

ENGLISH FOR TODAY

Class Five



NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA

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ENGLISH FOR TODAY

Class Five

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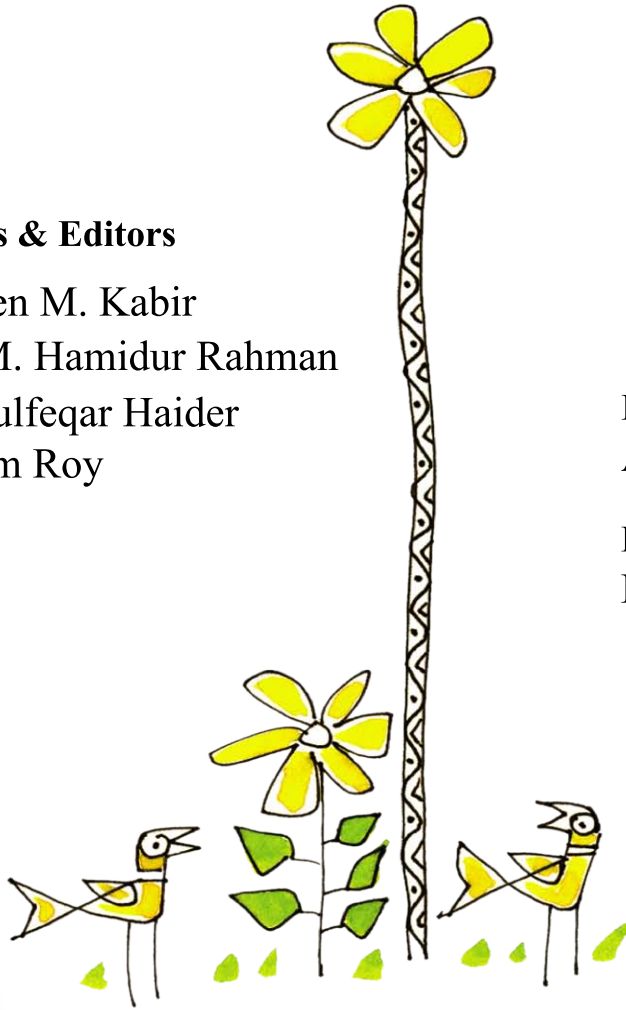
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তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির আওতায় গণপ্রজাতন্ত্রী বাংলাদেশ সরকার কর্তৃক
বিনামূল্যে বিতরণের জন্য

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Preface

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 competence in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given on 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 humanistic 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 make teaching and learning of English most effective and fruitful, 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.

My heartfelt gratitude goes to the curriculum developers, writers, illustrators and coordinator who worked under tremendous time constraint. But for their sincerity, commitment and hard work, it would not have been possible for the NCTB to develop the English textbook 'English For Today' make available to teachers and students all over the country by January 2013. As the book was developed within a very limited time, there is room for further development. Any constructive suggestions from anybody would help us improve the book.

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

Professor Md. Mostafa Kamaluddin
Chairman
National Curriculum and Textbook Board
Dhaka

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1

Hello! May I Introduce Myself?



A Read and say.

Sima: Hello! May I introduce myself? I'm Sima.

Raina: Hi! I'm Raina.

Sima: Where are you going,
Raina?

Raina: I'm going to Chittagong
on holiday. And you?



Sima: Well, I'm going to Sylhet.

Raina: Oh, really?

Sima: Yes, I live in Sylhet. I came to Dhaka with my father.
Look, my father is calling me. Our train leaves in 10
minutes.

Raina: Well, it was nice to meet you, Sima. Have a good
journey.

Sima: Thanks. Nice to meet you, too, Raina. Bye and have fun
in Chittagong.

Raina: Thanks. Bye!



Language Focus: Useful expressions

May I introduce myself? I'm

Have a good journey.

Have fun.

Thanks. Bye!

A1 Choose the right answer.

- i) Sima and Raina are talking at a
 - a. bus station.
 - b. shopping place.
 - c. railway station.

- ii) Who live(s) in Dhaka?
 - a. Sima
 - b. Raina
 - c. both Sima and Raina



A2 Practise saying the dialogue in section **A** in pairs.



A3 Introduce yourself to another student or to your teacher as if you don't know each other.



B Read the following dialogue.

Come, I'll introduce you to.....



Tamal and Amina often come to the Town Hall Language Club to practise speaking English. They listen to CD, watch movies on DVD or practise speaking English with friends. Today, as they come in, they see a foreigner, a young man, sitting alone at a corner table.

Amina: Look, Tamal! Who's the gentleman over there? Do you know him?

Tamal: Yes, That's David Smith. He's working with an NGO here. I met him yesterday at the book store.

Amina: Can we go and sit with him? We can practise our English with him!

Tamal: Good idea. *Come, I'll introduce you to David.*



B1 Now, discuss the following questions in pairs.

- i) Where are Amina and Tamal?

- ii) Where does David work?
- iii) Is David a friend of Tamal?
- iv) Why does Amina want to go to David's table?



C Read the following dialogue.

Meet my friend ...

Tamal: Hi, David!

David: Hello, Tamal! How are you?

Tamal: Fine, thanks. David, meet my friend, Amina Zaman. And Amina, this is David. David Smith.



Amina: Hello, Mr. Smith!

David: Hello! Please call me David. And can I call you Amina?

Amina: Sure.

David: Are you in a hurry?

Amina: Not really. We often come here in our free time.

David: Great! Let's sit down and chat.



Language Focus: Some useful expressions

Meet myfriend/cousin/classmate, etc.

Please call me (David/Amina, etc.)



C1 Practise saying the conversation in pairs.



D Read the dialogue below.

See you!

Badal : Hello, Mamun! How are you?

Mamun : I'm fine, thanks. And you?

Badal : I'm fine too. Listen, I'm going to the Book Fair.
Would you like to come?

Mamun : Sorry, friend. I have to go home first to drop these
medicines. But I can join you after an hour.

Badal : That's fine. I'll wait for you. See you at the fair.

Mamun : Right. See you there. Bye!

Badal : Bye!



Language Focus: *Some useful expressions*

We use the following words and expressions to take leave
and end a conversation.

See you. Bye!

Right. See you then/there. Bye!

Bye!



E Read the dialogue below.

Let me introduce you to

Mr. Ahmed : Good morning, Mr. Saha!

Mr. Saha : Good morning, Mr. Ahmed! How are you?

Mr. Ahmed : Fine, thanks. Do you have any class now?

Mr. Saha : No, not now. But I have a class in the next period.

Mr. Ahmed : Good. Let me introduce you to our new
colleague, Ms. Anna Smith.

Mr. Saha : Sure.

Mr. Ahmed : Good morning, Ms. Smith! Please meet our
colleague Mr. Saha. And Mr Saha, this is
Ms. Anna Smith, our new English teacher.

Mr. Saha : How do you do?

Ms. Smith : How do you do?



Language Focus: Some useful expressions

Remember the following expressions.

Let me introduce

How do you do?

E1 Choose the correct answer.

The people in the conversation in section E are

- a) in the Teachers' Room.
- b) in an interview board.
- c) at a railway station.



E2 Practise the conversation with two classmates.



Language Focus: Titles with names

Remember the following points while using titles with people's names.

- i. We use Mr. before a man's name. Notice that with Mr. we use the full name or just the surname/last name. For example, Mr. Bijon Saha or Mr. Saha.
- ii. We use Mrs. before a married woman's name. Notice that with Mrs. we use husband's last name only. For example, Asad Haider's wife is Mrs. Nina Haider or Mrs. Haider, NOT Mrs. Nina.
- iii. We use Miss. with an unmarried woman's name. For example, Miss. Fatema Sultana or Miss. Ana Smith or Miss. Smith. Smith is the family name, here the father's name, not husband's name.
- iv. We can use Ms. (pronunciation: Miz) both with married and unmarried woman. It doesn't tell if a woman is married or not. For example, Ms. Anna Smith, Ms. Naina Haider or Ms. Nasrin Sultana.

F Checking information



F1 Match the questions in column A with the response in column B. Listen and check. Then practise with a partner. Use your own information.

A	B
i. What's your full name?	a. Sen
ii. How do you spell your first name?	b. Tamalika
iii. Excuse me, what's your last name again?	c. Tamalika Sen
iv. What do people call you?	d. T-A-M-A-L-I-KA



F2 Work in groups. Make a list of names and nick names of your friends in the group. Introduce yourself with your full name. Use the cues given in the table above.



F3 Introduce two of your classmates to one another.

Imagine that two of your classmates do not know each other. Use the expressions from the conversations above, e.g. *Let me introduceto you; May I introduce to you? Or Meet my friend.....*



F4 Read the following expressions. What will you say in reply to each of these expressions? Read each expression and give a quick reply.

- a) How do you do?
- b) How are you?
- c) Good afternoon!
- d) Good morning!
- e) See you tomorrow.
- f) Good bye!
- g) Bye, bye!
- h) Have a good journey!
- i) Have fun.
- j) Nice to meet you.

2

Say It Right

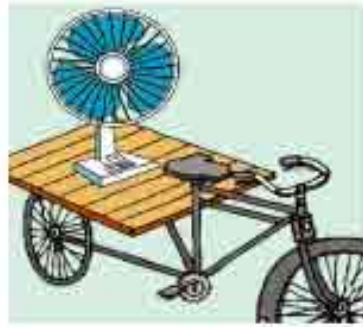


A Look, listen and say.

f f f, f is for **fan**

v v v, v is for **van**

The **fan** is on the **van**



Veil, veil, veil

A woman in a **veil**.



Vine, vine, vine

Grapes on a **vine**.





B Look, listen and say.

s s s, s is for Sue

z z z, z is for zoo

sh sh sh, sh is for shoe.

Sue is at the zoo

Wearing one shoe.

sz as in treasure

Measure, measure, measure

Measure the treasure

In your leisure



C Look, listen and say.

th th th

th as in three

Up on a tree.

Think, think, think

Three and thirty- three.





D Look, listen and say.

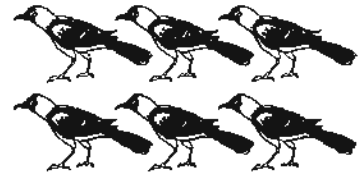
The the the,
The bird is free.
This, this, this
This bird is free.



That bird is not,
It's in a cage,
It's not free.



These, these, these
These are crows
Sitting in rows.



Those, those, those
Those are sparrows
Bathing in shallows.



Vocabulary: *shallows* (area of water not deep), measure,
treasure, sparrow

3

Speak with Rhythm



A Read, listen and speak.

English speech has its rhythm. Say the following words aloud. Clap your hands when you say words with stressed syllables. Different groups of students will say different lines.

