

Developed by the National Curriculum and Textbook Board as a textbook according to the National Curriculum 2022 for Class Nine from the academic year 2024

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# English

Class Nine

(Experimental Version)

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## PREFACE

In this ever-changing world, the concept of livelihood is altering every moment. The advancement of technology, in accordance with knowledge and skill, has accelerated the pace of change. There is no alternative to adapting to this fast changing world. The reason is, the development of technology is at its zenith compared to any time in the human history. In the fourth industrial revolution era, the advancement of artificial intelligence has brought a drastic change in our employment and lifestyles and this will make the relationship among people more and more intimate. Varied 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 upcoming future.

Although a huge economic development has taken place throughout the world, the problems of climate change, air pollution, migrations and ethnic violence have become much more intense than before. The epidemic like COVID-19 has appeared and obstructed the normal lifestyle and economic growth of the world. Different challenges and opportunities have been added to our daily life.

Standing on the verge of these challenges and possibilities, implementation of sustainable and effective solutions is required for the transformation of our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, capability to adapt, humanity 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 pivotal instruments to attain the goals and there is no alternative to the modernization of our education system. Developing an effective and updated curriculum has become crucial for this modernization.

Developing and revising the curriculum is a regular and vital activity of National Curriculum and Textbook Board. The last revision of the curriculum was done in 2012. Since then, a lot of time has passed. The necessity of curriculum revision and development has emerged. For this purpose, various research and technical exercises were conducted under the supervision of NCTB during the year 2017 to 2019 to analyze the prevalent situation of education and assess the learning needs. Based on the researches and technical exercises, a competency-based incessant curriculum from K-12 has been developed to create a competent generation to survive in the new world situation.

In the light of the competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for class nine. The authentic experience driven contents of this textbook were developed in such a way that teaching learning becomes comprehensible and full of merriment. This will connect textbooks with various life related phenomenon and events that are constantly taking place around us. We hope that learning will be profound and life-long now.

Issues like gender, ethnicity, religion, caste, the disadvantaged and students with special needs have been taken into special consideration while developing the textbook. I would like to thank all who have put their best efforts in writing, editing, illustrating and publishing the textbook.

If any one finds any errors or inconsistencies in this experimental version and has any suggestions for improving its quality, we kindly ask them 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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# Opinion Matters

**1.1.1 Look at the following illustrations, and in pairs/groups, discuss what they depict (facts). Afterwards, discuss what you would have done if you were present in those special moments. Later, share your responses with the class. (One is done for you.)**

নিচের ছবিগুলো দেখো এবং এই ছবিগুলোতে কী দেখানো হয়েছে তা জোড়ায় বা দলে আলোচনা করো। সেই বিশেষ মুহূর্তগুলোতে তুমি উপস্থিত থাকলে কী করতে তা আলোচনা করো। তোমার উত্তর শ্রেণিতে শেয়ার করো। (একটি উত্তর তোমার জন্য করে দেওয়া হলো।)

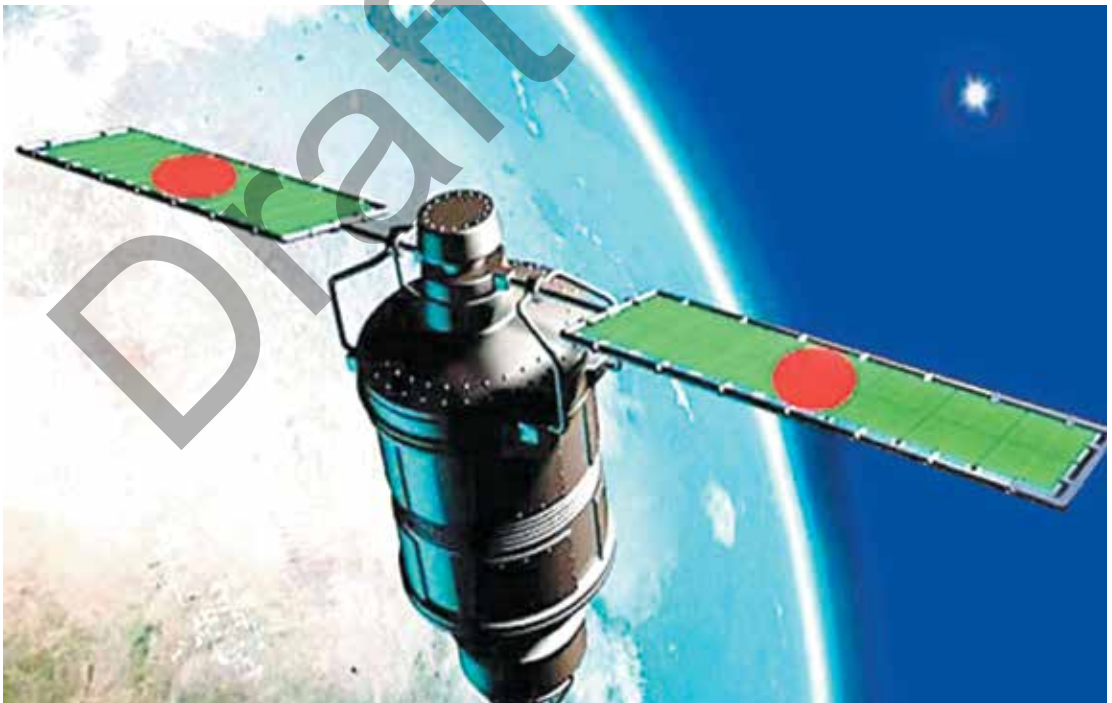
**Illustration 1**



Illustration 2



Illustration 3



**Illustration 4****Illustration 1**

**The fact:** This illustration depicts the mangrove forests. These mangrove forests are usually grown in saline, muddy and partially waterlogged areas. Due to the saline soil, the roots of these forest trees are quite scattered and cannot go deep into the soil. Indonesia, Brazil, Australia, and Niger account for 43% of the world's mangrove forests. Located in Bangladesh, the Sundarbans is the single largest mangrove forest in the world and is recognized by the world as a UNESCO World Heritage Site.

**My thoughts on the mangrove forest:** Personally, I find these different and unique forests a rare creation of nature. We need to protect our Sundarbans by any means. Also, the mangrove forest inspires me to fight against all odds and make my own place in the world.



**Illustration 2**

The fact:

My thoughts on it:

**Illustration 3**

The fact:

My thoughts on it:

**Illustration 4**

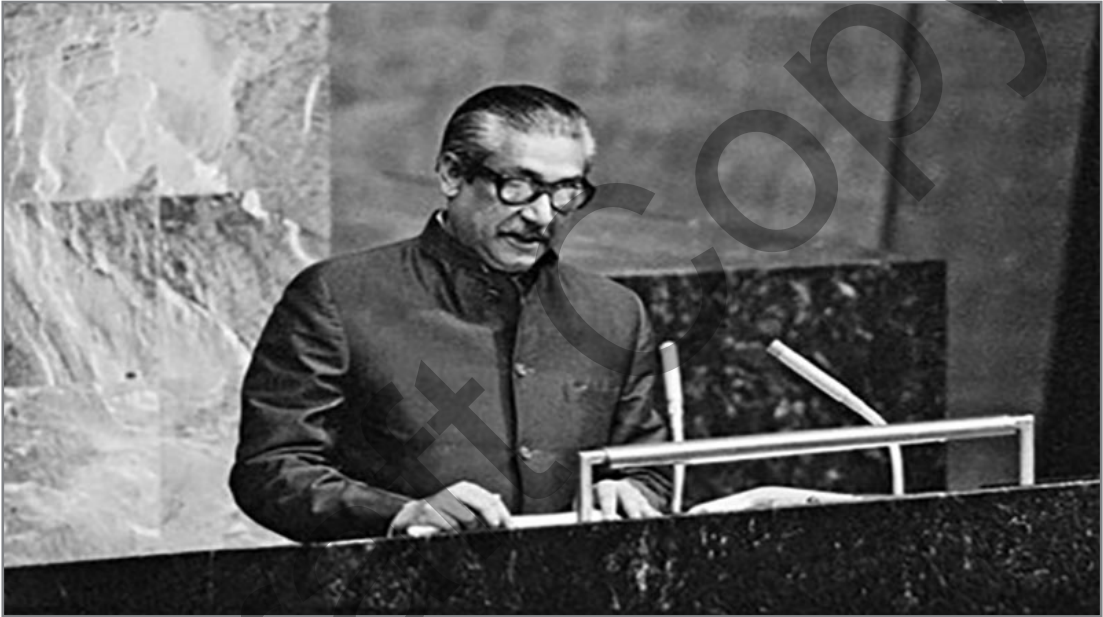
The fact:

My thoughts on it:

**1.2.1 Now, read the following texts. Then, in pairs/ groups, list the facts described in the texts and the writers' opinions on the topic . Then, write about how the writers' opinions influence your thoughts. Finally, share it with the class.**

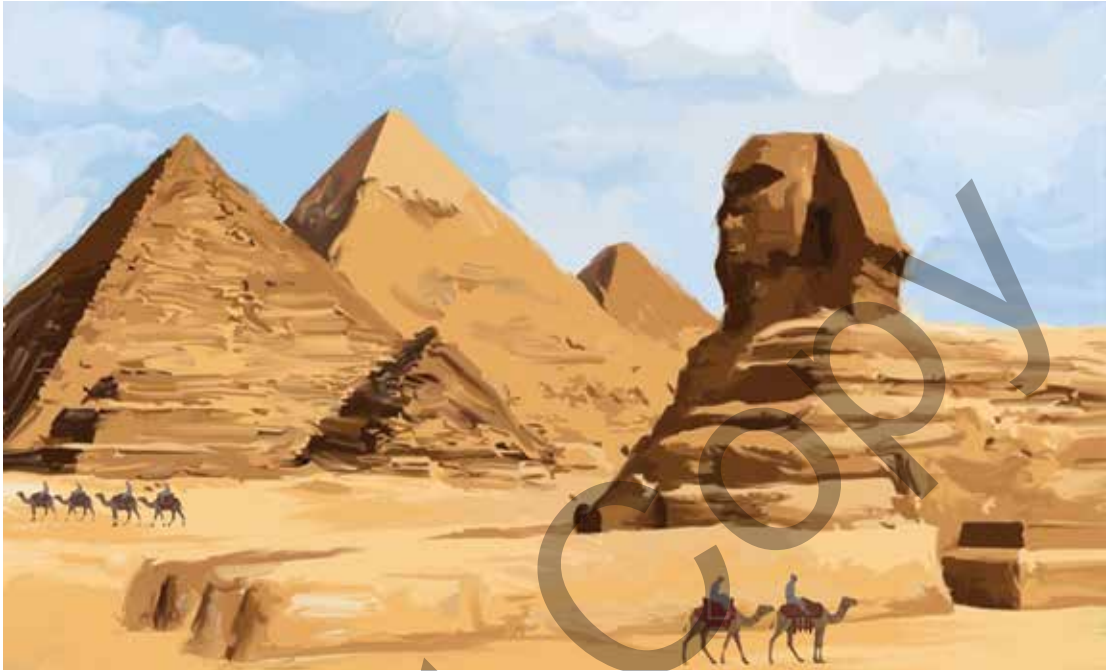
নিচের text গুলো পড়ো তারপরে জোড়ায় বা দলে text-এ বর্ণিত ঘটনা (facts) এবং লেখকের মতামতের (opinions) একটি তালিকা তৈরি করো। লেখকের মতামত কিভাবে তোমার ভাবনাকে প্রভাবিত করছে তা লেখো। সবশেষে তোমার লেখাটি শ্রেণিতে share করো।

### Text-1



As Bangalees Bangabandhu's speech at the United Nations Assembly is a matter of great pride for us. On September 25th 1974, Bangabandhu delivered his historic speech during the 29th session of the United Nations General Assembly, just a week after, Bangladesh became a member of the UN. The president of the UN welcomed Bangabandhu Sheikh Mujibur Rahman to address the General Assembly. He started his speech by saying, "Today as I stand before this Assembly, I share with you profound satisfaction that the 75 million people of Bangladesh are now represented in this Parliament of Man..." This speech is remarkable in the history of Bangladesh for primarily two reasons. Firstly, it marked the first time a speech was delivered in Bangla at the UN. Secondly, it introduced fresh ideas and policies aimed at building a brave new world, free of economic inequalities, social injustice, military aggression and threats of nuclear war.

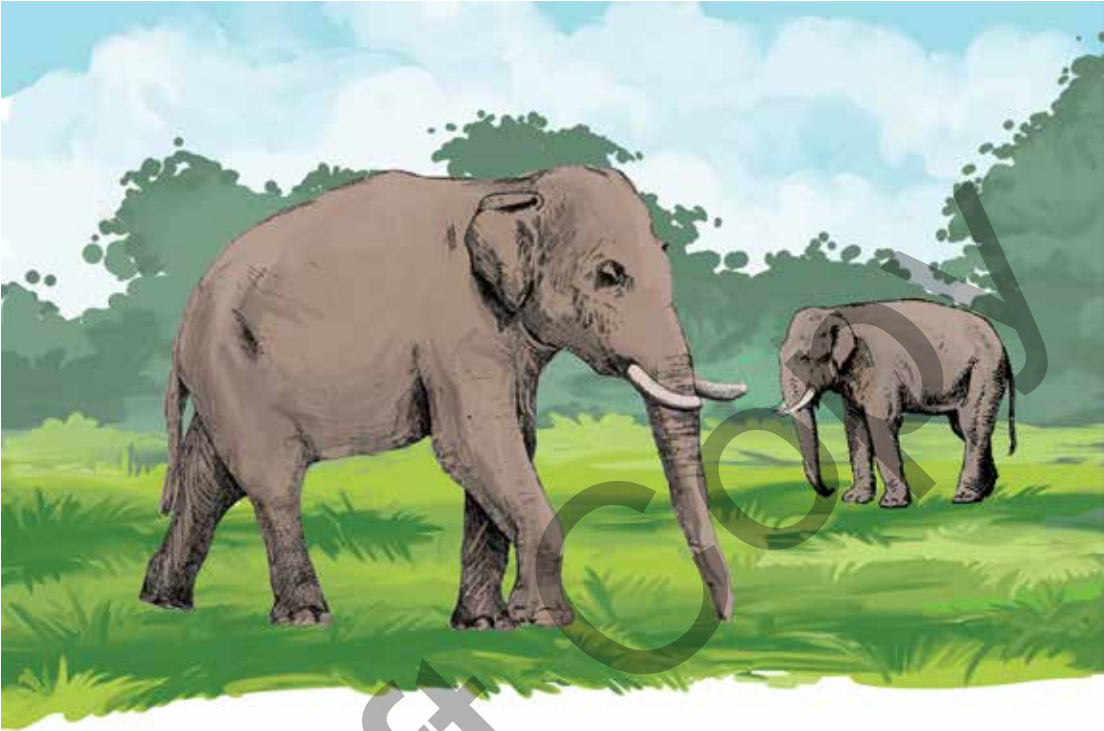
## Text 2

**Wonders of Egypt!**

How the Pyramids at Giza were built is one of Egypt's biggest mysteries. These monumental tombs are relics of Egypt's Old Kingdom era and were constructed approximately 4,500 years ago. The Pyramids were constructed throughout Ancient Egyptian history as a means for Pharaohs to display their power. It was believed that a Pharaoh was a semi-divine being who ruled on Earth during life and then transitioned into an afterlife amongst the gods.

In the picture above, all three of Giza's renowned pyramids and their intricate burial complexes were constructed from around 2550 to 2490 B.C. These pyramids were built by Pharaohs Khufu (tallest), Khafre (in the background), and Menkaure (in the front). The pyramid of Khufu is the largest among the three pyramids at Giza and holds the record for the world's largest stone structure, standing over 480 feet high. It was constructed during the reign of the Pharaoh Khufu, the second Pharaoh of the fourth dynasty. The second largest pyramid at Giza is that of Khufu's son, Khafra. The renowned Sphinx statue is believed to have been constructed to honour and resemble the Pharaoh Khafra, and it stands beside his pyramid. The third and smallest of the main pyramids at Giza belongs to another Pharaoh of the Fourth Dynasty, Menkaure. It stands at just over 200 feet height. Each of these pyramids forms the centre of its own complex of structures, including smaller tombs, chambers, work camps and cemeteries for lesser elites.

## Text 3

**Endangered Animals of Bangladesh**

Wildlife in Bangladesh is the major attraction for the tourism sector in the country. This has led to many government initiatives aimed at protecting these populations from further decline. The banteng, hispid hare, and Asian elephant are mainly threatened by poaching and hunting. If their populations are not monitored and guarded, they may soon become extinct.

**Asian Elephant**

The trunk of the Asian elephant is believed to contain up to 60,000 muscles. It is used by the elephant for dusting, breathing, feeding, washing, and grasping among other functions. The elephant has smooth skin, is grey in colour, and has an average weight of 2.7 tons for females and 4 tons for males. Asian elephants are mainly found in Chattogram Hills of Bangladesh, an area less accessible to humans. As a result, human-elephant conflicts are few in this region. The primary threat to the Asian elephant's existence is habitat loss due to the increasing human population. Additionally, elephants face poaching threats as they are hunted for ivory, food, and leather.

You can list your responses in the following grid.

Fact	Writers' opinions regarding the text	How writers' opinions influenced me to develop my opinion about the text
<p><b>Text-1</b> It was 25th September 1974, Bangabandhu gave his historic speech in the 29th session of the United Nations General Assembly just after a week Bangladesh became a member of the UN.</p>	<p>As Bangalees, Bangabandhu's speech at the United Nations Assembly is a matter of great pride for us.</p>	<p>Here, the writer's opinions make my understanding that the speech is extremely important in the history of Bangladesh. Most importantly, the writer's opinions regarding the speech help me to understand the positive tone of the text.</p>
<p><b>Text-2</b></p>		
<p><b>Text-3</b></p>		

### 1.3.1 Let's read the following note to know more about 'Facts and Opinions'.

নিচের note-টি পড়ি এবং 'facts এবং opinions'-সম্পর্কে আরো কিছু জানি।

#### Note

#### Facts and Opinions

An important part of reading comprehension is determining a fact and an opinion in a text. The difference between facts and opinions is essential, especially when working to support an argument in an essay. Facts are statements that can be objectively proven, while opinions reflect personal and subjective feelings. For instance, when writing about a story someone might write something like: "The author did an awesome job writing about the main character." However, this statement would be an opinion because the idea that the author's job was "awesome" is subjective and may vary depending on the reader.

Instead, the same person might write something like: “The author used several metaphors to describe the main character effectively.” This would be a fact because the writer would be able to point out metaphors in the text that prove this.

When we read a text, it is not always easy to distinguish between facts and opinions. To identify them, we need to read the passage sentence by sentence and ask two questions:

1. Can the statement be proven to be true or false?
2. Does the statement express the author’s personal beliefs, ideas, or emotions about the topic?

If the answer to the first question is “it cannot be proven,” and the answer to the second is “it does,” then the statement is an opinion. On the other hand, if the answer to the first question is “it can be proven,” and the answer to the second is “it doesn’t,” then the statement is a fact.

You can also look for certain cues to distinguish between facts and opinions in a text:

Authors often use the following ways to write a fact:

- The research confirms...
- It is recently discovered that/ Recent findings reveal that...
- “According to [source]”

are usually followed by a fact. However, it can also introduce an opinion. It is important to know that the source of the fact should be credible and trustworthy.

Conversely, authors use the following clues to give their opinions:

- I think, I believe, I feel, In my opinion, Some people think, My friends think, My parents think, Some people claim/argue, He/she claims/argues
- Adjectives like always/never, awful/wonderful, beautiful/ugly, better/best/worst, delicious/disgusting, enjoyable/favorite, for/against, good/bad, inferior/superior, oppose/support, terrible/unfair, worthwhile

Learning to tell facts and opinions is one of the most important skills. It not only helps us to analyse information and distinguish between facts and opinions, but it also assists us in choosing reliable sources and making our independent decisions. This skill reflects your critical thinking ability and makes you more reading capable.

In our daily lives, not everything that we hear or read is always true. We need to learn how to identify what is true and what is not. Therefore, it is important to be able to

tell the differences between facts and opinions and decide what to believe and what is simply someone's viewpoint. This helps us resist attempts to influence, persuade, or pressure us. Ultimately, separating fact from opinion is central to understanding information thoughtfully.

**1.3.2 Now, read the note on 'Facts and Opinions' again and choose the suitable characteristics from the following list and arrange them in the two columns below. Afterwards, share your ideas.**

এখন, ঘটনা (facts) এবং মতামত (opinions) বিষয়ক note-টি আবার পড়ো এবং নিচের তালিকা থেকে এদের যথাযথ বৈশিষ্ট্যগুলো বাছাই করে নিচের সারণিতে সাজাও। এরপর facts and opinions সম্পর্কে তোমার ধারণা শ্রেণিতে share করো।

**Characteristics**

- Always true and can be proven
- An expression of belief about something
- Rely on observation or research
- Based on assumptions
- Has credible sources like research, newspaper etc.
- The source of the information may be the teacher, mother etc.
- To me, walking is the best way to visit a new place
- My mother has a driving licence
- Universal
- Varies from one person to the next
- Debateable
- Has the power to influence or persuade others
- According to 'The New Nation' the literacy rate.....
- Supported by evidence
- Involves our physical senses, like hearing, seeing, smelling, touching, or tasting

Add numbers as many as you need.

Fact	Opinion
1.	1.
2.	2.
3.	3.
4.	4.
5...	5...

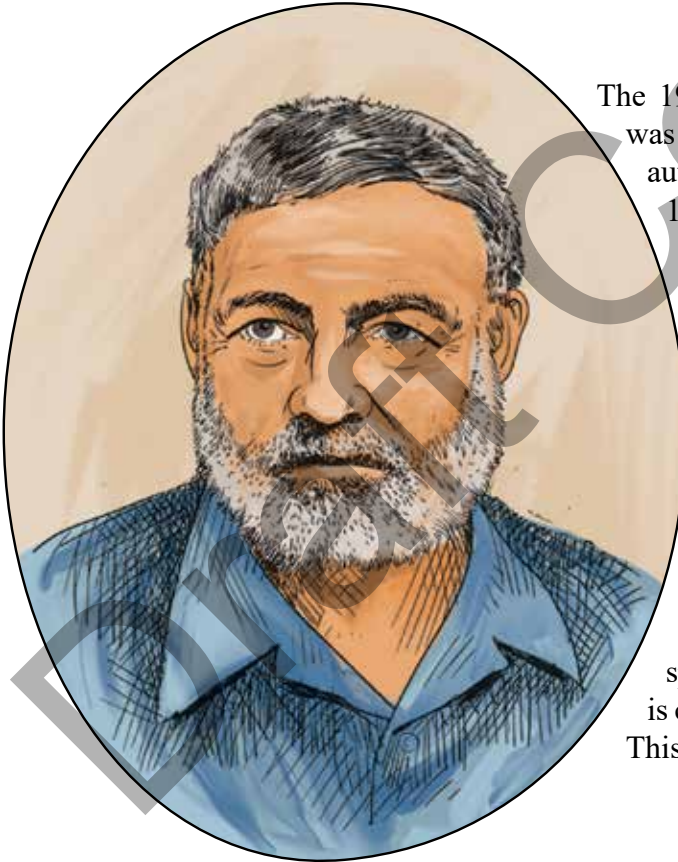
Draft Copy



**1.3.3 Read the following texts. Then, discuss in pairs/groups to identify the facts and opinions in the texts. Afterwards, write down the strategies you used to distinguish between facts and opinions. Finally, express how the writer’s opinions influence your thoughts and opinions about the topics.**

নিচের text গুলো পড়ো। তারপর জোড়ায় বা দলে আলোচনা করে ঘটনা (fact) এবং মতামত (opinion) চিহ্নিত করো। এরপর fact এবং opinion আলাদা করে চেনার কৌশলগুলো লেখো। সবশেষে আলোচ্য বিষয় (topic) সম্পর্কে তোমার মতামতকে লেখকের মতামত কীভাবে প্রভাবিত করেছে তা প্রকাশ করো।

**Text 1**



The 1954 Nobel Prize in Literature was awarded to the American author Ernest Hemingway (1899–1961) for his mastery of the art of narrative, demonstrated in ‘The Old Man and the Sea’, and for the influence that he has exerted on contemporary style. Unwilling to travel to Stockholm, after two nearly fatal plane crashes, Hemingway asked John C. Cabot, the United States Ambassador to Sweden at the time, to read his acceptance speech. This acceptance speech is considered one of the best ever. This is what he wrote-

*“Having no facility for speech-making and no command of oratory nor any domination of rhetoric, I wish to thank the administrators of the generosity of Alfred Nobel for this Prize.*

*No writer who knows the great writers who did not receive the Prize can accept it other*

*than with humility. There is no need to list these writers. Everyone here may make his own list according to his knowledge and his conscience.*

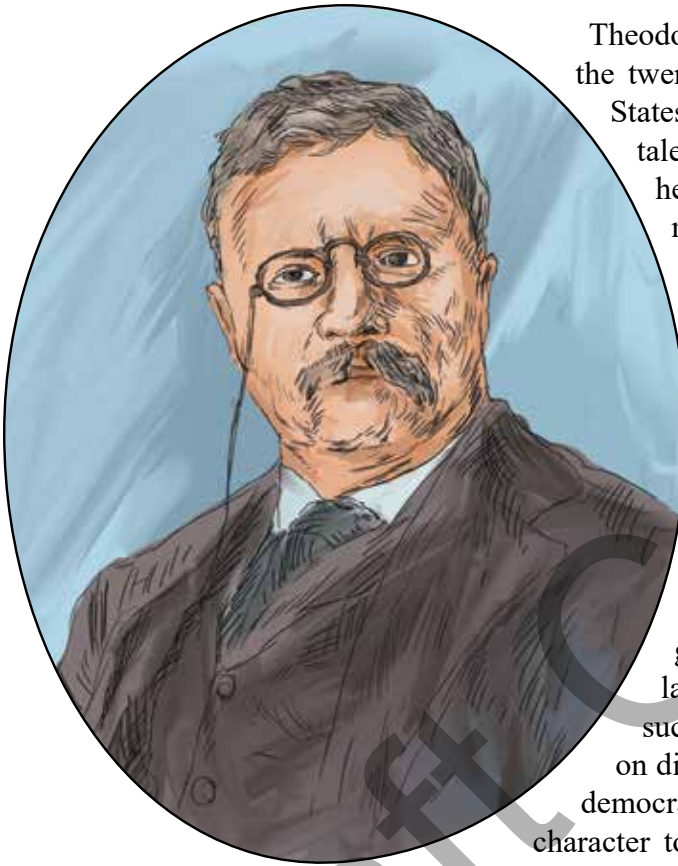
*It would be impossible for me to ask the Ambassador of my country to read a speech in which a writer said all of the things which are in his heart. Things may not be immediately discernible in what a man writes, and in this sometimes he is fortunate, but eventually, they are quite clear and by these and the degree of alchemy that he possesses he will endure or be forgotten.*

*Writing, at its best, is a lonely life. Organizations for writers palliate the writer's loneliness but I doubt if they improve his writing. He grows in public stature as he sheds his loneliness and often his work deteriorates. For he does his work alone and if he is a good enough writer he must face eternity, or the lack of it, each day.*

*For a true writer, each book should be a new beginning where he tries again for something that is beyond attainment. He should always try for something that has never been done or that others have tried and failed. Then sometimes, with great luck, he will succeed.*

*How simple the writing of literature would be if it were only necessary to write in another way what has been well written. It is because we have had such great writers in the past that a writer is driven far out past where he can go, out to where no one can help him.*

*I have spoken too long for a writer. A writer should write what he has to say and not speak it. Again, I thank you."*

**Text 2**

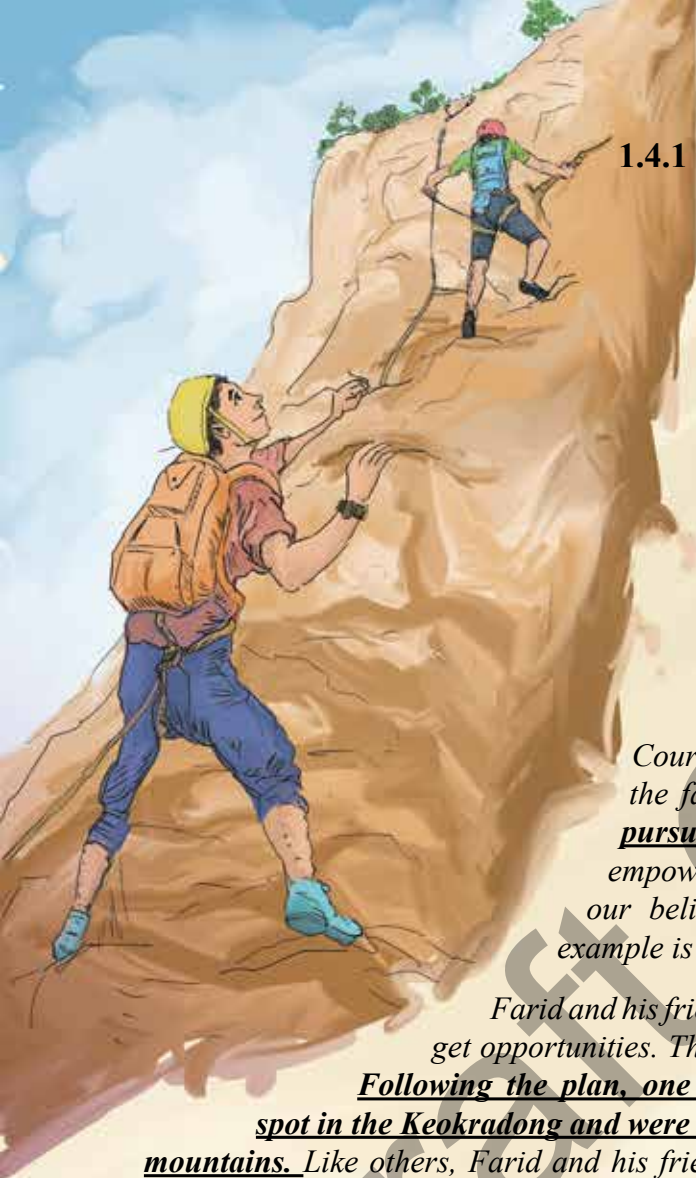
Theodore Roosevelt is best known as the twenty-sixth President of the United States, but this dynamic, multi-talented, charismatic man became a hero to millions of Americans for many other reasons. Theodore Roosevelt gave his “Citizenship in a Republic Speech” on April 23, 1910, at the Sorbonne in Paris. The speech is famous for Roosevelt’s thoughts about the duties and responsibilities of both the state to citizens and citizens to the state. The speech emphasizes the importance of action and striving towards worthy goals in life over idle criticism, laziness and inaction. A country’s success, Roosevelt stated, depends on disciplined work and character, and democracies require leaders of the best character to hold all citizens to the highest standards. This is what he said:

*“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, and comes short again and again because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows, in the end, the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat.”*

You can list your responses in the following grid. (One is done for you.)

নিচের সারণিতে তোমার মতামতগুলো সাজিয়ে লিখতে পারো।

Fact	Opinion	The strategies you have used to separate facts and opinions	How the writer's opinions influence your feelings/opinions/ thoughts etc.
1. The 1954 Nobel Prize in Literature was awarded to the American author Ernest Hemingway (1899–1961).	Organizations for writers palliate the writer's loneliness but I doubt if they improve his writing.	The writer used- <i>I doubt</i> which means the writer has shared his own opinion.	The writer's opinion has positively influenced my thoughts.
2.			
3.			
4.			
5.			
6.			



**1.4.1** Read the following story of Farid. Then, in pairs/groups, identify the underlined sentences as facts or opinions. Also, discuss why you think they are facts or opinions. Later, share your responses with the class.

ফরিদ সম্পর্কে দেওয়া নিচের গল্পটি পড়ো। তারপর জোড়ায় বা দলে নিচের বাক্যগুলোকে facts অথবা opinions হিসেবে চিহ্নিত করো। তোমার মতে কেনো সেগুলো facts অথবা opinions তাও আলোচনা করো। পরে শ্রেণিতে তা শেয়ার করো।

### Touch a New Height

*Courage is the ability to take action even in the face of fear. We all need courage to start pursuing our goals. Being courageous in our life empowers us to chase our dreams and strengthen our belief in our capabilities despite fear. One example is Farid.*

*Farid and his friends used to climb mountains whenever they get opportunities. This time they decided to climb Keokradong.*

*Following the plan, one day they reached the famous mountain spot in the Keokradong and were surprised to see many people climbing the mountains. Like others, Farid and his friends started putting on mountain climbing gear and began climbing. In no time, they reached the hilltop. After reaching there, his friends chose to camp, but Farid was drawn to climb another mountain. He thought that climbing to the next hill will be fun and challenging instead of camping here. So, he proposed to his friends to climb, but they refused because they found the path difficult. Farid took this as a challenge and went alone towards climbing the peak. Two hours later, he reached the top of the hill. People who were already there greeted him with applause.*

*Farid was thrilled to have climbed the peak. He admired the beautiful views of nature from the top. He thought about his friends and had a conversation with a boy his age. He asked him, “While climbing this peak, I felt it was not so difficult. Then why only a handful of people here? If people could climb the below peak, they can climb here also if they put in some effort.” He replied, “Most people in the crowd right there*

**are happy with what they find easy. They never think that they have the potential to achieve more. Even people who are not happy there do not want to take any risk. They think if they take risks, they will lose what they already have. But to reach a new peak, we need to put in our effort. Many of them do not show any courage, and they remain part of the crowd the whole life. And keep complaining about the handful of courageous people and call them lucky.”**

*Farid agreed that it's the courage and effort that make someone out of the crowd.*

### 1.4.2 Let's write our own passage!

**Take a look at the following topics and choose one for you. Then, write two passages on the same topic – one has to be fact-based and another one has to be opinion-based. You can search online sources, newspapers, magazines and news for the facts related to your chosen topic. Later, share your writings with your group and make necessary edits. Finally, present your writing in the class and invite teachers and students to read the passages and add their opinions.**

চলো আমরা নিজে একটি অনুচ্ছেদ লিখি!

নিচের আলোচ্য বিষয়গুলো দেখো এবং এগুলো থেকে যেকোনো একটি বেছে নাও। তারপর এই একই topic এর উপর দুটি অনুচ্ছেদ (passage) লেখো যার একটি হবে fact based অন্যটি opinion based। তোমার বেছে নেয়া বিষয় (topic) সংশ্লিষ্ট fact সংগ্রহের জন্য তুমি online উৎস, পত্রিকা, ম্যাগাজিন, অথবা অন্য কোনো উৎস বেছে নিতে পারো। পরে লেখাটি তোমার দলের সাথে share করো এবং প্রয়োজনীয় সম্পাদনা করে নাও। সবশেষে লেখাটি শ্রেণিতে share করো। শিক্ষক ও ছাত্রদেরকে তা পড়তে বলো এবং তাদের মতামত তোমার লেখায় যুক্ত করো।

### Topics

- Impacts of Technology on Students
- Online or Offline Class
- Students' Responsibility towards Community
- Human Activities that Affect the Environment
- Your Relationship with Your Parents
- The Influence of Women In your Community

**New Words:** procession, profound, initiatives, poaching, additionally, intricate, inaugurate, immense, distinguish, demonstrate, contemporary

# Nature's Tapestry

**2.1.1 Look at the following illustrations and describe them in your own words. Also, write how you feel on those situations.**

নিচের ছবিগুলো দেখো এবং নিজের ভাষায় বর্ণনা করো। এসব পরিস্থিতিতে তুমি কেমন বোধ করো তাও লেখো।

**1. A rainy day**



2. **A foggy winter morning**



3. **A stormy night**





Your Description	Your Feelings

**2.1.2 Ask and answer the following questions in pairs. Then, share your responses with the class.**

জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো। তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

- Do you love nature?
- Have you read any poem on nature?
- How does the poet depict nature in the poem?
- Does he use any literary elements like rhyming scheme, images or metaphor to describe nature?
- Do you think the use of literary elements make the poem interesting?

### 2.2.1 Let's imagine a nature walk. It's a group work and it can be done beyond the school time. To do that let's follow the steps given below:

চলো কল্পনায় প্রকৃতিতে একটু হাঁটি। এটি দলীয় কাজ, এটা স্কুল সময়ের বাইরে করা যেতে পারে। কাজটি করার জন্য চলো নিচের ধাপগুলো অনুসরণ করি।

**Step 1:** Imagine that you are taking a nature walk in a big green park with your friends.

**Step 2:** Open your mind's eye and observe everything around you. Try to feel the open sky, big trees, sounds of the nature and the blue crystal water of the lake.

**Step 3:** Now, open your eyes and write down your feelings and experience that you have gained during the nature walk.

**Step 4:** Each group will sit in a circle and discuss the notes they took by observing the nature. Then, they prepare the first draft of a composition on their experience of that nature walk. You can further discuss the following question before you start writing:

- i) How did the environment around you make you feel?
- ii) Did it evoke any specific emotions or memories?
- iii) Were there any moments during the walk when you felt a strong connection to nature? Describe those moments.
- iv) How do you think spending time in nature can influence our well-being and perspective on life?

Share your feelings in groups and compile all the feelings on a notebook.

**Step 5:** Finally, share it with other groups.

### 2.3.1 Read the poem. Before that read the note on the poet.

কবিতাটি পড়ো। পড়ার পূর্বে কবি সম্পর্কে note-টি পড়ো।

Alfred Lord Tennyson (1809–1892) was a renowned British poet. He became famous for writing about love, nature and emotions. Now, let's read one of his famous poems on nature 'Crossing the Bar'.

## Crossing the Bar

Sunset and evening star,  
And one clear call for me!  
And may there be no moaning of the bar,  
When I put out to sea,

But such a tide as moving seems asleep,  
Too full for sound and foam,  
When that which drew from out the boundless deep  
Turns again home.

Twilight and evening bell,  
And after that the dark!  
And may there be no sadness of farewell,  
When I embark;

For tho' from out our bourne of Time and Place  
The flood may bear me far,  
I hope to see my Pilot face to face  
When I have cross'd the bar.

Alfred, Lord Tennyson

**2.3.2 Now, Read the following summary of the poem for your better understanding and answer the following questions.**

‘Crossing the Bar’ কবিতাটি ভালো করে বুঝার জন্য নিচের সারসর্মটি পড়ো এবং প্রশ্নগুলোর উত্তর দাও।

In the poem, the poet talks about death and the journey into the afterlife. Here, he uses symbols from nature like sunset, evening star, sea, tide, foam, twilight, evening bell, and flood to explain his feelings and ideas. Besides, if you read carefully, you can understand that like others, the poet also expresses his desire to cross the bar between life and death without sorrowful farewells. The poem accepts the truth that we have to leave this world, and he wishes to be calm and peaceful in the face of mortality.

