Prescribed by the National Curriculum & Textbook Board as a Textbook for Class Four from the academic year 2013

ENGLISH
FOR TODAY

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প্রাথমিক ও গণমাধ্যমিক শিক্ষা মন্ত্রণালয়ের অধীন তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির আওতায়
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার কর্তৃক বিনামূল্যে বিতরণের জন্য

Printed by:
The Primary Curriculum has been revised in the light of the National Education Policy 2010 which emphasizes learning English as an international language for communicating locally and globally. 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 students’ competence in all four language skills have been presented within contexts in a systematic and graded way.

The ‘English for Today’ textbook is accompanied by a Teacher’s Edition. However, we are aware that to conduct teaching and learning of English most effectively and fruitfully, particularly at the primary stage, the textbook needs to be complemented with audio-visual materials. We sincerely hope to do so in the near future.

It is to be mentioned here that this textbook was tried out during the school calendar year of 2013 in 32 Government primary schools in different locations throughout the country to ensure its appropriateness to the students. The contents and the illustrations have been refined based on the feedback of the try-out and on critical review. I offer my sincere thanks to all concerned in this complex and significant process.

I also sincerely thank all who have been involved with the production and publication of this textbook.

Professor Narayan Chandra Paul
Chairman
National Curriculum and Textbook Board
Dhaka
প্রসঙ্গ-কথা

আমাদের শিক্ষা-ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে কেন খুঁটিনাটা খুঁটিনাটই শিক্ষার্থীরা শেখিয়েছে। ইংরেজি ভাষা চর্চার মাধ্যমে ক্রমাগত ওই ভাষার চর্চার দক্ষতা অর্ধেক তাঁদের বুঝতে, বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়ের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও ব্যাপকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিন্যাস করতে সক্ষম হবে।

আমাদের মনে রাখতে হবে শিক্ষার্থীরা সেই ভাষাটি আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সবসময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রথম ইংরেজি শোনা আবশ্যক। একজন শিক্ষকই পাড়ানে শেখিয়ে শিক্ষার্থীদের জন্য এই মূলধন করে দিতে।

শিক্ষক প্রতিদিনের এরাজীয়া কিছু অভিবাদন যেমন greetings, farewells, commands and instructions ইংরেজির ব্যবহার ইংরেজি ভাষায় শুধুমাত্র নির্দেশিত সম্পর্ক করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার চর্চার সুযোগ করে দেবেন।

পাঠাগুলোকে ছড়া, কবিতা, গল্প, কথাপঁচিশ ও অন্যান্য বেশির ভাগ বিষয়কেই শিক্ষক প্রথমে জোরে স্পষ্ট ও অন্য উচ্চারণে এবং কথ্যভরে সঠিক ওঠানামা (intonation) ব্যবহার করে পড়ে শোনান।

শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উদ্দেশ্যমূলক ভাব করতে পারে।

English For Today পাঠাগুলোকে পাঠভাজিত শিখন-শেখানো কাজের প্রথিত শেখাইয়ে কর্মকর্তা করার সময় শিক্ষার্থী যেন সবসময় বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশাই বিন্যাস করবেন।

এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইংরেজি করান।

অনেক সময় শিক্ষক মনে মনে মনে এই ক্লাসে কতখানি বাংলা ব্যবহার করা যায়। শিক্ষকদের মনে রাখা হয়োজ্যন, তিনি প্রথিতকে যতদৃশ ইংরেজি করবেন, শিক্ষার্থীরা ততদৃশ ইংরেজি জন্য ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা বিন্যাসে শিক্ষার্থীরা বুঝতে পারেন না। তখন শিক্ষক তত্ত্বাবধায় বিভিন্নভাবে বুঝিয়ে দেবেন এবং সকল সঙ্গে একই নির্দেশিত অবশাইই ইংরেজিতে প্রবন্ধ বুঝতে পারেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইতে বলা যায়, শিক্ষার্থীরা তা নিজের আয়ত্তেই বুঝতে পারে।
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A. Look, listen and say.

Hello! I’m your teacher. My name is Salma Akhtar.

Hello, I’m Ali. I’m in Class 4.

Yes! I’m Shirin. I’m from Palashpur.

Hello! I’m Bijoy. I’m nine years old.

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.

C. Groupwork. Act the dialogue from Activity B.
A. Look, listen and say.

Good morning.

Morning, mum!

Good afternoon, teacher.

Hello! Good afternoon!

Good evening.

Hello!

Good night!
See you tomorrow.

Goodbye!
See you at school.

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.

Good morning, students.
Good morning, teacher.
We’re going to play a word game today.
Hurrah! Let’s start!