'pen 'hen 'cat 'hat
 a 'pen a 'hen a 'cat a 'hat
 a 'pen and a 'hen and a 'cat and a 'hat

Notice that the lines are not of the same length. But when different students say the lines, they take more or less the same amount of time and stress comes at a fixed time, like beats in music.



A1 Here are some rhymes. Let's sing them. Mark the rhythm by clapping your hands and tapping your feet.

Ding Dong Bell
 Pussy's in the well.
 Who put her in?
 Little Tommy thin.
 Who put her out?
 Little Tommy stout.



Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down
Hickory Dickory Dock.



Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily
Life is like a dream.



Baa Baa Black Sheep
Have you any wool?
Yes Sir, Yes Sir,
Three bags full.

One for my master,
One for my dame,
One for the little boy
Who lives down the lane.



A2 Now sing the rhymes in groups.

4

An Evening with Saikat's Family



A Look at the pictures and say what each person is doing.



A1 Read the following passage.

Saikat lives with his parents in an apartment in Bogra. His father, Mr. Islam, is a banker. In his free time, Mr. Islam writes stories. He loves listening to music of old times, too. Saikat's mother, Maleka Begum is a housewife. She loves sewing in her free time. She makes dresses. She often gets orders from her friends and neighbours. Saikat reads in class five. He is a good student. He wants to improve his English. So he watches cartoons on TV and reads English story books everyday.

Here is a chart showing what Saikat and his parents usually do in the evening.

	6:00 to 7:30	8:00 to 8:30	9:00 to 9:30	10:00	10:30	11:00	11:30
Saikat	study	watch TV cartoon	eat dinner	help mom wash and clean	read story books	go to bed	—
Mom	cook dinner	make dresses	serve and eat dinner	clean and wash	—	watch TV	go to bed
Dad	read newspaper /magazine	watch TV news	eat dinner	listen to music, do some writing	—	watch TV Talk-show.	go to bed



A2 Look carefully at the chart above and answer the following questions.

- i) It's 6:30. What is Saikat doing?
- ii) It's 8:00. What is dad doing?
- iii) It's 10:30. What is mom doing?
- iv) It's 8:30. What is Saikat doing?
- v) It's 11:00. What is dad doing?

- vi) It's 9:30. What are Saikat and his parents doing?
- vii) It's 10:30. What is dad doing?
- viii) It's 10:00. What is dad doing?
- ix) It's 8:00. What's mom doing?
- x) It's 7:00. What are Saikat, mom and dad doing?
- xi) It's 11:00. What is Saikat doing?



A3 Refer to the chart. In pairs, ask and answer questions about Saikat and his parents. Use the model given below.

A: It's 8:00. What is doing?

B: He / She is

A: What was he/she doing at 7:00?

B: He/she was

A4 Refer to the chart again. Use the following model with *while*.

A: What was ...(Saikat)..... doing while
...(mom)..... was watching TV?

B: Saikat/He was sleeping.



A5 Write a short paragraph describing what you usually do in the evening.



A Read the following dialogue.

Interviewer: Excuse me, I'm from 'Campus Life' magazine. Would you please answer some questions?

Shahed : Yes, no problem.

Interviewer: Would you please tell me your name and which class you read in?

Shahed : My name is Shahed. I'm a student of class 5.

Interviewer: How do you spend your leisure time, Shahed?

Shahed : Well, I usually go for walks. If it is too hot, I sometimes go swimming in the river. I love swimming. It keeps me fit.

Interviewer: Thank you, Shahed.

(To a girl)

Interviewer: Hello! I'm from the 'Campus Life' magazine. Can I ask you some questions?

Nasreen : Sure. What do you want to know?

Interviewer: What's your name and which class do you read in and how do you spend your leisure time?

Nasreen : My name is Nasreen and I am in class 5. I spend my leisure time drawing and painting. I love to sing too.

Interviewer: Thank you, Nasreen.



A1 'Campus Life' is a student magazine. What other kinds of magazines are there?

- i) A magazine about sports is a _____
- ii) A magazine about travel is a _____
- iii) A magazine about fashion is a _____
- iv) A magazine about business is a _____
- v) A magazine about health is a _____



A2 Work in pairs. Say something about an activity. Your partner then says what that activity does for you.

Examples: **A:** I spend my leisure time painting.

B: Painting makes you happy.



A3 Now, practice similar conversations in pairs using the following cues:

A: I spend my leisure time gardening.

B: keeps fit.

A: I spend my leisure time reading books.

B: gives pleasure.

A: I spend my leisure time eating snacks.

B: makes

A: I spend my leisure time walking in the park.

B: keeps

A: I spend my leisure time doing nothing.

B: makes



A4 Fill in the blanks in the following dialogue about leisure activities in your class.

A: Good I'm a reporter from a students' magazine. May I ask you some questions?

B: course. What is it?

A: How do you your leisure time?

B: I spend my timeing

A: And why do you like to do that?

B: Well, because makes/keeps me

A: Thank you very much.

B: You're welcome.



A5 Practise the filled out dialogue in A4 in pairs.



A6 Make polite requests with *would you/could you ...*, using the cues given below. Your friend answers with one of the expressions: *sure/of course/sorry, I can't*, etc.

Example: **A:** Could you lend me your book?

B: Sure, no problem.

Or, Sorry, I can't. I'm reading it now.

- i) You want someone to open the door for you.
- ii) You want someone to speak more slowly.
- iii) You want someone to answer a question.
- iv) You want someone to lend you a dictionary.
- v) You want someone to tell you a story.



Language Focus: saying 'no' politely

Remember that when you say 'no' to a request, it is polite to give a reason for saying 'no'.

6

Days in a Calendar



A Look, listen and read.

Remember:

60 seconds make a minute

60 minutes make an hour

24 hours make a day

7 days make a week

About 4 weeks make a month

12 months make a year

365 days make a year

366 days make a leap year



B Look, listen and say.

Do you remember the names of days of the week? Here they are again.

Days of the Week		
	Sunday	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	

Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday.
What's today?



C Look, listen, read and say.

Remember the months of the year? Here they are again.



January, February, March,

April, May, June,

July, August, September,

October, November, December.

These are the twelve months of the year.

Now sing them together so we can all hear.

How many months are there in a year?

Twelve months in a year.



D Look at this calendar page for January 2013. Do you know how to use it?

January-2013						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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		

Look at the calendar. The first day of the year 2013 is a Tuesday. It is also the first day of January. The last day of the month is the thirty-first of January. It's a Thursday. There are four Fridays, Saturdays, Sundays and Mondays in the month of January. But there are five Tuesdays, Wednesdays and Thursdays in this month.



D1 Answer the following questions.

Today is _____.

All day long, all day long.

Yesterday was _____.

Tomorrow will be _____.

Oh what fun!

What date is the second day of January?

What date is the first Saturday of the month?

What date is the last Friday of the month?

What day is the 10th of January?

What day is the 21st of January?

What day is 22nd of January?

7

Eat Healthy Live Healthy



A Look at each food item below. Which ones do you like to eat and which ones you don't like to eat?

Look at the two faces- a happy face and a sad face. Draw the happy face next to the food you like. Draw the sad face next to the food you don't like.



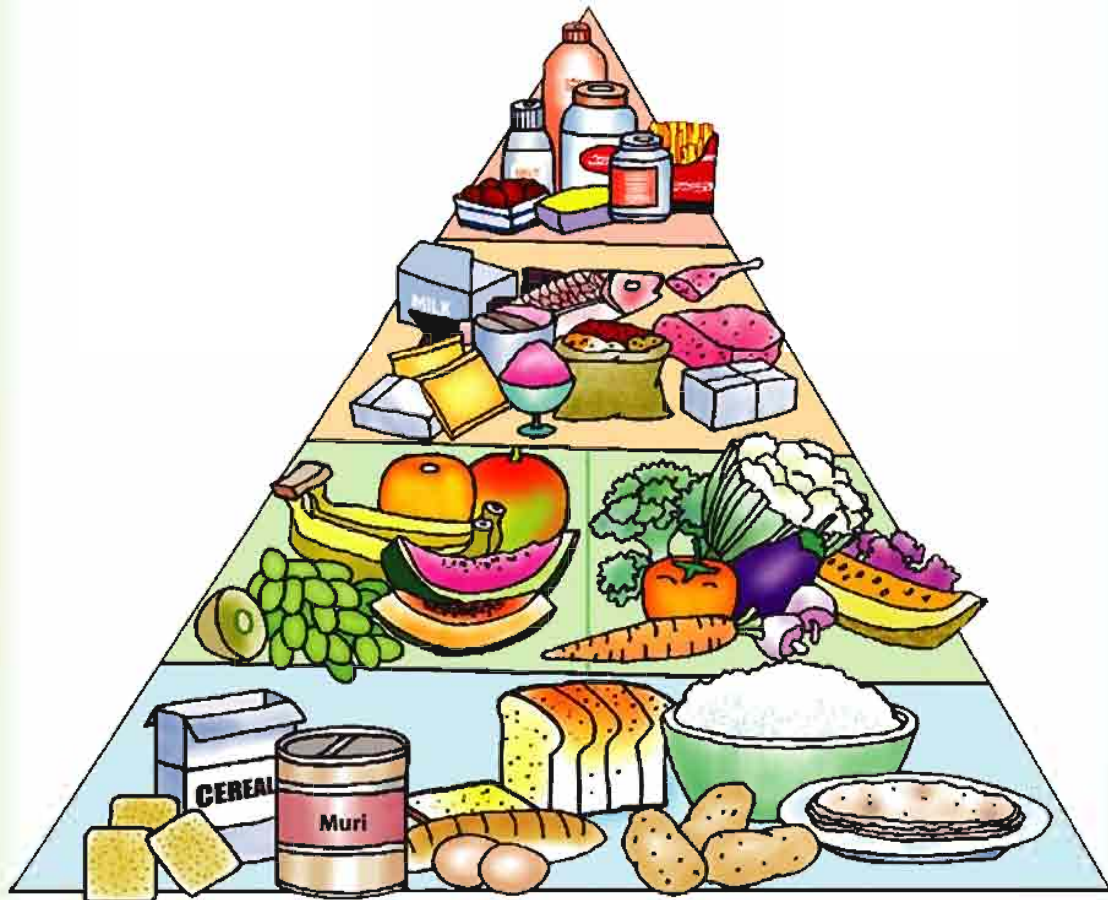
A1 Compare your liking and disliking with that of a partner. Discuss the following questions in pairs.

- Are all the foods you like good for health?
- Which foods can keep you healthy?



B Read the text below to know about what food you should eat more to keep healthy.

