. 3.	1. Polash runs as fast as Usain Bolt. 2. 3.

**1.2.1 Read the two texts given below. And then discuss the following questions in pairs/groups. Next, share your thoughts with the class.**

(নিচে দেওয়া text দুটি পড়ো। তারপর জোড়ায়/দলে নিচের প্রশ্নগুলো নিয়ে আলোচনা করো। পরে ক্লাসের অন্য সহগাত্তীদের সাথে তোমার ভাবনাগুলো share করো।)



Hello there!

I live in a small village in Bangladesh. Although this place is remote and not so developed, visitors love the village for its beautiful, green landscape. The environment is fresh here. The people living here are friendly. They are hardworking too. If you visit my village, you can enjoy the endless cropland, the fresh food and the warm hospitality of the villagers. Especially you can taste here the sweet mangoes. Our village is surrounded by a river. There is a market in the heart of the village. Whenever you go there, you see people are always busy. You can move anywhere at any time as it is a safe area. It is also one of the cleanest villages in this area. The only difficulty that you may face is a power cut. Very often, the night is quiet here. But you can enjoy the beauty of the night sky then. So, if you plan to spend some time in nature, my village will be a good choice.

## Text-2

Hello there!

I live in a small village in Bangladesh. Although this place is remote and not so developed, visitors love it for its beautiful, green landscape. Its environment is as refreshing as the gentle morning breeze. The people living here are friendly. They work as hard as an ant gathering its harvest. If you visit my village, you can enjoy the colorful cropland, the fresh food and the warm hospitality of the villagers. Especially you can taste the mangoes which are as sweet as honey. A river surrounds the village like a snake. There is a market in the heart of the village. Whenever you visit there, you see people are as busy as bees. You can move anywhere at any time, as it is as safe as your home. It is also one of the cleanest villages in this area. The only difficulty that you may face is a power cut. Very often, the night is as quiet as a sleeping baby here. But then again you can enjoy the beauty of the night sky. So, if you plan to spend some time in nature, my village will be a good choice.

### Questions

- Read the two texts and list the changes made in **Text-2**.
- Do you think these changes make **Text-2** more interesting and meaningful than **Text-1**? If your answer is yes/no, explain it with examples.
- Do you think these changes in **Text-2** establish a strong connection between the text and readers? If your answer is yes/no, explain it with examples.
- Do you think, these changes help you to create a picture of the village in your mind? Again, explain your answer with an example.

### 1.2.2 Read the following text. In pairs/groups, discuss and write someone/something/some qualities similar to the underlined words. Then, share your responses with the class. Also, explain why Habib compared the persons/things in bold.

(নিচের text টি পড়ো। জোড়ায়/দলে, underline করা শব্দের সাথে তুলনীয় কোনো ব্যক্তি/বস্তু/গুণ খুঁজে বের করো। তারপর তোমাদের উত্তরগুলো share করো। এছাড়াও, bold করা ব্যক্তি/বস্তু/গুণ এর সাথে তুলনা করার কারণ ব্যাখ্যা করো।)

I am Habib, a proud Bangladeshi. To me, my motherland is as dear as 1) my parents. We achieved our independence by sacrificing the lives of 30 lacs people who were as brave as 2) \_\_\_\_\_. The colour of the circle of our flag is as red as 3) \_\_\_\_\_. The green

colour of the flag is an emblem of the greenery of nature in Bangladesh. My grandparents also fought for this land. **My grandfather** was as wise as 4)\_\_\_\_\_, who faced the enemies bravely and blew away a connecting bridge to our village. **My grandmother** also helped the Mukti Bahini of our locality with food, shelter and first aid as silently as 5)\_\_\_\_\_. In one face-to-face attack, they killed my 8-year-old aunt, whose dead body was found at the front of our house. My father told me that **her face** was as fresh as 6)\_\_\_\_ while burying. When my father spoke about the history of our liberation war, it seemed his eyes could **visualize** those incidents as clearly as 7)\_\_\_\_ and then tears rolled down from his eyes.

**Use the following grid to record your responses. One is done for you.**

<b>Person/thing/quality you are describing</b>	<b>Person/thing/quality you are comparing with/to</b>	<b>Reason for comparing the person/thing/ quality</b>
1. Motherland	1. Mother	1. This comparison expresses the depth of his love towards his motherland.
2.		
3.		
4.		
5.		
6.		
7.		

### 1.3.1 Listen to the recitation of the poem. Then, practice reciting it in pairs/groups. Finally, recite it for the whole class.

(কবিতাটির আবৃত্তি শোনো। তারপর, জোড়ায়/দলে এটি অনুশীলন করো। সবশেষে, পুরো ক্লাসের জন্য এটি আবৃত্তি করো।)

## True Royalty

By Rudyard Kipling

There was never a Queen like Balkis,  
From here to the wide world's end;  
But Balkis talked to a butterfly  
As you would talk to a friend.

There was never a King like Solomon,  
Not since the world began;  
But Solomon talked to a butterfly  
As a man would talk to a man.

She was Queen of Sabaea—  
And he was Asia's Lord—  
But they both of 'em talked to butterflies  
When they took their walks abroad.



### 1.3.2 Read the poem ‘True Royalty’ again. Then, ask and answer the following questions in pairs/groups. Finally, share your answers with the class.

(‘True Royalty’ কবিতাটি আবার পড়ো। তারপরে, .জোড়ায়/দলে নিম্নলিখিত প্রশ্নগুলো জিজ্ঞাসা করো এবং তার উত্তর দাও। সবশেষে, ক্লাসের সাথে তোমার উত্তর share করো।)

#### Questions

- How many characters are there in the poem?
- Who are Balkis and Solomon?
- How are they?
- Who is their friend?
- What are the rhyming words used in the poem?
- What are the words that are repeated in the poem?
- Do these repeated words help you understand what the poet wants to say through Queen Balkis and King Solomon?

### 1.3.3 Now, read the note given below. Then in pairs/groups, read the poem ‘True Royalty’ again and identify the 'similes' used to describe Queen Balkis and King Solomon. Finally, share your answers with the class. Also, discuss the reasons for using these similes in the poem.

(এখন, নিচের নোটটি পড়ো। তারপর জোড়ায়/দলে, True Royalty কবিতাটি আবার পড়ো এবং Queen Balkis এবং King Solomon কে বর্ণনা করার জন্য ব্যবহৃত similes বা উপমাগুলি চিহ্নিত করো। সবশেষে, ক্লাসের সাথে তোমার উত্তর share করো। এছাড়াও, কবিতায় এই উপমাগুলো ব্যবহারের কারণ আলোচনা করো।)

#### Simile

A simile is a figure of speech and it is mainly used to compare two or more things that possess a similar quality. A simile is defined as “a word or phrase that compares something to something else, using the words like or as.” For example, as white as milk, black like hair, brave like a lion, busy like bees, as fast as a cheetah. Simile is a powerful tool for making language more interesting, descriptive, and creative.

**1) As**

An example sentence: His shirt is as white as snow.

Here, the colour of the shirt is compared to snow which expresses the whiteness of the shirt.

**2) Like**

An example sentence: Our freedom fighters fought like lions.

In this example, the strength and courage of our freedom fighters are compared to those of the lions.

A simile provides a mental image to the readers or listeners. That's how it makes a better connection between a reader/listener and the text. For this reason, people use simile in their conversations and poets use it in their writings.

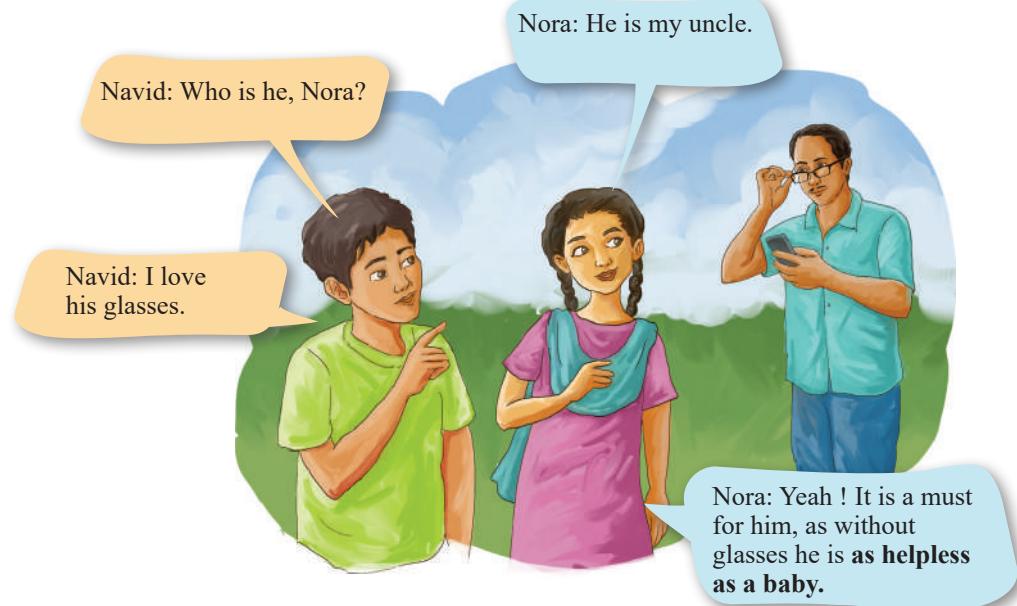
It's time to identify the similes in the poem! You can write your answers in the given grid:

<b>Characters described</b>	<b>Compared to/ with</b>	<b>Simile</b>	<b>Your sentences</b>	<b>Reason for using the simile</b>
Queen Balkis				
King Solomon				

### 1.3.4 Let's learn some more interesting similes

(কিছু মজার উপমা শিখি ।)

#### Conversation-1



#### Conversation-2



## Conversation-3

Navid: You look so happy, Nora. Any good news?

Nora: Yes, I have been selected secretary of the school cultural club.

Navid: Wow, congratulations! How are you feeling?

Nora: I'm feeling like stars

## Conversation-4

Navid: Can you see the building, Nora?

Nora: How majestic! It looks like a fort.

### 1.3.5 Now, read a note on ‘The Rhyming Pattern of a Poem’ and explore the rhyming patterns of the poem ‘True Royalty.’

(এখন, 'The Rhyming Pattern of a Poem' সংক্রান্ত একটি নোট পড়ো এবং True Royalty কবিতার ছন্দের ধরনগুলি খুঁজে বের করো।)

#### Note

You have already learned that **Rhyming** is one of the notable features of a poem. Here, we will learn how to identify the rhyming pattern of a poem. The rhyming pattern of a poem is called Rhyme Scheme. A rhyme scheme refers to the sounds that repeat at the end of a line or stanza. A rhyme scheme can change line by line, stanza by stanza, or continue throughout a poem. There are several rhyme schemes used in poetry. Some of the most popular rhyme schemes are—

- Alternate Rhyme Pattern: Here, the first and third-lines rhyme at the end, and the second- and fourth-lines rhyme at the end following the pattern ABAB for each stanza. For example:

“ Bring me my Bow of burning gold:	A
Bring me my arrows of desire:	B
Bring me my Spear: O clouds unfold!	A
Bring me my Chariot of fire!”	B

Here, the poet uses two different end sounds in lines 1-4. The first- and third-lines rhyme with “gold” and “unfold,” with the second and fourth lines rhyming with the words “desire” and “fire.”

- Ballad: It contains three stanzas with the rhyme pattern of “ABABCBC” followed by “BCBC”.
- Monorhyme: Here, every line of a poem uses the same rhyme pattern.

**To explore the rhyming pattern of the poem, first, read the poem carefully. Then, check and write the ending sounds of each verse/line in the blank spaces at the end of every line. Later, check your answers in pairs/groups.**

(কবিতার ছন্দের ধরন খুঁজে বের করতে, প্রথমে কবিতাটি মনোযোগ দিয়ে পড়ো। তারপর, প্রতিটি লাইনের শেষে খালি জায়গায় প্রতিটি পদ/লাইনের শেষ sound গুলো লেখো। পরে, জোড়ায়/দলে তোমাদের উভরগুলো মিলিয়ে নাও।)

**Stanza-1 is done for you.**

**Stanza-1**

There was never a Queen like Balki\_\_\_\_s, [the ending sound of this verse is /s/.] A  
 From here to the wide world's en\_\_\_\_d; B  
 But Balkis talked to a butterfl\_\_\_\_y C  
 As you would talk to a frien\_\_\_\_d. D  
 So, the ending sounds of stanza-1 looks like -

**Stanza - 1**

Verse/line 1..... s  
 Verse/line 2..... d  
 Verse/line 3..... y  
 Verse/line 4..... d

**Now notice -at the beginning of the verse, the name of the rhyming pattern is written. As,**

Verse 1 is named A (ending sound s),  
 Verse 2 is named B (ending sound d),  
 Verse 3 is named C (ending sound y), and  
 Verse 4 is named B (ending sound d).

Finally, we can say that the rhyming pattern of the first stanza is **ABCB**.

**Now, it's your turn to identify the rhyming patterns of the rest two stanzas.  
 Later, share them with the whole class.**

(এখন, বাকি দুটি শ্লবকের ছন্দের ধরন শনাক্ত করো এবং পুরো ক্লাসের সাথে তা শেয়ার করো।)

**Stanza-2**

There was never a King like Solomon\_\_\_\_\_, D  
 Not since the world began\_\_\_\_\_; E  
 But Solomon talked to a butterfly\_\_\_\_\_\_ F  
 As a man would talk to a man\_\_\_\_\_. E

**Stanza-3**

She was Queen of Sabae\_\_\_\_\_ G  
 And he was Asia's Lord\_\_\_\_\_ H  
 But they both of 'em talked to butterflies\_\_\_\_\_ I  
 When they took their walks abroad\_\_\_\_\_. H

**1.3.6 Read the poem aloud and notice the rhyming patterns. Then match the words/phrases in column A with their meanings in column B.**

কবিতাটি শব্দ করে পড়ো এবং A কলামের word/phrase গুলোকে B কলামের অর্থের সাথে মিলিয়ে নাও।)

## I Wandered Lonely As A Cloud

William Wordsworth

I wandered lonely as a cloud	A
That floats on high o'er vales and hills,	B
When all at once I saw a crowd,	A
A host, of golden daffodils;	B
Beside the lake, beneath the trees,	C
Fluttering and dancing in the breeze.	C
Continuous as the stars that shine	D
And twinkle on the milky way,	E
They stretched in never-ending line	D
Along the margin of a bay:	E
Ten thousand saw I at a glance,	F
Tossing their heads in sprightly dance.	F

<b>Column A</b>	<b>Column B</b>
a) wandered	1) valleys and mountains
b) floats high o'er	2) strolling or roaming around
c) vales and hills	3) waving
d) host of daffodils	4) hanging extraordinarily
e) fluttering	5) wind
f) breeze	6) unceasing or non-stop
g) continuous	7) sparkling or glittering
h) twinkle	8) a broad band of light in the night sky
i) milky way	9) over-extended
j) stretched	10) numerous in number
k) never-ending line	11) the edge of a bay where water and land meet
l) the margin of a bay	12) immediately looking
m) at a glance	13) stirring, flinging and blending
n) tossing	14) energetic or vigorously
o) sprightly	15) swarm of daffodil flowers

### 1.3.7 Now, read the poem again and tick the best answer from the alternatives for each question.

(এখন, কবিতাটি আবার পড়ো এবং প্রতিটি প্রশ্নের সবচেয়ে ভালো বিকল্প উভয়ে টিক চিহ্ন দাও।)

- i) I wandered lonely as a cloud

That floats on high o'er vales and hills,-These lines mean that-

- a) I am dozing in the cloud being lonely
- b) Like a floating cloud, I roam around the high valleys and hills
- c) Clouds float over valleys and hills

ii) Tick the best words for the blanks among the three-

The golden daffodils have become \_\_\_\_\_ amid the setting of the lake, under the \_\_\_\_\_. These daffodils are continuously \_\_\_\_\_ and dancing in the \_\_\_\_\_.

- a) A host, trees, waving, wind
- b) Crowd, hills, swaying, light
- c) Host, plants, wind, dancing

iii) Identify the following sentence as True/False.

The first stanza refers that the golden daffodils waving in the wind seem a crowded host as if it welcomes the poet as a cloud.

- a) True
- b) False

iv) The innumerable golden daffodils are shining and glittering like stars in the milky way. The stirring and energetic moving of bright yellow flowers is spread to the horizon along the edge of an ocean.

Can you tell in which stanza you will get this information?

- a) Stanza 1
- b) Stanza 2

### 1.3.8 Read the poem again and in pairs/groups identify the similes used in the poem. Finally, share your answers with the class. Also, mention the patterns you have used to compare the two things/persons and why these similes are used here.

(কবিতাটি আবার পড়ো এবং জোড়ায়/দলে কবিতায় ব্যবহৃত উপমাগুলো (similes) চিহ্নিত করো। অবশ্যে, ক্লাসের সাথে তোমার উত্তর share করো। এছাড়াও, দুটি জিনিস/ব্যক্তির তুলনা করার জন্য তুমি যে patterns ব্যবহার করেছো এবং কেন ব্যবহার করেছো তা জানাও।)

You can write your answers in the given grid:

Characters described	Compared to/with	Simile	Your sentence	Pattern you have used	Reason to use the simile
1.					
2.					

### 1.3.9 Read the first stanza of the poem given below. Then, in pairs/groups discuss and write about the image or picture that comes to your mind while reading the poem. Next, share it with other groups.

(নিচে দেওয়া কবিতাটির প্রথম স্বরকটি (stanza) পড়ো। তারপর, কবিতাটি পড়ার সময় তোমার মনে যে চিত্র বা ছবি আসে তা আলোচনা করো এবং তা লিখে অন্যান্য গুপ্তের সাথে share করো।)

**For example, while reading the first stanza,**

'I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.'

you may imagine that, like a lonely cloud, the poet is roaming around. He is floating over the valleys and hills. Suddenly, he noticed some daffodils dancing in the breeze beside a lake.

Now, it's your turn to write about the picture that you can imagine from stanzas 2 and 3.

When you are done with your writing, share with the class all the pictures that you can see/visualize or imagine after reading the poem and say how these pictures help you to make a connection with the poem.

### 1.4.1 Read the following situations and make comparisons using similes.

(নিম্নলিখিত পরিস্থিতি (situation)গুলো পড়ো এবং উপমা (simile) ব্যবহার করে তুলনা করো।)

#### Situation 1

My little sister, Sarah is the heart of our family. She is super busy and doesn't have a moment to rest.

Now, describe her using an appropriate simile.



## Situation-2

We live in a busy area. Here, there is hardly any open space to play or walk. Each afternoon a group of young boys play cricket in the narrow space beside the road. One day while they were playing, suddenly, a speedy bike ran over one of the players. It was so sudden and unexpected that everyone forgot to move for the moment.

Now, describe the intense situation using an appropriate simile.



## Situation -3

Rima seems tensed. Next week, she will anchor the school's annual cultural program. Performances like singing, dancing, recitation and many more are to be performed in that program. She prepared scripts for some of the events but could not organise her scripts for recitation and drama. She couldn't understand what she would do. Just then, her cousin has come to visit them. Her cousin is well known for her anchoring. So, she is like a blessing to Rima, sent by the creator.

Now, describe her cousin using an appropriate simile.



## Situation- 4

Today is my birthday. I was so excited about all my plans that I couldn't sleep well last night. I got up early in the morning. Everything seems refreshing and different. I planned to take a little walk and say hello to the rising sun. As I stepped out of my room, I was amazed to see a huge bouquet waiting for me. I have never seen such a big bouquet in my whole life!

Now, describe the bouquet using an appropriate simile.



## Situation- 5

My father is a teacher in a government college. Recently, he has been transferred from Sylhet to Faridpur. Accordingly, we shifted to Faridpur. Within a few days, I got admitted to Faridpur Government High School. When I entered the class, everything was new. I felt so unfamiliar and uncomfortable in this new situation.

Now, describe the uncomfortable situation using an appropriate simile.



**1.4.2 It's a group work. In groups, choose a poem from your books (Bangla or English). You are free to choose any poem from any source. Now, find out the similes, and Rhyme Scheme used in the poem. Write the images that come to your mind while reading the poem.**

দলীয়ভাবে তোমার বই (বাংলা বা ইংরেজি) থেকে একটি কবিতা বেছে নাও। যেকোনো উৎস থেকে যেকোনো কবিতা বেছে নিতে পারো। এখন কবিতায় ব্যবহৃত **similes** এবং **rhyme scheme** খুঁজে বের করো। কবিতা পড়ার সময় তোমার মনে যে ছবি আসে তা লেখো।

**Now, discuss and write how all these three things (use of similes, rhyme scheme and imagining the pictures/images) help you understand/ feel a poem and be a poem lover. Finally, make a presentation and present it to the class.**

(এখন, এই তিনটি বিষয় (**similes, rhyme scheme** এবং ছবি/চিত্র কল্পনা করা) তোমাকে কীভাবে কবিতা বুঝতে এবং কবিতা ভালবাসতে সাহায্য করে তা আলোচনা করো এবং লেখো।

সবশেষে, একটি উপস্থাপনা তৈরি করো এবং তা ক্লাসে উপস্থাপন করো।)

### New Words:

cropland, hospitality, surround, power cut, quiet, remote, landscape, breeze, harvest, sacrificing, brave, emblem, greenery, blew away, burying, visualize, incidents, tears, rolled down, greenery.

# The Bizhu Festival

## 2.1.1 Discuss the following questions in pairs. And then, share your answers with the class.

(জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো। তারপর তোমার উত্তরগুলো শেণিতে share করো।)

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

## 2.1.2 Now, let's interview a friend!

একজন বন্ধুর সাক্ষাৎকার নেই।

Take an interview of your friend to know his/her choice of movies/songs/hobbies/personality. Firstly, think of 6-10 questions that you will ask your friend and write them down. Then, in pairs interview each other and take notes to use later. Next, share your friend's opinion with the class. Use the given grid to complete the activity. One is done for you.

Your question	Reply of your friend	The way you share your friend's opinion
1. Who is your favourite personality?	My father is my favourite personality.	My friend said that her (my friend's) father is her favourite personality.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## 2.2.1 Reflect on your friend's replies and how you have shared them in front of the class. Then, discuss the following questions in pairs/groups. Next, share your answers with the whole class.

(তোমার বন্ধুর উত্তরগুলো নিয়ে চিন্তা করো এবং শ্রেণিতে তুমি কীভাবে উপস্থাপন করেছ তা ভেবে দেখো। তারপর জোড়ায়/দলে নিচের প্রশ্নগুলো আলোচনা করো। পরবর্তীতে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।)

- Have you found any differences between the two sentences (your friend's reply and how you retell your friend's reply)? If yes, what are they?
- Why have you made the changes?
- Do you share any sentences without making any changes? If yes, why?
- What are these two types of sentences (your friend's reply and how you retell your friend's reply) called?
- Do you think using these two types of sentences is necessary for communication?

## 2.2.2 Read the following text individually.

(নিচের text টি নিজে পড়ো।)

Entering the class, Mr. Rafiq, a teacher of English, found his students in a very cheerful and relaxed mood. With surprise, he said to his students, “What happened to you all? Is there anything that I missed?” The students replied with a satisfying smile that the education minister had visited their school yesterday and this made them very excited.

“Did the minister come to your class?” said the teacher.

The students replied, “Yes sir, she visited our class and spent some time with us.” She



also asked some questions to which we replied properly. Hearing this, the teacher was very happy and said, “Thank you for your effort. Now we are moving on to our next lesson. Let’s try to work with new activities”.

But the students wanted to continue talking about their experience with the minister. So, one of the students said, “May we carry on talking about many interesting things that happened yesterday ? We would like to share those with you,”

The teacher replied, “Of course, I would love to hear that.”

### **2.2.3 Imagine you were in that class. And after returning home, you will share with your parents what happened in the class. Now, discuss the following questions to decide on how you will do that.**

( মনে করো তুমি সেই ক্লাসে ছিলে। বাড়ি ফেরার পরে তুমি বাবা মাকে বলো class এ কি ঘটেছিল। এখন, তুমি সেটা কীভাবে করবে তার সিদ্ধান্তে আসার জন্য নিচের প্রশ্নগুলো আলোচনা করো।)

- Will you say everything to your parents that happened in the class or you will tell them the important messages?
- Will you tell all the messages one after another or arrange them based on their importance?
- Will you share the information to your parents in your own words or use the quotation from the given text?
- Why do you narrate them in that way?
- Do you think the two different ways of narrating a conversation are both necessary? Give reasons for your answer.

### **2.3.1 Now, read a note on ‘Speech’ in pairs/groups and do the activities that follow.**

(এখন দলে/জোড়ায় speech সংক্রান্ত একটি note পড়ো এবং পরবর্তী activity গুলো করো।)

#### **Note**

Speech is the art of reporting/telling the words of a speaker. There are two main ways of reporting the words of a speaker: Direct speech and Indirect speech.

**Direct Speech:** Direct speech expresses the exact words spoken or written by someone within quotation marks. For example, **My friend said, “I love to read different types of texts.”** Here, you are reporting your friend’s words exactly the same way as your friend has said.

**Indirect Speech:** Indirect speech is the act of retelling someone else’s words with some changes in verbs, pronouns, adverbs of time and place. For example, when

you will retell your friend's reply, you may say— **My friend replied that she loved to read different types of texts.**

Let's look into the changes in these two speeches!

**Direct speech: My friend said, “I think I love to read different types of texts.”**

**Indirect Speech: My friend replied that she thought she loved to read different types of texts.**

Here in indirect speech 'that' has been used as a connector. The pronoun 'I' is changed to 'she' and the verbs of direct speech, **think** and **love** are changed into **thought** and **loved**. Here, '**said**' in direct speech is called reporting verb.

Usually, *to quote from a speaker; to know the authenticity of spoken words, to break the monotony of a narrative description and to convey the emotional impact of the message*, we use direct speech. On the other hand, indirect speech is used in storytelling, journalism, academic writing and to relay someone's words to others in a narrative style.

**So, when you want to tell something exactly the same way, use direct speech and if you retell someone's words with some changes, use indirect speech.**

#### নোট

বক্তার কথা উদ্ধৃত করার/বলার কৌশলকে speech বলে। বক্তার বক্তৃতা উদ্ধৃত করার দুটি প্রধান পদ্ধতি/ধরন-

**Direct Speech:** Direct speech বলতে কোনো ব্যক্তির বলা বা লিখিত উক্তি quotation marks দিয়ে সরাসরি প্রকাশ করাকে বোঝায়। **উদাহরণ:** My friend said, “I love to read different types of texts.” এখানে তোমার বন্ধু কথাগুলো যেভাবে বলেছে হবহ সেভাবেই তুমি উদ্ধৃত করেছো।

**Indirect Speech:** Indirect speech হচ্ছে অন্য কারো কথা, verb, pronoun এবং ad-verb of time and place এ কিছু পরিবর্তন এনে পুনরায় বলা। **উদাহরণ স্বরূপ:** তুমি যখন তোমার বন্ধুর উক্তিটি পুনরায় বলবে তখন তুমি বলতে পার My friend replied that she loved to read different types of texts. এই দুটি speech এর মধ্যে যে পরিবর্তনগুলো হয়েছে সেগুলো দেখে নেই।

**Direct Speech: My friend said, “ I love to read different types of texts.”**

**Indirect Speech: My friend replied that she loved to read different types of texts.**

এখানে connector হিসেবে that ব্যবহার করা হয়েছে। 'I' pronoun টি পরিবর্তন করে 'she' করা হয়েছে এবং direct speech এর verb-think এবং love পরিবর্তিত হয়ে thought এবং loved এ পরিণত হয়েছে। এখানে direct speech এর said verb টিকে 'reporting verb' বলা হয়। সাধারণত বক্তার কথা উদ্ধৃত করার জন্য, কারো কথার যথার্থতা জানার জন্য, বক্তব্যের একঘেয়েমি দূর করতে এবং বক্তব্যের আগের প্রভাব বুঝানোর জন্য আমরা direct speech ব্যবহার করি। অন্যদিকে গল্প বলা, সাংবাদিকতা, একাডেমিক লেখা (academic writing) এবং কারো কথা অন্য কারো কাছে পৌছে দেওয়ার জন্য indirect speech ব্যবহৃত হয়।

সুতরাং যখন তুমি কোনো কিছু হ্রহ উদ্ভৃত করতে চাইবে তখন direct speech ব্যবহার করবে এবং কারো কথায় যখন কিছু পরিবর্তন এনে পুনরায় বলতে চাইবে তখন indirect speech ব্যবহার করবে।

### 2.3.2 Now, let's have a look at the changes in the verb of reported speech in the indirect speech according to different tenses.

(এখন বিভিন্ন tense অনুসারে indirect speech এর reported speech এর verb এর পরিবর্তনগুলো দেখে নেই।)

Reporting verb	The tense of the verb in direct speech	The tense of the verb in indirect speech	Example of Direct speech	Example of indirect speech
Present/future tense	No change	No change	Jamal says, "I like to watch cooking shows whenever I am free."	Jamal says that he <b>likes</b> to watch cooking shows whenever he is free.
Past Indefinite Tense	Present Indefinite	Past Indefinite	Jamal said, "I like to watch cooking shows whenever I am free."	Jamal said that he <b>liked</b> to watch cooking shows whenever he <b>was</b> free.
Past Indefinite Tense	Present Continuous	Past Continuous	The headteacher said, "The students <b>are helping</b> the teachers in decorating the auditorium."	The headteacher said that the students <b>were helping</b> the teachers in decorating the auditorium.
Past Indefinite Tense	Present Perfect	Past Perfect	Eti said, "I <b>have helped</b> my teachers decorate the auditorium."	Eti said that she <b>had helped</b> her teachers decorate the auditorium.
Past Indefinite Tense	Present perfect continuous	Past Perfect Continuous	Eti said, "I <b>have been helping</b> my teachers in decorating the auditorium for an hour."	Eti said that she <b>had been helping</b> her teachers in decorating the auditorium for an hour.
Past Indefinite Tense	Past Indefinite	Past Perfect	Nahar said, "I <b>worked</b> with friends to write an interview questionnaire."	Nahar said that she <b>had worked</b> with his friends to write an interview questionnaire.

Reporting verb	The tense of the verb in direct speech	The tense of the verb in indirect speech	Example of Direct speech	Example of indirect speech
Past Indefinite Tense	Past Continuous	Past Perfect Continuous	Nasir said, “I <b>was working</b> with my friends to write an interview questionnaire.”	Nasir said that he <b>had been working</b> with his friends to write an interview questionnaire.
Past Indefinite Tense	Verbs like shall/will / may/can etc.	Past forms of verbs like should/ would/ might/ could etc.	Rini said, “I <b>will</b> apply to join the cricket team.”	Rini said that she <b>would</b> apply to join the cricket team.

**Exception: If direct speech expresses habitual facts, universal truth and historical events, the verb in the reported speech does not change.**

(ব্যতিক্রম: যদি direct speech এ অভ্যাসগত সত্য, চিরন্তন সত্য এবং ঐতিহাসিক ঘটনাবলী প্রকাশ করা হয়, তখন reported speech এর verb টি পরিবর্তন হবে না।)

### 2.3.3 Read the text in 2.2.2 again and write how you will retell the messages to your parents using your own words. You can start writing your text in the following way-

(Text ২.২.২ আবার পড়ো। কথাগুলো তুমি কিভাবে তোমার বাবা-মাকে পুনরায় বলবে সেটা লেখো। তুমি text টি নিম্নোক্তভাবে শুনু করতে পারো।)

Today entering class, our English teacher, Rafiq sir asked us with a surprise what had happened to us all.....

### 2.3.4 Now, read the following note on summary. Then write a summary of the text that you have written in activity 2.3.3. Finally, share your summary in pairs/groups.

(এখন summary সংক্রান্ত নিচের নোটটি পড়ো। তারপর activity 2.3.3- তে লেখা তোমার text -টির summary লেখো। সবশেষ summary- টি দলে/জোড়ায় শেয়ার করো।)

#### Summary

A summary is a concise overview of a text's main points written in your words. The summary of a text provides the reader with an overall comprehension of a larger body of text in a condensed and concise format. By summarizing a text, you show your better understanding of that text.

### **Features of a summary:**

- The summary shortens the main ideas of a text so that its readers will understand the gist of the original work.
- The summary keeps the tone and key ideas of the writer of the original work.
- A summary is typically one-quarter to one-third the length of the original and is written in the third person.