- a) **What is the poem about?**
- b) **Have you found any symbols in the poem? If yes, what are those?**
- c) **What do the symbols ‘sunset and evening’ and ‘clear call’ mean in the poem?**
- d) **Do you think symbol helps the poet express his ideas in a better way? If yes, explain with an example.**

**2.3.3 Read the poem. Before that read the note on the poet.**

কবিতাটি পড়ো। পড়ার পূর্বে কবি সম্পর্কে note টি পড়ো।

John Keats (1795–1821) was a celebrated English Romantic poet known for his poetry and tragic life. His poems are renowned for their sensual imagery and exploration of beauty and mortality. Due to tuberculosis, this celebrated poet died at the age of 25. His untimely death robbed literature of a gifted poet whose work continues to captivate readers worldwide.

## On the Grasshopper and Cricket

The Poetry of earth is never dead:  
When all the birds are faint with the hot sun,  
And hide in cooling trees, a voice will run  
From hedge to hedge about the new-mown mead;  
That is the Grasshopper's—he takes the lead  
In summer luxury,—he has never done  
With his delights; for when tired out with fun  
He rests at ease beneath some pleasant weed.  
The poetry of earth is ceasing never:  
On a lone winter evening, when the frost  
Has wrought a silence, from the stove there shrills  
The Cricket's song, in warmth increasing ever,  
And seems to one in drowsiness half lost,  
The Grasshopper's among some grassy hills.

by John Keats



**2.3.4 Now, in groups, read the poem again and match the sound images (auditory imagery) in column A with their descriptions in column B.**

কবিতাটি দলে আবার পড়ো এবং A কলামে দেয়া ধ্বনিকল্প (sound images) গুলোর সঙ্গে B কলামে দেয়া বর্ণনাগুলো মিল করো।

Column A	Column B
a) a voice will run / From hedge to hedge about the new-mown mead	i) Creates a visual image of birds seeking refuge from the hot sun in the shade of trees.
b) there shrills / The Cricket's song, in warmth increasing ever	ii) Creates a sense of heat and warmth from the sun's intensity.
c) hide in cooling trees	iii) This line suggests the sound of a voice traveling from one hedge to another. The lines have created an auditory image of movement and communication.
d) faint with the hot sun	iv) Suggests the cold and frosty atmosphere of winter.
e) lonely winter evening, when the frost	v) The word "shrills" and the mention of the Cricket's song evoke the auditory experience of the sound the Cricket makes, which adds to the imagery of warmth and increasing sound.

**2.4.1 Now, select a poem (in Bangla or English) from your textbook or any other book that displays the beauty of nature. Then in groups, identify the images that can be visualized, heard and sensed in the poem. Then, describe how the images contribute to making a connection between you and nature. Finally, share your responses with the class.**

তোমার পাঠ্যবই (বাংলা অথবা ইংরেজি) অথবা অন্য কোনো বই থেকে প্রকৃতির সৌন্দর্য্য তুলে ধরে এমন একটি কবিতা বেছে নাও। দলে, কবিতায় থাকা সেই সকল image চিহ্নিত করো যেগুলো তুমি দেখতে, শুনতে এবং অনুভব করতে পেরেছো। তারপর image গুলো কিভাবে তোমাকে প্রকৃতির সাথে সম্পর্ক স্থাপন করতে ভূমিকা রাখছে তা বর্ণনা করো। তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

**To support you for this, here is an example:**

এই ব্যাপারে তোমাকে সাহায্য করার জন্য এখানে একটি উদাহরণ দেওয়া হলো:

আমাদের ছোট নদী

— রবীন্দ্রনাথ ঠাকুর

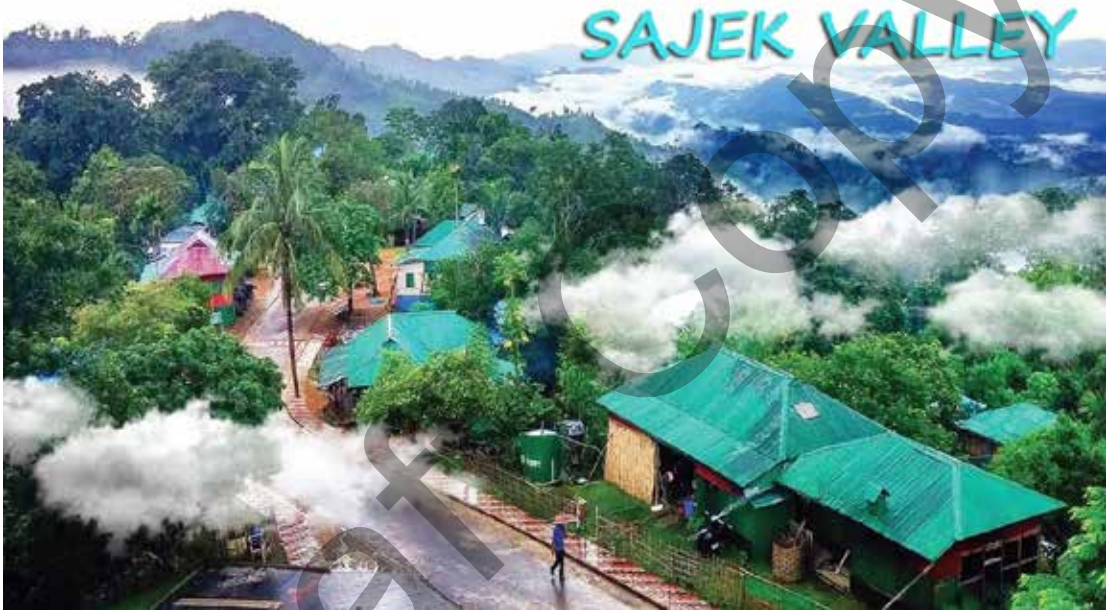
আমাদের ছোট নদী চলে বাঁকে বাঁকে,  
বৈশাখ মাসে তার হাঁটুজল থাকে।  
পার হয়ে যায় গরু, পার হয় গাড়ি,  
দুই ধার উঁচু তার, ঢালু তার পাড়ি।  
চিকচিক করে বালি, কোথা নাই কাদা,  
এক ধারে কাশবন ফুলে ফুলে সাদা।  
কিচিমিচি করে সেথা শালিকের ঝাঁক,  
রাতে ওঠে থেকে থেকে শেয়ালের হাঁক।  
তীরে তীরে ছেলেমেয়ে নাহিবার কালে  
গামছায় জল ভরি গায়ে তারা ঢালে।  
সকালে বিকালে কভু নাওয়া হলে পরে  
আঁচলে হাঁকিয়া তারা ছোট মাছ ধরে  
আষাঢ়ে বাদল নামে, নদী ভরো ভরো,  
মাতিয়া ছুটিয়া চলে ধারা খরতর।  
দুই কূলে বনে বনে পড়ে যায় সাড়া,  
বরষার উৎসবে জেগে ওঠে পাড়া।

**New words:** anticipation, symbolize, gesture, transition, serenity, mortality, evocative, abandoned, captivate, explanation, distract, impression, progression, collapse, professional, fundamental, compassion.

# The Sense of Beauty

**3.1.1 Look at the advertisements for the package tours given below. In groups, make a choice of a package tour that you are going to take if you are asked to. Then, ask and answer the following questions.**

নিচে দেওয়া প্যাকেজ ট্যুরের বিজ্ঞাপনগুলো দেখো। যদি তোমাকে যেতে বলা হয়, দলে আলোচনা করে তুমি যাচ্ছে এমন একটি প্যাকেজ ট্যুর বেছে নাও। এরপর নিচের প্রশ্নগুলো আলোচনা করো।



## Sajek Valley Tour Package

**Travel cost- 6000 Taka (per person)**

### Tour Highlights

- 3 Nights & 2 Days
- Stay at Eco Resort on top of Sajek Valley
- 4×4 Land Cruiser for hilly road journey
- Alutila Cave, Hazachora & Risang Waterfall expedition
- All transportation & meals included



## Travel Itinerary

- Trip will be started from Dhaka by highway Non-A/C Hino chair coach bus at 9 PM.
- Reached in Khagrachori town by 6 AM.

### Day 1: Valley of Clouds

- 7 AM: Breakfast will be served at a local restaurant in Khagrachori town. After breakfast, our guide will pick you up with a 4x4 Land Cruiser or Chander Gari.
- 7:30 AM: Journey to Sajek Valley by Chander Gari. It'll take 2 hours to reach Bhagaichori from where Army will escort the vehicle to Sajek Valley. From Bhagaichori, it'll take another 2 hours to reach the final destination, Sajek Valley.
- 10 AM: On the way, Hazachora waterfall will be visited.
- 1 PM: Reached at Sajek Valley and check into the eco-resort.
- 2 PM: Lunch will be served at a local restaurant with a standard Bengali menu at Sajek Valley.
- 4 PM: Visiting Konglok Para. It is the highest point of Sajek Valley. There's a small village on the top of Konglok Para. So, you'll experience the tribal lifestyle.
- 6 PM: Enjoy mesmerizing sunset from the Helipad of Sajek. The view from the helipad is something unique & amazing.
- 9 PM: Dinner will be served with Chicken BBQ, Paratha & Soft drinks.
- Night will be spent at the resort in a shared room.

### Day 2: Explore the Sajek Valley

- Enjoy the early morning view of the cloud of the valley from the resort.
- 8 AM: Breakfast will be served with Khichuri & Egg / Paratha, Egg, Vegetable & Tea.
- 1 PM: Lunch will be served at a local restaurant with a standard Bengali menu at Sajek Valley.
- 5 PM: Enjoy mesmerizing sunset from the Helipad of Sajek. The view from the helipad is something unique & amazing.
- Night will be spent at the resort in a shared room.

### Day 3: Alutila Cave & Risang Waterfall

- Enjoy the early morning view of the cloud of valley from the resort.
- 8 AM: Breakfast will be served with Khichuri & Egg.
- 9 AM: Start journey towards Khagrachori town by Chander Gari.
- 1 PM: Reached at Khagrachoi town & lunch with standard Bengali menu.
- 3 PM: Visiting Alutila cave & Risang waterfall. You'll definitely love the Alutila Cave expedition with a fire torch which will make you feel old stone age.
- 8 PM: Dinner will be served at a local restaurant in Khagrachori town.
- 9 PM: Highway Non-A/C Hino chair coach will be provided.



### Cox's Bazar Tour Package (03-Days/03-Nights)

Travel cost- 6500 Taka (per person)

#### Tour Highlights

- Travel by reserved car/coach - Overnight journey
- Stay at Pearl Beach Resort

- Complimentary entry to Radiant Fish World
- 20% Discount on Fun Fest Parasailing & Beach Activities
- Daily buffet breakfast
- Meet & greet at the hotel

### **Day 1**

- Reached Cox's Bazar at 8 am
- Breakfast and a short beach tour
- After lunch, start the journey to Inani Beach, Himchhari Falls
- Back to Cox's Bazar sea beach and enjoy the sunset and night beach
- Overnight stay at Cox's Bazar Hotel

### **Day 2**

- Breakfast at Cox's Bazar Hotel Restaurant
- Enjoy the morning beach
- After lunch, start for Moheshkhali Island by boat
- Back to Cox's Bazar and visit the Barmiz market
- Overnight stay at Cox's Bazar Hotel

### **Day 3**

- Breakfast at Hotel Restaurant
- Check out from Cox's Bazar Hotel
- Start for Dhaka by reserved coach

### **Questions**

- a) Do you like to travel?
- b) What tourist places do you like to visit?
- c) What are the reasons for choosing those places?
- d) How do you decide where to go? Are you inspired by other people's travel stories, photos or advertising, or what else?
- e) How have you made your choices from the above two tourist attractions?

**3.2.1 Now, in the same groups reflect on the steps that you have followed to make your choice. Later, write a short text describing all the steps you have used in your choice-making process. Finally, share your text with the class.**

এখন, তোমার পছন্দ নির্ধারণের জন্য তুমি যে ধাপগুলি অনুসরণ করেছো, একই দলে সেই ধাপগুলো পর্যালোচনা করো। তোমার পছন্দ নির্ধারণ প্রক্রিয়ায় যে ধাপগুলি অনুসরণ করেছো তা বর্ণনা করে একটি সংক্ষিপ্ত text লেখো। সবশেষে তোমার লেখা শ্রেণিতে share করো।

**The following steps are to help your writing.**

Read the advertisements carefully to make the right choice

Discuss in groups the interesting and the uninteresting parts of the tour packages.

Make your own choices and share your opinions with the group.

In making our choice, we mostly consider our thoughts, not feelings.

We convince the opposing opinions with logic and evidence.

While addressing the counterarguments, we acknowledge the opposing view and explain why it will not be the best option for us.

Finally, after a long argument, we came to a consensus and chose the best option for us.

**3.3.1 In everyday life, often, you make arguments and use examples, quotes, or evidence to say that someone or something is the best among the alternatives. Sometimes, you also write texts where you explain which is the best option using evidence. This type of text is known as an Argumentative Essay. Now, read the following note to learn about the steps to write an Argumentative Essay.**

তোমার প্রাত্যহিক জীবনে, প্রায়ই তুমি কোন ব্যক্তি বা কোন কিছুকে বিকল্পগুলোর মধ্যে শ্রেষ্ঠ বলার জন্য বিতর্ক করো, উদাহরণ দাও, উদ্ধৃতি বা প্রমাণ উল্লেখ কর। মাঝে মাঝে, তুমি প্রমাণ উল্লেখ করে সেরা বিকল্পটির ব্যাখ্যাসহ অনুচ্ছেদও লেখো। এই ধরনের লেখাগুলিই যুক্তিমূলক প্রবন্ধ হিসেবে পরিচিত। এখন, যুক্তিমূলক প্রবন্ধ লেখার ধাপগুলি জানতে নীচের নোটটি পড়ো।

**Note**

**What is an Argumentative Essay?**

An argumentative essay is a genre of writing in which you will argue for a reason or case. It requires you to investigate a topic or an issue from different angles to know about the strengths and weaknesses of that issue. And based on the strengths and weaknesses of the issue, you have to take a position on it. In an argumentative essay, you either argue in favour or against an issue. An argumentative essay aims to convince the readers to agree with your point of view.

An argumentative essay demands logical explanations of your position rather than your thoughts and feelings about it. Suppose you are trying to get your parents to buy a bicycle for you, and you can offer one of two arguments in your favour. You may tell your parents:

*You should buy me a Bicycle because I just want you to!*

*You should buy me a Bicycle because cycling is good exercise, and it saves some time to get home from school.*

The first argument is based entirely on feelings without any factual backup, whereas the second one seems logical. Your parents are more likely to respond positively to the second argument because it demonstrates that you have reason to have a bicycle. Similarly, a logically explained argumentative essay will show the readers that your point has a basis in facts, not just feelings and emotions.

**Now, let's find out the steps to write an argumentative essay!**

**Step 1:** Find an issue or a topic.

To write an argumentative essay, first of all, you need to look for a topic that you can better argue on.

### Step 2: Choose your position.

To decide your position, brainstorm and think critically about the issue or topic. Whatever the position you decide to take of an issue, you have to come up with points that cover both sides (argument for and against) of the issue. To do that, note down some points with examples or analogies in favour of your position and similarly note down some points that usually goes against your position.

### Step 3: Plan your essay

This is the most important step that you cannot skip it. If you put your best effort at this stage, your writing will be much easier. Remember, if you start the essay well, the rest will follow.

Here, we are following a common method for writing an argumentative essay, the five-paragraph approach. This is, however, by no means the only formula for writing such essays.

So, let's plan an argumentative essay!

The topic of our argumentative essay - *Online learning can replace face-to-face learning.*

#### 1. The plan of writing the essay

The introduction

- Introduce the issue or topic
- Background and connecting information about the topic
- Thesis statement: Take your position about the issue. Here, you have to write it clearly whether you are arguing in favour of online learning or face to face learning.

The body paragraph-1

- Topic sentence (statements to establish your position)
- Explain and support your argument with evidence
- Conclusion

The body paragraph-2 (statements to establish your position)

- Topic sentence
- Explain and support your argument with evidence
- Conclusion

### The body paragraph-3

- Counter argument (statements that usually go against your position)
- Examples of the counter arguments
- Conclusion

### The conclusion

- Summary of the main points
- Restatement of your position

### 2. Write the essay

### 3. Edit the essay

### 4. Write the final draft of the essay

**So, let's start writing the essay!**

#### **The introduction:**

- An attention grabber- This is something to grab the reader's attention to make them want to continue reading. It doesn't give the writer's point of view but rather gets the attention of the readers. For our topic, we may write-

*Can you imagine a world without schools and classrooms?*

- Background and connecting information about the topic- This part will set a context of your topic and tell the readers why the topic is important or why the readers should care about the issue. Here, we may write-

*The concept of traditional education has changed radically within the last couple of years. Some educational institutions tend to shift to online classes due to their flexibility and opportunities. It becomes a significant concern for all related to this sector, especially after the covid situation.*

- The thesis statement- This is your opinion. It is the core of your argument on which your essay will be built. So, it needs to be strong and well-reasoned. You will expand on it with facts and sources, not just feelings. You may use the following template to write your thesis statement.

Template: *Although/even though/in spite of/despite/while/whereas + opposing point of view + your argument + because + the reasons your argument is right.*

The thesis statement for the topic may be

*Though online learning creates opportunities for the students to enhance learning, it can't replace face-to-face learning because learning is a two-way process and we learn through interaction.*

If we put together all three parts, our introduction will look like the following-

*Can you imagine a world without schools and classrooms? The concept of traditional education has changed radically within the last couple of years. Some educational institutions tend to shift to online classes due to their flexibility and opportunities. It becomes a significant concern for all related to this sector, especially after the covid situation. Though online learning creates opportunities for students to enhance learning, it can't replace face-to-face learning because learning is a two-way process and we learn through interaction. Besides, many students get distracted when they do online classes.*

### **The Body Paragraph:**

You can use more body paragraphs but this essay it includes three paragraphs. These are-Body-1, Body-2, and Body-3. Remember that each paragraph should focus on either showcasing one piece of supporting evidence or disproving one contradictory opinion. This will allow for clarity and direction throughout the essay. Now, you have to move your three decided arguments to each of the body paragraphs. Then, add evidence and examples. You can use the following template to write all your body paragraphs.

### **Body Paragraph 1**

- **Topic Sentence:** This is the first reason for your argument listed in the thesis. Suppose, for the body paragraph-1 of our argumentative essay, the first argument is - *learning mostly happens through communication and interaction between the teacher-student and student-student.*

Template: One of the primary reasons why \_\_\_\_\_ is because \_\_\_\_\_.

We may write- *One of the reasons why online learning can't replace face-to-face learning is that learning is a two-way process and people learn better through interaction.*

- Support your point of view with at least one quote or paraphrase.

Template: According to (name of the author/ speaker), "....."  
(page number).

We may write- *According to my friend, " When I read at home I can't understand. I*



*can't even understand all of it when the teacher gives a speech. In fact, I learn when we share our understanding with each other and complete the following activities."*

- Explain how this quote or paraphrase proves your point.

Template: What this means is that/in other words/clearly. ....

We may write- *Clearly, it shows that interaction is a must for effective learning.*

- Here, you may conclude your first body paragraph by restating the topic sentence in different words. But, it is not always necessary. Our first body paragraph conclusion may be

*So, we can say online classes may help us to learn but can't replace face-to-face learning.*

Now, if we put together all the parts of the template, our first body paragraph will be

*One of the reasons why online learning can't replace face-to-face learning is because learning is a two-way process and people learn better through interaction. According to my friend, " When I read at home I can't understand. I can't even understand all of it when the teacher gives a speech. In fact, I learn when we share our understanding with each other and complete the following activities." Clearly, it shows that interaction is a must for learning. So, we can say online classes may help us to learn but can't replace face-to-face learning.*

### **Body paragraph 2**

Now, it's your turn to write body paragraph 2 following the same template of body paragraph 1.

Start from here .....  
.....

It's time to write body paragraph 3!

### **Body paragraph 3**

In this paragraph, you will acknowledge the opposing point of view and discuss the conflicting opinions on the topic. Rather than explaining how these differing opinions are wrong outright, you should note how opinions that do not align with your thesis

might not be well-informed or how they might be out of date. So, let's start writing. You may use the following template to write the body paragraph 3.

- Counterargument: Point out what other people say that opposes your argument.

Template: Some may argue that \_\_\_\_\_.

We may write-

*Some may argue that with the advancement of technology, online classes will be the best option for learning as they are flexible and less expensive.*

- Concede and refute: It shows that you respect the opposing point of view by acknowledging it but then prove that it is wrong and that you are right.

Template: Despite the fact that/In spite of the fact that/ Although/Even though/Though + “opposing point of view,” + “your argument”

We may write-

*In spite of the fact that technology is gradually knocking at every door gradually, it can't ensure learning but rather distracts the students from learning.*

- Argue your point to prove that you are right and the opposing point of view is wrong. Integrate at least one quote or paraphrase to support your point of view.

Template: In fact/As can be seen in (studies, research, etc.), \_\_\_\_\_.

According to the name of the author, “.....” (page number).

We can write-

*In fact, from recent research of People's University, we can see, in online classes, students learn 40% less than in face-to-face classes.*

- Explain the quote or paraphrase using the following transitional expressions.

Template: What this means is that/In other words/Clearly, . . .

We can write-

*In other words, we can say online classes may give flexibility and save money but it will distract students' attention. Because when students are in front of a computer, the attractions are just a click away. Very often, the students join the class and play games, watch movies etc. Again, learning depends on the relationship between teacher and student which can't be achieved on the same level over the computer. So, it's obvious that online classes can't replace face-to-face learning.*

- Here, you may conclude your third body paragraph by restating the topic sentence in different words. But, it is not always necessary.

So, we may conclude by writing that

*It's true that online classes are flexible and less expensive but all will be meaningless if it doesn't ensure student's learning.*

So, if we put together all the parts of the paragraph, our third body paragraph will be

*Some may argue that with the advancement of technology, online classes will be the best option for learning as they are flexible and less expensive. In spite of the fact that technology is gradually knocking at every door, it can't ensure learning but rather distracts the students from learning. In other words, we can say online classes may give flexibility and save money but it will distract students' attention. Because when students are in front of a computer, their attractions are just a click away. Very often, the students join the class and play games, watch movies etc. Again, learning depends on the relationship between teacher and student which can't be achieved on the same level over the computer. So, it's obvious that online classes can't replace face-to-face classes. It's true that online classes are flexible and less expensive but all will be meaningless if it doesn't ensure student learning.*

## **The conclusion**

Now, we are just at the end of our essay writing. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesise the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis. So, let's write the conclusion of the essay

We may write-

*We may conclude by saying that online classes may enhance learning but can't replace face-to-face learning because students mostly learn through interactions with the teacher and their peers and learning depends on the relationship between teacher and student. Besides, in online classes, there is a high chance for the students to be distracted. So, considering all these issues, we may say online classes can't replace face-to-face classes. If by any means laptops, computers, and smartphones will be the classrooms of the students, in future there is a possibility to have a future generation who are skilled with theories but be ignorant of applying those.*

Note that transitions between the introduction, body, and conclusion are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.

### **3. Edit your writing**

Read the essay once again from the start and change it to make it sound better and more professional. For example:

- Add linking words: However/ Moreover/ Although/ Despite... etc
- Look for better vocabulary - use more specific words where possible eg. "good" - "accurate" or "caring"
- Check you have both long and short sentences
- Check you don't repeat yourself
- And, your argument is clear

### **4. Write your final draft**

This is the final edit so focus on the details! Read it once for punctuation, once for spelling and then once finally for clarity - because clarity is the most important.

### 3.3.2 Now, let's check our understanding!

**Read the note on 'Argumentative Writing' again and tick the best one from the alternatives given below.**

এখন আমরা কতটুকু বুঝেছি তা যাচাই করি। বিতর্কমূলক লেখা বিষয়ক নোটটি আবার পড়ো এবং নিচে দেওয়া বিকল্পগুলি থেকে সঠিক উত্তরে টিক চিহ্ন দাও।

- a. What is the first part of an argumentative essay?
  - i) Greetings
  - ii) Conclusion
  - iii) Topic presentation
  - iv) Introduction
- b. Which of these describes the topic of an argumentative essay?
  - i) Theoretical statement
  - ii) Thesis statement
  - iii) Expository statement
  - iv) Introductory statement
- c. How many parts is the argumentative essay made up of?
  - i) 2
  - ii) 3
  - iii) 4
  - iv) 5
- d. Which of these is required to be chosen before working on an argumentative essay?
  - i) Topic
  - ii) Type of essay
  - iii) Age of the readers
  - iv) Number of the readers
- e. Which of these supports the writer's claim?
  - i) Introduction

- ii) Conclusion
  - iii) Reasoning
  - iv) Explanation
- f. What is the main argument of an essay?
- i) Introduction
  - ii) Explanation
  - iii) Claim
  - iv) Conclusion
- g. What is the information that supports the writer's reasoning?
- i) Conclusion
  - ii) Topic
  - iii) Claim
  - iv) Evidence
- h. What is the purpose of a refute?
- i) To introduce what the essay will be about
  - ii) To prove that the opposing opinion is wrong
  - iii) To summarise all the ideas
  - iv) To provide background information
- i. Facts and data that support reasons in an argumentative essay are called \_\_\_\_\_.
- i) reason
  - ii) position
  - iii) evidence
  - iv) counterargument
- j. The purpose of the conclusion is to \_\_\_\_\_.
- i) give new information
  - ii) restate the argument and the reasons
  - iii) restate the attention grabber and background
  - iv) give evidence and details

**3.3.3 Read the text ‘The Sense of Beauty: Balancing our Inner and Outer Focus’ and match the words with their meanings in the column next to it. Then, make a sentence with each word in the third column. Finally, check your responses in pairs/groups.**

**The Sense of Beauty: Balancing our Inner and Outer Focus-**শিরোনামের text-টি পড়ো এবং পাশের কলামে দেওয়া অর্থের সাথে শব্দগুলোর মিল করো। প্রতিটি শব্দ দিয়ে একটি করে বাক্য তৈরি করে তৃতীয় কলামে লেখো। তোমার উত্তরগুলো দলে বা জোড়ায় যাচাই করো।

### **The Sense of Beauty: Balancing our Inner and Outer Focus**

The sense of beauty is a fundamental aspect of human existence that transcends cultural, temporal, and individual boundaries. It is a complex and multifaceted aspect of the human experience. The sense is an innate and deeply ingrained ability to appreciate and recognize aesthetic qualities in various forms, such as art, nature, and even human creations. While beauty may be subjective to some extent, there are objective elements that universally evoke a sense of awe, pleasure, and inspiration in individuals. It encompasses the appreciation of both inner qualities and external aesthetics. Some argue that the focus of beauty should primarily be on the inner virtues of a human being, others contend that the external world holds immense beauty that deserves equal attention.

Beauty is not only something we see, it is rather something with a pretty soul, beautiful thoughts and beautiful literature. It can be found in everything like nature, figurative language, and in one’s behaviour and attitude. Inner beauty emanates from the soul, which appears in personality and feeling. When you are beautiful from the inside, it will reflect on your face. The beautiful person is the one who leaves a smile on your face when you remember him. Patience, humbleness and wisdom are some qualities of a beautiful person inside. Beauty is not necessarily being felt and appreciated by other people, it emerges within oneself.

Inner beauty encompasses qualities like kindness, compassion, wisdom, and integrity. These qualities have the power to transcend physical appearances and create a lasting impact on others. By recognizing and appreciating inner beauty, we cultivate a sense of empathy, understanding, and connection with fellow human beings. Inner beauty serves as a moral compass that guides our interactions and shapes our relationships, contributing to a more harmonious and compassionate society.

The sense of beauty enriches our lives by stimulating our emotions, sparking our imagination, and providing a source of inspiration. We find beauty in the composition of a symphony, the vibrant colours of a painting, or the delicate structure of a flower. They help awaken our senses and evoke a sense of joy, wonder, and tranquility. By exposing ourselves to beauty, we cultivate a richer and more meaningful existence.

The sense of beauty is a profound and universal human experience that enriches our lives, fosters emotional well-being, and promotes cultural understanding. Its impact extends beyond individual preferences and societal conventions, reaching into the depths of our humanity. By embracing beauty in its diverse forms, we create a more holistic understanding of the world, unlocking the potential for personal growth, emotional healing, and the formation of a more compassionate and interconnected world. Striking a balance between the inner and outer realms of beauty allows us to embrace the full spectrum of human experience. As we navigate the complexities of life, let us recognize and nurture the sense of beauty within us, for it is a powerful force that brings meaning, joy, and harmony to our existence.

### One is done for you.

Word	Meaning	Your sentence
1. transcend	a. surpass	The historic 7 March speech of Bangabandhu <u>transcends</u> geographical boundaries and got international appreciation.
2. innate	b. make or become less	



Word	Meaning	Your sentence
3. evoke	c. predetermined (When you already have an opinion about something before you've given it much thought)	
4. foster	d. comfort or consolation in a time of <u>distress</u> or <u>sadness</u> .	
5. figurative language,	e. the act of making a person feel or look young again	
6. emanate	f. friendly and peaceful	
7. preconceived	g. raise	
8. harmonious	h. calmness	
9. tranquility	i. inborn, natural	
10. solace	j. a type of communication where people use words or phrases which mean something different from their realistic meanings.	
11. rejuvenation	k. arouse	
12. diminish	l. to come out from a source	

**3.4 Read the text 'The Sense of Beauty: Balancing our Inner and Outer Focus' again and in pairs/groups discuss the answers of the following questions given below. Finally, share your answers with the class.**

**'The Sense of Beauty: Balancing our Inner and Outer Focus'** 'সৌন্দর্যবোধ: আমাদের ভেতর ও বাইরের চিন্তাকে সমন্বয় করে' শিরোনামের লেখাটি আবার পড়ো এবং নিচে দেওয়া প্রশ্নের উত্তরগুলো দলে বা জোড়ায় আলোচনা করো। সবশেষে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

- a. Have you found the writer's claim/point of view in the essay?

- b. Where have you found it?
- c. How many body paragraphs are there in the essay? Do they have different arguments? If yes, what are they?
- d. Are the introduction and conclusion focused on the main point of the essay?
- e. Did the writer use any hook/attention grabber in the essay? If yes, what is it?
- f. Did the writer use any counterargument? If yes, what is it?
- g. What are the transitions you have found in the essay?
- h. As a reader, can you easily follow the writer's flow of ideas? Explain with examples.

**3.5 Read the text 'The Sense of Beauty: Balancing our Inner and Outer Focus' again and summarise it in one paragraph. Later, do a pair check and finally share it with the whole class.**

**'The Sense of Beauty: Balancing our Inner and Outer Focus'** লেখাটি আবার পড়ো এবং একটি অনুচ্ছেদে এর সারাংশ লিখো। জোড়ায় এটি যাচাই করো এবং শ্রেণিতে শেয়ার করো।

The following guidelines are to help you write the summary.

- a. First, read the text attentively and identify the main ideas of the text.
- b. Then, list all the main ideas you have got in the text.
- c. Later, organise all your ideas.
- d. Now, write the introductory sentence of the summary.
- e. It's time to turn all of your main ideas into sentences.
- f. Here, combine all the sentences into one paragraph. Do not forget to use connecting words/cohesive devices to make your summary meaningful.
- g. Now, check the use of punctuation marks, spelling, grammar, and organisation of the summary, and make the necessary edits.
- h. Finally, write the final draft of your summary.

### 3.4.1 Let's be reasonable!

**Read the given topic and follow the instructions to participate in the debate.**

চলো, আমরা যৌক্তিক হই। নিচে দেওয়া বিষয়টি পড়ো এবং বিতর্কে অংশগ্রহণের জন্য নির্দেশনাগুলো অনুসরণ করো।

**Debate topic: Do you think free education opens opportunities for everyone or limits opportunities?**

- a. Discuss in pairs/groups to decide your position.
- b. Go towards the sign (strongly agree and strongly disagree) in the classroom where your belief stands.
- c. Now, in a group of 5, discuss and brainstorm not only arguments for your side but also the other side as well to defend your opponent's arguments when needed.
- d. Take 5-10 minutes to prepare a short opening statement for each team, 3-5 minutes long, and decide who will deliver each speech. Remember to use evidence to support your claims.
- e. Deliver the opening statements from each team without interruptions. Members of both sides will take notes and prepare rebuttals (to refute by evidence or argument).
- f. After the opening statements, alternate between both sides, students will raise their hands and address questions or comments to the other team. It will continue for a set period of time.
- g. At the end, declare a winner based on who was more persuasive. You can consider how many reasons each team came up with for their side and also how well they answered the concerns of the other team.

### 3.4.2 It's time to work!

**Let's see, say and sort the problems around us.**

এবার কাজের সময় হয়েছে!

চলো, আমাদের চারপাশের সমস্যাগুলোকে লক্ষ্য করি, সেগুলো নিয়ে কথা বলি এবং বেছে নেই।

Follow the given instructions and take necessary help from your teachers, family,

friends etc. to complete the work.

- a. First, identify some issues around you that need to be addressed and prepare a list of them.
- b. Then, think and discuss in pairs/groups to decide on one issue from the list. Choose one that you can argue on and write your topic and determine your position.
- c. Next, talk to the people around you to know their opinions regarding the topic and take notes to use further.
- d. Now, read all the arguments you have got and plan your argumentative essay. Write the introduction, and body paragraphs (2-3 your arguments and 1-2 counterarguments you got from your conversation with the people), explain the arguments and use evidence to support the arguments. Finally, write the conclusion.
- e. Here, edit your writing and write the final draft.
- f. Now, share it with the class. Also, you may publish it in your school magazine or any newspaper to draw the attention of the concerned authority.

**New Words:** speech, profound, satisfaction, remarkable, inequalities, aggression, wildlife, initiatives, poaching, monumental, envisioned, encompasses.

# Tones in Statements

**4.1.1 Read the following statements and choose one answer from the alternatives that match your feelings or emotions. Then, explain, why you think so. Finally, share your responses with the class.**

নিম্নলিখিত বক্তব্যগুলো (statement) পড়ো এবং তোমার অনুভূতি অথবা আবেগের সাথে মেলে এমন বিকল্পগুলো (alternatives) থেকে একটি বক্তব্য বেছে নাও। কেনো তুমি এমনটি ভাবছো তা ব্যাখ্যা করো। অবশেষে, ক্লাসের সাথে তোমার মন্তব্যগুলো share করো।

- a. Why did the math book look sad? Because it had too many problems!

Do the sentences make you **sad, happy, excited** or **humorous**?

Why do you think so?

- b. Earth is mainly covered by water. About 70% of the planet's surface is ocean.

Do the statements make you **sad, happy, curious, humorous** or **give you information**?

Why do you think so?

- c. The capital of Greece is Athens, and it is known for its rich history and cultural heritage.

Do these statements give you any **information** or make you **curious, smile or happy**?

Why do you think so?

**4.2.1 Now, read the following statements in column 1 and in pairs/groups, match them with their tones (how you feel when reading the sentences) in column 2. Later, check your answers with the pair/group next to you.**

জোড়ায় বা দলে, কলাম ১ এ দেওয়া বক্তব্যগুলো (statements) পড়ো এবং সেগুলোর সাথে কলাম ২-এ দেওয়া টোনগুলো মিল করো (বাক্যগুলো পড়ার সময় তোমার যে অনুভূতি হয়)। পরে, জোড়ায় বা দলে তোমার উত্তরগুলো যাচাই করো।

Column 1	Column 2
a. The fluffy white clouds floated in the bright blue sky.	1) Curious
b. Every mistake is an opportunity to learn and grow.	2) Reflective
c. I wonder why some plants have different coloured flowers.	3) Persuasive
d. Joining a club or extracurricular activity can help you develop new skills and make friends.	4) Descriptive
e. When I think about my favourite hobby, it brings me joy and helps me relax.	5) Inspirational

**4.2.2 Now, look at the matching in Activity 4.2.1 and discuss the following questions in pairs/groups. Later, share your answers with the class:**

Activity 4.2.1-এ দেওয়া matching activity-টি দেখো এবং জোড়ায় বা দলে নিচের প্রশ্নগুলো আলোচনা করো। পরে, শ্রেণিতে তোমার উত্তরগুলো শেয়ার করো।

- Every statement has its own tone-* Do you agree? If yes, why?
- Do you think authors convey their own moods or feelings through their writings? Explain your answer with an example.

- c. While doing the activity, how do you identify the writer's mood or feelings in the statements?
- d. Have you ever experienced the tone of the writer while reading any text/literary work? If yes, describe with an example how you know the writer's tone.

#### 4.3.1 Read the following note to know how a text reflects the author's feelings, emotions and moods towards a particular character or situation.

একটি **text** কীভাবে একটি নির্দিষ্ট চরিত্র বা পরিস্থিতির প্রতি লেখকের অনুভূতি, আবেগ এবং **moods** কে প্রতিফলিত করে তা জানতে নিচের নোটটি পড়ো।

##### Note on Tonality of a Text

Tone is a literary device used to reflect the writer's attitude toward a character, situation or the subject matter of a text. It helps to make a relationship between the writer and the readers that influences the readers to have a particular attitude and feelings toward a certain character, situation or text. At the same time, it guides the readers not to take any unfair tone to any character or text. It is true that sometimes the tone may reflect the writer's personal attitude or opinion, but it is less about what the writer feels and more about how that writer wants the reader to feel. So, to have a better understanding of any text, it is important to understand the tone of the text.

The tone of a piece of writing is like the tone of your voice when you speak or your body language around another person. If you want to make people laugh you may have a light and funny tone of your voice which must be the opposite when you will deliver a piece of serious information. So before talking or writing, you have to set your tone.

Writers use several techniques to convey tone including-

- **Choice of words:** Understanding tone involves picking the right words. Authors choose words that fit the tone they want. Formal writing uses big words, while informal writing is casual. This affects how readers feel about the topic.

- **Voice of the author:** The way a writer talks is important for tone. It's like their personality, how they see things, and how they connect with readers. They can sound like an expert or a friendly friend. They might sound thoughtful, strong, funny, or even a bit mean. This makes the text feel different and helps us understand it better.
- **Feelings:** Tonality creates feelings in writing, from serious to fun. It affects how readers feel. Mood and tone work together to set the emotions of a text. Tone shows how the writer feels about things, while mood shows how readers feel when reading. Tone brings out emotions, and mood shows how we feel.
- **Figurative language:** It is the use of words and expressions in an unusual and imaginative manner. *Simile* and *metaphor* are two good examples of figurative language.

