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as a textbook for class five from the academic year 2013



# ENGLISH FOR TODAY

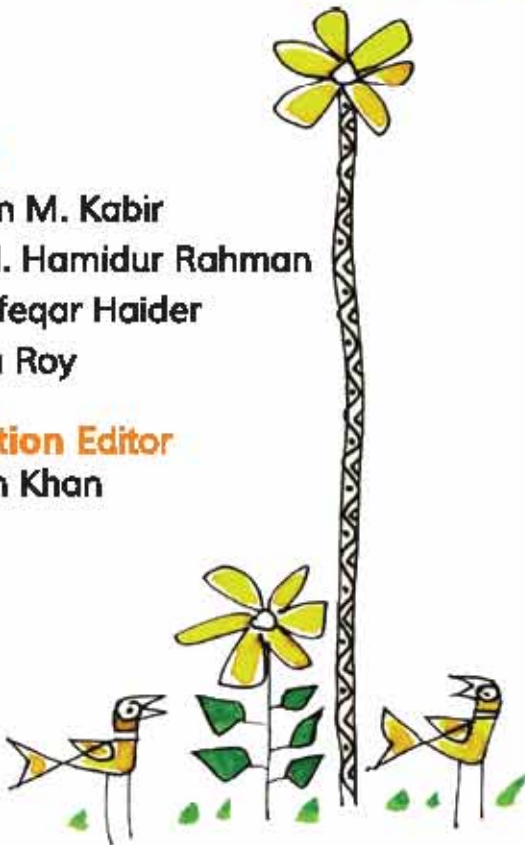


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## Preface

Children are great wonders. There is no end to the thinking about their world of wonder. They are a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of child education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of their innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials. The aims and objectives of primary education were modified in the revised curriculum of 2011.

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

To make the young learners interested, enthusiastic and dedicated, Honorable Prime Minister Sheikh Hasina instructed to change the textbooks into four colours, to make them interesting, sustainable and to distribute free of cost since 2009. The textbooks of all students of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and S.S.C Vocational levels are being distributed free of cost across the country which is a historical initiative of the present government.

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

**Professor Md. Farhadul Islam**

Chairman

National Curriculum and Textbook Board, Bangladesh



## নির্দেশনা

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

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

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

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

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

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

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**A. Read and say.**

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

**Jessica:** Hi! I'm Jessica.

**Sima:** Where are you going, Jessica?

**Jessica:** I'm going to Chattogram. I'm on holiday with my father.

**Sima:** Really? Where are you from?

**Jessica:** I'm from the United Kingdom. Are you from Dhaka?

**Sima:** No, I'm from Sylhet. That's where we're going. Our train is leaving in 10 minutes.

**Jessica:** Have a good journey.

**Sima:** Thank you. Nice meeting you, Jessica. Have fun in Chattogram.

**Jessica:** Thanks. Nice meeting you, too, Sima.





**B. Pairwork.** Ask and answer the questions.

- 1 Where is Jessica going?
- 2 Why is Jessica going there?
- 3 Where is Jessica from?
- 4 Is Sima from Dhaka?
- 5 Where is Sima going?
- 6 When is Sima's train leaving?
- 7 Where are Sima and Jessica?

**Language Focus**

**C. Useful expressions**

At the beginning of a conversation

May I introduce myself? I'm...

At the end of a conversation

Nice meeting you.  
See you.  
See you later.

**D. Pairwork.** Introduce yourself. Use the useful expressions.



**E. Read and say.**

Sima and Tamal are in the Town Hall Language Club. They come to the club to practise speaking English. They listen to CDs and watch DVDs in English, or speak English with



friends. Today there is a new person in the club. He is a young man. He is reading a book about Bangladesh.

**Sima:** Look, Tamal! Who's that gentleman?  
Do you know him?

**Tamal:** Yes. That's Andy Smith. He's working with an NGO here. I met him yesterday at the bookshop.

**Sima:** Maybe we can practise our English with him.

**Tamal:** Good idea. I'll introduce you to him. Come with me.

**F. Pairwork. Ask and answer the questions.**

- 1 Where are Sima and Tamal?
- 2 Why do they go there?
- 3 Who is the new person there?
- 4 What is he reading?
- 5 Where did Tamal meet the new person?
- 6 Why does Sima want to meet the new person?



**G. Read and say.**



- Tamal: Hello, Andy!  
 Andy: Hi, Tamal! How are you?  
 Tamal: Fine, thanks. Andy, meet my friend, Sima Zaman.  
 And Sima, this is Andy. Andy Smith.  
 Sima: Hello, Mr. Smith.  
 Andy: Hello! Please call me Andy. And can I call you  
 Sima?  
 Sima: Sure!  
 Andy: Please, sit down. Let's chat.

**Language Focus**

**H. Useful expressions**

Meet my friend / cousin / classmate, etc.

Please call me Andy / Sima, etc.

**I. Pairwork. Introduce a friend. Use the useful expressions.**

**A. Read and say.**



- Andy: Hello, Tamal! How are you?  
 Tamal: Hello, Andy! I'm fine, thanks. And you?  
 Andy: Fine, thanks. Listen. I'm going to the Book Fair. Would you like to come?  
 Tamal: I'm sorry. I can't right now. I have to take this medicine to my grandmother. But I can meet you in an hour.  
 Andy: OK. Great! I'll see you at the Book Fair.  
 Tamal: Right. See you later. Bye!  
 Andy: See you!

**B. Pairwork. Ask and answer the questions.**

- 1 Where is Andy going?
- 2 Where is Tamal going? Why?
- 3 When can Tamal meet Andy?
- 4 How does Andy say goodbye to Tamal?

**C. Pairwork. Practise saying the dialogue in Activity A.**





**D. Read and say.**



**Andy:** Hello, Tamal! How is your grandmother?

**Tamal:** Hi! She's fine, thanks.

**Andy:** Come, let me introduce my colleagues. Hi, everybody. This is Tamal. And Tamal, meet Mr. Saha and Mrs. Haider. And this is Ms. Smith. She's a new English teacher here.

**Ms. Smith:** Hello, Tamal. Nice to meet you.

**Tamal:** Hello, everybody! Nice meeting you, too.

### Language Focus

**E. Useful expressions**

To say goodbye:	Bye!
	See you later.
	See you!

**F. Roleplay. Introduce one friend to another. Then say "goodbye." Use the useful expressions.**



Language Focus

G. Titles with names

For men, use **Mr.** with the full name, or just with the last name.

For married women, use **Mrs.** and add the husband's last name.

For all women, you can also use **Ms.** (pronounced Miz)

**Ms.** does not tell you if a woman is married or not.

H. Read and match.



1 What's your full name?

2 How do you spell your first name?

3 What's your last name again?

4 Do you have a nickname?

A Yes, It's Andy.

B Smith.

C Andrew Smith.

D A-N-D-R-E-W

I. Groupwork. Ask and answer the questions in Activity H. Write your friend's information below.

	Full name	Nickname
1		
2		
3		
4		



J. Look, listen and say.

f, f, f, f is for fan.

v, v, v, v is for van.

The fan is on the van.



Vine, vine, vine.

Grapes on a vine.

Fine, fine, fine.

I feel fine!

I like grapes from the vine!



K. Circle the pictures that have the sound f. Underline the pictures that have the sound v.



**A. Talk about the picture.**



**B. Listen and read.**

Saikat Islam lives with his parents in a flat in Bogura. His father Mr. Rashidul Islam is a banker. But in his free time Mr. Islam writes stories and listens to music. Saikat's mother is Mrs. Monwara Islam. She is a housewife. In her free time she enjoys sewing. She makes dresses. She often gets orders from her friends and neighbours.

Saikat is in Class 5. He is a good student. He wants to improve his English, so he watches cartoons on TV everyday. He also reads English books. He likes books about animals, especially tigers and lions.

**C. Pairwork. Ask and answer the questions.**

- 1 What is Saikat's father's name?
- 2 What is Saikat's mother's name?
- 3 What do his parents do in their free time?
- 4 What does Saikat do in his free time?
- 5 What kind of books does Saikat like?





**D.** Read and say.

Name	6 p.m.	8 p.m.	9 p.m.	10 p.m.	11 p.m.
Saikat	study	watch TV	eat dinner	help mum	go to bed
Mother	cook	sew	eat dinner	wash dishes	watch TV
Father	read	watch TV	eat dinner	help his wife	write

**E.** Pairwork. Ask and answer the questions about the table in Activity D.

Examples:

What does Saikat do at 6 o'clock?

He studies.

Who sews at 8 o'clock?

Saikat's mother.

When does Saikat's father read?

At 6 o'clock.

**F.** Pairwork. Answer the questions. Use the present continuous.

Example: It's 6 o'clock. What is Saikat's mother doing?  
At 6 o'clock Saikat's mother is cooking.

- 1 It's 8 o'clock. What are Saikat and his father doing?
- 2 It's 11 o'clock. Who is watching TV?
- 3 It's 10 o'clock. What is Saikat doing?
- 4 It's 9 o'clock. What are the family doing?

### Language Focus

**G.** Past continuous

We use the past continuous to talk about actions happening at a specific time in the past.

Yesterday at 7 o'clock, I was walking to school.

Yesterday at 8 o'clock, my friends and I were sitting in our classroom.



H. Look at the table in Activity D. Ask and answer the questions.

- 1 What was Saikat doing at 6 o'clock yesterday?
- 2 Who was reading at 6 o'clock yesterday?
- 3 What were Saikat and his father doing at 8 o'clock yesterday?
- 4 Who was helping his mother at 10 o'clock yesterday?
- 5 Who was watching TV at 10 o'clock yesterday?

I. Pairwork. Talk about what you were doing yesterday. Use the past continuous.

### Language Focus

J. While with the past continuous

We sometimes use **while** with the past continuous.

Yesterday at 7 o'clock, I **was walking** to school **while** my friends were riding in a rickshaw.

Yesterday at 8 o'clock, my friends and I were sitting in our classroom **while** Ms. Kona **was teaching**.

K. Look at the table in Activity D. Complete the sentences.

- 1 Mother was watching TV while Saikat was going to bed.
- 2 Saikat and his father \_\_\_\_\_ while mother was sewing.
- 3 Father \_\_\_\_\_ while mother was watching TV.
- 4 Father was reading while Saikat \_\_\_\_\_.



**L.** 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, but she's got only one shoe!

Silly Sue has lost her shoe! What is she going to do?

**M.** Look, listen and say.

sz, sz, sz, sz as in treasure.

sz, sz, sz, sz as in measure.

sz, sz, sz, sz as in leisure.

Measure, measure, measure.

Treasure, treasure, treasure.

Measure your treasure in  
your leisure.



**N.** Circle the pictures that have the sound s. Underline the pictures that have the sound sh. Do nothing to the pictures that have the sound z.



