

ENGLISH FOR TODAY

Class

4

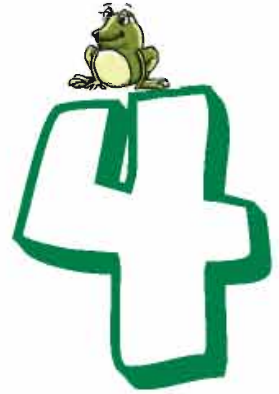


National Curriculum and Textbook Board, Bangladesh

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ENGLISH FOR TODAY

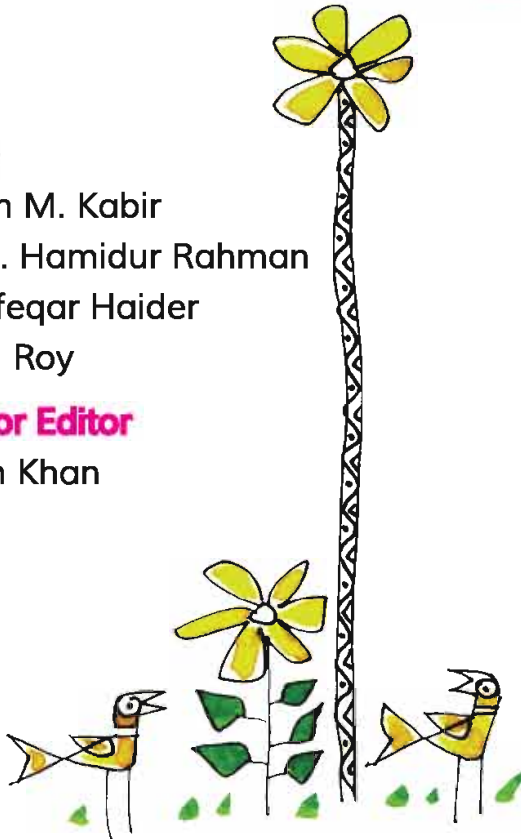


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Preface

A child is a great wonder. There is no end to the thinking about his/her world of wonder. A child is a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of children education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of his/her innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials.

The '**English for Today**' textbooks have been developed to help students attain competencies in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given to listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real-life situations but would also inculcate human values in them as well as broaden their mental horizon. Grammar points and planned activities to develop student's competence in all four language skills have been presented within contexts in a systematic and graded way.

To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government under the dynamic leadership of the Honorable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colors, and make them interesting, sustainable and distributed free of cost since 2009. The textbook of all students of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and S.S.C Vocational level are being distributed free of cost across the country which is a historical initiative of the present government.

My sincere acknowledgement and thanks to all who had helped in different stages of composition, edition, rational evaluation, printing and publication of the textbook. Though all cares have been taken by those concerned, the book may contain some errors/lapses. Therefore, any constructive and rational suggestions will be highly appreciated for further improvement and enrichment of the book. We will deem all our efforts successful if the young learners for whom it is intended find it useful to them.

Professor Narayan Chandra Saha

Chairman

National Curriculum and Textbook Board, Bangladesh

নির্দেশনা

আমাদের শিক্ষা-ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা চর্চার মাধ্যমে ক্রমান্বয়ে ওই ভাষার চারটি দক্ষতা অর্থাৎ শুনে বুঝতে, বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে সক্ষম হবে।

আমাদের মনে রাখতে হবে শিক্ষার্থীরা সেই ভাষাটিই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সবসময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যিক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের জন্য এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু অভিব্যক্তি যেমন greetings, farewells, commands and instructions ইত্যাদির ব্যবহার ইংরেজি ভাষায় শ্রেণিকক্ষে নিয়মিত সম্পন্ন করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার চর্চার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথপোকথন ও অন্যান্য বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English For Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা তা নিজের অজান্তেই বুঝতে শিখবে।

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A. Look, listen and say.



B. Pairwork. Ask and answer.

- What's your name?
- What class are you in?
- How old are you?
- Where are you from?
- Where do you live?
- What is the name of your school? (Ask more questions)



C. Write the answers to the questions from Activity B in your exercise book.



A. Look, listen and sing.



Hello, hello, hello!
 How are you?
 I'm very well, thank you. Thank you.
 And how are you?
 I'm very well, too.
 Thank you, thank you.

B. Listen, read and say.



Mita: Hello, I'm Mita. I'm in Class 4.

Salam: I'm Salam. I'm in Class 4, too. Nice to meet you.
 Who's your friend?

Mita: This is Ayesha. She's in Class 3.

Salam: Hello, Ayesha. Nice to meet you.

Ayesha: Hello. Nice to meet you, too. How are you?

Salam: I'm fine, thanks.

2019 **C.** Groupwork. Act the dialogue from Activity B.

A. Look, listen and say.



B. Read the following sentences. Circle either *Hello*, *Morning*, *Good afternoon* or *Goodbye* as necessary.

- | | |
|-----------------|--------------------------|
| Good morning. | Morning!/Goodbye! |
| Good evening. | Hello!/Goodbye! |
| Good afternoon. | Good afternoon!/Goodbye! |
| Good night. | Hello!/Goodbye! |



A. Look, listen and say.



B. Look, listen and say.



Hasan: Good afternoon, Sabina.
 Sabina: Good afternoon, Hasan.
 Hasan: Where are you going?
 Sabina: I'm going to buy some books.
 Hasan: OK. Bye!
 Sabina: Bye!

C. Pairwork. Act dialogues as in Activity B. Use the pictures.



A. Look at the picture of the family. How many people are in the family? What do you think the people do?

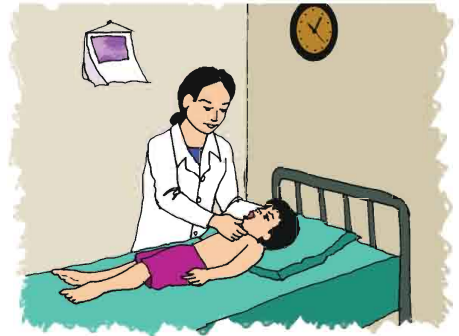


B. Read.



Farzana and Jamil are from Kushtia. They go to Chachua Government Primary School. Farzana is nine years old. She is in Class 4. Jamil is seven years old. He is in Class 2. They like school and they are good students.

Farzana and Jamil's mother is Rehana Parvin. She is 33 years old. She works at a hospital in Kushtia. She is a doctor. She takes care of many patients everyday. She likes her job very much.



Aziz Ahmed is Farzana and Jamil's father. He is a pilot of Biman Bangladesh Airlines. He flies to other countries. He travels to India, Thailand and China often. He loves to travel. He is 39 years old.



Aziz Ahmed’s parents also live with the family. His father Altaf Uddin is 68 years old. He doesn’t work now, but he was a government officer. Jahanara Begum is Aziz Ahmed’s mother. She is 64. She is a homemaker. She reads stories to Farzana and Jamil. They both play carrom and ludu with their grandchildren.

A. Read and complete the chart with information about the family.

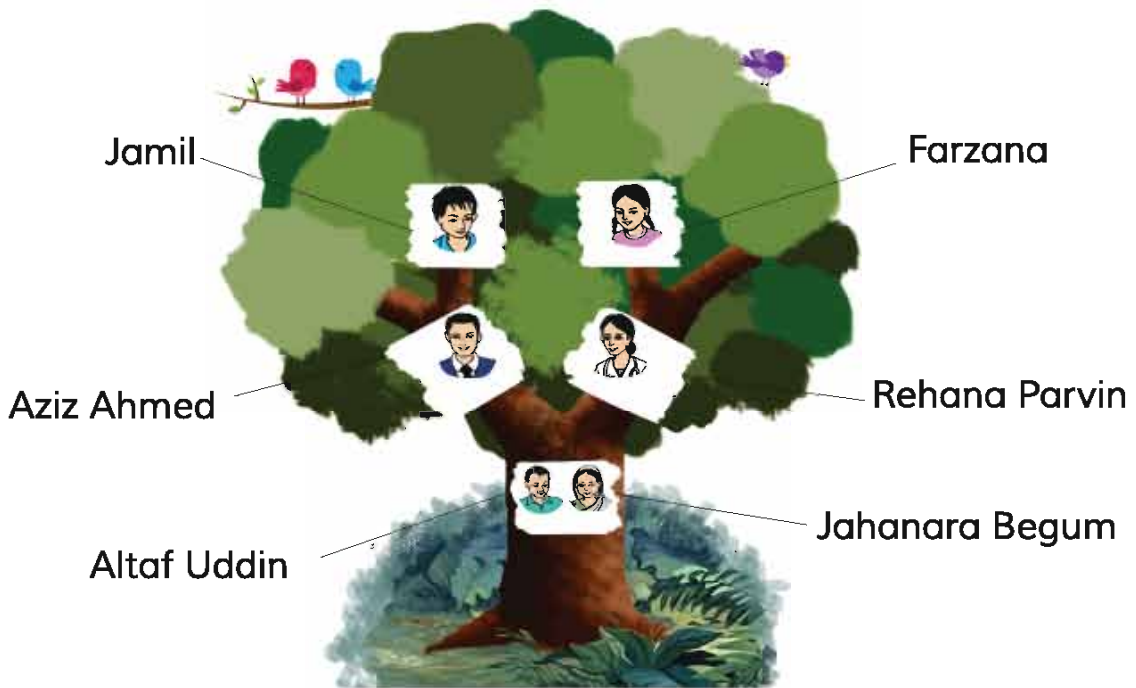
Name	Age	Job	Workplace
Farzana	9	student	Chachua Government Primary School
Jamil			
Rehana Parvin			
Aziz Ahmed			
Altaf Uddin			
Jahanara Begum			

B. Complete the chart with information about your family.

Name	Age	Job	Workplace

C. Write a paragraph about your family in your exercise book. Use the information in Activity B.

A. Look at the family tree of Farzana and Jamil.



B. Answer the questions about the family tree.

- 1 Who is Jahanara Begum? Who is her husband?
- 2 Who is Jamil and Farzana's father? Who is their mother?
- 3 Who is Aziz Ahmed's father? Who is his mother?