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 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 every day. 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Job</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farzana</td>
<td>9</td>
<td>student</td>
<td>Chachua Primary School</td>
</tr>
<tr>
<td>Jamil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehana Parvin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aziz Ahmed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altaf Uddin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jahanara Begum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Complete the chart with information about your family.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Job</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

![Family Tree]

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?

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

<table>
<thead>
<tr>
<th>I am</th>
<th>I’m</th>
<th>I’m not</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are</td>
<td>You’re</td>
<td>You’re not</td>
</tr>
<tr>
<td>He / She / It is</td>
<td>He’s / She’s / It’s</td>
<td>He’s not / She’s not / It’s not</td>
</tr>
<tr>
<td>We are</td>
<td>We’re</td>
<td>We’re not</td>
</tr>
<tr>
<td>They are</td>
<td>They’re</td>
<td>They’re not</td>
</tr>
</tbody>
</table>
A. Write the words by the correct pictures.

<table>
<thead>
<tr>
<th>big</th>
<th>old</th>
<th>short</th>
<th>small</th>
<th>tall</th>
<th>young</th>
</tr>
</thead>
</table>

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  
   every day.  
   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.  

b. Write your name.  
d. Raise your hand.  

d. Write your name.  
\[\text{a. } \text{Sit down.} \quad \text{b. } \text{Write your name.} \quad \text{c. } \text{Close your book.} \quad \text{d. } \text{Raise your hand.} \]

\[1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12\]

\[\text{e. Clean the board.} \quad \text{f. Stand up.} \quad \text{g. Get your book out.} \quad \text{h. Take the chalk.} \quad \text{i. Be quiet.} \quad \text{j. Stand in line.} \quad \text{k. Open your book.} \quad \text{l. Draw a circle.}\]

B. Pairwork. Say and follow the instructions from Activity A.
Sound practice 1

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.

C. Pairwork. Act the dialogue from Activity B.
A. Count, read and say.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>one hundred and one</td>
</tr>
<tr>
<td>122</td>
<td>one hundred and twenty-two</td>
</tr>
<tr>
<td>225</td>
<td>two hundred and twenty-five</td>
</tr>
<tr>
<td>248</td>
<td>two hundred and forty-eight</td>
</tr>
<tr>
<td>311</td>
<td>three hundred and eleven</td>
</tr>
<tr>
<td>369</td>
<td>three hundred and sixty-nine</td>
</tr>
<tr>
<td>440</td>
<td>four hundred and forty</td>
</tr>
<tr>
<td>457</td>
<td>four hundred and fifty-seven</td>
</tr>
<tr>
<td>500</td>
<td>five hundred</td>
</tr>
</tbody>
</table>

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

- a. 50 150
- b. 114 140
- c. 150 155
- d. 400 440
- e. 365 369
- 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.

C. **Making requests**

<table>
<thead>
<tr>
<th>Can</th>
<th>I</th>
<th>borrow your pen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could</td>
<td>you</td>
<td>give me some paper?</td>
</tr>
</tbody>
</table>
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 crossing  traffic light no horn  hospital no overtaking

B. **Giving instructions**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Do not (Don’t) + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive carefully.</td>
<td>Don’t drive carelessly.</td>
</tr>
</tbody>
</table>

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 Fazle. 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.

C. **Ordinal numbers**

<table>
<thead>
<tr>
<th>Cardinal number</th>
<th>Ordinal number</th>
<th>Cardinal number</th>
<th>Ordinal number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>first</td>
<td>6</td>
<td>sixth</td>
</tr>
<tr>
<td>2</td>
<td>second</td>
<td>7</td>
<td>seventh</td>
</tr>
<tr>
<td>3</td>
<td>third</td>
<td>8</td>
<td>eighth</td>
</tr>
<tr>
<td>4</td>
<td>fourth</td>
<td>9</td>
<td>ninth</td>
</tr>
<tr>
<td>5</td>
<td>fifth</td>
<td>10</td>
<td>tenth</td>
</tr>
</tbody>
</table>
A. Write the cursive small letters.

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.

[Images of a backpack, a face, a soccer ball, a leg, and a bed]
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.

o  q  r
p  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**

<table>
<thead>
<tr>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
</table>

B. Complete the sentences with the correct day or ordinal number 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 ____________ 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.

C. Using *on* before days

**On Fridays,** I help at home.  **We don’t go to school on Fridays.**
Days of the week

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:  _______________
Unit 13

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.

C. Telling the time

<table>
<thead>
<tr>
<th>From midnight until midday, we use <strong>a.m.</strong></th>
<th>From midday until midnight, we use <strong>p.m.</strong></th>
</tr>
</thead>
</table>

It’s 12 o’clock. It’s midday.