A defined tone allows readers to connect with the writer. When you read a literary piece, you may find different tones like cheerful and lighthearted, regretful, humorous, pessimistic, nostalgic, melancholic, joyful, and persuasive.

Now, let's know about the different types of tones that you will usually experience in a text!

#### a. **Formal or Informal Tone**

A **formal text** tone is serious, respectful, and professional. It shares information clearly and objectively. Formal language is precise and organized, without casual words. It shows authority and expertise, and the tone can be neutral, informative, persuasive, or instructional. It avoids personal emotions. The **informal text** tone is friendly and relaxed, using everyday words. It aims to connect with readers like in a conversation. The tone changes based on relationship, context, and feelings—like humour, empathy, or nostalgia. Informal tone is clear and familiar, but less strict than the formal tone.



**b. Nonassertive Tone**

If a text just presents facts and does not use any information or words to convince you, the tone is nonassertive. *I'm sorry you lost your ticket. Kindly get off the bus and get another one.* - This is an example of a non-assertive tone.

**c. Assertive Tone**

And, if there is no sign of anger, and the expression is calm and peaceful, it means the tone is assertive. *I really like the way you talk to me. I'll thank you for your manners.* Here the tone is assertive.

**d. Aggressive Tone**

Again, if a text attacks another person using words and showing anger, the tone is aggressive. *You are a terrible liar!*- is an example of an aggressive tone.

**e. Tone of Triumphant**

If the writing shows how the main character overcomes difficulties to achieve success, then the tone is triumphant.

**f. Calm and thoughtful Tone**

The writer's tone is *calm and thoughtful* when s/he invites readers to explore the character's feelings and thoughts.

**g. Bitter Tone**

The tone in the text is *bitter*, when the writer shows how the character is upset and disappointed with the world.

**h. Tone of Amazement**

Again, the writing carries a tone of *amazement*, as characters discover the magic of a hidden place.

**i. Excited Tone**

The writer's tone is *excited* if s/he shows characters starting an adventurous journey with unknown challenges.

In short, the tone of a text may be of various kinds and it mostly depends on the word choice of the writer and how the reader perceives it.

**4.3.2 Read the given sentences in the left column and the respective tones in the middle column. Now in pairs/ groups, discuss and write in the next column how the statement gives the exact tone stated in the mid-column. One is done for you.**

বাম কলামে প্রদত্ত বাক্য এবং মাঝের কলামে দেওয়া সংশ্লিষ্ট টোনগুলো পড়ো। এখন কীভাবে সঠিক টোনটি মাঝের কলামে বর্ণনা করা হয়েছে তা জোড়ায় বা দলে আলোচনা করো এবং পাশের কলামে লেখো। একটি উদাহরণ তোমাদের জন্য করে দেওয়া হলো।

Sentences	Tones	How the statement gives the exact tone
a. Joining a club or extracurricular activities can help you develop new skills and make friends.	Persuasive	Here, the writer inspires the reader to join a club or extracurricular activities, and it explains the benefits of joining a club or extracurricular activities.
b. Please ensure that your assignments are submitted on time.	Formal	
c. Guess what? I got an A+ in SSC!	Informal	
d. I will never forget the day I went on a thrilling roller coaster ride at the amusement park.	Narrative	
e. When I think about my favourite hobby, it brings me joy and helps me relax.	Reflective	
f. On my birthday, the heartwarming surprise from my friends made me feel grateful and loved.	Emotional	
g. Should students be allowed to have cell phones in school? There are strong arguments both for and against this issue.	Controversial	

Sentences	Tones	How the statement gives the exact tone
h. I don't think the weather will clear up for our outdoor field trip/ study tour. It's been raining all week.	Pessimistic	
i. I won't tolerate anyone disrespecting me or my friends. Go away!	Aggressive	
j. How does the Internet work? I'm really curious about the technology behind it	Curious	

**4.3.3 Now, read the following note on the author first and then the text. Later in pairs/groups, answer the following questions:**

লেখক সম্পর্কে প্রথমে নিচের নোটটি পড়ো তারপর text-টি পড়ো। পরে জোড়ায় বা দলে, নিচের প্রশ্নের উত্তর দাও।



#### Note on the author

**Jane Austen** (1775–1817) was a famous English author renowned for her masterpiece “Pride and Prejudice.” Her stories beautifully capture how people behaved and interacted in the 19th century. With her clever humour and careful observations, Austen’s books are still loved today. She is considered a classic writer who understood society deeply and wrote stories that are truly special. “Pride and Prejudice” by Jane Austen is a classic novel that explores society, manners, and relationships with wit and charm.

## Text A



Mr. Collins was not a sensible man, and the deficiency of nature had been but little assisted by education or society; the greatest part of his life having been spent under the guidance of an illiterate and miserly father; and though he belonged to one of the universities, he had merely kept the necessary terms, without forming at it any useful acquaintance. The subjection in which his father had brought him up had given him originally great humility of manner; but it was now a good deal counteracted by the self-conceit of a weak head, living in retirement, and the consequential feelings of early and unexpected prosperity. A fortunate chance had recommended him to Lady Catherine de Bourgh when the living of Hunsford was vacant; and the respect which he felt for her high rank, and his veneration for her as his patroness, mingling with a very good opinion of himself, of his authority as a clergyman, and his right as a rector made him altogether a mixture of pride and obsequiousness, self-importance and humility.

[excerpt from *Pride and Prejudice* by Jane Austen]

**Let's check our understanding of the text by answering the questions!**

- How was Mr. Collins' childhood?
- How did Mr. Collins' father influence him?
- What lucky event introduced Mr. Collins to Lady Catherine de Bourgh?
- What does "a mix of pride and humbleness, self-importance and obedience" tell us about Mr. Collins?
- What ideas about society might the author be expressing through Mr. Collins?

**4.3.4 Read the following note and then in pairs/groups, explain how the author’s feelings and emotions are hidden in the text through words. Finally, share your findings in the class:**

জোড়ায় বা দলে নিচের নোটটি পড়ো এবং কীভাবে লেখকের অনুভূতি এবং আবেগগুলো শব্দের মাধ্যমে text-এ লুকিয়ে আছে তা দলে বা জোড়ায় ব্যাখ্যা করো। অবশেষে, তোমার পাওয়া তথ্য ক্লাসে share করো।

**How the author’s use of tones are reflected in the text**

The author’s attitude and feelings towards Mr. Collins are characterised by a mixture of irony, criticism, and perhaps a touch of amusement. The author uses language that conveys a negative and mocking perspective on Mr. Collins’ character, upbringing, and education. Phrases such as “not a sensible man,” “deficiency of nature,” “illiterate and miserly father,” and “self-conceit of a weak head” highlight how the author wanted to portray Mr. Collins. The portrayal of Mr. Collins’ humility is initially countered by self-conceit, and his association with Lady Catherine de Bourgh is shown with irony. While the text remains primarily a mockery, there’s an underlying layer of amusement in the portrayal of Mr. Collins’.

**Answer the following questions.**

- What specific words or phrases did the author use to describe the character of Mr. Collins?
- How did the author use those words or phrases to describe Mr. Collins’ character?
- How does the author’s language affect your idea of Mr. Collins’ character?
- What emotions did you experience while reading the text? Was it positive, negative, neutral, or sarcastic?
- Did the tone of the text change at any point? If yes, describe it.

**4.3.5 Read the following note on the author first and then the text. Later, discuss the following questions in pairs/groups.**

লেখক সম্পর্কে প্রথমে নিচের নোটটি পড়ো। তারপর text-টি পড়ো। পরে, দলে বা জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো।



**Elwyn Brooks White (1899–1985)** was a renowned American author and essayist. He is famous for his classic children’s books like “Charlotte’s Web” and “Stuart Little,” known for their timeless storytelling and touching themes. White also contributed to “The New Yorker” magazine with his humorous and insightful essays. His works continue to captivate readers of all ages with their warmth, wit, and enduring charm. “Charlotte’s Web” is a beloved children’s novel about the friendship between (a small boar) Wilbur and (a tiny spider) Charlotte. Through Charlotte’s web, she conveys messages to save Wilbur’s life, teaching about compassion, friendship, and the cycle of life.

**Text B: Peace and Acceptance**

But I feel peaceful. Your success in the ring this morning was, to a small degree, my success. Your future is assured. You will live, secure and safe, Wilbur. Nothing can harm you now. These autumn days will shorten and grow cold. The leaves will shake loose from the trees and fall. Christmas will come, and the snows of winter. You will live to enjoy the beauty of the frozen world, for you mean a great deal to Zuckerman and he will not harm you, ever. Winter will pass, the days will lengthen, the ice will melt in the pasture pond. The song sparrow will return and sing, the frogs will awake, the warm wind will blow again. All these sights and sounds and smells will be yours to enjoy, Wilbur-this lovely world, these precious days ...

[excerpt from *Charlotte's Web* by E.B. White]

**Again, let's check our understanding of the text by answering the questions!**

- a. What emotions does the speaker convey towards Wilbur in the passage?
- b. What do the "frozen world" and "these precious days" mean in the passage?
- c. What sense do the imageries of changing seasons, melting ice, returning birds, and awakening frogs convey to you?
- d. Identify specific words or phrases in the text that convey a sense of comfort and assurance. Explain which tone is contributed.
- e. How does the winter and spring imagery enhance the tone of renewal and anticipation?

**4.3.6 Now, read the text in Activity 4.3.5 again and identify the following tones in the text. You may list your responses in the following grid.**

Activity 4.3.5-এ দেওয়া নিচের text-টি আবার পড়ো এবং text-এর মধ্যে নিম্নলিখিত টোনগুলো চিহ্নিত করো। তোমার উত্তরগুলো নিচের সারণিতে লিখতে পারো।

Tone	Example words and sentences in the text
The tone of optimism	
The tone of affection and care	
The tone of challenge and hardship	
The tone of comfort and security	

**4.3.7 Now, read the text A in Activity 4.3.3 and the text B in Activity 4.3.5 again. And discuss in pairs/groups the criteria/points given in the left column in the grid for both texts. Then, fill in the grid with information based on the text A and text B.**

Activity 4.3.3-তে দেওয়া text A এবং Activity 4.3.5-তে দেওয়া text B আবার পড়ো। জোড়ায় বা দলে উভয় text এর ক্ষেত্রে বাম কলামে যেসব criteria/points দেওয়া আছে তা আলোচনা করো। তারপর, text A এবং text B-এ দেওয়া তথ্য দিয়ে সারণিটি পূরণ করো।

Criteria	Text A	Text B
a. Formal		
b. Informal		
c. Choice of words		
d. Voice of the author		
e. Mood		
f. Feelings		



**4.4.1 Select five poems that you have read in your textbook (either Bangla or English textbook of Class Six, Class Seven, Class Eight and Class Nine). Then, list them in the left column and identify their respective tones in the next column. Finally, quote from the poems and explain why you consider this poem for the particular tone in the next two columns.**

ষষ্ঠ, সপ্তম, অষ্টম এবং নবম শ্রেণিতে পড়া তোমার পাঠ্য বই (বাংলা বা ইংরেজি) থেকে পাঁচটি কবিতা নির্বাচন করো। বাম কলামে তাদের নাম লেখো এবং সংশ্লিষ্ট কবিতাগুলোর টোন পাশের কলামে লেখো। পরের দুই কলামে কবিতাগুলো থেকে উদ্ধৃত করো এবং কেন তুমি একটি নির্দিষ্ট টোনের জন্য ঐ কবিতাটিকে বিবেচনা করছো তা লেখো।

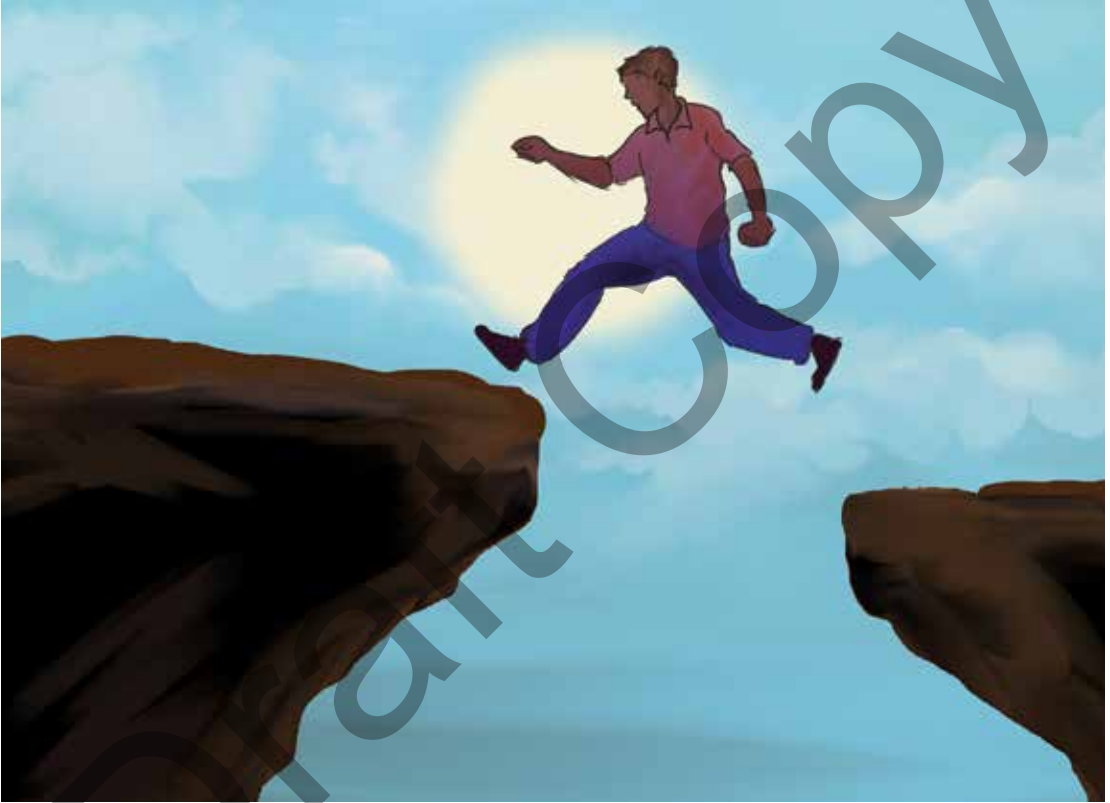
Name of the Poem	Tone of the poem	Quote from the poem	Your explanation
a.			
b.			
c.			
d.			
e.			

**New Words:** masterpiece, deficiency, guidance, illiterate, miserly, acquaintance, humility, consequential, prosperity, fortunate, recommended.

# Expressing a Solution to a Problem

**5.1.1 Look at the illustration below and discuss, in pairs, what it appears to you. Then, share your thoughts with the class.**

নিচের ছবিটি দেখো এবং ছবিটি দেখে তোমার কী মনে হয় তা জোড়ায় আলোচনা করো। তারপর, তোমার ভাবনাগুলো শ্রেণিতে শেয়ার করো।



**5.1.2 Now, read Rifa’s thoughts on ‘A Day of Challenges’ and discuss the following questions in pairs/groups. Later, share your responses with the class.**

‘A Day of Challenges’ বিষয়ে রিফার ভাবনাগুলো পড়ো এবং জোড়ায় বা দলে নিচের প্রশ্নগুলো আলোচনা করো। পরে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

Today is my exam day, and it feels like one of the toughest days of my life. I had high hopes for this exam, but unfortunately, I couldn’t finish the entire syllabus due to my health problems. The thing is, my mother has been suffering from a high fever for a couple of days. So, I couldn’t bring a tiffin and bought snacks from the roadside shop. Probably that caused a digestion problem, and I have been in severe pain for the last two days. It’s been hard to concentrate on my studies.

On the exam day, I started to go to the school in scorching heatwave. It was burning outside, and I was desperately looking for a rickshaw. Unfortunately, none were in sight, and with no shade nearby to wait, I began to walk, thinking about the consequences of not planting trees and preserving the greenery that protects our lives.

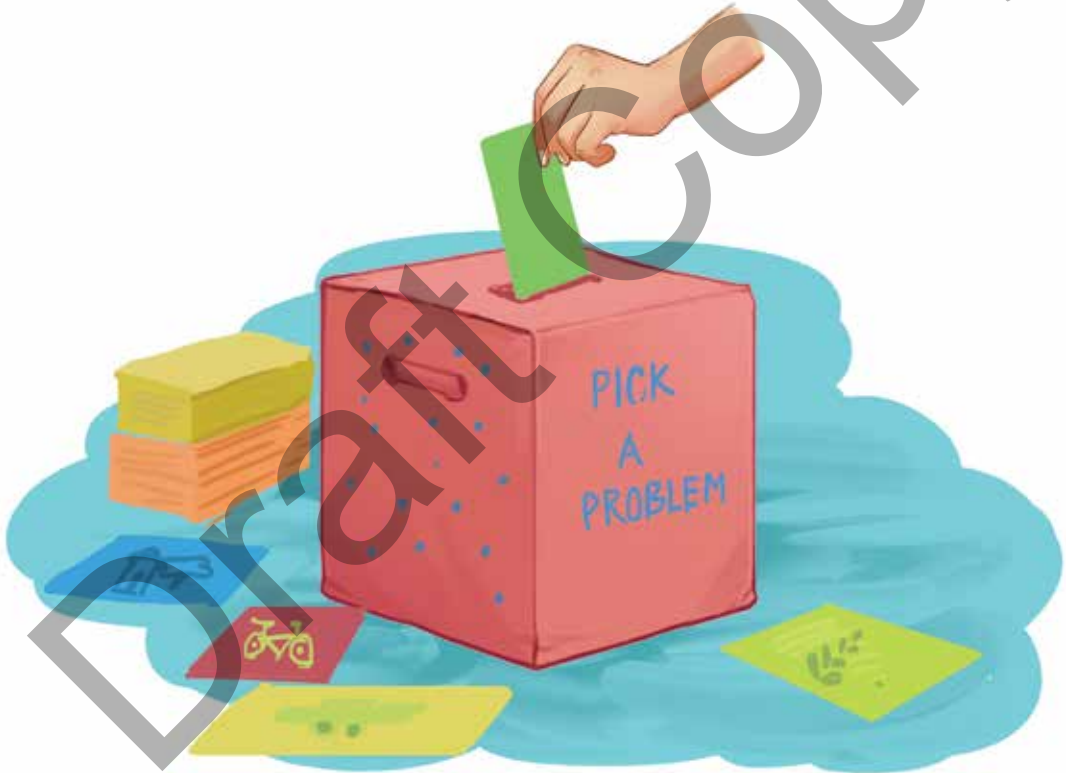
By the time I reached school, the exam had already started. I was so stressed that I couldn’t answer all the questions. Feeling unsatisfied, I completed the exam and left the hall. While leaving, I met my friend, and to my surprise, I noticed she intentionally avoided me. I remembered she had sought my help previously, but I couldn’t assist her due to my health. Her avoidance added to my sadness, reinforcing the belief that “Life is not easy and comes with many problems that demand attention.”

**Question**

1. Why does Rifa believe ‘Life is not easy’?
2. What are the problems do you notice in her life?
3. Do you face problems like Rifa? If so, what are they?
4. How do these problems affect you, your family, and your friends?
5. How do you solve these problems?

**5.2.1 Let's find out our problems and solve them! To do that, first form groups of 4-6. In groups, discuss and write on a piece of paper 2-3 of your problems that need to be solved immediately. Then, drop it in the selected box. Later, pick one piece of paper from the box and discuss the possible solutions to the problems in groups, and suggest some solutions. Finally, share the solutions with the class.**

চলো আমাদের সমস্যাগুলো খুঁজে বের করি এবং সমাধান করি! এটি করার জন্য ৪-৬ জনের একটি করে দল গঠন করো। প্রতি দল এক টুকরো কাগজের উপরে ২-৩টি করে এমন কিছু সমস্যা লেখো যেগুলো জরুরীভিত্তিতে সমাধান করা প্রয়োজন। সব দল নির্ধারিত বক্সে তা ফেলো। একটি করে কাগজের টুকরো তুলো এবং দলে সম্ভাব্য সমাধানগুলো আলোচনা করো। সমাধানের জন্য কিছু পরামর্শ দাও। সবশেষে সমাধানগুলো শ্রেণিতে শেয়ার করো।



**5.2.2 Now, reflect on the steps you have followed in doing Activity 5.2.1 and tick the steps you have followed from the given list to solve the problems.**

Activity 5.2.1 করার জন্য যে ধাপগুলো অনুসরণ করা হয়েছে তা পর্যালোচনা করো এবং নিচে দেওয়া তালিকায় সমস্যা সমাধানের জন্য তুমি যে সকল ধাপ অনুসরণ করেছো সেগুলোতে টিক চিহ্ন দাও।

The steps	Yes	No
Identify the problem		
Find out the reasons causing the problem		
Identify the necessity to solve this problem		
Find out some possible solutions first		
Then, identify the effective solutions to the particular problems		
Consider that the suggested solutions are realistic and implementable		
Think about the duration of time it will take to solve the problem		
Consider, how it would look like after the solution has been implemented		

All the ‘Yes’s of the above list tell you that you are a good problem solver. On the other hand, all the ‘No’s tell you that you need to work on this problem-solving skill.

Now, let’s be a better problem solvers!

To be a better problem solver, you have to consider many things and follow some steps. And if you want to write a problem-solution text, again you need to follow some steps. The following note on ‘The techniques to write a problem-solution text’ will help you to be a better problem solver and a problem-solution text writer.

**5.3.1 Read the following note in the box on ‘The writing techniques for problem-solution text’ and share your understanding in pairs/groups. Later, share it with the whole class.**

নিচের বক্সে দেওয়া ‘The writing techniques for problem-solution’ শীর্ষক text-টি পড়ো এবং জোড়ায় বা দলে তুমি কী বুঝেছো তা শেয়ার করো। পরে শ্রেণিতেও তা শেয়ার করো।

**Note**

**The writing techniques for problem-solution text**

Problem-solution text is a popular form of writing. Here, writers first describe or discuss a problem, convince the reader to care about it and finally, suggest solutions. A good problem-solution text suggests one or some well-explained solution(s) to solve the problem. In this type of writing, the focus is equally on both the problem and the solution.

Now, look at the following structure that will help you to write a well-constructed problem-solution text.

**The structure of a problem-solution text:**

**a. Introduction**

- Paraphrase the given problem
- Write one key cause and related solution

**b. Main body Paragraph 1- Cause (you can write different causes using different paragraphs)**

- Topic sentence- state the causes
- Explain the causes of the problem
- Give an example

**c. Main body paragraph 2- Solution (Again, you can write different solutions using different paragraphs)**

- Topic sentence- state the solutions
- Explain the solutions in relation to the problem
- Give an example

**d. Conclusion**

- Summarise the key points

**For better understanding let's write a problem-solution essay following this 4 steps structure.**

**Suppose, our question is '*Students are losing interest in attending school.*'-  
*what do you think the causes are? What solutions can you suggest?***

**Before writing the essay, let's follow these three steps to plan your essay:**

- a) Analyse the question:** This is an important step in the planning the writing. Here, we need to read the question carefully and identify the topic words, other keywords and finally the instruction words in the question to be focused on what the question asks us to write.

The topic words are what the question is about. We will find it in the statement part of the question. In this question, *Students are losing interest in attending school.- what do you think the causes are? What solutions can you suggest?* the topic words are 'losing interest' because the question is about this topic. Then, the other keywords in the question are *students* and *attending school* and we must write about them in the essay. Next, if we analyse the instruction words we will find out that we have to write the causes and solutions of the problem, that is, 'why students are losing interest in attending school'. So, analysing all these three things will help our essay to be relevant and linked to the question.

- b) Generate ideas:** Now, we have to generate some ideas to write our essay. One way we can do this is by simply asking ourselves the causes of the problem that instantly comes to mind. And write down all the possible solutions to the causes. For example, if we think about the causes and the solutions to the problem, 'Why students are losing interest in attending school' they may be -

Causes of losing interest	Solution
Lowest teacher-student ratio	Increasing student's participation in the classroom activities by using pair/group works
Long hour classes	Arranging co-curricular activities like games, drawing, recitation etc.
Fear of failure	Motivating students to accept failure in a positive way

**We're almost ready to start writing our problem-solution essay but first, we have one more task to do and that is-**

- c) Identify vocabulary:** Now, let's quickly jot down some vocabulary that comes to our mind as we have already found the causes, and their solutions we will write about. This strategy will save us from having to stop and think of the appropriate language while we write. For example:

For this particular problem-solving essay some vocabularies are:

- Lack of motivation
- Unsuccessful
- Attractive activities
- Participation
- Attention

**Now, it is time to write the first paragraph, which is the 'Introduction' of the essay!**

**The introduction:**

**First, let's paraphrase the question within 2-3 sentences and then, state one key cause and related solution. The first paragraph may look as follows:**

*'One of the problems facing our school is that students are losing interest in attending school. The main reason for this is the lowest teacher-student ratio. In a class, on average, there are 60-80 students. So, it's not possible for a teacher to give attention and listen to all of their problems in the class and a possible solution is to engage students in the classroom activities by using pair/group works.'*

**Now, it's time to write the 'Main body paragraph 1- Cause'. Don't worry, it will be a very easy task for you as you have already identified the causes. So, let's start writing!**

First, you have to start with a topic sentence. The topic sentence summarises the main idea of the paragraph. It acts like a signpost for what is to come next, that is, what the paragraph will be about. We will start with the cause of the problem first.



**Topic sentence- *One of the main causes of losing interest in attending school is the lowest teacher-student ratio.***

**Now, we must write an explanation sentence that develops the idea.**

**The explanation sentence may be** *‘Bangladesh is a populous country and we get a reflection of it in our classroom. In a classroom, there are 60-80 students on average. For a teacher, it is almost impossible to listen to everyone’s problems. Besides, it is known that every student is unique, and so are their problems. As a result, students become frustrated and do not get the motivation to attend school regularly.*

**Finally, let’s add an example to support our cause. An example may be-**

*‘We have a large class of 70. Every day, I come to school earlier to sit on the front bench because, from the back, I cannot listen to my teachers clearly. When I sit in the back, sometimes I request teachers to be a little louder and sometimes my teacher comes close to me to help me with understanding. But, we are 70 and one teacher cannot help everyone with their diverse problems. It’s a huge problem that needs to be solved.*

**So, we have completed writing all the three parts of our first main body paragraph. Now, let’s have a look at the finished paragraph!**

*One of the problems facing our school is that students are losing interest in attending school. The main reason for this is the lowest teacher-student ratio. In a class, on average, there are 60-80 students. So, it’s not possible for a teacher to give attention and listen to all of their problems in the class and a possible solution is to engage students in the classroom activities by using pair/group works. Bangladesh is a populous country and we get a reflection of it in our classroom. In a classroom, there are 60-80 students on average. For a teacher, it is almost impossible to listen to everyone’s problems. Besides, it is known that every student is unique, and so are their problems. As a result, students become frustrated and do not get the motivation to attend school regularly. We have a large class of 70. Every day, I come to school earlier to sit on the front bench because, from the back, I cannot listen to my teachers clearly. When I sit in the back, sometimes I request teachers to be a little louder and sometimes my teacher comes close to me to help me with understanding. But, we are 70 and one teacher cannot help everyone with their diverse problems. It’s a huge problem that needs to be solved.*

**Now, it's your turn to write the main body paragraph 2- solution following the same process. First, write the topic sentence to summarise the main idea of the paragraph.**

Your topic sentence (The solution) \_\_\_\_\_

Now, add sentences to explain your idea \_\_\_\_\_

Next, add an example to support your idea \_\_\_\_\_

Finally, add the 3 parts and you will get your finished second main body paragraph.

Now, write your finished paragraph \_\_\_\_\_

\_\_\_\_\_

We are at the end of our problem-solution essay. It's time to conclude our essay with a conclusion. The conclusion is the summary of the main points in our essay. We can never introduce any new ideas here.

So, start writing the conclusion!

You may start with a phrase like 'in conclusion' or 'to conclude' or in your own way. Then, summarise the main ideas into one sentence.

Your answer \_\_\_\_\_

\_\_\_\_\_

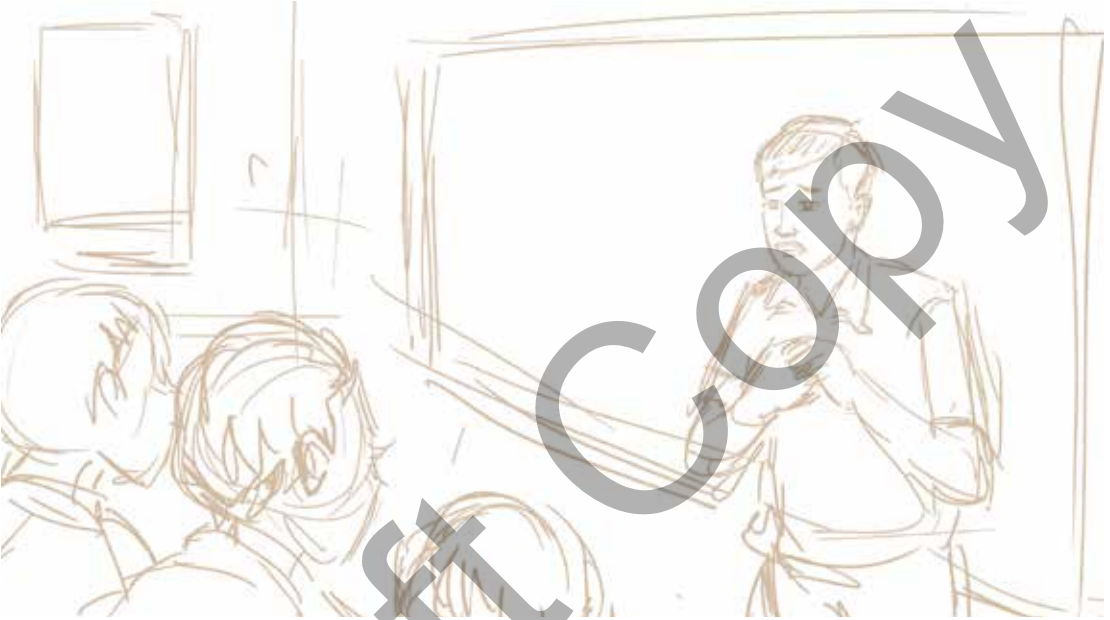
That's it. We have completed our essay.

Now, put together all four paragraphs and share the essay with the class.

**5.3.2 Now, read the following text and do the matching activity to check our understanding of the text.**

নিচের text-টি পড়ো এবং তুমি কী বুঝেছো তা যাচাই করার জন্য matching activity-টি সম্পন্ন করো।

**Conversation Confidence: Unlocking the Power of effective communication**



In today's world, strong communication skills have become more critical than ever. Conversations are the building blocks of relationships, whether personal or professional and being confident in our ability to engage in a meaningful exchange of ideas and thoughts has a profound impact on our lives. Everywhere there is the conversation: at work, school, the supermarket, with family, at home, and even on the playground. Conversation confidence is the art of expressing oneself clearly, listening attentively, and engaging in productive exchanges. Conversations are such a part of daily life that people frequently overlook how challenging and stressful talks can be if they are taking place in a language other than their own. While conversation confidence is a valuable skill, it does not go without challenges.

Academic Year 2024 Many individuals struggle with various barriers that hinder their ability to engage in meaningful communication in any language. Many people experience fear and anxiety when speaking in public or participating in group conversations. The fear of being judged or criticised can significantly hinder conversation confidence. Individuals with social anxiety may feel intense discomfort in social settings, leading to difficulties

initiating or participating in conversations. It can delimit their ability to express themselves and connect with others. Besides, people often bring preconceived notions, biases, or judgments into conversations that can hinder their ability to listen objectively and empathetically. It can create misunderstandings and limit effective communication.

Non-verbal cues, such as body language, facial expressions, and tone of voice, play a crucial role in communication. However, individuals with conversation confidence issues may struggle with maintaining eye contact, using appropriate gestures, or conveying their message non-verbally. Conversation confidence can be hindered when individuals fail to consider or understand differing viewpoints. This lack of empathy can lead to ineffective communication, misunderstandings, and strained relationships. Again, during a conversation, some individuals may dominate conversations and disregard others' points of view. It can create an imbalanced conversational dynamic and hinder effective communication.

Limited vocabulary hinders new language learners from expressing themselves effectively. For instance, English language learners often struggle with grammar rules and pronunciation difficulties. Secondly, a lack of fluency can make new language learners hesitant and apprehensive during conversations. Thirdly, fear of making mistakes can hinder conversation confidence as learners may feel embarrassed or anxious about being misunderstood.

Sometimes new language learners struggle to understand native speakers due to differences in accent, speed, or colloquial expressions. Furthermore, cultural differences can create barriers in verbal communication, leading to confusion and decreased conversation confidence. Also, limited exposure to authentic conversations can hinder new language learners from developing natural conversation skills.

While these problems are natural to feel nervous, students need to find ways to be more confident in their ability to participate in a conversation. They can choose from various solutions to boost their conversation confidence.

Learning about current, relevant news can be one solution for students to develop more conversational confidence. The internet makes it very easy to find out what everyone in the community is talking about; with this knowledge, students can be prepared for conversations because they know what people are generally talking about and can even look up the vocabulary words they need. Also, students can start this preparation by following the academy's social media pages or listening to locally produced news. Learners should also focus on vocabulary building by regularly learning and practising new words. Different learning applications and extensive reading can significantly increase vocabulary and boost confidence. The correct pronunciation is also crucial for effective communication. New language learners should actively practise speaking aloud

Expressing a Solution to a Problem and follow pronunciation guides to improve their pronunciation skills. In addition, regular pronunciation practice develops confidence in speaking the language more accurately.



Role-playing activities provide a safe and structured environment for English language learners to practise conversational skills. By imitating real-life scenarios and exchanging dialogues with peers, learners can improve their fluency, confidence, and ability to respond spontaneously. Likewise, listening comprehension plays a vital role in conversation confidence. The new language learner should expose themselves to authentic audio materials, such as podcasts, music, and movies, to develop their understanding of the language in different contexts. Engaging oneself in the target language and culture accelerates conversation confidence. New language learners should seek opportunities to travel, participate in cultural events or language exchange programs to practise conversational skills in real-life situations. Exposure to native speakers and cultural contexts enhances understanding and confidence. Also, it is crucial to embrace errors as part of the learning process and view them as opportunities

for improvement. By adopting a positive mindset and learning from mistakes, learners can overcome their fear and become more comfortable engaging in conversations.

Engaging in confidence-building activities can help new language learners overcome their conversational anxieties. Joining language clubs, participating in language contests, or delivering short presentations in the target language (e.g., in English) can gradually boost confidence. As well as celebrating small achievements and acknowledging progress is essential for sustained motivation. They should cultivate patience and persistence, understanding that progress may come gradually. Moreover, learners should nurture a positive mindset, replacing self-doubt with affirmations and visualising successful conversations. Building a strong belief in one's abilities enhances confidence and encourages a more relaxed and fluent communication style.

In conclusion, students have many options to solve the problem of avoiding conversations and subsequently develop conversation confidence. Choosing to work through these solutions will help students improve their English skills and help them build stronger relationships with others. Since conversations are part of everyday life and cannot be entirely avoided, it is better to conquer fear through preparation than to limit self-expression. Whether learners are talking to a supervisor, a classmate, a roommate, and a friend or family, they will feel empowered to be better conversational partners. By addressing the issues they have and implementing practical solutions, educators and students can work together to foster a conducive environment for building conversation and confidence.

### The matching activity

**Read the following concept/term in the first column and their descriptions/ elaborations in the column next to it. Then, match the concepts/ term with their descriptions/ elaborations. Later share your answers with the class.**

Concept/Term	Description/ elaboration of Concept
a. Conversation confidence	1. Podcasts, music, movies, announcements, weather forecasts etc.
b. Non-verbal cues in communication	2. Differences in accent, speed, colloquial expressions or cultural differences
c. Barriers of meaningful communication	3. Tells about the key ways to develop conversation confidence
d. Hindrance of objective listening	4. Joining language clubs, participating in language contests, or delivering short presentations in the target language

Concept/Term	Description/ elaboration of Concept
e. Challenges of new language learners	5. The art of expressing oneself clearly, listening attentively, and engaging in productive exchanges
f. A way to know the problems of the community	6. Visiting the academy's social media pages or listening to locally produced news
g. Authentic audio materials	7. Having preconceived notions, biases, lack of empathy or being judgmental
h. Confidence-building activities	8. Body language, facial expressions, tone of voice, hand gestures etc.
i. Conclusion	9. Fear in public speaking, being judged or criticised

**5.3.2.1 Now, read the text given in Activity 5.3.2 again and ask and answer the following questions in pairs/groups. Later, share your responses with the class.**

Activity 5.3.2-এ দেওয়া text-টি আবার পড়ো এবং নিচের প্রশ্নগুলো দলে বা জোড়ায় আলোচনা করো। পরবর্তীতে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

### Questions

- Do you think the writer has convinced the reader to care about the problem? If yes, explain your answer.
- Has the writer identified the causes of the problem in the text? If yes, what are they?
- What are the solutions suggested in the text to solve the problem?
- Which solution do you think is most feasible? Why do you think so?
- Did the writer use any conclusion to tell you all the key points of the text? Explain your response with an example.

**5.3.2.2 Read the text given in Activity 5.3.2 again and identify different steps of the structure of this problem-solving text in pairs/groups. Then, list your responses in the following grid. Later, share your responses with the whole class. One is done for you.**

Activity 5.3.2 এ দেওয়া text-টি আবার পড়ো এবং জোড়ায় বা দলে problem-solving text গঠনের বিভিন্ন ধাপগুলো চিহ্নিত করো। তারপর নিচের সারণিতে তোমার উত্তরগুলো লেখো। পরে শ্রেণিতে শেয়ার করো। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।

Paragraph of the text	Step of the structure	Description of the steps in the text
Paragraph one	Introduction	a) Paraphrase the problem ‘The challenges of conversation confidence.’ b) Convince the reader to care about the problem saying that.....
Paragraph two (causes)	Main body paragraphs (causes)	The causes described in this paragraph are.....
Paragraph three (causes)		The causes described in this paragraph are.....
Paragraph four (causes)		The causes described in this paragraph are.....
Paragraph five (causes)		The causes described in this paragraph are.....
Paragraph seven (solutions)		Main body paragraphs (Solutions)
Paragraph eight (solutions)	The solutions described in this paragraph are.....	
Paragraph nine (solutions)	The solutions described in this paragraph are.....	
Paragraph ten	Summarise the key points	The key points described in this paragraph are.....