Language Focus

C. *Subject pronouns and the verb be in the present simple*

I am	I'm	I'm not
You are	You're	You're not
He / She / It is	He's / She's / It's	He's not / She's not / It's not
We are	We're	We're not
They are	They're	They're not



A. Write the words by the correct pictures.

big old short small tall young













B. Match the pairs of opposites in Activity A.

C. Read the poem aloud. Then underline the pronouns and the verb *be* in the present simple.

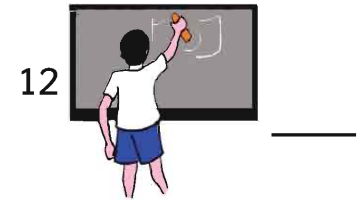
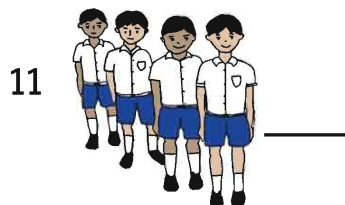
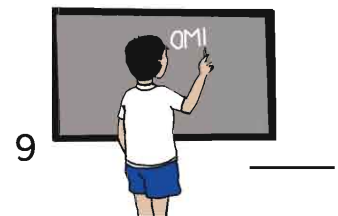
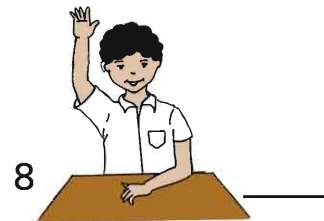
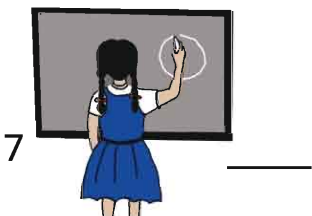
1 We're girls and boys.
We're big and small.
We're young and old.
We're short and tall.
We're everything
that we can be.
And still we are a family.

2 We laugh and cry.
We work and play.
We help each other
everyday.
The world's a lovely
place to be,
because we are a family.



A. Match the instructions and the pictures. Write the letters next to the pictures.

- | | | |
|---------------------|-----------------------|--------------------|
| a. Sit down. | e. Clean the board. | i. Be quiet. |
| b. Write your name. | f. Stand up. | j. Stand in line. |
| c. Close your book. | g. Get your book out. | k. Open your book. |
| d. Raise your hand. | h. Take the chalk. | l. Draw a circle. |



B. Pairwork. Say and follow the instructions from Activity A.

A. Look, listen and say.

s is for sun.

s s s



sh is for shoe.

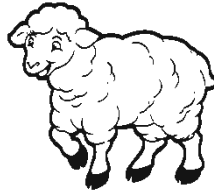
sh sh sh



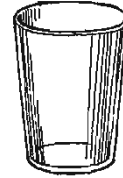
B. Look, listen and say. Circle the sound that you hear.



s sh



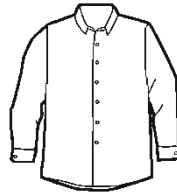
s sh



s sh



s sh

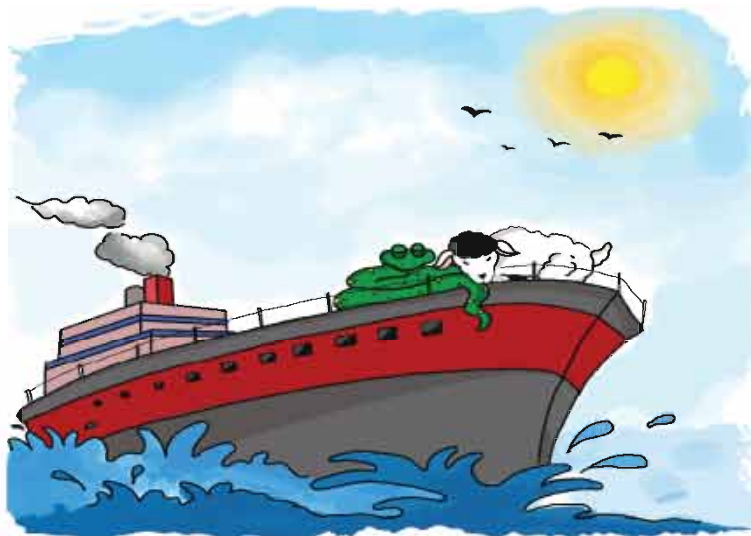


s sh



s sh

C. Read the sentence aloud. Underline the words with the s sound. Circle the words with the sh sound.



A snake and a sheep are sleeping on a ship in the sun.

A. Look and say.



pen



pencil



eraser



bag



crayons



pencil case



paper



sharpener

B. Listen and say.

Salesperson: Can I help you?

Tania: Yes, please. I'd like two pens, a pencil and a piece of paper.

Salesperson: Anything else?

Tania: Yes, a pencil case, please.

Salesperson: OK. That's 150 taka.

Tania: Here you are.

Salesperson: You gave me 200 taka. That's 50 taka change.

Tania: Thank you. Bye.

Salesperson: Thank you. Bye. Come again.

C. Pairwork. Act the dialogue from Activity B.



A. Count, read and say.



one hundred



one hundred
and one

- 101 one hundred and one
 122 one hundred and twenty-two
 225 two hundred and twenty-five
 248 two hundred and forty-eight
 311 three hundred and eleven
 369 three hundred and sixty-nine
 440 four hundred and forty
 457 four hundred and fifty-seven
 500 five hundred

B. Listen and say. Circle the number that you hear.

a. 50 150

d. 400 440

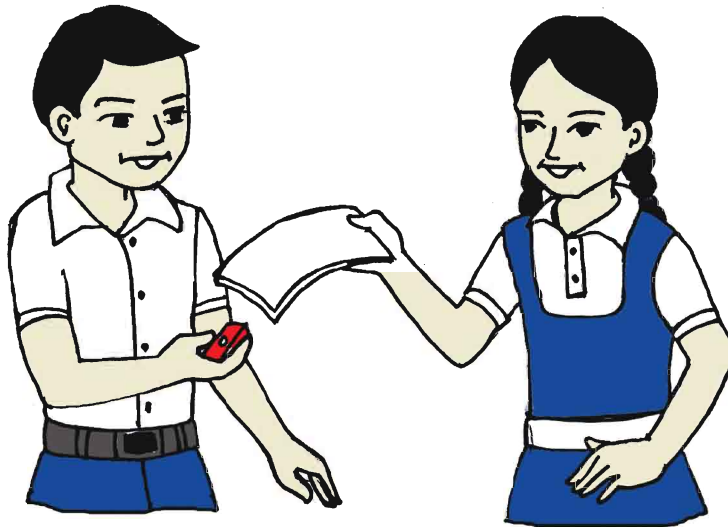
b. 114 140

e. 365 369

c. 150 155

f. 417 475

A. Look, listen and say.



Girl: Excuse me. Can I borrow your eraser?

Boy: Sure. Here you are.

Girl: Thanks. Can I use your sharpener, too?

Boy: I'm sorry. I don't have a sharpener.

Girl: That's OK. Thanks anyway.

Boy: Could I have some paper, please?

Girl: Sure. Take it.

B. Pairwork. Act the dialogue from Activity A.

Language Focus

C. Making requests

Can	I	borrow your pen?
Could	you	give me some paper?



A. Look, listen and say. Write the numbers in words.

1	one	11	_____	21	twenty-one
2	two	12	twelve	22	_____
3	_____	13	thirteen	23	_____
4	four	14	_____	24	twenty-four
5	_____	15	fifteen	25	twenty-five
6	six	16	_____	26	_____
7	seven	17	_____	27	twenty-seven
8	_____	18	eighteen	28	twenty-eight
9	nine	19	_____	29	_____
10	_____	20	twenty	30	_____

B. Look, listen and say.

z... is for zoo.

j... is for jeep.

z... is for zebra.

j... is for jump.

z z z

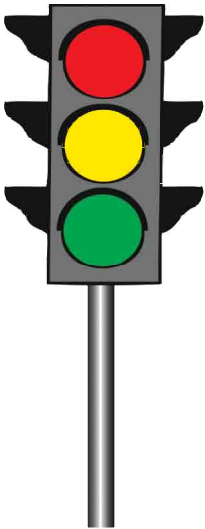
j j j

C. Read the sentences aloud. Underline the words with the **j** sound. Circle the words with the **z** sound.



Jump into the jeep
and go to the zoo.
Buzz says the bee.
Let's go and see
the zebra at the zoo!

A. Look, listen and say.



Red light, red light, what do you say?

I say stop and stop right away.

Yellow light, yellow light, what do you mean?

I mean slow down and wait for the green.

Green light, green light, what do you say?

I say go, but look both ways.

Thank you, thank you, red, yellow, green.

Now we know what the traffic lights mean.

B. Read the poem in Activity A. Write T for True or F for False.

- 1 There are three lights on a traffic signal. _____
- 2 A red light means slow down. _____
- 3 A yellow light means go. _____
- 4 A green light means look both ways and go. _____
- 5 The red light is between the other lights. _____
- 6 The green light is under the yellow light. _____
- 7 The lights on the traffic signal are triangles. _____

C. Correct the False sentences from Activity B. Write them in your exercise book.

Example: A red light means stop.



A. Look, listen and read. Write the numbers in words.

31 thirty-one

41 _____

32 _____

42 forty-two

33 thirty-three

43 _____

34 _____

44 forty-four

35 thirty-five

45 _____

36 _____

46 forty-six

37 _____

47 forty-seven

38 thirty-eight

48 _____

39 _____

49 forty-nine

40 forty

50 fifty

B. Write the numbers 1-500 in figures. Write them in columns of 10 in your exercise book.

C. Count 100 of something in your home, street or school. Write a sentence about it.



In my street, there are 100 rickshaws.

In my school, there are 100 children in Class 4.

A. Pairwork. Look at the pictures. Write the words under the correct picture.

intersection
school

heavy traffic
zebra crossing

traffic lights
no horn

hospital
no overtaking





Language Focus

B. Giving instructions

Verb

Do not (Don't) + verb

Drive carefully.

Don't drive carelessly.

C. Complete the sentences with the correct form of the verb in brackets.

- 1 There is a hospital here. _____ your horn here. (use)
- 2 That sign means no overtaking. _____ that car. (overtake)
- 3 There is a school here. _____ slowly. (drive)
- 4 There is an intersection ahead. _____ careful. (be)
- 5 The traffic signal is red. _____. (go)



A. Write the cursive capital letters.

A B C D

E F G H

I J K L

M N O P

Q R S T

U V W X

Y Z

A. Look, listen and say.



Tania: How many people are in the race?
 Farhan: I think there are eight people, three girls and five boys.
 Tania: Really? Who's first?
 Farhan: It's Fazole. He's got a blue shirt. He's very fast.
 Tamanna is second. She's very fast, too.
 Tania: Who's third?
 Farhan: I think Samir is third. His shirt is red. But I can't see the others. They are far behind.

B. Read the dialogue again. Underline all the ordinal numbers.

Language Focus

C. Ordinal numbers

Cardinal number	Ordinal number	Cardinal number	Ordinal number
1	first 1 st	6	sixth 6 th
2	second 2 nd	7	seventh 7 th
3	third 3 rd	8	eighth 8 th
4	fourth 4 th	9	ninth 9 th
5	fifth 5 th	10	tenth 10 th

A. Write the cursive small letters.

a a b c d

e f g h

i j k l

m n o p

B. Write the word for each picture. Use cursive letters.













A. Look, listen and say.



Cup, cup, cup.
A cup on a cup.



