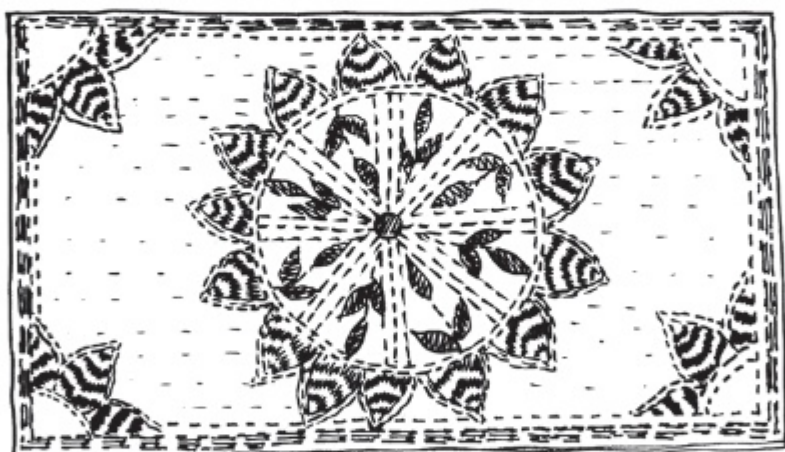
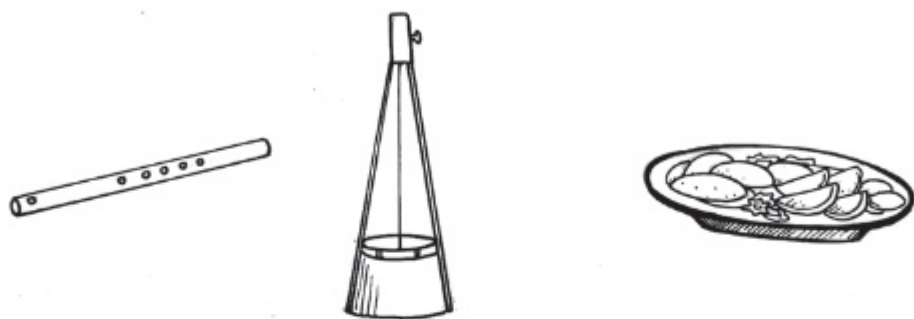


## Contents

<b>Unit</b>	<b>Title</b>	<b>Pages</b>
Unit 1	A Glimpse of Our Culture	1-11
Unit 2	Food and Nutrition	12-18
Unit 3	Health and Hygiene	19-32
Unit 4	Check Your Reference	33-42
Unit 5	Humans and Environment	43-58
Unit 6	Going on a Trip	59-76
Unit 7	People and Occupations	77-90
Unit 8	News! News! News!	91-109
Unit 9	Things that Have Changed Our Life	110-128
Unit 10	Fables	129-137
Unit 11	Women's Role in Uprisings	138-141
	Sample Question	142-160

# Unit One

## A Glimpse of Our Culture



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

- read and understand texts through silent reading
- infer meaning from context
- ask and answer questions
- write answers to questions
- write short compositions

## Lesson 1: People's Music



**A set of four stamps issued on 21 July 2011 on Traditional Musical Instruments of Bangladesh**

### Key Words

People's music, oral tradition, self-expression, instruments, migration

### A. Work in Pairs

1. What kinds of music do you hear in your daily life? Are they related to your family traditions or culture?
2. How do you think music changes over time? Does it stay the same, or does it evolve with people's lifestyles?
3. Can you think of any traditional instruments you've seen or heard about? What materials do you think they're made from?
4. Why might certain types of music become less common as people move from villages to cities?

### B. Read the text and answer the following questions.

People's music, also known as folk music, consists of tunes, lyrics, and knowledge passed down orally for generations. Over time, this music has evolved, closely tied to the way people live. Our agriculture, food, ecology, seasons, and rituals are all reflected in these songs. Palligiti, Bhatiwali, Jari, Sari,

Gambhira, Lalon Giti, Paalagan, and the songs of Hason Raja all embody the self-expression of the people.