### **How to Write a Summary:**

1. Read the text and identify the main ideas. Distinguish the main ideas from the details.
2. Write the main ideas in a list.
3. Begin the summary with an introductory statement.
4. Turn the main ideas into sentences, occasionally including details when it is necessary to convey the main idea.
5. Combine the sentences into one or more paragraphs.
6. Use transition words to connect the sentences and the paragraphs.
7. Proofread the summary for punctuation, spelling, sentence structure, and content

**Summary:** Summary হচ্ছে কোনো text এর main point এর সংক্ষিপ্ত বর্ণনা যেটা নিজের মতো করে লেখা হয়। summary পাঠককে একটি বড় text কে সংক্ষিপ্ত আকারে বুঝতে সাহায্য করে। কোনো text কে summary করার মাধ্যমে তুমি যে text টি ভালোভাবে বুঝতে পেরেছো তা প্রকাশ করতে পারো।

### **Summary এর বৈশিষ্ট্য:**

- Summary কোনো text এর মূল ভাবকে সংক্ষিপ্ত করে যেন পাঠক মূল text এর সারমর্ম বুঝতে পারে।
- Summary মূল text এর লেখকের মূল ধারণা এবং কথা বলার ভাবকে ঠিক রাখে।
- Summary সাধারণত এক চতুর্থাংশ থেকে এক তৃতীয়াংশ পর্যন্ত হয় এটা third person এ লেখা হয়।

### **Summary লেখার উপায়:**

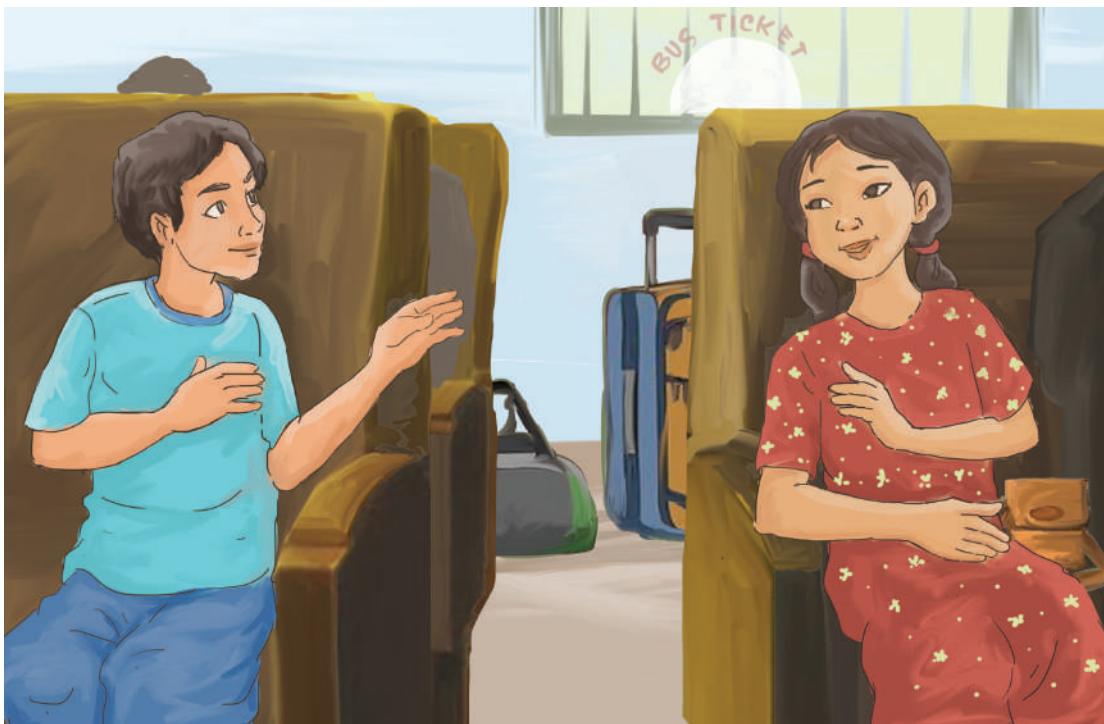
1. Text টি পড়ো এবং মূল ধারণাটি চিহ্নিত করো। বিস্তারিত বর্ণনা থেকে মূল ধারণাগুলোকে পৃথক করো।
2. মূল ধারণাগুলোর একটি তালিকা তৈরি করো।
3. Summary টি একটি সূচনামূলক বক্তব্যের মাধ্যমে শুরু করো।

৮. প্রধান ধারণাগুলোকে বাকে পরিণত করো। যদি প্রয়োজন হয়, কিছু বিস্তারিত বর্ণনাও অন্তর্ভুক্ত করতে পরো।
৫. বাক্যগুলোকে এক বা একাধিক অনুচ্ছেদে সংযুক্ত করো।
৬. বাক্য এবং অনুচ্ছেদগুলোকে সংযুক্ত করার জন্য প্রয়োজনীয় transition words ব্যবহার করো।
৭. যতিচিহ্ন, বানান, বাক্যের গঠনপ্রনালী এবং বিষয়বস্তু check করার জন্য summary টি আবার পড়ে দেখো।

### 2.3.5 Read the following short conversation and the text that follows.

(নিচের সংক্ষিপ্ত কথোপকথন ও text টি পড়ো।)

### The Bizhu Festival



Mahmud always enjoys meeting new people. Last week's journey was no exception. His father has recently been transferred to Rangamati. So, Mahmud's entire family was shifting from Rajshahi to Rangamati. They first reached Dhaka, and from there they went to Rangamati. In Dhaka, at the bus counter, they met another family going to Rangamati. All of them were waiting for the bus to come.

Finding nothing to do in particular, Mahmud started a conversation with a girl sitting

next to him. The girl's name was Madhumita Chakma. She told Mahmud that he could call her Madhu. They were of the same age, and they started a conversation. Mahmud told her that they were moving to Rangamati to stay there. And Madhu informed him that she was going to her village to celebrate their local festival, called Bizhu. Mahmud admitted that he didn't know much about that festival.

**Madhu said, "Bizhu is the main festival of our Chakma community to celebrate the new year.** It starts on Chaitra Sankranti and lasts for three days. On the first day, Phool Bizhu, we start the festival by offering flowers to Lord Buddha. **We pray that May we all live in peace and have good health.** Then we float flowers in lakes and rivers to bid goodbye to misfortune and seek divine blessings."

**Mahmud said, "Oh, okay. It is very similar to our Pohela Boishakh."**

Madhu said, "I am not sure, let's ask my grandmother." And they both did.

The grandmother replied, "Yes, my dear, they are quite similar."

Mahmud asked Madhu's grandmother, "Can I also call you grandmother?"

Grandmother said, "Of course, dear."

"Where do you get so many flowers?" Mahmud wondered.

**Madhu replied, "We collect flowers from the neighbourhood.** Some flowers are picked from neighbours without even asking their permission."

"Don't they mind?" Mahmud asked.

The grandmother replied, "Actually, we are a very intimate community, so permission is not required for a small issue like this."

She continued, "Mul-Bizhu, or the main day of the festival, starts with a 'bath ritual'. We help shower elderly parents or grandparents so that we can seek their attention and win their blessings before starting the auspicious day."



“We cook many delicious foods for that day. Banschuri and pajon are made for our friends and family.”

“What is pajon, grandmother?”

“It’s a delicious vegetable cuisine, dear. We make it for our Bizhu festival.”

“Oh, it is similar to the way we make special foods like- various pitha and payesh for our Nabanna.”

Grandmother said, “We pass the last day, Gojjye Poijjye,(the last day of bizu festival,literally means roll around) with relaxation and try to be as happy as possible so that we can pass the whole year with peace and prosperity. Also, doors are open for people from every community to join our celebration.”

“Don’t you think it closely resembles the way we celebrate the first day of the new year?”

“Yes, you got that right.”

“Don’t you want to know more about Nabanna?”

“I would love to.”

### **Mahmud proposed, “Let’s go to my mom.”**

Madhumita asked Mahmud’s mother, “What does Nabanna mean, aunty?”

Mahmud’s mother replied, “Nabanna is our country’s biggest agricultural festival, celebrated across our country. Nabanna is a Bengali word that means ‘new crop’. We celebrate Nabanna to hail the new crops and harvests. It is usually celebrated with food, dance, and music in Bangladesh. It is a festival of foods; many local preparations of cuisines like pithas are cooked and offered.” She added, “In this celebration, the villagers welcome their neighbours and guests with chira, muri, moa-murki, many kinds of pithas, and some other local foods.”

**Mahmud said, “How similar they are!”** Mahmud and Madhumita both became astonished by the similarities of their festivals. They both came to the conclusion that they celebrate the same things in different ways.



### 2.3.6 Check the word meanings in the table given below to understand the text clearly.

(Text টি ভালোভাবে বুঝার জন্য নিচের সারণিতে প্রদত্ত শব্দার্থগুলো দেখো।)

Words	Meanings
auspicious	promising or fortunate
astonished	amazed or wondered
cuisine	manner of preparing food
misfortune	bad luck
float	put into the water
seek	look for, search

### 2.3.7 Now, read the text again (referring to 2.3.5) and summarize it in one paragraph. Follow all the steps given below to write the summary.

(এখন text (২.৩.৫) টি আবার পড়ো এবং এক অনুচ্ছেদে summarize করো। Summary লেখার সব ধাপগুলো অনুসরণ করো।)

In the first step, read the text attentively and identify the main ideas of the text. For example, ‘Bizhu, the main festival of the Chakma community’ is one of the main ideas. You can also write the supporting details to explain your main idea.

- Secondly, write all the main ideas in a list.
- Then, write the introductory sentence of the summary
- Now, turn all of your main ideas into sentences
- Here, combine all the sentences into one paragraph. Do not forget to use connecting words/cohesive devices to make your summary meaningful.
- Now, check the use of punctuation marks, spelling, grammar, and organization of the summary, and do the necessary edits.
- Finally, write the final draft of your summary

Now, exchange your copy in pairs to check it again. Finally, submit it to your teacher.

## 2.4.1 It's time to write a summary in groups!

(এখন দলে summary লেখার পালা!)

**The following instructions are to guide you. To do the activity-**

- First, discuss and select a story/drama/poem/short film/news article
- Then, read the book/article/poem or watch the drama/film during your free time
- Next, collect the necessary information (main ideas) to write the summary and note them down
- Later, discuss and decide the main ideas of the selected story/drama/poem/short film/news article
- Also, decide whether you need to write any supporting details or not. If you need any, write them down
- It's time to check, whether you use appropriate cohesive devices or not to connect the ideas
- Here, organize all the ideas into a paragraph
- Now, write the summary individually and check in groups
- Finally, do the necessary edits and submit it to the teacher

### New Words::

exception, Chaitra Sankranti, last, bid, neighbourhood, intimate, hail, harvest, offer, astonish



# 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 be nice, the rest is up to your 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 3.1.1- এর কথোপকথন আবার পড়ো এবং grid এ প্রদত্ত প্রশ্নের উত্তরের উপর ভিত্তি করে চারিত্রিগুলোকে নিচের দুটি দলে বিভক্ত করো।)

<b>Question</b>	<b>Group-1 (Name of the characters)</b>	<b>Group-2 (Name of the characters)</b>
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?		
6. Who asked fewer questions?		
7. Who appeared to be more polite?		
8. Who asked fewer counter-questions?		
9. Who used imperative sentences?		
10. Who seemed to be more confident?		

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

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

- 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.

### 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

<b>Language feature of a person who holds better social position</b>	<b>Language feature of a person who holds relatively lower social position</b>
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 মিলাও। তারপর সেই শব্দ দিয়ে বাক্য তৈরি করো। পরবর্তীতে জোড়ায়/দলে অর্থগুলো জিজ্ঞেস 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 <b>a long day</b> 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 পড়ে 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.**

<b>The character who holds the instrumental power-</b>		
<b>Name of the Feature of the instrumental power</b>	<b>How it is evident in the conversation</b>	<b>The way to rephrase language to maintain a democratic atmosphere during the conversation</b>
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.

**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 উভয়ের কারণ লেখো। পরে তোমার উভয় 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 democratic atmosphere during the conversations.**

(এখন কল্পনা করো তোমার চাচী/মামী/খালা সম্পত্তি তোমার এখানে বেড়াতে এসেছিলো। 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: \_\_\_\_\_

Aunt: Are you presenting anything?

You: \_\_\_\_\_

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

You: \_\_\_\_\_

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

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: \_\_\_\_\_

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

You: \_\_\_\_\_

Aunt: Take care.

### 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.

#### 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.

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.

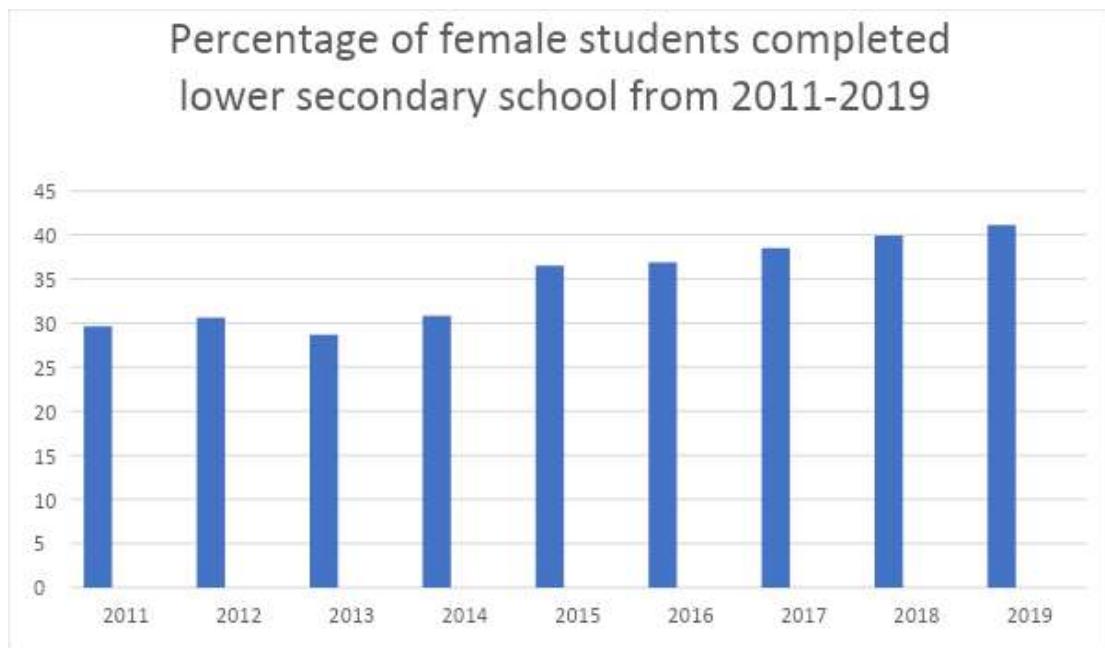
# Paraphrasing and Rephrasing

**4.1.1 See the graph and read the text given below. Then, in pairs/ groups, discuss the main ideas of these texts. Later, share your thoughts with the class.**

(গ্রাফটি দেখো এবং নিচের text টি পড়ো। দলে/জোড়ায় এই text গুলোর মূল ধারণা আলোচনা করো। পরে তোমার ভাবনাগুলো শ্রেণিতে share করো।)

## Text 1

This graph presents the percentage of female students who completed lower secondary school in Bangladesh.



Source: UNESCO Institute for Statistics

## Text-2

In Bangladesh, a substantial number of female students are going to school. Some years earlier, a limited number of girls would get the opportunity to go to schools and colleges. But in recent times, in some areas in Bangladesh, female students have done better than male students. So, we can see females are progressing in education in Bangladesh.

Economically Bangladesh is a growing country. Women have a significant share of the credit. As female education is increasing, women are participating everywhere. They are doing government and non-government jobs and also businesses. It is indeed a satisfying news for our country. They are contributing to every sector. We need to realize that we cannot have a better society without equal participation of both men and women.

**Read the meaning of the following words to understand the text better.**

Word	Meaning
substantial	large in size, value, or importance
growing	increasing in size or amount
significant	important or noticeable
increase	become or make greater in size, amount, or degree.
satisfy	to please someone
contribute	to give (money, time, knowledge, assistance, etc.) to help achieve a particular goal
participation	taking part in an event or activity

#### 4.1.2 Let's check whether we have understood the text or not!

(Text টি বুঝাম কিনা পরীক্ষা করে দেখি।)

**Read text-2 again and fill in each gap in the following passage with a suitable word based on the information from text-2 in pairs/groups. Later, exchange your copies with the group next to you and check the answers in groups.**

(Text-২ টি আবার পড়ো এবং দলে/জোড়ায় text-২ এর তথ্যের উপর ভিত্তি করে নিচের অনুচ্ছেদের শুন্যস্থান পূরণ করো। পরবর্তীতে তোমার পরের দলের সাথে তোমার খাতা বিনিময় করো এবং তোমাদের উত্তরগুলো আবার check করে দেখো।)

Present Bangladesh can be a) \_\_\_\_\_ of the progress the women have made in recent years. It will be clear if we consider the b) \_\_\_\_\_ sector. According to different sources, in some areas, female students are c) \_\_\_\_\_ of male students. Also, women are contributing greatly to the economic d) \_\_\_\_\_ of Bangladesh. They are working in almost every sector and have been well appreciated for their work. Now, it's time to recognize their contribution and inspire women to e) \_\_\_\_\_ in building a better Bangladesh.

#### **4.2.1 Now, ask and answer the following questions in pairs/groups. Then, share your answers with the class.**

(এখন নিচের প্রশ্নগুলো দলে/জোড়ায় জিজ্ঞেস করো এবং তার উত্তর দাও। তারপর তোমার উত্তরগুলো শেণিতে share করো।)

- a. ‘The graph and the text are on the same topic.’ Do you agree or disagree?
- b. How are the presentations of the texts different from each other? Explain with examples.
- c. Can you think of any other way to present on the same topic? If yes, what is that? How is that different from these two?
- d. Have you ever experienced the same topic presented in different ways? If yes, what was the topic, and how were they presented?
- e. Do you think this skill of presenting a topic in different ways helps you to communicate better? If yes, explain with an example.

#### **4.3.1 Now, read the following note on ‘The Techniques of Paraphrasing a Text’ in the box given below. Then, in pairs/groups, discuss what you have learnt from the note. Later, share your understanding with the whole class.**

(এখন The Techniques of Paraphrasing a Text সংক্রান্ত নিচের note টি পড়ো। তারপর দলে/জোড়ায় note থেকে তুমি কি শিখলে তা আলোচনা করো। পরে তুমি যা বুঝেছ তা পুরো শেণিতে share করো।)

##### **Note**

The techniques of paraphrasing a text:

Paraphrasing is a process of rewriting a statement/text in your words and your own way. When you paraphrase any text, the first thing you need to do is to understand the meaning of the text. Then, write the whole text in simple language. Make sure that you have not changed any of its original ideas or information. We can paraphrase a text following these three techniques:

- a) By using synonyms: You can use words with similar meanings to replace the original words or phrases to paraphrase a text. For example:

Fazlul Haque was a great leader. He is well known as Sher-e Bangla too. His father was a pleader at Barishal Bar. In his childhood, he was a meritorious boy. His father was glad to see the extraordinary memory of his son.

After using synonyms of the words, the text will be:

Fazlul Haque was a great leader. He is known as Sher -e-Bangla too. His father was a lawyer at Barishal Bar. In his childhood, he was a talented boy. His father was delighted to see the exceptional memory of his son.

- b) Changing sentence structure: To paraphrase a text, you can change the structure of a sentence or reorder the words of a sentence. But, you cannot change the meaning of the sentence. For example, read the following text:

Ms. Najmun Nahar is a teacher. She has to work a lot. Because of her tight work schedule, she feels exhausted and that is why she needs leisure time for relaxation and recreation.

After changing the structure of the sentences, the text is-

Ms. Najmun Nahar is a teacher and she has a lot of duties. Sometimes she feels exhausted as she has a tight work schedule. This is the reason she needs leisure time for relaxation and recreation.

Notice, here the structures of the sentences have changed but the meaning remains the same.

- c) By adding or removing words:

Another way of paraphrasing is to add or remove words from a sentence/text. For example; read the following sentences-

Purnima is a girl. She lives in a remote village of Chattogram. She has many dreams. One of her dreams is that one day, she will have her own identity and support her family. Due to poverty, sometimes she feels it challenging to fulfil her dream.

Now, let's paraphrase the text by adding or removing words.

Purnima is from a remote village of Chattogram. Among many of her dreams, the long-cherished one is to establish her identity. Also, she plans to earn money and help her family. But due to poverty, she finds it challenging to fulfil her dreams.

Here, expressions like *Purnima is a girl* and *one of her dreams* are removed. On the other hand, expressions like *among many of her dreams, also, but, and plans* are added.

So, to paraphrase a text, you have to use synonyms, change structures and add or remove words. But you cannot change the information and the original message of the text. We may conclude by saying that paraphrasing refers to some techniques to present the same ideas in different ways.

## নোট

Paraphrasing বলতে কোনো text বা statement কে নিজের ভাষায় ও নিজের মত করে পুনরায় লেখার প্রক্রিয়াকে বোঝায়। যখন তুমি কোনো text এর paraphrasing করবে তখন প্রথমে তোমার যেটা করতে হবে তা হলো সেই text টির অর্থ বোঝা। তারপর পুরো text টি সহজ ভাষায় লেখা। text এর original ধারণা এবং তথ্য কোনো অবস্থাতেই পরিবর্তন করা যাবে না। নিচে উল্লিখিত তিনটি উপায় অবলম্বন করে কোনো text কে paraphrase করতে পারো:

- 1) Synonym ব্যবহার করে: কোনো text কে paraphrasing করার জন্য তুমি একই ধরনের অর্থ বিশিষ্ট শব্দ দিয়ে original word বা phrase কে প্রতিস্থাপিত করতে পারো। উদাহরণস্বরূপ:

Fazlul Haque was a great leader. He is well known as Sher-e Bangla too. His

father was a pleader at Barishal Bar. In his boyhood, he was a very meritorious boy. His father was glad to see the extraordinary memory of his son.

Synonym ব্যবহার করার পরে Text টি হবে:

Fazlul Haque was a great leader. He is known as Sher -e-Bangla too. His father was a lawyer at Barishal Bar. In his childhood, he was a very talented boy. His father was delighted to see the exceptional memory of his son.

২) Sentence এর গঠন পরিবর্তন করে:

কোনোটি text এর paraphrase করার জন্য তুমি sentence এর গঠন পরিবর্তন করতে পারো বা sentence এর শব্দগুলোকে পুনরায় সাজিয়ে নিতে পারো। কিন্তু sentence এর অর্থ পরিবর্তন করা যাবে না। উদাহরণস্বরূপ নিচের text টি পড়ো:

Ms. Najmun Nahar is a teacher. She has to work a lot. Because of her tight work schedule, she feels exhausted and that is why she needs leisure time for relaxation and recreation.

বাকেয়ের গঠন পরিবর্তনের পরে text টি হবে:

Ms. Najmun Nahar is a teacher and she has a lot of duties. She feels exhausted as she has a tight work schedule. This is the reason she needs leisure time for relaxation and recreation.

লক্ষ করো এখানে sentence এর গঠন পরিবর্তন হয়েছে কিন্তু অর্থ একই রয়ে গেছে।

৩) শব্দ যোগ বা বিয়োগ করে:

Paraphrasing এর আরেকটি উপায় হচ্ছে sentence বা text এ শব্দ যোগ করা বা বাদ দেয়া। উদাহরণস্বরূপ নিচের sentence গুলো পড়ো:

Purnima is a girl. She lives in a remote village of Chattogram. She has many dreams. One of her dreams is that one day, she will have her own identity and support her family. Due to poverty, sometimes she feels it challenging to fulfil her dream.

এখন শব্দ যোগ করে বা বাদ দিয়ে text টির Paraphrase করি:

Purnima is from a remote village of Chattogram. Among many of her dreams, the long-cherished one is to establish her identity. Also, she plans to earn money and help her family. But due to poverty, she finds it challenging to fulfil her dreams.

এখানে Purnima is a girl এবং One of her dreams এই কথাগুলো বাদ দেওয়া হয়েছে। অন্যদিকে among many of her dreams, also, but এবং plans এই জাতীয় কথাগুলো যোগ করা হয়েছে।

সুতরাং কোনো text এর paraphrase করতে হলে তোমাকে synonym ব্যবহার করতে হবে, sentence এর গঠন পরিবর্তন করতে হবে এবং sentence এর সাথে শব্দ যোগ করতে হবে অথবা কোনো শব্দ বাদ দিতে হবে। কিন্তু কোনো তথ্য বা original message পরিবর্তন করা যাবে না। অবশ্যে বলতে পারি Paraphrase বলতে বোঝায় একই ধারণাকে ভিন্নভাবে উপস্থাপনের কৌশল।

### 4.3.2 Let's try it.

**Read the following text and paraphrase it. Later present it in front of the class.**

(নিচের text টি পড়ো এবং paraphrase করো। পরে এটি শ্রেণিতে উপস্থাপন করো।)

Education is one of the most important factors for the development of a country. An educated nation ensures prosperity and maintains the sanctity of society. Besides, education helps people to be respectful of others' opinions and extend their hands when necessary. The purpose of education is not to make you first or second but to help you to be a better person.

So, let's paraphrase the text following the three techniques:

Firstly, use synonymous words. For doing that, decide and underline all the words for which you will use the synonyms. For example, you can use the synonym '**significant**' for the word '**important**' in the first sentence. Now, it's your turn to use the rest of the synonyms and rewrite the changed text.....

.....  
.....

Next, change the structures of the sentences. These changes will make the text different from the original one though the information will be the same. So, let's change the structure of the first sentence- '**Education is one of the most important factors for the development of a country.**' We may do the following change to the structure of the sentence- '**It's education which plays a significant role in the development of a country.**' Now, it's your turn to make the necessary change in the structures of the sentences. Later, write the changed text.....

.....  
.....

Finally, add or remove some words to complete the paraphrasing. If we consider the first sentence '**It's education which plays a significant role in the development of a country.**' we can remove '**it is and which**' and the sentence will be '**Education plays a significant role in the development of a country.**' Now it's your turn to do the rest and write the paraphrased text.....

.....  
.....

Before presenting it in front of the class, make sure that you only changed the words and sentence structures and that you did not change any information. Finally, share it with the whole class.

Let's practice another one!

Read the text given below and paraphrase it following the three techniques:

Adolescents usually face multiple questions, contradictory demands, and ideas, which force them to deal with various conflicts, especially in light of physical, mental, social,

psychological, emotional, and family changes. So, both the parents and educational institutions would come forward to help them address the challenges. Hence, it can be helpful to teach them specific skills, such as focusing and understanding the problem and developing the patience to listen to necessary advice.

First, use the synonymous words as you did earlier and then, write the whole text.

.....  
.....

Now, change the structures of the sentences you need and then write the text.

.....  
.....

And finally, add or remove words as necessary and write the final draft of the paraphrase

.....  
.....  
.....

Later, check and share the paraphrased text with the whole class.

#### **4.3.3 Read the following conversation. In pairs/groups, guess and write the meanings of the words in the following grid.**

(নিচের কথোপকথনটি পড়ো। জোড়ায়/দলে নিচের grid এ দেওয়া শব্দগুলোর অর্থ অনুমান করো এবং লেখো।)



Two friends named Shamim and Kaniz are members of the English language club at their school. They regularly read English newspapers and practice English conversation on the news reports they read. Today, they read a news report about why many female students still cannot complete secondary education in Bangladesh. They are now discussing various causes **mentioned** in the news report. Read their conversation given below to find the reasons:

Shamim: Hello Kaniz!! How are you doing? Have you read today's newspaper?

Kaniz: Hi Shamim, yes, I have just read the newspaper, and one particular news report drew my attention.

Shamim: Really? What is it about?

Kaniz: The report discusses various factors that cause female students to leave schools without completing their education.

Shamim: Oh yes, I read that report too. The report reveals that poverty and child marriage are two significant factors that cause female students to leave school without completing even SSC.

Kaniz: Quite right. Poverty and child marriage are two of the biggest and interconnected factors that cause school failure in female students. Also, besides poverty, another major cause behind this crisis is eve teasing and sexual **harassment**. In some **remote** areas, students walk a long distance to reach the nearest school. And on their way, they often get harassed by **miscreants**.

Shamim: So unfortunate, isn't it? Due to this insecurity, parents often stop sending their daughters, and they need to discontinue their education.

Kaniz: Did you notice one thing? The report also says that many female students do not want to go to school regularly because they cannot **access** proper sanitation facilities in their schools.

Shamim: This is quite true for many schools, especially those in **disadvantaged** areas. Access to clean drinking water and hygiene are essential for all school students.

Kaniz: During **puberty**, female students need access to clean water, soap and toilet facilities to maintain personal hygiene. If they cannot have those in school they prefer to stay at home and **lag** in their studies. Gradually, many female students ultimately stop going to school as they experience difficulties staying a long time in school and **consequently**, their studies get interrupted.

Shamim: You know what? Our government has already taken various steps to increase **gender parity** in schools. As a result, we have seen much progress in the last decade.

Kaniz: Yes, it is vital to increase the participation of female students in secondary schools. If we can ensure barrier-free access to schools, female participation in higher education and the job market will increase **eventually**.

Word	Meaning
mentioned	
interconnected	
harassment	
remote	
miscreant	
access	
disadvantaged areas	
puberty	
lag	
consequently	
gender parity	
eventually	

#### 4.3.4 Let's paraphrase the conversation in groups.

(নিচের কথোপকথনটির দলীয়ভাবে paraphrase করি।)

Follow these 5 steps to complete this activity.

##### Step-1

First, read the conversation in Activity 4.3.1 again. Then list all the ideas and information you want to tell in your way by using the paraphrasing technique. Next, share it with the whole class.

You can list your ideas in the following grid. One is done for you. If you need, add rows.

1.	From a news report, Shamim and Kaniz have got to know about various factors that cause female students to leave schools without completing their education.
2.	
3.	
4.	

5.

6.

7.

8.

### Step-2

Now, using the grid in step-1, write down all the information and ideas you want to write as a text. Don't copy any sentences from the conversation. For example: If you want to write this sentence from the grid '**From a news report, Shamim and Kaniz have got to know various factors that cause female students to leave schools without completing their education.**'

Here, you can write it in the following way – '**Today from a news report Shamim and Kaniz knew various reasons which challenge female students to complete their education.**'

### Step-3

When you have finished writing all of your ideas, check you have written all the information as they are discussed in the conversation. Now, paraphrase the text using all the techniques you have already learned from the note in Activity 3. If necessary, have a look at the note again. The first technique is –

- a) Use synonyms. You may use the synonyms from the list given below:

discontinued, torment, finally, fall behind, disclose, accordingly, integrated, important, scruple, sanitization

- b) Now, you have to make the necessary change to words and structures in your text. Firstly, identify the changes that you want to make and then, write the text. If you need, take the help of your friends and teacher.
- c) Here, you will add or remove words. For example: If we use this technique to paraphrase this sentence, 'Today Shamim and Kaniz have known about the various reasons which challenge the female students to complete their education from a news report.' it may look like this - Today from a newspaper report, Shamim and Kaniz were informed about the barriers for which the female students can't complete their education.'

### Step-4

So, you have completed paraphrasing the text. Still, it is not finished. Now, read the text you have paraphrased and compare your text with the original one. Make sure that you have written all the information and ideas as rightly expressed in the original text. Also check, your words and sentences are correlated with the tone and meaning

of the conversation. Put quotation marks around the sentence/s, if you have copied any phrase/sentence from the conversation. Do not change the name, dates and title that are used in the text.

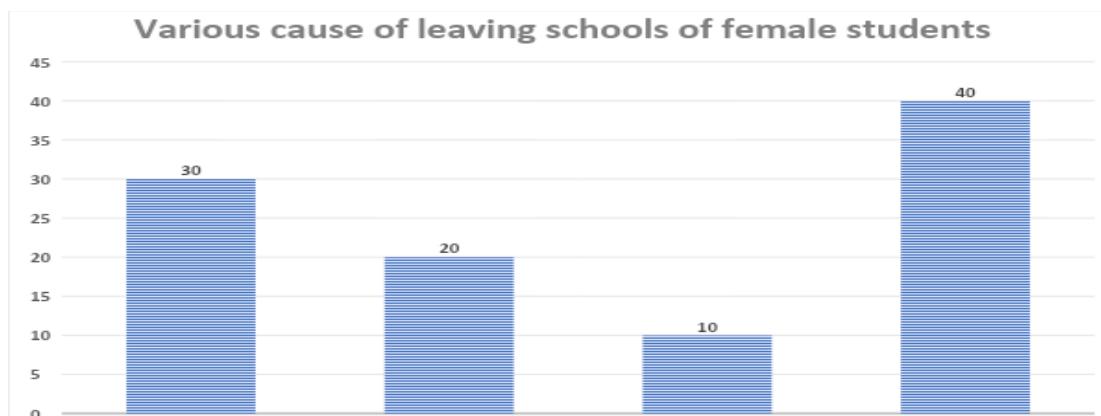
### Step-5

So, how do you understand that you have completed paraphrasing the text? It is simple.