Hut, hut, hut.
A hut in the sun.



Cut, cut, cut.
Can you cut the bun?

B. Look, listen and say.



Father, father, look at the car. The car is near the park.

C. Look, listen and say.

What have you got?
I've got a spinning top!
Top, top, top.
Don't stop my top!





A. Write the cursive small letters.

q q r s t

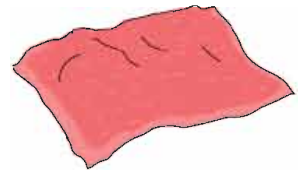
u v w x

y z

B. Write the word for each picture. Use cursive letters.















A. Look, listen and say.

Days of the week

Sat	Sun	Mon	Tue	Wed	Thu	Fri
-----	-----	-----	-----	-----	-----	-----

Saturday
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday

B. Complete the sentences with the correct day or ordinal number in word.

Saturday is the _____ day of the week.

_____ is the second day of the week.

Monday is the _____ day of the week.

_____ is the fourth day of the week.

Wednesday is the _____ day of the week.

_____ is the sixth day of the week.

Friday is the _____ day of the week.

We don't go to school on _____. It is the weekend.

We go to school on _____, _____, _____,
_____, _____ and _____. These are
weekdays, or working days.

Language Focus

C. Using *on* before days

On Fridays, I help at home.

We don't go to school on Fridays.



A. Look, listen and say.

Solomon Grundy,
Born on Monday,
Named on Tuesday,
Married on Wednesday,
Got ill on Thursday,
Died on Friday,
Buried on Saturday,
Prayed for on Sunday.
That was the end of Solomon Grundy.



B. On what day of the week was Soloman Grundy
born? _____ buried? _____
named? _____ married? _____

C. Write the days of the week in cursive letters in the correct order.

Weekdays: _____

Weekend: _____

A. Look, listen and read.

The clock has two hands. The short, **red** hand is the hour hand. The long, **blue** hand is the minute hand.



B. Look at the clocks. Say the times. Complete the sentences with the correct number.



It's _____ o'clock.



It's _____ o'clock.



It's _____ o'clock.



It's _____ o'clock.



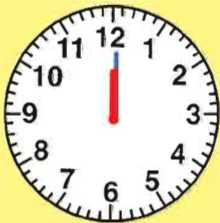
It's _____ o'clock.



It's _____ o'clock.

Language Focus

C. Telling the time



It's 12 o'clock. It's midday.

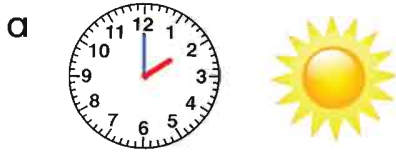


It's 12 o'clock. It's midnight.

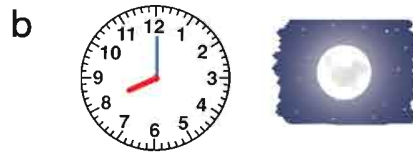
From midnight until midday, we use **a.m.**

From midday until midnight, we use **p.m.**

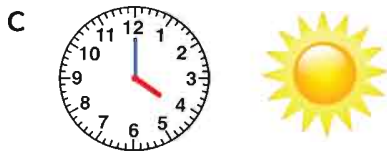
A. Look at the clocks. Write T for True or F for False.



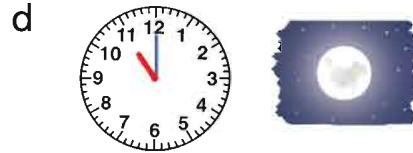
It's 2 a.m. ___



It's 8 p.m. ___



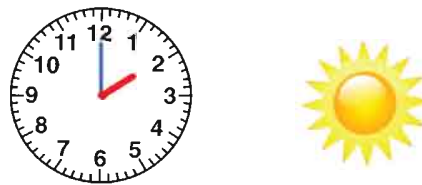
It's 4 p.m. ___



It's 11 a.m. ___

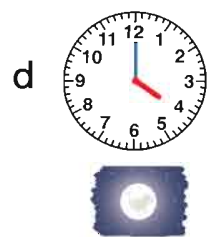
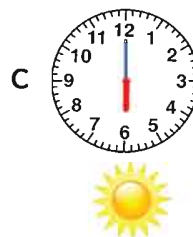
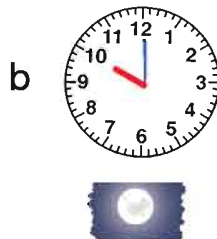
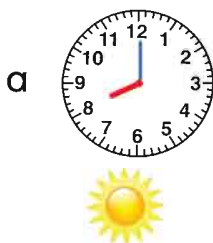
B. Write the two false sentences correctly.

C. Look at the clocks. Ask and answer the questions about the time.



What's the time?

It's 2 p.m.



**A. Listen and say. Read.**

Mita is in Class 4. She gets up at six o'clock. She washes her face. She has breakfast at seven o'clock. Then, she brushes her teeth. She goes to school at nine o'clock. She walks to her school. She visits her grandmother at three o'clock. Then, Mita returns home at five o'clock.

B. Complete the sentences with the time in numbers. Use a.m. or p.m.

- 1 Mita gets up at _____.
- 2 She has breakfast at _____.
- 3 She goes to school at _____.
- 4 She visits her grandmother at _____.
- 5 She returns home at _____.

Language Focus**C. Telling the time**

Use at with times.

School begins at 7 a.m.



A. Answer the questions about yourself. Use complete sentences.

1 What time do you get up?

2 When do you have breakfast?

3 What time do you go to school?

4 When do you return home?

5 What time do you go to bed?

B. Write a short composition about your daily routine. Use your answers from Activity A.

C. Pairwork. Read your short composition to a partner. Is your information same or different?

A. Look, listen and say. Read.



Hi! I'm Sagar. I'm in Class 4. I'm nine years old. I have a little sister. Her name is Keya. She's only three years old. My father is a doctor and my mother is a housewife. My grandfather was a school teacher, but he doesn't work now. My grandfather helps me with my homework. He is very smart!

My grandmother works at home. She makes the best "pithas" in the world! She helps my mother in the garden. My mother has a wonderful garden. I'm very proud of it. She grows the best tomatoes and cucumbers in the neighbourhood. They are delicious!



B. Complete the sentences with the question words What, Who, Where, Why and How.

- 1 _____ old is Sagar? 2 _____ is Keya?
- 3 _____ does his father do? 4 _____ does his father work?
- 5 _____ helps his mother in the garden?
- 6 _____ is Sagar proud of his mother's garden?

C. Pairwork. Ask and answer the questions in Activity B.



Language Focus

A. Questions with Wh- words and do / does

Question word	do/does	I / you / we / they / he / she / it	
Where	do	I / you / we / they	sit?
Who	do	I / you / we / they	know?
How	do	I / you / we / they	open this?
What	does	he / she	study?
When	does	he / she	get up?
Why	does	it	rain?

B. Complete the questions with do or does.

- 1 What are your friends' names? Where _____ they live?
- 2 What is your father's name? What _____ he do?
- 3 When _____ we leave school today?
- 4 Who _____ you sit next to in school?
- 5 What is your mother's name? What _____ she do?
- 6 How _____ the biscuits taste?
- 7 We are in English class now. When _____ it finish?
- 8 When _____ you get up in the morning?
- 9 What _____ you do on the weekend?
- 10 How _____ you come to school?

C. Pairwork. Ask and answer the questions in Activity B.

A. Look, listen and say. Read.



On weekdays, Sagar gets up at 6 in the morning. He first says his prayers. Then he goes to his grandfather and studies Bangla and English with him. He and his sister have breakfast at 8 o'clock. Sagar gets dressed after breakfast and leaves for school at 9 o'clock because

school starts at 10 o'clock. In the evening, Sagar does his homework. He loves Bangla. It's his favourite subject. After he does his homework, Sagar spends time with his grandparents. He and his family have dinner at 9 p.m. Then, he goes to bed at 10 p.m.



On weekends, Sagar visits his aunt and uncle in the afternoon. He and Keya play in the park with their cousins. In the evening, he watches TV or reads stories to Keya. At night, he goes to bed at 11 o'clock.

B. Read the sentences. Write T for True or F for False.

- 1 Sagar gets up at six o'clock in the morning on weekdays. _____
- 2 Sagar has breakfast with Keya on weekdays. _____
- 3 School starts at nine in the morning. _____
- 4 English is Sagar's favourite subject. _____
- 5 Sagar watches TV with Keya and his cousins. _____
- 6 On weekends, Sagar goes to bed at ten o'clock at night. _____

C. Correct the False sentences in Activity B. Write them in your exercise book.

Language Focus

A. Using in / at for time

in	the morning the afternoon the evening	at	midday night midnight
----	---	----	-----------------------------

Sagar gets up at 6 o'clock in the morning on weekdays.
 He goes to bed at 10 o'clock at night on weekdays.

B. List the things you do on weekdays and the times.

Weekdays		Weekends	
morning	get up at 7 o'clock	morning	
afternoon		afternoon	
evening		evening	
night		night	

C. Write a short composition about your weekdays routine. Use the information in Activity B in your exercise book.

D. Look, listen and say.

One morning I saw four frogs on the floor.
 Then I opened the door and there were four more!



A. Look, listen and say.



Mita: The boy is running very fast!

Salam: The girls are playing! Let's play with them!

Language Focus

B. Statements in the present continuous

We use the present continuous to talk about things happening now.

I	am		
You	are		
He / She / It	is	playing	with Mehnaz.
We	are		
You	are		
They	are		

C. Talk about the picture in Activity A. Use the present continuous.

eat cook sit look at fly stand



A. Look, listen and say.



He's sleeping.



She's waking up.



They're laughing.



She's drawing.



They're reading.



They're singing.

B. Complete the sentences with the correct form of the verb in brackets. Use the present continuous.

- 1 The boy _____ to his mother. (talk)
- 2 The girl _____ her grandmother. (help)
- 3 They _____ breakfast. (have)
- 4 We _____ English. (study)
- 5 You _____ in my chair! (sit)
- 6 I _____ my bag. (open)

C. Look around your classroom. What's happening? Write two sentences.

Examples: It's raining. / It's not raining.

Our teacher is writing on the board.

Language Focus

A. Stress

We stress parts of words or sentences. The parts of words or sentences in **blue** are louder.



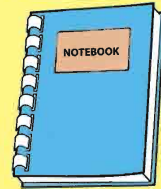
elephant



tomato



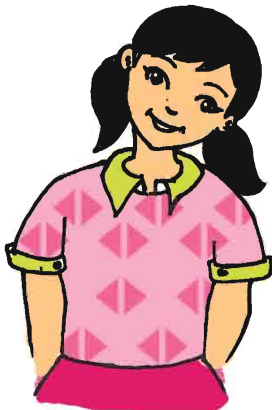
umbrella



notebook

B. Listen, say and do.

Clap, clap, clap,
clap your hands with me.
Listen to the music
and clap your hands with me.