As the landscape changes, the music shifts too. In the hill tracts, you encounter music with the same role but expressed in the diverse languages of the ethnic communities. The instruments used for folk music are crafted from materials found in the surroundings—animal skin, bamboo, and calabash are common examples. The sounds they produce are deeply connected to the land they come from. As people migrate to cities and villages transform, these traditional tunes are slowly fading. However, folk music still finds its place in mainstream films and music albums.

The following are translations of a Hason Raja song and a Bhawaiya song featured in the film *Asiya*, directed by Fateh Lohani:

### **Translation of Hason Raja's Loke Bole Bole Re (Oh, They Say)**

*Oh, They say my house is no good,  
But what can I build with nothing here?  
I'll erect a home,  
Yet how long will I truly stay?  
I gaze into the mirror,  
Noticing the strands of grey in my hair.  
Thinking of this,  
Hason Raja never built a dwelling.  
Where will Allah take him? Where will he find rest?  
This uncertainty brings him to tears.  
If only Hason Raja had known his days,  
He would have painted his rooms in vibrant hues.  
Oh, They say my house is no good,  
But what can I build with nothing here?*

**Listen to the Bhawaiya song on the internet the as featured in the film *Asiya* and sung by Mustafa Zaman Abbasi and Ferdousi Rahman:**

### **Questions**

1. What are some examples of Bangladeshi folk music genres mentioned in the passage?
2. How are the instruments used in folk music connected to the land and environment?
3. What happens to folk music as people move to cities and villages change?
4. How is Bangladeshi folk music still present in mainstream media, despite its decline?

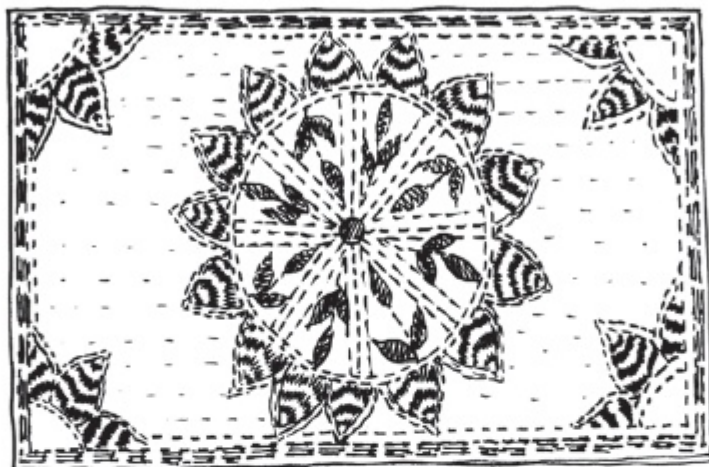


**C. Discuss in groups and write a paragraph on the following topic:**

How has Bangladeshi folk music changed over the years, and what is its importance in everyday life and culture today?

**Lesson 2: Nakshi kantha**

**Key words :** quilt artistic commercially traditional demand pattern

**A Look at the picture and the questions. Then ask and answer the questions with your partner.**

- 1 What do you see in the picture?
- 2 What is it called?
- 3 Have you seen it before? Where?
- 4 What do we do with it?

**B Excerpt from The field of the embroidered quilt by Jasimuddin:**

Spreading the embroidered quilt,  
She works the livelong night,  
As if her poet were  
On his bereaved plight.  
Many a joy and many a sorrow  
Is written on her breast;  
The story of Rupai's life is there,  
Line by line expressed.  
"How will he bear the pain, mother?"

On this quilt lies all of mine—  
 All my pain and my grief,  
 Embroidered line by line.  
 So lay it on my grave, mother.  
 This picture of my grief,  
 That his and mine upon its breast  
 May mingling find relief.

*Translation: E. M. Milford*

**C Now, read the text to know about Nakshi kantha.**

*Nakshi kantha* is a kind of embroidered quilt. The name was taken from the Bangla word, '*naksha*' which means artistic pattern. It is a kind of traditional craft and is said to be indigenous to Bangladesh and West Bengal in India. The art has been practised in rural Bengal for centuries. The name *Nakshi Kantha* became popular after the poet Jasimuddin's poem '*Nakshi Kanthar Math*' was published in 1929.