**A. Read and say.**


- Tamal:** Hi, my friend! Nasreen and I are reporters for the English Club Magazine. Would you mind answering some questions?
- Sima:** Sure. No problem. It's my pleasure.
- Tamal:** Could you tell me your name and which class you are in?
- Sima:** I'm Sima. I'm in Class 5.
- Tamal:** How do you spend your leisure time, Sima?
- Sima:** Well, I like to walk in the park. I also like to sing. My cousin lives in the UK. Sometimes, I talk to her and her friends on the internet.
- Nasreen:** So, talking on the internet keeps you connected.
- Sima:** That's right.
- Tamal:** (to Biju) Hello! Can I ask you the same questions?
- Biju:** My name's Biju and I'm in Class 5, too. I love swimming. It keeps me fit. I also like painting. I'm not very good, but painting makes me happy.
- Tamal:** What about reading? Do either of you like reading?
- Biju:** I do. I often read magazines in my free time. I like magazines about sports, especially football and cricket.
- Sima:** Oh, I like to read, too. I love reading funny stories, especially stories of Nasiruddin Hojja.



**B. Pairwork. Ask and answer the questions.**

- 1 Who are the reporters?
- 2 Which magazine are they reporting for?
- 3 Who are answering the reporters' questions?
- 4 What does Sima do in her leisure time?
- 5 What does Biju do in his leisure time?
- 6 What kind of magazines does Biju like? Why?
- 7 What is another way to say leisure time?

**C. Complete the sentences.**

**Example:**            *My sister reads in her free time.  
It makes her happy.*

- 1 I run in my free time. It keeps me fit.
- 2 I paint in my free time. \_\_\_ gives \_\_\_ pleasure.
- 3 I talk to my family in other countries in my free time. \_\_\_  
keeps \_\_\_ connected.
- 4 I listen to music in my free time. \_\_\_ makes \_\_\_ happy.
- 5 My grandmother exercises in her free time. \_\_\_ keeps  
\_\_\_ healthy.
- 6 My father writes poetry in his free time. \_\_\_ gives \_\_\_  
pleasure.

**D. Pairwork. Say what you do in your free time and why you do it.**

**Example:**            *I sing in my free time. It makes me happy.*



**E.** Look, listen and say.



fashion



travel



health



business



sports



wildlife

**F.** Complete the sentences with words from Activity E.

- 1 A magazine about sports is a sports magazine.
- 2 A magazine about clothes is a \_\_\_\_\_.
- 3 A magazine about money and banking is a \_\_\_\_\_.
- 4 A magazine about animals is a \_\_\_\_\_.
- 5 A magazine about going on holiday or going to other cities or countries is a \_\_\_\_\_.
- 6 A magazine about keeping fit and healthy is a \_\_\_\_\_.

**G.** Pairwork. Talk about magazines that you like. If you don't read magazines, talk about the topics you are interested in.

**Examples:** I like sports magazines.  
I love cricket and kabadi!

## Language Focus

## H. Making requests

We make requests with **Would you / Could you...?**

We respond with **Sure / Of course ...** or **Sorry, I can't.**

If we say no to a request, it is polite to give a reason.

## I. Pairwork. Make requests and respond to them.

Example: A: Could you lend me your book?

B: Sure. OR Sorry, I can't. It's at home.

- 1 You want someone to open the door.
- 2 You want someone to close the window.
- 3 You want someone to answer a question.
- 4 You want someone to tell you a story.
- 5 You want someone to give you their phone number.

## J. Look, listen and say.

th, th, th,  
th as in three.

Number **three** is above the trees.

Think, **think**, **think**,  
**Three** and **thirty-three**.





**A. Read and say.**

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There are 60 seconds in a minute.

There are 60 minutes in an hour.

There are 24 hours in a day.

There are 7 days in a week.

There are 12 months in a year.

There are 365 days in a year.

There are 366 days in a Leap Year.

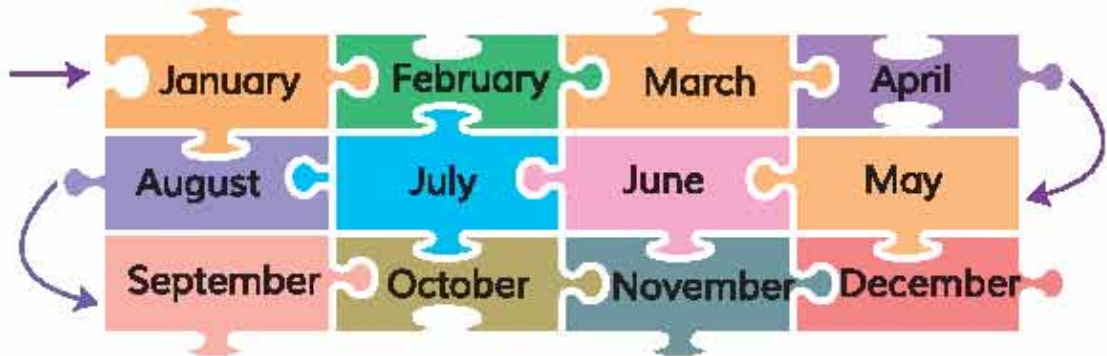
**B. Pairwork. Say the days of the week.**







**C.** Listen, read and say.



**D.** Listen, read and say.

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?  
 There are twelve months in a year!  
 We know them all!  
 Let's give a cheer!



**E.** Pairwork. Ask and answer the questions. Then make your own questions about the months.

- 1 What month is it now?
- 2 What is the first month of the year?
- 3 What is the last month of the year?
- 4 What month is after May?
- 5 What month is before October?

**F.** Look, read and say. Complete the sentences from the calendar.

January 2023	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				

The calendar shows the month of \_\_\_\_\_ . The first day of the year 2023 is a \_\_\_\_\_ . The first Thursday of the month is \_\_\_\_\_ . There are five Sundays, Mondays and \_\_\_\_\_ in the month. But there are four Wednesdays, Thursdays, Fridays and \_\_\_\_\_ in this month.

**G.** Pairwork. Look at the calendar. Ask and answer the questions.

- 1 What day is the 10<sup>th</sup> of January?
- 2 What is the date of the first Saturday of the month?
- 3 What day is the 20<sup>th</sup> of January?
- 4 What is the date of the last Friday of the month?
- 5 How many weekends are there in the month?

**H.** Pairwork. Ask and answer the questions.

- 1 What day is it today? What is today's date?
- 2 What day was it yesterday? What was yesterday's date?
- 3 What day is it tomorrow? What is tomorrow's date?



## Language Focus

### I. Stressed syllables

English has its rhythm. Clap your hands when you say the stressed syllables.

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

### J. Look, listen and say.

Jump! Clap!  
Bend your knees!  
Go forward!  
Go back!  
Do it again, please!

Jump! Clap!  
Nod your head!  
Turn left!  
Turn right!  
Touch something red!

Jump! Clap!  
Sit on the floor!  
Arms up!  
Arms down!  
Open the door!



### K. Say the rhyme in Activity J again. Clap when you say the stressed words or parts of words.



A. Look, listen and say.



oranges



ice-cream



egg



chips



carrots



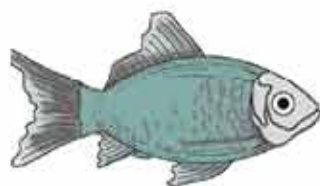
papaya



milk



fries



fish



lettuce



chocolate

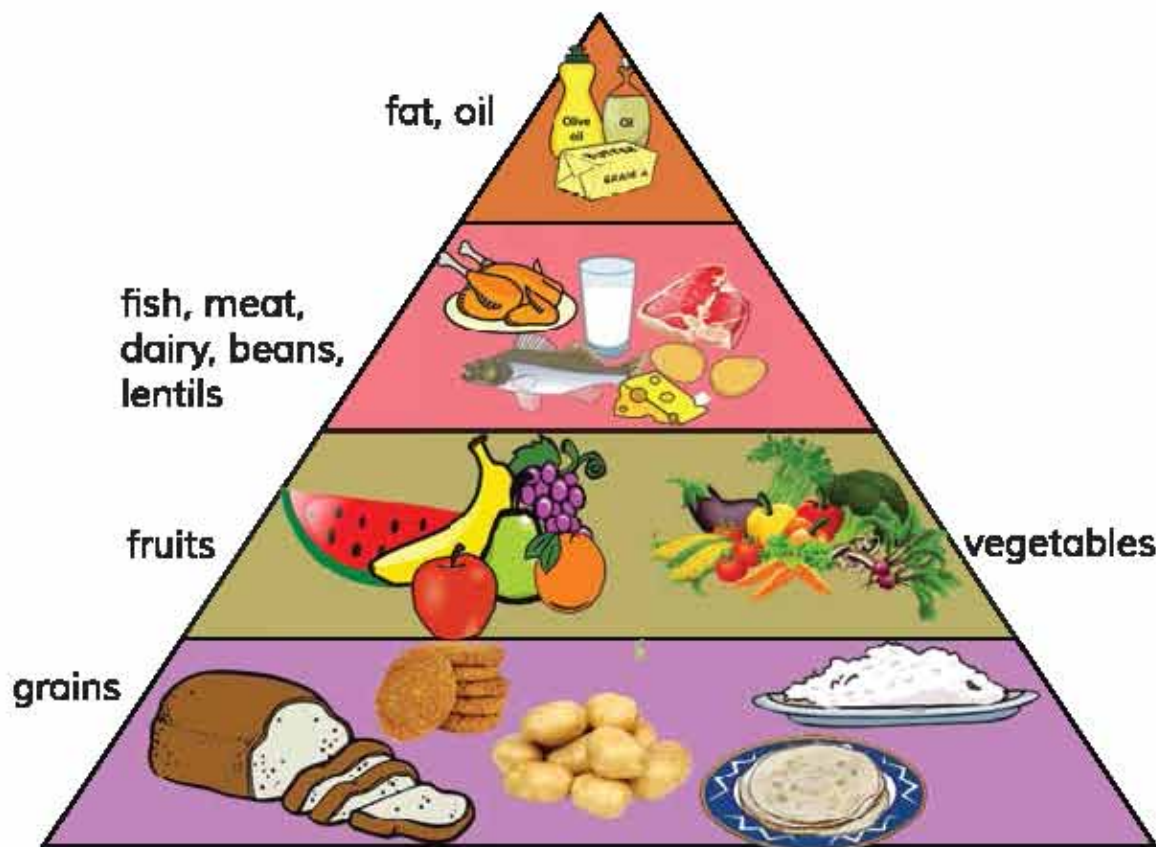


rice

B. Underline the foods you like. Circle the foods you think are healthy.

C. Pairwork. Talk about your responses to Activity B.

D. Look, read and say.



The Food Pyramid

E. Copy the headings in your exercise book. Write the name of foods from Activity A in the correct list. Add two items of your own to each list.

fat, oil

fish, meat, dairy, beans, lentils

fruits

vegetables

grains

**F. Listen and read.**

**What food is good food?**

Sometimes the food we like to eat isn't the healthiest food for us.

The Food Pyramid helps us to understand the different food groups, and it tells us how much of each food group we should eat.