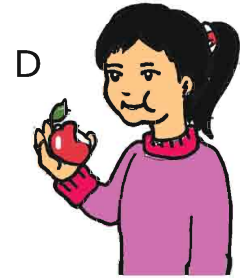
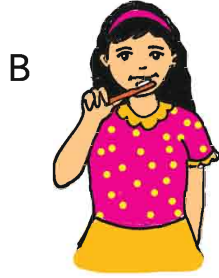
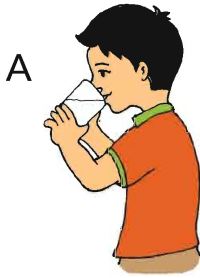


Move, move, move,
move your head with me.
Move your head from side to side.
Move your head with me.

C. Say the rhyme again. Clap on all the stressed parts of the rhyme.



A. Listen and match the rhymes and the pictures.



1 Brush, brush, brush your teeth,
brush them everyday.
Father, mother, sister, brother,
brush them everyday.

2 Drink, drink, drink some milk,
drink some everyday.
Father, mother, sister, brother,
drink some everyday.

3 Eat, eat, eat some fruit,
eat some everyday.
Father, mother, sister, brother,
eat some everyday.

4 Take, take, take a bath,
take one everyday.
Father, mother, sister, brother,
take one everyday.

B. Listen, say and do. Clap on the stressed parts of the rhymes.

A. Look, listen and say.



fried egg



rice



mixed vegetables



sandwich



coconut



juice



strawberry



papaya

B. Listen and say. Read.

Waiter: Good morning. Can I help you?

Rumi: Good morning. Could I have two fried eggs and a glass of juice?

Waiter: Sure. What kind of juice?

Rumi: Papaya juice, please.

Waiter: I'm sorry. We don't have any papaya juice. How about mango juice?

Rumi: OK.

Waiter: Anything else?

Rumi: No, thanks. That's all.

C. Groupwork. Act the dialogue in Activity B. Use different foods that you know.

Language Focus

A. Singular and plural

singular

a fried egg



a sandwich



a strawberry



plural

2 fried eggs



3 sandwiches



5 strawberries



We usually add **s** to the end of a word. For words ending in **ch**, **sh**, **x**, **s**, or **z**, add **es**. For words ending in **y**, change the **y** to **i** and add **es**.

B. Write and say the plural forms for each word.

carrot _____

window _____

seed _____

glass _____

baby _____

dish _____

box _____

story _____

C. Complete the paragraph with the words that you hear.

Emon is a _____ in Class 4. He loves _____ !
 Everyday, he eats 2 fried _____ for breakfast. He also
 drinks _____ of milk. He brings 2 _____ to
 school everyday. Today, he has a _____ and about 12
 _____ in his lunch. He also eats a lot of _____.
 _____ are his favourite.

A. Look, listen and say. Read. Circle the thing that Mita wants.

Mita: Mum, do we have any juice?

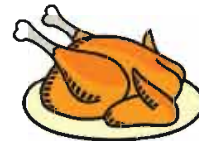
Mum: Sorry, dear. We don't have any juice.
You can have some milk.

Mita: No, thanks. I don't want any milk.
How about ice-cream? Do we have
any ice-cream?

Mum: Well, we have some ice-cream, but I'm
cooking dinner now. You can have some
ice-cream after dinner.

Mita: OK. What's for dinner?

Mum: Chicken and rice.

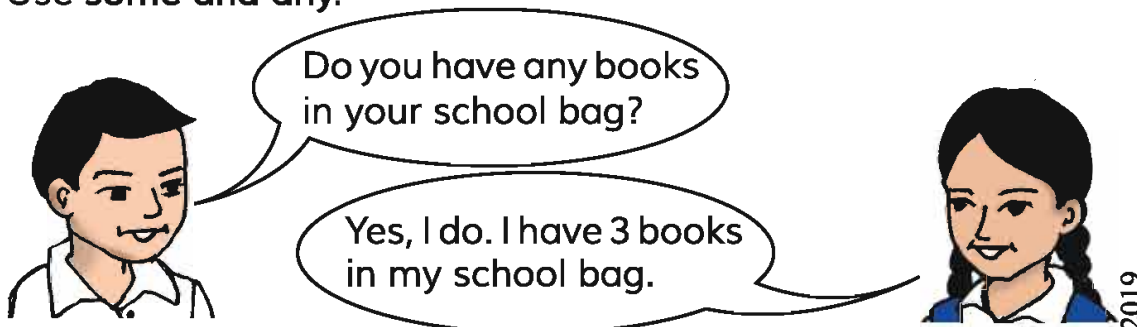


Language Focus

B. *some and any*

Use of any		Use of some
Question statement	Negative statement	Positive statement
Do we have any milk?	I don't want any milk.	I want some ice-cream.

C. Pairwork. Ask your partner what's in his / her bag.
Use *some* and *any*.





A. Complete the dialogue with **some** and **any**.

Joya: We need to go shopping. Look in the fridge.

Are there _____ eggs?

Ratul: Yes, there are. But there isn't _____ milk.

Joya: OK. Do we have _____ juice?

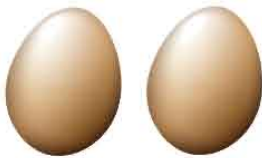
Ratul: No, we don't. We also need cheese.

We don't have _____ cheese.

Joya: OK. We don't have _____ papayas or coconuts.

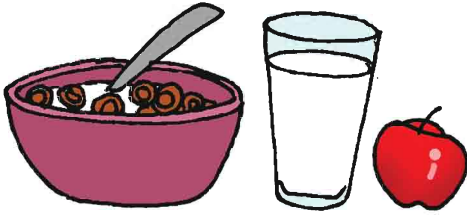
Ratul: But we have _____ mangoes and we have _____ strawberries.

B. Read the dialogue. Circle the things that Joya and Ratul are going to buy.



C. Pairwork. Act the dialogue from Activity A. Use other foods that you know. Write your shopping list in your exercise book.

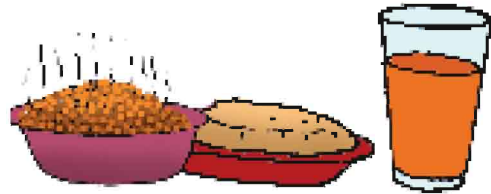
A. Read.



Hi! I'm Alex. I live in London. I'm British. I start my day at 7 a.m. and I have breakfast at 8 o'clock. On weekdays, I usually have milk, cereal and an apple. Sometimes I have fried

eggs with cheese and some juice. Apple juice is my favourite, but I like mango juice, too. We don't grow any mangoes in my country, but we can get mango juice at the supermarket.

Hello! I'm Heba from Saudi Arabia. It's very hot here, so our schools start at 7 a.m. I get up at 5 in the morning and I have



my breakfast at 6 o'clock. For breakfast, I usually have some hot beans and bread. Sometimes I have eggs. I drink juice almost every morning. Mango juice is my favourite, but I like orange juice, too. We don't drink a lot of milk in our family. We don't like it very much.

B. Complete the sentences about Alex or Heba.

- 1 Alex is British.
- 2 _____ is from Saudi Arabia.
- 3 _____ gets up at five o'clock in the morning.
- 4 _____ has breakfast at eight o'clock in the morning.
- 5 _____ likes apple juice.
- 6 _____ has hot beans for breakfast.



- A.** Pairwork. Ask and answer the questions.
- 1 When do you get up?
 - 2 What time do you have breakfast?
 - 3 What do you usually eat for breakfast?
 - 4 What do you like to eat for breakfast? What don't you like?
 - 5 Do you have any drinks with your breakfast?
 - 6 What's your favourite drink?
- B.** Write your answers to the questions in Activity A in your exercise book.
- C.** Write a short composition about your breakfast. Use the information from Activity B in your exercise book.
- D.** Listen, say and read. Draw.
Seven vases full of vegetables.

A. Look, listen and say.



a fresh mango



a bad mango



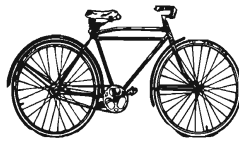
a clean shirt



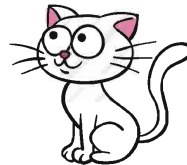
a dirty shirt



a new bike



an old bike



a happy cat



an angry cat

Language Focus

B. Using our voices

When we talk, our voice may go up (↗) or down (↘). When we ask questions, our voice also rises or falls. For questions beginning with **What, When, Where, Why, Who** and **How**, our voice goes down. In statements, our voice goes down, too.

C. Pairwork. Ask and answer the questions. Make sure your voice goes down.

- 1 What's your name? (↘)
- 2 Where do you live? (↘)
- 3 How old are you? (↘)
- 4 What's your favourite food? (↘)
- 5 What's your favourite colour? (↘)



Language Focus

A. Using our voices

For questions that can be answered with **yes** or **no**, our voice usually goes up. When we answer these questions our voice goes down.

Do you like lentils? (↗)

Yes, I do. (↘)

Are you from Chittagong? (↗)

No, I'm not. (↘)

B. Pairwork. Ask and answer the questions. Make sure your voice goes up or down.

1 Is your name Ruma?

2 Do you have a brother?

3 Are you in Class 5?

4 Do you like flowers?

5 Can you swim?

6 Can you fly?

C. Complete the questions with your own ideas.

1 Are you _____ ?

2 Do you _____ ?

3 When do you _____ ?

4 What do you _____ ?

D. Groupwork. Ask and answer the questions from Activity B.

Are you 9 years old?

Yes, I am.

No, I'm not.



A. Read and say.



Shihab lives in Dhaka. One day, he is at home with his mother. They are talking. Suddenly, it starts raining. Shihab runs to the window and closes it. His mother is very happy.

Language Focus

B. Use of capital letter and full stop (.)

Sentences always start with a capital letter. Names of people and places also start with a capital letter. We use the full stop (.) to end statements.

My name is Mitu. I'm from Dhaka.