There is a well-known saying that “You are what you eat”. It means if you eat healthy foods, you will be healthy. If you eat nothing but potato chips, you certainly won’t be fit and healthy. Your body needs a good mix of foods.



Food Pyramid

So which foods are good? Have you ever heard of the Food Pyramid? No, it's not a huge pile of stones in Egypt! The Food Pyramid is a chart to show the five groups of foods. This chart also tells us how much of each group of food we should eat.

Look at the picture of the Food Pyramid. What foods do you see at the base or the bottom of the pyramid? They are breads, cereals, rice, noodles, potatoes, etc. You should eat plenty of these foods. Then in the next group you can see some fresh fruits and vegetables. You must eat them regularly. As you go up the pyramid, you find dairy products (milk, cheese, yogurt) and meat, fish and beans, nuts and eggs. You should eat these food items moderately. They are important for health but we don't need too much of them. And at the top you have fats, oils, sweets, etc. You should eat very little of these foods.

Remember that the most important meals of the day is breakfast! If you eat a healthy breakfast before leaving for school you will feel strong and active the whole day. You will then pay more attention at schools and will surely remember your lessons better.

Vocabulary: *Pyramid, cereals, plenty, moderately*



B1 Look at the list of foods. Which of these foods you should eat most of the time, moderately or very little? Discuss with a partner. You may look at the Food Pyramid for help.

fruits and vegetables, sweets, biscuits, breads, rice and chapati, chocolates bars, milk, cheese, potato chips, yogurt, chicken, fish, nuts, ice-creams.



C Read and perform the play in small groups.

Children: I wish I were a millionaire!

I'll go out and buy some chocolate flowers,

I'll be eating ice-cream for hours,

If I were a millionaire!

I wish I had my own sweets shop!

I'll be eating toffee and lollipops,

May be drink a big can of coke,

If I had my very own sweets shop.

Papa: You'll better eat your breakfast

And eat your lunch and eat your dinner too.

No more candy, no more cake
No more chips of potato only.
I'll throw them all in a litter,
Let's have something better.

Children: We don't need any breakfast,
We don't need lunch or dinner,
We'll wait for Eid and Christmas
To eat all the candy in the big jar.

Papa: Now clean that room and wash the hands
And sit right down for dinner,
Eat the vegetables and eat the rice
Now that's what I'm talking about.

Children: We don't need any breakfast,
We don't need lunch or dinner,
We'll wait for Eid and Christmas
To eat all the candy in the big jar.

I wish I were a millionaire!
I'll go out and buy some chocolate flowers,
I'll be eating ice-cream for hours,
If I were a millionaire!

[Adapted from *Breakfast, Lunch and Dinner*, Song and lyrics by Kermit Ruffins]



Language Focus: *Adverbs*

You must eat them *regularly*.

You should eat these foods *moderately*.

Notice the word in italics in the above sentences. These words tell how an action is done or performed. Such words are known as *adverbs*.

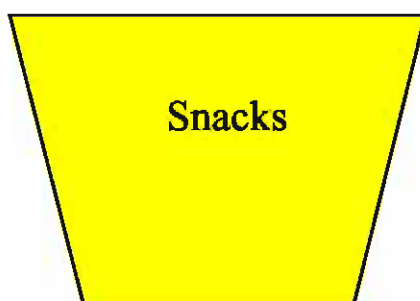
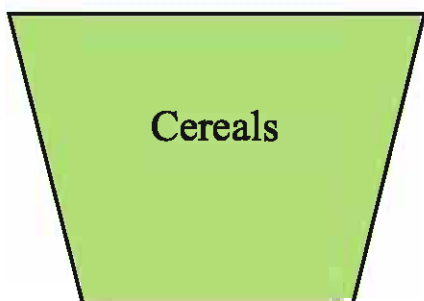
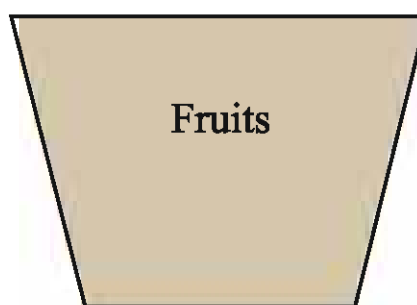
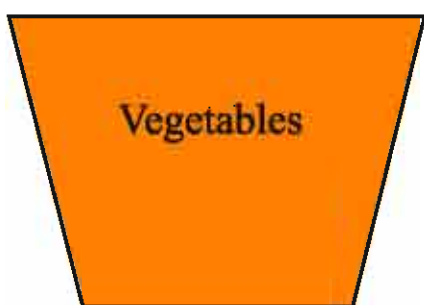
C1 Match the words 'You should' and 'You shouldn't' in column 1 with a word or words in columns 2, 3 and 4. One is done for you.

1	2	3	4
You should	eat	the roads	politely
	cross	your teacher	carefully
	answer	in class	regularly
You shouldn't	talk	your homework	loudly
	do	vegetables and fruits	carelessly



D Make word groups. Put each of the following food items in a basket with the suitable heading.

tomato, puffed rice, lichi, pumpkins, singara, banana, pudding, noodles, cheese, guava, firni, sandwich, pineapple, biscuits, cornflakes, eggplants, orange, yogurt, chapati/roti, cake, carrots





A Read the following passage.

Raka is at home. She didn't go to school. She has a cough, a sore throat and a fever. The doctor says that she has got the flu. He has prescribed Raka some medicines. At the same time he has written down a list of things to do to get well soon. Here is the list of things to do:

- Eat some food to give your body energy. Try to eat even if you don't feel hungry.
- Take enough rest. Stay at home.
- Drink a lot of liquids.
- Cover your mouth and nose with a tissue or handkerchief when you cough or sneeze. Be careful to use your own glass and plate. You don't want to spread the virus to others.

A1 Choose the correct answer.

- i) Raka has got
- a. typhoid.
 - b. influenza.
 - c. chicken pox.
 - d. headache.
- ii) Raka is forced to stay at home because
- a. she got punishment at school.
 - b. the school is closed.
 - c. she is sick.
 - d. she fell down.

iii) 'Drink a lot of liquids'. Here 'liquids' mean

- a. water and juice
- b. soft food
- c. fruits
- d. sweets



A2 Mention three things you can do to avoid spreading the disease to others.



B Read the following passage and the letter below.

Raka does not like being sick. She wants to be back at school, studying and playing. But she is not yet fully well. So, she writes a letter to her friends.

Kakoli Nibash
23 Lake Road
Barisal

March 12, 2013

Dear friends,

I hope you never get the flu. It gives you a runny nose, cough, sore throat and a fever. You also have a headache and pain all over your body. Although I'm feeling better now, I still feel weak and bored. I can't ask you to come because I don't want you to be sick. But I can have letters and I hope to hear from you soon.

What's new with you? How are things at school? Please write.

Your lonely friend,

Raka



B1 Practise writing letters.

Imagine Raka has written the letter above to you. Work in small groups to write a letter back to Raka. Follow the form that Raka has used in her letter. Your letter should have –

a heading,

greeting,

body,

closing and

a signature/name

- Cues:**
- i) Use your school address for the heading.
 - ii) In the first paragraph, show your concern for Raka's illness. You may suggest something Raka can do while she's ill.
 - iii) In the second paragraph, tell her about some things happening at your class/school.
 - iv) End by telling Raka that you hope she will get well soon. Remember to use a comma after the closing.
 - v) Sign your name.

**A Read the following passage.**

Raju is a firefighter. Long time ago, when Raju was in class 5, there was a fire in his school building. Everyone got panicked. But soon a fire brigade came and put out the fire. Raju could not forget this for many days. After finishing HSC, he joined a volunteer fire department.

Now, Raju is a full-time firefighter. His main job is putting out fires. He also trains young people to become firefighters.



In his free time, Raju likes to visit schools. He speaks about preventing fires. He tells students what to do if there is a fire. He also tells them that they should be physically fit, brave and careful to be firefighters.

Vocabulary: panicked, put out, prevent, full-time, brave, careful, safe



A1 Say if the following statements are True or False. If false, give the true answer.

- i. Raju is now a volunteer firefighter.
- ii. He's afraid of fire, but it's his job to fight fire.
- iii. A part of his job is to train people who want to become firefighters.
- iv. It's his job to visit schools, too.
- v. He tells children stories about his adventures.



A2 Fill in the gaps with a *statement* or a *question* as suitable.

- i. What does a dressmaker do?
.....
- ii. What does a singer do?
.....
- iii. What does a film actor do?
.....
- iv. What does a bus driver do?
.....

- v. What?
She looks after sick people.
- vi. What?
She/he writes poems.
- vii. What?
He grows crop.
- viii. What?
He sells fruits.



A3 Name a few other professions that you know.
Work in pairs.



A4 Think of a person who works in your area to help you live well. Write a composition on this person by answering the following questions.

- a) What does he/she do?
- b) What time does he/she start his/her work?
- c) How does he/she do the work?
- d) Does he/she like the job? Why/why not?
- e) What will happen if he/she stops working?
- f) What do you think about his/her job?

While talking to others we often ask and answer questions. Our voice usually goes up or rises at the end when we greet people or ask simple *Yes/No questions*. On the other hand, our voice usually goes down or falls at the end when we ask *Wh-questions* or make statements. This rising and falling of the voice is known as 'intonation'. We will practise two types of intonations in this lesson: *Rising intonation* ↗ -when the voice goes up and *Falling intonation* ↘ -when the voice goes down.



A Look, listen and sing.

Hello, hello, hello! ↗

How are you? ↘

I'm very well, ↘

Thank you, thank you. ↗

My name's John, ↘

What's your name? ↘

I am Mary, ↘

Nice to meet you! ↗



Nice to meet you too!

See you, see you!

Bye for now,

See you, see you!



B Listen, look and say.

Can you hear me? ↗

I can, I can, I can.

Can you do what I say? ↗

Yes, yes, yes.

Can you clap your hands? ↗

Clap, clap, clap.

Can you touch your head? ↗

Head, head, head.

Can you touch your nose? ↗

Nose, nose, nose.

Can you show me your ear? ↗

Ear, ear, ear.

Great, great, great!





C Listen, look and say.

I've got a friend.

What's her name?

Her name's Sarah.

Where does she come from?

Bogra, Bogra, Bogra.

How old is she?

Ten, ten, ten.

When does she get up?

Seven, seven, seven.



D Ask and answer the following questions about yourselves. Use proper intonation.

- a. What's your name?
- b. Do you want to play a game?
- c. What game do you want to play?
- d. Do you come from Sylhet?
- e. Where do you come from?
- f. Can you speak French?
- g. Do you live in Dhaka?
- h. What's your best friend's name?



- Richard Le Gallienne



A Listen to and read the following poem.