Look at the picture of the Food

Pyramid. We eat more of the foods at the bottom of the pyramid. What foods do you see at the bottom? These are things made from grain, for example, rice, ruti and bread. Potatoes are not grains, but they are similar. Grains give us energy.

Fruit and vegetables are in the next level of the pyramid. These are also very important for us. They have vitamins. They help our eyes and our health.

On the next level, there are fish, meat, dairy products, beans and lentils. Meat, fish, eggs and chicken have protein. Beans and lentils do, too!

Dairy products are things like milk, curd and sweets. They help our teeth and bones. Protein and dairy make us strong.

Fat and oil are at the top of the Food Pyramid. These make food delicious, but our body does not need very much of them.

Sometimes we can't get food from all the different food groups. But when we have choices about food, we need to make good choices.

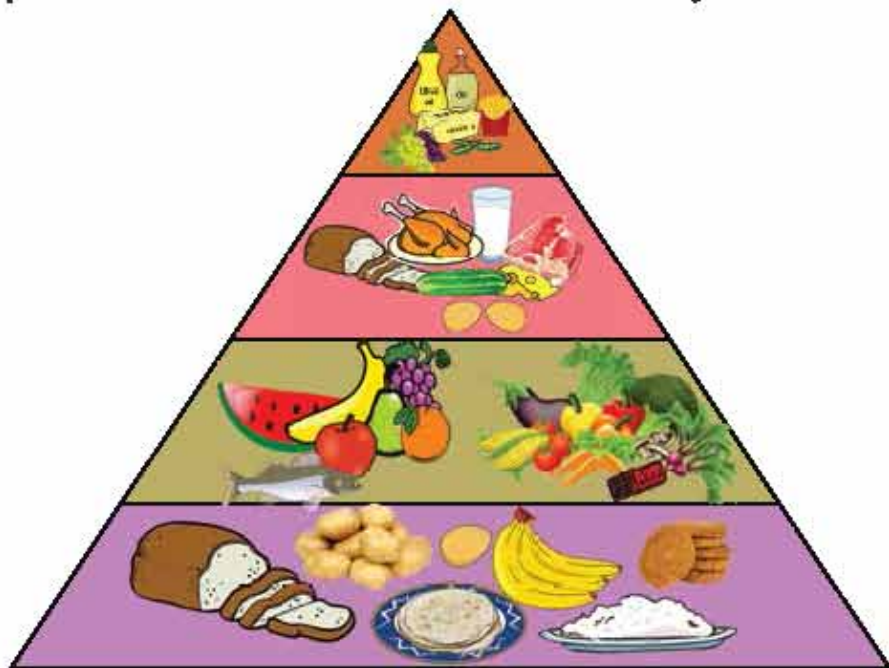


**G.** Read again. Write T for True or F for False.

- 1 There are four levels in the Food Pyramid. \_\_\_\_\_
- 2 The bottom level of the Pyramid has food from protein and dairy. \_\_\_\_\_
- 3 Foods made of grain give us energy. \_\_\_\_\_
- 4 Eggs help our eyes. \_\_\_\_\_
- 5 Milk helps to make us strong. \_\_\_\_\_
- 6 Our bodies need a lot of fat and oil. \_\_\_\_\_

**H.** Correct the False sentences. Rewrite them in your exercise book.

**I.** Groupwork. Find the mistakes in the Food Pyramid below.



**J.** Look at the shape of the Food Pyramid. How does it tell us how much of each food group we should eat?

**A.** Look, listen and say. Read.

**Sima:** What are you doing, Nasreen?

**Nasreen:** I'm putting some chocolate on my ice-cream.

Ice-cream is delicious with chocolate.

**Sima:** Well, it looks good, but you shouldn't eat a lot of chocolate or ice-cream.

**Nasreen:** Of course! I don't eat them regularly.

**Sima:** What kind of food do you eat regularly?

**Nasreen:** Oh, fruits and vegetables. I love pineapples and bananas. They are my favourites. I eat cucumbers and lettuce a lot, too.

**Sima:** I eat fruits and vegetables everyday. Carrots and tomatoes are my favourites, but I also like strawberries and bananas.

**Nasreen:** Would you like to try some of my ice-cream with chocolate? We should eat it quickly. It will melt soon in this hot weather.

**Sima:** OK! Thanks.



**B.** Underline the foods in the dialogue in Activity A.



- C. Pairwork.** Ask and answer the questions about Activity A.
- 1 What is Nasreen putting chocolate on?
  - 2 Why doesn't Nasreen eat chocolate regularly?
  - 3 What does Nasreen say about ice-cream with chocolate?
  - 4 What are Nasreen's favourite foods? Are these healthy foods?
  - 5 What are Sima's favourite foods? Are these healthy foods?
- D. Write a short composition about a healthy meal you ate. Use the following words:**

vegetables

lentils

fruit

healthy

dairy

unhealthy

oil

### Language Focus

#### E. Adverbs

Adverbs say how an action is done.  
The adverb usually comes after the verb.  
Tamal is talking quietly to Biju.



- F. Read the dialogue in Activity A again. Underline the adverbs carefully.**
- G. Groupwork.** Choose an action from Row 1 and an adverb from Row 2. Mime the action in that way.

1:	run	write	sing	draw
----	-----	-------	------	------

2:	quickly	slowly	loudly	quietly
----	---------	--------	--------	---------



**Language Focus**

**H. Should and shouldn't**

We use **should** and **shouldn't** to give advice.

You **shouldn't** eat a lot of sweets. You **shouldn't** eat them regularly.

You **should** eat a lot of fruits and vegetables. You **should** eat them regularly.

**I. Make sentences. Use a word or words from each column.**

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



## Language Focus

### J. Stressed syllables

Clap your hands when you say the stressed syllables.



fish	dish	frog	dog
a fish	a dish	a frog	a dog
a fish	on	a dish	and
		a frog	with
			a dog

### K. Look, listen and say.

3, 6, 9  
 Are you fine?  
 Clap with me.  
 We'll have a good time.

6, 8, 10  
 Clap again.  
 Let's have some fun,  
 With our friends.



L. Say the rhyme in Activity K again. Clap when you say the stressed syllables.

**A. Listen and read.**

Sima is at home today. She didn't go to school because she is ill. She has a cough and a sore throat. She also feels very warm because she has a fever. She has the flu. The doctor visited Sima last night. She needs some medicine. He also told her what to do in order to get well soon.



### The doctor's advice



**Eat food that gives your body energy. Try to eat, even if you aren't hungry. You need to be strong.**

**Rest! Stay at home. Don't go to school or work.**

**Drink a lot of water or juice. They are better than soft drinks.**

**Are you coughing or sneezing? Cover your mouth and nose! Use a tissue, not your hand!**



**Wash your hands regularly.**



**Use your own plate, glass and cup. Other people can catch your illness from these things.**



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

- 1 Sima didn't go to school because she wanted to stay at home. \_\_\_\_\_
- 2 Sima feels fine, but she has a sore throat. \_\_\_\_\_
- 3 Sima is warm because she has a fever. \_\_\_\_\_
- 4 Sima should eat, even if she doesn't feel hungry. \_\_\_\_\_
- 5 Sima should try to go to school. \_\_\_\_\_
- 6 Sima and her brother should use the same cup and glass. \_\_\_\_\_

**C. Correct the False sentences. Write them in your exercise book.****D. Read the text again. Complete the sentences.**

- 1 Sima didn't go to school because....
  - a. she went to the doctor's office.
  - b. she has the flu.
  - c. she is hungry.
  - d. she is on holiday.
- 2 The doctor told Sima to.....
  - a. use her own plate and cup.
  - b. cough into her hand.
  - c. go to school.
  - d. wash her face regularly.

**E. Pairwork. Read the doctor's advice again. Say the advice. Use *should* or *shouldn't*.**

**Example:** Eat food that gives your body energy.

You should eat food that gives your body energy.

## F. Look and read.



runny nose



headache



stomach ache



chills

## G. Read Sima's letter to her friend Jessica.

102, khadimnagar  
katwail, Sylhet  
Bangladesh  
12<sup>th</sup> March, 2023

Dear Jessica,

How are you? How was your trip back to London? I'm at home today. I have the flu. It's awful! I'm coughing a lot, and I have a runny nose. I'm using a lot of tissues! I also have a bad headache. I can't eat very much because I have a stomach ache, but my doctor says I should eat. I also have a fever. Sometimes I'm very warm. Then, I get cold and have chills. It's very strange.

I want to go to school again soon. My friends can't visit me here because they can get ill easily. I hope you are fine! Write to me soon.

Your friend,  
Sima



**H.** Find the following parts of the letter in Activity G.

heading, greeting, body, closing, signature

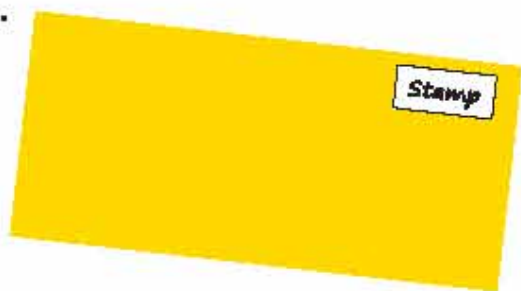
**I.** Pairwork. Answer the questions about the letter in Activity G.

- 1 Why is Sima using a lot of tissues?
- 2 Why can't Sima eat very much?
- 3 Does Sima's doctor want her to eat?
- 4 Why can't Sima's friends visit her?

**J.** Write Jessica's reply to Sima. Include the parts of the letter listed in Activity H. Use the following cues to write your letter.

- Write your school address.
- In the first paragraph, suggest something that Sima can do to get better.
- In the second paragraph, tell her about something happening at your school.
- End the letter by telling Sima that you hope she gets better soon.
- Sign your letter.

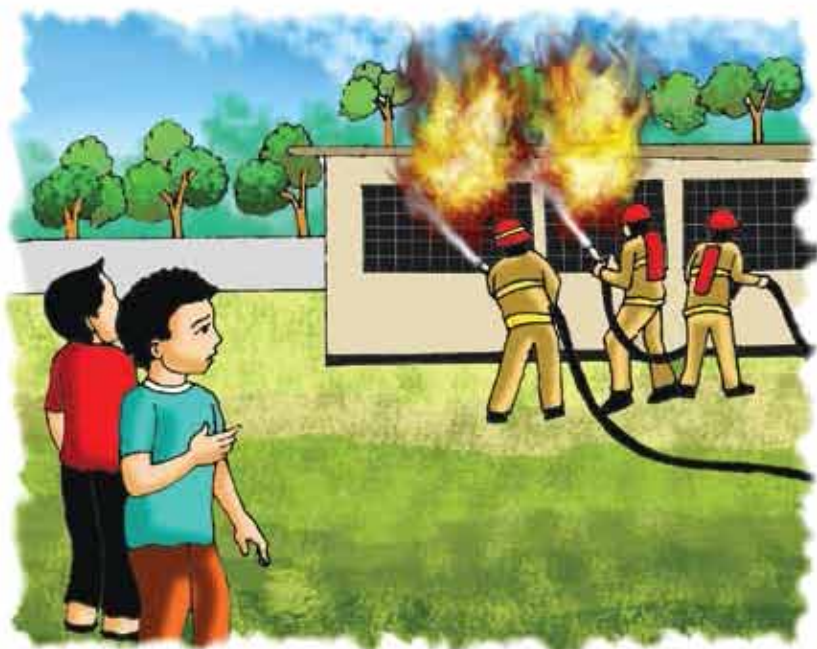
**K.** Look at the envelope for Sima's letter to Jessica. Write the address on Jessica's envelope.