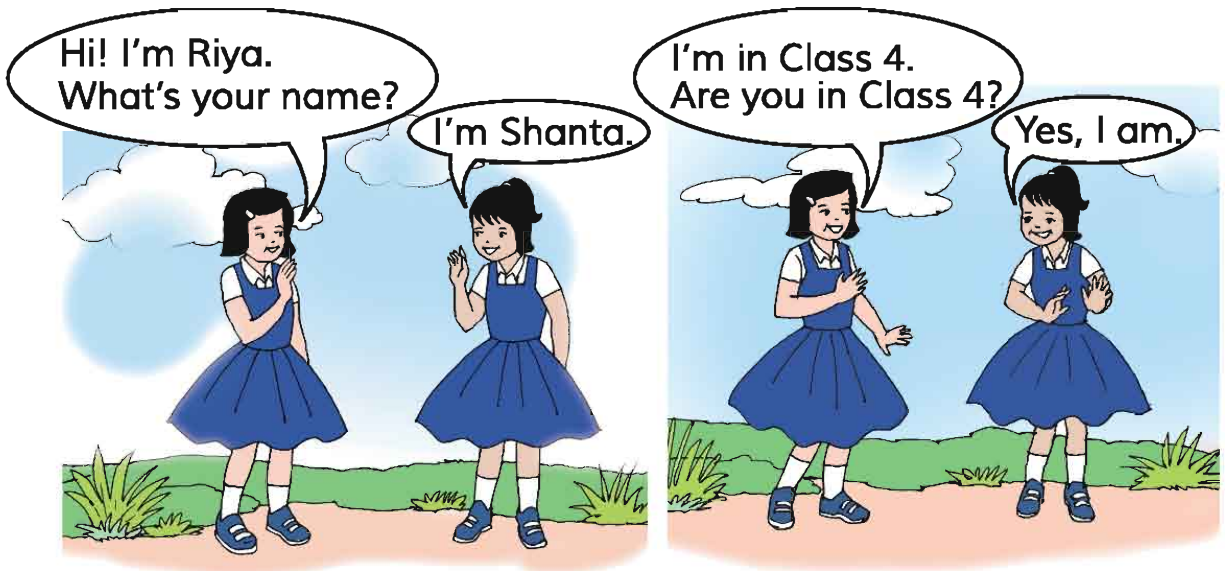
Read the paragraph in Activity A again. Underline the capital letters and circle the full stops.

C. Add capital letters and full stops to the paragraph.



manik is six years old he has a sister her name is mina she is five years old manik and mina live in sylhet with their parents

A. Read and say.



Language Focus

B. Use of question mark (?)

When we want information, we ask a question. We use a question mark at the end of these sentences.

Do you go to school?

Who is your teacher?

Look at Activity A again. Copy the questions in your exercise book.

C. Write the sentences in your exercise book. Add capital letters and question marks.

1 do you live in rajshahi

2 where do you play

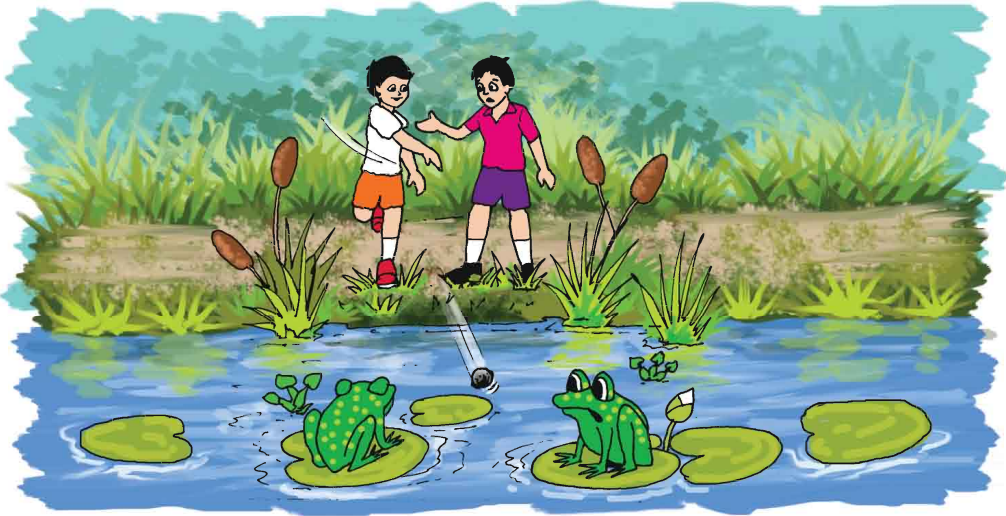
3 is mitu your friend

4 how old are you

5 can you use a computer

6 where are you from

A. Look. Read and say.



Fazle: Look! There are two frogs.
 Saiful: Wow! Let's throw a stone at them.
 Fazle: Stop! Don't do that.
 Saiful: I'm sorry.

Language Focus

B. Use of exclamation mark (!)

We use an exclamation mark for strong feelings or surprise.

Be careful!

Don't stand up!

Oh, no!

Read Activity A again. Underline the exclamation marks.

C. Add capital letters and exclamation marks.

1 stop now

4 don't do that

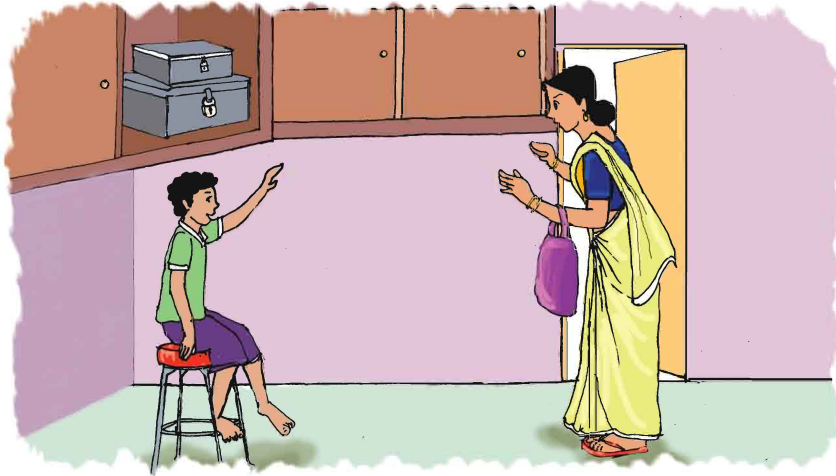
2 that's great

5 come here now

3 i'm so happy

6 hurray

A. Look. Read and say.



Sayed says, "I'm coming." Mother says, "Don't stand up!"

Language Focus

B. Use of capital letter after quotation marks (" ")

We use capital letters after quotation marks.

"She's happy."

"Help me, please."

"Come here!"

Look at Activity A again. Underline the capital letters after the quotation marks.

C. Add capital letters after the first quotation marks.

Sujon says, " ~~p~~lease don't be angry."

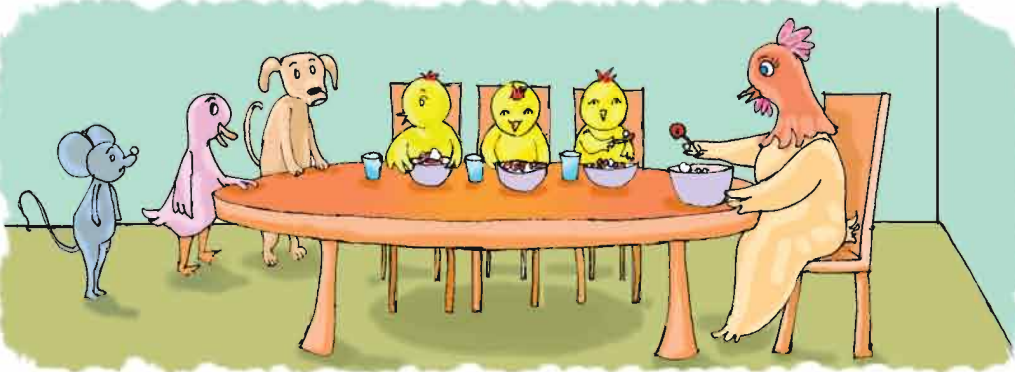
Sujon says, " Please don't be angry."

- 1 Rumi says, "my teacher is Miss Akhtar."
- 2 Mita says, "i'm going home."
- 3 Shahin says, "this is very nice!"
- 4 Saiful says, "you are first."
- 5 Trishna says, "let's swim in the pond."

A. Look. Read the dialogue.



- Chick 1: This work is hard! It's hot in the sun!
 Chick 2: Mouse, Duck and Dog are having fun!
 Chick 3: Why can't we laugh and play and run?
 Hen: You will know when the work is done.



- Dog: Is that bread? It smells so fine!
 Mouse: I want some bread! What part is mine?
 Duck: I want some, too! When do we dine?
 Hen: You didn't plant or work or cook.
 Chicks: So you can't eat! You can stand and look!

B. Groupwork. Act the story.



A. Read the story again. Ask and answer.

- 1 What are the chicks doing at the beginning of the story?
- 2 Who is not working at the beginning of the story?
What are they doing?
- 3 Why can't Dog, Mouse and Duck have any bread?
- 4 Look at the first picture. What is mother hen doing?

B. Groupwork. What is the moral of the story?

- 1 It's fun to play and laugh.
- 2 Good things come to people who work.
- 3 Everyone can have good things.

C. Read the story again. Underline the punctuation. Complete the sentences.

- 1 There are _____ full stops in the story.
- 2 There are _____ question marks in the story.
- 3 There are _____ exclamation marks in the story.
- 4 There are _____ capital letters in the story.

D. Dictation. Write the sentences in your exercise book.

A. Read and say.



Bijoy: Hi, Farah. Do you like sport?
 Farah: Yes, I do.
 Bijoy: What is your favourite sport?
 Farah: Well, I like cricket.
 Bijoy: Wow, Farah! Cricket is my favourite sport, too!

Language Focus

B. Use of comma (,)

- After **yes** and **no**, in answers to questions, and after words like **oh** and **well**
- Before the word **too** at the end of a sentence
- Before or after a name

Aziz, is this pen yours?

No, it's not.

I love cricket.

Oh, I do, too!

Read the dialogue in Activity A again. Underline the commas.

C. Add commas to the dialogue. Then say the dialogue in pairs.

Komol: Hi Shanta! How are you?

Shanta: I'm fine Komol.

Komol: Shanta do you like coconuts?

Shanta: Yes I do. I love them!

Komol: I do too!



A. Read and say. Underline the commas in the dialogue.



- Tisha: Hi, Dev! Can I ask you something?
 Dev: Sure, Tisha. What?
 Tisha: What do you usually have for dinner?
 Dev: Oh, I usually have beans, rice and vegetables.
 Tisha: What kind of vegetables?
 Dev: Hmm.... cucumbers, carrots or lettuce.

Language Focus

B. *Use of comma (,)*

We also use a comma in a list of three or more things. Don't put a comma before the last thing in the list.

What are your favourite colours?

I like green, red and blue.

C. Add commas to the dialogue. Then say the dialogue in pairs.

Komol: Hi Shanta! How are you?

Shanta: I'm fine Komol.

Komol: Shanta do you like coconuts?

Shanta: Yes I do. I love them! I like papayas mangoes and pineapples too.

Komol: Oh I love pineapple juice. Let's get some now!