I meant to do my work today-
 But a brown bird sang in the apple-tree,
 And a butterfly flitted across the field,
 And all the leaves were calling me.

And the wind went sighing over the land,
 Tossing the grasses to and fro,
 And a rainbow held out its shining hand-
 So what could I do but laugh and go?

A1 Answer the following questions.

- i. Describe what everyone in the poem was doing.
- ii. What did the poet want to do?
- iii. What did the poet actually do at the end?



A Use of Capital letter, Full stop [.] and Question mark [?]

Remember that

- every sentence begins with a *capital* letter.
- the name of a person or a place begins with a *capital* letter.
- a sentence that tells something or gives a statement or gives a mild command, ends with a *full stop* [.] .
- a sentence that asks something ends with a *question mark* [?] .

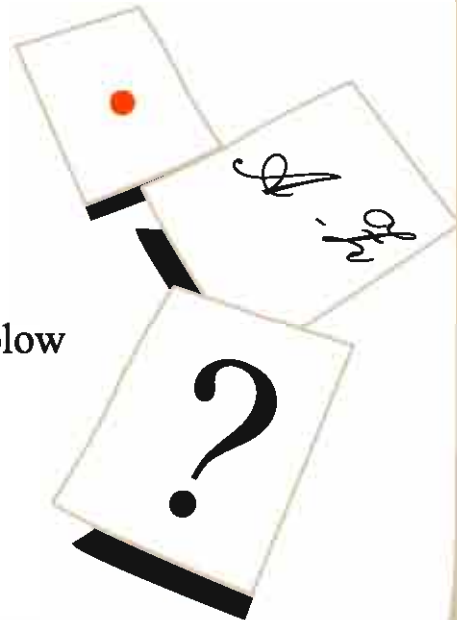


A1 Rewrite each of the following sentences using cursive letters. Add capital letter, full stop or question mark.

Example: this is shammi

Answer: This is Shammi.

- the sky becomes dark
- a strong wind starts to blow
- is it going to rain
- rina opens her umbrella
- suddenly it blows away



- vi. did the wind take it
- vii. it sails high above the street
- viii. will the wind give it back



B Using Comma

Remember that we use comma:

- to separate three or more words in a series.

*Example: Mili, Nayan and Saleh are my friends.
They are kind, polite and caring.*

- to separate words that introduce a sentence.

*Example: Well, how are you? Oh, I'm fine.
Yes, I know Laila. No, I don't know Yusuf.*

- to separate the name of a person addressed in a sentence.

*Example: Tanim, listen to this song.
Neel, can you please turn on the radio?*



B1 Copy each sentence below using cursive letters in your exercise book and add comma where necessary.

Example: Mary what are you looking at?

Answer: Mary, what are you looking at?

- i. Joy do you see that butterfly over there?
- ii. Yes I do. Oh it is beautiful!
- iii. Yes it is. Its wings are blue yellow brown and red.
- iv. Mary can we try and catch it?
- v. No we can't.
- vi. Well I can surely take a picture.
- vii. Oh you can do that.



C Using Exclamation Mark.

Remember that we use exclamation mark:

- after statements that express strong feelings.

Example: You did fantastic!
You look great!

- after strong commands and words expressing strong feelings.

Example: Stop fighting!
Hira, come and see me immediately!
Wow! What a picture!



C1 Copy the following sentences using cursive letters in your exercise book. Add exclamation mark as needed.

- i. How wonderful
- ii. Well done It was a fantastic game
- iii. Oops I almost fell

“Have you seen an Igloo?” asks the Teacher.



A Using Quotation Marks [“ ”]. Read and say the following sentences.

Amal says, “Come, Neel, let’s read this story together.”

Neel says, “I’m not feeling well, Amal. I want to go home. Can we read it later?”

The teacher asks, “Do you know what an igloo is?”

“Yes, Teacher. The Eskimos live in the igloo. It is a house built of snow”, answers the student.



Language Focus: *Quotation marks*

We use **quotation marks** (“ ”) to show that we are copying words that someone else said or wrote. When we write down the words of others exactly as they said them, we use quotation marks at the beginning and at the end of the words of others. We use comma before or after the quotation marks. We also start the first word inside the quotation marks with capital letter.



A1 Rewrite the following sentences using comma, quotation marks and capital letter where necessary.

- i) Mohua said may I come in teacher?
- ii) The teacher looked up and said yes you may. Why are you late?
- iii) i am sorry teacher i could not get any rickshaw said Mohua.
- iv) The teacher said well try not to be late again.
- v) Yes, teacher said Mohua softly



A2 Review work. Rewrite the following sentences using quotation marks, capital letter, comma and full stop.

- i) bulbul said mom tell me a story
- ii) mother said I'm busy now let me finish cooking first
- iii) can I go and watch the TV? asked bulbul
- iv) well if you have finished your home work said his mother
- v) Bulbul said yes mom I have



A Mamun is from Kishoreganj. Read the text below to know about Mamun's home town.

The name of my home town is Kishoreganj. It is a district headquarters and is only 145 kilometers north-east of Dhaka. The name Kishoreganj comes from the name of an old landlord known as Brojakishore Pramanik or Nandakishore Pramanik.

The district consists of 8 municipalities, 13 upazilas, 110 unions, and 1794 villages. The area of Kishoreganj town is 19.57 square kilometre. The river Narasunda flows across the town. There are many important places in and around this small town. You



Shah Muhammad Mosque

can see the largest Eid ground known as Solakia Eid Ground, the Pagla Mosque and the well-known Govt. Gurudayal College here. If you go out of the town, you will see the fort of Isah Khan at Jangal Bari, the Shah Muhammad Mosque at Egaroshindhur and the Shiva temple of Chandrabati on the bank of Fuleshwari river.



Syed Nazrul Islam

Kishoreganj is also famous as the home of some important personalities. The first woman poet of Bangla literature Chandrabati was born here. Syed Nazrul Islam, the first acting President of Bangladesh is also from this town.

Two popular writers of children literature Upendro Kishore Roy Chowdhury and Sukumar Roy are also from here. The great master of painting, Zainul Abedin also comes from Kishoreganj.



Upendro Kishore Roy Chowdhury



Zainul Abedin

I am very proud of my home town.



A1 Ask and answer the following questions in pairs.

- a) How far is Kishoreganj from Dhaka?
- b) How was the place named 'Kishoreganj'?
- c) What is the size of Kishoreganj town?
- d) How many upazilas are there under Kishoreganj district?



A2 Make a list of three important places in Kishoreganj. Which place do you think is the most interesting? Tell a friend why you think so.



A3 Make a list of three famous persons of Kishoreganj.



A4 Write a passage on your home town following the given cues.

- a. The name of your home town.
- b. Type of the town (district/upazila/divisional town)
- c. The location, size and population of the town.
- d. Story behind its name (if you know).
- e. Some places of interest in or around your home town.
- f. Some famous people from your town.

Where Is the Library?



A Salman's family has recently moved in to the Green Wood area of the city. Salman does not know the neighbourhood well yet. So, he decides to find out where is what in the neighbourhood. Look at the picture below.



A1 Talk about what you see in the picture.



A2 Read the following dialogues.

- a) **Salman:** Excuse me, is there a library nearby?
Man : Yes, the library is on the college road, next to the Post Office.

Salman: Thanks a lot.

b) **Salman:** Excuse me, Sir. Could you please tell me how I can get to College Road?

Man : Go straight this way and then turn left at the corner of Park Street and College Road. You'll see a park on your left. Next to the park is the Post office and next to the Post Office is the Library.

Salman: Thanks.

c) **Salman:** Could you please tell me where the school is?

Man : Well, it's just opposite the Post Office.

Salman: Thanks. You see, we've just moved in here and I don't know the place yet.

Man : Oh, that's okay.

d) **Salman:** Excuse me! Could you please tell me if there is a hospital around here?

Man : Oh, yes. The hospital is that way. It's just five minutes' walk from here. Go straight down the Park Street till you reach the round about. Go past the round about. The hospital is right there on your left. You can't miss it!

Salman: Thank you!

e) **Salman:** Excuse me! Can you please tell me where the bus station is?

Man : Yes. Go straight and then turn left on to the College Road. Keep going. Turn left again after the Library. The Bus Station is on the other side of the road, next to the Supermarket.

Salman: Thank you.

Man : You're welcome.



A 3 Practise saying the dialogues in pairs.



A 4 Fill in the blanks in the following dialogues.

a) **A:** _____! Could you please tell me how I can _____ the Town Hall?

B: Yes. _____ straight this way. Then _____ the first right turn. It's _____ to the Moloy Department Store.

b) **A:** Excuse me! Can you please _____ which _____ the bus station is?

B: It's on the Hill Road. Go straight this way and then _____ left at the traffic signals. The bus station is on your right _____ to the Cinema Hall.

- c) **A:** Excuse me! _____ please tell me how far the stadium is?
B: It's about 15 minutes by bus from here.
A: _____.
B: You're _____.



Language Focus

Vocabulary: Excuse me! : to draw someone's attention;
Move in: to start to live in a new home or place;
Neighbourhood: the area that you are in;
Roundabout: traffic circle

Useful expressions for directions

Go down this road, turn left/right, take a left/right turn,
next to, opposite, how do I get there,
it's ... minutes walk, it's ... minutes by bus/train, etc.



A5 In pairs ask and answer about places in your locality. Then ask and answer about how you can go there from your house or from your school. Use the following expressions.

How can I get to

Where is

Which way is

I'm looking for

How far is

Is there anearby/here?



A6 Look at the drawings and complete the sentences with a word/words from the box.

opposite behind next to in front of outside



1. The telephone booth is the lamp post
2. The boy is standingthe tree.
3. The boys are playing the house
4. The restaurant is the cinema.
5. The butterflies are the window.



B In pairs ask and answer about places in your own neighbourhood. Use the expressions in Language Focus.



A Sharmin's friend Jenny wants to visit some tourist spots in Bangladesh. Read the dialogue between them.

Jenny: Hi, Sharmin! What are the main tourist spots in Bangladesh?

Sharmin: Well, the most popular tourist spot here is Cox's Bazar.



Jenny: Oh, I had been there last time.

I just loved the sea and the beach at Cox's bazar! But I would like to see some new places this time.

Sharmin: Right! There are many places to see in our country. You can go to Srimangal to enjoy the beauty of the tea gardens. From there you can go to Madhabkundu where you can see many beautiful waterfalls. Well, you can also go to the Saint Martin's Island.



A1 Write down the names of a few more places of tourist attraction in Bangladesh.



B Following is the continuation of the conversation between Jenny and Sharmin. Read it.

Jenny: Well, Sharmin, what is special about the Saint Martin's Island?