It’s 12 o’clock. It’s midnight.
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 questions about the time.

What’s the time? It’s 2 p.m.

a  

b  

c  

d
A. Listen and say. Read.

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

C. Telling the time

Language Focus

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 the 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 with 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 with 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**

<table>
<thead>
<tr>
<th>Question word</th>
<th>do/does</th>
<th>I / you / we / they / he / she / it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>do</td>
<td>I / you / we / they</td>
</tr>
<tr>
<td>Who</td>
<td>do</td>
<td>I / you / we / they</td>
</tr>
<tr>
<td>How</td>
<td>do</td>
<td>I / you / we / they</td>
</tr>
<tr>
<td>What</td>
<td>does</td>
<td>he / she</td>
</tr>
<tr>
<td>When</td>
<td>does</td>
<td>he / she</td>
</tr>
<tr>
<td>Why</td>
<td>does</td>
<td>it</td>
</tr>
</tbody>
</table>

**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 and his grandfather read some stories in Bangla and English. Then 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.
A. Using *in* / *at* for time

<table>
<thead>
<tr>
<th></th>
<th>the morning</th>
<th>the afternoon</th>
<th>the evening</th>
<th>midday</th>
<th>night</th>
<th>midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>in</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>at</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>Weekends</th>
<th>Weekdays</th>
<th>Weekends</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>get up at 7 o’clock</td>
<td>morning</td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
<td></td>
<td>afternoon</td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td>evening</td>
<td></td>
</tr>
<tr>
<td>night</td>
<td></td>
<td>night</td>
<td></td>
</tr>
</tbody>
</table>

C. Write a short composition about your weekday 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!

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
<th>Verb</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>playing</td>
<td>with Mehnaz.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>playing</td>
<td></td>
</tr>
<tr>
<td>He/She/It</td>
<td>is</td>
<td>playing</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

eat        cook        sit        look at        fly        stand
Present continuous

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.
Clap your hands

Lessons I-2

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.

fri\ded egg  rice  mixed vegetables  sandwich
coconut  j\ice  strawb\erry  pap\aya

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a fried egg</td>
<td>2 fried eggs</td>
</tr>
<tr>
<td>a sandwich</td>
<td>3 sandwiches</td>
</tr>
<tr>
<td>a strawberry</td>
<td>5 strawberries</td>
</tr>
</tbody>
</table>

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
- seed
- baby
- box
- window
- glass
- dish
- story

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

Emon is a ____________ in Class 4. He loves ____________!
Every day, he eats 2 fried ____________ for breakfast. He also drinks ____________ of milk. He brings 2 ____________ to school every day. Today, he has a ____________ and about 20 ____________ 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.

B. **some and any**

<table>
<thead>
<tr>
<th>Use of <strong>any</strong></th>
<th>Use of <strong>some</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Question statement</td>
<td>Negative statement</td>
</tr>
<tr>
<td>Do we have any milk?</td>
<td>I don’t want any milk.</td>
</tr>
</tbody>
</table>

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

Do you have any books in your school bag?

Yes, I do. I have 3 books in my school bag.
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.

![Images of items to buy](image1.png)

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

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? (↓)
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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like lentils? (↑)</td>
<td>Yes, I do. (↓)</td>
</tr>
<tr>
<td>Are you from Chittagong? (↑)</td>
<td>No, I’m not. (↓)</td>
</tr>
</tbody>
</table>

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?

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. Shahib 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.

Hi! I’m Riya. What’s your name?
I’m Shanta.

I’m in Class 4. Are you in Class 4?
Yes, I am.

B. Use of question mark (?)

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

<table>
<thead>
<tr>
<th>Do you go to school?</th>
<th>Who is your teacher?</th>
</tr>
</thead>
</table>

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.

B. Use of exclamation mark (!)

We use an exclamation mark for strong feelings or surprise.

<table>
<thead>
<tr>
<th>Be careful!</th>
<th>Don’t stand up!</th>
<th>Oh, no!</th>
</tr>
</thead>
</table>

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

48
A. Look. Read and say.

Sayeed 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, “please 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.

<table>
<thead>
<tr>
<th>Aziz, is this pen yours?</th>
<th>No, it’s not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love cricket.</td>
<td>Oh, I do, too!</td>
</tr>
</tbody>
</table>

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: Hmmm.... cucumbers, carrots or lettuce.

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 maytun 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.

Dear Ismail,

Sumon is my new friend at school. He is from Bogra. Every day 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!