A. Write capital letters, full stops, commas, exclamation marks and question marks in the dialogue.



Munir: is hasna hena a teacher
 Nipa: yes she is
 Munir: what does she teach
 Nipa: she teaches english
 Munir: where does she teach
 Nipa: at a primary school in dhaka
 Munir: does hasna hena like teaching
 Nipa: yes she does
 Munir: is she a good teacher
 Nipa: yes she's a wonderful teacher

B. Pairwork. Ask and answer the questions about Activity A.

- 1 How many questions are there in the dialogue?
- 2 How many commas are there?
- 3 How many exclamation marks are there?
- 4 How many full stops are there?
- 5 How many capital letters are there?

C. Pairwork. Act the dialogue in Activity A.



A. Choose the correct answer. Write.

- 1 Sentences with a full stop _____ something.
a. ask b. tell
- 2 Sentences with a question mark _____ something.
a. ask b. tell
- 3 Sentences with an exclamation mark _____
a. ask something b. show strong feelings or surprise

B. Add capital letters, full stops, commas, exclamation marks and question marks to the sentences. Copy the questions in your exercise book.

Wenmay: what is your name

Shahid: my name is shahid

Wenmay: who are your friends at school

Shahid: rina rubi mithun and kamal are my friends at school

Wenmay: where do you live

Shahid: i live in jatrabari in dhaka

Wenmay: do you have any brothers or sisters

Shahid: i have one sister

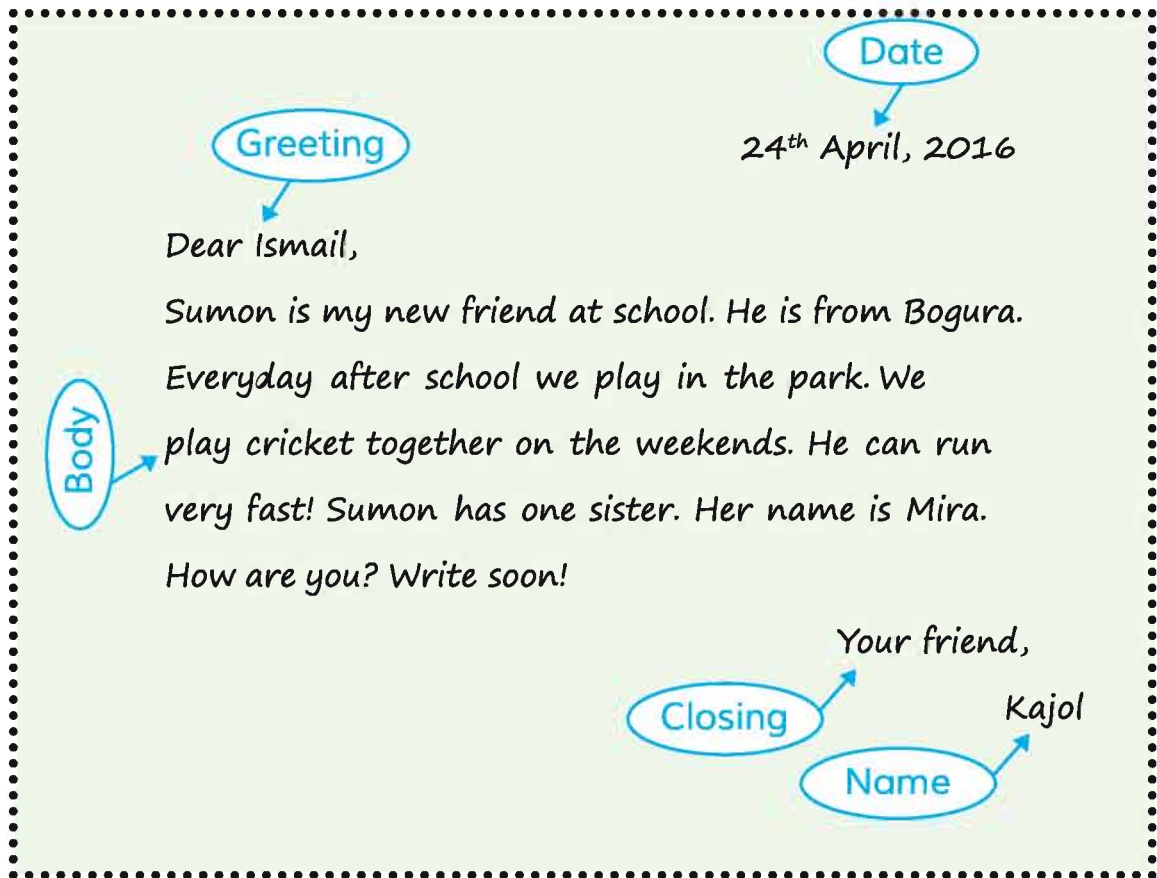
Wenmay: what is her name

Shahid: her name is mariam

Wenmay: wow my sister's name is mariam too

C. Pairwork. Ask and answer the questions in Activity B.

A. Read the letter.



The diagram shows a letter enclosed in a dotted border. Labels in blue ovals with arrows point to specific parts of the letter:

- Date** points to "24th April, 2016".
- Greeting** points to "Dear Ismail,".
- Body** points to the main text: "Sumon is my new friend at school. He is from Bogura. Everyday after school we play in the park. We play cricket together on the weekends. He can run very fast! Sumon has one sister. Her name is Mira. How are you? Write soon!".
- Closing** points to "Your friend,".
- Name** points to "Kajol".

B. Read the letter again. Answer the questions.

- 1 Who is the letter to? Who is the letter from?
- 2 Who is Kajol's new friend?
- 3 Where is his new friend from?
- 4 What sport does Kajol play with his friend?
- 5 What is the name of his friend's sister?

C. Read the letter again. Underline all the capital letters and circle the punctuation marks.



Language Focus

A. *Commas are important in letters. Use a comma...*

- between the month and the year
- at the end of the greeting
- at the end of the closing

Read the letter on page 56. Answer the questions.

- 1 How many commas are there in the letter?
- 2 What parts of the letter are the commas in?
- 3 What is the date of the letter? Where is the comma?
- 4 Where is the comma in the closing of the letter?
- 5 Do you think the closing is the same in every letter?
Why or why not?

B. Prepare to write a letter about a friend. Answer the questions in your exercise book.

- 1 What is your friend's name?
- 2 Where is your friend from?
- 3 What do you do with your friend?
- 4 What is one thing your friend can do well?
- 5 What are the names of your friend's brothers and sisters?

C. Write a letter to a friend about another friend. Use your answers to the questions from Activity B to write your letter.

A. Look, listen and say.



The kangaroo's pocket

Today I'm visiting the zoo,
I'm looking at a kangaroo.

She has a pocket and I can see,
A baby kangaroo. It's looking at me!

I look at the pocket and the baby's head.
I remember when I was small, in my bed.

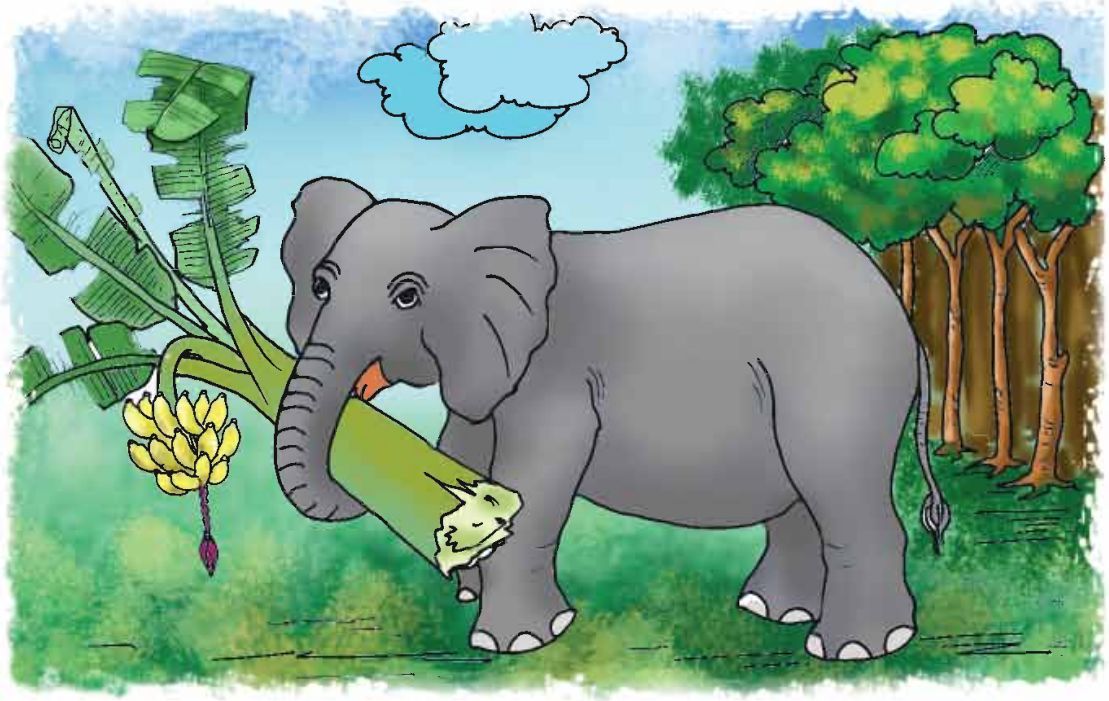


Then my mother says, "Hello!"
It is time for us to go.



B. Recite the poem.

C. Groupwork. Where else can you see a pocket? Make a list.

A. Read.

The elephant is my favourite animal. It is big and grey. It has big ears. The elephant helps people. It is strong.

- B.** Prepare to write about your favourite animal. Answer the questions in your exercise book.
- 1 What is your favourite animal?
 - 2 What colour is it?
 - 3 What size is it?
 - 4 Describe one body part of the animal.
- C.** Write a paragraph about your favourite animal in your exercise book. Use your answers to the questions in Activity B.



A. Look, listen and say. Read.

CALENDAR 2016																													
January				February				March				April																	
Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri		
						1			1	2	3	4	5				1	2	3	4							1		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	5	6	7	8	9	10	11	2	3	4	5	6	7	8		
9	10	11	12	13	14	15	13	14	15	16	17	18	19	12	13	14	15	16	17	18	9	10	11	12	13	14	15		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	19	20	21	22	23	24	25	16	17	18	19	20	21	22		
23	24	25	26	27	28	29	27	28	29	26	27	28	29	30	31	23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31																				30								
May				June				July				August																	
Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri		
		1	2	3	4	5				1	2	3							1				1	2	3	4			
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12		
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19		
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26		
28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30	31	27	28	29	30	31			
														30	31														
September				October				November				December																	
Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri		
						1			1	2	3	4	5				1	2	3	4							1		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23		
24	25	26	27	28	29	30	29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	24	25	26	27	28	29	30	
																					31								

B. Pairwork. Ask and answer the questions.

- 1 How many months are there in a year?
- 2 What month is it now?
- 3 What is the name of the next month?
- 4 What month's name has three letters?
- 5 How many months' names begin with the letter J?
- 6 How many months' names end with the letter y?