Sharmin: It's the only coral Island in Bangladesh, Jenny. You can see beautiful coral of different shapes and colours in the blue waters of the Bay of Bengal.



Jenny: Oh, that would be wonderful!

Sharmin: Yes, it is! You can also see the turtles that nest on the Island and a variety of sea fishes too.

Jenny: Wow! Really! Can we go sailing in the sea?

Sharmin: Well, you can take a day-long cruise in the deep sea. You can hire traditional wooden boats or sea-buses. The trips are exciting but safe.



B1 Make a list of things one can see in St. martin's Island.



B2 Match the words on the left with the correct meanings or definitions given on the right.

i) coral

ii) cruise

iii) nest

a) a journey by sea

b) to make and use a place for laying eggs

c) a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures



C Read the rest of the conversation on St. Martin's Island between Jenny and Sharmin.

Jenny: Sharmin, I would love to go to the St. Martin's Island. How can I go there?

Sharmin: Well, you can go straight from Chittagong to Teknaf and from Teknaf to St. Martin's Island.

Jenny: How far is Teknaf from Chittagong?

Sharmin: Teknaf is 156 km from Chittagong.

Jenny: And how far is St. Martin's from Teknaf?

Sharmin: Well, I think, it is 26 nautical miles from Teknaf to St. Martin's.

Jenny: Wait a minute, Sharmin! What is a nautical mile?

Sharmin: Ah-ha! I just learnt it last week from a book on sailing. It is a unit by which one measures distance in the sea.

Jenny: That's interesting! Well, just one more question. How can I get to the Island from Teknaf?

Sharmin: You can go by sea bus. It's about a 2 and a half hour journey from Teknaf to St. Martin's Island.



C1 Practise the dialogue in Section-C with a partner.



C2 Look at the picture of Zero point square in Dhaka. In pairs talk about the distances of different districts headquarters from Dhaka.

Example:

A: How far is Khulna from Dhaka?

B: It's 335 km. (Three hundred and thirty-five kilometres)





A Listen and read.

Sabina learnt to tell the time using full hours. But we often have to tell the time using minutes too. Remember!

60 seconds make a minute.

60 minutes make an hour.

12 hours make half a day.

24 hours make a full day.



For everyday use we count hours up to 12. Counting of hours begin after 12 midnight. You may be sleeping at that time. But the clock never stops ticking.

Tick, tock! Tick, tock!

It's 12 by the clock.

Sleeping at midnight,

Tick, tock! Tick, tock!

Merrily sings the clock.





Get up, get up
Wash yourself,
And say your prayers
It's past 5 o'clock.
Tick, tock! Tick, tock!
Merrily sings the clock.

Eat your breakfast
Take your bag
And go to school
'cause it's 9 o'clock
Tick, tock! Tick, tock!
Merrily sings the clock.



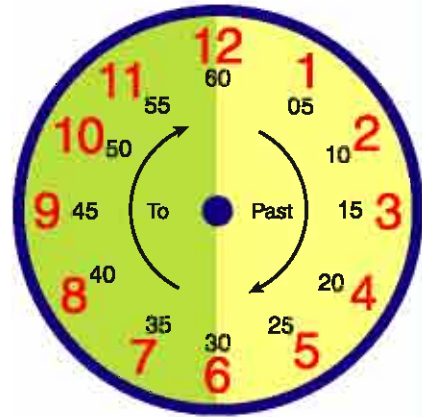
Tick, tock! Tick, tock!
Do your classes
Play your games
Then come back home
When school bell goes
At 4 o'clock.
Tick, tock! Tick, tock!
Merrily sings the clock



B Look, listen and read:

24 hours = 1 day.

We generally use a 12 hour clock. Times after 12 midnight to 12 noon are called a.m. Times after 12 noon to 12 midnight are called p.m. See the following:



12 midnight → 1 a.m. → 2 a.m. → 3 a.m. → 4 a.m. → 5 a.m. → 6 a.m. → 7 a.m. → 8 a.m. → 9 a.m. → 10 a.m. → 11 a.m. → 12 noon = a.m.

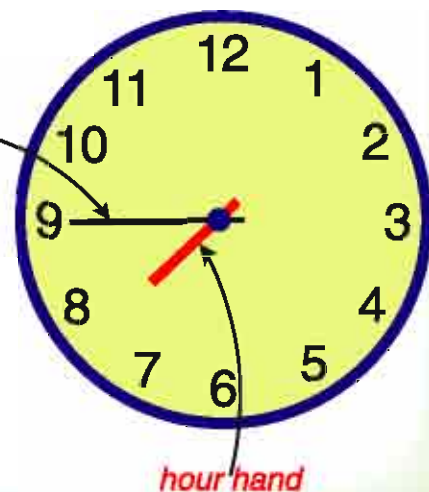
12 noon → 1 p.m. → 2 p.m. → 3 p.m. → 4 p.m. → 5 p.m. → 6 p.m. → 7 p.m. → 8 p.m. → 9 p.m. → 10 p.m. → 11 p.m. → 12 midnight = p.m.



C Look at the clock and read the following rules.

The long hand is the minute hand and the short hand is the hour hand. What time is it? It's

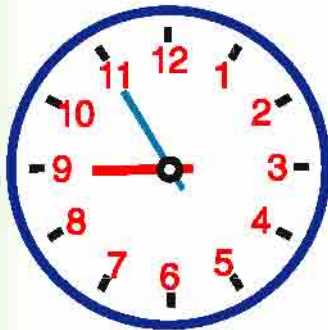
minute hand



hour hand

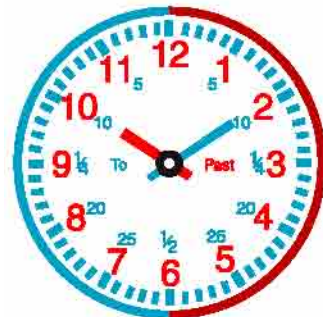
not yet 8 o'clock. 15 minutes are still left before eight. 15 minutes is one fourth or a quarter of an hour. So we say, "It's a quarter to eight."

Look at the clock here. What time is it now? It is fifteen minutes past 7 o'clock. So we say, "It's a quarter past seven."



What's the time now? It's not 9 o'clock yet. Five minutes are still left. So we say, "It's five to nine."

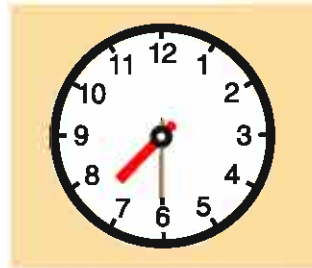
And....what time is it?
It's ten past ten.



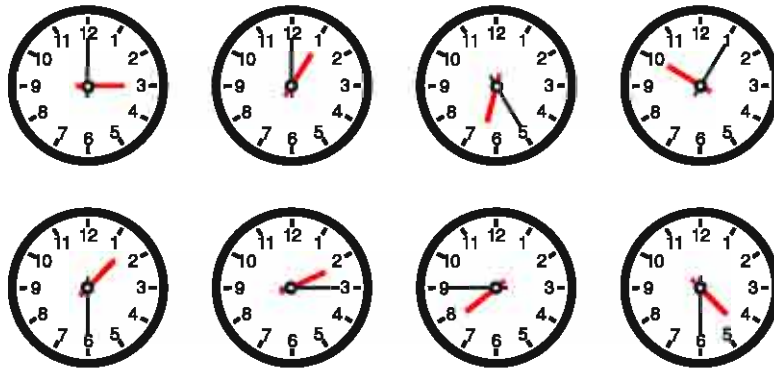
Many clocks and watches have a third hand. The thin long hand in red in the picture is for showing seconds. It shows the exact time to the second. What time is it now? It's 5 seconds and 1 minute past 5 o'clock. But we usually don't talk about seconds.



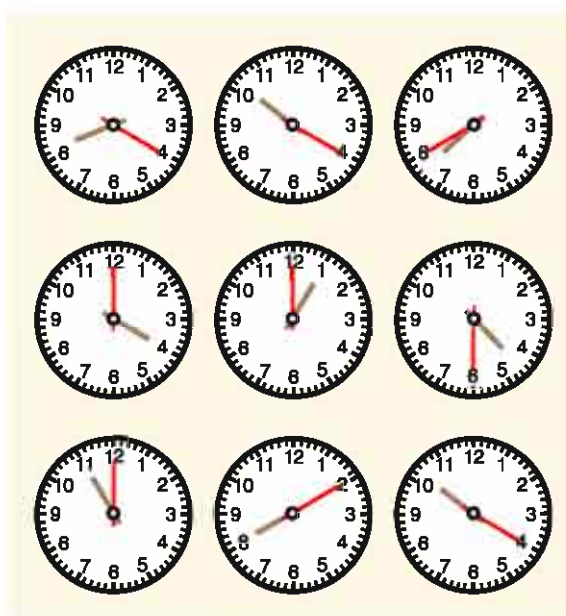
Half hours are also important. For half hours we use 'half past'. Look at the clock face. What time is it? "It's half past seven."



C1 Work in pairs. Say the time of each clock face.



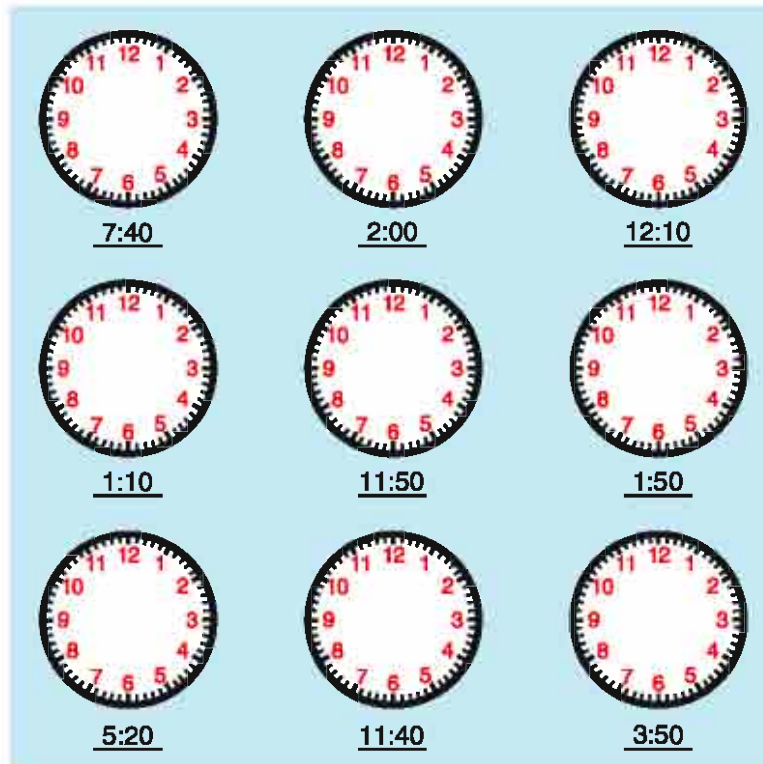
C2 Say the time of each clock face below.