- When you see that the paraphrased text does not look like the conversation as in Activity 4.3.1.
- Also, you wrote the information of the conversation using your language.

#### **4.4.1 Look at the following graph. Now, discuss the information you have got from the graph in pairs/groups. Then, write all the information as a text. Finally, paraphrase the text and present it in front of the class. Do not forget to follow the 5 steps of paraphrasing a text.**

(নিচের graph টি দেখো। এখন graph থেকে জোড়ায়/দলে যে তথ্য পেয়েছো তা নিয়ে আলোচনা করো। তারপর তথ্যগুলো text আকারে লেখো। সবশেষে text টির paraphrase করো এবং শ্রেণিতে উপস্থাপন করো। Paraphrasing এর ফলটি ধাপ অনুসরন করতে ভুলো না।)



#### **4.4.2 Let's play a game!**

Instruction to play the game:

- One student from each group will come to the front of the class and make a queue/line.
- The first student in the queue will read a short passage kept on the table.
- S/he will tell the passage in his/her word to the next friend, standing behind him/her.

- It will continue to tell one by one up to the last student in the queue.
- The last student in the queue will share what s/he has heard from his/her friend in front of the class.

#### **4.4.3 Let's do a project work in groups of 4-6. Follow the guidelines to complete the work.**

(৪-৬ জনের দলে একটি project work করিঃ কাজটি করার সময় দিক নির্দেশনা অনুসরণ করো।)

##### **Guidelines for you**

- a) List all the household chores usually the family members do. You can list them in the following way. Add as many rows as you need.

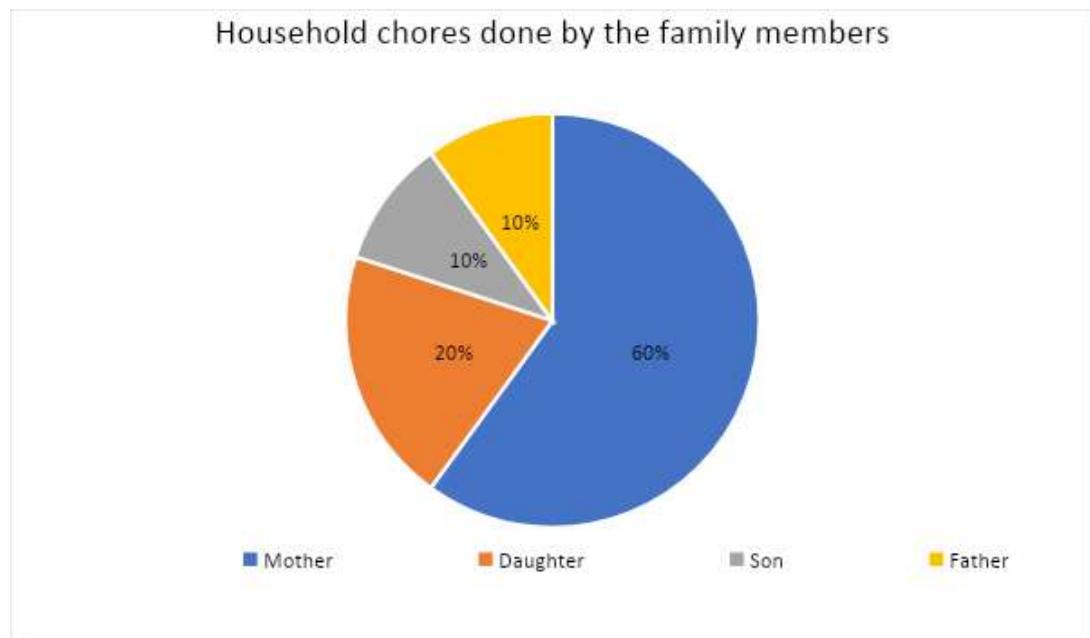
<b>Household Chores</b>	<b>Done by</b>
1. cooking	father and mother
2. washing clothes	
3. serving foods	
4.	
5.	
6.	
7.	

- b) Then, every member of the group will make 3 grids and collect information using the grids from their friends, teachers or neighbours. Every member of the group will collect information from at least 3 families.
- c) Now, compile (put together) all the information you have collected from different families.

- d) Next, arrange the information using a graph, a pie chart or a table. If necessary, take the help of your friends and the teacher. Also, you can have a look at your math book for grade 7 to get all the ideas. Then, present your chart/table/graph in front of the class.

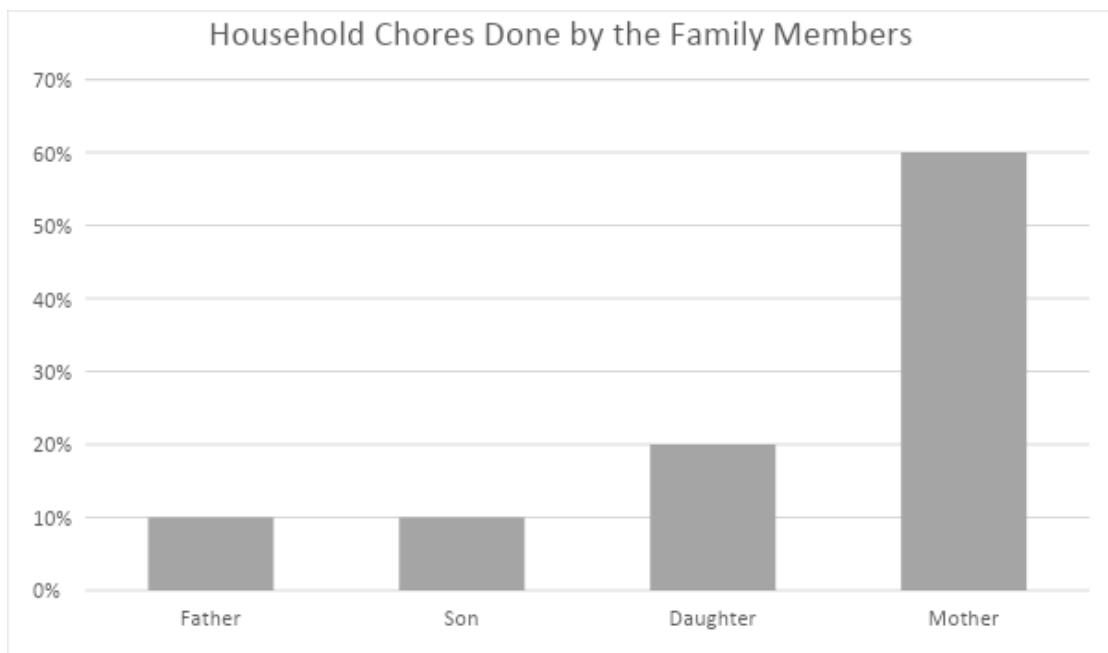
For getting an idea of a graph, chart and table, see the following illustrations:

### A pie chart



### A Table

Name of the family members	Percentage of the work done by them
mother	60%
father	
brother	
sister	

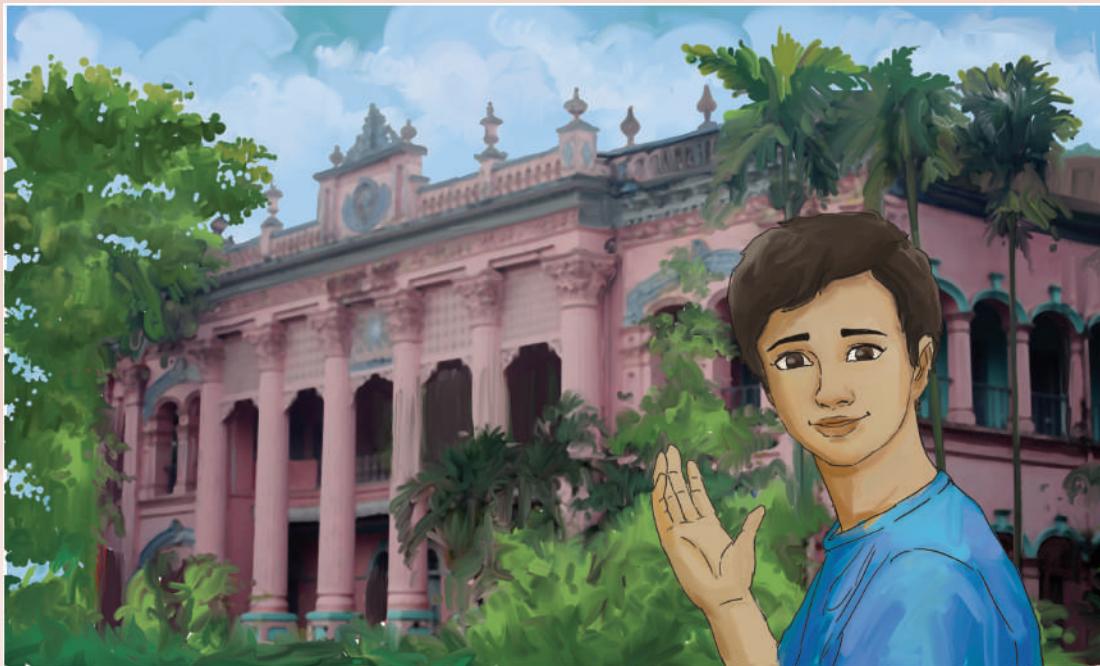
**A Graph:**

- e) Now, present the arranged information in front of the class.
- f) It's time to write a text individually reflecting on your experience of doing the activities.
- g) Then, paraphrase the text using all the paraphrasing techniques.
- h) Now, check you have written all the information as it is in the graph, chart or table. Also check, you have used your language.
- i) Finally, submit a copy of your text to the teacher.

**New Words:**

evolution, substantial, indeed, economically, realize, particular, reveal, crisis, harassment, miscreant, puberty, lag, consequently, gender parity, eventual

# 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. Now, write a short text to inform people about the place. In the text, (i) describe why people choose it as a tourist place and (ii) how you will inspire people to visit the place. Finally, exchange your copy with the next group.

(ছবিটি দেখো এবং ৪-৬ জনের দলে তোমার এলাকার এমন একটি স্থান চিহ্নিত করো যেটা পর্যটনের জন্য আকর্ষণীয় হতে পারে। এখন জায়গাটি সম্পর্কে মানুষকে তথ্য দিতে একটি **short text** লেখো। **text** এর মধ্যে, i) পর্যটনের স্থান হিসেবে মানুষ এটাকে কেন **choose** করবে তা লেখো এবং ii) স্থানটি ভ্রমণের জন্য লোকজনকে উৎসাহিত করো। সব শেষে তোমার কপিটি পরবর্তী গুপ্তের সাথে বিনিময় করো।)

To organise your text, follow the given guidelines, or you can write in your way:

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

- Finally, conclude the text with your opinion on how it will affect the people of your area if tourists frequently visit the place

Now let's check the copy of another group and award them with symbols (emojis, hearts, stars etc.). Use the following checklist to review the copies. For every 'yes', award your friends a symbol. When finished, return the copy to the group.

The things to check	Yes	No
1. All the ideas of the text are about the attractive place in your area		
2. More than one paragraph is used to describe the place		
3. Different paragraphs are used to write different ideas		
4. Different paragraphs with different ideas are arranged logically		
5. All the words, phrases and sentences are connected		
6. To connect the sentences/paragraphs, words/phrases (and, but, then, in the beginning, etc.) are used		
7. Minimum words are repeatedly used		
8. The text gives a clear idea about the place		
9. Appropriate punctuation marks are used		
10. You enjoyed reading the text because the text gives a clear meaning to you		

**5.2.1 Now, notice how many 'yes' and 'no' you have got in pairs/groups. If you get any 'no' it means that you have to develop that area. Now, list the areas you have to develop in the following grid. Do the necessary changes to make the text clearer to the readers in the next column. Finally, share it with the class.**

(এখন, লক্ষ্য করো, দলে/জোড়ায় তুমি কতগুলো হাঁ এবং না পেয়েছো। যদি তুমি 'না' পাও বুঝতে হবে তোমাকে এক্ষেত্রে আরো উন্নতি করতে হবে। এখন যে ক্ষেত্রগুলোতে তোমার উন্নতি করতে হবে নিচের grid-এ তার একটি তালিকা করো। text-টি পাঠকদের কাছে আরো স্পষ্ট করার জন্য প্রয়োজনীয় পরিবর্তন এনে পরের column- এ লেখো। সবশেষে এটি শেণ্টিতে share করো।)

**One is done for you (Use as many rows as you need).**

Areas to develop	The changes we will do to make the text clearer for the readers
<p>1. For example, I have written the sentences in this way-</p> <p>People will love to visit the huge green park in my area. People usually do not see such a huge park.</p>	<p><b>To make the text clearer</b></p> <p>I will rewrite the sentences in this way-</p> <p>People will love to visit the huge green park in my area <b>because</b> they usually do not get chance to see such a huge park.</p>
2.	
3.	
4.	
5.	

### 5.3.1 Now, read a note on ‘Ways to make a text more engaging and clearer to the readers’. Later, identify the cohesive devices and their purposes in the following text ‘How Schools Educate Students About Mental Health.’

(এখন, কোনো text-কে পাঠকের সাথে আরো বেশি সম্পৃক্ত করার এবং অপেক্ষাকৃত স্পষ্ট করার পক্ষা সংক্রান্ত note-টি পড়ো। পরে How Schools Educate Students About Mental Health টেক্সটে ব্যবহৃত cohesive devices এবং সেগুলোর উদ্দেশ্য চিহ্নিত করো।)

#### Ways to make a text easy and understandable to the readers:

Effective communication mostly depends on the clarity of your expressions. One way to make your ideas clearer to the readers is to use cohesive devices in your writing. Now, let's explore what cohesive devices refer to and how they work in a text.

#### Cohesive Devices

Cohesive devices are words and phrases that connect ideas among different parts of a text. If you read any text carefully, you will notice ideas are already there in the text. But sometimes they remain isolated. The cohesive devices connect those ideas with each other and help the readers understand what the writer is saying in the text. So, the sole purpose of using cohesive devices is to build an interrelationship among sentences or paragraphs and give a logical progression to the text.

(Cohesive Device: Cohesive device হচ্ছে সে সব word বা phrase যে গুলো একটি text এর বিভিন্ন অংশের idea গুলোকে সংযুক্ত করে। যদি তুমি কোনো text সর্তর্কতার সাথে পড়ো তাহলে তুমি লক্ষ্য করবে text এর মধ্যে সেই idea গুলো বিদ্যমান রয়েছে। কিন্তু কখনো কখনো সেগুলো বিচ্ছিন্নভাবে থাকে। Cohesive

device সেই idea গুলোকে সংযুক্ত করে এবং লেখক text টি তে কি বলেছেন তা বুঝাতে পাঠকদের সাহায্য করে। সুতরাং: cohesive device ব্যবহারের একমাত্র উদ্দেশ্য sentence অথবা paragraph গুলোর মধ্যে আন্তঃসম্পর্ক গড়ে তোলা এবং text টিকে একটি যৌক্তিক অগ্রগতি দেওয়া।)

### For example, read the following sentence:

*'Kobita's friend is a great swimmer and she couldn't cross this small distance yesterday.'*

As a reader, aren't you confused? Definitely, you are. Because the first information that you have got is- Kobita's friend is a great swimmer. The writer has used and to tell the second idea, so you are expecting a similar idea like - '*May be she will easily cross a small distance*'. But, the writer has just written the opposite that '*She couldn't cross this small distance yesterday*'. Here, the use of this cohesive device 'and' makes you confused and eventually you have failed to understand the meaning of the text. But, by using the appropriate cohesive devices, we can connect the ideas and make the meaning clear to the readers. The text can be rewritten in the following way-

*'Normally, my friend is a great swimmer but yesterday she failed to cross this small distance.'*

Now, when you have used normally and but, it makes sense to the readers. So, it is the appropriate use of cohesive devices that convey the correct meaning to the readers.

**In English grammar, there are different kinds of cohesive devices. Here, three of them are written for you:**

#### 1. Using pronouns:

If you use pronouns to refer to the previously mentioned nouns, you can make a text sound better and easy to follow.

ইংরেজি grammar এ বিভিন্ন ধরনের cohesive device রয়েছে, এখানে তোমাদের জন্য তিনটি দেওয়া হল:

##### ১. Pronoun ব্যবহারের মাধ্যমে:

পূর্বে উল্লেখিত কোনো noun এর পরিবর্তনে pronoun ব্যবহার করলে text টি আরও সুন্দর ও আকর্ষণীয় হয়।

For example: *I would like to thank my friends. Without them, I wouldn't do it properly.*

Here, the pronoun 'they' is used to refer to the previously mentioned noun 'my friends', and it helps to make the text connected and easy for the readers.

#### 2. By using conjunctions:

Conjunctions are the words used to connect words, phrases and clauses in a text. In English grammar, the most used conjunctions are -for, and, nor, but, or, yet and so (FANBOYS).

২. Conjunction ব্যবহারের মাধ্যমে: Conjunction হচ্ছে সেই সব word যেগুলো একটি text এ বিভিন্ন word, phrase এবং clause কে সংযুক্ত করে। ইংরেজি grammar এ অধিক ব্যবহৃত conjunction গুলো হচ্ছে: for, and, nor, but, or, yet and so (FANBOYS)

For example, if you read the following sentences -

*I like to talk to people. I like to know about different lifestyles. I don't like to travel.*

Here, the sentences are not connected, neither the ideas. So, they do not give a clear meaning to you. But, using appropriate conjunctions, you can connect the ideas and make them meaningful.

Let's use conjunctions to connect the ideas and make the text meaningful.

*I like to talk to people and know about different lifestyles. But, I don't like to travel.*

So, by using appropriate conjunctions, you can connect the ideas to make the text meaningful.

### 3. By using connectors/linking words and phrases.

Connectors play an important role to make a text meaningful. There is a long list of connectors. Here is a list of some of the important connectors and their functions and uses are given here for you.

৩. Connectors/linking words and phrases ব্যবহারের মাধ্যমে:

text কে অর্থপূর্ণ করার ক্ষেত্রে connector গুরুত্বপূর্ণ ভূমিকা পালন করে। connector এর একটি দীর্ঘ তালিকা রয়েছে। নিম্নে কিছু connector এর list/তালিকা এবং সেগুলোর ব্যবহার দেওয়া হলো:

Connectors	Purpose	Use in a text
also, in addition, furthermore, moreover, as well as, etc.	1. to add another piece of information	My cousin, Sefali, loves, obeys and cares about her parents. Also, she helps her friends in their studies.
Compare- likewise, similarly, in the same way, etc. Contrast- although, however, on the contrary, etc.	2. to compare and contrast	My mother loves tea with sugar although she is a diabetic patient. Likewise, she loves to taste sweets.
for example, such as, for instance, like, etc.	3. to give evidence/example	Nowadays, many educational institutions are shifting to blended learning. Because it has different benefits, for instance, saving time and money, giving the opportunity to share audios and videos.

Connectors	Purpose	Use in a text
Cause- because, due to, since, etc. Effect- consequently, as a result, therefore, so, etc.	4. to show cause and effect/ the consequences of an action	I couldn't sleep well last night because it was noisy outside. As a result, I feel dizzy and can't concentrate on the class.
firstly, secondly, thirdly, finally, then, after that, in the end, etc.	5. to make a sequence	I am making a plan to prepare myself for the coming examination. Firstly, I will list all the subjects according to the dates. Next, I will make a time frame to revise all the subjects. Then,..
particularly, especially, mainly, etc.	6. to give emphasis on something or someone	Communication in English is a must for all students, especially for those who want to study abroad.
in conclusion, to conclude, to summarise, therefore, overall, etc.	7. to summarise/ conclude ideas	In Bangladesh, the literacy rate is increasing day by day. Also, lifestyle is developing. But we are gradually losing our green Bangladesh. Therefore, it is high time we need to be aware of environment issues.

## Work to complete outside of the classroom!

### Guidelines to complete the activity:

**Form a group of 4-6. Give an interesting name to your group. Then, apply all the possible ways to search the cohesive devices. Also, notice the cohesive devices people use around you. Next, discuss and make a poster on the most useful cohesive devices, their use and purposes of their use in your context. Finally, present the poster in front of the class.**

শ্রেণিকক্ষের বাহিরের কাজ।

Activity টি শেষ করার জন্য দিক নির্দেশনা

৪-৬ জনের দল গঠন করো। দলের একটি সুন্দর নাম দাও। তারপর cohesive device খুঁজে বের করার সম্ভাব্য সব কৌশল অবলম্বন করো। তোমার চারপাশের লোকজনের cohesive device ব্যবহারও লক্ষ্য করো। পরে সবচেয়ে বেশি প্রয়োজনীয় cohesive device গুলোর ব্যবহার নিয়ে আলোচনা করো এবং সেগুলো ব্যবহারের প্রাসঙ্গিকতা নিয়ে একটি পোস্টার তৈরি করো। সবশেষে শ্রেণিতে উপস্থাপন করো।

## How Schools Educate Students About Mental Health



Mental health has been stigmatized for many years due to society's stereotyped views about mental illness and cultural beliefs. Mental health involves a person's mental state, feelings and psychological well-being.

Factors of mental health include biological factors such as genes or brain chemistry, life experiences, trauma or abuse; or a family history of mental health problems. Some other issues that affect students today can be exam pressures, bullying, friendships, relationships, poverty, or family issues.

These issues affect the student's mental health, concentration from learning at school, attendance, social interactions and working with others. These factors necessitate schools and teachers to develop strategies to help students struggling with mental health issues. As a result of mental health issues, students may experience depression, anxiety, eating disorders, substance abuse and even suicide.

Usually, children are afraid of reaching out for help because they are scared that they would feel like they are being judged and may feel embarrassed because of their cultural beliefs. Schools also need to assure that not all students are going through the same way and may react differently than others.

Some schools have already initiated various programs to support students struggling with mental health issues. For instance, the "R U OK? DAY" campaign is a community

awareness program that empowers individuals to connect with people around them by asking a simple question, “Are you okay?” Schools organize stress-free activities on this day, including dramas that help students to identify signs of anxiety and depression and provide information about available support. Schools also teach students how to express their feelings, support their friends, and where to seek help.

Another initiative that schools have taken to educate students about mental health is through the school curriculum. Mental health is a unit part of the curriculum in all primary and high schools. The inclusion of mental health as part of the school’s curriculum is a smart way of educating students about mental health and well-being, making them more comfortable to reach out for help. The curriculum teaches students how to manage their mental health and well-being and support others.

Also, society must break the stigma surrounding mental health and take mental health issues seriously. It is a significant barrier to seeking help, making it difficult for students to come forward and ask for support. Society must work towards normalizing mental health problems to support those struggling with mental health issues.

In conclusion, schools play a vital role in educating students about mental health. By incorporating mental health education into their curriculum, conducting mental health workshops, providing mental health resources, and offering mental health programs, schools can help students manage their mental health and reduce the stigma surrounding mental health issues. Furthermore, providing mental health training for teachers can ensure that students receive the support they need when they need it. Schools that prioritize mental health education create a safe and supportive environment that can positively impact the lives of their students.

**Read the meaning of the following words to understand the text better. If needed, add more words to the list and take the help of a dictionary, friends or teacher to get the meaning of the words. Then, write them with their meanings in the appropriate columns.**

Text টি ভালোভাবে বোঝার জন্য নিচের শব্দগুলোর অর্থ পড়ো। দরকার হলে তালিকায় আরো শব্দ যুক্ত করো এবং dictionary, বক্স অথবা শিক্ষকের সাহায্য নাও। তারপর অর্থসহ সেগুলো যথাযথ কলামে লেখো।

Word	Meaning
stigmatised	a set of negative and unfair beliefs that a society or group of people have about someone or something
stereotyped	a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may hurt someone

Word	Meaning
depression	a medical condition in which a person feels very sad, anxious and without hope. The depressed person often has physical symptoms such as being unable to sleep, lack of interest, a feeling of helplessness and so on.
substance abuse	the habit of taking too much of a harmful drug or drinking too much alcohol
embarrassed	feeling ashamed or shy
empower	to give someone the official authority or the freedom to do something
inclusion	the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage
prioritise	to decide which of a group of things are the most important to someone so that s/he can deal with them first

You can use the following grid to list the cohesive devices and to write their purposes in the text. One is done for you.

Text টিতে cohesive device এর তালিকা তৈরি করতে এবং তাদের উদ্দেশ্য লিপিবদ্ধ করার জন্য নিচের Grid টি ব্যবহার করতে পারো। একটির উভয় তোমাদের জন্য দেওয়া হলো।

The cohesive device used in the text	Purpose of use
1. Factors of mental health include biological factors <u>such as</u> genes or brain chemistry.....	Here, the cohesive device <u>such as</u> is used to give examples of the factors of mental health.
2.	
3.	
4.	
5.	
6.	
8.	

### 5.3.2 Now, ask and answer the following questions in pairs/groups. Later, check your answers with the group next to you.

(এখন জোড়ায়/ দলে নিচের প্রশ্নগুলো জিজ্ঞেস করো এবং উত্তর দাও। পরে তোমার উত্তর গুলো তোমার পরবর্তী দলের সাথে মিলিয়ে নাও।)

- What is the text about?
- How many ideas are there in the text? What are they?
- Are the ideas connected to each other? If yes, how are they connected?
- How many paragraphs are there in the text?
- What is the purpose of each paragraph?
- How have the paragraphs been used to organize the ideas of the text?

You can use the following grid to write your thoughts about the organization of the text. One is done for you.

Paragraph	The Idea of the paragraph	Organisation
1. Mental health has been..... .....psychological well-being.	People's thoughts about mental health and what mental health refers to.	The writer starts the text with this idea (Introduction)
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## Let's read another note and know how to make a text coherent!

### Coherence

Coherence in writing refers to an interconnection among every idea within each sentence and paragraph in a text. It makes the text logically organized and gives a clear progression of the ideas presented in the text. So, readers can easily follow the line of arguments of the writer. The coherence of a text mostly depends on your planning before writing the text. To make a text coherent, firstly, you need to choose and select the ideas you are planning to write. Then, organise those ideas into different paragraphs. Here, use appropriate cohesive devices to connect the sentences and the paragraphs, so that all your ideas stick together and contribute to a meaningful whole. Then, review the text, and finally, edit your text. To express your ideas whether you write a paragraph or an essay depends on the number of ideas you want to talk about. Let's know more about a paragraph and an essay.

### A. Paragraph

A paragraph is a series of sentences that are organised and coherent and are all related to a single topic. If you want to describe or talk about a single idea in brief, write a paragraph. A paragraph is of different kinds and written on various topics but all the paragraphs have a general three-part structure.

Let's explore a little bit more about the structure of a paragraph.

1. Topic sentence(s): In a paragraph, by reading the topic sentences, the reader can understand what the paragraph is about. The topic sentence generally has two parts: (a) the topic itself and (b) the controlling of the idea. That is, a topic sentence indicates the focus of the discussion and hints at the writer's position regarding the topic.

**Coherence (সামঞ্জস্য):** Coherence বলতে বুঝায় একটি text এর প্রতিটি sentence বা paragraph এর মধ্যে idea গুলোর আন্তঃসংযোগ এটি text টিকে যৌক্তিকভাবে সুসংগঠিত করে এবং idea গুলোর সুস্পষ্ট অগ্রগতি সাধন করে সুতরাং পাঠক লেখকের যুক্তির ধারা সহজেই ধরতে পারে। text এর coherence অনেকাংশে text-টি লেখার পূর্বে তোমার পরিকল্পনার উপর নির্ভর করে। একটি text-কে coherence করার জন্য প্রথমত: যে idea গুলো তুমি লেখার পরিকল্পনা করছো সেগুলো বাছাই করতে হবে। তারপর সেই idea গুলোকে বিভিন্ন paragraph এ সাজাতে হবে। এখানে sentence এবং paragraph গুলোকে সংযুক্ত করার জন্য যথাযথ cohesive device ব্যবহার করো যাতে তোমার idea সমূহ একসাথে মিলে যায় এবং এটা সম্পূর্ণভাবে অর্থপূর্ণ হয়ে ওঠে।

তারপর text-টি পর্যালোচনা (Review) করো এবং সবশেষে তোমার text-টি edit (সম্পাদনা) করো। তোমার idea প্রকাশ করার জন্য তুমি paragraph লিখবে না essay লিখবে তা নির্ভর করে তুমি কতগুলো idea নিয়ে কথা বলতে চাচ্ছ তার উপর। paragraph এবং essay সম্পর্কে আরো কিছু জানি।

**Paragraph:** Paragraph হচ্ছে কতগুলো সুসংগঠিত এবং coherent sentence এর সমষ্টি যেগুলো কোনো একটি একক বিষয়ের সাথে সম্পর্কযুক্ত। যদি কোনো একটি একক idea কে তুমি বর্ণনা করতে চাও। তাহলে একটি paragraph লেখো। Paragraph বিভিন্ন ধরনের বা বিভিন্ন বিষয়বস্তুর উপর হতে পারে কিন্তু সব paragraph এর সাধারণ তিনটি অংশ থাকে।

Paragraph এর গঠন সম্পর্কে আরো কিছু জেনে নেই।

(Topic Sentence: Paragraph এর মধ্যে topic sentence পড়ে paragraph টি কী সে সম্পর্কে পাঠক বুঝতে পারে। topic sentence এর সাধারণত দুটি অংশ থাকে। a) বিষয়বস্তু নিজেই b) ধারণা নিয়ন্ত্রণ। তার অর্থ হলো topic sentence আলোচনার মূল ভাব এবং বিষয়বস্তু সম্পর্কে লেখকের অবস্থান নির্দেশ করে।)

For example, if a topic sentence mentions ‘School is fun but not with all the subjects I study’, that means this sentence indicates the topic of discussion (school activities/ school environment), and this sentence also hints that the writer probably is going to discuss some of s/his preferences and challenges (and that is the idea of the controlling of the idea).

২. Supporting sentences/Body: Here you will write all the supporting details that give further explanation or information about the topic sentences.

(Supporting Sentence/Body: এখানে topic sentence সম্পর্কে সব ধরনের supporting details থাকে যে গুলো topic sentence সম্পর্কে আরো ব্যাখ্যা এবং তথ্য প্রদান করে।)

For example, following the topic sentence (School is fun but not with all the subjects I study), the writer can explain with examples which things are fun to him/her in the school and which are not.

৩. Concluding sentence: A concluding sentence wraps up the paragraph and restates the writer’s point of view.

(Concluding Sentence: Concluding sentence paragraph কে সুসম্পর্ক করে এবং লেখকের দৃষ্টিভঙ্গি পুনর্ব্যক্ত করে।)

For example, following the beginning, the concluding sentence could be, ‘That is why school to me is fun but not without some challenges.’

## B. Essay

An essay is a piece of writing that is written to convince someone of something or to inform the reader about a particular topic. For the reader to be convinced or adequately informed, the essay must include several important components to make it flow in a logical way. An essay refers to a long text organized into paragraphs. In an essay, we use different paragraphs to write various ideas, that is, every paragraph has its own purpose. And to connect the paragraphs, we use connectors such as – at the very beginning, so, after that, besides, furthermore, in conclusion, and many more. Similar to a paragraph, an essay also has the following three-part structure:

- 1) Introduction: It is your first paragraph. Here, you will introduce the topic of the essay. In doing so, you must plan and write a good topic sentence(s).
- 2) Body: Here, you will give supporting information through examples, reasons, and statistics about the topic. To present different ideas, use separate paragraphs.
- 3) Conclusion: This is the last paragraph of your essay. Here, you will link the introduction and the conclusion of your essay by restating your point of view or position regarding the focus of the discussion. Do not add or bring new ideas to the conclusion of your essay.

So finally, we can say, to make a paragraph or essay coherent, we have to-

- plan an outline before writing
- identify all the ideas we want to write
- use sentences/paragraphs to present different ideas
- use cohesive devices to connect the ideas
- organize the sentences/paragraphs in a logical way
- review and complete the necessary edits.