**A. Listen and read.**

A long time ago, when Raju was in Class 5, there was a fire in his school. Everyone was very afraid, but no one panicked. The teachers helped the students to leave the building quietly



and safely. Soon the firefighters came and put out the fire. Raju watched the firefighters from the school yard. He thought about the fire and the firefighters for a long time. After college, Raju joined a volunteer fire department. As a volunteer, he didn't get any money for his work. But Raju didn't mind.



Now Raju is a full-time firefighter. It is his job, so he earns money for it. Most of the time his work is putting out fires, but he also teaches new firefighters about safety. He likes teaching very much. In his free time, Raju visits schools. He talks to students about fire safety. He tells them what to do if there

is a fire. They shouldn't panic. They should listen to their teachers and leave the building quietly.



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

- 1 There was a fire at Raju's school when he was in Class 5. \_\_\_\_\_
- 2 The teachers left the students in the building during the fire. \_\_\_\_\_
- 3 Raju didn't see the firefighters put out the fire at his school. \_\_\_\_\_
- 4 Raju always earns money for being a firefighter. \_\_\_\_\_
- 5 Raju also likes teaching. \_\_\_\_\_
- 6 Talking to students is part of Raju's job. \_\_\_\_\_

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

**D. Groupwork. Why do you think Raju became a firefighter?**

**Language Focus**

**E. Occupation nouns from verbs**

Sometimes we can add **-er** or **-or** to a verb to make a noun.  
This noun is the occupation related to the verb.

She sings.

She is a singer.





**F. Pairwork.** Write the questions or answers in your exercise book. Ask and answer the questions.

**Examples:**

What does a dressmaker do?      A dressmaker makes dresses.

He/She sells fruit.                      What does a fruit seller do?

- 1 What does a film actor do?
- 2 What does a bus driver do?
- 3 She writes stories or poems.
- 4 He grows crops.
- 5 He bakes bread.

**G. Groupwork.** Write the other occupations you know in your exercise book.

**H.** Write a composition about someone you know by answering the following questions.

- 1 What is the person's name?
- 2 What does he/she do?
- 3 Where does he/she work?
- 4 What time does he/she start work?
- 5 Does he/she like his/her job? Why or why not?
- 6 What do you think about his/her job?





## Language Focus

### I. Capital letter, full stop (.) and question mark (?)

We use capital letters...

- at the beginning of every sentence.
- for names of people, places, days and months.

We use a full stop at the end of a sentence that...

- tells something.
- gives a command.
- makes a statement.

We use a question mark at the end of a sentence that...

- asks for information.

### J. Correct the sentences. Rewrite them correctly using cursive handwriting.

T S

this is shammi.

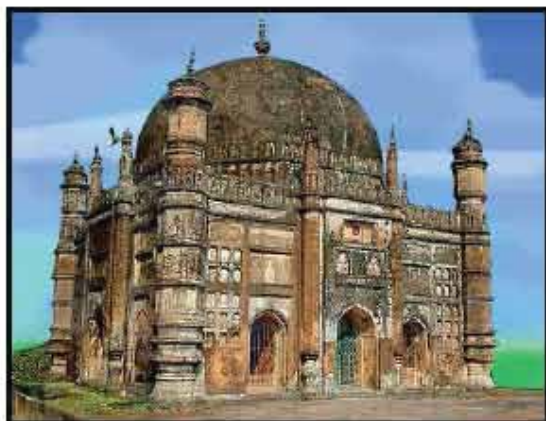
*This is Shammi.*

- 1 who is your favourite film actor
- 2 what is your favourite colour
- 3 today is monday
- 4 would you lend me a pencil
- 5 i get up at 10 o'clock on fridays
- 6 we don't have school in july

### K. Pairwork. Read the composition that your partner wrote in Activity H. Check for correct use of capital letters and full stops.

**A. Read about Mamun's home district.**

My home district is Kishoreganj. It is about 145 kilometres from Dhaka. It is a district headquarters. The district has 8 municipalities, 13 upazilas, 108 unions and 1745 villages. The name Kishoreganj comes from the name of an old landlord known as Brojakishore Pramanik or Nandakishore Pramanik. The area of Kishoreganj municipality is about 10 square kilometres. The river Narasunda flows through the town.



Shah Muhammad Mosque

Kishoreganj is a small town, but there are many important places in and around it. The largest Eid fairgrounds, called Solakia Eid Ground and the well-known Government Gurudayal College are in the town. People from many districts come to this place to celebrate Eid. The Pagla Mosque is also in my home district. Outside the town, you can visit the fort of Isah Khan at Jangal Bari. You can also see the Shah Muhammad Mosque at Egaroshindhur. Near the Fuleshwari River, you can see the Shiva Temple of Chandrabati.



Upendrakishore  
Roy Chowdhury



Zainul Abedin



Syed Nazrul Islam

Kishoreganj is also the home district of some famous people. Chandrabati, the first woman poet of Bangla literature, was born here. Two writers of children's literature, Upendrakishore Roy Chowdhury and Sukumar Roy are also from here. The great painter Zainul Abedin comes from Kishoreganj, too. Syed Nazrul Islam, the first acting President of Bangladesh, is also from here. I love my home district!

**B. Pairwork.** Ask and answer the questions.

- 1 What's the name of Mamun's home district?
- 2 How far is it from Dhaka?
- 3 How did it get its name?
- 4 What is the name of the river in the town?
- 5 What are two things you can see in the town?
- 6 Who are two famous people from this town?

**C. Groupwork.** Make a list of the important places in Kishoreganj. Which place do you think is the most interesting? Why? Discuss with your groupmates.



**D.** Prepare to write about your home district. Answer the questions in your exercise book.

- 1 What is the name of your home district?
- 2 What type of town is it? (district / upazila / divisional town)
- 3 How did your home district get its name?
- 4 What are the interesting places in your home district?
- 5 Who are some famous people from your home district?
- 6 What do you like about your home district?

**E.** Write a short composition about your home district. Use the information in Activity D.

**F.** Look, listen and say.

Look at **this**. Look at **that**.

Look at **these**. Look at **those**.

Touch your ears and touch your nose.



Look at **that**. Look at **this**.

Look at **those**. Look at **these**.

Clap your hands and touch your knees.

**G.** Underline the words in the last paragraph on page 34 with the **th** sound.



## Language Focus

### H. Comma (,)

We use commas...

- to separate three or more words in a list.  
Mili, Nayan and Saleh are my friends. They are kind, polite and caring.
- to separate words that introduce a sentence.  
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 sentence.  
Tamim, listen to this song.  
Neel, can you please turn on the radio?

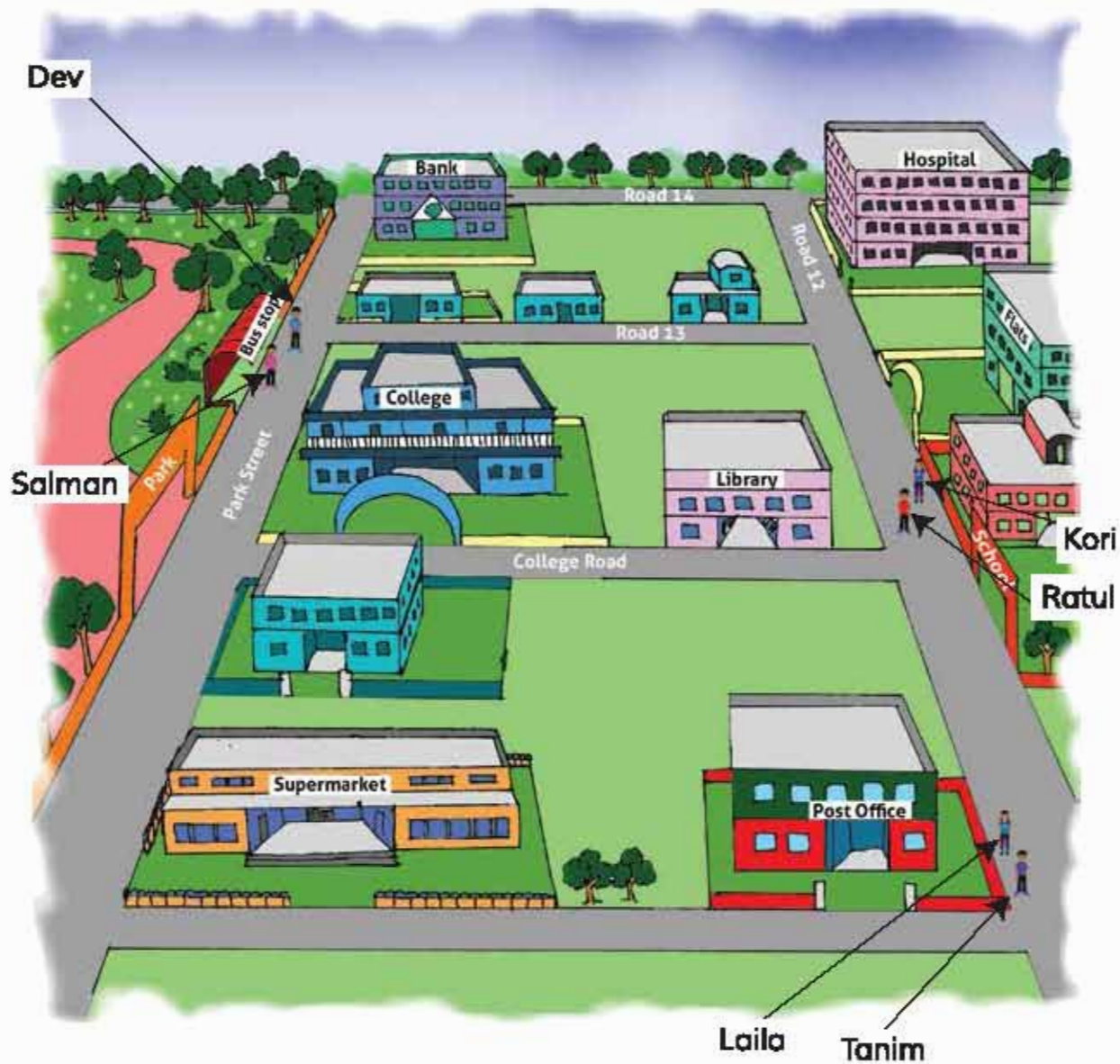
### I. Correct the sentences. Rewrite them correctly using cursive handwriting.