D Time can also be shown digitally. Tell the times shown below by the three digital clocks.



E Draw hands to show time in each clock face.



F Play the game in groups. One student is Mr. Wolf. Other student will show a clock face and ask the time. If the first student can answer correctly, the other student will become Mr. Wolf. Continue like this



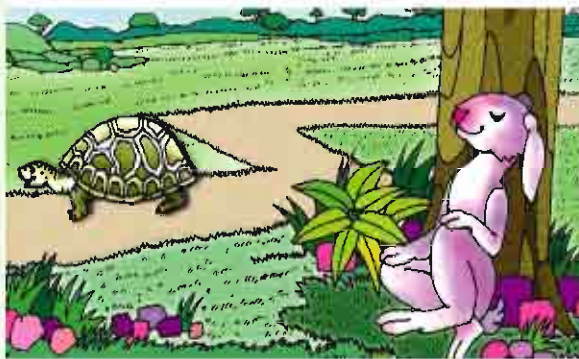
A Listen and read.

Once there was a hare. He was walking beside a forest. Suddenly he saw a tortoise. It was moving very slowly. He laughed at it saying - “Hurry up, you are so slow! Can’t you move a little faster?”

The tortoise felt angry and said, “Why don’t we run a race and see who wins?”

The hare laughed even more. “Why not, let’s do that.” They agreed to start from under a tree and finish at a place near the forest.

So they started their race. In a few minutes the hare was out of sight.



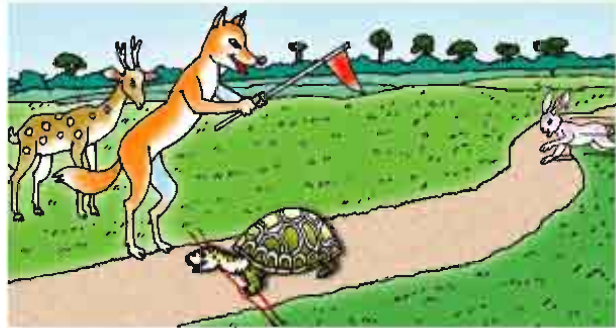
“The tortoise must be far behind,” he said to himself, “I am already half-way through. Why not have a nap beside that tree?” And soon he fell asleep.

But the tortoise walked steadily on and on. In a short time, he



passed by the sleeping hare.

The hare slept longer than he thought he would. When he woke up at last, he looked around and saw in



surprise that the tortoise was near the finishing line. He ran as fast as he could. But it was too late. The tortoise had reached the finishing line before he could do so.

The tortoise looked back at the hare and said smilingly, “See how the slow but steady wins the race!”



A1 Read the following statements. Make questions for them.

- i) Where _____?
The hare was walking beside a forest.
- ii) What _____?
Suddenly he saw a tortoise.
- iii) How _____?
The tortoise was moving slowly.
- iv) Who _____?
The tortoise was near the finishing line.
- v) Why _____?
The tortoise felt angry.



A2 Fill in the blanks with suitable words from the box.

was slow speed race sleep

The hare _____ very proud of his _____. Once he asked a tortoise for a _____. The race began. The hare knew the tortoise was very _____ in running. So the hare, after starting the race, thought he could _____ for a while. He really had a nap. But when he woke up, he found that the tortoise had reached the finishing line.

A3 Match the following words in column A with their meanings in column B.

A	B
beside	swiftness
speed	next to
nap	competition
race	sleep
reach	arrive



A4 Tell the story in your own words.



A Look, listen and read.

A birthday is a memorable day in one's life. This is the day when you were born. Children around the world have fun on this day. Parents ask other children to come and have a party. They wear new clothes, sing songs, play games and enjoy the day in different ways.



There is usually a birthday cake. Candles are lit on it. The number of candles depends on how old a child is. In the picture there are five candles. It means that the boy is five years old.

Children who come also sing songs to wish happiness for the child who is having a birthday party. Let's sing a birthday song.

Happy Birthday to you, Happy Birthday to you

Happy Birthday Dear, Happy Birthday to you.



B How to say dates.

The 21st of February 1952 is the Language Martyrs' Day. On this day in 1952, students in Dhaka gave their lives for their mother language. The day is now called International Mother Language Day.

How would you say the following dates in English? Why are they well-known?

**17 March = Birthday of Bangabandhu Sheikh Mujibur Rahman,
the Father of the Nation**

1 May = International Workers' Day

26 March = Independence Day of Bangladesh

20 November = International Children's Day

16 December = Victory Day of Bangladesh



B1 Write the following dates and say them.

31 January, 1990 5 February, 1998 7 March, 2000
24 April, 2001 29 June, 2006 3 December, 2010



B2 Write your birthday both in figures and words.



A Listen and read.

When we want to do something, and we need permission to do it, we ask for permission. Look at the following:

Sufia is at home on a Friday. It's a lovely winter morning. It's eleven in the morning. She has done all her homework. She wants to go out and play with Helen. But she can't go out without her mother's permission. So she is talking to her mother.



Sufia: Mom!

Mother: Yes, dear.

Sufia: *Can I* go out and play with Helen?

Mother: Have you done your homework?

Sufia: Yes, Mom.

Mother: Ok. But don't play for too long.

Sufia: Thanks, Mom. I'll be back before lunch.



B Listen and read.

Rashid is late for class. He had to go to the medicine shop to buy some medicines for his father. He is late by five minutes. Mrs. Alam has started the lesson. So Rashid stands at the door and asks permission of the teacher to join the class.



Rashid: *May I come in Ma'am?*

Mrs. Alam: Yes, Rashid. Why are you late today?

Rashid: I'm sorry Ma'am. I took my father to the doctor.

Mrs. Alam: Is your father ill?

Rashid: Yes, Ma'am. The doctor gave him some medicines.

Mrs. Alam: Ok, Rashid. Come in and take your seat. I hope your father gets well soon.

Rashid: Thank you, Ma'am.



C Listen and read.

Shefali lives in a flat in Dhaka. She works in an office. She is going out of Dhaka for a few days. She is talking to her neighbour, Mrs. Khan.

Shefali: Good morning, Mrs. Khan! I am going to Sylhet to see my mother.

Mrs. Khan: How nice! When will you come back?

Shefali: In a week. *Could you please* do something for me?

Mrs. Khan: Sure, dear. What can I do for you?

Shefali: *Can I* leave my keys with you?

Mrs. Khan: Of course you can. Anything else?

Shefali: Could you please water my plants, too?

Mrs. Khan: Ok. I'll do it for you. Have a nice trip!

Shefali: Thanks, bye!



D What would you say in the following situations?

- i. You need a pencil to draw a picture. You don't have one. Ask your friend Razzak to lend you his pencil.
- ii. You are at home. It's 9 at night. You have prepared all your lessons. You want to watch TV. Ask permission from your mother.
- iii. You are at a railway station. You want to find the ticket counter. Ask for help from another person at the station.
- iv. You are at home. You have homework to do. You need help. Ask your father to help you.



▲ Read the following passage.



It's a beautiful spring day. Maria wakes up early feeling happy. She knows that it is a nice day because she can smell the flowers. She can feel the soft warmth of the sun and can hear the birds singing.

Maria cannot see the spring day. She can't see the lovely flowers, or the blue sky. She can't see the new green leaves on the trees. She cannot see the colours because she is visually impaired. She has been visually impaired since birth.



▲ Read the following passage.



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B Read the rest of the story of Maria.

Maria has a dream. She wants to get the highest education from a university. Then she wants to set up a school of her own. She has another dream too. She wants to be a writer. When she grows up, she wants to write a book about her feelings and experiences.

B1 What does Maria want to do when she grows up?



B2 Do you have a dream? Write a few sentences about what you would like to do when you grow up and why you want to do that. Use the cues given below.

Cues:

Doctor: a child specialist, help children, help them smile/be happy/ healthy;

Farmer: grow paddy, have own farm, own a rice mill;

Computer programmer: study computer science, work in an IT firm;

Teacher: teach physically challenged children, write textbook;

Businessman/woman: garments/fashion, house, boutique shop/export;

Artist/singer/cricketer, etc.

What Sports Do You Like?



A Look at the pictures. What are they about?



1 _____ 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____ 8 _____



B Read the following passage first and then listen to and read the dialogue below.

Tania is from Chittagong. She is visiting Khagrachari. There she meets Baichong Chakma. They become friends. One day, they were talking about their likes and dislikes about sports.

Baichong: Tania, do you like any games and sports?

Tania: Oh, yes. I like football very much.

Baichong: Do you play or simply watch?

Tania: Well, I do both. I also play badminton. What about you?

Baichong: I'm a football player. I played in the last Junior Inter School Competition. I love cycling, too. Sometimes, I go cycling with friends.

Tania: How often do you go cycling?

Baichong: Two or three times a week. Going cycling with friends is fantastic!

Tania: Well, I love swimming! I go swimming regularly in summer.



B1 Underline the games and sports above used with *do*, *go* or *play*. Now use *do*, *go* or *play* with the following items.

	football			bicycling
	badminton			walking
	volleyball			high jump
	cricket			long jump
	swimming			weight lifting



B2 Work in pairs. Ask your partner what games or sports does she or he like? Use the following questions.

- a. What games or sports do you play or like?
- b. How often do you play/watch it?
- c. When do you do it?
- d. Who do you play with?



C The Olympic Games. Tania and Baichong Chakma have recently read about the *Olympic Games* in a book. Read the text that Tania and Baichong read.

The **Olympic Games** is the biggest sports competition of the world. More than 200 nations participate in it. It occurs every four years. The tradition of the Olympic Games comes from Greece. The Greeks first held it at the foot of the Mount Olympus. That was almost 3000 years ago. Baron Pierre de Coubertin, a French man, is the father of the modern Olympic games. He founded the International Olympic Committee (IOC) in 1894. Now over 13,000 athletes compete in 33 different sports in the Olympic Games. The world has already seen 29 Olympic games. The 30th Olympic Games took place in London, in 2012.

























C1 Fill in the gaps with information from the text in **C**.

The Olympic Games				
The first Olympic games took place in	The gap between two Olympic games is	The patron of the modern Olympic games is	The organizer of London Olympic games is	The number of events in the Olympics



D The Olympic venues. Read the following grid for the venues of the first 20 Olympic Games.