**Essay :** Essay হচ্ছে এমন এক ধরনের লেখা যার মাধ্যমে কাউকে কোনো কিছু উপলব্ধি করানোর জন্য লেখা হয় অথবা পাঠককে নির্দিষ্ট কোনো বিষয়ে তথ্য দেওয়ার জন্য লেখা হয়। পাঠক কে convince করতে হলে অথবা পর্যাপ্ত পরিমানে তথ্য দিতে হলে essay টিতে অবশ্যই কিছু গুরুত্বপূর্ণ উপাদান থাকতে হবে যেগুলো এটাকে যুক্তিসংজ্ঞাতভাবে এগিয়ে যেতে সাহায্য করবে। essay বলতে দীর্ঘ textকে বুঝায় যেটি কয়েকটি paragraph-এ সাজানো থাকে। একটি essayতে ভিন্ন ভিন্ন paragraph ব্যবহার করি। অর্থাৎ প্রতিটি paragraph -এ নিজস্ব উদ্দেশ্য থাকে। paragraph গুলোকে সংযুক্ত করার জন্য আমরা connector হিসেবে at the very beginning, so, after that, besides, furthermore, in conclusion,

এবং আরো অনেক ধরনের connector ব্যবহার করি।

paragraph এর মত essay ও নিম্নলিখিত তিনটি অংশ রয়েছে:

**Introduction:** এটা eassy এর প্রথম paragraph। এখানে eassy এর topic পরিচয় করিয়ে দেওয়া হয়। এটা করতে অবশ্যই একটা ভালো topic sentence লিখতে হয়।

**Body:** এখানে topic সম্পর্কে উদাহরণ, কারণ এবং পরিসংখ্যানের মাধ্যমে supporting information দিতে হয়।

ভিন্ন ভিন্ন idea প্রকাশ করার জন্য ভিন্ন paragraph ব্যবহার করতে হয়।

**Conclusion:** এটা eassy এর শেষ paragraph। এখানে তোমার আলোচনার প্রধান বিষয় সম্পর্কে তোমার অবস্থান বা দৃষ্টিভঙ্গি বর্ণনা করে introduction এবং conclusion এর মধ্যে একটি সংযোগ স্থাপন করে। তোমার eassy এর conclusion এ নতুন কোনো idea নিয়ে আসবে না বা যোগ করবে না। সুতরাং সব শেষে বলতে পারি কোনো paragraph বা essay কে coherent করতে হলে –

- লেখার পূর্বে একটি outline এর পরিকল্পনা করতে হবে।
- যে idea গুলো আমরা লেখতে চাই সেগুলো চিহ্নিত করতে হবে।

- idea গুলোকে সংযুক্ত করার জন্য cohesive device ব্যবহার করতে হবে।
- sentence/paragraph গুলোকে যৌক্তিকভাবে সাজাতে হবে।
- পরিমার্জন এবং প্রয়োজনীয় সংযোজন করতে হবে।

## Let's practice what we have learned!

**5.3.3** Read the following sentences in pairs/groups. They are not logically and chronologically organised. Identify the different cohesive devices used to connect the sentences and organize them to make a meaningful paragraph. Follow the structure of a paragraph while organizing the sentences. Later share it with the whole class.

(দলে/জোড়ায় নিচের বাক্যগুলো পড়ো। সেগুলো যৌক্তিকভাবে বা নিয়মতান্ত্রিকভাবে সাজানো নাই। বিভিন্ন sentence কে সংযুক্ত করার জন্য এবং অর্থপূর্ণ paragraph এ পরিণত করতে যে cohesive devices ব্যবহৃত হয়েছে সেগুলো চিহ্নিত করো। sentence এ সাজানোর ক্ষেত্রে paragraph এর গঠনগুলো মেনে চলো। পরে পুরো শ্রেণিতে তা share করো।)

Finally, the bird has provided a constant source of joy and comfort for Prasun, providing him with a loyal friend and companion. Firstly, the bird has shown him the importance of patience through the long and laborious process of building a nest. Prasun's bird teacher has played an important role in his life by teaching him valuable life lessons and being a faithful companion. Thirdly, the bird has demonstrated to him the importance of being adaptable by adjusting its behaviour according to different situations. Overall, Prasun's bird teacher has been an exceptional role model, imparting essential life skills and providing him with unwavering companionship. Secondly, the bird has taught him the value of hard work by tirelessly searching for food and looking after its young

You can use this grid to organize the sentences to make a meaningful paragraph. One is done for you:

Structure of the paragraph	What is written	The sentence	Cohesive devices used in the sentence	Purpose of using the cohesive device
Introduction	the topic sentence	1. Prasun's bird teacher has played an important role in his life by teaching him valuable life lessons and being a faithful companion.	and	connecting two similar information valuable life lesson and being a faithful companion

<b>Structure of the paragraph</b>	<b>What is written</b>	<b>The sentence</b>	<b>Cohesive devices used in the sentence</b>	<b>Purpose of using the cohesive device</b>
Body	the supporting details to establish the topic sentence	1.		
		2.		
		3.		
Conclusion	the concluding sentence	1.		

**5.3.4** Read the following paragraphs of the essay ‘From Seed to Blossom: Growing an Essay from a Paragraph’ on the same topic. Again, the paragraphs are not organized. Discuss in pairs/groups and find out the cohesive devices used to connect different paragraphs. Then, arrange the paragraphs following the structure of an essay. Later, use the given grid to organize the paragraphs to make an essay, easy to understand.

(নিচে From Seed to Blossom নামক essay এর paragraph গুলো পড়ো। paragraph গুলো সাজানো নেই। দলে/জোড়ায় আলোচনা করে বিভিন্ন paragraph কে সংযুক্ত করার জন্য যে cohesive devices গুলো ব্যবহার করা হয়েছে সেগুলোকে খুঁজে বের করো। তারপর essay এর গঠন প্রণালী মেনে paragraph গুলোকে সাজাও। পরবর্তীতে essay টিকে সহজবোধ্য করে সাজানোর জন্য নিচের grid টি ব্যবহার করো।)

## **From Seed to Blossom: Growing an Essay from a Paragraph**

### **Paragraph-1**

Finally, the bird has provided Prasun with a constant source of joy and comfort. It has been always a loyal friend and companion by his side during difficult times. The bird’s unwavering companionship has transformed him into more compassionate and understanding towards others. He has learnt that having a good friend by his side can make all the difference in life.

### **Paragraph-2**

Thirdly, the bird has demonstrated the importance of being adaptable. It adjusts its behaviour to different situations, showing Prasun that flexibility is necessary for

success. He has learnt that change is constant, and it is important to be able to adjust to it. The bird has shown him that being adaptable is a valuable skill that can help one navigate through difficult situations.

### Paragraph-3

Firstly, the bird has shown him the importance of patience. As he watched the bird build its nest, Prasun learnt that anything worth having taken time and effort. He always keeps this lesson in mind. He recognises that patience is a virtue and essential to have while working towards a goal.

### Paragraph-4

In conclusion, Prasun's bird teacher has been an exceptional role model, imparting valuable life skills and providing unwavering companionship. The bird has shown him the importance of patience, hard work, adaptability, and companionship. These lessons have helped him to become a better person and have provided him with the tools he needs to succeed in life. Prasun will always be grateful for the time he spent learning from his bird teacher and will carry the lessons with him for the rest of his life.

### Paragraph-5

Prasun's bird teacher has been a significant influence in his life. The lessons it has taught him have helped to shape him into the person he is today.

### Paragraph-6

Secondly, the bird has taught Prasun the value of hard work. Every day, it tirelessly searches for food and takes care of its young. He has learnt that hard work is essential for achieving success. Keeping this in mind, he also works hard to achieve his goals. The bird has shown him that anything is possible with hard work and dedication.

If you need, take the help of the following word list with their meanings to understand the text better.

Word	Meaning
1. faithful	a. loyal and true, keeping one's promises
2. provided	b. supplied or given something that is needed or wanted
3. tirelessly	c. without giving up or becoming tired, working hard without stopping
4. demonstrated	d. showed or proved something through actions or examples

Word	Meaning
5. adaptable	e. able to change or adjust according to different circumstances
6. adjusted	f. made changes or modifications to something
7. imparting	g. passing on or sharing knowledge or skills
8. exceptional	h. extraordinary, standing out from others
9. valuable	i. very useful, important or precious
10. companion	j. someone or something that accompanies or keeps company
11. patience	k. the ability to endure or tolerate delay or difficulties without getting upset
12. process	l. a series of actions or steps taken to achieve a particular end
13. importance	m. the quality or state of being significant or having value
14. constantly	n. continuously, without interruption or pause

**The grid:**

**One is done for you**

Structure of the essay	What is written	The paragraphs	Cohesive devices used in the paragraphs	Purpose of using cohesive devices
Introduction	the topic and the main focus of the essay	<b>Paragraph-6</b>  Prasun's bird teacher has been a significant influence in his life. The lessons it has taught him have helped to shape him into the person he is today.	no cohesive device is used	

<b>Structure of the essay</b>	<b>What is written</b>	<b>The paragraphs</b>	<b>Cohesive devices used in the paragraphs</b>	<b>Purpose of using cohesive devices</b>
Body	all the supporting ideas to establish the topic	1.		
		2.		
		3.		
		4.		
Conclusion	a summary of the essay.	1.		

**5.3.5 Now, notice both the grids again and compare their organizations in terms of length, structure, what and how you will write in different parts of the structure, the use of cohesive devices and the purpose of their use. Then, decide what steps you will follow to develop a paragraph and then an essay. Later, share the steps with the whole class. While one group is presenting, take notes and give feedback afterwards.**

(এখন আবার grid দুটি লক্ষ্য করো এবং দৈর্ঘ্য, গঠন এবং বিভিন্ন অংশে তুমি কি লিখবে এবং কিভাবে লিখবে এর ব্যবহার এবং সেগুলো ব্যবহারের উদ্দেশ্য বর্ণনা করার জন্য grid গুলোর বিন্যাস তুলনা করো। তারপর paragraph এবং স্থান থেকে essay তৈরি করতে তুমি যে ধাপ গুলো অনুসরণ করবে তা স্থির করো। পরবর্তীতে শ্রেণিতে তা share করো। একটি দলের উপস্থাপনের সময় অন্যদল note নিবে এবং পরবর্তীতে feedback দিবে।)

## One is done for you

Features	Paragraph	Essay
1. Length	short	
2. Structure	a three-part structure (topic sentence, body, concluding sentence)	
3. What you will write in the three parts of the structure	a. write the main idea b. write the supporting ideas c. summarise the main idea	
4. You will use sentences or paragraphs	sentences	
5. The cohesive devices used in the text	and, firstly, secondly, overall, etc.	
6. The purpose to use the cohesive devices	connect sentences	

Now, write the steps, you will follow to develop a paragraph: You can start in this way-  
**'To write a paragraph first I will think and decide on the ideas. Then, I will write the main idea.....'**

Let's be a better writer!

**5.4.1 Read the text 'How Schools Educate Students About Mental Health' in Activity 5.3.1 again. Think that your school has initiated an awareness program to help students struggling with mental health issues. As a representative of your class, you are privileged to share your thoughts on this issue. Now, write a paragraph or an essay on 'The ways your school can help the students with mental health issues'. Later, exchange your copy with another group.**

(Activity ৫.৩.১ এর How Schools Educate Students About Mental Health নামক text টি আবার পড়ো। মনে করো তোমার স্কুল মানসিক স্বাস্থ্য সমস্যায় যারা ভুগছে তাদের জন্য একটি সচেতনতামূলক program এর উদ্যোগ নিয়েছে। তোমাকে শ্রেণি প্রতিনিধি হিসেবে এই বিষয়ে তোমার চিন্তাভাবনা share করার সুযোগ দেওয়া হল। এখন 'The ways your school can help the students with mental health issues' বিষয়ে paragraph অথবা essay লেখো। পরে তোমার কপিটি আরেকটি group এর সাথে বিনিময় করো।)

To do the activity, follow the given guidelines-

## Paragraph Writing

- Read the text ‘How Schools Educate Students About Mental Health’ in Activity 3.
- Decide a title for the paragraph.
- Write the main idea, the supporting ideas, and the concluding idea.
- Use cohesive devices to connect the ideas/sentences
- Write the first draft of the paragraph
- Do the necessary corrections with the help of the teacher
- Write the final copy of the paragraph.

Let’s turn the paragraph into an essay. In doing so, follow the given guidelines:

- Read the main idea of the paragraph and turn it into an introduction to your essay. Read the note on ‘Coherence’ if needed and write accordingly.
- Notice all the supporting ideas you have used in the paragraph. Now, present different supporting ideas in separate paragraphs.
- Read the concluding idea of the paragraph and accordingly write the conclusion of your essay. Link the introduction and the conclusion of your essay by restating your point of view.
- Again, connect all the paragraphs using cohesive devices.
- Make the first draft and edit it with the help of other groups and the teacher.
- Write the final copy of the essay.

## Presentation Time

- Make a poster with these two types of writing.
- Take the help of your friends and teachers to design the poster. You can use any size of paper to make the poster.
- Invite other students, teachers, headteacher and parents on the presentation day.
- Present your paragraph or essay and write the ways your school can support students with mental health issues.

### 5.4.2 Finally, write a short paragraph/essay on your experience of doing the whole work as an assignment.

(সবশেষে **assignment** হিসেবে সম্পূর্ণ কাজটি করতে গিয়ে তোমার অভিজ্ঞতা নিয়ে একটি সংক্ষিপ্ত paragraph/essay লেখো।)

#### New Words:

isolated, gene, trauma, abuse, concentration, initiate, barrier, flexibility, navigate, unwavering, compassionate, demonstrate, incorporate.

# 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.

(নিচের ছবিটি দেখো এবং সেগুলোর মধ্যে দেওয়া বাক্যগুলো পড়ো। দলে প্রশ্নগুলো আলোচনা করো।)



### Questions

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

## 6.1.2 Discuss the following questions in groups.

(দলে নিচের প্রশ্নগুলো আলোচনা করো।)

- 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?

**6.2.1 Notice the words and phrases used in different writings and their organisation in the illustrations. In groups, discuss various linguistic features (e.g., first/second person, contractions, imperatives, subjective, objective, polite, casual words) used in different writing. You can take notes when you are talking. In the end, present your findings to the whole class.**

(ছবিগুলোতে বিভিন্ন লেখার শব্দ ও শব্দগুচ্ছগুলোর organisation দেখো। দলে বিভিন্ন লেখায় ব্যবহৃত linguistic features (e.g., first/second person, contractions, imperatives, subjective, objective, polite, casual words) আলোচনা করো। কথা বলার সময় তুমি নোট নিতে পারো শেষে তোমার findings শ্রেণিতে শেয়ার করো।)

**6.3.1 Read the first part of the text, ‘Ethical Issues of Child Labor’ below. In groups, discuss and identify the sentences that reflect formal features as given in the table below. The first one is done as an example.**

‘Ethical Issues of Child Labor’ এর উপর নিচের অনুচ্ছেদের প্রথম অংশটি পড়ো। দলে নিচের সারণিতে দেওয়া যে বাক্যগুলোতে formal features আছে তা চিহ্নিত করো এবং আলোচনা করো। উদাহরণ হিসেবে একটি বাক্য তোমার জন্য করে দেওয়া হলো।)

Sentences are numbered (1, 2, 3, 4, 5, 6). One is done as an example for you.

**Child** labour is described as work depriving children of their childhood, potential, and dignity, which harms physical and **mental** development (1). It is a highly **contentious** ethical issue in developing and underdeveloped countries, where millions of children are forced to work under hazardous conditions to support themselves and their families (2). It has been going on for more than 200 years, and now is the time to put an end to it (3).

The use of child labour in developing and underdeveloped countries raises a range of **ethical** concerns, including exploitation, abuse, and violation of human rights (4). Children employed in these regions are often subjected to **dangerous** working conditions and long working hours, which can lead to physical and mental health problems

(5). In addition, they are paid low wages and are often denied access to education and healthcare (6).

On the other hand, there are arguments in favour of child labour, such as the need for children to support their families financially, the importance of learning **practical** skills, and the argument that the **alternative** to child labour may be begging, stealing, or worse (7).

Features of formal writing	Sentences used in -
use of formal choice of words	<p><b>Sentence no. 1:</b> Child labour is described as work depriving children of their childhood, <b>potential</b>, and <b>dignity</b>, which harms physical and mental development.</p> <p>(Add another sentence) <b>Sentence no. ....:</b></p>
use of passive form	<p><b>Sentence no. ....: .... ....</b></p> <p><b>Sentence no.</b></p>
use of long sentences (compound, complex)	<p><b>Sentence no. ....: .... ....</b></p> <p><b>Sentence no.</b></p>
literal language and academic vocabulary, cohesive devices	<p><b>Sentence no. ....: .... ....</b></p> <p><b>Sentence no.</b></p>
use of sentences fully elaborated and concluded	<p><b>Sentence no. ....: .... ....</b></p> <p><b>Sentence no.</b></p>

You have got some features of the formal text in Activity 6.3.1 above. Besides these, there are some more features of formal text.

### 6.3.2 Read the last part of the text, ‘Ethical Issues of Child Labor’, given below. In groups, discuss and identify formal features of the sentences numbered (1, 2, 3, 4, 5, 6, 7). You can mention the features from Activity 6.3.1. One is done as an example for you.

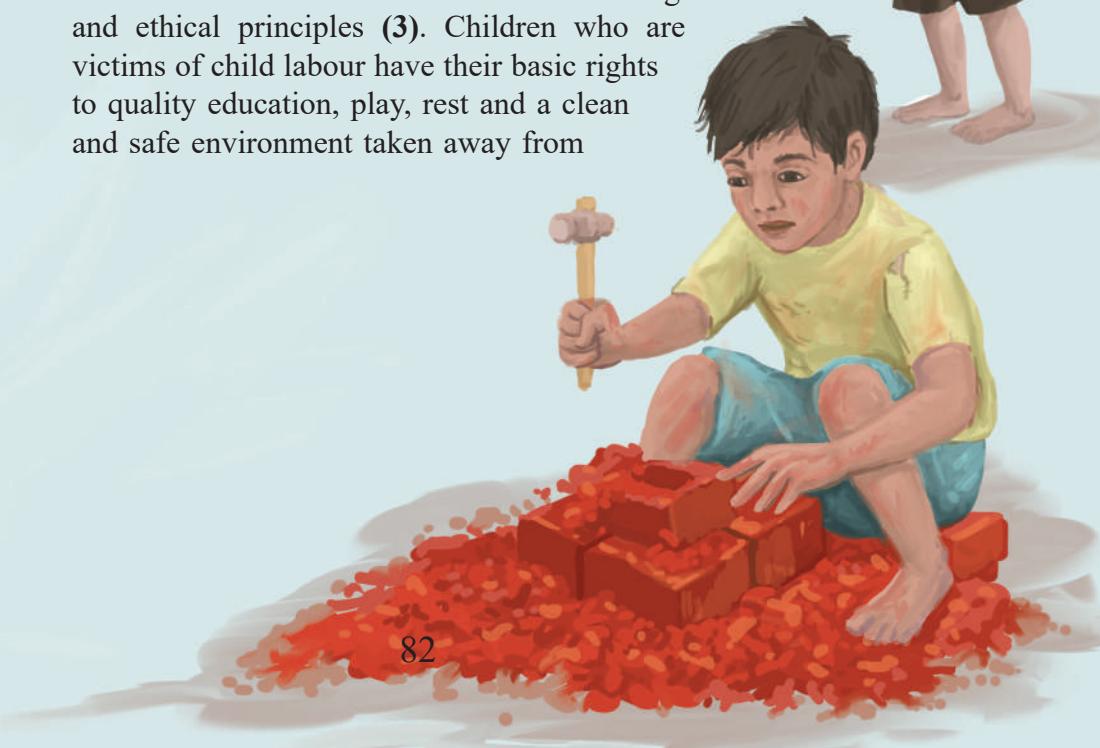
(‘Ethical Issues of Child Labor’ এর উপর দেওয়া নিচের অনুচ্ছেদের শেষ অংশটি পড়ো। দলে নম্বর দেওয়া বাক্যগুলোর formal features আলোচনা করো এবং সেগুলো চিহ্নিত করো। activity 6.3.1 এর features তুমি উল্লেখ করতে পারো। উদাহরণ হিসেবে একটি বাক্য তোমার জন্য করে দেওয়া হলো।)



## Ethical Issues of Child Labor (last part)

However, the mind of a child is always growing and learning new things (1). They are innocent and very fragile emotionally (2). Child labour has long-term effects on a child's mental, **emotional**, physical, spiritual, moral and social wellbeing. Children that work in the **manufacturing** industry and agriculture are vulnerable to **explosive** gases, **loud** noises, **sharp** tools, **heavy** lifting and **harmful** poisons and pesticides, putting them at risk of injuries, poisoning, hearing and vision loss, lung diseases and joint problems. Not only do they have to deal with the physical consequences but also the mental as well, including low self-esteem, **depression**, and anxiety. Also, most of them lose their childhood.

While child labour is often considered a necessary evil in some regions due to poverty and lack of education, it remains a violation of fundamental human rights and ethical principles (3). Children who are victims of child labour have their basic rights to quality education, play, rest and a clean and safe environment taken away from



them.

In addition, child labour has significant long-term consequences on social, economic, and cultural development (4). It perpetuates the cycle of poverty and impedes progress towards **sustainable** development. It also hinders the development of a skilled workforce and undermines the moral and social fabric of communities.

The eradication of child labour is a complex task that requires the concerted effort of governments, non-governmental organizations, and the international community. Prevention of child labour can be achieved through the provision of education, awareness building, and social services to families (5). As well as the creation of laws and policies that can protect children from exploitation and abuse. In addition, businesses and consumers in **developed** countries must be made aware of the ethical implications of child labour and take steps to avoid products that are made with child labour (6).

In conclusion, child labour is an ethical issue of great concern in developing and underdeveloped countries. The eradication of child labour is necessary to protect the rights and well-being of children. It can only be achieved through a collective effort by governments, non-governmental organizations, businesses, and consumers around the world (7).

Sentences from the text	Features of formal text used
1. However, the mind of a child is always growing and learning new things.	Academic vocabulary (However) is used.
2. They are innocent and very fragile emotionally.	
3. While child labour is often considered a necessary evil in some regions due to poverty and lack of education, it remains a violation of fundamental human rights and ethical principles.	
4. In addition, child labour has significant long-term consequences on social, economic, and cultural development.	
5. Prevention of child labour can be achieved through the provision of education, awareness building, and social services to families.	

Sentences from the text	Features of formal text used
6. In addition, businesses and consumers in developed countries must be made aware of the ethical implications of child labour and take steps to avoid products that are made with child labour.	
7. It can only be achieved through a collective effort by governments, non-governmental organizations, businesses, and consumers around the world.	

### 6.3.3 Read the note from the box below and discuss the questions that follow.

(নিচের box এর note টি পড়ো এবং পরের প্রশ্নগুলো আলোচনা করো।)

We write various types of texts for different purposes – personal letters, official letters or applications, paragraphs/compositions, poems and many more; they can be formal or informal. We use formal and informal texts depending on the situation. Besides, these two styles of writing are different in many aspects. Let's look at them!

#### Formal Writing

When we write for an audience we do not know on a personal level, we use formal style of writing. It is typically more complex than an informal piece of text. The formal type of writing has a less personal tone and more standard language. We use the formal types of writing for academic, professional and legal purposes.

The formal writing is a bit difficult as we have to consider some essential points to be kept in mind, such as -

- word choice and tone should be polite
- less frequent use of first and second-person singular pronouns
- use of cohesive devices
- use of positive and literal language and academic vocabulary
- avoiding repetition and over-generalisation
- use of proper spelling, grammar and punctuation

- contractions, cliche, colloquial diction and abbreviations are generally avoided
- sentences are elaborated and concluded
- long sentences (complex and compound) are common
- less frequent use of idioms and phrases, and ; single-word verbs are preferred to phrasal verbs
- no emotional language
- no statistics without proper reference
- full of objectivity and impersonal style
- have references to support the argument

## Informal Writing

We use the informal style of writing for personal and casual communication, wherein friendly and less formal language is used. In an informal writing style, a personal and emotional tone is used, and the reader is directly referred to by the words ‘you’

or ‘your’. It is used when writing personal emails, texting, and letters to friends and family. It is a direct form of writing which uses -

- contractions, abbreviations and short sentences
- ordinary, short and simple sentences
- personal and subjective mode
- first and second-person pronouns
- idioms and phrases; and phrasal verbs

### নোট:

- বিভিন্ন উদ্দেশ্যে আমরা বিভিন্ন প্রকারের text লিখে থাকি। যেমন- ব্যক্তিগত চিঠি, দাপ্তরিক চিঠি অথবা আবেদন পত্র, অনুচ্ছেদ/রচনা, কবিতা এবং আরো অনেক কিছু; এই ধরনের লেখাগুলো হতে পারে আনুষ্ঠানিক অথবা অনানুষ্ঠানিক লেখা। অবস্থার উপর ভিত্তি করে আমরা আনুষ্ঠানিক অথবা অনানুষ্ঠানিক লেখা লিখে থাকি। তাছাড়াও, বিভিন্নভাবে এই দুইটি লেখার ধরনও ভিন্ন ভিন্ন। চলো এখন এগুলো দেখি!
- **Formal Writing:** আমরা আনুষ্ঠানিক লেখা এমন audience এর জন্য লেখি যখন তাঁর personal level সম্পর্কে আমরা জানিনা। সাধারণভাবে আনুষ্ঠানিক লেখা, অনানুষ্ঠানিক লেখার চেয়ে জটিল হয়ে থাকে। আনুষ্ঠানিক লেখার মধ্যে সাধারণত personal tone কম থাকে এবং অধিক মানসম্মত ভাষা ব্যবহৃত হয়। প্রাতিষ্ঠানিক, পেশাগত ও আইন সংক্রান্ত লেখায় আমরা আনুষ্ঠানিক লেখার ধরন ব্যবহার করি।

আনুষ্ঠানিক লেখা একটু জটিল ধরনের কারণ এতে জরুরি কিছু বিষয় বিবেচনায় রাখতে হয়। আনুষ্ঠানিক লেখায় :

- শব্দ চয়ন এবং tone হতে হয় polite।
- First person, second person এবং singular pronoun এর কম উপস্থিতি থাকে।
- Cohesive device এর ব্যবহার থাকতে হয়।
- ভালো, literal language এবং academic শব্দমালা ব্যবহার করতে হয়।
- ভাষার পুনর্ব্যবহার এবং অতিরিক্ত সাধারণীকরন এড়িয়ে চলা হয়।
- সঠিক বানান, ব্যাকরণ এবং যতিচিহ্ন ব্যবহার করা হয়।
- শব্দের সংকোচন, গতানুগতিক ব্যবহার এবং সাধারণত আঞ্চলিক ভাষা পরিহার করা হয়।
- বিস্তারিত ও concluded বাক্য ব্যবহার করা হয়।
- সাধারণত এতে দীর্ঘ বাক্যের ব্যবহার দেখা যায়।
- Phrasal verb এর পরিবর্তে সাধারণ verb এর বেশি ব্যবহার হয়।
- এ ধরনের লেখায় কোনো আবেগিক ভাষার ব্যবহার করা হয় না।
- সঠিক reference ছাড়া কোনো পরিসংখ্যান ব্যবহার করা হয় না।
- এ ধরনের লেখায় full of objectivity এবং impersonal style ব্যবহার করা হয়।
- এ ধরনের লেখায় যুক্তিকে সমর্থন করার জন্য যথেষ্ট পরিমাণে reference থাকে।
- Informal Writing: ব্যক্তিগত ও গতানুগতিক যোগাযোগের জন্য আমরা অনানুষ্ঠানিক লেখা ব্যবহার করি যেগুলোতে বন্ধুসূলভ এবং less formal ভাষা ব্যবহৃত হয়। অনানুষ্ঠানিক লেখায় ব্যক্তিগত এবং emotional tone ব্যবহৃত হয় যেখানে পাঠককে ‘তুমি’ বা ‘তোমরা’ বলে সম্মোধন করা হয়। ব্যক্তিগত email, texting, ব্যক্তিগত বা পরিবারের কাউকে চিঠি লিখতে এ ধরনের লেখা ব্যবহার করা হয়। এটা লেখার সরাসরি ধরন। যেটাতে ব্যবহৃত হয়:
  - বাক্যকে সংক্ষিপ্ত করন, শব্দ সংকোচন ও ছোট বাক্যের ব্যবহার থাকে।
  - সাধারণ, ছোট ও সরল বাক্যের ব্যবহার হয়।
  - ব্যক্তিগত ও subjective mode থাকে।
- First person, second person এবং pronoun এর ব্যবহার থাকে।
- Idioms and phrases এবং phrasal verbs এর ব্যবহার থাকে।
- colloquial language এর উপস্থিতি থাকে।

### Questions

1. Which situations are formal texts used in? Give some examples.
2. Which style, formal or informal, do we use with family members and friends?
3. Write five sentences in a formal and five in an informal style.

### 6.3.4 Synonyms and antonyms are essential elements in writing.

Synonymous words give us a lot of word choices by which we can write formal and informal texts. Now we will practise the of use synonyms.

- (সমার্থক শব্দ এবং বিপরীত শব্দ লেখার গুরুত্বপূর্ণ অংশ। সমার্থক শব্দের মাধ্যমে formal এবং informal text লেখার ক্ষেত্রে আমরা অনেক word choice করতে পারি। আমরা এখন সমার্থক শব্দের ব্যবহার অনুশীলন করব।)

Match the words in the left column with their synonyms in the right column below. One is done as an example:

Words from the text	Synonyms
1. forced (f)	a. situations
2. put an end to	b. time
3. conditions	c. harmless
4. paid	d. manipulation
5. term	e. shared
6. vulnerable	f. compelled
7. abuse	g. formation
8. safe	h. remunerated
9. creation	i. stop
10. collective	j. susceptible

### 6.3.5 Read the ‘Informal writing’ part in the box in Activity 6.3.3, and then read the following informal text.

(নিচের বক্সে দেওয়া activity 6.3.3 এর উপর informal writing এর অংশটি করো। তারপর নিচের informal text টি পড়ো।



## Khaleque's Aspiration

Hi! My name is Khaleque. I am twelve years old. I live in a slum near Kamalapur Railway Station with my mother, two little brothers and my sister. I haven't seen my father. My mother is everything to me.

Not sure who insisted on me, but I have been working to earn some money for the last few months. I think I wanted to help my mother. First, I tried to work as a porter in a market near Kamalapur Railway Station. The work was too hard for me.

Then, I started working as a helper in a motor garage. It was too risky for me, and once, I cut my palm with a sharp nail. So, my mother told me to leave that job.



Now, I work in a restaurant. I begin my work at 6 am. Sometimes I wash dishes, sometimes I wipe tables and sweep floors, and sometimes I serve water. What I earn is nothing compared to the work I do. As there is no fixed salary for me, I always get a little amount of money. But my M.D. likes me very much.

Many children like me come to the restaurant with their parents with a view to eating food. Seeing them, I sometimes wish I could have that opportunity.

There is a school just opposite the restaurant I work in. I see the students come and go, studying, playing, and having fun with each other. I feel sad that I don't have that opportunity. Yesterday, I was talking to my mom about going to school. One day we all, me and my brothers and sister wanna go to school. Someday, we will go surely.

### **6.3.6 Now, discuss in groups and identify five sentences with informal features used in the text above. One is given for you as an example.**

(এখন দলে আলোচনা করে উপরের text টি থেকে informal features ব্যবহৃত হয়েছে এমন ৫ টি বাক্য চিহ্নিত করো। উদাহরণ হিসেবে একটি বাক্য তোমার জন্য করে দেওয়া হল।)

Informal sentences	Feature of informal writing used
1. My name is Khaleque, and I am twelve years old.	Personal and subjective, i.e. first person is used


**6.3.7 Dear students, you have already learnt the features of formal and informal texts. You have also come to know their examples and their purposes. Now in groups, rewrite the sentences in the appropriate style (Formal, or Informal) in the table below. Finally, share your findings with the whole class. Give feedback after each group's presentation. One is done as an example.**

(প্রিয় শিক্ষার্থীরা, তোমরা ইতোমধ্যে formal এবং informal text লেখা সম্পর্কে জেনেছো। তোমরা আরও এসব বাক্যের উদাহরণ দেখেছো এবং তার উদ্দেশ্য সম্পর্কে জেনেছো। এখন দলে নিচের সারণিতে বাক্যগুলো সঠিকভাবে লেখো। সবশেষে তোমার findings গুলো পুরো শ্রেণিতে শেয়ার করো। প্রতি দলের উপস্থাপনের পরে feedback দাও। উদাহরণ হিসেবে একটি বাক্য তোমাদের জন্য করে দেওয়া হল।)

Sl No.	Informal sentence	Formal sentence
1	That movie was really funny; it made me LOL.	That movie was funny; it made me laugh.
2	What's up!	
3		Hello, are you alright?
4	Give me your pen.	
5	Sit somewhere else.	