Mary what are you looking at? *Marry, what are you looking at?*

- 1 Joy do you see that butterfly on the yellow flower?
- 2 Yes I do. It's blue yellow brown and red! Those are beautiful colours.
- 3 Yes they are! Oh it's coming this way!
- 4 Mary can we try to catch it?
- 5 No we can't.
- 6 Well I can take a picture of it.
- 7 Oh great idea!

### J. Pairwork. Look at the dialogue on page 5. Underline the commas. Say why the commas are used in each sentence.

A. Look and talk about the map.





**B. Pairwork. Read the dialogues.****1**

Salman: Excuse me, is there a library nearby?

Dev: Yes, the library is on College Road, next to the College. Go straight and then turn left on College Road. The library will be on your left.

Salman: Thanks a lot!

**2**

Kori: Excuse me, sir. Could you please tell me how to get to the supermarket?

Ratul: Turn right on College Road. Then turn left on Park Street. The supermarket is on the corner.

Kori: Thank you!

**3**

Tanim: Excuse me, Ms. Do you know how to get to the hospital?

Laila: It's very near! It's only five minutes' walk from here. Continue on this street toward Road 14. The hospital is on the corner there.

Tanim: Thanks!

**C. Pairwork. Act the dialogues from Activity B.****D. Pairwork. Ask for and give directions to the following places: the school, the post office, the bank, the bus stop. Use the dialogues in Activity B as a model.**

**E.** Look and say. Complete the sentences with the correct preposition.



behind

in front of

next to

opposite

outside

- 1 The jeep is \_\_\_\_\_ the hut.
- 2 The school is \_\_\_\_\_ the park.
- 3 The cow is \_\_\_\_\_ the hut.
- 4 The girl is \_\_\_\_\_ the tree.
- 5 The butterflies are \_\_\_\_\_ the window.

### Language Focus

**F.** Giving directions

Use **Excuse me!** to get someone's attention.

Use **commands** when giving directions. For example, turn left / right, go to the left / right.

Use **prepositions** to give locations. For example, opposite, next to, near, etc.

**G.** Pairwork. Ask and answer about places in your town or neighbourhood. Use the expressions in the Language Focus.



- H.** Write the directions to the places you talked about in Activity G. Begin your directions from your school.

### Language Focus

**I.** Using our voices

Our voices go up (↗) or down (↘) when we talk.

Our voices go up for...

- greetings.
- questions that can be answered with yes / no.

Our voices go down for...

- statements.
- questions beginning with Who, What, When, Where, Why and How.

- J.** Pairwork. Ask and answer the questions with information about yourself. Make sure your voice goes up or down correctly.

- 1 What's your name?
- 2 Do you want to play a game?
- 3 What games do you like to play?
- 4 Is your family from Sylhet?
- 5 Can you speak French?
- 6 Do you live in Dhaka?
- 7 What's your best friend's name?



**A. Listen and read.**

**Andy:** Hi, Tamal! Can you help me with something?

**Tamal:** Sure, Andy!

**Andy:** What are the main tourist spots in Bangladesh? I know about Cox's Bazar. I visited there last month.



**Cox's Bazar**

**Tamal:** Oh, Cox's Bazar is the most popular tourist spot.

**Andy:** And it's beautiful! I loved the sea and the beach! But I'd like to see some new places this time.

**Tamal:** Right! There are many places to see in our country. You can go to Sreemangal. You can enjoy the beauty of the tea gardens there. From there you can go to Madhabkundu. There are some wonderful waterfalls there. You can also go to Saint Martin's Island. It's a special place.



**Saint Martin's Island**



Andy: What is special about Saint Martin's Island?

Tamal: It's an island in the Bay of Bengal, and it's the only coral island in Bangladesh. You can see coral in different shapes and colours. And the water in the Bay of Bengal is very clean and blue!

Andy: Oh, that sounds wonderful!

Tamal: Yes, it is! You can also see the turtles on the island. The turtles make their nests on the beach and then they lay their eggs in them. You can see many fish, too!

Andy: Wow! Really? Can I go sailing?

Tamal: Well, you can take a day cruise. You can go on wooden boats or sea truck. The cruises are exciting and safe. They are a great way to see the Bay.

Andy: Thanks for the information, Tamal!

**B. Answer the questions.**

- 1 What tourist places does Tamal tell Andy about?
- 2 What is the name of the island Tamal tells Andy about?
- 3 Where is this island?
- 4 What can you see on this island?
- 5 How can you go on the water in the Bay of Bengal?

**C. Pairwork. Act the dialogue from Activity A.**

**D. Look at the words in bold from the text. Match the words and their meanings.**

- |          |  |
|----------|--|
| 1 coral  | A a journey by sea   |
| 2 nest   | B a place to lay eggs  |
| 3 cruise | C hard colourful substances made of bones of very small creatures at the bottom of the sea |





### E. Listen and read.



sea truck



**Andy:** So, how can I get to Saint Martin's Island?

**Tamal:** Well, you can go from Chattogram to Teknaf, and then from Teknaf to Saint Martin's Island.

**Andy:** How far is Chattogram from Teknaf?

**Tamal:** About 228 kilometres.

**Andy:** And how far is Saint Martin's Island from Teknaf?

**Tamal:** It is about 26 nautical miles. A nautical mile is a unit for measuring distance at sea. By sea truck it's about two and a half hours journey from Teknaf to Saint Martin's Island.





- F.** Groupwork. Look at the map in Activity E. Point at different districts on the map. Do you know how far each district is from Dhaka?
- G.** Write in your exercise book the paragraph your teacher dictates. The paragraph is about the districts of Bangladesh.

### Language Focus

#### H. Exclamation mark (!)

We use exclamation marks

- to show strong feelings.  
That's great! Thank you so much!
- to show surprise.  
Wow! Oh!
- after strong commands.  
Stop that! Don't touch that!

- I.** Correct the sentences. Rewrite them correctly using cursive handwriting. Add capital letters and exclamation marks.

how wonderful

*How wonderful!*

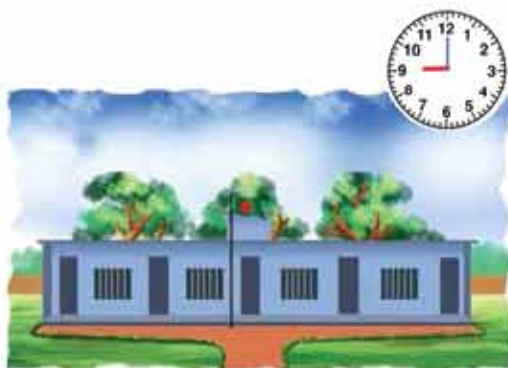
- 1 well done
- 2 it was a fantastic game
- 3 oh no
- 4 I can't find my homework
- 5 help me
- 6 you can't do that
- 7 let's go

**A. Listen, read and say.**



Tick-tock! Tick-tock!  
 It's 5 o'clock. 5 o'clock!  
 Wash yourself and pray.  
 Tick-tock! Tick-tock!  
 Look at the clock.

Tick-tock! Tick-tock!  
 It's 9 o'clock. 9 o'clock!  
 Take your bag and go to school.  
 Tick-tock! Tick-tock!  
 Look at the clock.



Tick-tock! Tick-tock!  
 It's 4 o'clock. 4 o'clock!  
 Now it's time to go back home.  
 Tick-tock! Tick-tock!  
 Look at the clock.



**B. Look, read and say.**



It's midnight. It's 12 o'clock.  
They're sleeping.



It's 8 o'clock.  
They're having breakfast.



It's 1 o'clock.  
They're at school.



It's 6 o'clock.  
They're helping their father.

**C. Pairwork. Look at the clocks in Activity B. What are you doing at those times?**

Example: At midnight, I'm sleeping.

**D. Read and say.**

60 seconds = 1 minute    60 minutes = 1 hour    24 hours = 1 day

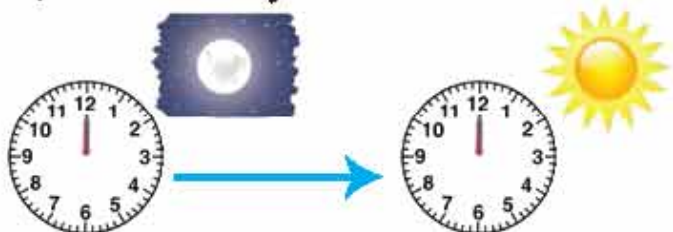
**E. Ask and answer.**

Example: How long is your English class? It's 35 minutes.

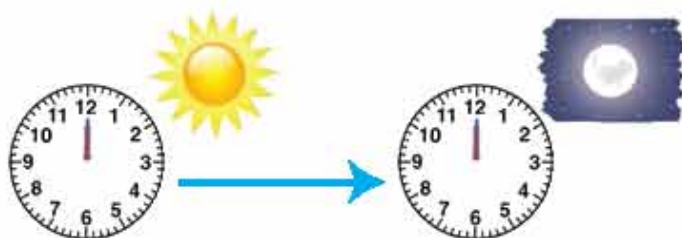
- 1 How long is your school day?
- 2 How long is your walk to school?
- 3 How long is your summer holiday?



**F.** Look, read and say.



12 o'clock midnight to 12 o'clock midday are a.m. times.



12 o'clock midday to 12 o'clock midnight are p.m. times.

We are at school at 9 a.m. but we are at home at 9 p.m.  
It's day at 2 p.m. but it's night at 2 a.m.

**G.** Groupwork. Say a time. Your groupmates should say what they usually do at that time.

It's 5 p.m.

At 5 p.m. I usually help my mother.

**H.** Look and say.

It's 10:15.

It's quarter past ten.



It's 10:30.

It's half past ten.



It's 10:45.

It's quarter to 11.









I. Pairwork. Look and say.



J. Look at the digital clocks. Say the times.



K. Look at the times. Say the times. Draw the hands on the clocks.

		
7:45	1:00	12:15
		
5:20	11:40	8:50

L. Groupwork. Draw a clock with any time on it. Show it to your groupmates. The first one to say the correct time then shows his or her clock face. Continue until everyone has had a turn.

**A.** Listen and read.



One day, a hare was walking in the forest when he saw a tortoise. The hare was the fastest animal in the forest. The tortoise was the slowest animal in the forest. The hare called out to the tortoise, "Hurry up! You are so slow! Can't you walk faster? Can't you run?"

The tortoise felt angry and said to the hare, "Why don't we have a race? Maybe I can win!"



The hare laughed and laughed. "Sure! I will win!" the hare said. They agreed to start next to a big tree and finish at the river. Then they called their friends to watch. The hare stood beside the tortoise and the race began.





The hare ran quickly and in a few minutes the hare was out of sight. The hare said to himself, "The tortoise is very far behind. I can see the finish line. I have time for a nap!" Soon the hare was asleep under a tree next to the path.



The tortoise walked steadily, on and on. He didn't stop. Soon, he passed the sleeping hare.