**5.4.1 Read the given parts of a problem solution essay and write the blank parts of the essay to make it a complete essay. In writing, follow the structure of a problem solution essay in the note given in Activity 5.3.1.**

একটি problem solution essay-এর অংশগুলো পড়ো এবং খালি অংশগুলো পূরণ করে রচনাটিকে সম্পূর্ণ করো। Activity 5.3.1 এ দেওয়া সমস্যা সমাধান সংক্রান্ত রচনার গঠন-কাঠামো অনুসরণ করো।

**Question**

*The internet has brought the world into our grip, but it has also created new problems for teenagers. What are the most serious problems associated with the internet and what solutions can you suggest?*

**The essay**

**Step 1: Introduction**

**Paraphrase the given problem:** *The enormous use of the internet over the last decade has led to revolutionary changes to the way we share information. Though the internet contributes a lot to being connected it has also created problems especially for the teenagers that did not exist before.*

Now, it's your turn to write one key cause and related solution.

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

**Step 2: Main body paragraph 1 Cause** (you can use different paragraphs for different causes)

**Topic sentence (state the cause):** *One of the causes of the internet is its easy accessibility to all the sites even though some are not suitable for them.*

Now, it's your turn to explain the cause and give an example of it.

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

**Step 3: Main body paragraph 2- Solution** (Again, you can write different solutions using different paragraphs)

**Topic sentence (state the solutions):** *It is high time the government ensured that adequate legislation and controls are in place to prevent young people from accessing dangerous sites, such as requiring more than simply confirming that s/he is an adult to view a site.*

Now, it's your turn to explain the solution and give an example of it.

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

Finally, write the conclusion of the essay (the main points in the essay).

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

It is time to put together all four paragraphs and complete your writing. Later, share the essay with the class.

**5.4.2 Now, you are equipped with the technique to solve a problem in a better way and to write a problem-solving essay following the four-step structure.**

**So, now solve one of the problems you are facing in your school and that is, to improve your school's recycling system by writing a problem-solving essay and present it to the concerned authority. Follow the given steps to write your essay in a more structured way.**

এখন কোনো সমস্যা ভালোভাবে সমাধান করার কৌশলগুলো সম্পর্কে তুমি জানো এবং চারটি ধাপ অনুসরণ করে কিভাবে সমস্যা সমাধান সংক্রান্ত রচনা লিখতে হয় তাও জানো। সুতরাং বিদ্যালয়ে তুমি যে সকল সমস্যার মুখোমুখি হও এমন একটি সমস্যা, যেমন তোমার 'বিদ্যালয়ের recycling system উন্নতকরণ' সংক্রান্ত একটি রচনা লেখো এবং সংশ্লিষ্ট কর্তৃপক্ষের সামনে তা উপস্থাপন করো। কাঠামো ঠিক রেখে লেখার জন্য নিচের ধাপগুলো অনুসরণ করো।

- First, do a survey to get an idea of your school's existing recycling system and frame your question. In framing the question, take the help of your peers/ teacher/ parents etc. if necessary.

প্রথমে তোমার বিদ্যালয়ের বর্তমান রিসাইক্লিং পদ্ধতি সম্পর্কে ধারণা লাভের জন্য একটি জরিপ করো এবং প্রশ্ন তৈরি করো। প্রশ্ন তৈরির জন্য তোমার সহপাঠী, শিক্ষক অথবা বাবা-মার সাহায্য নাও।

- Then, make a plan to write your essay. Don't forget to follow the three steps (analyse the problem, generate ideas and identify the related vocabulary) in the planning process.

রচনাটি লেখার জন্য একটি পরিকল্পনা করো। পরিকল্পনাটি বাস্তবায়নের জন্য (সমস্যাটি বিশ্লেষণ করা, সমস্যাটি সম্পর্কে ধারণা তৈরি করা এবং তার সাথে সম্পর্কিত শব্দমালা) বর্ণিত ধাপ তিনটি অনুসরণ করতে ভুলো না।

- Now, write the first step 'Introduction' by paraphrasing the problem. Add one key cause and related solution to complete your introduction.

সমস্যাটিকে paraphrase করে রচনাটির প্রথম ধাপে ভূমিকাটি (Introduction) লেখো। একটি মূল কারণ অন্তর্ভুক্ত করে এবং তার সমাধান দিয়ে ভূমিকা সম্পূর্ণ করো।

- To write every 'Main body paragraph'- cause, first state the cause. Then, explain the cause and give an example to make your point well explained.

'Main body paragraph' লেখার জন্য মূল কারণ বর্ণনা করো। তারপর কারণটি ব্যাখ্যা করো। তোমার পয়েন্টগুলো উদাহরণসহ বর্ণনা করো।

- Again, to write a body paragraph- solution, follow the same process that is to state the solution first. Then, explain the solution and give an example to make your suggestions well-defined.

পুনরায় 'body paragraph' লেখার জন্য মূল অংশে সমস্যার সমাধান এবং যে পদ্ধতি অনুসরণ করে সমস্যার সমাধান করা যাবে তা বর্ণনা করো। তারপর উদাহরণ দিয়ে সমাধানটি ব্যাখ্যা করো এবং তোমার সুনির্দিষ্ট পরামর্শ দাও।

- Finally, conclude your essay by summarising all the key points.

সবশেষে, সব মূল বিষয়বস্তুকে একসাথে করে রচনাটি শেষ করো।

- At last, you are ready to present your essay in the class first. Then, choose the most suitable essay from the class and submit it to the concerned authority asking for immediate steps to make your school environment healthy and safe.

অবশেষে, তোমার রচনাটি শ্রেণিতে উপস্থাপনের জন্য তুমি প্রস্তুত। বিদ্যালয়ের নিরাপদ ও স্বাস্থ্যকর পরিবেশ নিশ্চিত করতে তোমাদের লেখা সবচেয়ে ভালো রচনাটি নির্বাচন করো এবং তাৎক্ষণিক পদক্ষেপ নেওয়ার জন্য সংশ্লিষ্ট কর্তৃপক্ষের নিকট জমা দাও।

New Words: concentrate, profound, delimit, empathetically, crucial, dominate, hesitant,

apprehensive, colloquial, boost strained.

# The Art of Expressing Comparisons

**6.1.1 Think that in this summer vacation, with your family, you are planning to visit a place in Bangladesh. Now you need to make decisions on many things. Now, look at the following illustrations and decide which one you will choose from the given options for your visit. Later, share your list of choices for the journey with the class, explaining why you chose them.**

মনে করো, এই গ্রীষ্মের ছুটিতে, তুমি তোমার পরিবারের সাথে বাংলাদেশের একটি জায়গা ভ্রমণের পরিকল্পনা করছো। এখন তোমাকে অনেক বিষয়ে সিদ্ধান্ত নিতে হবে। নিচের ছবিগুলো দেখো এবং তোমার ভ্রমণের জন্য প্রদত্ত বিকল্পগুলোর মধ্যে কোনটি তুমি বেছে নেবে সে সিদ্ধান্ত নাও। পরে, ভ্রমণের জন্য তোমার পছন্দের তালিকাটি শ্রেণিতে শেয়ার করো এবং কেন সেই জায়গাগুলো বেছে নিয়েছো তা ব্যাখ্যা করো।

## i) Destination

**Sajek**



**Cox's Bazar**



ii) Transportation

**Train**



**Bus**



iii) Luggage

**Suitcase**



**Bag**



vi) Shoe

**Sneakers**



**Slippers**



v) Camera

Mobile

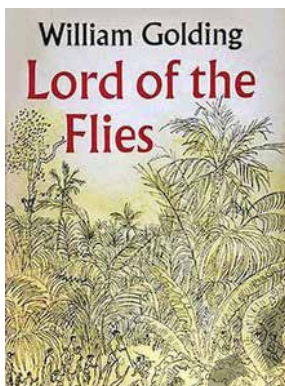


DSLR



vi) Books

Fictions/Adventure



Magazine



vii) Snacks for the Journey

Bread- Banana



Sandwich



**6.1.2 Now, in groups discuss and reflect on the steps you have followed to choose one from the alternatives.**

**The following steps for making a choice are for your help. You can use them and add steps if you need them. Later, arrange the steps in the given flowchart. Finally, share your flowchart for making a choice with the class.**

এখন, দলে আলোচনা করো এবং বিকল্পগুলোর মধ্যে থেকে একটি পছন্দ করার জন্য যে ধাপগুলো অনুসরণ করেছো তা নিয়ে ভাবো।

সিদ্ধান্ত গ্রহণের জন্য নিচের ধাপগুলো তোমার সুবিধার জন্য দেওয়া হলো। তুমি এ ধাপগুলো অনুসরণ করতে পারো এবং প্রয়োজনে আরো ধাপ যুক্ত করতে পারো। নিচের flowchart এ ধাপগুলো সাজাও। সবশেষে শ্রেণিতে তা শেয়ার করো।

**Steps**

- Explore more about the alternatives
- Identify your need
- Compare the advantages and disadvantages of the options
- Review your choice
- Select the suitable option

**ধাপসমূহ :**

- বিকল্পগুলো সম্পর্কে আরো অনুসন্ধান করো।
- নিজের প্রয়োজন শনাক্ত করো।
- বিকল্পগুলোর সুবিধা এবং অসুবিধাগুলোর তুলনা করো।
- নিজের পছন্দ পর্যালোচনা করো
- উপযুক্ত পছন্দটি বাছাই করো

**The flowchart of making choices : add below**

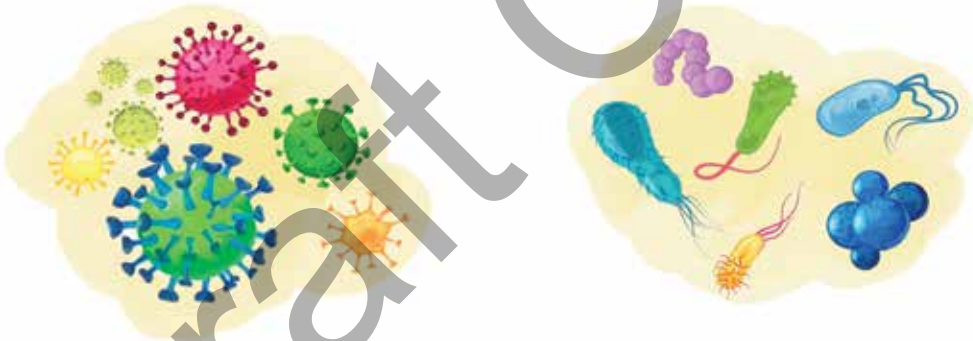
**6.2.1 Now, let's see what we compare of a thing/person/object etc. to choose one from the alternatives!**

**Read the following two texts, and in pairs/groups, identify the similarities and differences between Viruses and Bacteria in text 1 and Culture and Civilization in text 2. Later, present your findings in front of the whole class.**

চলো দেখি কোনো বিকল্প থেকে একটিকে বেছে নেওয়ার ক্ষেত্রে কোনো ব্যক্তি/বস্তু অথবা বিষয়ের কোন বৈশিষ্ট্যটি আমরা তুলনা করি।

নিচের টেক্সট দুটি পড়ো এবং জোড়ায় বা দলে টেক্সট ১-এ দেওয়া ভাইরাস এবং ব্যাকটেরিয়া এবং টেক্সট ২-এ দেওয়া সংস্কৃতি ও সভ্যতার মধ্যে মিল এবং অমিলগুলো চিহ্নিত করো। পরে শ্রেণিতে তোমার প্রাপ্ত ফলাফল শেয়ার করো।

**Text 1**



Viruses and bacteria are microscopic organisms. Bacteria are single-celled and considered living organisms. Viruses are not cells but genetic material (DNA or RNA) enclosed in a protein coat. They do not have cellular structures and are considered non-living particles. Viruses and bacteria have the potential to cause infections and diseases in humans, animals and plants. Both have mechanisms for replication. Bacteria can reproduce independently through binary fission, on the other hand, viruses require a host cell to replicate. Antibiotics can kill the growth of bacteria but they are not effective against viruses. Bacteria are larger than viruses. Viruses and bacteria can be transmitted from one organism to another through various means.



Text 2



Culture and civilization involve shared values, beliefs, norms and customs that guide the behaviour of individuals within a society. Civilizations tend to be broader in scope than cultures. A civilization includes multiple cultures within its boundaries and involves larger populations compared to culture. Cultures and civilizations often produce art, literature, music and other forms of creative expression that reflect their values, aesthetics and traditions. Both cultures and civilizations develop languages to facilitate social interaction. Civilizations are often recognized for their historical impact, such as the civilizations of Egypt, Greece or China while cultures may be more localized.

You may record your findings in the following grid. Add as many rows as you need.

	Similarities	Differences
Text 1 Viruses and Bacteria	1.	
	2.	
	3.	
	4.	
	5.	
Text 2 Culture and Civilization	1.	
	2.	
	3.	

**6.2.2** Now, notice the grid carefully and in pairs/groups, identify what features of Viruses, Bacteria, Culture and Civilization you compare. Then, record them in the given grid. Finally, check your responses with other groups.

জোড়ায় বা দলে নিচের সারণিটি ভালোভাবে লক্ষ্য করো এবং ভাইরাস, ব্যাকটেরিয়া, সংস্কৃতি এবং সভ্যতার কী কী বৈশিষ্ট্য তুলনা করছো তা খুঁজে বের করো। তারপর, প্রদত্ত সারণিতে উক্ত বিষয়গুলো লেখো। পরে তোমার উত্তরগুলো অন্য দলের সাথে যাচাই করো।

One is done for you.

Comparable Feature	Example sentence from the text
1. Size	Viruses and Bacteria are microscopic organisms.
2.	
3.	
4.	
5.	

**6.3.1 Now, read the note below and explore the techniques for writing a compare and contrast text. Later, check your understanding of the note by doing the activities it follows.**

নিচের নোটটি পড়ো এবং compare and contrast সংক্রান্ত টেক্সট লেখার কৌশলগুলো সম্পর্কে জানো। পরে নোটটি পড়ে তুমি কী বুঝেছো নিচের কাজগুলো করে তা যাচাই করো।

**Note**

**Compare and Contrast Essay**

Compare and contrast essay is a common type of academic essay writing topic. Compare refers to exploring similarities between subjects, while contrast means to look at their differences. A compare and contrast essay explores the similarities and differences between two subjects to have some deeper insight into the two. In a compare and contrast essay, we either compare the two subjects, contrast them or sometimes do both. The subjects we compare in the essay are usually in the same category, although they have their differences. For example, we can write an essay comparing two books or contrasting them or can do both to get a clear understanding of them. Likewise, it can be two movies, two cities, and two schools. When we write a compare and contrast essay, we try to make connections between the two subjects that are not obvious but illustrate the subtle, surprising or unexpected similarities and differences between the subjects. So, to write a compare and contrast essay, you need to use your observations and analytical skills to pay close attention to the issues, analyse the information and make meaningful arguments about the issues to compare them.

There are a couple of ways to write a compare and contrast essay. Here, we will learn about the popular twos. One is the block structure, and the other is the point-by-point structure.

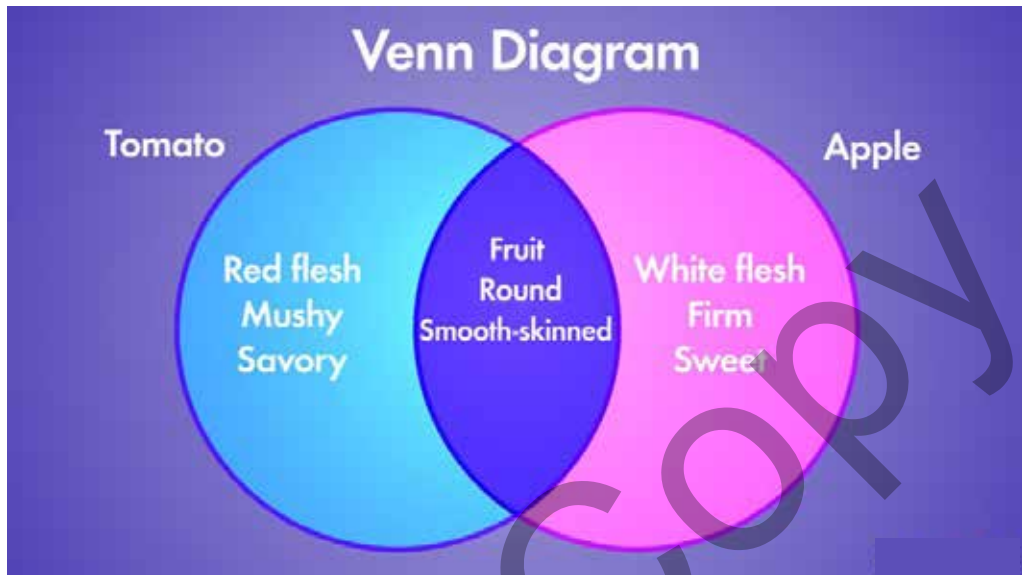
- 1. The block structure:** The block structure is a little bit easier to write than the point-by-point method. This structure includes an introduction, two body paragraphs and a conclusion. The first body paragraph talks about various features of one subject, and the second body paragraph discusses the similar features of another subject. So, in the block structure, each paragraph focuses on one separate thing, and altogether, you have four paragraphs.
- 2. The point-by-point structure:** This structure gives the readers more detail about the subjects that are compared, and readers may find it more interesting than the Block Method. This method is a bit different from the Block Method as, in this method, you will get more than two paragraphs in the body. Each body paragraph talks about one point of comparison. For example, if the first paragraph talks about one point of comparison, the second paragraph will focus on a different point of comparison.

**Now, let's explore how to brainstorm some similarities and differences between the two subjects to write a compare and contrast essay!**

Let's look at a simple example of compare and contrast essay from activity 6.1.1 that is which transportation rail or bus you will choose for the journey. To write the essay, the first thing you should do is to grab a piece of paper and make a list with two columns: similarities and differences. Then, jot down the key things first, then the most striking ones. Here, you can also use a Venn diagram ( two circles that overlap). Now, in the section where it overlaps, note the similarities and differences in the part of the circle that does not overlap. So first about a rail journey, we can write rail is spacious, seats are comfortable, less risky, eco-friendly, have toilet facilities etc. On the other hand, a bus journey is comparatively fast, flexible, available but risky and congested. Now, write these characteristics in the part of the circle that does not overlap. And in the section that overlaps, let's write the similarities like both are land transportation, need money to travel and stop for a while at certain stops. This diagram will help you to organize similarities and differences and give you a clear idea of the things you can write about. Now, your ideas are ready and organized in the Venn diagram to write the essay. And, it will look like the following one.

Draft Copy

## Venn Diagram



So, let's move forward and focus on the Block Structure! We will start with an introduction para. Like other types of writing the introduction para includes-

- a hook to grab the reader's attention
- some background information about the subjects and lastly
- a clear and focused thesis statement

For the essay, the introduction may be

*Rail and bus are the two common and most used transportation to travel in our country. Both are land transportations yet they differ in a lot of ways. Rail Travel may take more time than Bus Travel but a journey by train is definitely more comfortable than a journey by bus.*

Here, the introduction gives the readers a signal that as both of them are land transportation, they are similar in many ways. Again, the use of the specific word yet tells them that the essay is going to focus not only on the similarities but also on the differences between Travelling by Rail and Travelling by Bus. Moreover, the thesis sets up the two subjects to be compared and contrasted (Rail VS Bus Travel) and it makes a claim about the results that might prove useful to the reader.

It's time to write the first body paragraph!

Here, we will talk about Rail Travel and how it is similar to Bus Travel. So, let's start writing. Don't forget to use your ideas in the Venn diagram.

***People always travel by rail and bus. Both of them are public land transportation. They are always crowded and also have the risk of pickpocketing. So, passengers always need to be careful about their belongings. ....***

Now, it's your turn to write the rest two similarities following the Venn diagram.

Let's move to the second body paragraph. Here, we will write about bus travel and how they are different from rail travel.

***Travelling by bus is usually faster than a train but sometimes the bus needs more time to reach the destination places because of traffic jams. On the other hand, the train has its own path and there is no traffic jam at all. So, instead of being faster, the bus is sometimes slower than the train. ....***

Now, add two more points following the Venn diagram.

So, now we will write the conclusion paragraph. In the conclusion, we will

- restate the thesis
- restate the points of comparison, and maybe
- give an opinion or realization

Our conclusion paragraph may look like this-

***To conclude, we can say it is clear that people use rail and bus for travelling different places for their advantages and disadvantages. They have similarities but they are different in many ways like travelling by train is more comfortable, less risky and eco-friendly than travelling by bus. So to my opinion, travelling by rail is preferable than travelling by bus.***

Now, write the whole essay and share it with your groups. Finally, share it with the class.

It's time to focus on the Point-by-Point structure! Like the block structure, the point-by-point structure also includes an introduction paragraph, body paragraphs and a conclusion paragraph. But, the point-by-point structure is different from the block structure as it has more than two body paragraphs and each body paragraph talks about both the subjects which are compared. The structure of a point-by-point method looks like this-

- Introduction or an introductory paragraph
- body paragraph 1- point of comparison 1

Your point:

body paragraph 2- point of comparison 2

Your point:

body paragraph 3- point of comparison 3

Your point:

- Conclusion or a concluding paragraph

In this essay, three points of comparison (both similarities and dissimilarities) are talked about in the three body paragraphs and each paragraph will focus on a point of comparison.

### The Introduction Paragraph

It's your turn to write the introduction paragraph following the Block structure as they are similar. Don't forget to mention your points of comparison in the thesis statement as the points will let the readers know what points your body paragraphs are focusing on. Make sure that you are using the correct language and transitional words to inform your readers what you are going to tell.

**Write your introduction paragraph here**

.....

### The First Body Paragraph

**Let's explore what would be inside the first body paragraph. To write the first body paragraph, follow your thesis. Suppose, from the Venn diagram, your first point of comparison is *Rail journey is more comfortable than the bus journey*, your first body paragraph may look like this-**

*Comfort is a primary concern of people when they travel from one place to another, especially if it is a long journey. The train is spacious and has more leg space. People can move freely if they need and don't need to be stuck to their seats. In contrast, the bus is congested and there is little space for legs and hand luggage. Passengers don't have any option but to sit in their seats. If it is a long-distance journey, sometimes the elderly passengers get sick. So, it's clear that both the transports have their distinct features and are different from each other.*

So, write two more body paragraphs following your thesis statement.

Write your body paragraph 2 here .....

Write your body paragraph 3 here .....

Now, it's time to write the conclusion paragraph following the Block structure as they are similar.

Write your conclusion paragraph here .....

Finally, compile the whole essay and share it in groups and later with the class.

### 6.3.1.1 Let's check our comprehension of the note!

**Read the note again and identify the similarities and differences between Block structure and Point-by-Point structure. Then, share your findings in pairs/groups.**

**You may use the following grid to record your findings. Add as many rows as you need.**

চলো নোটটি সম্পর্কে আমরা কী বুঝেছি তা যাচাই করি!

নোটটি আবার পড়ো এবং Block structure and Point-by-Point structure এর মধ্যে মিল এবং পার্থক্যগুলো চিহ্নিত করো। তারপর, জোড়ায় বা দলে তোমার পাওয়া তথ্য শেয়ার করো।

তথ্য সংরক্ষণের জন্য নিচের সারণিটি ব্যবহার করতে পারো। প্রয়োজন অনুযায়ী সারি যুক্ত করে নাও।

	Similarities	Differences
<b>Block Structure and</b>	1.	1.
<b>Point-by-Point Structure</b>	2.	2.
	3.	3.



**6.3.2 Now, read the text and ask and answer the following questions in pairs/groups. Later, share your responses with the class.**

এখন, text-টি পড়ো এবং দলে বা জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো। পরে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।



The demand for organic foods has increased in the last twenty years. The USA and many European markets have noted increased sales. The increase can be attributed to the views of many consumers that organic foods are safer, tastier, and healthier than non-organic foods. Besides that, organic foods pose less environmental pollution risk than nonorganic foods. Realising these reasons, the demand for organic foods is rising despite being more expensive.

Foods that are grown without any artificial chemical treatment or by other substances that have been modified genetically are referred to as organic foods. A food product that is free of any artificial additives such as preservatives, flavouring, sweeteners, and colourings is known as organic food. On the other hand, foods grown using chemicals are labelled as inorganic foods. Organic foods, according to many studies, have high quantities of antioxidants compared to nonorganic foods. Certain types of micronutrients such as iron, zinc, and vitamin C are higher in organic foods than nonorganic foods. Organic foods with high antioxidants are helpful for the body due

to their role in reducing the risk of developing chronic illnesses. Nonorganic foods contain some toxic pesticides, such as cadmium which is absent in the case of organic foods. There also exist considerable differences between organic and non-organic foods in their appearance. Organic foods appear to be more natural than non-organic foods. Nonorganic foods, because of chemical usage, attain almost perfect shapes in contrast to organic food's imperfect and natural appearances.

Organic animal foods also have significant differences from their counterparts. Organic dairy products have high levels of omega-3 fatty acids, and organic meat has low levels of saturated fats. Organic animal foods with omega-3 fatty acids will have health benefits. On the contrary, nonorganic animal foods may increase health risks.

To sum it up, there are some similarities in the nutritional contents between organic and non-organic food substances. However, there are several considerable differences in the number of antioxidants, as well as other minerals present in organic and nonorganic foods. Generally speaking, organic foods are more helpful for preventing chronic illnesses since they contain higher quantities of antioxidants than non-organic foods. Additionally, organic foods have fewer nitrates and pesticide residues like cadmium that are dangerous to human health at high concentrations than non-organic foods. Organic foods, further, have higher levels of omega-3 fatty acids than non-organic foods, which has more positive effects on health.

## Questions

- a. In which structure is this essay written? Explain your response with examples.
- b. How many body paragraphs are there in the essay?
- c. What are the points of comparison the writer has used in the essay?
- d. How many similarities and differences between organic and nonorganic foods are talked about in the essay?
- e. Do you think the writer has shared his opinion in the essay? If yes, explain your answer.
- f. Does the writer restate the thesis and points of comparison in the conclusion? If yes, describe your responses.
- g. If you want to add a body paragraph, what will be your point/s of comparison?

**6.3.2.1 Read the essay again and identify the following characteristics of a compare and contrast essay in the text. Then, describe them with example sentence/s in the second column next to their names.**

রচনাটি আবার পড়ো এবং text-এ দেওয়া compare and contrast রচনার বৈশিষ্ট্যগুলো চিহ্নিত করো। তারপর, ২য় কলামে প্রতিটি বৈশিষ্ট্যের পাশে বাক্যের উদাহরণ দিয়ে তাদেরকে বর্ণনা করো।

**One is done for you.**

Name of the part	Your description with example sentence/s
1. The compared subjects	<p>The increase can be attributed to the views of many consumers that organic foods are safer, tastier, and healthier than inorganic foods.</p> <p>From this sentence, we understand that the essay compares and contrasts organic foods and inorganic foods.</p>
2. The thesis statement	
3. Point of comparison-1	
4. Point of comparison-2	
5. The type of structure	
6. The writer's opinion/ realization	

### 6.4.1 Let's learn together!

চলো একসাথে শিখি!

## The Padma Bridge, Our Pride!



Read the following text and check your understanding in groups.

#### Paragraph 1

The Padma Multipurpose Bridge is a matter of national pride for Bangladesh. It is across the Padma River. Inaugurated on 26 June 2022, it is a testament to our determination to achieve wonders.

**Question:** What will be your thesis statement for this text?

**Your answer:** .....

#### Paragraph 2

The bridge is considered a more challenging construction project compared to any others. Building a bridge over the Padma River is challenging compared to any other river considering its width and depth. It is the longest bridge in Bangladesh, with a length of 6.15 km. It overshadows any other bridge in length in Bangladesh. When compared to it, only Bangabandhu Bridge comes somewhat close to it, with a length

of 4.98 km. Two other bridges can be compared to it lengthwise, namely Bangabandhu Railway Bridge (4.8 km) and Rupsha Rail Bridge (5.13 km). The Padma Bridge is a two-level road-rail bridge. The steel truss bridge carries a four-lane highway on the upper level and a single-track railway on the lower level. Contrarily, both the Bangabandhu Railway Bridge and Rupsha Rail Bridge only carry railway tracks.

**Question: What are the points of comparison in this paragraph?**

**Your answer:** \_\_\_\_\_

### Paragraph 3

The Padma Bridge features the highest pile depth compared to any bridge in the world at 120 m (390 ft). It also is the deepest bridge in the world, with piles installed as deep as 127 meters. When discussing the practicality of the bridge, contrary to many misbeliefs, the bridge will boost the GDP of Bangladesh by as much as 1.23 percent. 13 districts with higher average poverty than the rest of the country are connected to the capital. 17 new economic zones are planned, which will result in prosperity as opposed to poverty in the southwestern region.

**Question: What are the points of comparison in this paragraph?**

**Your answer:** \_\_\_\_\_

### Paragraph 4

Tourist spots of the Southwestern Bangladesh like Kuakata and Sundarbans, and major destinations like Barisal, Faridpur, Gopalganj, Patuakhali, and Khulna are now easily reachable from the capital city of Dhaka. On the other hand, the bridge will connect Dhaka with Kolkata in a faster way. It will take at least 2 hours less compared to what it used to take. The southern part of Bangladesh has been connected to Dhaka in a shorter time by road in contrast to hassles associated with travel by ferries.

**Question: What are the points of comparison in this paragraph?**

**Your answer:** \_\_\_\_\_

### Paragraph 5

From the beginning, the Padma Multipurpose Bridge negotiation was hampered by controversy and conspiracy. Local and international conspirators conspired to hinder the completion of the bridge. A united national effort assured the completion of this mega project. To sum it up, the Padma Bridge has changed the lives of people for the better. We should now put our minds and efforts to harvest the opportunities it opened up. With a combined effort of all the people from different walks of life, a new era of

development and prosperity will be assured if the Padma Bridge is utilised to its full potential.

**Question: What will be your concluding paragraph for this essay?**

**Your answer:** \_\_\_\_\_

**Now follow the instructions and do the activity.**

**Instruction**

- Make groups of 5 and count 1,2,3,4 and 5. Write down your number so that you will not forget your number.
- Work on the paragraph distributed by the teacher. (Read the question after each paragraph and work on that)
- Complete the work within the time allocated by your teacher.
- After completing your work, form 5 new groups. All 1(the number you were given previously) will form Group 1. Likewise, all twos will be in group 2, all threes will be in group 3, all fours will be in group 4 and finally, all fives will be in group 5.
- Now, the new group members will share their learnings with their new group members. First, the members whose number is 1 will share their learning first, then the twos, after the threes, later the fours and finally the fives.
- All the new groups will discuss and work on the whole essay and rewrite the essay as a complete one. If you need, take the help of other groups and the teacher.
- Later, do the necessary edits and make the final draft.
- Finally, every group will present their essay in front of the class. After the presentation, request other groups to share their feedback.
- Conclude your presentation with a note of thanks.

**6.4.2 Let's discuss, think and solve our problems!**

চলো আলোচনা করি, ভাবি এবং সমস্যার সমাধান করি।

**Follow the instructions given below to do the activity.**

- In groups 5-6, discuss and identify 2-3 issues/problems related to your school/

locality that need opinions/decisions.

- Later, find out the best two solutions to address the issues/problems. Then, write each of the issues/problems with the suggested two solutions individually on a piece of paper and drop them in the box.
- Now, as a group representative, choose one issue/problem from the box.
- It's time to discuss and write a compare and contrast essay on the issue/problem you have chosen. Mind that, your essay is to help take the best solution among the two. So in your essay, you have to compare and contrast both options in a way that the readers can make their choices easily. If you want, you may write your opinion. Most importantly, follow the structure of a compare and contrast essay.
- Later, check the spelling, sentences and transition words of your essay with other groups and the teacher if you need and make the final draft.
- Later submit your final copy to your teacher.

**(You/ the teacher may collect all the essays and make a spiral binding book and place it to the school administration to consider the students' choices or keep it in the school library for others to read)**

**Some example issues/problems to help find yours own:**

- Egg/banana or samucha/singara for school tiffin
- Blue/white or brown/white (any colour you like) for school dress
- Cell phone should be allowed or not in the school campus
- Tiffin time should be increased or not
- Two ways to make your school campus green
- Public/private vehicles will be banned or not in front of the school gate etc.

**New Words:** replication, transmit, localize, attribute, preservative, antioxidant, chronic, contrarily, hassle, negotiation, genetic.

# The Power of Inclusive Language

**Let's reflect on our learnings on 'Language and Power' in class eight!**

'Language and Power' বিষয়ে আমরা অষ্টম শ্রেণিতে কি শিখেছি চলো তা মনে করে দেখি।

**7.1.1 Discuss the following questions in pairs/groups and share your responses with the class.**

নিচের প্রশ্নগুলো জোড়ায় বা দলে আলোচনা করো এবং তোমাদের উত্তরগুলো শ্রেণিতে শেয়ার করো।

- What is instrumental power?
- What are the language features of instrumental power people usually use in conversations?
- Have you experienced any language features of instrumental power when communicating with others? If yes, what are they?
- Have you noticed any evidence of sharing instrumental power in conversation? If yes, what words/expressions they used in their conversation?

**7.1.2 Now, reflect on the notices and guidelines you are usually informed by your school. Then, discuss the following questions in pairs/groups. Finally, share your responses with the class.**

এখন, স্কুলে তোমাকে জানানোর জন্য সাধারণত যেসব বিজ্ঞপ্তি বা নির্দেশনা দেয়া হয় সেগুলো নিয়ে ভাবো। তারপর জোড়ায় বা দলে নিচের প্রশ্নগুলো আলোচনা করো। সবশেষে তোমাদের উত্তরগুলো শ্রেণিতে শেয়ার করো।

- What are the things you are usually informed by your school?
- How do the school officials inform you?
- What type of words, sentences, expressions and tone does the school official use to inform you about something?
- Do you find any differences between the language of those notices/orders and the language we usually use? If yes, what are they?
- Why do you think the school official uses a different type of language to notify you?
- Do you think the language of the school notices or orders should be different? If yes, explain your answer.



**7.2.1 Read the following text. Then in pairs/groups, identify examples of the linguistic features of instrumental power and neutralization of that power. Later, check your responses with the class.**

নিচের text-টি পড়ো। তারপর জোড়ায় বা দলে, instrumental power এবং ক্ষমতাকে নিরপেক্ষ করার ভাষাগত বৈশিষ্ট্যের উদাহরণগুলো খুঁজে বের করো। পরে, তোমাদের উত্তরগুলো শ্রেণিতে যাচাই করো।

Diba and Nazmun are two friends. Last Saturday, Diba came to visit Nazmun's school. The school is on the outskirts of the city. On their way to the school, Diba loved the serene and quiet environment of the area. After reaching there, out of curiosity, Diba looked at the notice board hung beside the school gate. The language of the notices seems different to her. Diba read the following notice -

'The students who like to submit their forms are requested to attach 2 copies of PP-size photographs and Birth Certificates with the photocopies of their parents' NID cards. Again, as the teachers have other responsibilities to carry out, the interested students are requested to meet the teachers from 10-11.30 am on Monday and Wednesday.'

Drawing Nazmun's attention, Diba said, "The language of your school's notice seems different."

Nazmun couldn't understand and asked, "Is it? How is it different from your school?" Diba replied, "You know, in my school the same notice will be written in the following way -

'The students who will submit the admission forms for 2023 are asked to bring 2 copies of PP-size photographs and Birth Certificates with the photocopies of the parents' NID cards. The meeting time with the teacher is from 10-11.30 am on Monday and Wednesday.'

Nazmun said, "Hmm... now I can see the difference." Afterwards, she told Diba to visit their classrooms. While crossing the classrooms, Diba saw an ongoing class and asked Nazmun, 'Isn't your school closed now?' Nazmun replied affirmatively and added,

"It is an extra class for the students who need extra care." Diba again loved the idea and stood for some time to see how the teacher would help the students. Diba heard the teacher saying, "What do you want to learn today?" One of the students said, "I think today we can discuss how to write a CV." The teacher welcomed the idea, saying "That's a good idea."

This made Diba surprised again. She said, "In our school, we never decide the topic. Most of the time our teachers decide the topic. We just follow the teachers." Nazmun

said, “I believe, students should sometimes choose the topic for the class. Also, at my home, when my parents make any decisions, they always ask my opinion. Though as parents they take decisions, they always discuss with us before taking the decisions.” Diba said, “What a good practice!”

While returning, Diba commented, “Today I had a great experience, and definitely I will share all these great ideas with my teacher and parents. It might open a good environment for others.” She then thanked Nazmun for the tour of her school.

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

Topic	Example from the text
The instrumental language features	<b>i) asked to bring</b> <b>ii) .....</b> <b>iii) .....</b>
The language features to neutralize power	<b>i) requested to attach</b> <b>ii) .....</b> <b>iii) .....</b>

### 7.3.1 Read the following note to find out how power is associated with Language.

ভাষার সাথে ক্ষমতার সম্পর্ক বুঝার জন্য নিচের note-টি পড়ো।

#### Note

#### Power and language

Do you ever think about how language becomes a way to hold and gain power? Let's explore!

You all know that language is always considered a potential tool to express one's thoughts and ideas. But, in conversations, sometimes people use specific words, sentences or a way of expression to show his/her authority or superiority over others. Also, their tone of voice tells that they are in a higher position. Again, some people have a way with words, and they use some special features of language to convince and influence others.

If you consider, the power associated with language, you will mainly get two types

of power- instrumental power and influential power. You have already learnt that instrumental power refers to a kind of position that people hold because of who they are. They do not always need to convince or satisfy anyone because of their position. Some of the language features that people use to establish their position over others are the use of modal verbs, imperative sentences to give advice or orders, formal register (which means the speaker uses complete sentences, avoids slang and is likely to use fewer contractions), conditional sentences and the use of declarative statements.

Today, you will learn about the influential power.

Influential power is just the opposite of instrumental power. It is also known as social power. It refers to a particular set of language powers, that is people with the use of influential language power intend to gain the confidence of others and to persuade others to believe in or to support them. Often, you can find this type of power in statements made by leaders and in advertisements.

While engaging in conversation, people utilise specific strategies to help them establish their influence. Now, let's explore some features of influential or social power language.