Olympiad	Year	Host city/country
1	1896	 Athens, Greece
2	1900	 Paris, France
3	1904	 St. Louise, USA
4	1908	 London, Great Britain
5	1912	 Stockholm, Sweden
6	1916	 Berlin, Germany (Cancelled)
7	1920	 Antwerp, Belgium
8	1924	 Paris, France
9	1928	 Amsterdam, Netherlands
10	1932	 Los Angeles, United States
11	1936	 Berlin, Germany
12	1940	 Tokyo, Japan +  Helsinki, Finland (Cancelled)

13	1944		London, Great Britain(<i>Cancelled</i>)
14	1948		London, Great Britain
15	1952		Helsinki, Finland
16	1956	 + 	Melbourne, Australia + Stockholm, Sweden
17	1960		Rome, Italy
18	1964		Tokyo, Japan
19	1968		Mexico City, Mexico
20	1972		Munich, West Germany

Source: Wikipedia



D1 Fill in the grid below with appropriate information from the grid above.

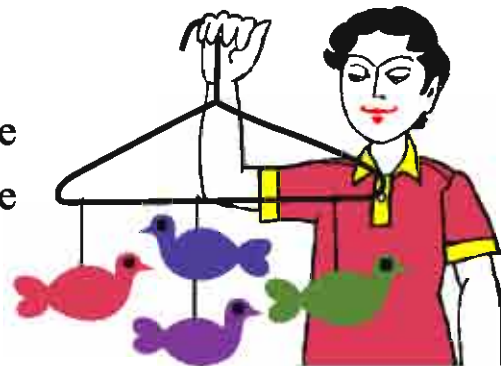
The host city of the 10 th Olympic	The host country of the eleventh Olympic	The year of the 12 th Olympic	The host city of the thirteenth Olympic	The host country of the 14 th Olympic	The year of the fifteenth Olympic
The host city of the 16 th Olympic	The host country of the seventeenth Olympic	The year of the 18 th Olympic	The host city of the nineteenth Olympic	The host country of the 20 th Olympic	The host city and year of the 20 th Olympic



A Look, listen, read and do

Badal is very good at making things. Today he has brought the following art-piece, Birds on Strings, to his co-curricular class. He has made it himself without anybody's help. Everyone praises Badal's work. Badal is very happy.

Badal tells the class how to make the 'Birds on Strings'. Here are the directions:



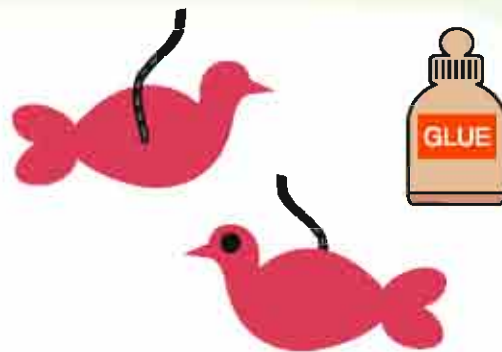
You will need- A wire hanger, 4 pieces of strings, coloured papers (4 different colours), scissors and glue.



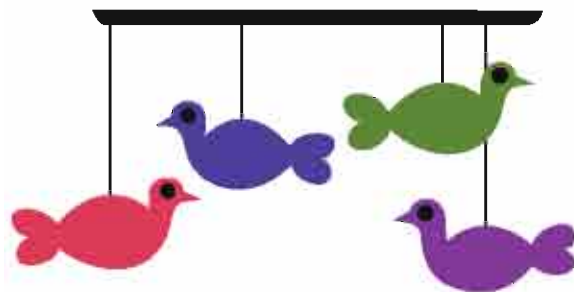
1. Cut 8 birds from the papers.
(Two from each colour.
You can trace or copy the birds
on the papers if you like.
2. Put glue on one side of a bird.
Lay a string across it.



Place another bird on top. Press it down. Glue a bird on each string like this. Add a circle for an eye. (You will have 4 birds on 4 strings.)



3. Tie the strings in different places on the hanger. Hang up your 'Birds on Strings'. See how beautiful they look!



A1 Read the directions carefully again. Notice that some words tell you to do some things.

For example: cut, trace or, copy.

Find out other words that tell you to do something. You can find eight such *action words*.

A2 Follow the directions and make your own 'Birds on Strings' in class or at home, as your teacher suggests. Hang it in your classroom.



A3 Fill in the blanks in the following sentences with suitable words from the list of words in the box.

lay

press

tie

glue

put

- i) _____ the mat on the floor.
- ii) _____ your hands on your desks.
- iii) _____ the switch to start the machine.
- iv) _____ the broken parts of the toy together.
- v) _____ a ribbon around the gift box.

A4 Follow the directions and make a glass of cool sharbet.

You will need fruit syrup (You can buy a bottle in the market), water, milk (if you like) and ice.

- a. **Pour** 3 spoonfuls of fruit syrup in a glass
- b. **Fill** the glass with water or milk.
(**Do not** fill up the glass to the brink,
leave some space to put ice in later.)
- c. **Stir** the mix in the glass well with a spoon.
- d. **Crush** one or two cubes of ice and
- e. **Put** the ice in the glass.



Your Sharbet is now ready. Sit down and take a long sip.



A Listen to and read the following poem.

The city has streets-

But the country has roads.

In the country one meets

Bullock carts with their loads

Of sweet smelling hay,

And crops and grain:

Oh, take me away

To the country again!



In the city one sees,

Big trucks rattle by,

And the smoke of the factories

That blot out the sky,

And all down the pavements

Still lamp posts one sees-

But the country has hedge rows,



The country has trees.
As sweet as the scene
In the country is the rain
Oh, take me away
To the country again!



A1 Read aloud the poem with proper stress, pause and intonation.



A2 Make two lists, one for the things you can see in the country, another for the things you can see in the city.

List 1 (Things in the country)	List 2 (Things in the city)

The Liberation War Museum



A Read the following paragraph.

The Sunshine is a wall magazine of Class-5 students of Lake View School. A wall magazine is a hand-written magazine posted on a wall. People can read it standing before the wall.



A1 Read the following news story. This story is taken from *The Sunshine* wall magazine.

A visit to the Liberation War Museum

-Farhan Ahmed

On 14 December our class went on a field trip to the Liberation War museum at Segunbagicha, Dhaka. The trip was planned as part of our Bangladesh Studies course. Our bus reached the museum at 10 a.m. A guide was waiting for us. He welcomed us warmly and took us on a quick tour of the different galleries and exhibits of the museum.



LIBERATION WAR MUSEUM
DHAKA, BANGLADESH

মুক্তিযুদ্ধ যাদুঘর



There were six galleries that exhibited rare photographs, documents, news-paper clippings, and objects used by the freedom fighters and the martyrs of our liberation war. At Gallery 3, our Teacher read out to us



the Declaration of Independence by Bangabandhu Sheikh Mujibur Rahman. Some other visitors also stopped and listened to it attentively. As we went inside Gallery 6, we fell silent. We were sad as we looked at the personal belongings of some of our martyred intellectuals and freedom fighters - a pair of glasses, a pen, a note-book, a money-bag, a soiled shirt and such other things.

We left the museum at 12:30. Before that we watched a video film on our liberation war and our Independence. It was an experience we would never forget.



A1 Answer the following questions:

- i. What's the title of the news story?
- ii. What's the name of the wall magazine?
- iii. When did the magazine come out?

A2 Choose the best answer:

- i. The news story was written by
 - a. a student of Class-5.
 - b. the teacher of class-5.
 - c. a group of students.

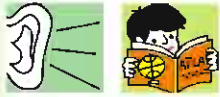
- ii. Who showed the students around the museum?
- Their teacher
 - A guide
 - They themselves



A3 Read the news story again and make as many *wh-questions* as you can about what happened, when, where, why, how, etc.

A4 Test your general knowledge. Match an incomplete statement from Column-1 with a name or date in Column-2.

Column-1	Column-2
Our National Anthem is written by...	Bangabandhu Sheikh Mujibur Rahman
Our Independence Day is on..	16 December
The name of the Father of our Nation is...	Rabindranath Tagore
Our Victory Day is on....	26 March



A Listen and read the dialogue.

Teacher: Students, I have good news for you.

Students: What's that, Madam?

Teacher: We're planning to take you to a study tour.

Students: Yappi.....hurrah.....! Where are we going?

Teacher: We will decide that. Children, have you ever been to any outing?

Shuvo: Yes, I have been.

Shanta: I have been too.

Teacher: Ok, let us hear your story, Shuvo. Tell us about your experience first.



B Read the story of Shuvo and answer the following questions.

My name is Shuvo. I went to a scout jamboree last January. The jamboree took place in Srimangal. From Sylhet we came to



Srimongol by train. We started at 7 in the morning and arrived Srimangal at 8. Then we walked to our camp following scout signals. We didn't take any rickshaw.

Our team had ten members. I was the youngest member in the team. It was a programme for two days. We had two teachers with us. The first day started with cleaning. In the morning, we cleaned our camp area, arranged the tent and then prepared our own breakfast. After breakfast, we took part in a march-past and display. Then we had lunch break. For lunch, our senior brothers cooked rice, dal and chicken. I helped them. In the afternoon, we had a scout class from 2 to 4 p.m. In the evening, we enjoyed a cultural programme. Our team performed a small play. Other groups sang songs, recited poems and presented comic shows. It was great fun. At night, we slept in the tent.

The next day was more interesting. We went to see the Lauachara Reserve Forest and some tea gardens. They are so green! We were so happy to see the



forest, the tea gardens, the rubber gardens and so many mountain streams there. We enjoyed the chirping of birds too. On our way back, we went to the famous Nilkontho Tea Cabin. This shop sells tea of different colours and tastes in one glass. It was amazing! In the evening, our programme ended with a bonfire and the Scout oath. The scout oath is the promise we make to follow as scouts. We were away from our family for two days but we had great experience.



B1 Multiple choice questions

a. The jamboree took place in

- i) Lauachara.
- ii) Sylhet.
- iii) Reserve Forest.
- iv) Srimangal.

b. Shuvo and his team members came to Srimangal from Sylhet

- i) by bus.
- ii) by train.
- iii) by rickshaw.
- iv) on foot.

- c. Shuvo and his team saw
- i) the rubber garden and the tea garden.
 - ii) the rubber garden and Lauachara Reserve Forest.
 - iii) Lauachara Reserve Forest and some tea gardens.
 - iv) all the places in i, ii and iii.
- d. At the cultural function Shuvo and his friends
- i) sang a song.
 - ii) performed comics.
 - iii) staged a play.
 - iv) recited few poems.
- e. The programme ended with
- i) tea from Nilkantha Tea Cabin.
 - ii) a rally by all Scouts.
 - iii) a cultural evening.
 - iv) bonfire and Scout oath.



B2 Write a small paragraph about your experience of a great day. If you have no such real experience, imagine of a great day and write about it.