C. Say the names of the months. Stress the parts of the words that are in blue colour.

- | | | | |
|-----------|----------|----------|----------|
| January | February | March | April |
| May | June | July | August |
| September | October | November | December |

**A.** Complete the sentences.

- 1 January is the first month of the year.
- 2 February is the _____ month.
- 3 March is the _____ month.
- 4 April is the _____ month.
- 5 May is the _____ month.
- 6 June is the _____ month.
- 7 July is the _____ month.
- 8 August is the _____ month.
- 9 September is the _____ month.
- 10 October is the _____ month.
- 11 _____ is the eleventh month.
- 12 _____ is the twelfth month.

B. Pairwork. Ask and answer the questions.

- 1 What month comes after February?
- 2 What month is before April?
- 3 What is the eighth month?
- 4 What is the first month?
- 5 What is the last month?
- 6 What month is between June and August?

C. Look at the letters. Write them in the correct order to make the names of three months.

b r e p e s t e m

y a r n j u a

b e d e m c r e

A. Look, listen and say.



30
September



30
April, June


There are thirty days
in September,
April, June and November.

All the rest have thirty-one,
except February,
which has twenty-eight days clear,
and twenty-nine in each


Leap Year.

February 2016

Sat	Sun	Mon	Tue	Wed	Thu	Fri
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				



31
January



28
February

B. Write the answers.

Months with 30 days: _____

Months with 31 days: _____

Month with 28 or 29 days: _____

Number of days in a year: _____

Number of days in a Leap Year: _____

C. Copy the poem in your exercise book.

62

2019



A. Look, listen and say.



B. Groupwork.

What day is your birthday? How old are you?

C. Write the missing months.

January _____ March _____

May _____ July _____

September _____ November _____



A. Look, listen and say. Read.

January 2016

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

B. Pairwork. Answer the questions.

- 1 What day is the 1st of January?
- 2 What day is the 3rd of January?
- 3 How many Mondays are there in the month?
- 4 What is the first Monday of the month?
- 5 How many weekends are there in the month?

C. Write today's date, tomorrow's date and yesterday's date in your exercise book.



A. Look at the calendar. Read.

February 2016

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

B. Pairwork. Answer the questions.

- 1 What month is it?
- 2 What day is the 1st of the month?
- 3 What day is the 10th of the month?
- 4 What is the last day of the month?
- 5 Is it a Leap Year?
- 6 How many weekends are there in the month?

C. Groupwork. Find a calendar. Count the number of days in each month.

A. Look, listen and say.



Language Focus

B. Simple past tense

We use the simple past tense to talk about things that happened before now.

verb + **-ed**: cook / cooked, walk / walked, visit / visited, work / worked, play / played

verb + **-d**: like / liked, love / loved, name / named

verb ending in **-y**, change **y** to **i** + **-ed**: try / tried, study / studied

Some verbs are irregular. Remember them!

make made	go went	have had	read read
be was / were	see saw	eat ate	sit sat

C. Read and write.

1 is was

5 run _____

9 say _____

2 wash _____

6 cut _____

10 do _____

3 am _____

7 stay _____

11 cry _____

4 clean _____

8 are _____

12 have _____



- A.** Complete the paragraph with the simple past tense of the verbs in brackets.



Hi, I'm Samin. Yesterday, I _____ (go) to the park with my family. We _____ (have) some sandwiches and some fruit. We _____ (sit) on the grass and _____ (talk) for a long time. It _____ (be) a beautiful day. The sun _____ (shine) in the sky. After eating, I _____ (play) with my brother and sister. We _____ (jump) and _____ (run) through the trees. Then we _____ (go) home in the car. The traffic _____ (be) heavy, so we _____ (be) in the car for a long time! But it _____ (be) a good day!

- B.** Pairwork. Answer the questions.

- | | |
|-----------------------|---|
| 1 Where did Samin go? | 5 What did he do with his brother and sister? |
| 2 Who did he go with? | |
| 3 What did he eat? | 6 How was the traffic on the way home? |
| 4 Where did he sit? | |

- C.** Write one sentence about what you did yesterday. Read your sentence to your group.

Examples: Yesterday, I walked to school.

Yesterday, I ate rice and vegetables.

A. Look. Read and say.



SM Sultan is a famous painter of our country. He was born in Narail in 1923. His family didn't have a lot of money. Sultan went to school for five years, but then he went to work with his father.

As a child, Sultan loved to draw. He drew pictures of buildings and other things. He wanted to study at Kolkata Art College, but his family didn't have the money. In 1938, he got the money and he went to the Kolkata Art College. He stayed there for three years and then he left. He travelled around Asia and Europe and painted rivers, trees and villages and its people. Then he came back to Bangladesh. He painted pictures of the farmers and fishermen of Bangladesh.

People around the world know about Sultan and his paintings. He exhibited his paintings along with the famous painters, Pablo Picasso and Salvador Dali.

Sultan loved children. He established 'Nandankanon' and 'Shishuswargo' for children. Here they could get some education and learn painting. Every year, there is a Sultan Mela in Narail. He died in 1994 at a hospital in Jashore.





B. Read again. Write T for True or F for False.

- 1 Sultan was from Narail. _____
- 2 Sultan's family were rich. _____
- 3 Sultan went to school for four years. _____
- 4 Sultan died in Jashore at a hospital. _____
- 5 Only people in Bangladesh know about Sultan. _____
- 6 Sultan set up a school for adults in Narail. _____

C. Write the false sentences correctly in your exercise book.

D. Read again. Choose the correct answer.

- | | |
|---|--|
| <p>1 When was Sultan born?</p> <p>a. in 1919 c. in 1923</p> <p>b. in 1938 d. in 1994</p> | <p>3 How long did Sultan stay at college?</p> <p>a. for five months</p> <p>b. for two years</p> <p>c. for three years</p> <p>d. for five years</p> |
| <p>2 What did Sultan do after he left school?</p> <p>a. He went to work with his father.</p> <p>b. He made a lot of money.</p> <p>c. He stopped drawing.</p> <p>d. He became a fisherman.</p> | <p>4 Where is the Sultan Mela held?</p> <p>a. Kolkata b. Jashore</p> <p>c. Dhaka d. Narail</p> |

E. Pairwork. Check your answers with a partner.

F. Dictation. Write the sentences in your exercise book.

A. Read and say.



My name is Alvi. I live in Dhaka, but my family is from Chilmari in Kurigram. My grandmother and many of my relatives still live there. Last June, I went to visit my grandmother, my uncle and cousins in Chilmari. Their house is near the Jamuna River. My uncle is a

fisherman. My grandfather was a fisherman, but he died about 10 years ago. I didn't know him.

When my sister and I visited Chilmari in June, we had so much fun! Our grandmother told us stories about our family and about the history of Bangladesh.

My uncle caught a lot of fish. My favourite fish is "Chapila". It's a thin, white fish. It's delicious! We helped our grandmother make the fish every night. We also made rice and vegetables.

It was a very special trip. We talked with our relatives and learned about our family and our country. We also sang songs together.

B. Pairwork. Ask and answer.

- | | |
|-------------------------|------------------------------------|
| 1 Where does Alvi live? | 4 Who did he go with? |
| 2 Where did Alvi go? | 5 What did he do there? |
| 3 Who did he see there? | 6 What was special about his trip? |

C. Write the answers to the questions in Activity B in your exercise book.



A. Think about a trip that you took. Answer the questions.

1 Where did you go?

2 When did you go there?

3 Who did you go with?

4 Who did you see there?

5 What did you do there?

6 Why was your trip special?

B. Write a short composition about your trip. Use the information in Activity A.

A. Look, listen and say.



B. Pairwork. Ask and answer.

- 1 Where is Moly going?
- 2 Who is Moly going with?
- 3 Is Tania going to Cox's Bazar?
- 4 Who may go to Lalmonirhat?

C. Pairwork. Act the dialogue in Activity A.



Language Focus

A. The future with the present continuous

We can use the present continuous to talk about our plans in the future.

I'm going to Cox's Bazar next week.

She isn't going on holiday next week.

B. Ask and answer the questions about the holiday plans.



Name	Holiday places	When
Biju	Shimultoli village	next week



Name	Holiday places	When
Zeinab	Phulbari village	next month

C. What are you doing next week? Write two sentences about your plans.

A. Look, listen and say.

Moloy, what will you do on your holiday?



Many things!



We'll sit on the beach.



We'll ride in a boat.



We'll drink coconut juice.

B. Tick the things Moloy will do on holiday.

- | | |
|--|---|
| 1 sing songs <input type="checkbox"/> | 5 ride bikes <input type="checkbox"/> |
| 2 sit on the beach <input type="checkbox"/> | 6 eat apples <input type="checkbox"/> |
| 3 read <input type="checkbox"/> | 7 ride in a boat <input type="checkbox"/> |
| 4 drink coconut juice <input type="checkbox"/> | 8 watch TV <input type="checkbox"/> |

C. Pairwork. Act the dialogue in Activity A.

Language Focus

A. The future with will

We use **will and won't + verb** to talk about the future

We will go to Cox's Bazar. We will do many things! I will sit on the beach and my brother will drink coconut juice. We won't go to bed early.

will not = won't

B. Complete the paragraph with **will or won't** and a word from the box.



- do
- drink
- eat
- get up
- sit
- think

Moloy's family is going to Cox's Bazar on holiday. They _____ many exciting things! They _____ on the beach. They _____ juice. They _____ delicious fruit. Moloy _____ about exams. The family _____ before 8 a.m. because they want to sleep a lot.

C. Groupwork. Say one thing you will do next week.

Examples: I will visit my family's village.

I will help my father.

A. Read.

1st November, 2016

Dear Jenny,

Thanks for your letter! I'm happy you enjoyed your holiday in Oxford last week! I'm going on holiday next week. My exams will end on the 6th November. Then, on the 7th we'll go to Dhaka and stay with my uncle's family. Then, on the 8th we'll travel to Cox's Bazar. We'll also visit Inani Beach, Himchari and Maheshkhali. Cox's Bazar has the longest beach in the world! It's more than 120 kilometres long! I'm very excited.

Write soon!

Love,
Moloy

B. Read the letter again. Answer the questions.

- 1 Who wrote the letter?
- 2 Who is the letter to?
- 3 Where did Jenny go on holiday?
- 4 Where is Moloy going on holiday?
- 5 What is special about the beach at Cox's Bazar?