- i) Very often, people present opinions as facts to persuade others. For example, you may hear some guests to your school program say, "This is one of the best schools in your locality. And as a student of this famous school, you must perform your best." Here, it is the speaker's opinion that the school is one of the best schools in your locality, and the speaker uses his opinion to influence you to perform your best.
- ii) The use of first-person plural pronouns is another feature of influential power language. For example, if you notice carefully, you can see your class captain always say, "This is our classroom. So, we have to keep it clean and tidy." Here, he/she does not say, "This is my classroom. So, you have to keep it clean and tidy."
- iii) Imperative verbs like act, speak, do, and come are also used to influence others. As in the student's election, the candidates use imperative verbs like - 'Listen to your heart and vote for the suitable candidates.' Here, the candidate uses imperative verbs- listen and vote to persuade you to vote for him/her.
- iv) Sometimes people use expressions like My people, My friends or My brothers to establish a feeling of friendliness and reinforce their power.
- v) Using interrogatives like asking the listener/reader questions to establish their acceptance is another feature of influential power language. Here, they use modal verbs to have their dominance over others. For example, someone very

close to you may say, “Am I not close enough to guide you? Now, you must listen to me.”

So we can say that influential power exists in language, and people use these language features to persuade a reader or listener towards a particular way of thinking, i.e. from being a freethinking individual to a person with determined thoughts, beliefs and actions. As a reader or a listener, you should understand when language is used to maintain power exercise or to influence you to make better decisions.

**7.3.2 Now, read the following extracts of the historic 7th March speech and identify the language features that Bangabandhu used to inspire people.**

ঐতিহাসিক ৭ই মার্চের ভাষণের নিম্নোক্ত অংশ পড়ো এবং মানুষকে অনুপ্রাণিত করতে বঙ্গবন্ধু যেসব ভাষাগত বৈশিষ্ট্য ব্যবহার করেছেন তা খুঁজে বের করো।

**The 7th March speech is one of the best speeches delivered in world history. The greatest Bengali of all time, the Father of the Nation, Bangabandhu Sheikh Mujibur Rahman, called for our independence in his historic 7th March Speech in 1971 in front of a sea of people in Race Course Maidan, Dhaka. The speech is considered the world’s most inspirational speech by which he inspired the Bengali nation to join the great liberation war and snatch victory from the oppressors.**

**So, now read the following parts of the historic speech and identify the language features that Bangabandhu used to inspire people.**



**Bangabandhu started his speech by addressing people-**

‘My brothers,

I come before you today with a heart laden with sadness. You are aware of everything and know every bit of happenings. We have tried with our lives. And yet the sadness remains that today, in Dhaka, Chittagong, Khulna, Rajshahi and Rangpur the streets are soaked by the blood of my brothers. ....’

Again he said-

‘What wrong have we committed? In the elections, the people of Bangladesh entrusted me and the Awami League with the totality of their electoral support.’

In his speech, he also talked about the history of Bengal. As he stated -

“ This history of the past twenty-three years has been one of the agonising cries of men and women. The history of Bengal has been a history where the people of this land have made the streets and highways of this land crimson with their blood.”

At one point he said,

“ I have spoken to him over telephone. I told him, ‘Mr. Yahya Khan, you are the president of Pakistan. Come, be a witness to the inhumanity in which the people of my Bengal are being murdered, to the way in which the mothers of my land are being deprived of their sons.’ I told him, ‘ Come, see and dispense justice.’”

We can also get his strong assertion when he pronounced-

“ I said on the tenth that Mujibur Rahman would not walk across the blood to take part in a Round Table Conference. You have called the Assembly. But my demands must be met first. Martial Law must be withdrawn. All military personnel must be taken back to the barracks. ....”

He concluded his speech by saying....

“Be prepared with whatever you have. Remember: Having mastered the lesson of sacrifice, we shall give more blood. .... The struggle this time is the struggle for independence. Joi Bangla!”

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

<b>The features of influential power language</b>	<b>Example sentences from the speech</b>
1. The use of addressing My people, My friends or My brothers to establish a feeling of friendliness.	Bangabandhu started his speech by addressing the people My brothers and it helped him to reinforce his close relationship with the Bengali people. This addressing contributed a lot to creating a relationship of trust and hope. And it made the people inspired to cherish the dream of an independent country.
2)	
3)	
4)	
5)	

**7.3.3 Now, read the following note to know how you can neutralise the power hierarchy associated with language.**

ভাষার সাথে সম্পৃক্ত ক্ষমতার অনুক্রম (power hierarchy) তুমি কীভাবে নিরপেক্ষ করবে তা জানার জন্য নিচের note-টি পড়ো।

**You have already learnt that some features of the language are used to hold power and superiority. But again, you can use some strategies and language features to neutralise this power hierarchy and make a friendly and democratic environment during the conversations. Let's explore some ways to do that.**

- a. Firstly, when you engage in a conversation, always remember it is a two-way communication. You have to be open and make space for your partner to share his/her thoughts and ideas about a topic.
- b. To neutralize power hierarchy during a conversation, always agree to disagree and show respect for your partner's opinions. If you have different opinions, share your opinions politely using modal verbs. For example- you can say- Could you please reconsider your thoughts on the topic?
- c. Don't interrupt when someone is talking. If you have a question, ask politely.
- d. To have an effective conversation, avoid asking direct questions. Instead, use a polite way to ask questions like I would like to know..... or Would you mind telling me.....?
- e. Before making decisions, always ask for others' opinions like Which book will be the best to know more about nature? It's a great way to share authority with others.
- f. If you want someone to do something, ask for that politely. Don't use imperative sentences or order someone to do something. You may use kindly, please, could you please .....? or Would you mind.....?
- g. Finally, always use expressions like thanks, welcome, great, and excellent to appreciate your partner for every good work.

**Finally, always appreciate your partner for every good work by saying thanks, welcome, great, and excellent.**

**7.3.4 Now, read the conversation given below and in pairs/groups answer the following questions. Later, share your answers with the class.**

এখন, নিচে প্রদত্ত কথোপকথনটি পড়ো এবং জোড়ায় বা দলে নিচের প্রশ্নগুলোর উত্তর দাও। পরে তোমাদের উত্তরগুলো শ্রেণিতে শেয়ার করো।



**Peter** : Good morning, I noticed you speak English with a different accent. Where are you from?

**Mintu** : Good morning. Yes, I'm originally from a country in Asia. English is not my first language, but I've been living here for a few years now.

**Peter** : Oh, that's interesting. Your English is really good, but I have to admit, I sometimes struggle to understand you because of your accent.

**Mintu** : Thank you for the compliment. It's common for non-native English speakers to have accents. However, accents shouldn't be a measure of someone's proficiency or intelligence. There are various accents within English itself, and they all deserve equal respect and understanding.

**Peter** : I understand what you're saying, but it's just easier for me to communicate with people who have accents similar to mine. It's nothing personal.



**Mintu** : I see where you're coming from, but it's important to recognize that language and accents are tied to power dynamics. Native speakers of English often hold more influence and privilege in English-speaking countries. Non-native speakers, especially those with accents, can face discrimination or be treated as less competent solely based on their language use.

**Peter** : I never thought about it that way. I apologize if I unintentionally made you feel marginalized or judged based on your accent. That wasn't my intention.

**Mintu** : Apology accepted, and I appreciate your willingness to learn and understand. Language should be seen as a tool of communication rather than a measure of one's worth or abilities. It's crucial to be aware of the power dynamics at play and to treat all language users with respect and equality.

**Peter** : Absolutely. I'll make a conscious effort to be more mindful of how I perceive and interact with people based on their language or accent. It's a valuable lesson, and I'm grateful for this conversation.

**Mintu** : I'm glad we had this discussion. It's through open conversations like these that we can challenge and dismantle the power relations associated with language use. Let's continue to foster a more inclusive and equitable environment for everyone, regardless of their linguistic background or accent.

- a. What is the topic of the conversation?
- b. How is the tone of Peter?
- c. Do you think both of them hold the same power and authority in the conversation? If not, who holds more power and how do you know that?
- d. Do you find anyone in the conversation impolite? If yes, explain your answer with an example.
- e. Have you got any examples of sharing power in the conversation? If yes, describe your answer with examples.

**7.3.5** Now read the conversation in Activity 7.3.4 again and identify the language features of instrumental and influential power. Again, find out the language features used to neutralise the power that make the conversation more acceptable and democratic.

Activity 7.3.4 এর কথোপকথনটি আবার পড়ো এবং instrumental এবং influential power সংক্রান্ত ভাষার বৈশিষ্ট্যগুলো চিহ্নিত করো। আবার, কথোপকথনটিকে আরো গ্রহণযোগ্য এবং গণতান্ত্রিক করার উদ্দেশ্যে ক্ষমতাকে নিরপেক্ষ করার জন্য ব্যবহৃত ভাষার বৈশিষ্ট্যগুলো খুঁজে বের করো।

Language feature of instrumental/ influential power used in conversation	The language feature used to neutralise the power in conversation
a.	
b.	
c.	
d.	
e.	

**7.4.1 Read the following visa interview and identify the language features that are associated with power and authority. Then, rephrase those sentences to neutralise the power in the conversation. Later, share your responses with the class and submit a copy to the teacher.**

নিচের visa interview টি পড়ো এবং power এবং authority সংশ্লিষ্ট ভাষার বৈশিষ্ট্যগুলো চিহ্নিত করো। তারপর কথোপকথনে ব্যবহৃত power-কে নিরপেক্ষ করার জন্য বাক্যগুলো পুনর্গঠন করো। পরে, উত্তরগুলো শ্রেণিতে শেয়ার করো এবং একটি কপি শিক্ষকের কাছে জমা দাও।



**Nilufar:** Good morning, sir.

**Visa Officer:** Good morning. Hand me your passport, please.

**Nilufar:** Sure sir! Here it is.

**Visa Officer:** So, what's the purpose?

**Nilufar:** Sorry, could you repeat that?

**Visa Officer:** Okay. Why do you want to go to India?

**Nilufar:** It is the Bookfair, I mean Kolkata.

**Visa Officer:** I see, and what else!

**Nilufar:** Umm, also, I want to go to Darjeeling. I intend to stay for 4/5 days, as in 6 days my class will start at the university.

**Visa Officer:** Your first-time visit and you will travel alone, right? I think, that will be challenging. What is your opinion?

**Nilufar:** I believe that challenge is a part of life.

**Visa Officer:** Who is paying for your visit?

**Nilufar:** Myself. I saved money from my part-time job.

**Visa Officer:** You have to explain this part.

**Nilufar:** Oh, okay! I do tutoring. Besides, I do some freelancing. In fact, I earn my living expenses.

**Visa Officer:** Have you ever travelled outside your country?

**Nilufar:** No sir! I have never been.

**Visa Officer:** Do you know anyone in India?

**Nilufar:** Again, no sir.

**Visa Officer:** Alright, let's see what I can do for you.

**Nilufar:** Oh, thank you so much.

**New Words:** potential, specific, associate, persuade, strategy, inhumanity,agonising, recognise, proficiency.

## Imaginations

**8.1.1 Suppose, you have discovered a huge hidden treasure or got any superpower. Now in pairs/groups, discuss and write the answers to the following questions.**

মনে করো, তুমি বিশাল গুপ্তধন খুঁজে পেয়েছো অথবা কোনো অতিমানবীয় শক্তির অধিকারী হয়েছো। জোড়ায় বা দলে আলোচনা করে নিচের প্রশ্নগুলোর উত্তর লেখো।

- i) What treasure/ superpower have you got?
- ii) How did you feel after getting the treasure/ superpower?
- iii) What is your plan with that treasure/ superpower?

**8.1.2 Now, let's be more creative and, in groups, develop a story using our imagination!**

**Reflect on Activity 8.1.1 and write a story on the treasure or super power you have got. Follow the given steps to do the activity.**

চলো আরো সৃজনশীল হই এবং দলে আমাদের কল্পনার সাহায্যে একটি গল্প লেখি!

Activity 8.1.1 এর উপর ভিত্তি করে তোমার পাওয়া 'গুপ্তধন' অথবা 'অতিমানবীয় শক্তি' নিয়ে একটি গল্প লেখো। কাজটি করার জন্য নিচের ধাপগুলো অনুসরণ করো।

- i) Discuss and write the outline of the story first.
- ii) Choose a suitable name for your story.
- iii) Now, each student will write one or two sentences to develop the story following the outline. Use your imagination and feel free to add what comes to your mind.
- iv) When the first draft of the story is completed, re-read it together and make changes if required.
- v) Finally, present your story to the class.

### 8.1.3 Now, reflect on the Activity in 8.1.2 and in groups, ask and answer the following questions

দলে, Activity 8.1.2 অনুসরণ করে নিচের প্রশ্নগুলো জিজ্ঞেস করো এবং উত্তর দাও।

- i) What did you enjoy about the Activity 8.1.2?
- ii) How did your group use imagination to build the story?
- iii) Did anything spark your imagination during the activity? If yes, what is that?
- iv) Do you think your imagination helps to write an amazing story? Explain your answer with an example.

### 8.2.1 Let's read the poem and explore how a poet uses his imagination to write a poem!

কবিতাটি পড়ি এবং কবিতা লেখার জন্য একজন কবি কীভাবে কল্পনাকে ব্যবহার করেন তা বুঝার চেষ্টা করি!

#### If I Had But Two Little Wings

If I had but two little wings  
 And were a little feathery bird,  
 To you I'd fly, my dear!  
 But thoughts like these are idle things  
 And I stay here.  
 But in my sleep to you I fly:  
 I'm always with you in my sleep!  
 The world is all one's own.  
 And then one wakes, and where am I?  
 All, all alone.

(S. T. Coleridge)

**Now, read the poem again and write the answers to the following questions. Later, check your answers in pairs/groups.**

- i) Have you found any imaginary character in the poem? If yes, what is that?
- ii) What would the poet do in his imagination?
- iii) What do the words “sleep” and “wake” in the poem symbolise?
- iv) Do you think the use of imagery helps the readers to understand the poet’s imagination?

**8.2.2. Read the following images the poet used in the poem in the left column and notice how the poet used those images in the right column.**

বাম কলামে দেওয়া কবিতায় ব্যবহৃত image গুলো পড়ো এবং ডান কলামে কবি ঐ image গুলো কিভাবে ব্যবহার করেছেন তা লক্ষ্য করো।

Images	Explanation
i. Two little wings	The image of small, delicate wings, evoking the idea of flight and freedom.
ii. To you I'd fly, my dear	A visual image of the speaker flying toward their loved one, emphasizing their longing for physical closeness.
iii. The world is all one's own	An image of the world as a personal domain, belonging solely to the individual.
Now, it is your turn to explain how the poet used the following two images to describe his imagination.	
iv. In my sleep to you I fly	
v. And then one wakes, and where am I? All, all alone.	

### 8.3.1 Read the following note on “Imagery” and “Symbolism” and do the activities that follow.

“Imagery” এবং “Symbolism” বিষয়ক নিচের নোটটি পড়ো এবং পরের কাজগুলো করো।

#### 1. Imagery

Firstly, let’s reflect on our learning of imagery in grade 8!

Imagery is a language used by poets, novelists and other writers to create images in the minds of the readers through their senses.

Usually, in writing, the authors use visual, auditory, olfactory, gustatory and tactile

imageries that deal with the five basic human senses, namely sight, hearing, smell, taste and feel or touch.

Both similes and metaphors are two forms of imagery that the authors use to

allow the readers to clearly see, touch, taste, smell, and hear what is happening in a literary text.

Now, read the imagery,ies simile and metaphor again.

#### 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. A sSimile is a powerful tool for making language more interesting, descriptive, and creative.

#### 1) As

An example sentence- My mother mother looks as fresh as a daisy.

Here, my mother is compared to a daisy which gives a clear idea about my mother’s look. It also helps us create a mental picture of whathow my mother looks like.

## 2) Like

An example sentence- “The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds”

In this example, the children are being compared to hungry birds. Readers who are familiar with birds can imagine how birds sometimes chirp, and can be fragile and a bit nervous or shy. A simile provides a mental image to the readers or listeners. That is how it makes a better connection between a reader/listener and the text. So, from common conversation to poetry, similes are almost required for creative expression.

## Metaphor

Metaphors are 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 memorable.

For example, “The classroom was a zoo” is a metaphor that compares a classroom to a zoo. Here, readers understand that the classroom is 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.

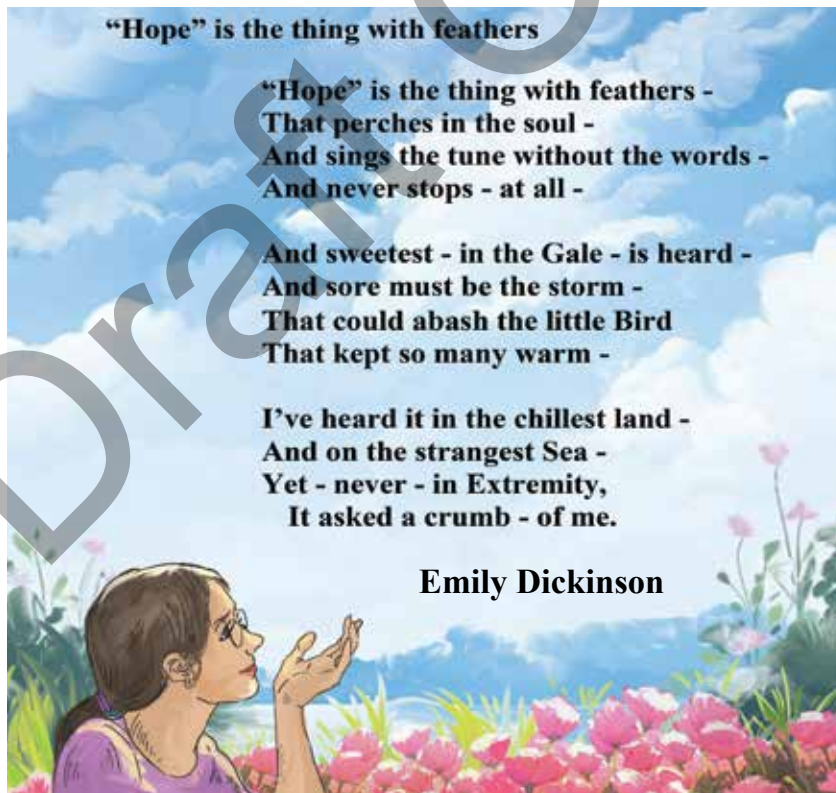
Again, “Life is a rollercoaster.” This metaphor compares life to a rollercoaster ride. It suggests that it has ups and downs and can be both exciting and scary.

## 2. Symbolism

### Description

**8.3.2 First read the short text on the celebrated poet Emily Dickinson. Then, in pairs recite one of her imaginative poems “Hope” is the thing with feathers in pairs. Later, recite the poem for the whole class.**

বিখ্যাত কবি **Emily Dickinson** এর উপর ছোট টেক্সট পড়ো। জোড়ায় তাঁর কল্পনা-আশ্রিত কবিতা “Hope” is the thing with feathers আবৃত্তি করো। পরে শ্রেণিতে আবৃত্তি করে শোনাও।



### A short biography of Emily Dickinson.



Emily Dickinson (1830-1886), is one of America's most celebrated and enigmatic poets. She was born into a prominent and intellectually inclined family in Massachusetts. She grew up in a well-educated and religious household, with her father, Edward Dickinson, serving as a lawyer and treasurer of Amherst College. Despite receiving a good education, she was a reclusive and introverted individual, preferring the solitude of her family home, the Dickinson Homestead. She explored themes of nature, love, death, immortality, and the human spirit. Her poetry was characterized by its unconventional use of punctuation, dashes, and capitalization, which has led to various interpretations of her work. During her lifetime, only a few of her poems were published anonymously as she kept the majority of her writing private. After her death, her sister, Lavinia discovered her extensive collection of poems and diligently worked to have them published. The first collection, "Poems of Emily Dickinson," was published in 1890. Emily Dickinson's poetry was unconventional in style and themes. But her poems continue to captivate readers worldwide for their depth of emotion, keen observation, and philosophical insights. Her poetry continues to inspire countless readers solidifying her legacy as a unique and profound voice in the world of poetry.

**8.3.2.1 Now, discuss and read the given metaphors used in this poem in the left column of the grid carefully. Write the explanation of those in the right column. (One is done for you.)**

বাম কলামে দেওয়া কবিতায় ব্যবহৃত রূপকগুলো (metaphors) আলোচনা করে মনোযোগের সাথে পড়ো। ডান কলামে ঐ রূপকগুলোর ব্যাখ্যা লেখো। (একটি উদাহরণ তোমার জন্য করে দেওয়া হলো।)

Metaphors	Explanation	How the metaphors enhance my understanding
a. "Hope" is the thing with feathers	The metaphor suggests that hope is like a bird that doesn't need specific words to convey its message. It is a form of expression that goes beyond language.	
b. That perches in the soul		
c. And sings the tune without the words		
d. And never stops - at all		
e. And sweetest - in the Gale - is heard		
f. That could abash the little Bird		
g. That kept so many warm		
h. I've heard it in the chilliest land		
i. And on the strangest Sea		
j. Yet - never - in Extremity, It asked a crumb - of me.		

**8.3.3 Now, in pairs/groups find out the words and write what these words symbolise in the poem. Later, share your responses with the class. You may list your responses in the following grid. One is done for you.**

জোড়ায় বা দলে বাম কলামে দেওয়া শব্দগুলো কবিতাটিতে খুঁজে বের করো এবং সেগুলো কী বুঝাচ্ছে তা লেখো। পরে শ্রেণিতে তোমার উত্তরগুলো শেয়ার করো। তোমার উত্তরগুলো নিচের সারণিতে লিখতে পারো। একটি উদাহরণ তোমার জন্য করে দেওয়া হলো।

Word/Phrases	What the word/phrase symbolizes
i) The Gale and The Storm	Here, the gale and the storm symbolize the challenging and difficult time.
ii) The little Bird	
iii) The chillest land and the strangest sea	
iv) Extremity	
v) A crumb	

**8.3.4 Now, re-read the poem and write a summary of the poem following the steps of writing a summary. Later, check your summary in pairs and submit a copy of your summary to your teacher.**

কবিতাটি আবার পড়ো এবং সারমর্ম লেখার ধাপ অনুসরণ করে কবিতাটির সারমর্ম লেখো। জোড়ায় সারমর্মটি যাচাই করো এবং একটি কপি শিক্ষকের কাছে জমা দাও।

### 8.4.1 Let us work on imaginative interpretation. To perform it, you need to -

চলো কল্পিত কোনো ব্যাখ্যার উপর কাজ করি। এটা করার জন্য তোমার যা প্রয়োজন হবে-

- Work in a group of 6
- Select any poem from your Bangla and English textbooks. (You can even select one of three poems from this experience, Coleridge's «If I Had But Two Little Wings,” Dickinson's “Hope” Is the Thing with Feathers, and Ginsberg's Homework).
- Now, analyse the theme of imagination used in this poem.
- You must discuss metaphors, images and symbols used in this poem.
- After this, express your personal reflections on -
- Which poem is connected with you the most, and why?

**New Words:** enigmatic, unconventional, interpretation, extensive, meditation, furthermore, exploration, controversial, demonstrate, perspective, proactive, intensity.

# A Journey Through Explanatory Texts

## 9.1.1 Discuss in pairs and make a list of what you think is important to do as a student.

জোড়ায় আলোচনা করে একজন ছাত্র হিসাবে কী করা গুরুত্বপূর্ণ বলে তুমি মনে করো তার একটি তালিকা তৈরি করো।

## 9.1.2 Now, look at the board and compare your list with your teacher and then answer the following questions after discussing in groups. Share the answers with the whole class.

বোর্ডটির দিকে তাকাও। তোমার তৈরি তালিকাটি তোমার শিক্ষকের সাথে তুলনা করো। তারপর দলে আলোচনার পরে নিচের প্রশ্নগুলোর উত্তর দাও। পুরো শ্রেণিতে তোমার উত্তরগুলো share করো।

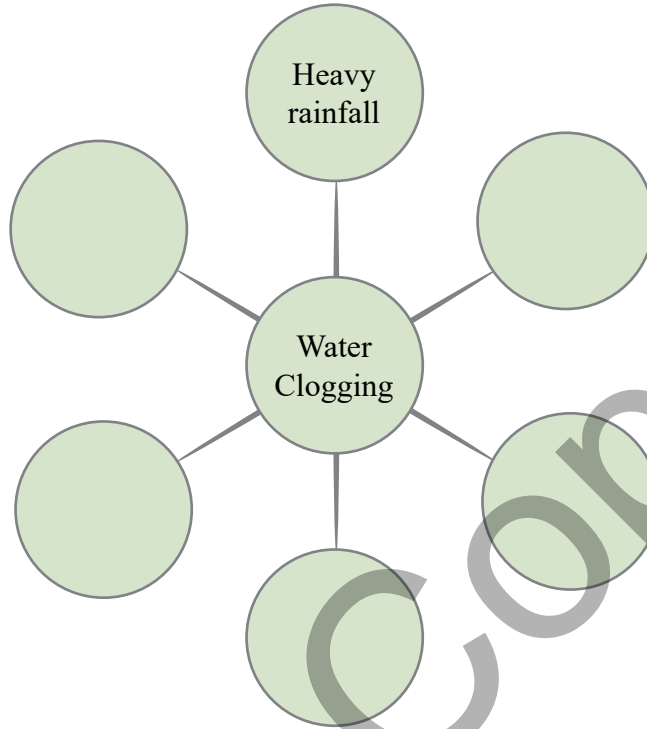
- Why do you think those qualities are important for a student?
- How can you ensure and enhance those qualities?

## 9.2.1 Read the following short text on ‘Water Clogging’. Then in pairs/groups, find out why it occurs and how we can solve the problem. Later, share your responses with the class.

‘জলাবদ্ধতা’ বিষয়ক সংক্ষিপ্ত text-টি পড়ো। জোড়ায় বা দলে জলাবদ্ধতা কেন ঘটে এবং কিভাবে আমরা এটার সমাধান করতে পারি তা খুঁজে বের করো। পরে শ্রেণিতে তোমার উত্তর শেয়ার করো।

Water clogging is a common incident in various settings, including urban areas. Urban people face problems because of water clogging as streets, parking lots, and basements overflowed with water. People experience difficulty in moving from one place to another. Sometimes buildings are damaged and also cause traffic jams. In rural areas, it has an impact on cultivation and can delay harvesting, which may affect farmers’ livelihoods.

You can use the following diagram to list the causes of Water Clogging. One is done for you.



**9.2.2 Now, in groups, reflect on Activity 9.2.1 and identify the things (for example, explore why water clogs and how to solve this problem, explain them with examples etc.) for answering why water clogging occurs and how you can solve this problem. Then, check your understanding with nearby groups.**

দলে Activity 9.2.1 অনুসরণ করো এবং কেন জলবদ্ধতা ঘটে, কিভাবে তুমি এই সমস্যার সমাধান করতে পারো তার উত্তরে কী কী বিষয় উল্লেখ করা যায় (যেমন, জলবদ্ধতার কারণ অনুসন্ধান করো এবং কিভাবে সমাধান করা যায় তা ব্যাখ্যা করো) তা চিহ্নিত করো। কাছের দলের সাথে তোমার উত্তরগুলো যাচাই করো।

### 9.3.1 Read the text individually and then read the note below it in groups or pairs to discuss about the elements to write an explanatory text.

এককভাবে text-টি পড়ো। তারপর নিচের note-টি দলে বা জোড়ায় পড়ো এবং ব্যাখ্যামূলক text লেখার জন্য কী কী বিষয়বস্তু প্রয়োজন হয় তা আলোচনা করো।



#### What does it mean to be a responsible student?

Doing good in examinations does not necessarily make you a responsible student. Contrary to this, responsible student takes ownership of their own study, demonstrates accountability, and actively contributes to the learning environment. It involves acknowledging the importance of your academic journey and making conscious efforts to excel academically and at personal growth. A responsible student prioritizes attending classes regularly and being punctual. A responsible student shows openness towards constructive feedback and has the mindset to take up academic challenges. His/ her respect for teachers, peers, and school staff contributes a positive learning environment and healthy relationships. A responsible student sets realistic goals, manages time effectively, and seeks help and support when needed. S/he embraces diversity, respecting different perspectives and fostering inclusivity. A responsible student, furthermore, focuses on his/ her well-being, understanding the significance of physical rest, nutrition, exercise, and stress management in academic performance and personal growth. By embodying these qualities, a responsible student creates a conducive learning environment, maximizes potential, and contributes positively to his/ her academic and personal development. While the above discussion shows to be ‘responsible’ a student needs to have many qualities, the following sections focus on how a student can achieve these qualities.



*Firstly*, awareness of time management is crucial at this stage of life. Develop time management skills by creating a schedule or a ‘to-do’ list to prioritize tasks. This will also help to allocate appropriate time for studying, completing homework, assignments, and engaging in extracurricular activities. Avoid delaying, and be proactive in planning to meet deadlines and avoid last-minute stress. By managing your time effectively, you demonstrate responsibility and ensure you make the most of your academic opportunities.

*Secondly*, taking responsibility for own learning by actively participating in classroom activities is essential for a responsible student, and it is helpful to be a responsible student. A student requires actively engage in the task and activities, ask questions, and share ideas with the class. This practice will enhance your understanding of the subject matter and demonstrate your commitment to your education. Participating actively in the learning process allows you to develop critical thinking and creative skills, a collaborative attitude with classmates, and subsequently helps to gain valuable insights from different perspectives.

*Finally*, responsibility at this stage of life also involves seeking help and support when needed. It is essential to understand that asking for assistance is a sign of strength and maturity, and nothing is wrong with it. Whether it is about seeking clarification from teachers, forming study groups with classmates, or accessing additional resources, taking the initiative to seek help ensures that you overcome challenges and maximize your learning potential. By unhesitatingly seeking support, you demonstrate responsibility for your academic success and call for a willingness to take charge of your education.

*In conclusion*, the key responsibility at this stage of your academic and daily life involves effective time management, active participation in the learning process, and seeking help and support when needed. By managing your time, actively engaging with the classroom teaching-learning, and seeking assistance, you demonstrate maturity, accountability, and a commitment to your study. These qualities contribute to your academic success and lay the foundation for personal and professional growth. Embracing responsibility in these ways will empower you and your classmates for the educational journey and the future stages of your lives.

## Note

Explanatory texts generally go beyond simple descriptions. Information about causes, motives and reasons are included here. Explanations and reports sometimes remain incomplete when students are asked to explain. They provide a report (What happened) but fail to explain how and why. The purpose of an Explanatory Text is to explain how or why, that means to explain why something is the way it is.

Some elements of an explanatory text are:

- A title using why or how that demands an explanation, should be chosen for this text.

The title of the text written in bold letter ‘What does it mean to be a responsible student?’ clearly defines that the text is on how a student can be responsible.

- An explanatory text is usually written in simple present tense.

The whole text on the responsibilities of students is written in simple present tense or present indefinite tense. Notice the underlined verbs in the text.

- Temporal connectives, e.g., first, then, after that, finally and causal connectives e.g., so, because of, are usually used in an explanatory text.

You can see the connectives in *Italics* in the explanatory text.

- In an Explanatory Text, the first paragraph is used to introduce what will be explained.

Read the first paragraph of the given text again, and you will know about the qualities that a student should have to be responsible, such as, a student.

- a. takes ownership of his/her study,
- b. contributes to the learning environment,
- c. prioritizes attending classes
- d. shows openness towards constructive feedback
- e. takes academic challenges
- f. manages time effectively

So, the first paragraph is clearly explained to introduce the topic.

- Necessary information about how and why things happen should be included and checked.

The information about causes or reasons that means how a student can be responsible, are included in the text, such as, a student requires to

- to develop time management skills,
- to avoid delay
- to ask questions
- to share ideas
- to seek help or support when needed
- An explanatory text needs to include examples, illustrations or case studies to help the reader visualise and understand.

The responsibilities of a student are defined in the text by giving many examples.

**9.3.2 Read the text and discuss in groups/pairs to find out the elements and writing techniques of an Explanatory Text. Then fill up the following grid. The first one is done for you.**

Text-টি পড়ো এবং ব্যাখ্যামূলক text লেখার জন্য কী কী উপাদান ও কৌশলের প্রয়োজন হয় তা দলে বা জোড়ায় খুঁজে বের করো। তারপর নিচের সারণিটি পূরণ করো। প্রথম উদাহরণটি তোমার জন্য করে দেওয়া হলো।

**Why is water recycled?**

The water cycle is a continuous process through which water circulates through the earth. It involves several stages that help to maintain the balance of water distribution. Water is constantly recycled to sustain life and support various ecosystems.

Firstly, the sun's heat causes water from oceans, lakes and rivers to evaporate, turning it into water vapour. Secondly, as water vapour rises into the atmosphere, it cools down and condenses into little droplets, forming clouds. When the water droplets in clouds become too heavy, finally, they fall to the ground in the form of rain and snow. After that, the rainwater that is not absorbed in the ground and by plants flows over the land as runoff. It flows to rivers, and streams and eventually makes its way back to the oceans.

The water cycle plays a vital role in regulating temperature and weather patterns on Earth and the overall balance of the Earth's ecosystems.

Elements of an Explanatory Text	Examples in the text
The text is written in present simple tense	The verbs show that like- involves, causes, rises, cools etc.

**9.3.3 Read the following dialogue and act it out in pairs. Then, write a short text on ‘Why is AI discussed nowadays?’ following the elements of an explanatory text. Later, submit a copy of your text to the teacher after peer checking.**

নিচের কথোপকথনটি পড়ো এবং জোড়ায় অভিনয় করে দেখাও। ব্যাখ্যামূলক টেক্সট লেখার উপদানগুলো অনুসরণ করে ‘কেন বর্তমানে AI আলোচিত বিষয়’ তা নিয়ে একটি সংক্ষিপ্ত টেক্সট লেখো। সতীর্থ মূল্যায়ন-এর পরে text-এর এক কপি শিক্ষকের কাছে জমা দাও।

**Abira** : I’ve been hearing a lot about AI lately. What exactly is it?

**Arisa** : AI stands for Artificial Intelligence. It’s a field of computer science that focuses on creating intelligent machines that can perform tasks that require human intelligence.

**Abira** : So, does that mean AI can think like humans?

**Arisa** : AI doesn’t think the way, humans do, but it can simulate some aspects of human intelligence.

**Abira** : How does AI work, then?

**Arisa** : It relies on two approaches: machine learning and deep learning. Machine learning enables computers to learn from data, and deep learning is a subset of machine learning that involves artificial neural networks inspired by the human brain.

**Abira** : That sounds complex. Can you give me an example of how AI is used in real life?

**Arisa** : Sure! For instance, in image recognition and natural language processing, where it understands and interprets human language.

**Abira** : That’s impressive! But can AI go beyond recognising images and understanding language?

**Arisa** : Absolutely! AI is used in many fields, including healthcare, finance and transportation. AI can help diagnose diseases, assist in surgery, analyse vast amounts of data to detect patterns and enable self-driving cars.

**Abira** : It seems like AI has good potential, but are there risks associated with it?

**Arisa** : Definitely! AI raises ethical and societal concerns, and there are discussions around privacy and security. But AI has the potential to revolutionise industries and improve efficiency it will continue to shape the future.

**Abira** : Thanks a lot, Arisa!

### 9.4.1 Read the following text and turn it into an explanatory text by adding the missing elements of an explanatory text.

নিচের text-টি পড়ো এবং একটি ব্যাখ্যামূলক text-এর বাদ পড়া উপাদানগুলো (missing elements) যুক্ত করে উক্ত text-টি কে একটি ব্যাখ্যামূলক টেক্সটে পরিণত করো।

Write the title of the text here \_\_\_\_\_ .

Climate change refers to long-term shifts in weather patterns and global temperatures. It is primarily caused by human activities and natural processes. It has significant impacts on the environment, ecosystems and human well-being.

The primary driver of climate change is the increased concentration of greenhouse gases in Earth's atmosphere.

Now, add 2 or 3 reasons why climate is changing. Also, include examples, illustrations or case studies to help the reader visualise and understand the text. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In conclusion, we should find out the solution. Renewable energy infrastructure can mitigate climate change. Protecting the forest and adopting responsible land-use policies can help preserve ecosystems, and we can save our Earth.

### 9.4.2 Read the complete text in Activity 9.4.1 and paraphrase it following the rules of paraphrasing a text. Later, share it with the class.

Activity 9.4.1 এর সম্পূর্ণ text-টি পড়ো এবং paraphrasing-এর নিয়ম অনুসরণ করে অনুচ্ছেদটির paraphrase করো। পরে শ্রেণিতে তা শেয়ার করো।

### 9.4.3 Now, let's be an attentive listener/observer and explain how to complete a work. To do the activity follow the given steps.

চলো মনোযোগী শ্রোতা/পর্যবেক্ষক হই এবং একটি কাজকে কিভাবে করতে হয় তা ব্যাখ্যা করি। কাজটি করার জন্য নিচের ধাপগুলো অনুসরণ করি।

- First, listen to an audio or observe a video as many times as you need.
- Now, note down the steps to plant a tree.
- Then, write an explanatory text explaining how to plant a tree. Don't forget to use the elements of an explanatory text.
- Or, use the following flow chart of the procedure to plant a tree. Then, explain how to plant a tree.
- Later, write an Explanatory Text following the technique of writing an explanatory text.
- Finally, submit a copy of your text to your teacher.



**New Words:** prioritize, constructive, perspective, embody, crucial, proactive, clarification, runoff, ecosystem, revolutionize.