6		I am writing to you because I am having difficulties with my homework and hope you can help me.
7		I have been working on this homework for more than an hour and have found it very difficult.
8		Thank you for your help.
9	Oh, he's got a heart of gold; he's a good person.	

**6.4.1 Read the text below individually. Then work in pairs/groups and identify the cohesive devices used in the text. Make a list of those in the table below and analyze the purposes of using the cohesive devices in the sentences.**

(নিচের text টি নিজে নিজে পড়ো। তারপর জোড়ায়/দলে text টিতে ব্যবহৃত Cohesive device গুলো চিহ্নিত করো। নিচের সারণিতে Cohesive device গুলোর একটা তালিকা তৈরি করো এবং বাক্যে তাদের ব্যবহারের উদ্দেশ্য বিশ্লেষণ করো। উদাহরণ হিসেবে একটি বাক্য তোমার জন্য করে দেওয়া হল।)



## Wonders of the Ancient World

Amina was sitting in her bed when her mother entered her room. As Amina was lost in her thoughts, she didn't notice. Therefore, it startled Amina when her mother spoke. **"What are you doing?"**, her mother asked her. "I was reading when I came across the term 'Seven Wonders of the Ancient World'. So, I was thinking about that.", Amina answered. **"It is a list of seven notable structures of the ancient period."**, mother said. "Then, why are they called wonders?", asked Amina. "You tell me why", Mother said. "I don't know, Ma". **"Can you name one or two of them?"**, Mother asked. "Great Pyramid of Giza, Lighthouse of Alexandria.", answered Amina. "Both are correct. Let us take the case of the Great Pyramid of Giza. What do you know about it?", Mother said. "Firstly, it is in Egypt. Secondly, it is huge.", Amina replied. "It stood 481 feet tall when constructed. Thus, being the tallest man-made structure of that time. Furthermore, it remained so for more than 3,800 years.", mother added. **"I can hardly wrap my head around it considering its massive structure in addition to its ancient origin."**, Amina said. **"Moreover, it was built without modern technologies."** Mother added. "All of the seven are testaments of human marvel. For instance, the Lighthouse of Alexandria was almost 387 feet tall. In comparison to that, the tallest building in our country is 561 feet which was built in 2012 almost 2,300 years after the construction of the lighthouse." Mother said. "Now, tell me **why are they called wonders?**", Mother asked. **"Because they are aspiring with a feeling of awe."** Besides, seeing them one cannot but wonder how these magnificent structures were built.", answered Amina. **"Exactly, they fill us with wonders. For that reason, they are called Wonders of the Ancient World,"** Mother replied. Amina thanked her mother and went back to her studies.

**One is done for you.**



Cohesive device	Purpose of use
therefore	cause and effect

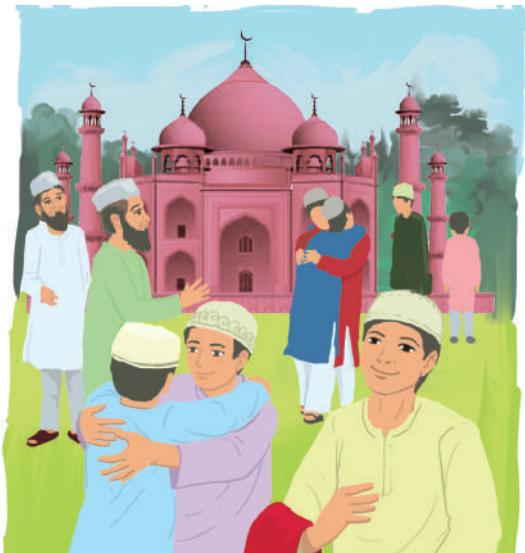
#### 6.4.2 Formal writing

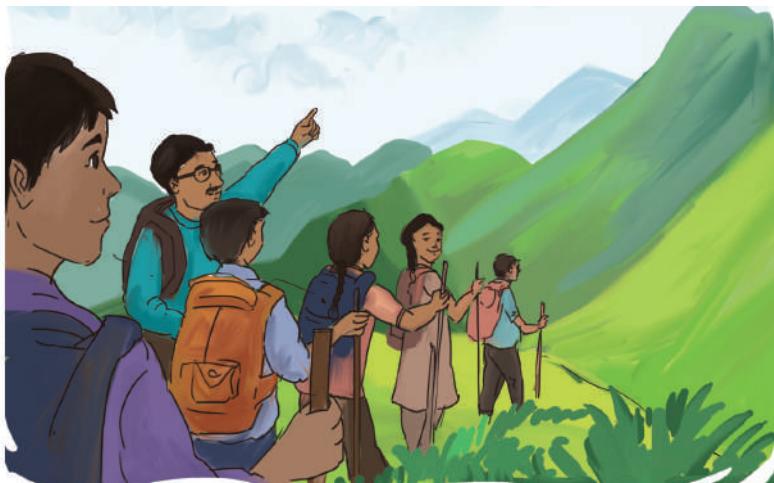
Read the text in Activity 6.3.5 (Someone's Aspiration) which is an informal text. In groups, rewrite the text to make it a formal text. In doing this, you can study the features of the formal text in Activity 6.3.3. Write the formal version on poster paper. Present it to the whole class upon completing the writing.

(Activity 6.3.5 এর formal text (Someone's Aspiration) টি পড়ো। দলে text টি কে formal text এ পুনরায় লেখো। এটা করার জন্য Activity 6.3.3 এর formal text সম্পর্কিত feature গুলো পড়তে পারো। Poster paper এ formal version টি লেখো। লেখা শেষে শ্রেণিতে উপস্থাপন করো।)

### 6.4.3 Informal writing

Look at the following illustrations. Can you guess what they mean? In groups, write 2 – 3 sentences on each situation. You may write an invitation/congratulatory message or describe them. You can look at the features of Informal text in the box in Activity 6.3.3 for your writing.





#### 6.4.4 Formal writing

In groups, write an essay on “How Can We Help Stop Child Labour?” You can study the boxes in Activity 5.3.2 and 6.3.3 before your writing. Make sure you write at least four paragraphs. Here is a lay out of your writing.

<b>Paragraph 1</b>	Write here the <b>introduction</b> of your essay. Do not forget to write a good topic sentence(s).
<b>Paragraph 2</b>	It is the ‘ <b>body</b> ’ of your essay. Write here some solutions/ways by which we can stop child labour.
<b>Paragraph 3</b>	It is also the ‘ <b>body</b> ’ of your essay. Write some more solutions/ways by which we can stop child labour and the challenges you may face to provide solutions.
<b>Paragraph 4</b>	Write here the <b>conclusion</b> of your essay. Do not forget to restate your position. Try to link this part with the ideas of your topic sentences.

#### New Words:

labour, contentious, ethical, developing, underdeveloped, forced, hazardous, exploitation, abuse, poverty, violation, fragile, perpetuate, impede, rights, physical, mental health problems, wages, denied access, outweighed, exploitation, morally wrong, informed consent, maturity, judgment, long-term, consequences, cycle, poverty, skilled workforce, eradication, complex task, concerted effort, international, community, laws, policies, well-being, sustainable, development.

# A Hole in the Fence

**7.1.1** Look at the following personal timeline of Shaoli Farzana. Then, complete yours with your information. Later, share it with your friends.

(নিম্নে প্রদত্ত শাওলী ফারজানার ব্যক্তিগত timeline টি দেখো। তারপর নিজের তথ্য দিয়ে timeline নিজের সম্পূর্ণ করো। পরে সেটা বন্ধুদের সাথে share করো।)



Hi!

I'm Shaoli, a student in class eight. I currently live in a big city with my parents. I have an elder sister whom I adore and respect. Everyone says that I look like my father, but I am more like my mother. I love eating and playing different games with my friends. My favourite game is volleyball because my PT teacher and my friends think that I play it well. My favourite subject is science. I want to be a scientist in future.

Here I am sharing my personal timeline if you all want to know me better-

I was born in 2010.	When I was 7, I visited Saint Martin islands with my family.	I have been writing a diary for a year.	Recently, I have played in the inter school volleyball competition.	At present, I am working with my friends to arrange an awareness programme on climate change.	Next year, I am planning to write a story for my school magazine.
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**Now, it is your turn to share your information in your personal timeline if you want us to know you better –**

**Picture & Name**

**Write about yourself within 5- 10 sentences.**

↓ The year you were born	↓ An interes- ting memory of your childhood	↓ Some- thing you started working on last year still you are doing it	↓ Some- thing you have done recently	↓ Some- thing you are doing now	↓ Some- thing you are planning to do next year
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**7.1.2 Now in pairs/groups, compare both of the ways to present yourself and discuss the differences between these two ways of presentation. Also, discuss which way is more suitable than the other. Show reasons for your answer.**

(এখন দলে/জোড়ায় নিজেকে উপস্থাপনের কৌশল দুটির তুলনা করো এবং দু'ধরনের উপস্থাপনের মধ্যে পার্থক্যগুলো নিয়ে আলোচনা করো। কোনো কৌশলটি সবচেয়ে বেশী উপযুক্ত তাও আলোচনা করো। তোমার উত্তরের পক্ষে যুক্তি দাও।)

**7.2.1 Now, read the information on your personal timeline again and write the answers to the following questions. Later, share your answers in pairs/groups.**

(এখন তোমার ব্যক্তিগত timeline এ নিজের তথ্যগুলো আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর লেখো। পরে দলে/জোড়ায় তোমার উত্তর share করো।)

- a) How much information have you written in your personal timeline?

- b) 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?
- c) How have you expressed different times in your sentences?
- d) 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.
- e) Do you know any other time-indicating words people generally use in their communication? Make a list of them.

### **Let's talk about ourselves in a different way!**

To do that, first, read the information on your timeline and write a short text using the important information about you. Then, connect the information using transition words (and, later, besides, etc.) and organize them to sound a meaningful text. For example, you can start in the following way—

Hello Friends!

I am \_\_\_\_\_. I was born in \_\_\_\_\_. ....  
.....  
....

**Finally, exchange your copy with your friend next to you.**

### **7.2.2 Read the text “A Day to Remember” written by Shaoli, a girl like you. Then, look at the meanings in the given table and find out the words in the story. Next, make sentences with the words.**

(শোওলীর লেখা ‘A Day to Remember’ textটি পড়ো। তারপর, সারণিতে দেওয়া অর্থগুলোর মূল শব্দ গল্প থেকে খুঁজে বের করো। পরে শব্দগুলো দিয়ে sentence তৈরী করো।)



## A Day to Remember

It is a beautiful morning of December 16<sup>th</sup>, our Victory Day. Shaoli and her friends are happy that their dream finally came true. It all started when Shaoli read an article about community service and shared it with her friends. They immediately spoke to their teachers and the Head Teacher and got permission to start the Community Service Club in the school. The teachers became very happy to know the plan and encouraged them to start the Community Service Club in the school.

This is the first time the Community Service Club has organised a programme where people will donate their unused or gently used clothes and things to the people in the area. All the members of the club have been collecting these items **for about a month**. Not only the members of the club but also the students have been eagerly waiting for this programme, as something like this has never been done in the school before. Everyone is very excited to celebrate the Victory Day in a different way.

The club members are preparing for this donation programme for the **past two months**. Everyone warmly welcomed the idea of serving the community by donating unused or used items. A group of teachers reached out to the students to make the programme successful. There had been a great deal of discussion **before** the plan was finalised, and all the essential preparations have since been made.

The big day has finally arrived. Now, Shaoli is wandering around the school campus, capturing memories with her camera. The familiar school campus seems a little unfamiliar to her. The large field is adorned with colourful papers, posters, and pictures, among other things. There are many booths set up by students and teachers from all classes. One class is placed adjacent to another in the arrangement of the booths. Many students volunteer their time under the full guidance of the teachers. The less privileged members of the community have started to arrive. They have gathered at different booths, depending on their needs. There are also food, books, and gaming stands. There is a lot of hustle and bustle all around. Many parents are also visiting different booths and observing various activities.

Shaoli is walking through the crowd when she spots her friend Ayesha standing with a book in her hand. Ayesha's face lights up with happiness, and Shaoli cannot help approaching her. "What makes you so happy?" she enquires. "From my very childhood, I have wished to be as graceful as Cinderella. And now I have found this book about her on a book stand. You can't imagine how happy I am!" Ayesha says, smiling.

Suddenly, some movement and whispering occur. The secretary of the club calls a group of students and says, "Would you mind moving aside to make room for the guests? In a moment, the Head Teacher appears on the podium with the Chief Guest. The Chief Guest says in her speech, "Only recently have I been appointed to the position that I am currently occupying. And I feel very happy to be a part of this programme. I wish I were a student like you and initiated something inspiring like this." She also calls upon everyone to come forward to help the community, declaring, "From tomorrow, we all start working hand in hand."

"This is a memory I will cherish forever. Tomorrow holds the promise of a brighter day," Shaoli is thinking quietly to herself.



**One is done for you:**

<b>Meaning</b>	<b>Word in the story</b>	<b>Your sentence</b>
1. Give money or goods to help a person or organization	<b>Donate</b>	Every month my father <b>donates</b> one hundred taka to the nearby mosque.
2. To happen in the way that one wished or dreamed		
3. A group of people living in the same place		
4. To make an effort to do something for other people		
5. To move without a definite aim		
6. Not known		
7. To make something more attractive by putting something on it		
8. A busy activity usually in a noisy surrounding		
9. To facilitate the beginning of something		
10. To keep something pleasant in your mind for a long time		

**7.2.3** Read the text in Activity 7.2.2 again. Then, write the highlighted words, what time these words/phrases refer to, and what forms of verbs are there in the sentences Shaoli has used to express these times in the given columns. Finally, check whether all the verb forms are used correctly or not.

(Activity 7.2.2 এর text টি আবার পড়ো। তারপর underline করা word গুলোর সময় এবং সময় নির্দেশ করতে verb এর কোনো form শাওলী ব্যবহার করেছে তা প্রদত্ত কলামে লেখো। তাপর verb এর সব form সঠিকভাবে ব্যবহৃত হয়েছে কিনা চেক করে দেখো।)

One is done for you.

The highlighted word in the story	The time of action the highlighted word refers to	The form of the verb Shaoli has used to indicate the time of action in the sentence	The correct form of the verb (if needed, write. Otherwise, keep it blank)
1) For about a month	It means the work started before a month and still is going on	<p>‘All the members of the club have been collecting these items <b>for about a month</b>.’</p> <p>Here, the verb form is—</p> <p>have been collecting (have been + V+ ing )</p>	
2)			
3)			
4)			
5)			
6)			
7)			

**7.3.1 Let's read a story about how to use different verb tenses to indicate different times. It will help you to use the correct forms of verbs expressing the specific time of actions in a sentence. Then in pairs/groups, check whether the forms of the verbs Shaoli has used in the story 'A Day to Remember' are correct. If those are not correct, write the correct forms in the last column in Activity 7.2.3.**

(চলো বিভিন্ন সময় বুঝাতে verb এর বিভিন্ন ধরনের tense এর ব্যবহার সংক্রান্ত একটি গল্প পড়ি। এটি তোমাকে verb এর কাজ সংঘটিত হওয়ার সময়ের সাথে মিল রেখে verb এর সঠিক form এর ব্যবহার করতে সাহায্য করবে। তারপর, দলে/জোড়ায় শাওলীর ব্যবহৃত verb গুলোর form সঠিক কিনা চেক করে দেখো। যদি সঠিক না হয় তাহলে সঠিক form গুলো শেষ কলামে লেখো।)



Note on 'The use of correct forms of verbs'

### Part 1

Prasun is a curious young boy who loves to learn different languages. One day, while reading a book on how to use the English language correctly, he lost himself in the book and started his learning journey with his language teacher, a talking parrot.

"Hello there, young boy! I am a parrot. What's your name?" said the parrot.

"My name is Prasun. Nice to meet you, dear Parrot," replied Prasun.

"Call me Polly, Prasun," said Polly.

"A lovely name. How fluently you speak English! Will you help me to speak English fluently and correctly?" said Prasun.

"I would love to. The first thing you need to know is the subject and how the subject agrees to a verb in a sentence," said Polly.

"What's that?" asked Prasun.

"Well, it means that the subject of the sentence and the verb must agree in number and tense".

"Prasun, verbs have different forms that indicate different times of action. Let us learn some of the verb usages in relation to time expressions," said Polly.

Polly showed the following table that included examples of all three simple tenses, continuous tenses, perfect tenses, and perfect continuous tenses, along with time adverbials for each tense:

Tense	Structure	Time Adverbials	Example Sentence
Simple Present	subject + present form of verb	always, often, sometimes, rarely, regularly	I regularly brush my hair.
Present Continuous	subject + am/is/are + verb + -ing	now, at the moment, at present,	I am talking to my friend now.
Present Perfect Simple	subject + have/has + past participle form of verb	yet, already, ever, never	I have already taken breakfast.
Present Perfect Continuous	subject + have/has + been + verb + -ing	for, since	I have been reading a magazine for an hour.
Simple Past	subject + past form of verb	yesterday, last night, two years ago	I wrote a story yesterday.
Past Continuous	subject + was/were + verb + -ing	while, at that time, at that moment	I was doing math at that time you phoned me.
Past Perfect	subject + had + past participle form of verb	before, already	I had checked my bag before I went to school.
Past Perfect Continuous	subject + had been + verb + -ing	for, since	I had been working for an hour when my friend called.

Simple Future	subject + shall/will + base verb	tomorrow, next week, in a month	I will meet you tomorrow.
Future Continuous	subject + shall/will +be + verb + -ing	at that time, by the time	At that time I will be helping my father clean the garden.
Future Perfect	subject + shall/will+ have + past participle	by the time, already	I will have finished my work by the time you arrive.
Future Perfect Continuous	subject + shall/will+ have been + verb + -ing	for, since	I will have been working on the school project for an hour by the time you arrive."

"Now, let's practice how we will use different tenses with time adverbials," said Polly.

Prasun and Polly practised making sentences with all the different tenses and time adverbials. For example, Prasun said, "We have been walking for an hour" and "I will have learned more by the time we arrive."

"Good job, Prasun! You're learning quickly," said Polly.

"Thank you, Polly. This is really helpful," said Prasun.

Polly then gave example sentences for the rules to use verbs with time expressions. He continued:

- 1: Use simple present tense to talk about things that are always true. Also to talk about habits and routines. For example, "I always brush my teeth before going to bed."
- 2: Use present continuous tense to talk about actions happening now or in the near future. For example, "I am talking to you now."
- 3: Use present perfect tense to talk about actions that happened at an unspecified time before now or that continue up to the present. For example, "I have already decided to learn the use of correct forms of verbs in sentences."
- 4: Use present perfect continuous tense to talk about actions that started in the past and continue up to the present. For example, "I have been learning subject-verb agreement for an hour."
- 5: Use simple past tense to talk about actions that happened in the past and are finished. For example, "I helped my friend yesterday."

- 6: Use past continuous tense to talk about actions that were in progress in the past. For example, “While I was writing an email, my mother called me.”
- 7: Use past perfect tense to talk about actions that happened before another action in the past. For example, “I had written an article on my parents before I went to school.”
- 8: Use past perfect continuous tense to talk about actions that started in the past and continued up to another point in the past. For example, “I had been walking for half an hour when I met my friend.”
- 9: Use simple future tense to talk about actions that will happen in the future. For example, “I will work in my garden tomorrow.”
- 10: Use future continuous tense to talk about actions that will be in progress in the future. For example, “At that time I will be helping them with cleaning.”
- 11: Use future perfect tense to talk about actions that will be completed before a certain point in the future. For example, “I will have finished my study by the time you arrive.”
- 12: Use future perfect continuous tense to talk about actions that will have been in progress up to a certain point in the future. For example, “I will have been working on the school project for an hour by the time you arrive.”

Prasun listened carefully to Polly's explanations. He was thinking that it was a long time since he had met Polly. Now, he had to get back to the real world. He said goodbye to Polly and promised to keep learning more.

### **7.3.2 Read the story in Activity 8.3.1 again. In groups/pairs, discuss the reason to use the particular verb forms of the sentences in the given table. Later, write them in the appropriate column. If needed, take help from your teachers, classmates, books, and from online resources:**

(Activity 7.3.1 এর গল্পটি আবার পড়ো। দলে/জোড়ায় প্রদত্ত সারণিতে sentence গুলোতে verb এর নির্দিষ্ট form ব্যবহার করার কারণ আলোচনা করো। পরে সেগুলোকে যথাযথ কলামে লেখো। প্রয়োজন হলে শিক্ষক, সহপাঠী, বই এবং অনলাইন মাধ্যমের সাহায্য নিতে পারো।)

**One is done for you.**

Sentence	Form of verb	The reason to use this particular form of the verb
All the members of the club have been collecting these items <b>for about a month.</b>	<b>have been collecting</b>	The collection started before and continues at the present time. So, the verb form will be in the present perfect continuous tense- <b>has/have + been + the present participle (root + -ing).</b>
Only <b>recently</b> have I been appointed to the position		
<b>It is high time</b> we all started working hand in hand.		
<b>I wish I were</b> a student like you.		
Shaoli <b>cannot help</b> approaching her.		
<b>Now</b> , Shaoli is wandering around the school campus.		
There had been a great deal of discussion <b>before</b> the plan was finalised.		
There <b>are</b> many booths set up by students and teachers from all sections.		

**7.3.3 Now, read the following conversation between Ratri and her brother, Rayhan. Then, in groups/pairs answer the questions that follow. Later, check your answers with other groups:**

(এখন রাত্রি এবং তার ভাই রেহানের মধ্যে নিচের কথোপকথনটি পড়ো। তারপর, দলে/জোড়ায় পরবর্তী প্রশ্নগুলোর উত্তর দাও। এরপর, তোমার উত্তরগুলো অন্য দলের সাথে শেয়ার/পরীক্ষা করে দেখো।)



Ratri : Hey! What are you reading?

Rayhan : I am just trying to figure out which forms of the verb I will use for the following sentences.

Ratri : Okay, what is the solution? How are you trying to do that?

Rayhan : After a long discussion, my friend and I ultimately decided to read aloud the sentences a few times with the different forms of the verb. And finally, the verb form that sounds okay, will be the correct form for the specific sentence.

Ratri : You are indeed a genius, dear brother! But you know, this technique doesn't work at all, rather it will mislead you. Better read and learn which form of the verb will be used in a specific sentence.

Rayhan : That's too difficult and time consuming, I think.

Ratri : Actually, it's the opposite. As you are trying to tick, for example, which form of the verb would be correct in this sentence, 'Attending/Attend classes is a must to learn better.'? Is it attending or attend?

Rayhan : Exactly, and I can't decide that.

Ratri : That's very obvious because you don't have any idea about **Gerund** and **Participles**.

- Rayhan : I have heard the terms but don't know much about them.
- Ratri : Look, a **gerund** is a form of a verb with "ing" in its base form. It works like a noun in a sentence. For example— Splashing water is fun. Here, splashing is a gerund because splashing is a form of the verb 'splash' with 'ing'. And it works/acts like a noun in the sentence.
- Rayhan : Okay, that seems easy now to identify gerunds in a sentence. But what about participles?
- Ratri : Well, a participle is also a form of a verb. Sometimes it ends with '**ing**', and it's called '**Present Participle**'. And, sometimes it ends with '**ed, d, t, en, and n**' and it's called the **Past participle**. Let's talk about the present participle first.
- Rayhan : Sounds better.
- Ratri : A present participle acts like a continuous verb form or an adjective in a sentence. And, you know, an adjective describes or modifies a noun or pronoun. For example— I need a writing table. Here the verb **write** ends in '**ing**' and works as an adjective. It describes the types of the table. Now, can you tell me an example of a present participle?
- Rayhan : Yes. For example, I can say— I like **exciting** sports like cricket or boat race. Here, **exciting** is a present participle and is working as an **adjective**. It describes the nature of a sport.
- Ratri : Great! So, let's talk about past participles. I have already told you that it's also a form of a verb that ends with '**ed, d, t, en, and n**'. It also acts like an **adjective** in a sentence. For example, you can say- 'Don't drink polluted water.' Here, **polluted** is an example of a **past participle** as it describes the condition of the water. So, you see, both **writing** and **polluted** are two different forms of verbs and work as **adjectives** in sentences. So, they are called **participles**.
- Rayhan : I got my answer. But, what about the next one?
- Ratri : To get the correct form of the verb in this sentence, you have to know the '**Infinitive**' and its use. An infinitive is the base form of a verb but it has different functions. Besides, we put/write 'to' before the base form of the most infinitive verbs. When, sometimes, the 'to' is dropped then, it's called a bare infinitive. The infinitive is used without **to** after certain verbs like **bid, let, make, see, hear, need, dare, help** etc. The **bare infinitive** is also used after the verbs **will, would, shall, should, may, might, can, could** and **must**. Is it too much for a day?

Rayhan : Not at all. I'm enjoying it. Please, go on.

Ratri : That's great! **Remember that an infinitive can't be a main verb.** For example, 'I want **to invite** all my friends to my birthday party'. Here, before 'invite', **to** has been used. It's an example of an infinitive verb. On the other hand, 'Let the new girl **introduce** herself.' Here, 'introduce' is an example of a bare infinitive. Because you can't say 'Let the new girl **to introduce\*** herself.' If you use '**to**' before 'introduce', it won't be a correct sentence then. So, in this sentence **introduce** is a bare infinitive verb. Have you got the idea?

Rayhan : Fair enough. Now I feel much more confident in choosing the correct form of verbs, that is, gerund, participle and infinitives in different sentences. Thank you so much, dear sister.

Ratri : It's okay. Always for you.

### **Questions:**

- Which parts of speech are the base form of gerund, participle and infinitive?
- What are the parts of speech they act like in a sentence?
- 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.

<b>Similarities</b>	1. 2.
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<b>Dissimilarities</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
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- d) Find 5 situations/examples in which you will use a gerund, a participle and an infinitive verb in your everyday life.

**7.3.4 Now, have a look at the following Note on ‘Summary Writing’. Then, read the conversation again in Activity 8.3.3 and write a summary of the conversation. Later, share it with your friends who need help to understand these three grammar points. Do not forget to check the forms of the verbs you have used.**

(এখন summary writing এর উপর নিচের note টি দেখো। তারপর activity 7.3.3 এর কথোপকথনটি আবার পড়ো এবং summary লেখো। পরে এটি তোমার যেসব বন্ধুর এই তিনি ধরনের grammar point বুরতে সাহায্যের প্রয়োজন তাদের সাথে শেয়ার করো। তুমি verb এর যে form গুলো ব্যবহার করেছে সেগুলো চেক করে দেখতে ভুল করোনা।)

### Note on Summary Writing

A summary is a concise overview of a text’s main points written in your own words. A summary provides the reader with an overall comprehension of a larger body of work in a condensed and concise format. By summarizing a text, you show your better understanding of that text.

### Guidelines for Writing a Summary

- The summary shortens the main ideas of a text so that its readers will understand the gist of the original work.
- The summary keeps the tone and key ideas of the writer of the original work.
- A summary is typically one-quarter to one-third the length of the original and is written in the third person

## How to Write a Summary

- 1) Read the text and identify the main ideas. Distinguish the main ideas from the details.\
- 2) Write the main ideas in a list.
- 3) Begin the summary with an introductory statement.
- 4) Turn the main ideas into sentences, occasionally including details when it is necessary to convey the main idea.
- 5) Combine the sentences into one or more paragraphs.
- 6) Use transition words to connect the sentences and the paragraphs.
- 7) Proofread the summary for punctuation, spelling, sentence structure, and content.

**Summary:** Summary হচ্ছে কোনো text এর main point এর সংক্ষিপ্ত বর্ণনা যেটা নিজের মতো করে লেখা হয়। summary পাঠককে একটি বড় text কে সংক্ষিপ্ত আকারে বুঝতে সাহায্য করে। কোনো text কে summary করার মাধ্যমে তুমি যে text টি ভালোভাবে বুঝতে পেরেছো তা প্রকাশ করে।

### Summary- এর বৈশিষ্ট্য

- Summary কোনো text এর মূল ভাবকে সংক্ষিপ্ত করে যেন পাঠক মূল text এর সারমর্ম বুঝতে পারে।
- Summary মূল text এর লেখকের মূল ধারণা এবং কথা বলার ভাবকে ঠিক রাখে।

Summary সাধারণত এক চতুর্থাংশ থেকে এক তৃতীয়াংশ পর্যন্ত হয় এটা third person এ লেখা হয়।

### Summary লেখার উপায়:

১. Text টি পড়ো এবং মূল ধারণাটি চিহ্নিত করো। বিস্তারিত বর্ণনা থেকে মূল ধারণাগুলোকে পৃথক করো।
২. মূল ধারণাগুলোর একটি তালিকা তৈরি করো।
৩. Summary টি একটি সূচনামূলক বক্তব্যের মাধ্যমে শুরু করো।
৪. প্রধান ধারণাগুলোকে বাকেয়ে পরিণত করো। যদি প্রয়োজন হয়, কিছু বিস্তারিত বর্ণনাও অন্তর্ভুক্ত করতে পারো।
৫. বাক্যগুলোকে এক বা একাধিক অনুচ্ছেদে সংযুক্ত করো।
৬. বাক্য এবং অনুচ্ছেদগুলোকে সংযুক্ত করার জন্য প্রয়োজনীয় transition words ব্যবহার করো।
৭. যতিচিন্ত, বানান, বাকেয়ের গঠনপ্রণালী এবং বিষয়বস্তু check করার জন্য summary টি আবার পড়ে দেখো।

### 7.3.5 So, let's start writing the summary!

(এবার চলো আমরা **summary** লেখা শুরু করি।)

- a) First, read the conversation again and identify the main ideas and the supporting details. For example: ‘A **gerund** is a form of a verb with “ing” in its base form.’- is one of the main ideas. On the other hand, the example—‘**Splashing** water is fun.’- is a supporting idea.
- b) Then, write all the main ideas in a list.
- c) Now, start writing the summary with an introductory statement. Here, you can start with what is the conversation about.
- d) Here, turn the main ideas into sentences and organise them into one or two paragraphs.
- e) After that, connect all the main ideas using transition words (*and, or, the, later, etc.*).
- f) Finally, check that you use punctuation marks, spelling, sentence structures, and ideas correctly. If needed, make the necessary corrections with the help of the teacher.

Now, exchange your copy with the group next to you. Check and write your feedback. Finally, share it with your friends who need help to understand these three grammar points.

### 7.3.6 Now, read the story ‘A Hole in the Fence’. Then, in pairs/groups use the right forms of verbs in the following gaps. Later, exchange your copies with nearby groups for checking the answers. Finally, share them with the whole class.

এখন A Hole in The Fence গল্পটি পড়ো। তারপর, দলে/জোড়ায় নিচের খালি স্থানগুলো right forms of verbs দিয়ে পূরণ করো। পরবর্তীতে উত্তরগুলো চেক করে দেখার জন্য তোমাদের খাতাগুলো পাশের দলের সাথে বিনিময় করো। সবশেষে, সে গুলো পুরো ক্লাসের সাথে শেয়ার করো।

## A Hole in the Fence



Many years ago, in a small village, a little boy 1) \_\_\_\_ (live) with his parents. The boy was quick to anger and taunt others with his words. His bad temper made him 2) \_\_\_\_ (use) words that hurt others. He scolded neighbours, kids, and even his friends due to his anger and everyone started 3) \_\_\_\_ (avoid) him. His parents advised him many times 4) \_\_\_\_ (control) his anger and develop kindness. Unfortunately, all their attempts failed.

Finally, the boy's father came up with an idea. The father gave him a bag of nails and asked him to hammer one nail into the fence every time he 5) \_\_\_\_ (get) angry. The little boy found it 6) \_\_\_\_ (interest) and accepted the task. Every time he lost his temper, he ran to the fence and hammered a nail. His anger drove him to hammer nails into the fence almost 30 times on the first day.