Traditional *kanthas* are made for family use. Old or new cloth and thread are used to make these quilts. Mymensingh, Jamalpur, Rajshahi, Faridpur, Bogura and Jashore are most famous for this craft. Now it is produced commercially. You can find them in many expensive handicraft shops in cities. The quilts are now in great demand because of the colourful patterns and designs embroidered on them.

**D Complete the sentences with clues given. There are more words than necessary.**

Bengali patterns embroidery years fashion art rural designs quilt <i>naksha</i>
---

- 1 *Naksha* means artistic .....
- 2 The name was taken from a ..... word .....
- 3 The art has been practised in ..... Bengal for .....
- 4 *Nakshi kanthas* are now sold in ..... shops.
- 5 *Nakshi kanthas* are in great demand because of their colourful ..... and .....
- 6 *Nakshi kanthas* are a kind of .....

**E Write down five questions for the completed statements in Activity E above.**

One is done for you.

- 1 What does *naksha* mean ?

- F** Do you like a *Nakshi kantha* or an ordinary *kantha*? Why?
- G** Work in pairs. Ask and answer all the questions in Activity. Now, write 3-4 more questions on the text given in Activity B above.
- H** Write a Paragraph describing how the *Nakshi kantha* is made. Start like this: Old or new cloth and coloured thread are needed. First the cloth is folded, then.....

## Lesson 3: Our Ethnic Friends

- A.** Look at the picture. Then discuss the following questions in pairs.

1. What do you see in this picture?
2. Can you read the caption?
3. What does it mean?



Artwork by Joydeb Roaja of an Indigenous woman, emphasizing her deep connection to nature and the environmental wisdom she holds.



**B. Now, read the text.**

Bangladesh is home to more than 54 Indigenous groups, including the Chakma, Marma, and Tripura, with most living in the northern and southeastern flatlands, and the rest in the Chittagong Hill Tracts. They have distinct lifestyles, economic practices, and belief systems. These groups speak at least 35 distinct languages, adding to the country's cultural richness. However, many of these languages are endangered, as the dominance of Bangla and modern societal pressures push them towards extinction, a global issue known as "language death." The UN warns that many Indigenous languages are disappearing, with one dying every two weeks.

During the British colonial rule, indigenous communities played a significant role in resisting oppression. Leaders like Sidhu and Kanu led uprisings, such as the Santhal Rebellion, highlighting their contributions to the anti-colonial struggle. Despite this legacy, Indigenous people in Bangladesh today face challenges in preserving their languages and culture. The government's efforts to include Indigenous languages in preschool education face hurdles like a lack of trained teachers and resources for higher education.

Additionally, the 1957 construction of the Kaptai Dam, funded by USAID and built by the Pakistani government, displaced thousands of people in the hill tracts, submerging their homes and farmlands under the Karnaphuli River, disrupting their livelihoods and cultural connections to the land. This history of displacement and ongoing marginalization continues to affect indigenous communities in Bangladesh.

**C. True or False? If False, give the correct information.**

1. Bangladesh is home to more than 54 indigenous groups, including the Chakma, Marma, and Tripura.
2. Indigenous groups in Bangladesh speak only a few languages, with most of them being well-preserved.
3. The dominance of Bangla has helped preserve indigenous languages in Bangladesh.
4. Sidhu and Kanu were leaders of uprisings during the British colonial period.
5. The Kaptai Dam, built in 1957, displaced thousands of people in the hill tracts, disrupting their connection to the land.



**D. Ask and answer the questions in pairs.**

1. In which part of Bangladesh do most indigenous groups live?
2. How many distinct languages do Indigenous groups in Bangladesh speak?
3. What global issue is related to the decline of indigenous languages?
4. What organization warns that many Indigenous languages are disappearing?
5. What has made it difficult for indigenous people to preserve their languages today?

## Lesson 4: Bangladeshi Cuisine

**Key words :** cuisine platter molasses

**A Look at the pictures and discuss in pairs.**

1. What do you see in the pictures?
2. Which foods are seen in the pictures? Do you prepare/eat them at home?
3. Among the foods, which one is your favourite? Why?

**B Read the text below and answer the following True-False Activity in section C.**

Bangladeshi cuisine is rich and varied with the use of many spices. We have delicious and appetizing food, snacks and sweets.