## Understanding a Cause and Exploring its Effects

**10.1.1 Look at the illustrations given below and in pairs, ask and answer the questions that follow:**

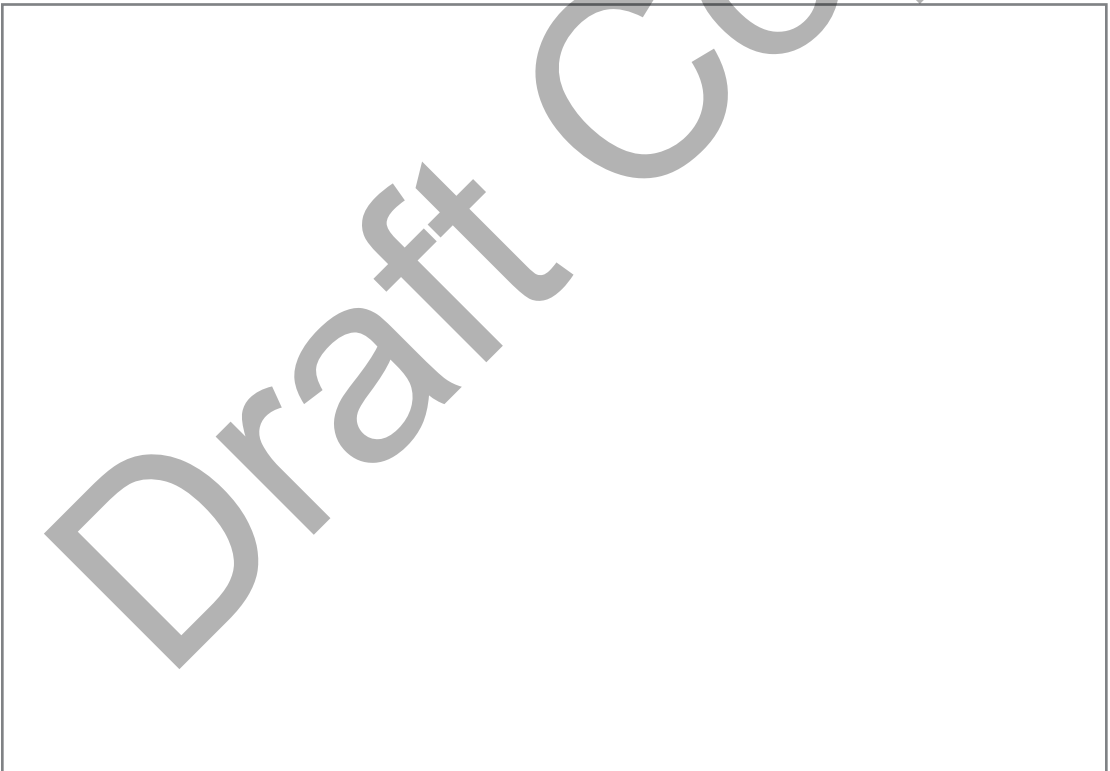
নিচের ছবিগুলো দেখো এবং জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো।

### Listening idea

**Look at the following illustrations and listen to the audio. Then, ask and answer the questions that follow.**

নিচের ছবিগুলো দেখো এবং audio-টি শোনো, পরে প্রশ্নগুলো আলোচনা করো।

**Listening text idea: Short descriptions of each situation.**

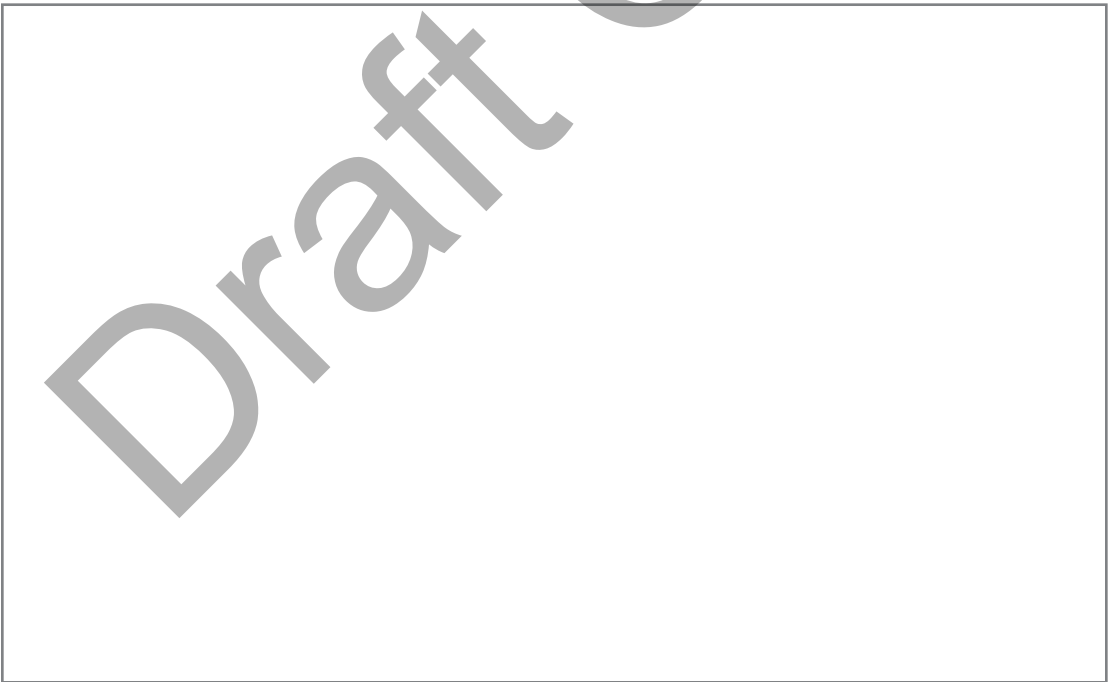


**(Illustration 1) Flood**





**(Illustration 2) Traffic jam**



**(Illustration 3) Road accident**



**(Illustration 4) Hospital full of patients**

**Questions**

- a. What do you see in the picture?
- b. Have you ever experienced any of these situations? If yes, how did you feel then?
- c. How do these problems affect your life?
- d. Have you thought of any ideas to solve these problems? If yes, share some of your ideas.

**10.2.1 In pairs, look at the illustrations in Activity 10.1.1 again. Then, identify the causes behind each incident and how these incidents affect the lives of people around you. Finally, share your responses with the class.**

Activity 10.1.1-এ দেওয়া ছবিগুলো আবার দেখো। প্রতিটি ঘটনার কারণগুলো চিহ্নিত করো এবং কিভাবে এই ঘটনাগুলো তোমার চারপাশের লোককে প্রভাবিত করছে তা চিহ্নিত করো। সবশেষে, তোমার উত্তরগুলো শ্রেণিতে share করো।

**One is done for you as an example.**

Incident	Cause	Effect
Flood	a) filling river beds, b) ..... c) .....	a) Flood destroys all the belongings of the people. b) ..... c) .....
Traffic jam	a) not to follow traffic rules, b) ..... c) .....	a) Many drivers don't follow traffic rules, therefore, traffic jams create. b) ..... c) .....
Road accident	a) unskilled drivers, b) ..... c) .....	a) Many drivers are unskilled. As a result, road accidents happen. b) ..... c) .....

**10.2.2 Look at the grid in Activity 10.2.1 again and choose an incident to write a text about it. Your text will highlight the causes and effects written in the grid of the particular situation or problem. Then, share your text with the class.**

Activity 10.2.1-এ দেওয়া সারণিটি আবার দেখো এবং একটি ঘটনা নিয়ে একটি text লেখো। তোমার text-টি সারণিতে উল্লিখিত কোনো নির্দিষ্ট ঘটনা বা সমস্যাকে তুলে ধরবে এবং তার কারণ ও প্রভাব নিয়ে আলোচনা করবে। এরপর, তোমার text-টি শ্রেণিতে share করো।

### 10.2.3 Now, read again the text you have written and ask and answer the questions in pairs. Later share your responses with the class.

তোমার লেখা text-টি আবার পড়ো এবং জোড়ায় প্রশ্নগুলো আলোচনা করো। পরে শ্রেণিতে উত্তরগুলো share করো।

- Does your text have an introduction? If yes, what have you written there?
- How many causes and effects have you written in your text? What are they?
- How many paragraphs have you used to write the causes and effects?
- Have you used any linking words to describe the causes and effects in your essay?
- What have you written in your conclusion paragraph?

### 10.3.1 To write about the causes and effects of any situation or problem, you need to follow a model to make your text well structured. Now, read the following note to learn how to write a cause-and-effect essay.

কোনো ঘটনা বা সমস্যার কারণ এবং প্রভাব লেখার জন্য একটি কাঠামো (model) অনুসরণ করতে হয় যাতে লেখাটি কাঠামোবদ্ধ হয়। কারণ এবং প্রভাব (causes and effects) সমূহ সংক্রান্ত রচনা কিভাবে লিখতে হয় তা শেখার জন্য নিচের note-টি পড়ো।

#### Note

#### Cause and Effect Essay

In our everyday life, we write different types of texts. Especially as a student, you have to write various types of essays. Sometimes you write to inform a topic and to analyze an idea. Some may be to argue for or against a specific position, while others will persuade someone to take action. Likewise, if you write an essay that explores a topic explaining how certain causes result in specific effects is called a cause-and-effect essay. The purpose of a cause-and-effect essay is not to persuade, argue, or entertain the reader but to inform the reader of a topic highlighting its causes and how the causes affect someone/something.

Like other types of essays, a cause-and-effect essay has its structure. Structurally, a cause-and-effect essay is similar to other types of essays. It starts with an introduction paragraph which includes-

- A hook to grab the reader's attention
- A clear and focused thesis statement
- A quick preview of the causes and affects you have used in your thesis

Now, let's move to the body paragraph!

You can organize the body paragraph of your essay in different ways. You can discuss each cause and its effect in individual paragraphs. Alternatively, you can discuss each cause, section by section, and then discuss each effect afterwards. So, the structure of the body paragraph may look like the following.

- Body paragraph 1  
First cause and its effect
- Body paragraph 2  
Second cause and its effect
- Body paragraph 3  
Third cause and its effect

Add as many body paragraphs as you need.

The other structure of your body paragraph essay may be

- Body paragraph 1  
Description of the causes
- Body paragraph 2  
Description of the effects

After writing the body paragraphs, it is time to write your essay's conclusion which includes -

- Restate the thesis
- Restate all the causes and effects, you have used in your essay
- Give an opinion or realization if you want

It is time to find out the steps to write a cause-and-effect essay!

**Step 1** : Start brainstorming your topic.

**Step 2** : List all the causes first and then the effects.

**Step 3** : Organize all your ideas and make a guideline to write your essay.

**Step 4** : Now, write the first draft of your essay following the structure of a cause-and-effect essay.

**Step 5 :** In this stage, make the necessary edits.

**Step 6 :** It is time to write the final draft of your essay.

**10.3.2 To write a cause-and-effect essay, you first need to identify which statement is a cause and which is an effect. So, let's learn how to identify a cause and an effect in a text. Read the following note first and then do the activity that follows.**

Cause এবং effect সংক্রান্ত লেখার জন্য তোমাকে প্রথমে কোন statement গুলো কারণ এবং কোন statement গুলো ফলাফল তা বের করতে হবে। চলো একটি text-এর কারণ ও ফলাফল কীভাবে চিহ্নিত করতে হয়ে তা শিখি। নিচের note-টি পড়ো এবং পরের কাজটি (activity) করো।

**Note on how to identify a cause and an effect in a text**

To identify a cause and an effect in a text, use the following strategy.

- a. Generally, causes are written first, then comes the effects or results. For example- *There are many trees in this area. The air is fresh here.* Here, the first sentence is the cause and the second sentence is the effect of the cause.
- b. The causes and effects are joined with words like *as* and *so*. However, these can also be joined with some linking devices as *therefore, consequently, as a result, thus, that's why, for that reason* etc.

For example, *The traffic is terrible today. That's why I am late!* Here, the words *That's why* tell that this statement is the effect of the terrible traffic.

- c. Remember, *therefore* and *consequently* are used mainly in writing or formal speech. Although this is a little old-fashioned, it is used in academic writing. *That's why* is commonly used in informal speech.
- d. In some sentences, linking words are used to tell about the cause. For example, notice the following sentence- *The price has increased because of the rising inflation rate.* Here, the linking device 'because of' joins a noun phrase 'rising inflation rate' as a cause. You can replace 'because of' with *as a result of, due to, or owing to*.

- e. Sometimes the phrase ‘the fact that’ is used in cause-and-effect sentences. An example sentence is

*I could not use Messenger last week because my ID was hacked.*

### 10.3.3 Let’s check our understanding and identify the cause and effect in each pair below!

চলো আমাদের বুঝার ক্ষমতা (understanding) যাচাই করি এবং নিচের প্রতি জোড়া বাক্য দেখে cause এবং effect চিহ্নিত করি।

Statements	Cause	Effect
a. The boy could not arrive on time. It was raining heavily		
b. People are cutting trees indiscriminately. The world temperature is increasing.		
c. I could not see well. I forgot to bring my glasses.		
d. There was a power cut last night for a long time; therefore, I could not complete the task.		
e. It rained sufficiently during the monsoon. Consequently, farmers got a good harvest.		

Statements	Cause	Effect
f. My uncle planted many fruit trees. As a result, he can eat fresh fruits every year.		
g. He is a dedicated leader. Therefore, he is elected MP every time.		

### 10.3.4 Read the text given below and share your learning in pairs. Later, share it with the class.

নিচের text-টি পড়ো এবং জোড়ায় তোমার শিখন (learning) share করে পরে শ্রেণিতেও তা share করো।

#### **Bullying, a curse in society**

Modern society has many a vice. One such vice is bullying. Bullying is a form of aggressive behaviour in which a person or a group intentionally and repeatedly hurts another person or a group, and it can be physical, verbal or psychological. The act of bullying can happen face-to-face or online. It is one of the prime challenges children face in schools nowadays. Bullying happens all over the world. It can be in the form of children humiliation, mistreatment, physical attacks, and in some extreme cases, sexual violence of young female learners.

The causes of bullying are many. The cultural factor is one of the many causes of bullying. Individuals' race and ethnicity are included here. Children who belong to racial minorities are often bullied by children belonging to racial majorities. Again, high expectations of parents can be too stressful for some children, and as a result, these children sometimes express their frustrations and anger by shouting or bullying fellow learners. Furthermore, envy towards someone or a sense of inferiority can lead to bullying.

The report shows that children from dysfunctional families often bully other children. Besides, in some cases, craving for attention and the desire to be perceived as brave and confident one intends to bully. In addition, a lack of compassion and empathy towards others can result in bullying. Some students who tend to bully others have low self-esteem. They try to compensate for this feeling by picking on others and a sense of accomplishment through bullying.



The effects of bullying on a child are very traumatizing. First of all, for the victims of bullying, being bullied can increase anxiety, depression, and loneliness and lead to eating disorders and substance abuse. Being bullied can also affect mental health and increase suicide risks. It can also result in decreased academic achievements. Normal development of the victims would hamper and might lead to growing up with low self-esteem. Most importantly, bullied victims may grow up to be abusive individuals putting themselves and others at risk.

This bullying problem needs to be addressed carefully in schools, or it would be challenging to ensure a learner-friendly educational environment. A collaborative and participatory approach to addressing this problem is essential. Only a combined effort from the teachers, parents, and policymakers would work to eradicate this social problem. Every cause of bullying needs to be identified and addressed. The school administration would ensure a zero-tolerance policy for any instance of bullying. Parents, on the other hand, should be careful not to engage in any behaviour that can result in bullying. Every possible mitigating measure should be taken to stop bullying and make schools safe for children.

**10.3.5 Now, read the text again and find out the meaning of the following words using different reading strategies. Later, share your responses with the class.**

Text-টি আবার পড়ো এবং পড়ার বিভিন্ন কৌশল অবলম্বন করে নিচের শব্দগুলোর অর্থ খুঁজে বের করো। উত্তরগুলো শ্রেণিতে share করো।

Words	Meaning
Bullying	
Aggressive	
Humiliation	
Frustration	
Compensate	
Traumatizing	
Mitigating	

**10.3.6 Read the text in Activity 10.3.4 again and discuss the following questions in pairs. Later share your responses with the class.**

Activity ১০.৩.৪ এ দেওয়া text-টি আবার পড়ো। তারপর জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো। উত্তরগুলো শ্রেণিতে share করো।

- Where have you found the thesis statement in the essay?
- What does the writer tell in the thesis statement?
- How many body paragraphs are there in the essay?
- How many causes have you identified in the essay? What are they?
- What are the linking devices the writer used to describe the causes and effects of *Bullying*? Give examples from the text.

**10.3.7 Read the text in Activity 10.3.4 again and identify the causes, effects and example sentences in the text.**

**You may use the following grid to list your responses. One is done for you.**

Activity 10.3.4 এ দেওয়া text-টি আবার পড়ো এবং নিচের সারণিতে দেওয়া causes , effects চিহ্নিত করো এবং উদাহরণস্বরূপ বাক্য লেখো ।

Causes	Effect	Example sentence in the text
1. Cultural Factors	Bullying	Children become victims of bullying because of cultural factors.
2.		
3.		
4.		
5.		
6.		

**10.4.1** Now in groups of 3-5, identify any five problems from your Science or Social science Books. Then, find out 3-5 causes of each problem and the effects of those problems. Later, choose one problem from the five and write a cause-and-effect essay following the structure given in Activity 10.3.1. Later, write the essay on a piece of paper/poster paper and present your essay in front of the class. Encourage other groups to share their feedback.

৩-৫ জনের দলে, তোমার বিজ্ঞান অথবা সামাজিক বিজ্ঞান বই থেকে যেকোনো পাঁচটি সমস্যা চিহ্নিত করো। তারপর, প্রতিটি সমস্যার ৩-৫টি কারণ এবং তাদের ফলাফল খুঁজে বের করো। পরে, Activity 10.3.1-এ দেওয়া গঠন ও নিয়ম অনুযায়ী ৫টি সমস্যা থেকে যে কোন একটিকে নিয়ে কারণ এবং ফলাফল সংক্রান্ত একটি রচনা লেখো। উক্ত রচনাটি এক টুকরো কাগজ/পোস্টার পেপারে লিখে শ্রেণিতে উপস্থাপন করো। অন্য দলগুলোকে তাদের মতামত (feedback) দেওয়ার জন্য উৎসাহিত করো।

**You can use the following grid to list the problems, causes and effects of the selected problems or you can present it in your own way. Submit a copy of this grid to your teacher.**

নির্ধারিত সমস্যাগুলোর কারণ এবং ফলাফল লেখার জন্য নিচের সারণিটি ব্যবহার করতে পারো অথবা নিজের মতো করে তা উপস্থাপন করতে পারো। এই সারণিটির একটি কপি তোমার শিক্ষকের কাছে জমা দাও।

The problem	Cause	Effect
1.		
2.		
3.		
4.		
5.		

**New Words:** vice, bully, aggressive, humiliation, mistreatment, ethnicity, expectations, inferiority, confident, accomplishment, traumatize, victims, abusive, eradicate, persuade, intentionally, perceive, self-esteem, substance abuse, envy.

# The Last Leaf

**11.1.1 Discuss in a group and list the different types of stories or books (such as mystery, fantasy, historical fiction, drama, folktale or short story) you have read. In pairs/groups, ask and answer the following questions.**

দলে আলোচনা করে তোমার পড়া বিভিন্ন প্রকারের গল্প অথবা বই (যেমন, রহস্য গল্প, ফ্যান্টাসি, ঐতিহাসিক কথাসাহিত্য, নাটক, লোককথা বা ছোটগল্প) এর একটি তালিকা তৈরি করো। জোড়ায় বা দলে নিচের প্রশ্নগুলো আলোচনা করো।

- Which story book have you read recently?
- What type/types of books do you like to read usually?
- Which feature(s) of that text like plot, characters, theme attracts you the most?
- Have you read any story, play or poem that inspires you? If yes, what is that and how did it inspire you?
- Which story, play or poem you want to suggest to your friends for reading, and why?

**11.2.1 Read the following conversation between two friends of Class 9 on their reading various texts.**

বিভিন্ন প্রকারের text পাঠ সংক্রান্ত নবম শ্রেণির দুই বন্ধুর কথোপকথনটি পড়ো।

**Sima** : Hello Rima, good to see you. Last night, while I was going through my personal reading journal where I took notes after reading any favourite books. I found that I've been exploring texts from various types or genres. I wonder how fascinating each one is, gripping a unique experience!

**Rima** : Absolutely, Sima! Every book takes us on a different journey, like entering new worlds. Mysteries, for example, keep me on the edge of my seat, trying to solve the puzzle alongside the characters.

**Sima** : Mystery books are great, but have you tried fantasy? It sparks my imagination, allowing me to escape to magical realms filled with epic adventures and mythical creatures.

**Rima** : Oh, I love fantasy too! The way authors create imaginary worlds and the escapism they offer are simply enchanting. It's like believing in magic and being transported to a place where anything is possible.

Sima : And, historical fiction is like stepping back in time, experiencing different eras firsthand. It combines real events with captivating storytelling, making history come alive.

Rima : Absolutely! Historical fiction adds authenticity and helps us understand different periods and cultures through a storyline. It's like living history through the eyes of fictional characters.

Sima : Don't forget about drama and plays! They offer a unique form of storytelling, with intense emotions and complex relationships unfolding right before our eyes.

Rima : Yes, seeing a play performed live is an exhilarating experience. The presence of actors and the energy in the room make the written word come alive.

Sima : Reading texts from different genres broadens our horizons, evokes diverse emotions, and offers unique perspectives.

Rima : Absolutely, Sima. Let's keep exploring and embracing the wonders of different genres. Happy reading, and may our bookshelves be filled with diverse texts that enrich our lives with knowledge, imagination, and inspiration!

**Now, in pairs, ask and answer the following questions. Later, share your answer in the class.**

### Questions

- a. Is the conversation connected with your reading books?
- b. What are the various types of texts Sima and Rima discussed?
- c. What have you read recently?
- d. How many types of texts do you read? List them.
- e. What, to your mind, are the benefits of reading various types of books?

### 11.2.2 Now, let's read the following conversation between Sima and Rima to know about different types of texts and their significances in our lives.

বিভিন্ন প্রকারের text এবং আমাদের জীবনে তাদের গুরুত্ব সম্পর্কে জানার জন্য সীমা এবং রীমার মধ্যে নিচের কথোপকথনটি পড়ো।

Sima: Hello Rima, good to see you. Last night, while I was going through my personal reading journal where I took notes after reading any favourite books. I found that I've been exploring texts from various types or genres. I wonder how fascinating each one is, gripping a unique experience!

Rima: Absolutely, Sima! Every book takes us on a different journey, like entering new worlds. Mysteries, for example, keep me on the edge of my seat, trying to solve the puzzle alongside the characters.

Sima: Mystery books are great, but have you tried fantasy? It sparks my imagination, allowing me to escape to magical realms filled with epic adventures and mythical creatures.

Rima: Oh, I love fantasy too! The way authors create imaginary worlds and the escapism they offer are simply enchanting. It's like believing in magic and being transported to a place where anything is possible.

Sima: And, historical fiction is like stepping back in time, experiencing different eras firsthand. It combines real events with captivating storytelling, making history come alive.

Rima: Absolutely! Historical fiction adds authenticity and helps us understand different periods and cultures through a storyline. It's like living history through the eyes of fictional characters.

Sima: Don't forget about drama and plays! They offer a unique form of storytelling, with intense emotions and complex relationships unfolding right before our eyes.

Rima: Yes, seeing a play performed live is an exhilarating experience. The presence of actors and the energy in the room make the written word come alive.

Sima: Reading texts from different genres broadens our horizons, evokes diverse emotions, and offers unique perspectives.

Rima: Absolutely, Sima. Let's keep exploring and embracing the wonders of different genres. Happy reading, and may our bookshelves be filled with diverse texts that enrich our lives with knowledge, imagination, and inspiration!

**Read the conversation again and fill in each column of the following grid with required information from the conversation. One is done for you.**

Type of text	Purpose of the text	How the text is beneficial for me
1. Mystery	To thrill and solve a mystery using observation power, logic etc.	Mysterious story teaches me to observe closely, think reasonably and solve a puzzle.
2.		
3.		
4		
5.		

**11.2.3 Now, read the following genres of texts and fill in the grid that follows with the required information from the texts. Later, share your responses with the class.**

নিচে দেওয়া বিভিন্ন ধরনের text-গুলো পড়ো এবং প্রয়োজনীয় তথ্য দিয়ে পরের সারণিটি পূরণ করো। শ্রেণিতে তোমার উত্তরগুলো শেয়ার করো।

**Text A**

In the sleepy town of Elmwood, a precious artifact vanished overnight from the local museum. The Golden Key, said to possess mystical powers, had been the town's prized possession for generations. Detective Emma Scott was called to unravel the mystery.

As Emma delved into the investigation, she discovered a hidden network of suspects. The enigmatic curator, Mr. Thornfield, appeared nervous, while the eccentric historian, Dr. Mallory, seemed oddly excited. The young artist, Lily Williams, had a reputation for her obsession with ancient artifacts.

With each clue, the mystery deepened. Emma followed a trail of cryptic symbols that led her to an abandoned mansion on the outskirts of town. There, she uncovered a secret chamber, concealed beneath layers of dust and cobwebs.

Inside the chamber, Emma found the Golden Key, tucked away in a velvet-lined box. But who was the culprit? As Emma confronted the suspects, she uncovered a web of deception, jealousy, and greed.

In a dramatic reveal, Emma identified the true thief. The motive, it turned out, was far from what she had expected. The stolen artifact held a personal significance that would forever change the lives of the townspeople.

With the mystery solved, Elmwood breathed a sigh of relief, and Emma became the hero of the town, forever known as the detective who unraveled the secrets of the Golden Key." (222)

**Text B**

In the land of Everdawn, nestled among misty mountains and enchanted forests, a young girl named Elara discovered a magical amulet. As soon as she wore it, her world transformed.

Elara found herself surrounded by shimmering fairies and talking animals. The amulet granted her the ability to control the elements, conjuring gusts of wind and cascades of sparkling water.



Guided by a wise old owl named Orion, Elara embarked on a quest to save the Kingdom of Eldoria from an ancient curse. Along her journey, she encountered mythical creatures and solved riddles, gaining allies and uncovering long-lost secrets.

With bravery and determination, Elara confronted the wicked sorceress who cast the curse. In a climactic battle, she channeled the power of the amulet, banishing the darkness and restoring peace to the realm.

As a reward, the fairies granted Elara a special gift – the amulet would forever be a symbol of her courage and a reminder of the magical world she had become a part of. (164)

### Text C

In the ancient era of feudal Japan, amidst the reign of the samurai, a young warrior named Hiroshi sought to reclaim his family’s honor. His ancestors, renowned swordsmiths, had crafted legendary katanas that were lost to time.

Driven by his legacy, Hiroshi embarked on a perilous journey to uncover the truth. Along the way, he encountered a wise sensei, who imparted ancient martial arts techniques and enlightened him about the ways of the samurai.

As Hiroshi delved deeper into the shadows of history, he unraveled a conspiracy that threatened the stability of the shogunate. With his unmatched sword skills and unwavering determination, Hiroshi fought against corruption and injustice, rallying a band of loyal comrades.

In a climactic showdown, Hiroshi confronted the treacherous warlord, wielding his family’s long-lost katana. With a single stroke, he struck down evil and restored balance to the land.

Hiroshi’s valor became the stuff of legends, inspiring generations of warriors and leaving an indelible mark on Japanese history as a symbol of honor, loyalty, and the enduring spirit of the samurai. (174)

### Text D

In the year 2150, time travel became a reality. Driven by the insatiable desire to explore the past and reshape the future, a team of brilliant scientists developed the Temporal Displacement Device (TDD).

As the first test subject, Captain Maya Evans embarked on a thrilling journey through time. She witnessed pivotal moments in history, from the construction of the pyramids to the signing of the Declaration of Independence. Yet, altering even the slightest event risked catastrophic consequences.

During one mission, Captain Evans encountered a future version of herself, warning of an impending global disaster. Determined to save humanity, she returned to her present and rallied scientists to avert the crisis.

With their collective knowledge, they devised ingenious solutions, forging a brighter future. Through the power of time travel, they preserved the delicate balance of the timeline, ensuring that the past, present, and future remained intact.

Time travel forever altered the course of human existence, unveiling both the wonders and perils of manipulating the fabric of time itself. (167)

### Text E

Title: “The Unexpected Encounter”

Characters:

- Sarah: A curious traveler
- Suzana: A mysterious strange women.

(Scene: A dimly lit café. Sarah sits at a table, engrossed in a book. Suzana enters and approaches her.)

**Sarah** : (looking up) Excuse me, do I know you?

**Suzana** : (smiling) No, but fate seems to have other plans. May I join you?

**Sarah** : (intrigued) Please, have a seat.

(They engage in a conversation, sharing stories and laughter. As time passes, a connection forms between them.)

**Suzana** : (pausing) You know, life is full of surprises. Sometimes, the best ones come from unexpected encounters.

**Sarah** : (smiling) I couldn't agree more. Today, I found more than just a good book, a good friend.

(They exchange contact information, bidding each other farewell with the promise of future adventures.)

Lights fade as they part ways, forever impacted by their serendipitous meeting.

[End of play.] (143)

## Grid

	Text A	Text B	Text C	Text D	Text E
i) Type of the text					
ii) Characters in the text					
iii) Metaphor and image used in the text					
iv) What you love about the text					

**11.3.1 Now, read the following note to know more about Metaphor, Storytelling and Character Portrayal. Later in pairs/groups, share your understanding about these features of a literary text.**

রূপক, গল্প বলা এবং চরিত্র-চিত্রণ সম্পর্কে আরো জানতে নিচের নোটটি পড়ো। জোড়ায় বা দলে literary টেক্সট এর বৈশিষ্ট্যগুলো (features) সম্পর্কে তোমার জানা শেয়ার করো।

<p>Note</p> <ol style="list-style-type: none"> <li>1. Metaphor</li> <li>2. Storytelling</li> <li>3. Character Portrayal</li> </ol>
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**11.3.2 Read the following story. Then, in groups, read the meaning of the words given in the column A and match them with the given words of the table 1. Later, write them in the column B. (One is done for you.)**

নিচের গল্পটি পড়ে, দলে; কলাম A তে দেয়া শব্দের অর্থগুলোকে টেবিল ১-এ দেওয়া শব্দগুলোর সাথে মিল করো। পরে, কলাম B তে সেগুলো লেখো। (একটি উদাহরণ তোমাদের জন্য করে দেওয়া হলো।)

## The Last Leaf

by O’Henry

In a small part of the city west of Washington Square, the streets have gone wild. They turn in different directions. They are broken into small pieces called “places.” One street goes across itself one or two times. A painter once discovered something possible and valuable about this street. Suppose a painter had some painting materials for which he had not paid. Suppose he had no money. Suppose a man came to get the money. The man might walk down that street and suddenly meet himself coming back, without having received a cent!

This part of the city is called Greenwich Village. And to old Greenwich Village, the painters soon came. Here they found rooms they like, with good light and at a low cost. Sue and Johnsy lived at the top of a building with three floors. One of these young women came from Maine, the other from California. They had met at a restaurant on Eighth Street. There they discovered that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they decided to live and work together.

That was in the spring.

Toward winter a cold stranger entered Greenwich Village. No one could see him. He walked around touching one person here and another there with his icy fingers. He was a bad sickness. Doctors called him Pneumonia. On the east side of the city, he hurried, touching many people; but in the narrow streets of Greenwich Village, he did not move so quickly.

Mr. Pneumonia was not a nice old gentleman. A nice old gentleman would not hurt a weak little woman from California. But Mr. Pneumonia touched Johnsy with his cold fingers. She lay on her bed almost without moving, and she looked through the window at the wall of the house next to hers.

One morning the busy doctor spoke to Sue alone in the hall, where Johnsy could not hear.

“She has a very small chance,” he said. “She has a chance if she wants to live. If people don’t want to live, I can’t do much for them. Your little lady has decided that she is not going to get well. Is there something that is troubling her?”

“She always wanted to go to Italy and paint a picture of the Bay of Naples,” said Sue.

“Paint! Not paint. Is there anything worth being troubled about? A man?”

“A man?” said Sue. “Is a man worth—No, doctor. There is not a man.”

“It is weakness,” said the doctor. “I will do all I know how to do. But when a sick person begins to feel that he’s going to die, half my work is useless. Talk to her about new winter clothes. If she were interested in the future, her chances would be better.” (472)

**Table 1**

<b>Frenzy</b>	<b>Disorder</b>	<b>Suppose</b>	<b>Pneumonia</b>	<b>Troubling</b>
Uncontrollable	Direction	Restaurant	Hurried	Naples
Chaos	Valuable	Art	Weakness	Useless

**Table 2**

<b>Column A</b>	<b>Column B</b>
a. A state of wild or uncontrolled activity or excitement	<b>1. Frenzy</b>
b. Not able to be controlled or restrained	
c. Complete disorder and confusion	
d. Lack of order or regular arrangement; confusion or untidiness	
e. The course or path along which something moves, faces, or is aimed	
f. Having great worth, importance, or usefulness	
g. To assume or consider something to be true for the sake of argument or explanation	
h. A place where meals are prepared, served, and eaten in exchange for payment	
i. The expression or application of human creative skill and imagination, typically in visual form such as painting or sculpture	

Column A	Column B
j. An infection that causes inflammation in one or both lungs, typically characterized by coughing, fever, and difficulty breathing	
k. Done or acting with excessive speed or urgency	
l. The state or condition of lacking strength or being feeble	
m. Causing distress, anxiety, or worry	
n. A city in southern Italy, known for its rich history, culture, and cuisine	
o. Having no purpose or effectiveness; futile or of no value	

### 11.3.2 Now, read the story again and in pairs/groups, discuss the answers to the following questions:

গল্পটি আবার পড়ো, এবং জোড়ায় বা দলে নিচের প্রশ্নগুলো আলোচনা করো এবং উত্তর দাও।

- What are the characters introduced in this story?
- What is the setting of this story?
- What is the theme of the story?
- Have you found any use of metaphor in the story? If yes, list them.
- Do you like the style of storytelling of this story? Explain your answer with an example.

### 11.3.3 Let's read what happened next!

চলো কী হয়েছিলো তা পড়ি!

After the doctor had gone, Sue went into the workroom to cry. Then she walked into Johnsy's room. She carried some of her painting materials, and she was singing.

Johnsy lay there, very thin and very quiet. Her face was turned toward the window. Sue stopped singing, thinking that Johnsy was asleep.

Sue began to work. As she worked she heard a low sound, again and again. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting—counting back.

“Twelve,” she said; and a little later, “Eleven”; and then, “Ten,” and, “Nine”; and then, “Eight,” and, “Seven,” almost together.

Sue looked out the window. What was there to count? There was only the side wall of the next house, a short distance away. The wall had no window. An old, old tree grew against the wall. The cold breath of winter had already touched it. Almost all its leaves had fallen from its dark branches

“What is it, dear?” asked Sue.

“Six,” said Johnsy, in a voice still lower. “They’re falling faster now. Three days ago there were almost a hundred. It hurt my head to count them. But now it’s easy. There goes another one. There are only five now.”

“Five what, dear? Tell your Sue.”

“Leaves. On the tree. When the last one falls, I must go, too. I’ve known that for three days. Didn’t the doctor tell you?”

“Oh, I never heard of such a thing,” said Sue. “It doesn’t have any sense in it. What does an old tree have to do with you? Or with your getting well? And you used to love that tree so much. Don’t be a little fool. The doctor told me your chances of getting well. He told me this morning. He said you had very good chances! Try to eat a little now. And then I’ll go back to work. And then I can sell my picture, and then I can buy something more for you to eat to make you strong.”

“You don’t have to buy anything for me,” said Johnsy. She still looked out the window. “There goes another. No, I don’t want anything to eat. Now there are four. I want to see the last one fall before night. Then I’ll go, too.”

“Johnsy, dear,” said Sue, “will you promise me to close your eyes and keep them closed? Will you promise not to look out the window until I finish working? I must have this picture ready tomorrow. I need the light; I can’t cover the window.”

“Couldn’t you work in the other room?” asked Johnsy coldly.

“I’d rather be here by you,” said Sue. “And I don’t want you to look at those leaves.”

“Tell me as soon as you have finished,” said Johnsy. She closed her eyes and lay white and still. “Because I want to see the last leaf fall. I have done enough waiting. I have done enough thinking. I want to go sailing down, down, like one of those leaves.” (509)

The following glossary is for you to understand the text better.

Column A	Column B
a. Workroom	1. The act of determining or calculating the number or quantity of something
b. Bedside	2. A room used for work or a specific task
c. Counting	3. The area or position beside a bed, typically referring to the space next to where a person is lying
d. Sense	4. A commitment or assurance to do something or act in a particular way
e. Promise	5. A meaning or significance attributed to something; understanding or comprehension
f. Coldly	6. Traveling by boat or ship, typically using sails to harness the power of the wind
g. Sailing	7. In an unfriendly or detached manner; without warmth or emotion

### 11.3.4 Read the text again and answer to the following questions:

Text-টি আবার পড়ো এবং প্রশ্নগুলোর উত্তর দাও।

- Why did Sue cry?
- Why did Johnsy count the leaves?
- Are the setting and character different from the Part 1 of the story? If yes, explain how?
- What do you understand by “I want to go sailing down, down, like one of those leaves”?
- What do you feel about this part of the story interesting or motivating? Why?



### 11.3.5 Now, let's read the next part of the story!

চলো গল্পের পরের অংশটি পড়ি!

#### Part-3

“Try to sleep,” said Sue. “I must call Behrman to come up here. I want to paint a man in this picture, and I’ll make him look like Behrman. I won’t be gone a minute. Don’t try to move till I come back.”

Old Behrman was a painter who lived on the first floor of their house. He was past sixty. He had had no success as a painter. For forty years he had painted, without ever painting a good picture. He had always talked of painting a great picture, a masterpiece, but he had never yet started it.

He got a little money by letting others paint pictures of him. He drank too much. He still talked of his great masterpiece. And he believed that it was his special duty to do everything possible to help Sue and Johnsy.

Sue found him in his dark room, and she knew that he had been drinking. She could smell it. She told him about Johnsy and the leaves on the vine. She said that she was afraid that Johnsy would indeed sail down, down like the leaf. Her hold on the world was growing weaker.

Old Behrman shouted his anger over such an idea.

“What!” he cried. “Are there such fools? Do people die because leaves drop off a tree? I have not heard of such a thing. No, I will not come up and sit while you make a picture of me. Why do you allow her to think such a thing? That poor little Johnsy!”

“She is very sick and weak,” said Sue. “The sickness has put these strange ideas into her mind. Mr. Behrman, if you won’t come, you won’t. But I don’t think you’re very nice.”

“This is like a woman!” shouted Behrman. “Who said I will not come? Go. I come with you. For half an hour I have been trying to say that I will come. God! This is not any place for someone so good as Johnsy to lie sick. Some day I shall paint my masterpiece, and we shall all go away from here. God! Yes.”

Johnsy was sleeping when they went up. Sue covered the window and took Behrman into the other room. There they looked out the window fearfully at the tree. Then they looked at each other for a moment without speaking. A cold rain was falling, with a little snow in it too.

Behrman sat down, and Sue began to paint.

She worked through most of the night.

In the morning, after an hour's sleep, she went to Johnsy's bedside. Johnsy with wide-open eyes was looking toward the window. "I want to see," she told Sue.

Sue took the cover from the window. (454)

**11.3.5.1 Read the following statements and identify whether they are true and false. Mark the statement T or F if the statement is true or false respectively.**

নিচের বাক্যগুলো পড়ো এবং তারা সত্য কি মিথ্যা তা চিহ্নিত করো। সত্য হলে T এবং মিথ্যা হলে F লেখো।

Statements	T/F
1. Behrman is Sue's neighbour and an artist.	
2. Success is the achievement of a desired outcome or the attainment of goals.	
3. Masterpiece refers to an outstanding and exceptional piece of artwork or literature.	
4. Vine is a plant with long, thin stems that climb or creep along surfaces with twisting and curling tendrils bearing fruit, such as grapes.	
5. Strange is something unusual, unfamiliar, or different from what is expected. It can also be things that are peculiar, odd, or out of the ordinary.	