As the days passed, the number of nails hammered on the fence started 7) \_\_\_\_ (reduce). The little boy found it difficult 8) \_\_\_\_ (hammer) the nails and decided to control his temper. Gradually the number of nails hammered into the fence reduced drastically and the day arrived when no nail was hammered into the fence.

The boy did not 9) \_\_\_\_ (lose) his temper that whole day and for the next several days he did not lose his temper. So, he didn't need to hammer any nail into the fence. Now, his father told him to remove the nails each time he controlled his anger.

Several days passed and the boy was able to remove most of the nails from the fence. However, there remained a few nails that could not be 10) \_\_\_\_ (pull) out.

The boy told his father about it. Father appreciated that and asked the boy pointing to a hole “What do you 11) \_\_\_\_ (see) there?”. The boy replied “A hole in the fence”.

“Now do you see what your anger does?” asked the father. The boy gave a confused look. So, the father continued “The nails 12) \_\_\_\_ (to be verb) your bad temper and they were hammered on people. You can remove the nails but the holes in the fence 13) \_\_\_\_ (remain). The fence will never look the same. It has scars all over. Some nails cannot even be pulled out. You can hurt someone with words and say sorry later, but the wound will 14) \_\_\_\_ (remain) there forever. Your bad temper and angry words were

like that! Words are more painful than physical abuse. Use words for good purposes. Use words to grow relationships. Use words to show love and kindness in your heart". The boy realized his mistakes and did not 15) \_\_\_\_\_(repeat) them.

**7.4.1 Now, read the story “A Hole in the Fence” again. Later, write the summary of the story. Follow all the steps of writing a summary. Do not forget to check the forms of the verbs you have used. Later, share it with the whole class.**

(এখন A Hole in The Fence গল্পটি আবার পড়ো। গল্পটির একটি summary লেখো। Summary লেখার সব step অনুসরণ করো। Verb এর কোনো forms ব্যবহার করেছো তা চেক করে দেখতে ভুলো না। পরে এটা পুরো ক্লাসের সাথে শেয়ার করো।)

**After completing this unit, learners are expected to know the meanings of the following words. They will also practise when and how they will use these words in a meaningful context.**

#### New Words:

occupy, reach out, wander, adorn, adjacent, taunt, drastically, scar, splash, congregated, hustle and bustle, podium, initiate, time consuming, abuse, scold, brood, wander.



# Life in the Woods

## **8.1.1 Write answers to the following questions individually, and then share your responses in pairs/groups.**

(নিচের প্রশ্নগুলোর উত্তর লেখো এবং তোমার উত্তরগুলো জোড়ায়/দলে শেয়ার করো।)

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

Name of the thing	Your feelings about them
the sky	When I notice the sky, I love its vastness. So, you can say— The sky is vast.
bird	
river	
tree	
ant	
the school bell	



**8.1.2** Now, read the following text to know someone's feelings about the sky, bird, river, tree, ants and the school bell. Then, discuss the answers to the questions that follow.

(এখন, আকাশ, পাখি, নদী, গাছ, পিংপড়া এবং স্কুলের ঘণ্টা সম্পর্কে কারো অনুভূতি জানার জন্য নিচের text-টি পড়ো, তারপর নিচের প্রশ্নগুলোর উত্তর নিয়ে আলোচনা করো।)

### On a Rainy Day

In the early afternoon through the classroom window, the sky seemed vast and cloudy with all the signs of rain and storm. The rough winds started screaming and howling. But, kites are flying very high in the sky. They seem tiny from afar. However, the flow of life has not ceased yet. The ant colony gets busy with their work as the raindrops may destroy their families, larvae, eggs and homes. Ant's family seems like a deep-rooted tree. Just then, the nearby river appeared, overflowing with heavy rain. It was rushing down the nearby streets, carrying leaves and branches with it. All of a sudden, the school bell announces an early school break. I took my bag and rushed home.

#### Questions

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



### 8.1.3 Read the text again and in pairs/groups, match the things in column A with their characteristics in column B. Share your findings with the whole class.

(Text-টি আবার পড়ো এবং দলে/জোড়ায় কলাম A এর জিনিস/বিষয় গুলোর সাথে কলাম B এর বৈশিষ্ট্য গুলোর মিল করো। প্রাপ্ত ফল পুরো ক্লাসের সাথে শেয়ার করো।)

Column A (things)	Column B (characteristics)
a) flying objects from afar	i) ants
b) Vastness	ii) flowing river
c) Life	iii) school bell
d) A family	iv) deep-rooted tree
e) Break	v) tiny
f) “Unity is a strength” in	vi) sky

### 8.2.1 Now, reflect on the things and their characteristics you have matched, and identify the things which are described and which are compared. One is given as an example.

(এখন তোমার মিলকৃত জিনিস/বিষয় এবং সেগুলোর বৈশিষ্ট্য নিয়ে আবার চিন্তা করো এবং কোন জিনিস/বিষয় গুলো বর্ণনা করা হয়েছে তা চিহ্নিত করো। যেমন- নিচের text গুলো সতর্কভাবে পড়ো এবং বাক্যে কোন বিষয়/জিনিস/ব্যক্তিকে কার সাথে তুলনা করা হয়েছে তা চিহ্নিত করো। একটি বাক্য করে দেওয়া হয়েছে।)

‘flying objects are tiny’ is a description whereas ‘life is a flowing river’ is a comparison.

**Read the texts below carefully and identify the comparing objects/persons and with what/whom it is compared in a sentence. One is done for you.**

## Text 1

On a summer day, I am on my way to school. I can feel the warmth around me. The sun seems to be a golden globe when I look at the sky. It is casting its warm rays over the green fields and sparkling river. The world is alive with colour and light, and I feel everything has its own beauty.

**Question:** What is compared to what/whom?

**Your Answer:** In the text, the sun is compared to a golden globe.

**Your Answer:** \_\_\_\_\_



## Text 2

The streets seemed to be veins and arteries, carrying the lifeblood of people and commerce through every corner of its leaning body. It was a place of constant movement and changes which was always growing and evolving in response to the needs of its inhabitants. Thus the city was a living, breathing organism, beating with energy and activity.

**Question:** To what/whom are the streets compared?

**Your Answer:** \_\_\_\_\_

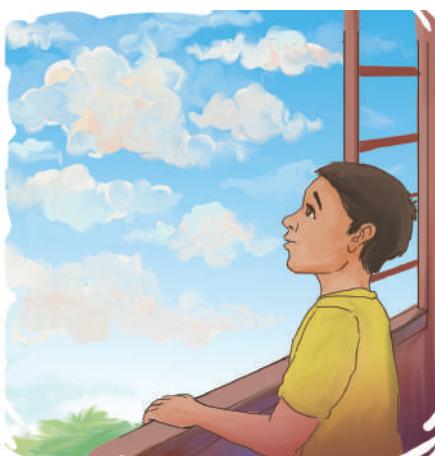


## Text 3

On a gloomy day, I looked through the window. The sky looked like a magical wonderland full of beauty and grace. The clouds were like cotton candies, pink and fluffy. They seemed to stretch on forever. I wished if I were the clouds, I could fly like them!

**Question:** To what/whom are the clouds compared?

**Your Answer:** \_\_\_\_\_



## Text 4

I respect and love my elder uncle so much. It hurts me if I see him down, filled with a sense of emptiness and despair. When I see him resting on his rocking chair on the verandah, I feel his heart is a stone - heavy and cold in his chest. It seems that he is trapped inside a cage, with no hope of escape.

**Question:** To what/whom is the uncle's heart compared?

**Your Answer:** \_\_\_\_\_

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## Text 5

It was a moonlit night with a clear sky. I, along with my parents and uncles, went to the roof. The moon looked like a silvery disc in the sky. It was casting its pale light over the world which created a ghostly look. It was a symbol of mystery and magic, reminding us that there is more to the world than what we can see with our eyes. It was a flashlight in the darkness, guiding us through the night with its gentle glow.

**Question:** To what/whom is the moon compared?

**Your Answer:** \_\_\_\_\_

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## Text 6

My music teacher has a divine voice. It is like a song waving its way through the air like a melody on the wind. When she speaks, it seems she is speaking directly to our souls and it fills us with wonder.

**Question:** To what/whom is the voice of the music teacher compared?



**Your Answer:** \_\_\_\_\_

### 8.3.1 Let's recite a poem (sonnet)!

Before reciting the poem (sonnet), read the short note to know about a sonnet. Then, listen to the recitation of the poem and practice it in the chorus. Later, recite the poem in front of the class.

(কবিতাটি আবৃত্তি করার পূর্বে সনেট সম্পর্কে জানার জন্য নিচের সংক্ষিপ্ত note টি পড়ো।)

**Note:** This poem is a sonnet. A sonnet is a type of poem that consists of fourteen (14) lines. In a sonnet, the poet typically expresses a single theme or idea related to love or mortality. It uses various literary devices, such as simile, metaphor, imagery, etc., to convey its message.

The most common types of sonnets are Petrarchan or Italian sonnets, Shakespearean sonnets, Spenserian sonnets, Miltonic sonnets, Terza Rima sonnets and Curtal sonnets.

## Shall I Compare Thee to a Summer's Day?

By William Shakespeare

Shall I compare **thee** to a summer's day?  
**Thou** art more lovely and more **temperate**:  
**Rough winds** do **shake** the darling **buds** of May,  
And summer's **lease** hath all too short a date;  
Sometime too hot the eye of **heaven shines**,  
And often is his **gold complexion dimm'd**;  
And every fair from fair sometime **declines**,  
**By chance or nature's changing course untrimm'd**;  
**But thy eternal summer** shall not **fade**,  
Nor lose possession of that fair thou ow'st;  
Nor shall death **brag** thou **wander'st** in his **shade**,  
When in eternal lines to time thou **grow'st**:  
So long as men can **breathe** or eyes can see,  
So long lives this, and this gives life to thee.

### 8.3.2 Read the new words, their meanings and examples in the table below. Then, write your sentences with the words in the fourth column.

(নিচের সারণিতে দেওয়া নতুন শব্দ, সেগুলোর অর্থ এবং উদাহরণগুলো পড়ো। তারপর শব্দগুলো দিয়ে বাক্য তৈরি করো।)

New words	Meaning	Examples	Your sentences
Thee	You (in old English) as the object	I gave <b>thee</b> a book. (In other words, I gave you a book.)	
Summer's day	A day in the summer season.	I visited a mango orchard on a hot <b>summer's day</b> .	
Thou art	You are (old English) as the subject	<b>Thou</b> art kind. (In other words, you are kind.)	
Temperate	Mild/moderate temperature	People feel relief on the sudden drop in temperature after the week long extreme heat. And they welcome the temperate weather.	
Rough winds	Windy or stormy weather/ something not in favour	Despite the <b>rough winds</b> of adversity, she finally achieved her dreams.	
Shake	To move backwards and forwards or up and down in quick, short movements	Very often the earthquake <b>shakes</b> the entire city.	
Bud	A small part of a plant, that develops into a flower or leaf	The ‘Shimul tree’ is covered in tiny <b>buds</b> , signaling the start of spring.	
Lease	A rental contract between two parties for a periodic payment	The school authority took this building on <b>lease</b> for two years only.	

New words	Meaning	Examples	Your sentences
Heaven shines	Here, heaven stands for the sun. When heaven shines, it means too hot.	It's the middle of Summer. The sky is bright and <b>heaven shines</b> down upon us.	

### 8.3.3 Read the rewritten simple version of the poem for your better understanding. It will help you match the lines with their explanation in the table that follows.

(তোমার বোঝার সুবিধার্থে সহজ সংক্ষরণে নতুনভাবে লেখা কবিতাটি আবার পড়ো। এটা নিচের সারণিতে লাইনগুলোর সাথে উদাহরণের মিল করতে তোমাকে সাহায্য করবে।)

- Should I compare you to a summer's day?  
You are lovelier and milder.  
In May rough winds shake the delicate flower buds,  
And the duration of summer is always too short.  
Sometimes the Sun, the eye of heaven, is too hot,  
And his golden face is often dimmed;  
And beauty falls away from beautiful people,  
Stripped by chance or nature's changing course.  
But your eternal summer will not fade,  
Nor will you lose possession of the beauty you own,  
Nor will death be able to boast that you wander in his shade,  
When you live in eternal lines, set apart from time.  
As long as men breathe or have eyes to see,  
As long as this sonnet lives, it will give life to you.

### 8.3.4 Work in groups. Some lines of the poem are given below in the left column. Their explanations are given at the right side. Match them. The first one is done as an example.

(দলে কাজ করো। নিচের বাম কলামে কবিতাটির কিছু লাইন দেওয়া আছে। ডান পার্শ্বে সেগুলোর ব্যাখ্যা দেওয়া আছে। সেগুলো মিলাও। উদাহরণ হিসেবে প্রথমটি করে দেওয়া হলো।)

Lines of the poem	Explanations
a) Thou art more lovely and more temperate:	1) Summer is similar to a lease that has a short duration.
b) Rough winds do shake the darling buds of May	2) The poet personifies death as a wandering entity that moves around his 'shade.' This comparison implies that the poet's beloved is above all a living being and even natural phenomena.
c) And summer's lease hath all too short a date	3) The poet compares the harshness/cruelty of summer weather with the delicate/soft spring flowers, which are suffering under the summer's heat.
d) Sometime too hot the eye of heaven shines, e) And often is his gold complexion dimm'd;	4) The line tells us that Shakespeare's beloved is lovelier and her beauty is milder than that of a summer day.
f) And every fair from fair sometime declines, g) By chance or nature's changing course untrimm'd;	5) The poet says that his friend's beauty surpasses that of a summer day. Unlike things that are considered 'fair' or beautiful, which are subject to decline, his friend's beauty will remain the same even in the face of death.
h) But thy eternal summer shall not fade, i) Nor lose possession of that fair thou ow'st;	6) The poet implies that his poetry will be eternal, as he asserts that his beloved's beauty will endure as long as his poem survives.
j) Nor shall death brag thou wander'st in his shade, k) When in eternal lines to time thou grow'st:	7) The speaker is stating that all beautiful things will eventually lose their charm, either by chance or by the natural flow of time.
l) So long as men can breathe or eyes can see, m) So long lives this, and this gives life to thee.	8) Here the speaker describes the sun's varying behaviour. At times, the sun may be scorching hot, while at other times it may be completely hidden from view.

### 8.3.5 Read the note below and identify metaphors used in the poem in pairs/groups.

(নিচের note টি পড়ো এবং দলে/জোড়ায় কবিতাটিতে ব্যবহৃত metaphor গুলো চিহ্নিত করো।)

#### Note

**Metaphor:** It is a powerful tool in language and can help learners better understand complex ideas and express themselves more creatively. A metaphor is a figure of speech used to describe something by comparing it to something else. Unlike similes, which use ‘like’, ‘as...as’ or ‘as’ to make a comparison, metaphors state that one thing is another.

For example, ‘Life is a journey’ is a metaphor that compares life to a journey. In metaphor, we compare the two things that may not have anything in common.

In other words, the metaphor can help create a more vivid and meaningful image in the reader’s mind by comparing two things that are not usually associated with each other. This comparison can help to convey complex ideas in a simple and interesting way.

For example, ‘The classroom was a zoo’ is a metaphor that compares a classroom to a zoo. Here, readers understand that the classroom was chaotic and noisy.

‘He has a heart of stone.’ This metaphor compares someone’s emotional state to an inanimate object. It suggests that they are unfeeling or cold-hearted.

‘She was a ray of sunshine on a cloudy day.’ This metaphor compares someone’s personality to a sunny day. It suggests that they bring joy and happiness to others.

Again, ‘Life is a rollercoaster.’ This metaphor compares life to a rollercoaster ride. It suggests that it has ups and downs and can be both exciting and scary.

### 8.3.6 Read the poem in groups and identify metaphors used in the poem. The first one is given for you.

(দলে কবিতাটি পড়ো এবং সেখানে ব্যবহৃত metaphor গুলো চিহ্নিত করো।)

Line of the poem	Comparing Person/thing	Metaphor (Compared to)	Reason to use the metaphors
Shall I compare <b>thee</b> to a Summer’s day	Thee	Summer’s day	to compare the beauty of his beloved
Rough winds do shake the <b>darling buds</b> of May			

Line of the poem	Comparing Person/thing	Metaphor (Compared to)	Reason to use the metaphors
And <b>Summer's lease</b> hath all too short a date			
Sometimes too hot the <b>eye of heaven</b> shines			
And often is his <b>gold complexion</b> dimm'd			

### 8.3.7 Read the poem in pairs again. Then, read the following questions and answer them.

(জোড়ায় কবিতাটি আবার পড়ো। তারপর নিচের প্রশ্নগুলো পড়ো এবং উত্তর দাও।)

- What is the sun compared to in the poem?
- Why is the person being described different from other beautiful things, according to the speaker?
- What are the metaphors that Shakespeare uses to describe the beauty of a person in Sonnet 18?
- In the line ‘Long lives this and this gives life to thee’ , what/whom is the metaphor ‘life’ used for?
- What is the overall message of Sonnet 18?

### 8.3.8 Dear students, read the summary and the central theme of the poem. It will help you answer the questions above.

(প্রিয় শিক্ষার্থীরা, কবিতাটির summary এবং central theme পড়ো। এটি তোমাদেরকে উপরের প্রশ্নগুলোর উত্তর দিতে সাহায্য করবে।)

In the sonnet ‘Shall I Compare Thee to a Summer’s Day?’ (Sonnet 18), William Shakespeare uses the metaphor of a summer’s day to describe the beauty of a person, likely a beloved. The opening line poses the question of whether it is fitting to compare this person to a summer’s day. However, the speaker quickly points out that the person is more beautiful and enduring than any mere season.

The speaker contrasts the fickleness and beauty of summer with the timeless and unchanging beauty of the person. Then, he talks about the imperfections of a summer day, such as rough winds that shake the tender flowers of May and the fact that summer

is fleeting. Summer is characterized by rough winds and a brief lease that comes to an end too soon. The sun, which is referred to as ‘the eye of heaven,’ can sometimes be too hot, scorching the earth below. And even the sun’s ‘gold complexion,’ a metaphor for its radiant appearance, can be dimmed by clouds.

Additionally, the poet acknowledges that all beautiful things fade over time due to chance or natural cycles. The speaker then broadens the scope of the comparison, saying that everything beautiful and fair will eventually decline and fade away, subject to the unpredictable whims of chance and nature. However, the person being described here is different. Hence, he declares that his friend’s beauty will never fade, nor will they be claimed by death. Instead, the person’s ‘eternal summer’ will live on and be preserved in the poem’s ‘eternal lines.’

The final two lines say that as long as people can read and appreciate the poem, the person’s beauty will continue to live on. The use of the word ‘this’ in the final line refers not just to the poem, but to the idea of immortalizing the person’s beauty in art. Thus, the poem itself becomes a metaphor for the poet’s love and admiration for the person and an eternal tribute to his friend’s beauty.

#### **8.4.1 Now, read the texts given below and in pairs/groups, identify the metaphors, to what/whom they are compared and the purpose of the comparison. Then, share your answers with the class.**

(এখন নিচের text গুলো পড়ো এবং জোড়ায়/দলে metaphors এবং কার সাথে কোন কারণে তুলনা করা হয়েছে তা চিহ্নিত করো। তারপর তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো। একটি করে দেওয়া হলো।)

**One is done for you.**

##### **Text 1:**

Friendship is a tree  
Strong and rooted  
Growing and branching  
Offering shelter and support.

(Anonymous)

Person/thing/concept described	Compared to	Metaphor	Why?
Friendship	the strong and rooted tree	tree	Friendship like a tree is ever-growing and becomes a repose to each other being stronger and flourishing day by day.

**Text 2:**

Wisdom is a compass  
 Guiding us on our journey  
 Through stormy seas and rocky terrain  
 Towards our true north.

(Anonymous)

Person/thing/concept described	Compared to	Metaphor	Why?

**Text 3:**

Hope is a light  
 That shines in the dark  
 A beacon of strength  
 That ignites a spark.

(Anonymous)

Person/thing/concept described	Compared to	Metaphor	Why?

**Text 4:**

Life is a river  
 Rushing and flowing  
 Through twists and turns  
 With unknown destinations.

(Anonymous)

Person/thing/concept described	Compared to	Metaphor	Why?

**Text 5:**

Dreams are wings  
 That take us high  
 Above the clouds

To a limitless sky.

(Anonymous)

Person/thing/ concept described	Compared to	Metaphor	Why?
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### Text 6:

Fear is a shadow  
Lurking and looming  
With the power to paralyze  
And hold us back.

(Anonymous)

Person/thing/ concept described	Compared to	Metaphor	Why?
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### 8.4.2 Now, you can list some metaphors that you have encountered in your surroundings. One is done for you.

(এখন তুমি এমন কিছু metaphor এর তালিকা করো যেগুলো তুমি তোমার চতুর্পাশে দেখতে পেয়েছো।  
একটি করে দেওয়া হলো।)

Meta-phor	Element/ person/thing compared to	Element/person/ thing being com-pared to	Meaning of meta-phor	In which situa-tion or condition this metaphor is used based on your personal feelings
Golden opportunity	Chance or opportunity	richness, worth, and desirability	This metaphor refers to a chance or an opportunity that is highly valuable, precious, or rare. The term ‘golden’ implies richness, worth, and desirability, conveying the idea that opportunity is like a precious metal that is highly prized.	One of my friends has recently returned from America. When she came to visit us she said, ‘Being selected for the YES Program was the golden opportunity in my life.’


#### 8.4.3 Work in groups. Read the story and then match the columns to make complete sentences. After that, write them chronologically.

(দলে কাজ করো। গল্পটি পড়ো এবং কলামগুলো মিলিয়ে নিয়ে Sentence তৈরি করো। তারপর সেগুলোর ক্রমানুসারে সাজাও।)

### A Korean Folk Tale

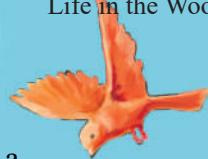
Long ago in the times of great kings in Korea, two brothers lived with their elderly father in a house on a mountainside near the banks of a flowing river. From a very young age, the two boys were as different as day and night. Nobu, the elder, liked to pull the wings off butterflies and trample the vegetables in the neighbour's garden. He was very cruel and selfish. He was inconsiderate of others. On the other hand, Hungbu was a gentle soul. He didn't even want to hurt a fly. Hungbu respected his father and older brother. Sometimes people would blame him for something his brother did. "It is better that I take the blame", he would say to himself rather than bring dishonour on my father and older brother.

Year after year the harvest festivals came and went, spring rains fell and in summer the warm sun shone down on the house by the river. The two boys grew up and when they became young men, they married. Soon Hungbu and Nobu had children of their own and they all lived together with their father and grandfather under the same roof. While Hungbu and his wife worked hard at the chores, Nobu sat twiddling his thumbs and scowling. He was waiting impatiently till the day when the house and everything in it would belong to him and him alone. Nobu's wife stayed indoors all day fanning herself as the children played.

One year at the beginning of the fall harvest, their aged father died. After the funeral and days of mourning were over, Nobu called his brother into the courtyard. "As you



know, my dear young brother, our father left this house and everything in it to me as I am the oldest. I am tired of having you and your family around, eating up all our food, and crowding into every room in the house. Be off with me." He said spitefully and "don't bother to come back." Hungbu knot and said, "It shall be as you wish my brother." And that very afternoon he, his wife, and three children set off down the mountainside with nothing but few belongings on their backs to find a new home. They walked for miles up and down the steep hillsides and rocky paths. The wind blew in their faces and dry leaves crackled under their weary feet. Toward evening they came upon a small shack in a forest clearing on the other side of the mountain. "Let us wait", Hungbu and his wife said to each other. "Perhaps the people who live here will return and give us shelter." The moon rose, casting its silver light on the trees and branches below. Through all the cold nights and chilly dawn, they waited for the owners to return but no one came. The house was empty. And, so they settled there, eking out a living as best they could from whatever Hungbu could grow in the dry, dusty soil of their garden. One day as he walked through the forest, Hungbu heard a chirping sound at his feet. Looking down, he saw a baby swallow lying on the ground. One of its wings was broken. He took the tiny bird home. He wrapped the wing carefully in soft cotton. He and his family looked after the bird until the broken wing was healed, and soon after the swallow flew away.



Autumn passed, and then winter came. They barely made it to the spring. One day, as Hungbu was raking the garden, he heard a familiar chirping sound. The swallow he saved was flying overhead. Down it swooped and dropped three small white seeds in his hand. Hungbu planted the seeds and watered them. The seeds took root in a few weeks. They began to sprout and blossom and soon three small gourds, bright and yellow, appeared on the vines. When the gourds were ripe and ready, Hungbu went to harvest them. Before he could touch them, they opened up all by themselves. Yards and yards of shimmering silk and handfuls of gold coins came out of the first gourd, sacks and sacks of rice came out from the second one, and seven carpenters came out of the third. The carpenters instantly set to work, hammering and sawing. They built a beautiful house and vanished. And so, Hungbu and his family began a new life.

One day an impoverished couple with their two children came to Hungbu's door asking for food. Hungbu asked them to sit and told his wife to bring food for them. "Thanks for the food", said the man after he and his family finished eating. He said, "We should be going now." "Where are you going may I know?", said Hungbu. "My house was on the banks of the river. A great flood came and washed away my house with all its belongings." "Sorry for your loss", said Hungbu. "I probably deserved it as I made my brother leave the house. I feel so ashamed that I behaved so terribly with my own bother." "Is your brother's name Hungbu?" asked Hungbu. Nobu answered, "Yes, but how do you know?" "Don't you recognize your little brother? Take a good look at me." "Hungbu, my brother. I didn't recognize you in this attire of a nobleman." "Will you not embrace me, brother?", said Hungbu. "Forgive me brother for what I have done", said Nobu. "There is nothing to forgive", said Hungbu. The two brothers embraced each other with teary eyes. They lived the rest of the days as one big happy family.



Column A	Column B
a) The thematic metaphor in this Korean folk tale is the contrast between	1) while Hungbu embodies kindness, generosity, and selflessness.
b) Nobu represents greed, selfishness and disregard for others,	2) greed and generosity, as embodied by the two brothers, Nobu and Hungbu.
c) The story illustrates how the actions and attitudes of these two	3) as he receives magical gourds that bring him great wealth and happiness.
d) Nobu's selfishness leads him to drive his brother and family out of their home,	4) characters lead to very different outcomes in their lives.
e) In the end, it is Hungbu's kind and giving nature that is rewarded,	5) while Hungbu's generosity leads him to help a wounded bird and feed a poor family.
f) Contrarily, Nobu receives hardship, poverty and suffering,	6) while selfishness and greed ultimately lead to unhappiness and isolation.
g) The story suggests that kindness and generosity can bring great rewards, both material and emotional,	7) that teaches him the value of forgiveness and reconciliation.

#### 8.4.4 Now, read the story in the same group and write answer to the following questions:

(এখন একই দলে গল্পটি আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও।)

- a) What were the differences between Nobu and Hungbu from a young age?
- b) How did Hungbu react when people blamed him for his brother's actions?
- c) How did Hungbu treat his father and older brother?
- d) What happened after their father died?

- e) How did Hungbu and his family survive after leaving their home?
- f) What did Hungbu find in the forest one day?
- g) What does the swallow symbolize in the text?
- h) What did the three gourds contain?
- i) What do the three gifts that came out of the gourds represent?
- j) How did Hungbu react when he recognised his brother and his family?

**8.4.5 In the same group, now, read the story again and identify the metaphors used in the text. Then, write them in the first column and the meaning of the metaphor in the next column. After that, write the elements/ person/ thing that is compared to and compared within the third column and fourth column respectively.**

(একই দলে গঞ্জিটি আবার পড়ো এবং text এ ব্যবহৃত metaphor গুলো চিহ্নিত করো। তারপর সেগুলোকে প্রথম কলামে এবং সেগুলোর অর্থ দ্বিতীয় কলামে লেখো। তারপর তৃতীয় এবং চতুর্থ কলামে কাকে তুলনা করা হয়েছে এবং কার সাথে তুলনা করা হয়েছে পৃথকভাবে লেখো।)

Metaphor	Meaning of metaphor	Element/person/thing being described	compared to

### **8.4.6 Write a text on Metaphors. Use the following guidelines to write the first draft of the text:**

(Metaphor সংক্রান্ত একটি text লেখো। text এর প্রথম খসড়া লেখার সময় নিচের দিকনির্দেশনাগুলো ব্যবহার করো।)

- a) Define Metaphor in your own words.
- b) Make a list of metaphors that you like from what you have read or from your surroundings.
- c) Choose one metaphor you like from the list and explain what it means. Give an example of how you will use it while you are talking to someone and in your writing.
- d) Explain how the use of metaphor makes your writing an improved piece of writing.

**Later, exchange your note in pairs and make the necessary changes. Finally, present your text to the class and share your opinion on using metaphors in a text.**

#### **New Words:**

inhabitants, gloomy, despair, ghostly, mystery, divine, complexion, eternal, impatiently, impoverished

# Writing Differently

**9.1.1 Look at the following illustrations. Imagine what is happening there.**  
(নিচের ছবিটির দিকে তাকাও। এবং কল্পনা করো সেখানে কি ঘটছে।)



In groups, ask and answer the following questions based on the illustrations.

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

**9.2.1 Now read the sentences you have written for each question. Then, look at the sentences your teacher shows. Now ask and answer the following questions in pairs/groups.**

(এখন প্রতিটি প্রশ্নের জন্য লেখা তোমার বাক্যগুলো পড়ো। তারপর তোমার শিক্ষকের দেখানো বাক্যগুলোর দিকে তাকাও। এখন জোড়ায়/দলে প্রশ্নগুলো জিজ্ঞাসা করো এবং উত্তর দাও।)

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

**9.2.2 For your understanding, the three texts you have written are known as expository writing, narrative writing and descriptive writing. Now it is your turn to match the three texts with the types of writing in the following table.**

(তোমার বোঝার জন্য যে তিনটি text তুমি লিখেছো সেগুলো সত্য প্রকাশ করে এমন লেখা, বর্ণনামূলক লেখা, বিস্তারিত বর্ণনা করে এমন লেখা। এখন নিচের সারণির text গুলো কোনটি কোন ধরনের লেখা তা মিলাও।)

Texts	Type of Writing
a) Entering the library, I saw some boys and girls reading books. They were also writing notes. Some of them were discussing in groups. Some others were looking for books on the shelves. Seeing it all, I started thinking, “Why didn’t I come here before? It’s a place to spend quality time for sure”.	i) Expository writing
b) It is a library. The library is in a room in the school building. The library room is big and spacious. There are some fans. There are many shelves in the library. Many books on different subjects are there.	ii) Narrative writing
c) A library is a storehouse of knowledge. Students can read books in the library, and even they can borrow books to study at home. We can also read daily newspapers and magazines in the library. All of these help us learn many things. So, using a library is very important.	iii) Descriptive writing

**9.3.1 Read the note in the box below, and answer the questions that follow.**

(নিচের box এর note টি পড়ো এবং পরের প্রশ্নগুলোর উত্তর দাও।)

Features/characteristics of different types of writing

### Descriptive writing

Descriptive writing is the process of creating visual images and sensory impressions using words. The writer creates a picture of the reader's mind using the descriptions. Its main function is to describe a particular person, place or thing. The main features of descriptive writing are as follows:

- description may be objective or subjective

- a good description is a word picture
- the reader imagines the person, place or thing described
- the reader seems to be involved in the story
- a good descriptive writing makes the reader feels as if she or he is present in the scene

*Examples of descriptive writing are free writing, journal writing, product descriptions, reflective writing, travel writing, etc.*

### Narrative writing

Narrative writing is also a kind of description; however, the description is not limited to describing the physical attributes of the person, place or thing; rather the description goes beyond. Narrative writing is a kind of storytelling which may have a series of characters in first-person narration.