Boiled rice is our staple food. It is served with a variety of vegetables, curry, lentil soups, fish and meat. Fish is the main source of protein. Fish are now cultivated in ponds. Also we have fresh-water fish in the lakes and rivers. More than 40 types of fish are common. Some of them are *carp*, *rui*, *katla*, *magur* (catfish), *chingri* (prawn or shrimp). *Shutki* or dried fish are popular. *Hilsha* is very popular among the people of Bangladesh.

Panta ilish is a traditional platter of Panta bhat. It is steamed rice soaked in water and served with a fried hilsha slice, often together with dried fish, pickles, lentil soup, green chilies and onion. It is a popular dish on the Pohela Boishakh.

The people of Bangladesh are very fond of sweets. Almost all Bangladeshi women prepare some traditional sweets. Pitha, a type of sweets made from rice flour, sugar, syrup, molasses and sometimes milk, is a traditional food loved by the entire population. During winter *Pitha Utsab*, meaning *pitha* festival, is organized by different groups of people.

Sweets are distributed among close relatives when there is good news like births, weddings, promotions, etc.

Sweets of Bangladesh are mostly milk-based. The common ones are *roshgolla*, *sandesh*, *rasamalai*, *gulap jamun*, *kalo jamun* and *chom-chom*. There are hundreds of different varieties of sweet preparations. Sweets are therefore an important part of the day-to-day life of Bangladeshi people.

**C True or false? If false, give the correct information.**

- 1 Our food is rich because it have a lot of oil in them.
- 2 We get protein mostly from fish.
- 3 On *Pohela Boishakh*, the traditional food is steamed rice and fried *hilsha*.
- 4 *Pitha Uthsab* takes place almost all the year round in Bangladesh.
- 5 Sweets are not much appreciated by the people of Bangladesh.

**D Read the text in B again and answer the following questions.**

- 1 What has made Bangladeshi food so special?
- 2 Where do we get the fish from?
- 3 Apart from fish, what other foods do we eat with rice?
- 4 Why are sweets an important part of our life?

**E Discuss and answer the questions in pairs.**

- 1 Describe a Bangladeshi food item that you like best.
- 2 Make a list of the things you and your partner eat every day.
- 3 Make two lists of food item one eaten by the urban and the other by the rural people.
- 4 Why are there differences between the food eaten by the urban and the food eaten by the rural people?

**F How fast can you say this sentence?**

Casual clothes are provisional for leisurely trips across Asia.

## Lesson 5: The Children's Songs

**A Read and recite the poem.**

### **The Children's Songs**

Land of our Birth, we pledge to thee  
Our love and toil in the years to be;  
When we are grown and take our place  
As men and women of our race.

Father in Heaven, Who lovest all,  
Oh help Thy children when they call;  
That they may build from age to age,  
An undefiled heritage.

Teach us to bear the yoke in youth,  
With steadfastness and careful truth;  
That, in our time, Thy Grace may give  
The Truth whereby the Nations live.

Teach us to rule ourselves always,  
Controlled and cleanly night and day;  
That we may bring, if need arise,  
No maimed and worthless sacrifice.

Teach us to look, in all our ends,  
On Thee for judge, and not our friends  
That we, with Thee, may walk uncowed  
By fear or favour of the crowd.

Teach us the strength that cannot seek,  
By deed or thought, to hurt the weak;  
That, under Thee, we may possess  
Man's strength to comfort man's distress.

Teach us Delight in simple things,  
And Mirth that had no bitter springs;  
Forgiveness free of evil done,

And Love to all men, 'neath the sun!  
Land of our Birth, our faith, our pride,  
For whose dear sake our fathers died  
Head, heart and hand through the years to be!

- Rudyard Kipling

**Word notes :**

**pledge** : make a promise

**toll** : hard work

**lovest** : love

**thy** : your

**undefiled** : pure

**heritage** : the history, traditions, buildings and qualities that a country has had for many years and that are an important part of the country's character

**yoke** : a piece of wood that holds two oxen together, while ploughing or pulling a cart

**bear the yoke** : shoulder the great responsibility

**B Read the poem silently and answer the questions.**

- 1 What do the children promise to their motherland?
- 2 What do the children ask God to teach them?
- 3 Do you like the poem? Why?