The hare slept for an hour. When he finally woke up, he looked at the finish line. He couldn't believe his eyes! Tortoise was almost at the finish line! The hare ran as fast as he could, but it was too late. The tortoise crossed the finish line and won the competition! The hare was furious!

The tortoise looked back at the hare and smiled. Then he said, "Slow but steady wins the race!"



**B. Read the sentences. Complete the questions.**

- 1 Where \_\_\_\_\_?  
The hare was walking in the forest.
- 2 What \_\_\_\_\_?  
The hare saw the tortoise.
- 3 How \_\_\_\_\_?  
The tortoise was walking slowly.
- 4 Where \_\_\_\_\_?  
They started their race next to a big tree.
- 5 Who \_\_\_\_\_?  
The hare went to sleep.
- 6 How long \_\_\_\_\_?  
He slept for an hour.
- 7 When \_\_\_\_\_?  
The hare woke up when the tortoise crossed the finish line.
- 8 Who \_\_\_\_\_?  
The tortoise won the race.

**C. Read the sentences. Which animal is each sentence about?  
Write T for Tortoise or H for Hare.**

- 1 He is the fastest animal in the forest. \_\_\_\_\_
- 2 He is the slowest animal in the forest. \_\_\_\_\_
- 3 He took a nap during the race. \_\_\_\_\_
- 4 He crossed the finish line first. \_\_\_\_\_
- 5 He was angry at the end of the race. \_\_\_\_\_

**D. Groupwork. What does "Slow but steady wins the race" mean?**



**E.** Fill in the blanks with the correct word from the box.

fastest   passed   raced   slowest   steadily   took   won

The hare was the \_\_\_\_\_ animal, but the tortoise was the \_\_\_\_\_. One day, the tortoise and the hare \_\_\_\_\_. The hare ran very quickly, but then he \_\_\_\_\_ a nap. The tortoise walked on \_\_\_\_\_. While the hare was sleeping, the tortoise \_\_\_\_\_ him. The tortoise crossed the finish line first and \_\_\_\_\_ the race!

**F.** Match the words in column A with the words with similar meaning in column B.

A

angry

fast

nap

next to

start

B

begin

beside

furious

quick

sleep

### Language Focus

**G.** Quotation marks (“ ”)

We use quotation marks to show what someone said. We put quotation marks at the beginning and the end of the person's words. Use a comma before or after quotation marks. Start the first word inside the quotation marks with a capital letter.

The hare said, “I am the fastest animal.”

“I am the slowest animal,” said the tortoise.

**H.** Underline the sentences with quotation marks on pages 54 and 55.



**A. Listen and read.**



A person's birthday is a special day. This is the date when the person was born. People around the world celebrate birthdays in different ways. In many countries, people celebrate with a cake. There are candles on the cake. There is one candle for each year of the person's life. People sing a song for the person. At the end of the song, the person blows out the candles.

In some countries, there is often a party for a child's birthday. The child's friends come to the home. There is special food, like sweets. The children play games and sing. The friends often bring a birthday gift for the child. The gifts are wrapped in colourful paper. The gift may be a toy, a book or some clothes. In some countries, the friends don't bring gifts. The most important thing is to enjoy the day and spend time with friends and family.





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

- 1 A birthday is the date when a person was born. \_\_\_\_\_
- 2 People celebrate birthdays in the same way around the world. \_\_\_\_\_
- 3 On a birthday cake, there is one candle for each year of a child's age. \_\_\_\_\_
- 4 The friends and family blow out the candles on a birthday cake. \_\_\_\_\_
- 5 Children in some countries have a party for their birthday. \_\_\_\_\_
- 6 Gifts are the most important thing for celebrating a birthday. \_\_\_\_\_

**C. Listen and sing.**

Happy Birthday to you.  
 Happy Birthday to you.  
 Happy Birthday, dear Nafis.  
 Happy Birthday to you!



**D. Sing the Happy Birthday song using the names below. Then count the candles on the cake and say how old each person is.**



Zakir



Apama



Robin



Ashoka



**E. Listen, read and say.**

To write a date, we write the day, the month and the year:

1.1.23 = 1<sup>st</sup> January, 2023

We say:

The first of January, 2023.

**F. Complete the sentences. Say and write today's date.**

The month is \_\_\_\_\_.

The day is \_\_\_\_\_.

The year is \_\_\_\_\_.

Today's date is \_\_\_\_\_.

**G. Read and say.**



Shaheed Minar

The 21<sup>st</sup> 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.



**H. Say the dates.**

A 17 March

D 1 May

B 26 March

E 20 November

C 14 April

F 16 December

**I. Why are the dates in Activity H important? Write the letter of the date next to the correct day.**

\_\_\_\_\_ Birthday of Bangabandhu Sheikh Mujibur Rahman, the Father of the Nation

\_\_\_\_\_ Independence Day of Bangladesh

\_\_\_\_\_ Bangla New Year

\_\_\_\_\_ Victory Day of Bangladesh

\_\_\_\_\_ International Workers' Day

\_\_\_\_\_ International Children's Day

**J. Write the following dates in words and say them.**

31 January, 1995

5 February, 1996

9 August, 1997

22 July, 2000

21 October, 2009

23 May, 2015

**K. Write your birthday in numbers and words.**

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**A. Listen and read.**

Sufia: Mum! Can I go out and play, please?

Mother: Have you done your homework?

Sufia: Yes.

Mother: OK, but don't play for too long.



Rashid: Good morning, teacher. May I come in, please?

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

Rashid: My father is ill. We were at the doctor's chamber.

Mrs. Alam: I hope your father gets well soon. Sit down, please.

**B. Groupwork. Which expressions do Sufia and Rashid use to ask for permission? Write them.**

Sufia: \_\_\_\_\_

Rashid: \_\_\_\_\_

Which word do they use to make their requests polite? \_\_\_\_\_

**C. Pairwork. Act the dialogues from Activity A.**

**D. Listen and read.**

Mother: Azim, Could you help me?

Azim: Of course, Mum.

Mother: Would you put these dishes in the kitchen?

Azim: Yes, Mum.

**E. Groupwork. Which expressions does Mum use to ask for help? Write them.**

---

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**F. Pairwork. Read and act.**

- 1 You need a pencil to draw a picture. You don't have one. Ask a friend for a pencil.
- 2 You want to watch TV. Ask permission.
- 3 Your homework is very difficult. Ask for help.
- 4 Your school bag is very heavy. You can't carry it. Ask for help.

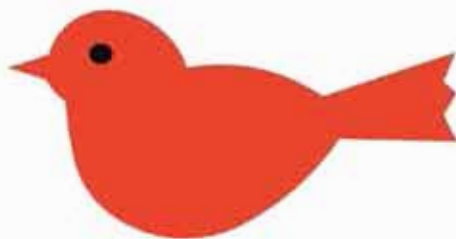


**G.** Look, listen, read and do.

Make birds on strings! You will need: a hanger, 3 pieces of string, 3 pieces of coloured paper, scissors and glue.



- 1 Trace this bird twice on each piece of paper. Cut out the birds. Draw an eye on each.



- 2 Put glue on one side of a bird. Lay a piece of string across it. Place another bird on top, so the string is inside. Repeat with the other paper birds and pieces of string.



- 3 Tie the strings to the hanger.





- H. Read and find the action words from the directions on page 64. Underline them.

Example: Make birds on strings!

- I. Complete the sentences with the correct word from the box.



crush

drink

drop

pour

stir

- 1 \_\_\_\_\_ some fruit syrup and water into a glass.
  - 2 \_\_\_\_\_ the fruit syrup and water together.
  - 3 \_\_\_\_\_ some ice into small pieces.
  - 4 \_\_\_\_\_ the pieces of ice into the glass.
  - 5 \_\_\_\_\_ your sherbet!
- J. Groupwork. Say and write the steps to make something. Choose one of the things below or use your own idea. Share your idea with the class.

a sandwich

a cup of tea

a salad

**A. Look, listen and say.**



kabadi



cycling



weightlifting



badminton



volleyball



cricket



swimming



football

**B. Listen and say.**

**Baichong:** Do you play or do any sports?

**Anousha:** I love badminton. I play with my family on weekends. I also go swimming and cycling a lot.

**Baichong:** I play cricket, and I do weightlifting.

**Anousha:** Weightlifting! Are you strong?

**Baichong:** Not very, but I want to get stronger. My brother is very strong.

**Anousha:** My brother is strong, too. He plays kabadi and volleyball. He's good at sports.

**Baichong:** I'd like to try kabadi. I'd also like to learn how to play volleyball.

**Anousha:** Volleyball is exciting, but I like playing football more.

**Baichong:** I love football too, but not as much as cricket. That's my favourite sport.

**C. Pairwork. Act the dialogue.**



**D. Read and circle.**

- 1 Anousha plays badminton / volleyball / cricket with her family.
- 2 Anousha / Baichong / Anousha's brother likes to swim.
- 3 Anousha / Baichong / Anousha's brother plays kabadi.
- 4 Baichong doesn't know how to play  
badminton / football / volleyball.
- 5 Anousha likes football / cricket / cycling more than volleyball.
- 6 Football / Cricket / Weightlifting is Baichong's favourite sport.

**E. Pairwork. Ask and answer the questions.**

- 1 What games or sports do you like?
- 2 How often do you play or watch that sport?
- 3 When do you play or watch it?
- 4 Who do you play or watch the sport with?

**F. Read the dialogue again. Write *go*, *play* or *do* before each of the sports. Then write a sentence about each sport.**

- |                  |                      |
|------------------|----------------------|
| 1 ____ badminton | 5 ____ kabadi        |
| 2 ____ cricket   | 6 ____ swimming      |
| 3 ____ cycling   | 7 ____ volleyball    |
| 4 ____ football  | 8 ____ weightlifting |

**G. Write in your exercise book the paragraph your teacher dictates. The paragraph is about cricket in Bangladesh.**

**H. Listen and read.**









The Olympic Games is the biggest sports competition in the world. The Olympics are held every four years in a different host city. More than 200 nations send a total of about 13,000 athletes to compete in more than 30 different sports.

The first Olympic Games was held in Greece almost 3,000 years ago. The modern Olympic Games started in 1896, and there have been 31 Olympic competitions since then.

**I. Read again. Answer the questions.**

- 1 How often are the Olympics held?
- 2 How many countries compete in the Olympics?
- 3 How many athletes compete in the Olympics?
- 4 How many sports are there in the Olympics?
- 5 When was the first Olympics?
- 6 When did the modern Olympic Games begin?

**J. Read the table.**

Olympics	Year	Host city / country	
1	1896	Athens, Greece	
5	1912	Stockholm, Sweden	
8	1924	Paris, France	
10	1932	Los Angeles, United States	
14	1948	London, United Kingdom	
17	1960	Rome, Italy	
19	1968	Mexico City, Mexico	
20	1972	Munich, Germany	

**K. Read the table again. Complete the sentences.**

- The first Olympics was held in Athens, Greece.
- The United States was the host country of the \_\_\_\_\_ Olympics.
- \_\_\_\_\_ was the host of the 17<sup>th</sup> Olympics.
- The twentieth Olympics was held in \_\_\_\_\_.
- The host country of the \_\_\_\_\_ Olympics has a blue and yellow flag.
- The \_\_\_\_\_ Olympics was hosted by Mexico City.
- The fourteenth Olympics was held in \_\_\_\_\_.
- Paris was the host of the \_\_\_\_\_ Olympics.