- looks like telling a story - real or fictional
- the story may be personal or historical
- the beginning, the middle and the end – all parts of the story are equally important
- entertaining
- attracts/holds the reader's attention
- keeps the reader engaged
- keeps the points consistent
- avoids unnecessary details

*Examples of narrative writing are anecdotes, novels, poems, short stories, etc.*

### Expository writing

Expository writing is used when we want to convey information to the readers or help them better understand something. Expository writing includes points like – compare and contrast, cause and effect, analysis, etc. The main features of expository writing are as follows:

- purposeful
- converts facts with clarity and focus
- explains/illuminates the facts
- contains a thesis statement
- includes only relevant information
- considers what readers already know
- connects the facts and main idea with clear statements

*Examples of expository writing are business writing, instructional articles, news writing, recipes, scientific reports, technical writing, textbooks, etc.*

**Descriptive Writing:** Descriptive writing হলো শব্দমালা ব্যবহার করে চাক্ষুষ চিত্র এবং সংবেদনশীল ধারণা তৈরির প্রক্রিয়া। বর্ণনামূলক ধরন ব্যবহার করে লেখক পাঠকের মনে ছবি তৈরি করেন। এর প্রধান কাজ হলো কোন নির্দিষ্ট ব্যক্তি, স্থান অথবা বস্তুর বর্ণনা করা। বর্ণনামূলক লেখার প্রধান বৈশিষ্ট্য নিম্নরূপ:

- বর্ণনা উদ্দেশ্যমূলক বা বিষয়গত হতে পারে।
- একটি ভালো বর্ণনা হচ্ছে শব্দমালার মাধ্যমে কোন কিছুকে ফুটিয়ে তোলা।
- পাঠক বর্ণিত ব্যক্তি, স্থান বা বস্তুকে কল্পনা করতে পারেন।
- পাঠক গল্পের সাথে নিজেকে জড়িত মনে করেন।
- একটি ভালো বর্ণনামূলক লেখায় পাঠক নিজেকে সেই দৃশ্যে উপস্থিত বলে অনুভব করেন।

বর্ণনামূলক লেখার উদাহরণ হলো মুক্ত হাতে লেখা (free writing), পত্রিকার জন্য লেখা, কোনো পণ্যের বিবরণ লেখা, প্রতিফলনমূলক লেখা এবং ভ্রমণ সংক্রান্ত লেখা।

**Narrative Writing:** Narrative Writing ও এক ধরনের বর্ণনা, কিন্তু বর্ণনাটি শুধুমাত্র কোন ব্যক্তি, স্থান, বস্তুর মধ্যে সীমাবদ্ধ থাকেনা বরং বর্ণনা তাকেও ছাড়িয়ে যায়। Narrative Writing এক ধরনের গল্প বলা যাব মধ্যে 1st person বর্ণিত একাধিক চরিত্র থাকে।

- এটা অনেকটা বাস্তব বা কাল্পনিক গল্প বলার মতো।
- গল্পটি হতে পারে ব্যক্তিগত বা ঐতিহাসিক।
- গল্পের শুরুর অংশ, মাঝের অংশ এবং শেষাংশ অর্থাৎ গল্পের সব অংশই সমানভাবে গুরুত্বপূর্ণ।
- গল্পটি হয় বিনোদনমূলক।
- গল্পটি পাঠকের দৃষ্টি আকর্ষণ করে এবং পাঠককে ধরে রাখতে পারে।
- পাঠকের মনোযোগ আটকে রাখতে পারে।
- গল্পের **points** গুলো সামঞ্জস্যপূর্ণ থাকে।
- অপ্রয়োজনীয় বিবরণ এড়িয়ে যায়।
- বর্ণনামূলক লেখার উদাহরণ হলো: উপাখ্যান, উপন্যাস কবিতা, ছোট গল্প।

**Expository writing(ব্যাখ্যামূলক লেখা):** Expository writing ব্যবহৃত হয় যখন আমরা পাঠকের কাছে কোনো তথ্য পৌছাতে চাই অথবা পাঠককে কোনো কিছু ভালো করে বুকাতে চাই। Expository লেখার মধ্যে থাকে: তুলনা করা এবং বৈসদৃশ্য কোন কিছুর বর্ণনা, কারণ এবং প্রভাব এবং বিশ্লেষণমূলক লেখা। ব্যাখ্যামূলক লেখার প্রধান বৈশিষ্ট্যগুলো নিম্নরূপ:

- এ ধরনের লেখা উদ্দেশ্যমূলক
- সত্য কোন ঘটনাকে ব্যাখ্যা করে অথবা আলোকপাত করে।
- Thesis statement ধারণ করে।
- শুধুমাত্র প্রাসঙ্গিক তথ্য অন্তর্ভুক্ত করে।
- ইতোমধ্যে পাঠকেরা যা জানেন তা বিবেচনা করা হয়।

- মূল ঘটনা এবং প্রধান ধারণাকে সুষ্পষ্ট বর্ণনার মাধ্যমে সংযুক্ত করে।

Expository লেখার উদাহরণ হলো: ব্যবসায়িক লেখা, নির্দেশনামূলক articles, সংবাদ লেখা, রেসিপি, বৈজ্ঞানিক প্রতিবেদন, technical writing এবং পাঠ্যপুস্তক লেখা।

### **Do the following activities in groups.**

- Identify the two most important features of each type of text (descriptive, narrative, expository)
- Write the names of two texts of each type you have read in your life.
- Write the name of one text of each type you have written in your life.
- Which type of writing, do you think, is the most important? Why?

At the end, share your answers with the whole class.

### **9.3.2 Read the following text and match the meaning of the words in the table that follows.**

(নিচের text টি পড়ো এবং নিচের সারণিতে দেয়া শব্দের অর্থগুলো মিলাও।)

### **The Habit of Reading**



Reading is an activity with a purpose. We read to gain information or verify existing knowledge. We also read for enjoyment or to gain knowledge of the language. The purpose of reading is to relate the ideas in the text to what you already know. The reader

must understand the subject that he or she reads to connect the ideas. The purposes of reading are to search for information, learn from text, integrate ideas, write, evaluate texts and for general comprehension.

One should make reading a habit throughout one's life. We may learn from, be illuminated and be guided by good texts. There is no better companion than a good book. Reading is essential because it is helpful for our overall well-being. Once we begin reading, a whole new universe opens up to us. So, the habit of reading is one of the best qualities that a person can possess.

Reading books develops positivity in us. It helps us relieve stress by giving us an optimistic approach to anything in life. We get motivation by studying the biographies of successful people and are inspired to do hard work. Thus, reading is necessary as it helps in the growth and development of an individual.

Reading is also an art. A habit of reading books boosts imaginations, fantasies, and creativity in us. Children are filled with immense curiosity to know about everything. Good reading habits must be inculcated from a young age. This habit makes the children understand the world around them in a better way. Not to mention, children enjoy reading and listening to stories.

Reading also plays a vital role in our civic life. Through reading, the individual keeps informed on the political, social, economic and cultural problems of their country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behaviour; it shapes our thinking and actions.

Reading habit is not only for students but also for people in general. They must read extensively to get information and knowledge of social living. It can help a person keep informed on the social, political, and economic aspects of their country.

**Now match the words with their meaning, in pairs. One is done for you as an example.**

Words	Meaning
a) verify	1) to check that something is true or accurate/correct
b) existing	2) to remove or reduce an unpleasant feeling or pain
c) integrate	3) the ability to understand (clearly)

d) comprehension	4) the whole of space and everything in it, for example - the planets and the stars including the earth
e) illuminate	5) to combine two or more things so that they work together
f) universe	6) to light something and make it brighter
g) relieve	7) to believe that good things will happen in the future
h) optimistic	8) being real, or present in a situation

### 9.3.3 Read the text above again and answer the following questions:

(উপরের text টি আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও।)

- a) Why do we read something?
- b) How does reading relieve stress?
- c) ‘Reading is an art’, explain.
- d) What roles does reading play in civic life?
- e) How does reading help general people?
- f) What type of writing do you usually read – narrative, descriptive, or expository? Why?
- g) Give one example of each type of writing - narrative, descriptive, or expository.

**Finally, do peer checking.**

### 9.3.4 Read the following three texts. Now work in groups, and identify the features/characteristics of three types of writing. Next, write them in the following table. One is done for you.

(নিচের তিনটি text পড়ো। এখন দলে তিন ধরনের লেখার বৈশিষ্ট্য আলোচনা করো। নিচের সারণিতে তা লেখো। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।)

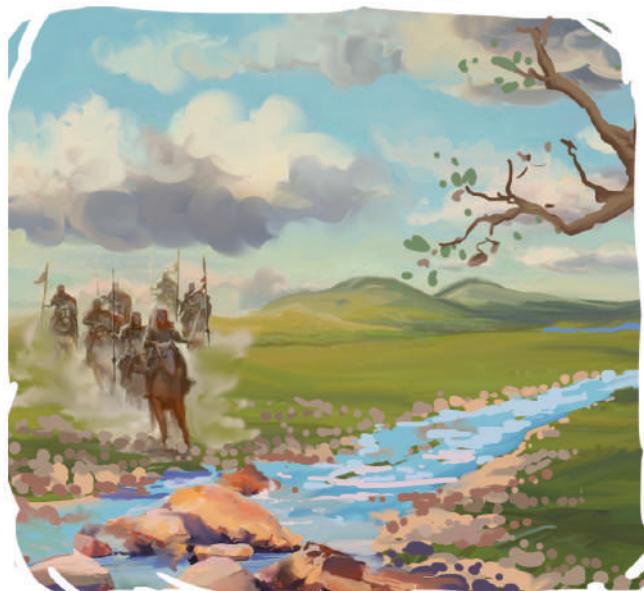
## Text A

Adrita wanted to read something over the weekend. She decided to borrow a book from the Harry Potter series. She went inside the school library. She asked the librarian if she could borrow a copy. The librarian told her that there was only one copy and it was on loan. She was disappointed. The librarian asked if she would like to borrow a graphic novel instead. There was a copy of Just One Wish by Sally Rippin. Adrita had never read a graphic novel before. She asked the librarian what the book was about. The librarian said that it was about understanding cultural differences. Adrita was interested and requested to borrow the book.



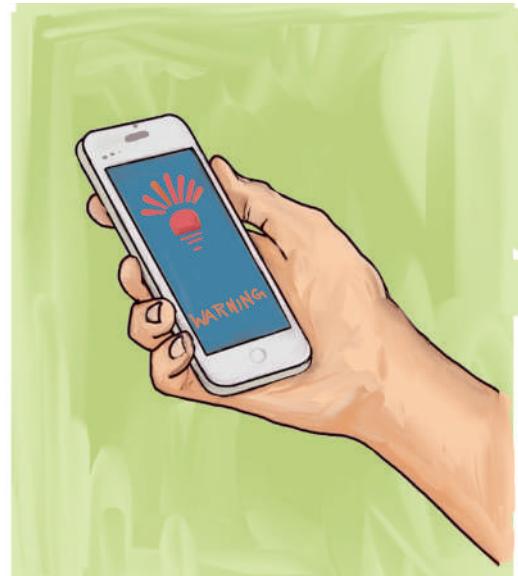
## Text B

In the late summer of that year, we lived in a house in a village that looked across the river and the plain to the mountains. In the bed of the river there were pebbles and boulders, dry and white in the sun, and the water was clear and swiftly moving and blue in the channels. Troops went by the house and down the road and the dust they raised powdered the leaves of the trees. The trunks of the trees too were dusty and the leaves fell early that year.



## Text C

Turning to possible solutions, it would be helpful to see a joint initiative between the authorities and mobile phone producers to raise public awareness of these risks. Such a programme could take many forms, ranging from advertising to dedicated classes in schools and colleges, and could be aimed at both the problem of accidents and the unsociable nature of excessive device usage, which would make it very cost-effective. A further solution may be to install warning mechanisms on these devices, which detect when traffic or obstacles are nearby so that the user does not walk blindly into danger. Such systems already exist in cars to alert drivers to impending trouble or the need to change direction.



Overall, the dangers in this situation are both physical and social. Potential remedies may involve better education and also enhanced danger detection along the lines already used successfully in motor vehicles.

Types of writing	features/characteristics
Descriptive writing (Text 'a')	<ul style="list-style-type: none"> <li data-bbox="613 1090 1194 1127">● describes a place or person or a situation</li> <li data-bbox="613 1150 697 1169">● ...</li> <li data-bbox="613 1211 697 1229">● ...</li> </ul>
Narrative writing (Text 'b')	<ul style="list-style-type: none"> <li data-bbox="613 1273 902 1309">● looks like a story;</li> <li data-bbox="613 1333 697 1351">● ...</li> <li data-bbox="613 1393 697 1411">● ...</li> </ul>
Expository writing (Text 'c')	<ul style="list-style-type: none"> <li data-bbox="613 1461 1027 1497">● exposes or explains a topic;</li> <li data-bbox="613 1521 697 1539">● ...</li> <li data-bbox="613 1581 697 1599">● ...</li> </ul>

### 9.4.1 Formal and informal writing

You have learnt in the previous experience(s) that a text may be formal or informal depending on the situation/purposes. You have also learnt and practised the features of both formal and informal texts. Therefore, the three types of writing mentioned above (descriptive, narrative and expository) may be formal and informal. So, let's now revisit the features of formal and informal texts. It will help you write better in different styles.

**Work in groups. Read the text titled ‘The Habit of Reading’ again in activity 9.3.2, and answer the following question:**

**Do you think this text is formal or informal? Why?**

To answer this question, find out some (five or more) features of the form (formal or informal), you claim, from the text and write them in favour of your answer. You can start your writing like this –

I believe the text ‘The Habit of Reading’ is a ..... one, as some features of ..... text is used in some sentences which are mentioned below:

Features of ..... text	Sentences used in

In the end, share your group findings with the whole class.

## 9.4.2 Look at the following illustrations



**Now write three texts based on the illustrations. In each text, write 8 – 10 sentences.**

- 1) **Narrative text:** Write a story about the pictures.
- 2) **Descriptive text:** Describe the general characteristics of your best friend (among others, you can add the appearance and personality of your best friend)
- 3) **Expository text:** Write on the importance of friendship; and the effects of good and bad friends on your life.

### New Words:

information, existing, evaluate, comprehension, illuminate, optimistic, biography, fantasies, creativity, extensively, initiative, previous

# 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, বৃক্ষাশ্রম প্রতিষ্ঠাকারী, ট্রাফিক পুলিশ, পরিচ্ছন্নতাকারী) সাধারণত কী কাজ করে তা আলোচনা করো। তারপর তাদের অসাধারণ গুণাবলি যেগুলো তাদেরকে সফল করে তা আলোচনা করো এবং তোমার উত্তরগুলো শেঞ্চিতে 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) Doubted		

**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 মিলাও।  
পরে জোড়ায়/দলে তোমার উত্তরগুলো শেণিতে 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 (স্টবক, 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

# 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. Later, share your score with the class and tell them what you love about doing this activity in pairs/groups.

(নিচের ধাঁধাটি পড়ো এবং জোড়ায়/দলে সেটি সমাধান করো। প্রতিটি সঠিক উত্তরের জন্য নিজের নামে  
একটি score যোগ করো। পরে ফ্লাসের সাথে তোমার score (প্রাপ্ত নম্বর) share করো এবং জোড়া/  
দলে এই activity করার সময় তোমার কী ভালো লেগেছে তা তাদেরকে বলো।)

**Riddle-1: I am hard to find, difficult to leave and impossible to forget.**

Now tell me, who am I?

Your answer: \_\_\_\_\_.

**Riddle-2: I am the family you chose, with me by your side, you'll never lose!**

Now tell me, who am I?

Your answer: \_\_\_\_\_.

**Riddle-3: I am more precious than gold but cannot be bought,**

**Can never be sold, only earned if it's sought**

**If it is broken it can still be mended,**

**At birth it can start nor by death is it ended.**

Now tell me, who am I?

Your answer: \_\_\_\_\_.

**Riddle- 4: I am a ship that can be made to ride the greatest waves.**

**I am not built by objects but by minds.**

Now tell me, who am I?

Your answer: \_\_\_\_\_.

**Riddle- 5: What costs nothing but is worth everything,**

**Weighs nothing but can last a lifetime,**

**That one person can't own, but two or more can share?**

Now tell me, who am I?

Your answer: \_\_\_\_\_.

### **11.1.2 Now, ask and answer the following questions in pairs/groups. Next, share your answers with the class.**

(এখন জোড়ায়/দলে নিচের প্রশ্নগুলো জিজ্ঞাসা করো এবং উত্তর দাও। পরে তোমার উভরগুলো শেণিতে share করো।)

- a. With whom do you share your happiness or sadness besides your family?
- b. Why are friends special to you?
- c. To you, what are the essential qualities of friendship?
- d. Do you think you are a good friend? Why do you think so?
- e. “The greatest gift of life is friendship.” Do you agree? If yes, why?

### **11.1.3 Now, let's play a game to explore some of the qualities of our friends.**

(এখন চলো, একটি খেলার মাধ্যমে আমাদের বন্ধুদের গুণগুলো অনুসন্ধান করি।)

To play this game, you will need a ball to toss. Manage a ball beforehand or you can make a ball with paper. Tell one of your friends to list all the qualities on the board that you are going to explore.

#### **Instructions to play the game**

- First, stand up behind your desks or in a circle at the front of the class/in an open place.
- Then, toss the ball to one of your friends.
- Your friend will say one of your qualities that s/he likes about you.
- Next, your friend will toss the ball to someone else.
- Each time, a new student catches the ball and tells a quality that s/he likes about his/her friends.
- And your friend will list all the qualities on the board.

It continues until all the students have got a chance to toss the ball and got chosen. In the end, look at the board, you will have a beautiful visual display of the qualities that connect friends.

### **11.2.1 Look at the following pictures and read the story that follows. Then, arrange the pictures following the story. Next, ask and answer the following questions in pairs.**

(নিচের ছবিগুলো দেখো এবং পরের গল্পটি পড়ো। তারপর গল্প অনুযায়ী ছবিগুলো সাজাও। পরবর্তীতে জোড়ায় নিচের প্রশ্নগুলোর উত্তর দাও।)

## Friendship

Munia and Lipi are two friends living in a small town. Munia's father is a forest officer. Two years ago, he was transferred here. On her first day at school, when she entered the class, she felt very helpless and isolated. Then, a girl called her with a sweet smile and made a space beside her to sit. That's how their friendship started. With time, it became deeper and deeper. Even the teachers and classmates often call them 'Manikjor'. Every day Munia walks almost 2 kilometres to come to school only to accompany her friends. They share everything. One day they decided to improve their fluency in English and started to practise speaking. Whenever they talk to each other, they use only English. Seeing that other students sometimes make fun of them. For that reason, Lipi felt insulted and wanted to switch to Bangla. But, it's Munia whose determination helped her to be on track. Lipi has a good taste for food, and always brings delicious food for tiffin. During the tiffin break, she never takes her tiffin without Munia. Munia thinks it's the friendship that makes her days here so enjoyable and easy.



### **Questions:**

- What do you like about this story?
- What are the qualities of a friend that you have found in them?
- Have you learnt anything from the story? If yes, what is it?
- Do you have friends like them? If yes, share a story when your friend/s were there for you.
- How do you maintain a good friendship? What do you do for your friends?

- f) Do you think friends have great importance in your life? If yes, why do you think so?

### Reflection time!

Remember that in grade 6, you read ‘**King Lear**’ (a tragedy) and in grade 7, you read ‘**As You Like It**’ (a comedy). Now, discuss the following questions in pairs/groups. Next, share your thoughts with the class.

- What type of literary writings are King Lear and As You Like It?
- What do you like about these two plays?
- What characteristics of a play do you find in King Lear and As You Like It?
- How is King Lear different from As You Like It?

### **11.3.1 Now, let's read another masterpiece of William Shakespeare, The Merchant of Venice. Before that have a look at the short note about the play and then do the activities that follow.**

(এখন Shakespeare এর আরেকটি Masterpiece, The Merchant of Venice পড়ি। তার পূর্বে নাটকটি সম্পর্কে short note টি দেখি এবং পরের কাজগুলো গুলো করিঃ)

#### Note:

The Merchant of Venice is a tragicomedy which means both tragic and comic elements are there in this play. Sometimes, you may experience that both negative and positive emotions are woven together. Also, you can find both serious and playful tones in the play.

#### Note:

The Merchant of Venice একটি tragicomedy এর অর্থ হচ্ছে নাটকটিতে tragic এবং comic উভয় উপাদানই রয়েছে। কখনো কখনো তুমি বুঝতে পারবে যে এই নাটকে ইতিবাচক এবং নেতৃত্বাচক উভয় অনুভূতি বোনা রয়েছে। তাছাড়া এই নাটকটিতে তুমি serious এবং কৌতুকপূর্ণ স্বর (tone) উভয়ই খুঁজে পাবে।



## The Merchant of Venice

William Shakespeare

**Scene 1:** A **wharf** in Venice, Italy, in the sixteenth century. Antonio is talking to his friends Salerio and Solanio.

**ANTONIO:** I don't know why I'm so sad. This mood makes me tired. But how I caught it, found it, or came by it, I don't know.

**SALERIO:** Your mind is **tossing** on the ocean.

**SOLANIO:** Believe me, if I had taken the risks that you have, I would be worried, too.

**SALERIO:** Every time I saw a church, the holy stones would make me think of dangerous rocks. I would wonder what harm they could do to my delicate ship!

I know Antonio must be worrying about his **merchandise**.

**ANTONIO:** Believe me, that's not the case. My fortune is spread out on many ships in many places.

- SOLANIO:** Why, then, you must be in love!
- ANTONIO:** Not at all!
- [Bassanio, Lorenzo, and Gratiano enter]
- SOLANIO:** Here comes Bassanio, your noble **kinsman**. Gratiano and Lorenzo are with him. Farewell! We'll leave you now with better company.
- [SALERIO and Solanio leave]
- GRATIANO:** You don't look well, Antonio. Don't worry so much.
- ANTONIO:** I see the world as a stage, Gratiano, where every man must play a part, and mine is a sad one.
- GRATIANO:** Let me play the fool; With **mirth** and laughter let old wrinkles come...Why should a young man sit like his grandfather cut in **alabaster**?O my Antonio, some men are reputed wise for saying nothing. But if they spoke, they would be called fools like me!
- [to Antonio]: Farewell for now.I'll end my speech after dinner.
- LORENZO:** Yes, we'll see you at dinnertime. I must be one of those dumb wise men, as Gratiano never lets me speak.
- GRATIANO:** Well, keep me company for two more years, you'll not know the sound of your own voice!
- ANTONIO:** Fare you well. [Gratiano and Lorenzo exit]
- ANTONIO:** Well, tell me now, what lady takes your fancy?
- BASSANIO:** Antonio, you know very well that I've been spending my **inheritance** by living beyond my means. I **owe** a lot of money, and most of it to you! But I have a plan to get clear of all the debts I owe.



- ANTONIO:** Bassanio, tell me about it. I'll do everything I can to help you
- BASSANIO:** There is a rich young lady in Belmont. She is beautiful and virtuous. Sometimes I have received speechless messages from her eyes. Her name is Portia. The world is not ignorant of her worth, and many young men sail in every day to try and win her. Antonio, if only I had the money to compete with these **suitors**, I'm convinced I could win her hand.
- ANTONIO:** You know that my fortunes are at sea. I do not have the cash, nor do I have anything to sell right now. So go to Venice. See what my credit can do. Use it to borrow as much money as you need to finance your trip to Belmont.

[Bassanio and Antonio exit]

**A list of words with meanings is given below for your help.**

Words	Meanings
1. wharf	an area in a port where goods are taken off and put on ships
2. toss	move from side to side/To throw with a quick, light, or careless motion
3. merchandise	goods that are bought and sold
4. kinsman	a blood relative
5. mirth	laughter, humour, or happiness
6. alabaster	an almost transparent, white stone
7. inheritance	money or objects that someone gives you when they die

8. suitor	a man who wants to marry a particular woman
9. owe	need to pay or repay money to a person, bank, business, etc

### 11.3.2 Now, read scene-1 again and answer the following questions. Later, share your answers in pairs/groups.

(এখন scene-1 আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও। পরে তোমার উত্তর গুলো শেণিতে share করো।)

- a) How many characters are there in the scene?
- b) Who are they?
- c) What is the setting of the scene?
- d) What is the relationship between Antonio and Bassanio? How do you get to know about their relationship? Explain with an example.
- e) Why was Antonio worried?
- f) Why did Bassanio need money?

### 11.3.3 Let's read Scene-2!

**Scene 2:** The hall at Portia's house at Belmont. Portia is talking with her maid, Nerissa.

**PORȚIA:** Honestly, Nerissa, I am just too tired of this great world.

**NERISSA:** You would be better off, dear lady, if you had as much misery as you have good fortune. As I see it, those who have too much are as **miserable** as those who have too little. Excess gives you white hair and makes you old before your time!

**PORȚIA:** Good sentences, and well-said.

**NERISSA:** They'd be better if well-followed.

**PORȚIA:** But isn't it unfair, Nerissa, that the will of a living daughter is **curbed** by the will of a dead father? I am not allowed to refuse one I dislike or to choose one I like.

**NERISSA:** Your father was very virtuous, and he must have known how to pick the right husband for you. How do you feel about the princely suitors who have already come to seek your hand?

**PORȚIA:** Please name them. And as you do so, I will describe them for you.

**NERISSA:** First there is the prince from Naples.

**PORȚIA:** Oh, yes, that **colt!** He does nothing but talk about his horse. He **brags** that he can shoe the beast himself.

**NERISSA:** Then there is Count Palatine.

**PORȚIA:** He does nothing but **frowns** all day! He listens to jokes and never smiles.

**NERISSA:** What do you say about the French lord, Monsieur Le Bon?

**PORȚIA:** I would be happy if he hated me, for I could never return his love.

**NERISSA:** And the young English **baron**?

**PORȚIA:** You know I never speak to him. He doesn't understand me, and I don't understand him. He speaks neither Latin, French, nor Italian. And you know that my English is not good.

**NERISSA:** What about the young German?

**PORȚIA:** I dislike him when he is **sober** as much as when he is drunk.

**NERISSA:** Do you remember, dear lady, a suitor from Venice?



**PORȚIA:** Yes, yes! It was Bassanio, if I remember correctly.

**NERISSA:** True, madam. He seemed to be the most **deserving** of a fair lady.

**PORȚIA:** I remember him well. Yes, Bassanio is worthy of your praise.

Again, a list of words with meanings is given below for your help.

Word	Meaning
1) miserable	very unhappy/ full of misery
2) curb	to control or limit something that is not wanted
3) brag	to speak with pride
4) frown	a facial expression that brings your eyebrows together to express dislike or displeasure
5) baron	a title of honour
6) sober	not intoxicated or drunk
7) deserving	to be worthy of

#### 11.3.4 Now, read scene-2 again and answer the questions given below. Later, check your answers in pairs/groups.

(এখন scene-2 আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও। পরে জোড়ায়/দলে তোমার উত্তরগুলো চেক করো।)

- How many characters are there in the scene?
- Who are they?
- 'Those who have too much are as miserable as those who have too little. Excess gives you white hair and makes you old before your time!' - Who said this? What does the expression refer to?
- Do you like the character of Portia? If yes, why?
- What does Portia think about Antonio?

### 11.3.5 It's time to read scene-3.

**Scene 3:** A street in Venice, outside Shylock's house.

**SHYLOCK:** You want 3,000 **ducats**, right?

**BASSANIO:** Yes, sir. For three months. Antonio will guarantee it. Will you do it?

**SHYLOCK:** 3,000 ducats for three months. Antonio will guarantee it.

**BASSANIO:** What do you say?

**SHYLOCK:** Antonio is a good man. I think I can do it. When do you plan to pay it back?

[Antonio enters] Don't worry, sir, We were just speaking about you.

**ANTONIO:** Shylock although I never lend or borrow money with high interest—I'll make an exception to help my friend.

**SHYLOCK:** Sign an agreement, and—for fun—If you don't pay me back as agreed, let the penalty be a pound of your flesh, to be cut off and taken from whatever part of your body I please.

**BASSANIO:** **(to Antonio):** You shall not sign such a contract for me! I'll manage without it.

**ANTONIO:** Oh, don't worry, man! In two months—that's one month early—I expect a return of nine times the value of this contract.

**ANTONIO:** Yes, Shylock. I'll sign the contract.

**The list of words with meanings is given below for your help.**

Word	Meaning
1) ducat	a gold coin
2) penalty	punishment for a crime or offence
3) flesh	the soft part of the body
4) exception	someone or something that is different from others

5) agreement	a plan or a decision that two or more people have made
6) contract	a legal agreement, usually between two companies or between an employer and employee

### 11.3.6 Read Scene-3 again and answer the questions given below. Next, check your answers in pairs/groups.

(Scene- 3 আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও। পরে জোড়ায়/দলে তোমার উত্তরগুলো চেক করো।)

- a) Who is Shylock?
- b) ‘Although I never lend or borrow money with high interest— I’ll make an exception to help my friend’-- What characteristic of Antonio is revealed here?
- c) ‘You shall not sign such a contract for me! I’ll manage without it.’— Who said this and why?
- d) Do you think Antonio and Bassanio are good friends? Give reasons for your answer.

### 11.3.7 Now, read scene-4.

**Scene 4:** Portia’s house in Belmont. The Prince of Morocco enters, along with his attendants. Portia, Nerissa, and their servants await the visitors.

**PRINCE OF MOROCCO:** Do not dislike me for my color. My dark skin is the uniform of those who live under the burning sun. I tell you, lady, this face of mine has scared the bravest of men. And the loveliest women of our climate have loved it, too. I would not change my color except to in your thoughts, gentle queen.

**PORȚIA** In terms of choice, I am not led by looks alone. Be sides, my father’s will does not permit me to choose my husband.

**PRINCE OF MOROCCO** Please lead me to the **caskets** so I can try my fortune.

**PORȚIA** You must take your chance. You must either not make a choice at all, Or swear before you choose, that if you

Make the wrong choice, never to propose marriage to a woman afterwards. Therefore, think carefully.

**PRINCE OF MOROCCO** I agree to the conditions. I'll take my chances.

**PORTIA (to servant)** Go, open the curtains. Show the noble prince the three caskets.

**(to the prince)** Now make your choice.

**PRINCE OF MOROCCO** The first, gold, bears the words: "Who chooses me shall gain what many men desire." The second, silver, carries this promise: "Who chooses me shall get as much as he deserves." The third, of dull lead, bluntly warns: "Who chooses me must give and gamble all he has." How shall I know if my choice is right?

**PORTIA** One of these contains my picture, Prince. If you choose that, you will be my husband.

**PRINCE OF MOROCCO** May God guide me! Let me see. What does this lead casket say? This casket looks dangerous. I'll not give or risk all for lead. What about the silver one? "... shall get as much as he deserves." I deserve enough, but "enough"



might not stretch as far as to the lady. Let's see once more the saying on the gold. ". . . shall gain what many men desire." That's the lady—all the world desires her. One of the three holds her heavenly picture. Is it likely that lead contains her? I don't think so. Nor do I think she's in the silver, which is worth less than gold. Give me the key. I choose the gold one, And take my chance!

### PORIA

**(handing him the key):** Take it, Prince. If my picture is inside, then I am yours.  
(He opens the golden casket.)

**PRINCE OF MOROCCO:** Oh, no! What have we here? A rotting skull, with a rolled-up **manuscript** stuffed in its empty eye socket. I'll read it. "All that glitters is not gold; Often you have heard that told." Portia, goodbye! I have too sad a heart for a long farewell.

(Bowing, he leaves with his attendants.)

Again, a list of words with meanings is given below for your help.

Word	Meaning
1) scare	become afraid
2) casket	a small, decorative box
3) bluntly	in a very direct way, without trying to be polite or kind
4) gamble	to play a game for money or property
5) lead	a heavy metal/to guide someone or something along the way
6) rotting	decaying as a result of bacterial or fungal action
7) manuscript	the original text of an author's work

**11.3.8** Now, let's check your understanding by answering the questions given below. Next, share your answers in pairs/groups.

(এখন নিচের প্রশ্নের উত্তর দেওয়ার মাধ্যমে তোমার understanding পরীক্ষা করে দেখি। পরে জোড়ায়/দলে তোমার উত্তরগুলো share করো!)

- 'In terms of choice, I am not led by looks alone.' - which characteristic of Portia is reflected here?
- How many caskets are there? What are they?
- How would the suitors know that they chose the right one?
- Why did the Prince of Morocco choose the gold one?
- What was written in the manuscript?

### 11.3.9 Let's read the last two scenes!

**Scene 5:** The hall of Portia's house at Belmont. Bassanio is ready to make his choice.

PORȚIA Wait a little, please. Pause a day or two before you take the gamble. If

you choose wrong, I'll lose your company. Therefore, wait a while. I could teach you how to choose right, but I'm under oath not to.