Your friend,

Kajol

Date

24th April, 2016

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.
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.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<tbody>
<tr>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
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<td>1</td>
<td>2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22</td>
<td>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</td>
<td>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</td>
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<tr>
<td>May</td>
<td>June</td>
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<td>Sat Sun Mon Tue Wed Thu Fri</td>
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<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
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<tr>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
<td>Sat Sun Mon Tue Wed Thu Fri</td>
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</tbody>
</table>

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

60
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.

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.

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.
A. Look, listen and say.

Today is my birthday! I’m four years old!
Four? You’re not four. You’re in Class 4!

Oh! You’re right. I’m in Class 4. But I’m nine years old.

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

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
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<th>Wednesday</th>
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</table>

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.

64
A. Look at the calendar. Read.

**February 2016**

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>28</td>
<td>29</td>
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</tbody>
</table>

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.

This chicken is good!
We cooked it!
We helped mum!

B. Past simple 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!

<table>
<thead>
<tr>
<th>make</th>
<th>made</th>
<th>go</th>
<th>went</th>
<th>have</th>
<th>had</th>
<th>read</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was / were</td>
<td>see</td>
<td>saw</td>
<td>eat</td>
<td>ate</td>
<td>sit</td>
<td>sat</td>
</tr>
</tbody>
</table>

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 past simple tense of the verbs in brackets.

Hi, I’m Syed. 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?
2. Who did he go with?
3. What did he eat?
4. Where did he sit?
5. What did he do with his brother and sister?
6. How was the traffic on the way home?

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 Calcutta Art College, but his family didn’t have the money. In 1938, he got the money and he went to the Calcutta 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 Jessore.
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 Jessore 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.

1. When was Sultan born?
   a. in 1919    c. in 1923
   b. in 1938    d. in 1994

2. What did Sultan do after he left school?
   a. He went to work with his father.
   b. He made a lot of money.
   c. He stopped drawing.
   d. He became a fisherman.

3. How long did Sultan stay at college?
   a. for five months
   b. for two years
   c. for three years
   d. for five years

4. Where is the Sultan Mela held?
   a. Calcutta    b. Jessore
   c. Dhaka      d. Narail

E. Pairwork. Check your answers with a partner.

F. Dictation. Write the sentences in your exercise book.
A. Read and say.

My name is Kusum. 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 Kusum live?  4. Who did he go with?
2. Where did Kusum 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.

1. Hi, Moloy. How is everything?
   - Not bad.

2. What are you doing after exams?
   - I’m going on holiday with my family.

3. Where are you going?
   - We’re going to Cox’s Bazar. And you?

4. I’m not sure. We may go to our village home in Lalmanirhat.

B. Pairwork. Ask and answer.

1. Where is Moloy going?
2. Who is Moloy going with?
3. Is Tania going to Cox’s Bazar?
4. Who may go to Lalmanirhat?

C. Pairwork. Act the dialogue in Activity A.
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 questions about the holiday plans.

<table>
<thead>
<tr>
<th>Name</th>
<th>Holiday places</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biju</td>
<td>Shimultoli village</td>
<td>next week</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Zeinab</td>
<td>Phulbari village</td>
<td>next month</td>
</tr>
</tbody>
</table>

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  5  ride bikes
2  sit on the beach  6  eat apples
3  read  7  ride in a boat
4  drink coconut juice  8  watch TV

C. Pairwork. Act the dialogue in Activity A.

74
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.

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.

do
drink
eat
get up
sit
think

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 125 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.

<table>
<thead>
<tr>
<th>cleaner</th>
<th>boatman</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>nurse</td>
<td>dentist</td>
<td>tailor</td>
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</tbody>
</table>

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 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.

80
A garment worker’s day  

Lesson 3

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.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>________ old is Reshma?</td>
<td></td>
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<td>2</td>
<td>________ does she work?</td>
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<tr>
<td>3</td>
<td>________ did Reshma’s family go to Dhaka?</td>
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<td>4</td>
<td>________ does Reshma do?</td>
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<td>5</td>
<td>________ found a job for Reshma?</td>
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<tr>
<td>6</td>
<td>________ does Reshma work extra hours?</td>
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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 questions from Activities A and B.

How old is Reshma?
A. Complete the dialogue between a reporter and a garment worker.

Reporter: What’s ____________________?
Toma: ____________________ Toma.
Reporter: How old ____________________?
Toma: ____________________ sixteen 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.
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, Miss 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
blackberry
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
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
sick
side to side
sing
singer
sister
sit
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
street
strong
student
subject
suddenly
sun
Sunday
sure
swim
T t
tailor
take
take care
talk
tall
teacher
teach
thanked
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

The End
Honesty is the best policy