A What are the pictures below?



B Are you familiar with the following words? What are the Bangla words for them? Match a word in the box below with a picture in section **A**.

earthquakes

cyclone

tsunamis

river erosion



C Read the dialogue between Anita and Asad.

Anita: What is wrong, Asad? You look sad.

Asad: That's right. I'm sad.

Asad: We have lost some of our lands in the river. Last month the cyclone destroyed so many houses and buildings and trees! I don't know what will come next!

Anita: Yes, I also get very scared when I remember the cyclone like the Ayla or Sidr. And now we are also under the threat of earthquakes.

Asad: Yes, an earthquake will be a huge disaster for us.

Anita: You know, last week some people came to our school from Bangladesh Fire Service and Civil Defense. They gave us a few leaflets. Let me read one for you.



C1 Listen to Anita's reading and fill in the gaps.

Things to do in an Earthquake

Be Prepared: Before, During and After an Earthquake

How to be Prepared

- Keep some1..... and water, a first aid kit, a torchlight, a mobile phone, some batteries, a few match boxes, and some money ready.
- It's also a good idea to decide beforehand2..... and3..... your family will reunite.

During an Earthquake

- Switch4..... your electricity and gas connections.
- While at home get under a desk or table or5..... against an interior wall. Do not stay beside partition, glass, heavy furniture, fireplaces and home appliances. The6..... is a particularly dangerous spot. Stay7..... from windows and outside walls and do not use the elevator. While outside, stay apart from the8....., power lines or anything else that could9.....on you.
- Avoid panicking and do not rush for the exit. Stay low and cover your10..... with your hands and arms.

After an Earthquake

- Check for fire. If you smell gas,11..... the main gas switch. If there's any damage to electrical wiring, shut off the12..... .
- Check for cracks and damage to the13 and foundation of your home.
- Listen to the14..... for important information and instructions.
- If you leave home, leave a message telling15..... friends and16..... your location.



D Here is a newspaper story on Ayla. Read the story.

Babul is a student of class five. His father had a small grocery shop in Dublar Char. His mother was a worker in a shrimp hatchery. They had a small house. Babul lived there with his sister Nipa and his grandparents. Babul's neighbours were his uncles. They lived a happy life in that remote small Island.

On the day of Ayla, it was drizzling from the morning. In the afternoon, the wind started to blow. By the evening, both the rain and the wind became too strong. The water in the river started to rise too. A strong wind blew their roof away. Another wind blew

Babul off his feet and threw him away in a paddy field. Babul held on a fallen tree strongly. He could hear breaking sounds of trees and buildings all around. People were screaming and crying. Everything was so dark. Babul fainted.

The next day, when he opened his eyes, he was unable to move.



Half of his body was under the mud. Somehow he managed to stand up. He got back home. He saw that his house was completely ruined. He didn't find his grandparents. His sister

was missing too. Later their dead bodies were found with many others. He was shocked with grief and pain. Their village became a valley of death.

After they buried the dead bodies, people started working together. First they made the nearest school a shelter centre. It was a hard job. All people worked hand in hand. They worked together with NGO people and people from the Government. They had a tough time. Days after days, they had no safe drinking water and sufficient food. They had no safe place to sleep. People suffered from many diseases. After three years, still many people are in distress.

People have rebuilt their houses, repaired roads and bridges and planted new trees. Some of the bushes and trees now have new leaves. Often Babul looks at the people and the village. He tells himself – “We have survived and we shall overcome in the coming days too”.



D1 Read the multiple choice questions and choose the correct answers.

- a. Dublar char is a
- i. small house.
 - ii. small hatchery.
 - iii. small distant land.
 - iv. small island.
- b. On the day of Ayla the wind became the strongest
- i. in the morning
 - ii. in the afternoon
 - iii. in the evening
 - iv. at night.

- c. A strong wind carried and threw Babul in
- i. an island.
 - ii. a field.
 - iii. a hatchary.
 - iv. in a house.
- d. Ayla took away Babul's
- i. grandparents
 - ii. parents
 - iii. grandparents and sister
 - iv. grandparents, sister and parents
- e. After the Ayla was over
- i. villagers, NGO people and Govt. people worked together.
 - ii. Babul, his father and his uncles worked together.
 - iii. villagers and people from the Govt. worked together.
 - iv. villagers and NGO people worked together.

Do You Have a Library Card?



A Read the following passage.

Laila and Bithi are friends. They have many things in common. For example, both of them like to listen to music and play chess. But Laila likes to do active things, too. She likes to go out with friends and play games. On the other hand, Bithi is a quiet person. She likes doing quiet things like painting and reading. She especially loves to read stories about other lands and other peoples.

A1 In the above passage you have read about what Laila and Bithi are like. Laila is an *active* person but Bithi is a *quiet* person. Look at the words in the box below. We use such words to describe people. What other words can you add to the list? Work in groups.

talkative

sad

shy

funny

kind

clever



B Read the following passage.

Bithi loves to read books. But she cannot always buy books for their prices. She has found out that there is a library at their Town Hall and that it has a section on children's books too. Bithi is

very excited. She goes to the library one morning. She goes to the reception counter and asks the lady there, “Good morning, Ma’am! Can I borrow some books from your library?” The librarian smiles at Bithi and says affectionately, “Of course, you can. But to do so, you must become a member of the library first. You must have a library card.” She gives Bithi the following card and asks her to fill it out.

NO. _____

EXPIRES: _____

(Do not write on the above line)

When I write my name on this card I promise to take good care of the books I use in the library and at home, and to obey the rules of the library.

NAME: _____

(Write name in full and with ink only)

HOME ADDRESS: _____

SCHOOL: _____

CLASS: _____ AGE: _____



B1 Imagine that your teacher has given you a library card like the one above. Fill it out.



B2 Laila has joined a language club. She has collected a form for Bithi to become a member too. Look at the blank form. Fill the form out with information about yourself.

ENGLISH LANGUAGE CLUB
121 Green Road, Bogra

Photo

1. Name:

2. Date of Birth:

3. Mother's name:

4. Father's name:

5. Home address:

6. School: 7. Class:

8. Hobbies:

9. Date : _____

Signature



B3 Read this form. The form is completed by a woman called Anne Taylor.

Name	: Anne Taylor
Nationality	: American
Place of birth	: Cleveland, Ohio
Date of birth	: 21 January, 1990
Address	: 5 Park Street, Silver Spring, Maryland
Mother's name	: Katherine Taylor
Father's name	: James Taylor
Job	: Assistant Librarian, Silver Spring Public Library
Hobby	: Computer games



B4 Now use the information from the above form to complete the paragraph about Anne Taylor.

Ms. is from
 is an She
 works at She
 was born in,, on,
 She lives at,
 In her free time, she likes to
 Her parents' names are
 and



A Read the following story.

One morning, Fitzy Frog wakes up. He tries to speak, but he cannot. Fitzy has lost his voice. “It couldn’t have gone far”, he thinks. “I’ll go and find it.”



Fitzy finds some paper and pencil. He writes on the paper: I have lost my voice. Fitzy’s voice sounds like *croak croak*.

Fitzy jumps over to a tree. His friend Rosie Robin is sitting on a branch. “Good morning, Fitzy”, says Rosie. Fitzy holds up the paper and Rosie reads his message.

“I can hear your voice now”, says Rosie. “It is hiding behind the tree”. But when Fitzy and Rosie look behind the tree, Fitzy’s voice has gone.

Fitzy jumps over to the meadow. His friend, Gavin Grasshopper is standing there. “How are you, Fitzy?” asks Gavin. Fitzy holds up the paper and Gavin reads his message.

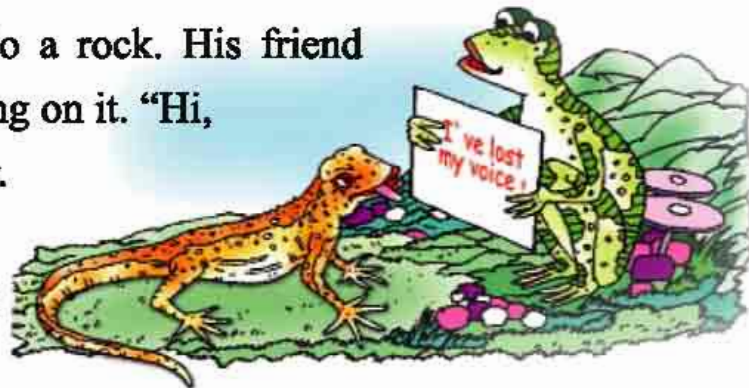


“I can hear your voice now”, says Gavin. “It is hiding near those flowers.” But when Fitzzy and Gavin look near the flowers, Fitzzy’s voice has gone.

Fitzzy jumps up the side of the hill. His friend Rebecca Rabbit is sitting in the grass. “Hello, Fitzzy,” says Rebecca. Fitzzy holds up the paper and Rebecca reads his message.

“I can hear your voice now,” says Rebecca. “It is hiding in my rabbit hole.” But when Fitzzy and Rebecca look in the rabbit hole, Fitzzy’s voice has gone.

Fitzzy jumps over to a rock. His friend Lester Lizard is lying on it. “Hi, Fitzzy”, says Lester. Fitzzy holds up his paper and Lester reads his message.



“I can hear your voice now,” says Lester. “It is hiding under this rock.” But when Fitzzy and Lester look under the rock, Fitzzy’s voice has gone.

Fitzzy is getting tired. He jumps home to his pond. His friends are here. They point to a lily pad. Fitzzy listens. He hears a sound under the lily pad, *croak, croak*.

His voice! It has come home. Fitzzy has his voice back! Fitzzy's friends cheer. Fitzzy cheers too, loudest of all!!! *croak,croak!!!*

(Adapted from Julie Haydon's story)



Language Focus: *I've lost my voice*

Have you ever lost your voice? Sometimes, when you have cold and a sore throat – you cannot make sound and others cannot hear you properly. You say, “I've lost my voice”.



A1 Write answers to the following questions.

1. What was Fitz's problem?
2. How do you say “I've lost my voice” in your own language?
3. Make a list of Fitzzy's friends. Have you seen them in Bangladesh?
4. What places did Fitzzy go to for searching his voice?



A2 Choose the best answer.

1. Fitzzy got his voice back because
 - a. he didn't talk. He gave his voice rest.
 - b. His friends found and gave him back his voice.
 - c. Fitzzy was tired.



A3 *A frog croaks.* Do you know what the following animals do? Match a word from the left column with a word in the right.

dogs	bleat
cows	chirp
cats	buzz
birds	moo
lambs	bark
bees	mew

The End

Academic year 2013, English-5

**Slow and steady
wins the race**



NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA

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