BASSANIO Let me choose. Let me test my fortune with the caskets.

PORȚIA Go then! I am locked in one of them. If you really love me, you will find me. (to Bassanio): Go, love! If you win, I live!

BASSANIO The world is deceived with ornament. Cosmetics work miracles. Those with the lightest morals use them most heavily. Therefore, gaudygold, I want none of you. Nor of you, silver, the stuff of common coins. But you, worthless lead, whose dull outside promises nothing, I choose you. May joy be the result! (The servant hands him the key.)

BASSANIO (opening the casket) What do I find here? Fair Portia's portrait! (admiring it) (to Portia) Fair Lady, your picture! But I won't believe I've won you until you tell me so.

PORȚIA Myself, and what is mine, are now yours. This house, these servants, and myself are yours. I give them with this ring. (She puts a ring on Bassanio's finger.) If you part with it, lose it, or give it away, that will mean the

end of your love!

BASSANIO

When this ring parts from this finger, life parts from me. Scene 6: A Court in Venice

DUKE

Well, is Antonio here?

ANTONIO

Ready, your honor.

DUKE

I am sorry for you. You have come to answer a hard-hearted adversary, an inhuman wretch incapable of pity, devoid of a drop of mercy!

ANTONIO

I shall meet his fury with patience. I'm ready to suffer his rage with a quietness of spirit.

DUKE

Go, someone, and call the Jew into the court.

SOLANIO

He is already at the door. He's coming, my lord. (The crowd parts and Shylock stands before the duke, bowing low.)

DUKE

Shylock, you've sworn to take from this man a pound of flesh. The law entitles you to this but the whole world thinks—and so do I—that you will show mercy in this last hour.

SHYLOCK

I have told your grace my plans. I have sworn by our holy

Sabbath to have the due for default on my bond. You'll ask



me why I choose to have a pound of dead flesh rather than to receive three thousand ducats. I won't give any other reason, apart from the firm hatred that I have for Antonio.

BASSANIO

This is no answer, you unfeeling man, to make excuses for your cruelty!

SHYLOCK

I am not obliged to please you with my answers!

BASSANIO

Do all men kill the things they do not love?

SHYLOCK

Wouldn't any man want to kill the things he hates?

BASSANIO

: Not every offense causes hate.

SHYLOCK

: What—would you let a snake sting you twice?

ANTONIO (to Bassanio):

You think you can reason with the Jew? I beg you make no more offers, use no other methods. As soon as possible, let me know the court's decision, and let the Jew have his will!

BASSANIO

I offer double your 3,000 ducats!

SHYLOCK

I would not take it. I demand my bond!

DUKE

How can you hope for mercy, When you give none?

SHYLOCK

What judgment should I dread, having done no wrong? Man among you have slaves. You use them like your dogs and mules—for wretched jobs, because you bought them. The pound of flesh which I demand of him is mine. I will have it. If you deny me, I scorn your laws! I insist on justice.

DUKE

I have the power to dismiss this court, unless Bellario, a learned doctor of law, whom I have sent for to resolve this case, comes here today.

SOLANIO

My lord, a messenger has just come From Padua, with letters from the doctor.

DUKE

Bring me the letters.

BASSANIO

Cheer up, Antonio! Be brave! The Jew shall have my flesh, blood, bones, And all, before you shall lose one drop of blood for me.(Portia enters, dressed as a judge, carrying a lawbook.)

DUKE And here, I take it, is the doctor himself. (He greets her.) Give me your hand. (They shake.) You came from old Bellario?

PORTIA I did, my lord.

DUKE You are welcome. Take your place. Are you familiar with the case before the court?

PORTIA Yes, I am. Which is the merchant, and which the Jew?

DUKE Antonio and Shylock, stand up.

PORTIA Is your name Shylock?

SHYLOCK Shylock is my name.

PORTIA Your case is unusual. But it is sound enough that Venetian laws cannot stop you from proceeding. (to Antonio): You stand in some danger from him, do you not?

ANTONIO Yes, so he says.

PORTIA Do you admit to the bond?

ANTONIO I do.

PORTIA Then the Jew must be merciful.

SHYLOCK And what forces me to be? Tell me!

PORTIA The quality of mercy is not strained. It drops like the gentle rain from heaven upon the place beneath. It is twice blessed. It  
 blesses him that gives, and him that takes. It is the mightiest in the mightiest. Mercy is a quality of God himself. If you insist on it, this strict court of Venice has no choice but to pronounce sentence against the merchant there.

SHYLOCK I'll answer for my own sins! I want the law to enforce my bond!

PORTIA Is he not able to pay the money?

BASSANIO Yes, I offer it to him now in court. It is twice the sum. If that is not enough, I will pay ten times the amount, on forfeit of my hands, my head, my heart!

(He kneels before Portia as if in prayer.) I beg you: Stop this cruel devil from having



his will!

PORȚIA

That cannot be. No power in Venice can change a standing law.

SHYLOCK

Oh, wise young judge, I honour you!

PORȚIA

Allow me to read the bond. (to Antonio) You must prepare your breast for his knife.

SHYLOCK

Noble judge! Excellent young man!

PORȚIA

A pound of that merchant's flesh is yours. The court awards it, and the law permits it.

SHYLOCK

Most rightful judge!

PORȚIA

You must cut it from his breast. The law allows it, and the court awards it.

SHYLOCK

Most learned judge! A sentence! (He moves with knife drawn toward Antonio.) Come, prepare!

PORȚIA

Wait a little. There's something else. This bond gives you not one drop of blood. The exact words are "a pound of flesh." So, you may take your bond and your pound of flesh. But, if in cutting it, you shed one drop of Christian blood, your lands and goods, under the laws of Venice, will be confiscated to the state of Venice.

SHYLOCK (appalled):

Is that the law?

PORȚIA (opening the lawbook): You can see for yourself. You pressed for justice.  
 Be assured you shall have even more justice than you want.

GRATIANO                      Oh, learned judge!

SHYLOCK                      I take the offer then. Pay three times the bond, and let him go.

BASSANIO                      Here's the money.

PORȚIA (raising her hand) Gently now! The Jew shall have justice. He shall have nothing but the penalty. Therefore, prepare to cut the flesh. Shed no blood.

SHYLOCK                      Give me my money, and let me go.

PORȚIA                      Wait, Shylock. The laws of Venice say that if a foreigner seeks the life of a citizen, he has broken the law.  
 Go, beg for mercy from the Duke.

SHYLOCK                      I beg you to let me leave.

**The following list of words with meanings is for your help.**

Words	Meaning
1) oath	a formal and serious promise to tell the truth or to do something
2) deceived	to make (a person) believe what is not true
3) adversary	an enemy
4) fury	extreme anger or force
5) entitle	to give someone the right to do or have something
6) sting	hurt/cause pain
7) forfeit	to surrender as a penalty
8) sabbath	the day of worship and rest for the members of some religious groups, especially Jews and Christians
9) mules	an animal produced from horses and donkeys
10) scorn	lack of respect accompanied by a feeling of intense dislike

Words	Meaning
11) strained	an excessive demand on the strength, resources, or abilities of someone or something.
12) confiscated	to officially take private property away from someone

### 11.3.10 Now, answer the following questions and share them in pairs/groups.

(এখন নিচের প্রশ্নগুলোর উত্তর দাও এবং জোড়ায়/দলে তোমার উত্তরগুলো share করো।)

- a) ‘I shall meet his fury with patience. I’m ready to suffer his rage with a quietness of spirit.’— Who says this? What does the expression mean?
- b) “The Jew shall have my flesh, blood, bones, And all before you shall lose one drop of blood for me.”- When and why did Antonio say this?
- c) Why did Shylock change his mind and wish to have the money?
- d) With what is mercy compared here?
- e) Do you think that Portia is also a good friend of Antonio? Explain your answer with an example.

### 11.3.11 Read the following note on ‘The Tone of Voice’ and then, identify the tones of the following dialogues.

(The Tone of Voice এর উপর নচিরে note টিপড়ো। তারপর নচিরে dialogue গুলোর tone চিহ্নিত করো।)

#### Note

The tone of voice plays an important role in communication. It refers to how you sound when you speak or write. When you are talking to others, your tone clarifies and conveys your moods and feelings about someone or something. For example, if your friend asks for your help and you reply, ‘I am busy, I don’t know’. Your reply can be taken in a number of different ways depending on your tone of expressing it. Your tone not only affects how people perceive you but also their willingness to listen to you. Likewise, the tone in a play indicates particular feelings. It can be joyful, serious, humorous, sad, threatening, formal, informal, pessimistic, or optimistic. In The Merchant of Venice, we come across different tones.

An example of a serious tone is:

Salerio: I know Antonio must be worrying about his merchandise.

Antonio: Believe me, that's not the case. My fortune is spread out on many ships in many places.

Again, an example of a playful tone is-

Lorenzo: I must be one of those dumb wise men, as Gratiano never lets me speak.

Gratiano: Well, keep me company for two more years, you'll not know the sound of your own voice!

An example of humours tone is-

Gratiano: Let me play the fool; With **mirth** and laughter let old wrinkles come...

Why should a young man sit like his grandfather cut in **alabaster**? O my Antonio, some men are reputed wise for saying nothing. But if they spoke, they would be called fools like me!

Note:

The tone of voice ( কষ্টস্বর ) যোগাযোগে গুরুতপূর্ণ ভূমিকা পালন করে। এটা বলতে বোঝায়, কিভাবে তুমি কথা বলছো অথবা লিখছো। যখন তুমি কারো সাথে কথা বলো তখন তোমার tone তোমার মেজাজ বা অনুভূতি স্পষ্ট করে (clarify)।

উদাহরণস্বরূপ: যদি তোমার বন্ধু তোমার কাছে সাহায্য চায় এবং তুমি উভয় দাও-'আমি ব্যস্ত, আমি জানি না' তোমার উত্তরটি তোমার স্বরের উপর ভিত্তি করে বিভিন্নভাবে নেওয়া যেতে পারে। তোমার tone শুধুমাত্র তাদের উপলক্ষিকেই প্রভাবিত করে না বরং তোমার কথা শোনার জন্য তাদের ইচ্ছাকে প্রভাবিত করে একইভাবে একটি নাটকের স্বর (tone) একটি বিশেষ অনুভূতিকে প্রকাশ করে। এটা হতে পারে আনন্দদায়ক, গন্তব্য, হাস্যরসাত্মক, দুঃখজনক, ভীতিকর, আনুষ্ঠানিক, অনানুষ্ঠানিক, হতাশাবাদী অথবা আশাবাদী, 'The Merchant of Venice'-নাটকটিতেও তুমি বিভিন্ন tone পাবে।

(Serious tone এর একটি উদাহরণ হচ্ছে:)

### Dialogue- 1

Asif: I lost my phone yesterday.

Polash: Oh, sorry to hear that. How did that happen?

Your answer: \_\_\_\_\_.

### Dialogue-2

Sumana: An aunt from our neighbourhood came over yesterday. She was speaking to my mom. I overheard what they were talking about. Auntie was asking my mom why my parents were not looking for a groom for my marriage!

Shegufta: Really? How funny! Marriage at our age? We are not yet adults!

Sumana: Yes, I was shocked to hear that. In fact, I am little worried.

Shegufta: **Don't worry. I know your parents are sensible. They won't listen to her!**

Sumana: I hope so.

Your answer: \_\_\_\_\_.

### **Dialogue-3**

Lalon: I almost failed in my English exam again.

Ruma: **That's great news! Let's celebrate.**

Your answer: \_\_\_\_\_.

### **Dialogue-4**

Bijeta: Hi Lalon! How are you?

Pallob: Not good! I didn't do well in English.

Bijeta: Oh, did you?

Pallob: Yes. I don't know how I can improve my English.

Bijeta: **As far as I know, you are doing well in all subjects except English. I am sure you can do well in English too. I think you should seek advice from our English teacher.**

Your answer: \_\_\_\_\_.

### **Dialogue-5**

Raihan: You know what, I did something stupid yesterday. It's bothering me.

Anamul: Really? What's that?

Raihan: I shouted at the rickshaw puller! Actually, I paid him TK 30 which I always do when I get to school by rickshaw, but he was asking for TK 40. I couldn't control my temper.

Anamul: I know! It happens when we forget to fix the price before the ride.

Raihan: Yes. But I can't get over it.

Anamul: **Oh, don't think about it! Cheer up!**

Your answer: \_\_\_\_\_.

**11.3.12 You have already learnt the literary (plot, character, setting, dialogue, scene etc.) and stylistic characteristics (simile, metaphor and allegory) of a play. Now, in pairs/groups, identify and write the characteristics you find in The Merchant of Venice. Then, describe them in the given table. Add as many rows as you need. One is done for you.**

(তোমরা ইতোমধ্যে নাটকের literary বৈশিষ্ট্য (plot, dialogue, character, setting, scene etc) এবং stylistic বৈশিষ্ট্য (simile, metaphor এবং allegory) সম্পর্কে জেনেছো। এখন জোড়ায়/দলে The Merchant of Venice নাটকের বৈশিষ্ট্যগুলো চিহ্নিত করো এবং সারণিতে সেগুলো (বৈশিষ্ট্য গুলো) বর্ণনা করো। প্রয়োজনে আরও কিছু সারি যুক্ত করো। একটি তোমার জন্য করে দেওয়া হলো।)

Characteristics	Description
1) Setting	In the play, there are six scenes. The setting of the first scene is a wharf in Venice, Italy. The setting of each scene is different like a Court in Venice, the hall of Portia's house at Belmont etc.

**11.4.1 You have learnt how to use the literary and stylistic features in a play. Also, you know how to decide the type of play and tone of the voice. So, let's write a play in groups!**

(একটি নাটকের literary এবং stylistic features সম্পর্কে তোমরা শিখেছো। কিভাবে নাটকের ধরন এবং স্বর (tone) নির্ধারণ করতে হয় তা ও শিখেছো। সুতরাং চলো দলে একটি নাটক লিখে ফেলি।)

**Follow the instructions to complete the activity.**

- Let's select the theme of the play and it is '**Friendship**'
- Now, you have to select the type of the play. Decide, will it be a tragedy, a comedy or a tragicomedy?
- Here, discuss the plot of the play.
- It's time to decide on the characters.
- Now, think about the scene. You can choose one or more than one scene.
- At this stage, write the dialogues. Remember to use similes and metaphors to connect with the audience. Take help from other groups and the teacher if you need it. Do necessary edits.
- Now, discuss the nature of the setting
- Distribute the characters among your group and rehearse as much as possible.
- Now, you are ready to stage your play.
- চলো আমরা নাটকটির theme (মূল বিষয়) নির্বাচন করি এবং তা হলো ‘Friendship’।
- এখন তোমাকে নাটকের ধরন নির্বাচন করতে হবে। সিদ্ধান্ত নাও নাটকটি কি tragedy হবে না comedy হবে, নাকি tragicomedy হবে।
- এখানে নাটকটির plot আলোচনা করো।
- এখন চরিত্র নিয়ে আলোচনা করো।
- নাটকটির দৃশ্য নিয়ে ভাবো। তুমি একটি অথবা একাধিক দৃশ্য নিয়ে ভাবতে পারো।
- এ পর্যায়ে dialogue গুলো লিখে ফেলো। দর্শকের সাথে সংযোগ করার জন্য simile ও metaphor ব্যবহার করতে ভুলোনা। প্রয়োজনে অন্যদল অথবা শিক্ষকদের সাহায্য নাও। প্রয়োজনীয় edit (সম্পাদন) করে নাও।
- এখন **setting** এর ধরন নিয়ে আলোচনা করো।
- চরিত্রগুলো নিজেদের মধ্যে ভাগ করে নাও যতদুর সম্ভব নাটকটির রিহার্সাল করে নাও।
- এখন তুমি তোমার নাটক মঞ্চস্থ করার জন্য প্রস্তুত। Finally, write a short text on the literary and stylistic features you have used in the play and how they help you to express your ideas in a better way. Later, submit a copy of it to the teacher.

সবশেষে তুমি নাটকে যে literary এবং stylistic feature গুলো ব্যবহার করেছো এবং কীভাবে সেগুলো তোমার ধারনাকে আরো ভালোভাবে প্রকাশ করতে সাহায্য করেছে তার উপর একটি সংক্ষিপ্ত text লেখো। পরে তোমার শিক্ষকের কাছে একটি copy জমা দাও।

### New Words:

**helpless, determination, delicious, speechless, convince, refuse, judgement, messenger, unusual, beneath,**

# 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	ভূম্প্য	The landscape of the villages is very attractive.	
breeze	gentle wind	মৃদু বাতাস	Morning breeze is fresher in the villages.	
harvest	crops	ফসল	Farmers got good harvest due to favourable weather.	
sacrifice	endure the loss of	উৎসর্গ করা	Freedom fighters sacrificed their lives for the sake of their motherland.	
brave	able to face with courage	সাহসী	The brave fighters of our country risked their lives for freeing our homeland.	
emblem	a visible symbol representing an abstract idea.	প্রতীক	National Flag is the emblem of independent Bangladesh.	
greenery	green leaves	শ্যামলীমা	I like to visit my village to see greenery.	
confronted	be face to face with	মুখোমুখি হওয়া	Our freedom fighters confronted Pakistani Army bravely.	

blew away	to destroy or remove as if with a current of air	উড়িয়ে দেওয়া	The warriors blew away the bridge to stop their enemy from entering the village.	
burying,	putting under water	সমাহিত করা	People took the dead body to the graveyard for burying.	
visualize	to see or form a mental image of	মনশক্তুতে দেখা	I still can visualise the moments of our prize giving ceremony	
incident	event/ happening	ঘটনা	I visited Cox's Bazar last year and it is a memorable incident in my life.	
tears	drops of salty water from one's eyes when someone cries.	অশুজল	I saw tears in her eyes when her father was going abroad.	

## 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, প্রতিবেশীগণ	Our neighbourhood is always friendly.	
intimate	close	অস্তরঙ্গ	Opshora is my intimate friend.	
hail	greet joyfully	অভ্যর্থনা জানানো	People hailed the young man as their leader.	

harvest	crop	ফসল	The villagers gathered their harvest in last month.	
offer	provide, supply, extend	দেয়া, পরিবেশন করা	My mother offered cakes to the guests.	
astonish	amaze, surprise	বিস্মিত হওয়া	The talent of the child astonished me.	

### 3. Language and Power

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
hesitantly	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	কর্তৃত বা মর্যাদা	Mother has authority over all members of the family.	
reflect	thing deeply about something	প্রতিফলিত করা	His behaviour reflects on his family environment.	
certainly	surely	অবশ্যই	If you work hard, you would certainly be rewarded.	
convince	make (someone) agree, understand, or realize the truth	উপলব্ধি করানো	The students convinced their class teacher to go out with them.	

satisfy	make happy	সন্তুষ্ট করা	One cannot satisfy all.	
maintain	keep up	বজায় রাখা	We should maintain discipline everywhere.	
concentrate	direct one's attention on something	মনোযোগ দেওয়া	Students should concentrate on their studies.	
achieve	gain	অর্জন করা	We should work hard to achieve our goals.	
direction	guideline	দিকনির্দেশনা	The students completed their project following the direction of their teacher.	
motivate	provide with a motive for doing something	অনুপ্রাণিত করা	Our teachers motivated us to study.	
objectives.	the goal intended to be obtained	উদ্দেশ্য	Everybody should have aims and objectives in their life.	
concern	matter of interest or importance	চিন্তা বা উদ্দেশ্য	Environment pollution is a major concern of the present world.	
perseverance	persistent determination	অধ্যবসায়	We need perseverance to be successful in life.	
align	come into adjustment with	শ্রেণীবদ্ধ করা বা হওয়া	We have to have aims that align with our ability.	
aspirations	strong desire	আকাঞ্চা	Freedom fighters had aspirations for a free and independent Bangladesh.	
attitude	feeling/ idea/ concept	মনোভাব/ আচরণ	Positive attitude will lead us towards better future.	
relieve	lessen the intensity of	উপশম করা/ পরিত্রাণ দেওয়া।	Your suggestion relieved me from tension.	
dreadful	causing fear	ভয়ঙ্কর	COVID is dreadful pandemic.	
consent	approval or responding favourably	সম্মতি	My mother gave me her consent to go to the museum.	
accompany	go or travel along with	সাথে যাওয়া	My younger sister accompanied me to the zoo.	

#### 4. Paraphrasing and Rephrasing

Word	Meaning in English	Meaning in Bangla	Example Sentence	Your Sentence
evolution	a process in which something develops	বিবর্তন	Society needs the <b>evolution</b> of civilization	
substantial	large in size	ঘনেষ্ঠ	The cake my friend baked for my birthday was <b>substantial</b> and filled with chocolate.	
indeed	in truth	প্রকৃতপক্ষে	It is very cold indeed.	
economically	related to production, distribution, use of resources of a country	অর্থনৈতিকভাবে	The country creates a economically stable environment.	
realize	become aware of or understand something	উপলব্ধি করা	I didn't realize it was your birthday on that day.	
particular	specific or separate from others	বিশেষ	I get particular satisfaction in voluntary work.	
reveal	bring out or disclose	প্রকাশ করা	The director of the company won't reveal his plan.	
crisis	unstable situation or extreme difficulty	সংকট	We felt helpless during the economic crisis.	
harassment	a feeling of annoyance caused by attacks or criticism	হয়রানি	Harassment is never acceptable.	
miscreant	a person without moral grounds	দুর্বল	The miscreant was caught stealing money from bank.	

puberty	a time of life when childhood changes into adulthood	বয়সক্রি	During puberty a child experiences hormonal and physical changes.	
lag	fall behind	পিছিয়ে পড়া	I experienced a lag while playing the online game.	
consequently	as a result, accordingly	অতএব, সুতরাং, কাজেই	I forgot my umbrella and consequently, I got soaked in the rain.	
gender parity	each gender is represented equally	লিঙ্গ সমতা	Gender parity in education can be calculated easily.	
eventually	after an unspecified time, finally	অবশেষে, পরিণামে	Eventually the family left the house.	

## 5. Writing Cohesively

Word	Meaning in English	Meaning in Bangla	Example sentence	Your sentence
isolated	being set or kept apart from others	ভিন্ন বা আলাদা	Isolated villagers are always remote from civilization.	
gene	it is a unit of heredity	ব্যক্তির নির্দিষ্ট বংশানুকূমিক বৈশিষ্ট্য	All animals and plants have genes.	
trauma	emotional wound or physical damage lasting long	মানসিক আঘাত বা দৈহিক অসুস্থিতা	The child has been affected by trauma after the accident.	
abuse	treat badly	অপব্যবহার	The boss abuses the workers.	
concentration	complete attention	একাগ্রতা	Without concentration no work can be perfect.	
initiate	start an event and prepare the way	শুরু করা	We initiated a new program.	
barrier	obstruction	বাধা	Intolerance is a barrier to be calm.	

flexibility	the quality of being variable	নমনীয়তা	We enjoyed the flexibility of our working arrangement.	
navigate	direct carefully and safely	সঠিক পথে পরিচালনা করা	He navigated his way to the altar.	
unwavering	marked by determination or resolution, firm	অটুট	Her unwavering determination led her to achieve her goals.	
compassionate	sympathetic or caring	সহানুভূতিশীল	The compassionate mother comforted her child with a warm smile.	
demonstrate	exhibit, present, show	প্রদর্শন	The teacher asked the students to demonstrate the experiment.	
incorporate	include, unite or merge	অন্তর্ভুক্ত	I like to incorporate healthy habits into my daily routine.	

## 6. Introducing Someone Formally

Word	Meaning in English	Meaning in Bangla	Example sentence	Your sentence
contentious	argumentative	বিতর্কিত	Child labour is a contentious issue for a long time.	
hazardous	risky, unsafe	বুঁকিপূর্ণ	Skydiving is a hazardous sport.	
violation	an act that disregards agreement or right	লঙ্ঘন	Violation of law is a crime.	
manufacture	produce	উৎপাদন	The company manufactures fertilizer.	
explosive	materials which produce a sudden release of energy.	বিস্ফোরক	Be aware of explosive gases.	
pesticide	chemical used to kill insects	কীটনাশক	The farmers use pesticides to save the crops from insects.	

Word	Meaning in English	Meaning in Bangla	Example sentence	Your sentence
depression	mental state of sad feeling	বিষন্নতা	Depression can make the simple tasks complex.	
perpetuate	to prolong or continue something	চিরস্থায়ী করা	Negative thoughts can perpetuate the feeling of sadness.	
impede	hinder or make obstructed	বাধা দেওয়া	Lack of sleep can impede the ability to concentrate.	
sustainable	extend in duration	স্থায়ী	We hope for a sustainable economy.	
exploitation	an act that treats unfairly	শোষণ	The exploitation of the working class should be stopped.	
implication	inference that arises from something	ধারনা বা সিদ্ধান্ত নেওয়ার জন্য সম্ভাব্য কারণ	The implication of his words was that he didn't want to attend the party.	
eradication	complete elimination	নির্মূল	Vaccination have led to the eradication of many diseases.	
consumer	a person who uses goods or services	ভোক্তা	Consumers have the power to choose or reject the product.	

## 7. A Hole in the Fence

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
occupy	to use a space/ position	দখল করে রাখা	Mr. Emon is occupying the position of Manager in the company.	
wander	walk around slowly without any clear purpose	এদিক সেদিক ঘোরাঘুরি করা	I saw a group of boys wandering around the school.	
adorn	decorate	সাজানো	We adorn our classroom with beautiful posters.	

adjacent	next to	সংলগ্ন	Our classroom is adjacent to the office room.	
taunt	to annoy someone intentionally by using unkind words	বিদুপ/উপহাস করা	<b>We should not taunt others as it hurts them.</b>	
drastically	<b>in a sudden and severe way</b>	আকস্মিক ও তীব্রভাবে	The weather has changed drastically.	
scar	a mark that has left after an injury has healed	শরীরের কোন আঘাত ভাল হবার পরও যে দাগ থেকে যায়	<b>I have still a scar in my finger that was burnt when I was a child.</b>	
splash	<b>to throw water to someone</b>	পানি ছিটিয়ে দেয়া	<b>I enjoy splashing water with water guns.</b>	
hustle and bustle	<b>busy noisy activity of a lot of people in one place</b>	একসাথে অনেক মানুষের হৈচে	<b>There was a hustle and bustle of students, teachers and parents in the prize giving ceremony.</b>	
podium	<b>stage</b>	মঞ্চ	<b>My friend Atia went to the podium to recite a poem.</b>	
initiate	<b>to cause something to begin</b>	শুরু করা/উদ্যোগ নেওয়া	<b>Our class teacher initiated a tree plantation programme.</b>	
reach out	<b>communicate</b>	যোগাযোগ করা	<b>We reached out to the school gardener for his help to complete the project.</b>	
abuse	<b>torture</b>	নির্যাতন	<b>We should not abuse others physically or mentally.</b>	

## 8. Life in the Woods

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
inhabitants	dwellers	অধিবাসী	We are the inhabitants of an independent country.	

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
gloomy	shaded/dark	বিষম/বির্বর্ণ	The weather was gloomy when we went there.	
despair	disappointment	হতাশা	Out of despair, he left his attempt.	
ghostly	like a ghost/ unnatural	ভৌতিক	The ghostly environment frightened me at night.	
mystery	something that is difficult to explain	রহস্য	The source of the sound is still a mystery.	
divine	heavenly	স্বর্গীয়	She has a divine voice that attracts all.	
complexion	colour	বর্ণ	The girl has a fair complexion with great beauty.	
eternal	everlasting	চিরস্মৃত	Cleopatra had an eternal beauty.	
impatiently	not patiently	অধৈর্যভাবে	I was waiting for my father's arrival impatiently.	
impoverished	poor	দরিদ্র	He was born in an impoverished family.	

## 9. Writing Differently

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
information	facts provided about something	তথ্য	We have a lot of information on this subject.	
existing	something that exists	বিদ্যমান	The existing knowledge is not enough for getting the prize.	

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
evaluate	assess	মূল্যায়ন করা	You must evaluate the educated people of the society.	
comprehension	understanding	বোধগ্যতা	For better comprehension of the topic, you should read it more.	
illuminate	enlighten	আলোকিত করা	Stars illuminate the sky.	
optimistic	hopeful	আশাবাদী	I am optimistic about my future.	
biography	an account of someone's life written by someone	জীবনবৃত্তি	You should read the biographies of great people to know about them.	
fantasies	activity of imagining	কল্পকাহিনীসমূহ	J.K. Rowlings wrote a series of fantasies named Harry Potter,	
creativity	inventiveness	সৃজনশীলতা	The creativity of an individual differs from the other.	
extensively	largely	ব্যাপকভাবে	People should help the flood affected people extensively.	
initiative	enterprise	পদক্ষেপ	We should take initiative to help the poor.	
previous	former	পূর্বের	His previous job was not suitable for him.	

## 10. Success is Counted Sweetest

Words	Meaning in English	Meaning in Bangla	Example sentence	Your sentence
lament	express grief or regret strongly	পরিতাপ বা দুঃখ প্রকাশ	We lamented for the death of our relative.	
undergrowth	the bush growing beneath taller trees	বড় বড় গাছের নিচে ঝোপঝাড়	I liked the ferny undergrowth in the forest.	

trodden (past participle of tread)	crushed by being walked on	পদদলিত	The path was trodden and easy to follow.	
sigh	breathe deeply and heavily	দীর্ঘশ্বাস	I heard the sigh of the old man.	
yellow wood	forest in autumn	শরতে গাছের পাতা হলুদ বন ধারন করে, তখন এমন সারি সারি গাছকে মনে হয় হলুদ বন	I travelled through a yellow wood in Canada.	
anonymously	without giving a name	বেনামে	She wrote the letters anonymously.	
nectar	a sweet liquid secretion from flower	মধু	The little bird sipped sweet nectar from the flower.	
sore	causing misery	যন্ত্রনাদায়ক	It was a sore trial to him.	
opt	choose or prefer	বেছে নেওয়া	She opted the job in the company.	
juxtaposition	a side by side position	সংযোজন	It is the result of the juxtaposition of contrasting colours.	
strain	the act of singing or expressing (meaning in this poem)	ভাষার প্রবাহ বা প্রকাশ (এই কবিতায়)	They marched up to the gate with a strain.	
triumph	victory	বিজয়	The team played well for the triumph.	
agony	intense feelings of suffering	ঘন্টনা	The patient's cries of agony touched everyone in the hospital.	
unconventional	not conforming to accepted rules	অপ্রচলিত	Nobody liked her unconventional life styles.	

## 11. The Merchant of Venice

Words	Meaning	Bangla equivalent	Sentence	Write your own sentence
helpless	unable to defend oneself/incapable	অসহায়	Seeing the incident, I became helpless.	
determination	the quality of being determined	দৃঢ় প্রতিজ্ঞা	Firm determination is necessary to be successful in life.	
delicious	tasty	সুস্বাদু	They arranged delicious foods for us.	
convince	cause to believe firmly in the truth of something	বুঝিয়ে রাজি করানো	They try to convince me to favour them.	
refuse	deny	অন্ধীকার করা	He refused to tell lies.	
judgement	the ability to make considered decisions to sensible conclusion	বিচার/রায়	Her judgement about my sincerity was not acceptable.	
messenger	a person who carries messages	দূত	We sent a messenger to collect the information.	
unusual	not usual	অস্বাভাবিক	It is unusual to live on a tree.	
beneath	under	নিচে	The ground beneath her feet was wet.	





### সামাজিক নিরাপত্তা কর্মসূচি

প্রধানমন্ত্রী শেখ হাসিনার উদ্যোগে হতদিনদের জন্য ২০০৮-২০০৯ অর্থবছরে ১৩,৮৪৫ কোটি টাকা বাজেট বরাদ্দের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচি চালু করা হয়। বয়স্ক, বিধবা ও স্বামী পরিত্যক্তা দৃষ্ট নারী, অসচল মুক্তিযোদ্ধা, প্রতিবন্ধী ও অক্ষম জনগোষ্ঠীকে সামাজিক নিরাপত্তা কর্মসূচির আওতায় মাসিক ভাতা প্রদান করা হচ্ছে।

# Academic year 2024

## Class Eight

## ENGLISH



শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে  
— মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

**Necessity is the mother of invention**

তথ্য, সেবা ও সামাজিক সমস্যা প্রতিকারের জন্য ‘৩৩৩’ কলসেন্টারে ফোন করুন

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টার  
**১০৯** নম্বর-এ (টৌল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



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