**11.3.6 Read this part of the story again and answer the following questions. Later, share your answers with the class.**

গল্পের এই অংশটি আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও। পরে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

- a) Who is the new character introduced in this part of the story?
- b) “Someday I shall paint my masterpiece, and we shall all go away from here”? - who said it? Why did he say it?
- c) Guess, what will happen next?

### 11.3.7 Let’s read the final part of the story!

চলো গল্পের সবশেষ অংশটি পড়ি।

But after the beating rain and the wild wind that had not stopped through the whole night, there still was one leaf to be seen against the wall. It was the last on the tree. It was still dark green near the branch. But at the edges, it was turning yellow with age. There it was hanging from a branch nearly twenty feet above the ground.

“It is the last one,” said Johnsy. “I thought it would surely fall during the night. I heard the wind. It will fall today, and I shall die at the same time.”

“Dear, dear Johnsy!” said Sue. “Think of me, if you won’t think of yourself. What would I do?”

But Johnsy did not answer. The most lonely thing in the world is a soul when it is preparing to go on its far journey. The ties that held her to friendship and earth were breaking, one by one.

The day slowly passed. As it grew dark, they could still see the leaf hanging from its branch against the wall. And then, as the night came, the north wind began again to blow. The rain still beat against the windows. When it was light enough the next morning, Johnsy again commanded that she be allowed to see.

The leaf was still there.

Johnsy lay for a long time looking at it. And then she called Sue, who was cooking something for her to eat.

“I’ve been a bad girl, Sue,” said Johnsy. “Something has made that last leaf stay there to show me how bad I was. It is wrong to want to die. I’ll try to eat now. But first bring me a looking glass, so that I can see myself. And then I’ll sit up and watch you cook.”

An hour later she said, “Sue, someday I hope to paint the Bay of Naples.”

The doctor came in the afternoon. Sue followed him into the hall outside Johnsy's room to talk to him.

“The chances are good,” said the doctor. He took Sue's thin, shaking hand in his. “Give her good care, and she'll get well. And now I must see another sick person in this house. His name is Behrman. A painter, I believe. Pneumonia, too. Mike is an old, weak man, and he is very ill. There is no hope for him. But we take him to the hospital today. We'll make it as easy for him as we can.”

The next day the doctor said to Sue: “She's safe. You have done it. Food and care now—that's all.”

And that afternoon Sue came to the bed where Johnsy lay. She put one arm around her.

“I have something to tell you,” she said. “Mr. Behrman died of pneumonia today in the hospital. He was ill for only two days. Someone found him on the morning of the first day, in his room. He was helpless with pain.”

“His shoes and his clothes were wet and as cold as ice. Everyone wondered where he had been. The night had been so cold and wild.

“And then they found some things. There was a light that he had taken outside. And there were his materials for painting. There was paint, green paint and yellow paint. And—

“Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind was blowing? Oh, my dear, it is Behrman's great masterpiece—he painted it there the night that the last leaf fell.” (589)

**11.3.7.1 Read the story again and answer to the following questions. Later, share your answers in pairs/groups.**

গল্পটি আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও। পরে জোড়ায় বা দলে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

- Do you like the ending of the story?
- Does it match with the real ending of the story?
- What type of story is this?
- Which characters do you like? And explain Why?
- What do you feel about the story? Does it inspire you or motivate you?

**11.3.7.2 Now, discuss in groups, and match the metaphors of the left column with their meaning in the right column.**

দলে আলোচনা করো এবং বাম কলামে দেওয়া রূপকগুলোর সাথে ডান কলামে দেওয়া অর্থের মিল করো।

<b>Metaphors</b>	<b>Meaning of metaphors</b>
a. Beating rain and wild wind	1. It symbolizes Johnsy's life and her will to live. The leaf represents her resilience and determination, clinging to the branch despite the challenges.
b. Ties that held her to friendship and earth	2. The intensity and force of the rain and wind emphasize their strength and aggressiveness.
c. The leaf hanging from its branch against the wall	3. The emotional and physical connections that Johnsy has with her friends and the world emphasize their importance and significance in her life
d. The last leaf stay there to show me how bad I was	4. It represents the last remaining leaf, which Behrman painted on the wall. It is considered as his final and most significant artistic achievement.
e. His shoes and his clothes were wet and as cold as ice	5. It suggests that the last remaining leaf serves as a reminder or reflection of Johnsy's past actions or thoughts, indicating her realization and regret.
f. Behrman's great masterpiece	6. It conveys the extreme coldness and discomfort experienced by Behrman, symbolizing his vulnerability and suffering.

### 11.3.8 Read the story again and write a summary of the story in your own words. Don't forget to follow the steps of writing a summary.

গল্পটি আবার পড়ো এবং এর সারমর্ম লেখো। সারমর্ম লিখতে গিয়ে সারমর্ম লেখার ধাপগুলো অনুসরণ করতে ভুল করো না।

### 11.4.1 Read the following story and in groups, compare both the stories, The Last Leaf and The Gift of Life.

নিচের গল্পটি পড়ো এবং দলে The Last Leaf এবং The Gift of Life এই গল্প দুটির তুলনা করো।

#### The Gift of Life

There lived a renowned author named Sarah. She had a profound impact on readers with her captivating stories, but her own life was marked by struggle and despair. Sarah battled a chronic illness that left her weak and fatigued, often questioning the purpose of her existence.

One gloomy afternoon, while Sarah sat by her window, contemplating her life, she noticed a delicate flower blooming amidst the concrete sidewalk. Despite the odds stacked against it, the flower stood tall, radiating beauty and resilience.

This sight struck a chord deep within Sarah's heart. She realized that just like the flower, she had the power to find strength and beauty in the face of adversity. Inspired by this simple act of nature, Sarah made a commitment to embrace every precious moment of her life.

With renewed determination, Sarah poured her heart and soul into writing stories that celebrated the human spirit and encouraged others to find hope amidst life's challenges. She penned tales of courage, love, and the transformative power of embracing one's unique journey.

Sarah's stories touched the lives of countless readers, offering them solace and inspiration during their own difficult times. Her words became a beacon of light, reminding others that every breath is a gift worth cherishing.

As Sarah continued to battle her illness, she drew strength from the impact her stories had on others. Even in her darkest moments, she found solace in knowing that her words had the power to ignite a spark of hope within someone else.

Thus, her life became a testament to the resilience of the human spirit. Though she faced immense challenges, she chose to live each day fully, inspiring others to do the same. Her story reminds us all to embrace the gift of life, no matter the obstacles we may face.

**You can list your responses in the following grid.**

Content/Topic	Similarity	Dissimilarity
1. Theme		
2. Characters		
3. Plot		
4. Settings		
5. Your Feelings after reading the stories		

**11.4.1 Now read the following story in pairs.**

জোড়ায় নিচের গল্পটি পড়ো।

### The Gift of Life

There lived a renowned author named Sarah. She had a profound impact on readers with her captivating stories, but her own life was marked by struggle and despair. Sarah battled a chronic illness that left her weak and fatigued, often questioning the purpose of her existence.

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Thus, her life became a testament to the resilience of the human spirit. Though she faced immense challenges, she chose to live each day fully, inspiring others to do the same. Her story reminds us all to embrace the gift of life, no matter the obstacles we may face.

**11.4.2 Now, in groups, choose a story (in Bangla) that has similarity with the two stories, *The Last Leaf* and *The Gift of Life*. Then, mark the similarities and dissimilarities by comparing your chosen story with these two stories.**

দলে একটি বাংলা গল্প পছন্দ করো যার সাথে *The Last Leaf* এবং *The Gift of Life* এই গল্প দুটোর মিল আছে। তোমার গল্পটিকে দুটি গল্পের সাথে তুলনা করে মিল অথবা অমিলগুলো চিহ্নিত করো।

**New Words:** genres, fascinating, gripping, mysteries, escapism, enchanting, authenticity, horizons, exhilarating, diverse, artifact, enigmatic, eccentric, obsession, cryptic, concealed, culprit, jealousy, greed, reveal, conjure, guide, quest, mythical, climactic, banish, restoring, realm, evoke.

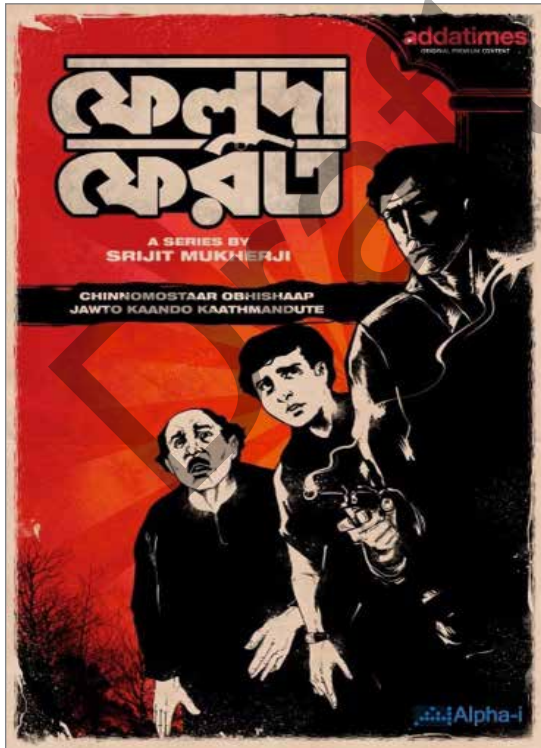
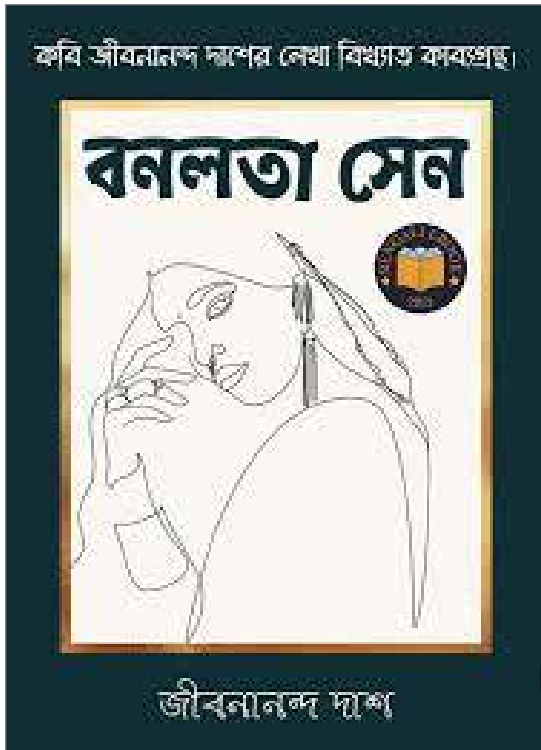


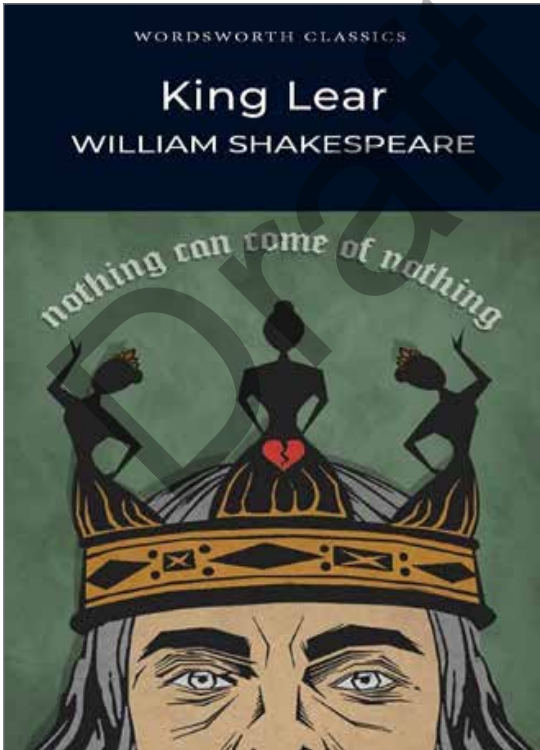
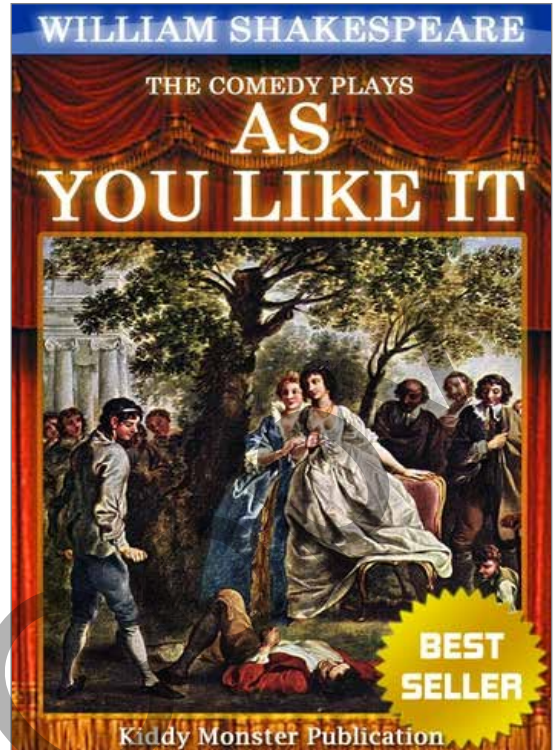
# Macbeth

**12.1.1 Look at the following movies, books or poems and discuss in pairs/groups the questions that follow. Later, share your responses with the class.**

নিচের চলচ্চিত্র, বই অথবা কবিতাগুলো লক্ষ্য করো। তারপর জোড়ায় বা দলে নিচের প্রশ্নগুলো আলোচনা করো। পরে তোমার উত্তরগুলো শ্রেণিতে share করো।







## Questions

- Are you familiar with these books, movies or poems?
- Do you know the characters of the books, movies or poems?
- Which character/s do you like? Why do you like them?
- Which character/s do you like to be? What do you do to be your favourite character?
- Do you dislike any character? If yes, why?
- Are you planning to read any books/poems or see any movies in the near future? If yes, what is/are that/those?
- Do you think that reading books/poems or watching movies is beneficial to you? If yes, explain with an example.

### 12.2.1 Now, think about your favourite books/poems/movies/characters and identify why you like them. Then, share your responses in pairs.

**You may record your responses in the given grid. If you need, add more columns. One is done for you.**

তোমার প্রিয় বই, কবিতা, চলচ্চিত্র/চরিত্রগুলোর কথা ভাবো এবং কেন তাদেরকে পছন্দ করো তা বের করো। দলে তোমার উত্তরগুলো শ্রেণিতে share করো। নিচের সারণিতে তোমার উত্তরগুলো সংরক্ষণ করতে পারো। প্রয়োজনে আরও কলাম যুক্ত করতে পারো। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।

My favourite books/movies /poems/plays	My favourite character/s from the books/movies/ poems/plays	Why I like it	Type of the book/movie /poem/play
a. The poem 'Bonolota Sen' (বনলতা সেন)	Bonolota Sen	I like how beautifully the poet describes the character, Bonolota Sen	A romantic poem
b.			
c.			

My favourite books/movies /poems/plays	My favourite character/s from the books/movies/ poems/plays	Why I like it	Type of the book/movie /poem/play
d.			
e.			
f.			

Now, reflect on the grid and notice you like different books/movies/plays/poems or characters for different reasons like you may like the comedy of *Tom and Jerry* or you may like *Spiderman* for how Spiderman uses his supernatural power for helping others. Likewise, you may feel the character ‘King Lear’ for his tragic end, or the romantic, horror, or science fiction elements of a particular book, movie, play or poem. In fact, these different genres of books have different characteristics. Here, we will learn more about tragedy, especially Shakespearean tragedy.

### 12.3.1 Read the following note on ‘Shakespearean Tragedy’ and then discuss in pairs/groups.

‘Shakespearean Tragedy’-এর উপর নিচের note-টি পড়ো এবং তারপর জোড়ায় বা দলে আলোচনা করো।

#### Note

**Before starting, let’s reflect on what you have learned up to now about a play.**

You have already learned that a play is a form of literature performed on a stage. A play is more to be seen than to be read. Usually, a play has dialogues, characters, a plot (that is, the sequence of the story like a beginning, climax, and end), and a setting (that is, where the story is set). It is divided into acts and scenes. Also, you have known about the greatest playwright and poet, William Shakespeare. He crafted some timeless plays like *King Lear*, *As You Like It*, *Merchant of Venice* and so on that continue to captivate audiences centuries later. He wrote tragedies like ‘*King Lear*’, and comedies like ‘*As You Like It*’. In some of his plays, like *The Merchant of Venice*, both the features of a comedy and a tragedy exist together. We call it a tragi-comedy. To identify whether a play is a comedy, tragedy or tragi-comedy, you have to notice the characteristics of the play carefully and pay attention to their tones, themes, and emotions.

## Now, it's time to focus on our topic, the idea of Shakespearean Tragedy!

One of the most widely used styles in literature is tragedy. The term *tragedy* has evolved to refer to any form of art that ends with an unhappy note. Shakespeare has created his own style of writing a tragedy called *Shakespearean tragedy* which has its specific features that differentiate it from other types of tragedy. ***Macbeth, King Lear, Hamlet, Othello,*** and ***Antony and Cleopatra*** are some of Shakespeare's famous tragedies. Some of the notable characteristics of a Shakespearean tragedy are as follows:

### 1. Heroes belong to a high rank

In a **Shakespearean tragedy**, the tragic heroes are men of high status and of noble nature. For example, King Lear is every inch a king, Romeo is an aristocrat; Antony is more than a king – an emperor; Othello is a mighty general; Hamlet is a prince, and Macbeth is first a general and then a king.

### 2. The tragic hero

A tragic hero is one of the most significant elements of a Shakespearean tragedy. This type of tragedy is essentially a one-man show. It is a story about one, or sometimes two characters. The hero may be either male or female and he or she must suffer because of some cause of some flaw of character, because of inevitable fate, or both. The hero must be *the most* tragic personality in the play.

### 3. The use of supernatural elements

Using supernatural elements is one of the key characteristics of a Shakespearean tragedy. They play an important role in creating an atmosphere of awe, wonder, and sometimes fear. Supernatural elements are typically used to advance the story and drive the plot. For example, Shakespeare uses supernatural elements (three witches) in his tragedy *Macbeth* to predict the future. These witches are responsible for motivating Macbeth to resort to murder in order to ascend to the throne of Scotland.

### 4. Tragic flaw

The heroes of Shakespeare have an inherent weakness, a tragic flaw. This flaw makes the hero essentially human and the Shakespearean heroes are responsible for their fall. For example, Othello faces his tragic damnation for his highly suspicious nature or easily believing what he is said; Hamlet for his

indecisive nature – “*to be or not to be*”; King Lear for his error of judgment and in the same line Macbeth for his unbridled ambition.

## 5. The theme of revenge

Shakespearean tragedy deals with revenge, murder, death, conflicts, ambitions and others. In Macbeth, Shakespeare brought forth the elements of revenge, murder, death, and ambitions as well. For example, Prince Malcolm and Macduff take vengeance against Macbeth [Act V Scene VIII, Act V Scene IX]

Now, we will explore all the characteristics of a Shakespearean tragedy in *Macbeth*, one of the greatest tragedies of William Shakespeare.

### 12.3.2 Before reading the play Macbeth, let's check our understanding of the note!

**Read the following features of a tragedy and a comedy in the following table. Then, identify them and write in the next column. You may think of examples of these characteristics from your reading of King Lear and As You Like It. Later, give an example for each feature from the plays.**

**Macbeth** নাটকটি পড়ার আগে, চলো তোমার বুঝার ক্ষমতা যাচাই করে নেই।

নিচের সারণিতে দেওয়া tragedy এবং comedy নাটকের বৈশিষ্ট্যগুলো পড়ে নাও। এরপর তাদেরকে খুঁজে বের করো এবং পরের কলামে তা লেখো। তোমার পঠিত King Lear এবং As You Like It নাটকের বৈশিষ্ট্যগুলো থেকে তুমি উদাহরণের কথা ভাবতে পারো। পরে নাটকগুলো থেকে প্রতিটি বৈশিষ্ট্যের একটি করে উদাহরণ দাও।

Features	Whether these are related to a tragedy or comedy	Examples from <i>King Lear</i> or <i>As You Like It</i>
a. It is characterized by a serious tone.		
b. It has a light-hearted and humorous tone.		
c. It evokes emotions of pity, fear, and sadness in the audience.		

Features	Whether these are related to a tragedy or comedy	Examples from <i>King Lear</i> or <i>As You Like It</i>
d. It aims to entertain and amuse the audience, provoking laughter and joy.		
e. The protagonist often faces a series of unfortunate events and typically meets an unhappy or disastrous end.		
f. The main characters usually face challenges and obstacles, but these are resolved in a positive and optimistic manner.		
g. Themes like fate, excessive pride, and suffering are frequently found.		
h. Conflicts are usually resolved in a satisfying and happy manner.		

**12.3.3 Read the note again and identify the following sentences as true or false. If false, give the correct information. Later, share your responses with the class.**

Note-টি আবার পড়ো এবং নিচের বাক্যগুলো সত্য না মিথ্যা তা চিহ্নিত করো। যদি মিথ্যা হয় তাহলে সঠিক তথ্য দাও। পরে, তোমার উত্তরগুলো শ্রেণিতে share করো।

- The tragic hero in a Shakespearean tragedy is a towering personality in his/her state, kingdom, or country.
- Tragic flaw is an inherent defect or shortcoming in the hero of a tragedy.



- c) A Shakespearean tragedy ends either with the death of the hero or a mental, emotional, or spiritual devastation beyond recovery.
- d) The supernatural elements in the Shakespearean tragedy is only to amuse the audiences.
- e) Every tragic hero in a Shakespearean play is confronted with external and internal conflicts.
- f) Goodness never beats evil in the tragedies of Shakespeare rather evil conquers goodness.

**Now, let's enjoy reading one of the greatest Shakespearean tragedies Macbeth!**

**12.3.4 Before you read Extract 1 from Macbeth, discuss the following questions in pairs**

**Macbeth** থেকে Extract 1 পড়ার আগে, নিচের প্রশ্নগুলি জোড়ায় আলোচনা করো।

- a) Have you watched a movie or read a book where you came across supernatural creatures?
- b) Do you have any favourite supernatural characters?
- c) Can you describe the supernatural character?
- d) How are they different from us, human beings?
- e) Do you think they are funny or scary?
- f) Can they have a good or bad influence on us?

**12.3.5** Now, you are going to read a few scenes from Shakespeare’s famous tragedy *Macbeth*. To help you understand better, the texts have been adapted and simplified. Read **Extract 1** and act out the dialogues in groups of seven. It will help you internalize the play. Performing the dialogues in class will make you a confident English speaker. To help you understand the dialogues a glossary is given below.

**Shakespeare** এর বিখ্যাত ট্রাজেডি **Macbeth** এর কয়েকটি দৃশ্য তুমি পড়তে যাচ্ছে। নাটকটি ভালো করে বোঝার জন্য এই text গুলো সংকলিত এবং সহজ করা হয়েছে। Extract 1-টি পড়ো এবং ৭জনের দলে তা অভিনয় করো। এই activity গুলো, নাটকটি আত্মস্থ করতে তোমাকে সাহায্য করবে। নাটকের dialogue গুলো বলার মাধ্যমে ইংরেজি বলার ক্ষেত্রে তুমি আত্মবিশ্বাসী হবে। কথোপকথনটি বোঝার জন্য একটি glossary নিচে দেওয়া হলো।

## Macbeth

William Shakespeare



### Extract 1 (Adapted from Act I Scene III of *Macbeth*)

[Setting: A heath in Scotland. Macbeth and Banquo are returning to Forres after defeating a rebellion against King Duncan. Three witches appear out of nowhere and greet them]

**Banquo** : (He sees three witches.) What are these creatures, so withered and so wild in their clothing? They do not look like inhabitants of the earth.

**Macbeth** : Speak (to the witches), if you can. What are you?

**Witch 1** : Hail, Macbeth, Thane of Glamis!

**Witch 2** : Hail, Macbeth, Thane of Cawdor!

**Witch 3** : Hail, Macbeth, who shall be king hereafter!

**Banquo** : Are you imaginary or real (to the witches)? You greet my noble partner and say he will become the king. Why do you not speak to me?

**Witch 1** : Lesser than Macbeth, and greater.

**Witch 2** : Not so happy, yet much happier.

**Witch 3** : Your sons and grandsons shall be kings, though you will be none. So all hail, Macbeth and Banquo!

**Macbeth** : Tell me more. Since my father's death, I have been Thane of Glamis. But how can I be Thane of Cawdor, too? The Thane of Cawdor is still alive! And to be king is not possible either. Say from where you got this strange information. And why have you stopped us here with such greetings and prophecies? Speak, I say!

(Witches vanish.)

**Banquo** : Look! They have vanished!

**Macbeth** : They have melted as breath into the wind. I wish they had stayed!

**Banquo** : Were they really here? Or have we been hallucinating?

**Macbeth** : Your children shall be kings.

**Banquo** : You shall be king!

**Macbeth** : And Thane of Cawdor, too. Isn't that what they said?

**Banquo** : Yes. They used those very words. (hearing a sound) Who's there?

(Ross and Angus enter.)

**Ross** : The king has happily received the news of your success, Macbeth! He is very pleased to hear of your fearlessness during battle.

**Angus** : We have been sent to thank you.

**Ross** : The king has asked me to call you Thane of Cawdor.

So I say, hail, most worthy Thane! The title is yours.

**Banquo** : What! Can the witches tell the truth?

**Macbeth** : But the Thane of Cawdor is alive!

**Angus** : He who was the thane still lives but he will be punished for betraying his own country.

**Macbeth** : (aside) Thane of Glamis, and now Thane of Cawdor, too!

And the greatest title is yet to come!

Thanks for your pains, gentlemen (to Ross and Angus)!

**Macbeth** : (aside) This supernatural prophecy might be evil or good.

If evil, why has it given me evidence of success, by starting with a truth? For it is true that I am Thane of Cawdor. If good, why are horrid thoughts making my heart knock at my ribs? Present fears are less than horrible imaginings. My thought, whose murder yet is but fantastical, shakes me up.

**Banquo** : (to Ross and Angus) Look at Macbeth. He seems to be in a trance.

(to Macbeth) Worthy Macbeth, we're waiting.

**Macbeth** : Please forgive me. My thoughts were wandering.

Let us go and meet the king.

Come, friends. (All exit.)

## Vocabulary

Word	Meaning
creatures	anything that is living, such as an animal
withered	thin and old
inhabitants	people who live in a place
hail	a greeting with enthusiastic approval
imaginary	something that is imagined; not real
alive	not dead
prophecies	statements about the future
vanish	disappear
melted	dissolved and disappeared
hallucinate	to see something that does not exist
betray	to help the enemy
wander	to move away
those very words	exactly the same words

### 12.3.6 Let's check our comprehension!

**Discuss the following questions in pairs. Later, write short answers to the questions and write a paragraph of around 100 words.**

এখন তোমার নাটক বুঝার দক্ষতা (comprehension) যাচাইয়ের পালা!

জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো। পরে প্রশ্নগুলোর সংক্ষিপ্ত উত্তর লেখো এবং ১০০ শব্দের মধ্যে একটি paragraph লেখো।

- What prophecies do the witches make for Macbeth?
- Which of the prophecies has just been fulfilled in the scene? Which one is yet to be fulfilled?
- After hearing the witches' prophecies, what does Macbeth reveal in his aside?
- What message does Ross convey, and how does Macbeth react to this news?

### It's time to read Extract 2 (Adapted from Act I Scene IV)

[Setting: A room in the palace in Forres. King Duncan, his sons Malcolm and Donalbain, Lennox, and attendants enter and engage in a conversation. A while later, Macbeth, Banquo, Ross, and Angus enter.]

**Duncan** : (To Macbeth) Oh, most worthy cousin! I owe you more than I can ever pay.

**Macbeth** : Serving you loyally is payment in itself. Your Highness's part is to receive our services. Our duties are to do what we can to keep you safe.

**Duncan** : I have only begun to honour you. Now I will work to see you prosper. (to Banquo) You, noble Banquo, you have deserved no less.

Let me embrace you and hold you to my heart.

**Banquo** : It is an honour to serve you, my lord.

**Duncan** : Sons, kinsmen, Thanes, and all you who are near to me, know this, I appoint my eldest son, Malcolm, as my successor. From now on, he will be called the Prince of Cumberland. Let us now go to Inverness to visit Macbeth's castle.

**Macbeth** : I'll go on ahead and tell my wife the joyful news of your approach. (bowing) I humbly take my leave.

(All exit.)

### Vocabulary

Word	Meaning
owe	to have the responsibility to pay back money that you borrowed; to be grateful for something
prosper	to become successful
embrace	to hold someone with both arms
appoint	to choose someone for a job or responsibility
successor	someone that comes after another person

humbly	politely
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**12.3.7 Read the short note on The ways to express appreciations and then do the activity that follows. Later, share your responses with the class.**

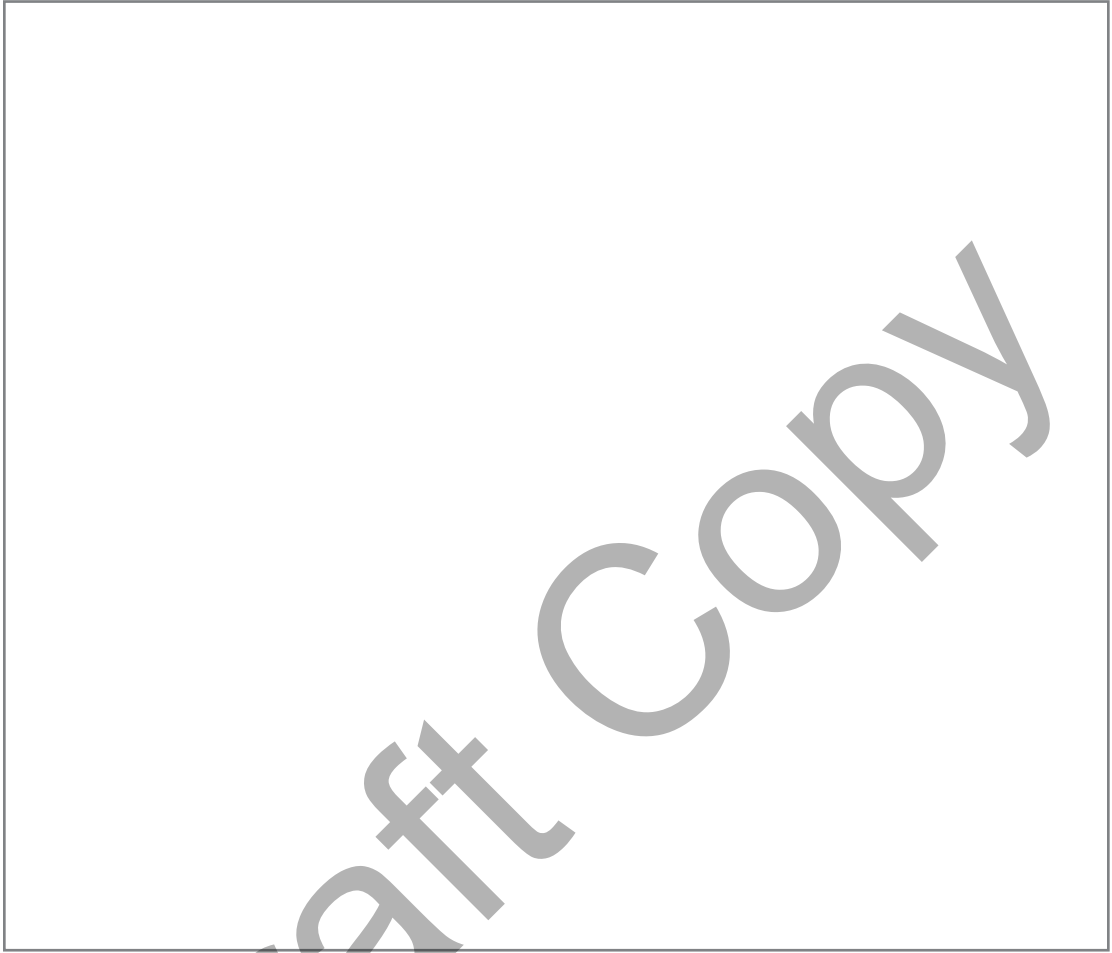
The ways to express appreciations এর উপর নিচের short note-টি পড়ো। তারপর পরের activity গুলো করো। তোমার উত্তরগুলো শ্রেণিতে share করো।

**Note on Language of appreciation**

We express gratitude, recognition, and praise towards others in different ways. We can use words, actions, and gestures to communicate our sincere appreciation and acknowledgement for someone's efforts, contributions, or qualities. Simple phrases like "thank you," "well done," or "I appreciate your help" may be useful to let people know that we value their efforts. We can also write a thank-you note or appreciation email.

Now, work in pairs and match the speakers and addressees of the given expressions of appreciation.

Language of appreciation	Speaker	Addressee
Oh, dearest cousin! I am indebted to you beyond measure.	Duncan	Macbeth
Being loyal to you is reward enough. Our duty is to safeguard you at all costs.	Macbeth	Duncan
You equally deserve my gratitude. Allow me to embrace you and hold you close to my heart.	Duncan	Banco
It is my honor to serve you, my lord.	Banco	Duncan

**Let's read Extract 3 (Adapted from Act I Scene V)****Mabeth's castle Macbeth and Lady Macbeth carrying a letter**

[Setting: Inverness, Macbeth's castle. Lady Macbeth enters, carrying a letter.]

**Lady Macbeth :** (reading the letter) “The three witches proved they can predict the future. After they vanished into the air, some messengers came from the king. They called me ‘Thane of Cawdor’—the same title the weird sisters called me! The witches had also said, ‘All hail, Macbeth, who shall be king hereafter!’

(commenting on the letter): You were already Thane of Glamis, and now Thane of Cawdor. You shall also be what you were promised. Yet I do fear your nature. It is too full of the milk of human kindness. You have ambition. But your nature lacks the necessary ruthlessness. Hurry home, so I may pour my spirit into your ear!



(Macbeth enters.)

**Lady Macbeth** : Great Glamis! Worthy Cawdor!

Greater than both, in the near future!

**Macbeth** : My dearest love, Duncan comes here tonight.

**Lady Macbeth** : And when does he leave?

**Macbeth** : Tomorrow, as he plans.

**Lady Macbeth** : Oh, never shall he see the sun again!

Your face, my Thane, is like a book where anyone can read strange matters. To fool the time, look like the time. Show welcome in your eye, your hand, your words. Look like the innocent flower but be the serpent under it. I will take care of everything! Then all our nights and days to come will be spent as king and queen.

**Macbeth** : We will speak further.

**Lady Macbeth** : Just remain calm. Do nothing that looks suspicious. Leave all the rest to me. (Both exit.)

### 12.3.8. Read Extract 3 again and in pairs match the words with their meanings. Later, share your responses with the class.

Extract 3 আবার পড়ো এবং জোড়ায় নিচের সারণির শব্দের সাথে অর্থ মিলানো। পরে তোমার উত্তরগুলো শ্রেণিতে শেয়ার করো।

Words in Extract	Meanings in context
predict	strange
vanish	lacking pity for anyone
weird	to say that something will happen in the future
lack	appearing dishonest
ruthlessness	disappear
pour:	to not have something
suspicious	to flow in a stream

#### Time to read Extract 4 (Adapted from Act I Scene VII)

[Setting: Within Macbeth's castle. Macbeth enters.]

**Macbeth** : If it must be done, then it's best done quickly.

But Duncan's here in double trust: First, I am his kinsman and his subject. Second, I am his host. I should shut the door against his murderer, not bear the knife myself! Besides, Duncan is a good man. His virtues plead like angels against his murder. I have no good reason to do this, except my own ambition.

(Lady Macbeth enters.)

**Macbeth** : What news?

**Lady Macbeth** : He has almost finished supper.

**Macbeth** : We will proceed no further with the plan. He has honoured me, and I have earned appreciation from all sorts of people.

**Lady Macbeth** : What about your hopes for the future? Are you afraid to be the same in your act as you are in your desire? Would you live as a coward like the cat who wanted the fish but was afraid to get its paws wet?

**Macbeth** : I beg you, be quiet! I dare do all that may become a man.

**Lady Macbeth :** (angrily) What beast was it, then, that made you talk about this plan to me? When you dared to do it, you were a man. Had I sworn to do it, I would have even thrown my baby out if needed.

**Macbeth :** If we should fail?

**Lady Macbeth :** We fail? With enough courage, we'll not fail. When Duncan is asleep, I'll give his two guards wine and liquor. They'll soon be asleep, too. We'll kill the unguarded Duncan. It will be easy to blame his drunken guards, who shall bear the guilt of our great murder.

**Macbeth :** Then it's settled. Away, and mock the time with the fairest show. False face must hide what false heart does know.

(They exit.)

**12.3.9 a) In Extracts 3 and 4, you have found that Macbeth has the ambition to become a king. But he is in doubt whether he should achieve his goal in a dishonest manner. Now, identify and write the lines from the extracts that reflect Macbeth's hesitation and doubt in the given place.**

a) Extract 3 এবং 4 এ তোমরা দেখেছো যে **Macbeth** এর রাজা হওয়ার আকাঙ্ক্ষা ছিল। কিন্তু তার মধ্যে দ্বিধা ছিল যে অসৎ উপায়ে তার উদ্দেশ্য সফল হবে কিনা। Extract গুলো থেকে **Macbeth** এর দ্বিধা এবং সন্দেহ সংক্রান্ত যে লাইনগুলো আছে তাদেরকে চিহ্নিত করো এবং নিচের শূন্যস্থানে লেখো।

**Your answer:** .....  
.....  
.....  
.....  
.....

**b) In Extracts 3 and 4, you also have seen Lady Macbeth trying to persuade Macbeth to commit the murder of King Duncan. Now, choose the strategy she has employed among the following and then underline all the lines in the extracts that refer to the strategies mentioned.**

**b)** Extract 3 এবং 4 এ তোমরা আরও দেখেছো যে Lady Macbeth, King Duncan কে খুন করার জন্য Macbeth-কে উৎসাহিত করেছিলেন। রাজাকে খুন করার জন্য নিচের যে কৌশলগুলোর কথা তিনি বলেছিলেন Extract গুলোর সেই লাইনগুলোর নিচে দাগ দাও।

The strategies

- Questioning Macbeth's manhood and courage
- Reminding Macbeth of his promise
- Laying out a plan
- Assuring Macbeth that they will not fail

**So, let's see what will happen in Extract 5 (Adapted from Act II Scene II)!**



**[Setting: Macbeth's castle]**

**Lady Macbeth :** That which made them drunk has made me bold.

Had Duncan not looked like my own father, I would have done it myself.