**A. Listen, read and say.**

**City streets and country roads**  
by Eleanor Farjeon

The city has streets—

But the country has roads.

In the country one meets

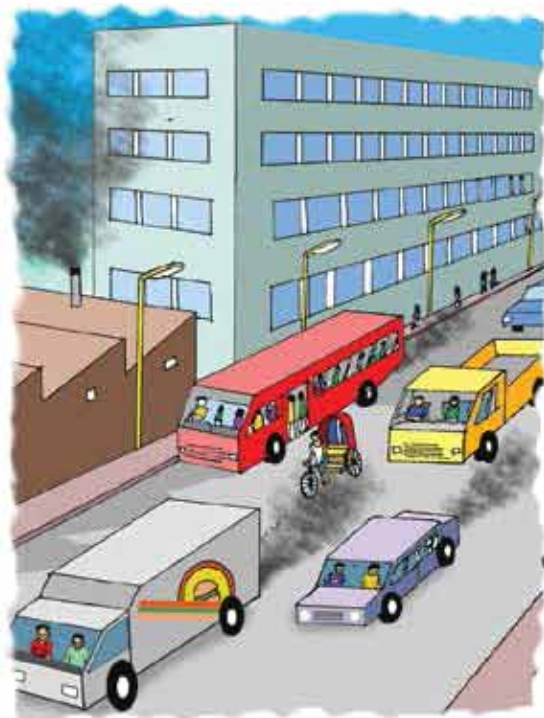
Blue carts with their loads

Of sweet-smelling hay,

And mangolds, and grain.

Oh, take me away

To the country again!



In the city one sees

Big trams rattle by,

And the breath of the chimneys

That blot out the sky.

And all down the pavements

Stiff lamp-posts one sees—

But the country has hedgerows,

The country has trees.

As sweet as the sun

In the country is rain:

Oh, take me away

To the country again!

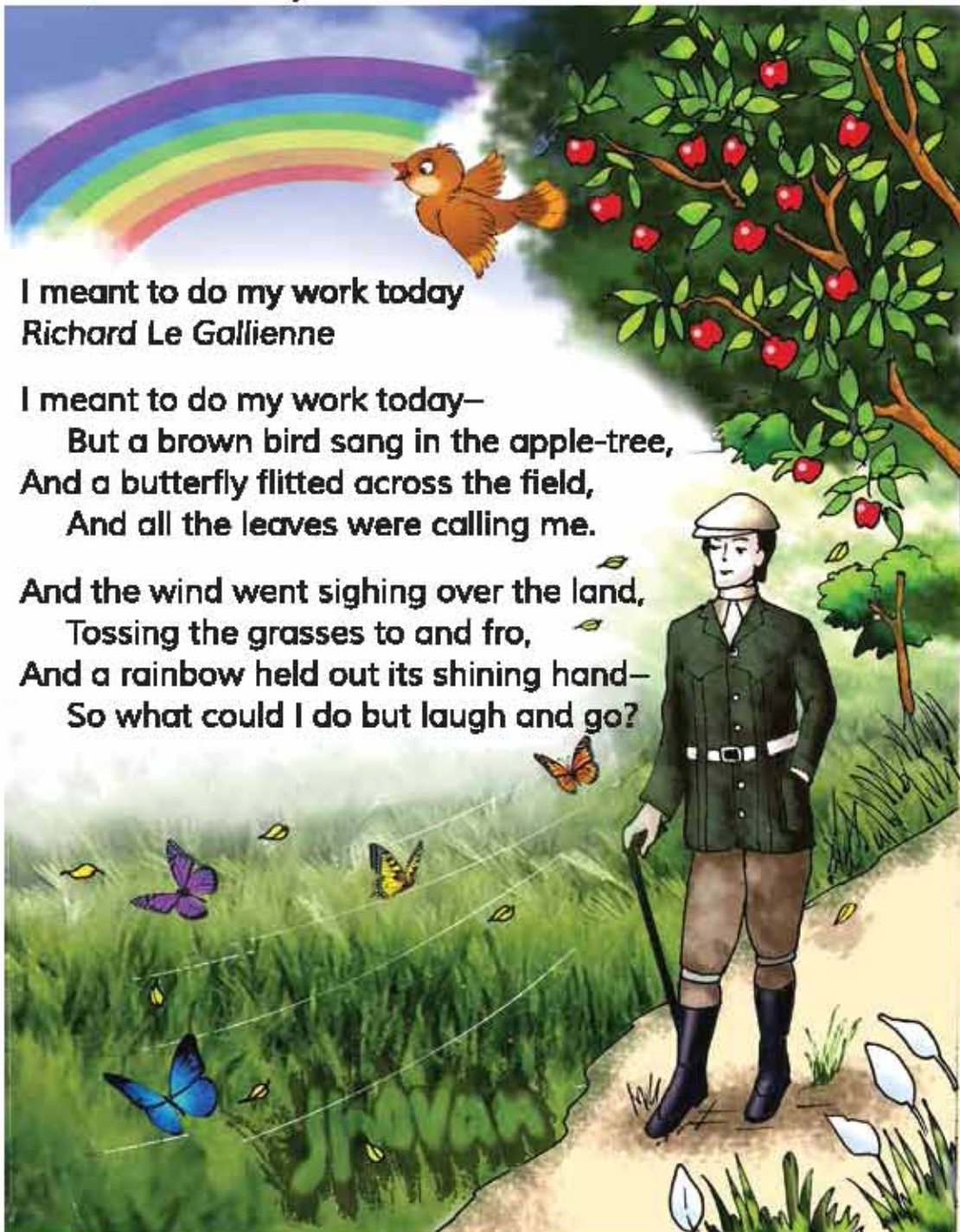


- B.** Read the poem aloud. Use correct stress and intonation.
- C.** Groupwork. Read the poem again. Answer the questions.
- 1 Does the author of the poem prefer the country or the city? How do you know? Underline the lines in the poem that tells you the answer.
  - 2 Do you prefer the city or the country? Why?
- D.** Read the poem again. Make two lists, one of things you can see in the country and the other of the things you can see in the city.

List 1: Things in the country	List 2: Things in the city



**E. Listen, read and say.**



**I meant to do my work today  
Richard Le Gallienne**

**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?**





**F.** Read the poem aloud. Use correct stress and intonation.

**G.** Read the poem again. Answer the questions.

- 1 What was the bird doing?
- 2 What was the butterfly doing?
- 3 What were the leaves doing?
- 4 What did the rainbow do?

**H.** Groupwork. Read the poem again. Discuss the questions.

- 1 What did the poet want to do?
- 2 What did the poet actually do in the end? Why do you think he did this?
- 3 Think about the poem on page 70 and this poem. Do the poets have similar or different opinions about the country? Why do you think so?

A. Listen and read.

# Sunshine Magazine

The Magazine by and for the Students of Class 5

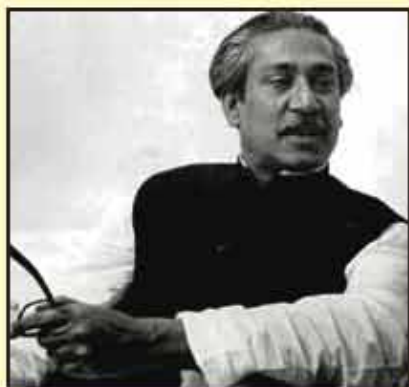
## A visit to the Liberation War Museum

Farhan Ahmed



On 14 December, our class went on a field trip to the Liberation War Museum at Agargaon, Dhaka. The trip was planned as part of our Bangladesh and Global 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. At first we watched a video clip on our liberation war and our Independence.

There were four permanent galleries that exhibited rare photographs, documents and newspaper clippings, and objects used by the freedom fighters and the martyrs of our liberation war. At "Gallery 2-Our Rights, Our Sacrifices", 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 4-Our Victory, Our Values", 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 notebook, a money-bag, a shirt, and other such things.

We left the museum at 12:30. It was an experience we would never forget.

**B.** Read the news story again. Answer the questions.

- 1 When did the class go to the Liberation War Museum?
- 2 Why did the class go to the Liberation War Museum?
- 3 How many permanent galleries are there in the Liberation War Museum?
- 4 Which two galleries did the writer and his class visit?
- 5 What personal belongings did the students see in "Gallery 4-Our Victory, Our Values"?

**C.** Groupwork. Read the news story again. Number the events in order from 1 to 5.

The students...

- \_\_\_ listened to the Declaration of Independence.
- \_\_\_ watched a video clip on the Liberation War and the Independence of Bangladesh.
- \_\_\_ met their guide.
- \_\_\_ saw the personal belongings of some martyred intellectuals and freedom fighters.
- \_\_\_ went to "Gallery 2- Our Rights, Our Sacrifices".



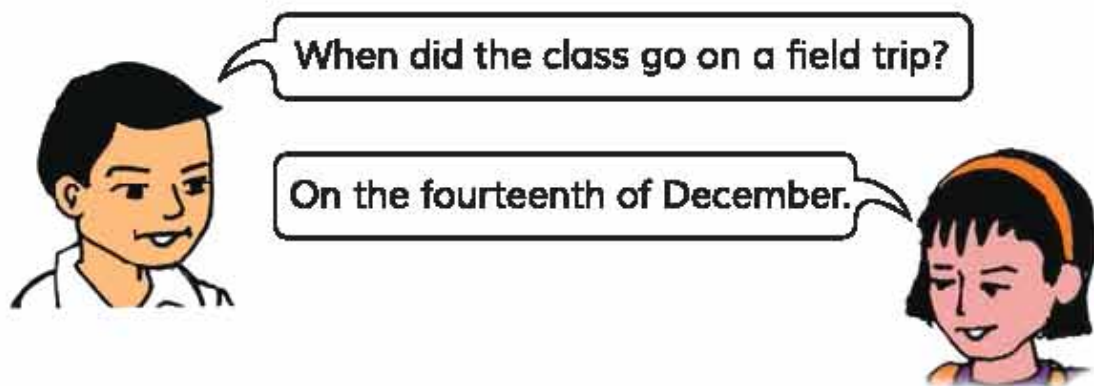
- D.** Read the news story again. Write as many Wh- questions as you can about the news story. Begin your questions with *Who*, *What*, *When*, *Where*, *Why* and *How*.

Examples:

*When did the class go on a field trip?*

*How did the students travel to the Liberation War Museum?*

- E.** Groupwork. Ask and answer your questions from Activity D.



- F.** Look at the news story again. Answer the questions.

- 1 What is the name of the student magazine?
- 2 Who is the magazine for?
- 3 Who writes the articles in the magazine?
- 4 What is the title of the news story in the student magazine?
- 5 Who is the writer of the news story?