C. Pairwork. Find the greeting, date, body and closing in the letter in Activity A.



A. Imagine you are going on holiday. Answer the questions about your holiday.

1 Where will you go?

2 When will you go there?

3 How will you go there?

4 Who will you go with?

5 How long will you stay there?

6 What will you see there?

7 Why is this place special?

B. Write a letter to a friend about the holiday you planned in Activity A. Include the date, greeting, body and closing. Write the letter in your exercise book.

C. Pairwork. Read your partner's letter. Check for the following things:

1 capital letters

2 full stops

3 commas

A. Look and match. Write the correct word.

farmer	photographer	singer
postman	doctor	driver





B. Answer the questions.

- 1 Who grows food?
- 2 Who helps sick people?
- 3 Who brings letters to people?
- 4 Who takes photos?
- 5 Who drives a car or a bus?
- 6 Who sings songs?

C. Pairwork. Point to a picture in Activity A. Say the name of the occupation.

A. Look and match. Write the correct word.

cleaner	boatman	teacher
nurse	dentist	tailor





B. Read and match. Write the complete sentences in your exercise book.

- | | |
|-------------|--|
| 1 A boatman | sews and stitches clothes. |
| 2 A tailor | helps a doctor and take care of sick people. |
| 3 A dentist | takes people across a river. |
| 4 A teacher | washes and cleans things. |
| 5 A cleaner | takes care of teeth. |
| 6 A nurse | helps us to learn in a school. |

C. Groupwork. Write other occupations that you know in English.

A. Read.


Reshma is a garment worker in Dhaka. She's 18 years old. Her family came to Dhaka from a village eight years ago. There was river erosion in her village. They lost their home. So the family came to Dhaka. Reshma's father worked as a rickshaw driver, but he died in an accident.

Reshma's uncle Ratan helped the family. He found a small house for them at Kalyanpur. He took Reshma to a garment factory in Mirpur. She works there now. Her younger brother Babul goes to school. He's in Class 5. Her mother stitches "Nakshi Kathas" at home and sells them.



The garment factory is two kilometres from Reshma's house. In the morning, she walks to work. Some of her friends go by bus, rickshaw or scooter. She works from 8 a.m. to 4 p.m. Reshma likes to go to the cinema, but she doesn't have much free time or money for this. She often works extra hours until 6 p.m. so she can make more money. Her family needs this money for food and other things.



B. Read again. Choose the correct answer.

- 1 What does Reshma do?
 - a. She goes to school.
 - b. She's a farmer.
 - c. She's a garment worker.
 - d. She doesn't have a job.

- 2 Who is Babul?
 - a. Reshma's father
 - b. Reshma's brother
 - c. Reshma's uncle
 - d. Reshma's friend

- 3 Where is the factory?
 - a. in Mirpur
 - b. in Kalyanpur
 - c. five kilometres away
 - d. near Babul's primary school

- 4 How does Reshma go to work?
 - a. by rickshaw
 - b. by bus
 - c. by scooter
 - d. on foot

- 5 What does Reshma's mother do?
 - a. She's a garment worker.
 - b. She doesn't work.
 - c. She's a teacher.
 - d. She stitches pictures on quilts.

A. Write the question word from the box.

Who	What	When	Where	Why	How
-----	------	------	-------	-----	-----

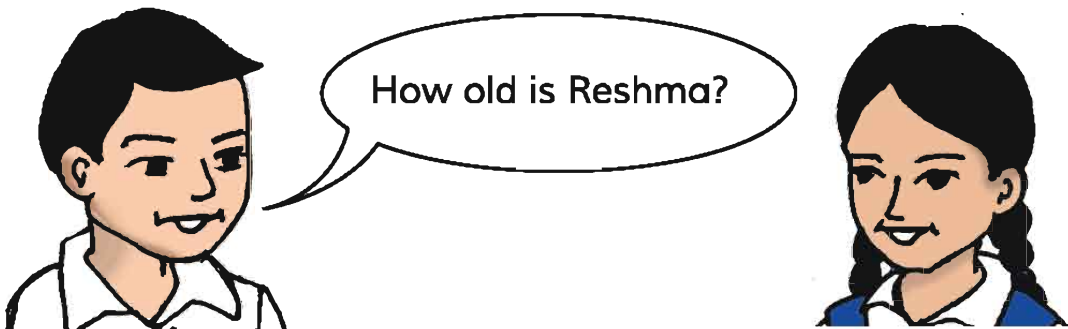
- 1 _____ old is Reshma?
- 2 _____ does she work?
- 3 _____ did Reshma's family
go to Dhaka?
- 4 _____ does Reshma do?
- 5 _____ found a job for Reshma?
- 6 _____ does Reshma work extra hours?



B. The answers to the questions in Activity A are below. Write the number of the question next to its answer.

- | | |
|---|-------|
| A She's a garment worker. | _____ |
| B She's 18. | _____ |
| C Because her family needs extra money. | _____ |
| D Her uncle. | _____ |
| E Eight years ago. | _____ |
| F In a garment factory in Mirpur. | _____ |

C. Pairwork. Ask and answer the questions from Activities A and B.





A. Complete the dialogue between a reporter and a garment worker.

Reporter: What's _____?

Toma: _____ Toma.

Reporter: How old _____?

Toma: _____ nineteen years old.

Reporter: Where _____ from?

Toma: _____ from Pabna.

Reporter: Where _____ now?

Toma: I _____ in Dhaka.

Reporter: How much _____ do you make?

Toma: _____ 6,000 taka per month.

B. Write a paragraph about one of the occupations in the pictures, or another occupation that you know about. Use the questions in Activity A to help you. Write your paragraph in your exercise book.



rickshaw driver



cleaner



guard

A. Look, listen and read.

One day, a lion was sleeping in the forest. The lion was big and strong. All the animals feared the lion, apart from one mouse.



The mouse was playing near the lion. She ran onto the lion's nose and he woke up. He was angry.



The lion lifted the mouse to his mouth and said, "I'm going to eat you!"



The mouse said, "Please, Mr. Lion. Let me go. I am your friend. One day, I will help you." The lion laughed, "You? You are very small! How can you help me?" But he let the mouse go.



One month later, the lion was walking in the forest. A net caught him. The lion was in a trap. He roared and roared but no one came. The lion was afraid.



That night, the lion was still in the net. His legs hurt. His head hurt. He was very tired. Suddenly, he heard someone say, "Friend! I am here. I will help you!" The lion looked down and saw the mouse. "You? How can you help me?" asked the lion. "I'm in this tree. I can't move. What can you do?"

The mouse used her teeth to cut the net. She was small, but her teeth were very sharp. Soon, the lion was free. The lion was very happy. He said, "Thank you, Ms. Mouse. You are my friend. And, I am your friend."



"You are welcome, Mr. Lion," said the mouse. "Friends come in all sizes."

B. Read the story again. Ask and answer.

- 1 What was the lion doing at the beginning of the story?
- 2 What was the mouse doing at the beginning of the story?
- 3 Why was the lion angry with the mouse?
- 4 Why did the mouse run onto the lion?
- 5 How did the mouse cut the net?

C. Groupwork. Ask and answer.

- 1 Why do you think the lion let the mouse go?
- 2 Why do you think the lion was tired in the net?
- 3 Why do you think the mouse helped the lion?
- 4 Do you think lion and mouse are friends now? Why?

D. Groupwork. What is the moral of the story?

- 1 Little friends are as good as big friends.
- 2 Strong friends are more helpful than little friends.
- 3 It is good to make someone laugh.

E. Tell the story to others.



Vocabulary

A a

accident
across
afraid
after
age
airlines
angry
animal
apple
ask
aunt

B b

baby
bad
bag
bath
be careful
be quiet
beach
bean
beautiful
because
bed
bee
before
begin

best
between
big
bike
birthday
board
boat
boatman
book
born
borrow
both
both ways
box
boy
bread
breakfast
bring
brother
brown
brush
bun
buried
bus
buy

C c

car
calendar
careful
carelessly
carrot
catch
cereal
chair
change
cheese
chicken
chicks
children
circle
clap
class
clean
cleaner
close
coconut
colour
come again
cook
country
cousin
crayon
cry

cucumber
cup
cut

D d

daily routine
day
delicious
dentist
dialogue
died
different
dine
dinner
dirty
dish
doctor
dog
down
draw
drink
drive
driver
duck

E e

ear
early
eat
egg
elephant

eraser
evening
everyday
everyone
everything
example
except
excited
excuse me
extra

F f

face
fall
family
farmer
fast
father
favourite
fear
fine
finish
fish
fisherman
flower
fly
food
forest
free
fresh

Friday
fridge
fried egg
friend
frog
fruit
fun

G g

game
garden
get dressed
get up
girl
glass
go down
go up
good
good afternoon
good morning
good evening
good night
goodbye
government
grandfather
grandmother
grass
great

green
grow
guard

H h

habit
hand
happy
hard
head
hear
heavy
hello
help
hen
here you are
history
holiday
home
homemaker
horn
hospital
hot
hour
house
housewife
how
hurt
husband
hut

I i

ice-cream
ill
intersection

J j

jeep
job
juice
jump

K k

kangaroo
know

L l

laugh
leap year
learn
leave
lentil
let's start
letter
lettuce
lift
light
like
lion
little
live
long
look

love
lovely
lunch

M m

make
mango
many
married
meet
midday
midnight
milk
minute
mixed vegetables
Monday
month
money
morning
mother
mouse
move

N n

near
need
neighbourhood
net
new
next

nice
no horn
no overtaking

nose
nurse

O o

officer
often
old
open
orange
others
overtake

P p

paint
painter
papaya
paper
parents
park
patient
pen
pencil
pencil case
people
photographer
picture
pilot

place
plant
play
please
pocket
pond
poor
postman

pray
proud

Q q

quiet
quilt

R r

race
raise
read
really
red
relative
reporter
remember
rice
ride
rise
river
river erosion
roar
run

S s

same
sandwich
Saturday
say
school
seed
sell
sew
sharpener
sheep
ship
shirt
shoe
short
show
sick
side to side
sing
singer
sister
sit
sit down
size
sky
sleep
slow down
small
smart

smell
snake
sometimes
song
sorry
special
spend
spinning top
sport
stand in line
stand up
start
stay
still
stitch
stone
stop
story
strawberry
street
strong
student
subject
suddenly
sun
Sunday
sure
swim

T t
tailor
take
take care
talk
tall
teach
teacher
teeth
thank you
thin
throw
Thursday
time
tired
today
together
tomato
tomorrow
too
traffic light
trap
travel
tree
triangle
trip
Tuesday

U u
uncle
under
university
up
use
usually
V v
vegetables
village
visit
voice
W w
wait
walk
wash
watch
Wednesday
weekdays
weekend
well
what
where
when
who
why
window
wonderful
work

work place
worker
working days
world
write
X x
Y y
year
yellow
yesterday
young
younger
Z z
zebra
zebra crossing
zoo

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Honesty is the best policy



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