(Macbeth enters covered with blood.)

**Lady Macbeth** : My husband!

**Macbeth** : I have done the deed. Did you not hear a noise?

**Lady Macbeth** : I heard the owl scream and the crickets cry.

**Macbeth** : One man laughed in his sleep. Another one cried, "Murder!"

They seemed to wake each other up but quickly went back to sleep.

**Lady Macbeth** : Two guests are sleeping in a room near Duncan's.

**Macbeth** : One cried, "God bless us!" The other said, "Amen."

I feared that they had seen me with these bloody hands.

**Lady Macbeth** : We must not dwell on these deeds, or we will go mad.

**Macbeth** : I heard a voice cry, "Sleep no more! Macbeth shall sleep no more!"

**Lady Macbeth** : Worthy Thane, you are wasting your noble strength thinking such foolish thoughts. Go wash this filthy evidence from your hands. Why did you bring these daggers with you? They must lie there. Go, take them back! Smear the sleeping guards with blood!

**Macbeth** : I'll go no more. I'm afraid to look upon what I have done!

**Lady Macbeth** : Give me the daggers. The sleeping and the dead are but pictures. I'll paint the guards' faces with his blood to make them look guilty.

(She exits.)

**12.3.10** Now, reflect on the words spoken by Lady Macbeth in the above extracts. Then, discuss in pairs/groups and identify her character traits in the following grid. Later, give an example in favour of your identification. Finally, share your responses with the class.

উপরের extract গুলোতে **Lady Macbeth** এর বক্তব্যগুলো মনে করো। তারপর তার চারিত্রিক বৈশিষ্ট্যগুলো চিহ্নিত করো এবং নিচের সারণিতে লেখো। তোমার চিহ্নিতকরণের পক্ষে একটি করে উদাহরণ দাও। সবশেষে তোমার উত্তরগুলো শ্রেণিতে share করো।

Character Trait	Does Lady Macbeth possess it?	Example
Ambitious		
Cunning		
Loving wife		
Loyal		
Manipulative		
Ruthless		
Brave		
Determined		

**Let's read Extract 6 (Adapted from Act II Scene III)!**

[Setting: Macbeth's Castle]

**Macduff** : Oh, horror, horror, horror!

Neither tongue nor heart can imagine or name it!

**Macbeth** And

**Lennox** : What's the matter?

**Macduff** : A most unholy murder has broken open the Lord's Temple and stolen from there the life of the building.

**Macbeth** : What is it you say—the life?

**Lennox** : Do you mean his majesty?

**Macduff** : Approach his room! Do not ask me to speak!

See, and then speak yourselves.

(Macbeth and Lennox exit.)

**Macduff** : Awake, awake! Ring the alarm bell! Banquo and Donalbain!

Malcolm! Awake! Malcolm! Banquo!

Rise up to see this horror!

(Alarm bell rings. Lady Macbeth enters again.)

**Lady Macbeth** : What's all this?

Why such a terrible noise to wake everyone? Speak!

**Macduff** : Oh, gentle lady, it is not for you to hear my words.

(Banquo enters again.) Oh, Banquo, Banquo! Our royal master has been murdered!

**Lady Macbeth** : Woe, alas! In our house?

**Banquo** : It would be too cruel anywhere.

Dear Macduff, I beg you, say it is not so.

(Macbeth, Lennox, and Ross enter.)

**Macbeth** : If only I had died an hour ago, I would have lived a blessed time. Now there's nothing serious in life. All is but toys. Honour, and grace, is dead.

(Malcolm and Donalbain enter.)

**Donalbain** : What is wrong?

**Macbeth** : The spring, the fountain of your blood, is stopped.

**Macduff** : Your royal father is murdered.

**Malcolm** : O! By whom?

**Lennox** : It seems that his own guards did it.

Their hands and faces were covered in blood.

So were their daggers.

**Macbeth:** Even so, I am sorry for the fury that made me kill them.

**Macduff:** Why did you do it, then?

**Macbeth:** My love for Duncan made me do it.

Anyone who had a heart to love would have done the same.

**Lady Macbeth:** (fainting) Help me!

**Macduff:** Look after the lady.

**Donalbain** : (aside to Malcolm) We are not safe. Let's get away.  
We can cry over our father's death later.

**Banquo** : Look after the lady. (Lady Macbeth is carried out.)  
Let's all go and try to learn more about it. I will fight  
against the unknown forces of treason and evil.

**Macduff** : And so will I.

**All** : And so will we all.

**Macbeth** : Let's put on our armor, and meet together in the hall.

**Let's see what next.**

Extract 7 (Adapted from Act III Scene I)

[Setting: Forres. A room in the palace.]

**Banquo** : (to himself) You have it now, King, Cawdor,  
Glamis, all, as the weird women promised. I fear you played foul for  
it.

(Trumpets sound. Macbeth enters as king, followed by Lady Macbeth  
as queen, Lennox, Ross, lords, ladies, and attendants.)

**Macbeth** : A banquet is being held tonight, sir, And I want you to be there.

**Banquo** : Your wish is my command, highness.

**Macbeth** : Are you going riding this afternoon?



**Banquo** : Yes, my good lord.

**Macbeth** : Do not fail to come to the feast.

**Banquo** : My lord, I will not.

**Macbeth** : Is Fleance going with you?

**Banquo** : Yes, my good lord.

(Banquo exits. Macbeth speaks to the others.)

**Macbeth** : You may do whatever you like until seven tonight.

To make the company even sweeter than, we will stay alone this afternoon. God be with you.

(All exit but Macbeth and a servant.)

**Macbeth** : (to the servant) We sent for some men. Are they here yet?

**Servant** : Yes, my lord. They are at the gate.

**Macbeth** : Bring them before us. (Servant exits.)

**Macbeth** : To be king is nothing, unless one's position is safe.

Our fears about Banquo run deep. He threatens my greatness.

Have I murdered the gracious Duncan just to make Banquo's sons kings? (He hears a noise.) Who's there?

(Servant enters again, with two murderers.) Go to the door until we call.

(Servant exits.)

Was it not yesterday we spoke together?

**Murderer 1** : It was, your highness.

**Macbeth** : Well, then, have you considered what I said?

Do you understand that it was Banquo who was responsible for your bad fortune in the past?

**Murderer 1** : You made it known to us.

**Macbeth** : I will give you a special assignment. I need their loyalty.

It must be done tonight. Fleance, Banquo's son, will be with him.

His death is no less important to me than his father's. Wait outside the gate. I'll come to you soon with more instructions.

(Murderers exit.)

Now, it's time to read Extract 8 (Adapted from Act V Scene I)

[Setting: Dunsinane. A room in the castle. A doctor and a gentle woman enter.]

**Doctor** : When was it she last walked?

**Gentle Woman:** Since his majesty went into the field with the army,

I have seen her do it many times. She rises from bed, takes out a paper, folds it, writes on it, and reads it.

Then she seals it and again returns to bed.

And she does all this while she is fast asleep.

Look—here she comes!

(Lady Macbeth enters, carrying a candle.)

That is just how she looks. See, she's fast asleep. Watch her. Stand close.

**Doctor** : Look, her eyes are open!

**Gentle Woman:** Yes, but she sees nothing.

**Doctor** : Watch how she rubs her hands!

**Gentle Woman:** Yes, she seems to be washing her hands.

**Lady Macbeth** : Still, here's a spot.

**Doctor** : Listen, she speaks! I will write down what comes from her.

**Lady Macbeth** : (her hand to her nose) Here's the smell of the blood still. (sighing):  
All the perfumes of Arabia will not sweeten this little hand.

**Doctor** : What a groan! Her heart is heavy.

**Gentle Woman:** I would not have such a heart in my body for anything!

**Doctor** : This disease is beyond my practice.

**Lady Macbeth** : Wash your hands. Do not look so pale. I tell you: Banquo's buried!  
He cannot return from his grave. To bed, to bed, to bed.

(Lady Macbeth exits.)

**Doctor** : Will she go to bed now?

**Gentle Woman**: Right away.

**Doctor** : She needs divine help, not mine! Look after her. Good night.

(Both exit.)

Let's read Scene 9 (Adapted from Act V Scene V)!

[Setting: Dunsinane, within the castle. Macbeth, Seyton, and soldiers enter.]

**Macbeth** : Hang our flags on the outer walls. Our castle's strength will laugh at them. Here let them lie until starvation and fever eat them up. (Wailing cries are heard from within.) What is that noise?

**Seyton** : It is the cry of women, my good lord. (Seyton exits.)

**Macbeth** : I have almost forgotten the taste of fears. I've become so accustomed to the horror that not even such a shriek startles me. (Seyton enters again.) What was that cry all about?

**Seyton** : The queen, my lord, is dead.

**Macbeth** : She should have died later—when there would have been time for mourning. Out, out, brief candle! Life's but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more. It is a tale told by an idiot, full of sound and fury, signifying nothing.

(A messenger enters.) You came to say something. Say it quickly.

**Messenger** : As I stood my watch upon the hill, I looked toward Birnam. It seemed the wood had begun to move!

**Macbeth** : You say a wood moves toward Dunsinane? Every man, take up arms! Prepare to fight! Ring the alarms! Come, attack! At least we'll die with armour on our backs. (All exit.)

Time to read Extract 10 (Adapted from Act V Scene VII)!

[Setting: A plain before the castle. Drums sound. Malcolm, old Siward, Macduff, and their army enter, carrying tree branches.]

**Malcolm** : Now we are near enough.

Throw down your leafy screens and show who you are.

**(to old Siward)**: You, worthy uncle, shall lead our first battle along with my cousin, your noble son. Brave Macduff and I shall lead the others.

**Siward** : Fare you well. If we find the tyrant's army tonight, let us be beaten, if we fail to fight.

**Macduff** : Make all our trumpets speak. Give them the breath to loudly sing of blood and death.

(All exit.)

Let's see what happens in Extract 11 (Adapted from Act V Scene VIII)!

[Setting: Another part of the field. Macbeth faces Macduff]

**Macduff** : Turn, you villain, turn!

**Macbeth** : Of all the men here, I have avoided you.

Get back, back! My soul is too heavy with your blood already.

**Macduff** : I have no words: My voice is in my sword.

You are a bloodier villain than words can describe!

(They fight. Macduff defeats Macbeth and kills him.)

It's time to read the last one, Extract 12 (Adapted from Act V Scene IX)

[Setting: Within the castle]

**Macduff** : (to Malcolm) Hail, king!

See this, the tyrant's cursed head.

We are now free. Hail, King of Scotland!

**All** : Hail, King of Scotland! (Trumpets sound.)

**Malcolm** : I shall not waste any time before rewarding all of you for your efforts today. We shall soon call our exiled friends home. We will bring to trial the cruel ministers of this dead butcher and his fiend-like queen, who took her own life. So, thanks to all at once, and to each one, whom we invite to see us crowned at Scone.

(Trumpets sound. All exit.)

**12.3.11 Read the characters and their descriptions in the following grid. Then, discuss in pairs and match the following characters with their descriptions. Finally, share your responses with the class:**

নিচের সারণিতে দেওয়া চরিত্রগুলোর নাম এবং তাদের বর্ণনা পড়ো। জোড়ায় আলোচনা করে বর্ণনার সাথে চরিত্রগুলো মিলাও। সবশেষে শ্রেণিতে তোমার উত্তরগুলো শেয়ার করো।

Name of the character	Their description
Duncan	King of Scotland
Malcolm and Donalbain	Duncan's sons
Macbeth	General in the king's army
Banquo	General in the king's army and murdered at Macbeth's order
Lennox, Ross, Angus, Macduff	Noblemen of Scotland
Lady Macbeth	Macbeth's wife
Three witches	Evil forces that misguide Macbeth

**12.3.12 Read the following sentences and in pairs, decide if they are ‘true’ or ‘false’. If false, write the correct information. Then, check your responses with the next pair.**

জোড়ায় নিচের বাক্যগুলো পড়ো এবং কোনটি সত্য অথবা মিথ্যা তা নির্ধারণ করো। যদি মিথ্যা হয় সঠিক তথ্য দাও। তোমার উত্তরগুলো পাশের জোড়ার সাথে যাচাই করো।

- Lady Macbeth drugged the servants so they would not awaken while Duncan was being murdered.
- Lady Macbeth says that Duncan reminded her of her father as he slept.
- Macbeth smears the servants with Duncan’s blood as they sleep.
- It is Banquo who first discovers that the king has been murdered.
- Macbeth killed the servants so they could not claim that they had not murdered Duncan.
- Upon hearing the news of Duncan’s death, Duncan’s wife faints.
- Duncan’s sons run away to save their lives.
- Macduff is crowned King of Scotland at the end of the play.

**12.3.13 Here check your understanding of the plot.**

**Read the following events that take place in *Macbeth*. They are not in the correct order. Discuss in pairs and rearrange them in their correct order. Later, summarise the plot of *Macbeth* and share your write-ups with the class.**

নাটকের plot টি যাচাইয়ের পালা!

**Macbeth** নাটকে ঘটনা নিচের ঘটনাগুলো পড়ো। এগুলো সঠিকভাবে সাজানো নেই। জোড়ায় আলোচনা করে এদেরকে সঠিকভাবে সাজাও। পরে নাটকের plot টির সারমর্ম লেখো এবং লেখাটি শ্রেণিতে share করো।

Hope that can you remember that a plot is the sequence of events and actions that take place in the play. It refers to the main events, conflicts,

and developments that occur throughout the play.

- The witches predict that Macbeth will one day be the King of Scotland.

- b. Macbeth and Banquo meet three mysterious witches on a heath in Scotland.
- c. They also tell Banquo that his sons will also sit on the throne.
- d. Macbeth decides to kill Banquo and his sons.
- e. Lady Macbeth, tormented by guilt, commits suicide.
- f. Macbeth is killed by Macduff, and Malcolm is crowned king.
- g. Persuaded by his wife, Macbeth kills King Duncan and becomes king.
- h. Malcolm, Duncan's son, raises an army to oppose Macbeth.

**12.4.1 Let's showcase our understanding of Shakespearean tragedy by comparing and contrasting Macbeth and Sirajdullah/ Kabor. You can choose any other Bengali tragedy from any source.**

**Macbeth** এবং **Sirajdullah/Kabor** নাটকের মিল-অমিল তুলনা করে Shakespearean tragedy বোঝার চেষ্টা করি। কাজটি করার জন্য যে কোন উৎস থেকে বাংলা বিয়োগান্তক যে কোনো নাটক বাছাই করতে পারো।

Follow the instructions to complete the activity.

- Make groups of 4-5.
- Read the plays carefully and identify all the characteristics of a tragedy.
- Write your first draft of the list of characteristics and do the necessary corrections with the help of your teacher.
- Now, write the description using the references from the plays. Use examples and opinions if necessary.
- Use a grid to list your responses.
- Take help from other groups and the teacher if you need it. Do the necessary edits and make the final presentation.
- Now, your group is ready for presentation. While presenting, invite other groups to share their feedback after your presentation.

You can use the following grid or you can use your own. Add as many rows as you need.

Characteristics	Compare	Contrast
a. The rank of the hero		
b. The tragic hero		
c. Use of supernatural element		
d. Tragic flaw		
e. Theme of the play		
f. Conflict		

**New Words:** creatures, withered, inhabitants, strange, vanish, witches, prophecies, supernatural, trance, suspicious, beast, hesitation, daggers, hail, melted, hallucinating, fantastic, wandering, appreciation, unguarded, filthy.

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# Appendix

## 1. Opinion Matters

Main word	Synonym/Meaning in English	Meaning in\Bangla	Sentence	Your sentence
Procession	parade/ march	মিছিল	They brought out a procession on the occasion of Pahela Baisakh.	
Profound	deep	গভীর	We have a profound love for our country	
Initiatives	steps	উদ্যোগ	The government has taken many initiatives to improve the condition of the life of the people.	
Poaching	hunt illegally	অবৈধভাবে শিকার করা	Poaching wildlife is a great offence.	
Additionally	In addition	এছাড়াও	The animals are additionally protected by the government.	
Intricate	complicated	জটিল	The AI mechanism is extremely intricate and very difficult .	
Inaugurate	initiate	শুরু করা	The chief guest inaugurated the sports competition.	
Immense	Enormous / huge	বিশাল	They made an immense improvement in English.	
Distinguish	differentiate	পার্থক্য করা	You should have the knowledge to differentiate between right and wrong.	
Demonstrate	reveal	প্রদর্শন	He demonstrated his skill at the time of need.	
Contemporary	Living at the same time	সমসাময়িক	Christopher Marlowe was a contemporary dramatist of Shakespeare	

Main word	Synonym/Meaning in English	Meaning in\Bangla	Sentence	Your sentence
Charismatic	charming	আকর্ষণীয়	Bangabandhu was a charismatic leader and inspired millions of people for our independence.	
Emphasize	Give special importance	জোর দেওয়া	We should emphasize on corruption free Bangladesh.	
Strive	Make great effort to achieve something/endeavour	প্রচেষ্টা	We all must strive to do the best for our country .	
Encompass	enclose	বেষ্টন করা	The whole place was encompassed with a wall for the safety of the animals.	

## 2. Nature's Tapestry

Main word	Synonym/Meaning in English	Meaning in\Bangla	Sentence	Your sentence
Anticipation	expectation	আশা	He had a great anticipation about his Master's result.	
Symbolize	signify	প্রতীকী করা	Flowers symbolise love and beauty.	
Gesture	sign	অঙ্গভঙ্গি	The stranger made a gesture with his figure that everything was fine.	
Transition	shift/conversion	স্থানান্তর	We expect the transition period to be smooth	
Serenity	tranquillity/calmness	পবিত্রতা	The face of the beautiful girl has an expression of absolute serenity.	
Mortality	death	মৃত্যু	Infant mortality rate has been dramatically reduced in Bangladesh.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Evocative	reminiscent	উদ্দীপক	Watching your famous movies have been very evocative.	
Abandoned	Having been deserted	পরিত্যক্ত	The abandoned child was brought up by a doctor's family.	
Captivate	fascinate	মুগ্ধ করা	I was captivated by the natural beauty of Tangoar Haor.	
Explanation	clarification	ব্যাখ্যা	You committed a blunder and I want the explanation how it happened.	
Distract	confuse/divert	বিভ্রান্ত করা	Nowadays mobile phone distracts the children from their education	
Impression	An idea, feeling or opinion about something or someone, especially one formed without conscious thought	ধারণা	He has done a lot of generous deeds so I have a good impression about him.	
Progression	development	অগ্রগতি/উন্নতি	His progression was outstanding since he was determined about his success.	
Collapse	downfall	পতন	The building was collapsed after a heavy earthquake.	
Professional	specialised	পেশাদার	He is very professional at his work.	
Fundamental	important	মৌলিক	We need fundamental changes in every aspect of our life.	
Compassion	sympathy	সহানুভূতি	You must have compassion for the helpless of the society.	

### 3. The Sense of Beauty

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Speech	address	বক্তব্য	The chief guest delivered his speech and handed over the trophy to the winners.	
Profound	heartfelt	গভীর	Bangladesh team got profound reception after winning tri-nation series.	
Satisfaction	contentment	সন্তুষ্টি	One cannot win everybody's satisfaction.	
Remarkable	extraordinary	উল্লেখযোগ্য	The Independence day is a remarkable day in the history of Bnladesh.	
Inequality	inequity	অসমতা	Inequality creates anarchy among the people.	
Aggression	aggressiveness	আক্রমণ	In 1971, our freedom fighters stood against the aggression of Pakistani Army.	
Wildlife	wild animals	বন্যপ্রাণী	We should protect our wildlife to protect ourselves.	
Initiative	enterprise	পদক্ষেপ	It is time, we took initiatives to reduce pollution.	
Poaching	hunting illegally	পাচার	Poaching animals is a severe offence.	
Monumental	commemorative	স্মারক	The National Parliament Building is a monumental architectural site.	
Envision	imagine	কল্পনা করা	I always envision to stand by the poor and distressed.	
Encompass	surround	বেষ্টিত করা	A floral garden encompasses our house.	

## 4. Tones in Statements

Main word	Synonym/Meaning in English	Meaning in Bangla	Sentence	Your sentence
Masterpiece	outstanding work	সেরা গ্ৰন্থ	Rabindranath Tagore got Nobel Prize for his masterpiece, Gitanjali.	
Deficiency	insufficiency	স্বল্পতা	The deficiency of vitamins and minerals causes different types of diseases.	
Guidance	direction	দিকনির্দেশনা	Children need the guidance of their parents to prosper in life.	
Illiterate	unable to read or write	নিরক্ষর	There are many illiterate people who are wiser than literates.	
Miserly	close fisted	কৃপন	People do not like a miserly person.	
Acquaintance	familiarity	পরিচয়	We should maintain good acquaintance with our neighbours.	
Humility	modesty	ভদ্রতা	Introverts can not do many works due to their humility.	
Consequential	following as a result	আনুষাঙ্গিক	After Covid people are now suffering from cosequential maladies.	
Prosperity	affluence	প্রাচুর্য	Education is the best prosperity in the word	
Fortunate	lucky	ভাগ্যবান	I am fortunate enough to be able to serve my parents during their needs.	
Recommended	suggested as suitable	সুপারিশ করা	My teacher recommended me for my admission abroad.	

## 5. Expressing Solution to A Problem

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Concentrate	make focus or hold attention	মনোযোগ দেওয়া	please concentrate on your studies.	
Profound	deep, intense	গভীর, প্রগাঢ়	The student has profound respect for his teacher	
Delimit	set boundaries of something	সীমানা নির্দেশ করা	The fence of garden was built to delimit the boundary.	
Empathetically	with the understanding of other's feeling	সহানুভূতির সাথে	He listened emphatically to the sufferer.	
Crucial	important, critical	গুরুতর	He is passing a crucial time of his life.	
Dominate	Show power or authority, control	প্রভাব বিস্তার	Her husband dominates her	
Hesitant	indecisive	দ্বিধাগ্রস্থ	He is hesitant in taking decisions	
Apprehensive	worried	উদ্বিগ্ন	He feels apprehensive about his future	
Colloquial	characteristic of informal language	চলিত ভাষার বৈশিষ্ট্য	He wrote the letter in a colloquial style	
Boost	contribute to growth, raise	জোরদার করা	The tax cut will boost the economy	
Strained	not natural	আন্তরিকতা শূন্য	His smile was strained as he was asked the question	

## 6. The Art of Expressing Comparisons

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Replication	act of making copy	প্রতিলিপি	I don't pay a huge price for the replication of the design	
Transmit	transfer to another	প্রেরণ করা	Many metals transmit heat	
Localize	identify the location	স্থান নির্দেশ করা	The doctor localized the source of infection	
Attribute	assign	আরোপ করা	The biologist attributed the mushroom to proper class	
Preservative	A chemical compound which protects against decay	যা সংরক্ষণ করে	We use preservatives in making jelly and pickles	
Antioxidant	substance that inhibits oxidation	জারণরোধক	Antioxidants support the eye health	
Chronic	being long lasting	দীর্ঘস্থায়ী	TB is a chronic disease	
Contrarily	perversely	প্রতিকূলভাবে	She enjoys sunny day, contrarily, her sister prefers the rain	
Hassle	something annoying or bothering	ঝামেলা	The work was a bit of a hassle	
Negotiation	discussion to produce agreement	আপস-আলোচনা	After negotiations, the two companies finally achieved the desired benefits	
Genetic	hereditary	জীনগত বা বংশগত	The child's talent is a result of genetic influence from parents	

## 7. The Power of Inclusive Language

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Potential	capable of becoming real	শক্তিশালী (সম্ভাবনা)	Bangladesh has enormous potential for economic development.	
Specific	clearly defined	নির্দিষ্ট	The teacher gave us specific instructions to solve the problem.	
Associate	deputy	সহকারি	Her associates respect her for her helping attitude.	
Persuade	induce to do something through reasoning or argument	প্রভাবিত করা	I persuaded her to do the right thing.	
Strategy	a plan of action designed to achieve a long term attempt	কৌশল	I knew the strategy so I achieved my goal easily.	
Inhumanity	extremely cruel and brutal behaviour	অমানবিকতা	The Pakistani army were accused of inhumanity in their treatment to us.	
Agonising	causing extreme physical and mental pain	কষ্টকর	She went through agonising few weeks before her death.	
Recognise	know again	চিনতে পারা	At first I could not recognize her since I met her after ten years.	
Proficiency	expertise	দক্ষতা	Her proficiency in English is praiseworthy.	



Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Privilege	a special advantage	সুবিধা	They were wealthy and privileged elite.	
Appreciate	admire	প্রশংসা করা	People appreciate her for her benevolent deeds for the helpless.	

## 8. Imaginations

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Enigmatic	difficult to interpret	রহস্যপূর্ণ	She had an enigmatic smile so I could not understand it.	
Unconventional	not conventional	প্রথাগত নয়	His unconventional behavior made him famous in his community.	
Interpretation	explanation	ব্যাখ্যা	His interpretation regarding his crime could not satisfy the authority.	
Extensive	covering or affecting a large area	ব্যাপক	Extensive measures should be taken against corruption.	
Meditation	the action of meditating	ধ্যান	Yoga is considered as a meditation for keeping good health.	
Furthermore	in addition	আরো	We gave him food and shelter furthermore we gave him some money.	
Exploration	the action of exploring an unfamiliar area	অনুসন্ধান	Extensive exploration is needed in the field of mineral resources of Bangladesh.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Controversial	giving rise or likely to give rise controversy	বিতর্কিত	He always discusses controversial issues to be famous.	
Demonstrate	reveal	প্রকাশ করা	They demonstrated their agony before the concerned authority	
Perspective	attitude	দৃষ্টিভঙ্গি	Your perspective may differ with me but still I do support you	
Proactive	bold/creating or controlling a situation rather than just responding to it has happened	সক্রিয়	You should be proactive and show your response against it	
Intensity	make more intense	তীব্রতা	They intensified their attack during night	

## 9. The Essence of Being a Responsible Student

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Prioritize	give importance or set urgency	অগ্রাধিকার দেওয়া	My mother always prioritizes on my health care	
Constructive	formative, creative, positive	গঠনমূলক	He gave constructive criticism on the issue	
Perspective	position, view	পরিপ্রেক্ষিত	He considers which follows from the positive perspective	
Embody	personify	মূর্ত করা	He embodied all wrong with the system	
Crucial	critical	গুরুতর	We should consider this crucial moment of time.	
Proactive	controlling situation rather than responding	সক্রিয়	We are not going to take a proactive role	

Main word	Synonym/Meaning in English	Meaning in\Bangla	Sentence	Your sentence
Clarification	explanations for understanding	স্পষ্টতা	The teacher's clarification made the students confident to solve the problem	
Runoff	overflow	বন্যা	In the monsoon we see lots of runoff flowing to rivers.	
Ecosystem	A system formed by the interaction of organisms with their physical environment	বাস্তুতন্ত্র	Living things exist in the earth for ecosystem	
Revolutionize	change radically	আমূল-পরিবর্তন সাধন করা	Computer revolutionized the communication in every sector	

## 10. The Curse of Bullying in Society

Main word	Synonym/Meaning in English	Meaning in\Bangla	Sentence	Your sentence
Vice	Illegal and immoral activities that	অপরাধ/পাপ	The chief of police said that he was committed to wiping out vice in the city.	
Bully	To threaten to hurt someone	বিরক্ত করা	He managed to bully her into giving him her car.	
Aggressive	Showing anger and a willingness to attack other people.	উদ্দেশ্য প্রণোদিতভাবে কাউকে কষ্ট দেওয়া	Aggressive behaviour will not be tolerated in the classroom.	
Humiliation	A feeling of being ashamed or stupid and having lost the respect of other people.	অপমান	The election result is a humiliation for our party.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Mistreatment	The act of treating a person or animal badly, cruelly, or unfairly.	দুর্ব্যবহার	She suffered years of mistreatment from her violent husband.	
Ethnicity	The fact of belonging to a particular group of people that share a cultural tradition	জাতিসত্তা	Ethnicity is not considered <i>when</i> reviewing applications.	
Expectations	The feeling <b>that good</b> things are going to happen <b>in the</b> future:	প্রত্যাশা	The holiday lived <b>up to all</b> our <i>expectations</i> .	
Inferiority	the state of not being good, or not as good as someone or something else.	হীনমন্যতা	Women had a position of <i>social inferiority</i> as compared <i>with men</i>	
Confident	Being certain <b>of</b> your abilities <b>or having</b> trust <b>in</b> people, plans, or the future.	আত্মবিশ্বাসী	They don't sound <i>confident</i> about <i>the</i> future of <i>the</i> industry.	
Accomplishment	Something that is successful, or that is achieved <b>after a lot of</b> work <b>or</b> effort.	অর্জন/সম্পাদন	Getting the two leaders <i>to</i> sign a peace treaty <i>was</i> <i>his</i> greatest accomplishment.	
Traumatize	To shock <b>and</b> upset someone severely <b>and</b> for a long time.	আঘাতপ্রাপ্ত হওয়া	She was completely traumatized by the death of <i>her</i> mother.	
Victims	A person <b>who has</b> suffered <b>the</b> effects of violence <b>or</b> illness <b>or</b> bad luck.	শিকার	She's just a victim of circumstances beyond her control.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Abusive	Using rude <b>and</b> offensive words.	অপমানজনক	He was apparently <i>abusive</i> to the flight attendants	
Eradicate	To get rid of something completely or destroy something bad.	নির্মূল করা	The government claims to be doing all it can to eradicate corruption.	
Persuade	To make someone do something by giving good reasons for doing it	রাজী করানো	I was greatly <b>persuaded</b> by my uncle to participate in the debate competition.	
Intentionally	To do something in a planned or intended way	ইচ্ছাকৃতভাবে	I didn't ignore your friend <b>intentionally</b> - I just didn't recognize her.	
Perceive	To think of something in a particular way	উপলব্ধি করা	The way people <b>perceive</b> the real world is strongly influenced by their experience.	
Self-esteem	Respect for yourself	আত্মমর্যাদাবোধ	Recently I have attended a program to build my <b>self-esteem</b> .	
Substance abuse	The use of drugs or alcohol in a way that damages a person's life	মাদকদ্রব্যগ্রহণ করা	The effects of bullying on a child are anxiety, depression, <b>substance abuse</b> etc.	
Envy	A negative feeling that involves a desire to have something that another person has	ঈর্ষা/ পরশ্রীকাতারতা	I never <b>envied</b> her luxurious lifestyle and personal ostentation.	

## 11. The Last Leaf

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Genres	Categories or types of artistic works, such as literature or music, characterized by specific styles or themes.	ধরণ	I enjoy exploring different genres of music, from classical to rock.	
Fascinating	Extremely interesting or captivating.	আকর্ষণীয়	The documentary about marine life was absolutely fascinating.	
Gripping	Holding one's attention strongly; engaging or thrilling.	গভীর মনোযোগ ধরে রাখা	The suspenseful movie had a gripping storyline that kept the audience hooked.	
Mysteries	Stories involving secrets, puzzles, or unknown elements that need to be solved.	রহস্য	I love reading mystery novels that challenge me to solve the crime before the detective does.	
Escapism	The act of seeking distraction or relief from reality by engaging in imaginative or fantastical activities.	বাস্তবতা থেকে পলায়ন	During stressful times, I turn to fantasy books as a form of escapism.	
Enchanting	Charming and delightful; having a magical quality.	আকর্ষণীয়	The enchanted forest in the story was described in such an enchanting way that I felt transported there.	
Authenticity	The quality of being genuine, real, or true.	নিরুদ্ভেদ, খাঁটিত্ব	The historical fiction novel was praised for its authenticity in depicting the time period.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Horizons	The range of one's understanding, knowledge, or experience.	দিগন্ত	Traveling to different countries broadens your horizons and exposes you to diverse cultures.	
Exhilarating	Making one feel excited, lively, or invigorated.	আনন্দদায়ক	Skydiving was an exhilarating experience that filled me with adrenaline.	
Diverse	Varied or different in nature; having a range of elements.	বিভিন্ন	Our book club welcomes people of diverse backgrounds who enjoy reading.	
Artifact	An object made by humans, often of historical or cultural significance.	শিল্পকর্ম	The museum displayed an impressive collection of ancient artifacts from different civilizations.	
Enigmatic	Mysterious or puzzling; difficult to understand.	রহস্যময়	The enigmatic message left by the anonymous sender left everyone wondering about its meaning.	
Eccentric	Unconventional or unusual in behavior, appearance, or style.	উদ্ভট	The eccentric inventor was known for his quirky inventions that often surprised everyone.	
Obsession	A persistent and overwhelming preoccupation or fixation on something.	মোহ	Her obsession with solving puzzles led her to become an expert in cryptic codes.	
Cryptic	Having a hidden or secret meaning; puzzling or mysterious.	রহস্যময়	The message left by the kidnapper was cryptic, leaving the detectives to decipher its code.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Concealed	Hidden or kept secret.	লুকায়িত	The treasure was concealed in a hidden compartment beneath the floorboards.	
Culprit	The person responsible for a crime or wrongdoing.	অপরাধী	The police were determined to catch the culprit behind the series of burglaries.	
Jealousy	Envy or resentment towards someone's achievements, possessions, or qualities.	ঈর্ষা	Her success ignited jealousy among her peers who wished to achieve the same.	
Greed	Intense desire for material wealth or gain; excessive ambition for more than what's needed.	লোভ	The story portrays the negative consequences of greed and its impact on people's lives.	
Reveal	A surprising or dramatic disclosure of information.	প্রকাশ করা	The final chapter of the novel held a shocking reveal that changed the entire perspective.	
Conjure	To summon or bring about through magical means; evoke.	যাদু করা	The wizard used his staff to conjure a protective barrier around the castle.	
Guide	Led or directed someone along a particular path or course.	পথ দেখানো	The experienced hiker guided the group through the treacherous mountain trail.	



Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Quest	A journey or expedition undertaken in order to achieve a specific goal.	অনুসন্ধান করা	1. The knight set out on a quest to rescue the captured princess from the dragon's lair.	
Mythical	Pertaining to myths or legendary stories; imaginary or not based on reality.	পৌরাণিক	The unicorn is a mythical creature often depicted as a horse with a single horn.	
Climactic	Pertaining to the highest point or most intense moment of a story or event.	জলবায়ুগত	The climactic battle between the hero and the villain kept the audience on the edge of their seats.	
Banish	To send away or exile someone or something; get rid of or eliminate.	বিতাড়িত করা	The evil spirit was banished from the village after the priest performed a cleansing ritual	
Restoring	Bringing back or returning something to its previous condition or state.	পুনরুদ্ধার	The restoration of the ancient painting revealed its vibrant colors and intricate details.	
Realm	A kingdom or domain; a field or sphere of activity or interest.	রাজ্য	In the realm of science fiction, authors explore futuristic technologies and space travel.	
Evoke	To bring forth or elicit a reaction, emotion, or memory.	উদ্দীপিত করা	The old song evoked memories of her childhood spent by the seaside.	

## 12. Macbeth

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Creatures	Any large <b>or</b> small living <b>thing that can</b> move independently	জীব	Blue whales are the largest creatures ever <i>to</i> have lived.	
Withered	To become dry and sapless.	শুকিয়ে গেছে	The plants withered and died.	
Inhabitants	A person <b>or</b> animal that lives <b>in</b> a particular place	বাসিন্দা	Only a tiny fraction of the mass of a planet can be useful to its inhabitants.	
Strange	Unusual <b>and</b> unexpected, or difficult <b>to</b> understand:	অদ্ভুত	It's strange <i>that</i> tourists almost never visit <i>this</i> village.	
Vanish	To disappear <b>or</b> stop being present <b>or</b> existing, especially <b>in</b> a sudden, surprising <b>way</b> .	বিলুপ্ত	The child <i>vanished</i> while on her way home <i>from</i> school.	
Witches	A woman who is believed to have magic powers, especially to do evil things.	ডাইনি	Many people believed her to be a witch.	
Prophecies	A statement that something will happen in the future, especially one made by somebody with religious or magic powers.	ভবিষ্যদ্বাণী	These doom <i>and</i> gloom <i>prophecies</i> are doing little to help <i>the</i> economy.	
Supernatural	Caused <b>by</b> forces that cannot be explained by science.	অতিপ্রাকৃত	Ghosts and evil spirits <i>are</i> <i>supernatural</i> .	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Trance	A temporary mental condition <b>in which</b> someone is not completely conscious <b>of</b> or not in control <b>of</b> himself or herself.	মোহ	He sat staring <i>out of the window as if in a</i> trance.	
Suspicious	Making you feel <b>that something</b> illegal is happening <b>or that</b> something is wrong.	সন্দেহজনক	The fire <i>at the bank is being</i> treated <i>as suspicious</i> .	
Beast	An animal, especially a large <b>or wild one</b> .	জানোয়ার/পশু	The room <i>was not fit</i> for the beast.	
Hesitation	The act of pausing before doing something, especially because you are nervous or not certain	দ্বিধা	After a slight <i>hesitation</i> , <i>she</i> began to speak.	
Daggers	A short pointed knife that is used as a weapon.	বড় ছুরি	Each man was armed with both sword and dagger.	
Hail	To describe somebody/ something as being very good or special, especially in newspapers, etc.	অভিনন্দন জানানো	The expedition was widely hailed as a success.	
Melted	Having turned soft <b>or into</b> a liquid.	গলিত	The sun had melted the snow.	

Main word	Synonym/Meaning in English	Meaning in/Bangla	Sentence	Your sentence
Hallucinating	To seem to see, hear, feel, or smell something that does not exist, usually because you are ill <b>or have taken a drug.</b>	মোহাচ্ছন্ন	Mental disorders, drug <i>use</i> , and hypnosis can all cause people to <i>hallucinate</i> .	
Fantastic	Strange <b>and</b> wonderful like something out of a story.	চমৎকার	The palace was fantastic in design	
Wandering	To walk <b>around</b> slowly <b>in a</b> relaxed way or without any clear purpose or direction:	বিচরণ	She was found several hours later, wandering the streets, lost.	
Appreciation	The act of recognizing or understanding <b>that something</b> is valuable, important, or as described.	প্রশংসা	Max has no appreciation of the finer <i>things</i> in life.	
Unguarded	Not guarded <b>or</b> protected.	নিরাপত্তাহীন	In an unguarded moment, I said that I didn't trust <i>Charles</i> .	
Filthy	Showing anger.	নোংরা	He was in a filthy mood.	