- G.** Test your general knowledge. Match the beginnings and the ends of the sentences.



- |  |                           |
|--|---------------------------|
| 1 Rabindranath Tagore wrote            | 26 March.                 |
| 2 Bangabandhu Sheikh Mujibur Rahman is | our National Anthem.      |
| 3 Our Independence Day is on           | the Father of our Nation. |
| 4 Our Victory Day is on                | 16 December.              |

- H.** Groupwork. Plan a field trip that you would like to take. Answer the questions.

- Where would you like to go? *I would like to go to Sonargaon.*
- Where is this place?
- Who would you go with?
- How would you get there?
- When would you go?
- What would you see there?
- Why would you like to go to this place?

- I.** Write your news story in your exercise book.

**A.** Listen and read.

It's a beautiful spring day. Maria gets up early. She feels happy. She knows that it's a nice day because she puts her hand on the glass of the window. It is very warm. She opens the window and the singing of the birds fills the room. She can smell the flowers outside her home. They smell sweet and fresh. After Maria gets dressed and has her breakfast, she puts her books in her bag. She is ready for school.



Maria is a lot like any other students in her neighbourhood. She goes to school and likes to be with her friends. But Maria cannot see the beautiful spring day. She cannot see the flowers, the blue sky, or the singing birds. She cannot see the new green leaves on the trees. She cannot see these because she is visually impaired. She has been unable to see since she was born.







**C.** Listen and read.

Maria hopes to go to university one day. Her teachers think that she can. Maria wants to set up a school of her own so that she can teach visually impaired children. Before this, Maria wants to be a writer. She wants to

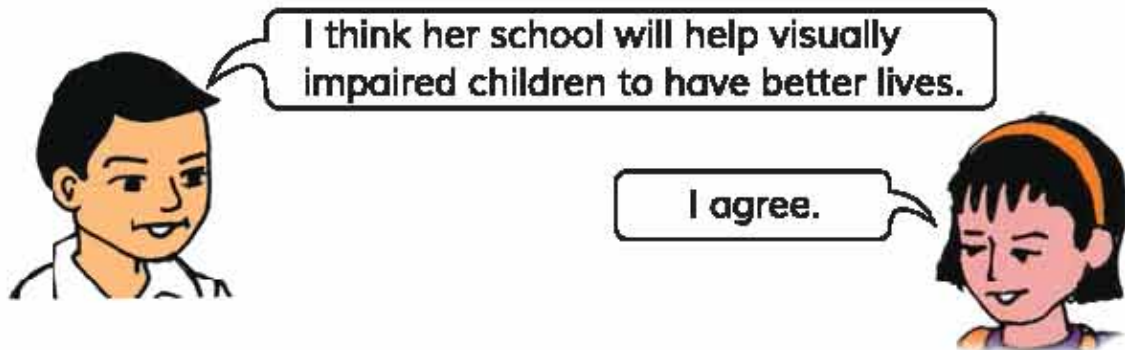


write a book about her feelings and experiences. She wants to show other impaired people that they can do amazing things in their lives!

**D.** Read the story again. Answer the questions.

- 1 Why does Maria want to set up a school?
- 2 What kind of book does Maria want to write?
- 3 Why does she want to write this book?

**E.** Pairwork. Talk about Maria's goals for the future. How do you think she will help people?





- F.** Read the job descriptions. Complete the sentences with a word from the box.

business person	computer engineer	doctor
farmer	pilot	teacher

- A \_\_\_\_\_ works in a school. Children learn how to read and write from this person.
  - A \_\_\_\_\_ studies computer science and can fix computers.
  - A \_\_\_\_\_ looks after ill people and helps them to become healthy.
  - A \_\_\_\_\_ flies planes. He or she travels around the world.
  - A \_\_\_\_\_ grows crops, such as rice. We get our food from this person.
  - A \_\_\_\_\_ buys and sells things in Bangladesh or in other countries.
- G.** Pairwork. Talk about the jobs in Activity F. Which job would you like to do? Why?
- A: I would like to be a pilot. I would like to visit other countries.
- B: I would like to be a teacher. I would like to work with children.
- H.** Write three sentences about what you would like to do in the future. Use the information from Activity F.
- Example:** I would like to be a doctor. I would like to help sick children. I would like to help them to become healthy.



**A. Listen and read.**

Last January I went to a cub camporee. It was my first visit to a cub camporee and it was my first time away from home! A camporee is a gathering of cubs from different parts of Bangladesh. Cubs all over the world have their own camporees.

The cub camporee took place in Sreemangal under Moulvibazar district. To get there, we travelled from Dhaka to Sreemangal by train. We arrived in the morning, so the weather was nice. We walked to our camp from the train station.



There were 10 of us and two leaders. We were a big group, so we didn't take any rickshaws. We walked together in our group. It wasn't very far. At the camp, we cleaned up the area, set up our tents and prepared our breakfast. After breakfast, we played games with cubs from other parts of Bangladesh. Then we had lunch. We cooked rice and chicken. In the afternoon and evening, we sang songs and recited poems. It was fun! At night, we slept in our tents.



The next day, after the camporee, we went to Lowachara National Park. It was very interesting. We took a walk beside a small stream in the forest. Our leaders told us to be very quiet because the animals are frightened by noise. We walked



quietly up a small hill, and suddenly we heard something in the trees above our heads. We looked up and saw a gibbon. It was moving quickly through the trees.



After our visit to Lowachara National Park, we went to the Nilkantha Tea Cabin. This is a famous place to drink tea in Sreemangal. The Nilkantha Tea Cabin sells a glass of tea of different colours and flavours. It was amazing! I will never forget my visit to Lowachara National Park. It was a great day!



**B. Read the story again. Choose the best answer.**

- 1 The camporee took place in...**

a. Dhaka.	b. Moulvibazar
c. Sreemangal.	d. Lowachara National Park.
- 2 The cubs went from Dhaka to Sreemangal...**

a. by bus.	b. by train.
c. by car.	d. by rickshaw.
- 3 At the camporee, the cubs first...**

a. ate lunch.	b. played games.
c. sang songs.	d. cleaned up the area.
- 4 In the Lowachara National Park, the cubs saw...**

  - a gibbon above their heads in a tree.
  - colourful birds drinking from a stream.
  - some poets drinking tea near the forest.
  - tourists at the Nilkantha Tea Cabin.
- 5 The Nilkantha Tea Cabin had...**

  - glasses of tea of different colours and flavours.
  - trees with gibbons in them.
  - many tea plants.
  - cubs reciting poems.

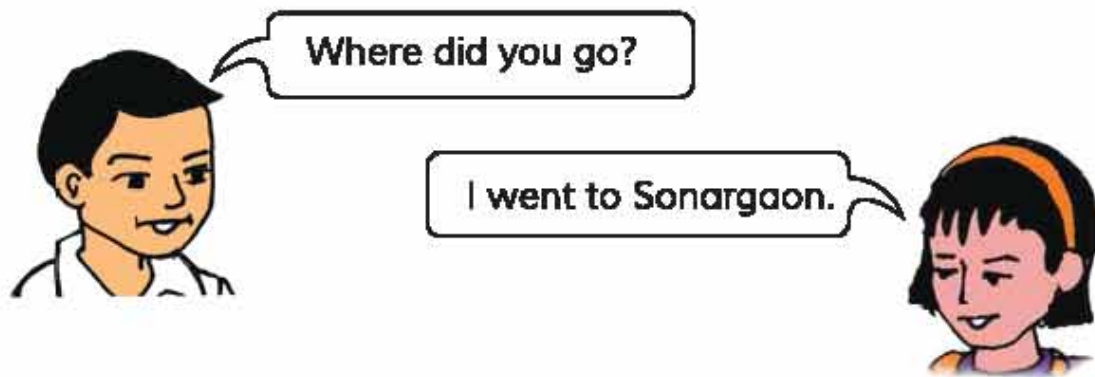




**C.** Think about a great day you had. Answer the questions in your exercise book.

- 1 Where did you go?
- 2 When did you go there?
- 3 Who did you go with?
- 4 How did you get there?
- 5 What did you do there?
- 6 What did you see?
- 7 Did you eat or drink something there? If so, what?

**D.** Pairwork. Ask and answer the questions from Activity C.



**E.** Write a short composition in your exercise book about a great day you had. Use the information from Activity C.

*I went to Sonargaon last year. I went there with my family. We took a bus. We saw the city of Panam. It was interesting. We took our own food and had a picnic.*

**A. Listen and read.**

Laila and Bithi are friends, but they are very different. Laila likes to run in the park and swim. She is very active. She also likes to talk. Her mother says, "Oh, Laila! You're so talkative." On the other hand, Bithi is a quiet person. She doesn't like running or swimming. She enjoys reading. She especially loves stories about other countries.

**B. Read again. Which picture shows Laila? Which picture shows Bithi? Write the correct name under each picture.**


\_\_\_\_\_



\_\_\_\_\_

**C. Groupwork. Read the adjectives. Use the adjectives to make sentences about people you know.**

active	clever	funny
kind	quiet	talkative

**Example:** My sister is very active. She plays badminton and volleyball.



## D. Look, listen and read.

Bithi's family can't buy many books, so she borrows books from the library. Here is Bithi's library card.

## Naogaon Library

NO. \_\_\_\_\_

EXPIRES. \_\_\_\_\_

(Do not write above the line)

I promise to take good care of the books I borrow from the library. I promise to obey the rules of the library. I will return the books on time and in good condition.

NAME: Bithi Alam

(Write name in full and with ink only)

HOME ADDRESS: 160, Hospital Road,  
Sadar, NaogaonSCHOOL: Naogaon Primary SchoolCLASS: Five AGE: 10Bithi Alam

Signature

## E. Look, read and write.

## Noakhali Library

Name: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_



**F. Look, listen and read the application form.**
**ENGLISH LANGUAGE CLUB**
**Naogaon**


**Name:** Laila Karim  
**Date of Birth:** 9 August, 2013  
**Nationality:** Bangladeshi  
**Mother's name:** Jahanara Karim  
**Father's name:** Ahmed Karim  
**Home address:** 211, Hospital Road, Sadar, Naogaon  
**School:** Naogaon Primary School  
**Class:** Five  
**Hobbies:** running, swimming and talking to my friends  
**Date:** 21 January, 2023

Laila Karim  
 Signature

**G. Read the form again. Complete the paragraph about Laila.**

Laila Karim was born on \_\_\_\_\_. Her \_\_\_\_\_ name is Jahanara Karim and her \_\_\_\_\_ name is Ahmed Karim. Laila and her family are from Bangladesh, so their nationality is \_\_\_\_\_. Laila lives at \_\_\_\_\_. She is in Class \_\_\_\_\_ at \_\_\_\_\_. In her free time, she enjoys \_\_\_\_\_ and \_\_\_\_\_. She completed her English Language Club application form on \_\_\_\_\_.

**H.** Listen and read.

Rokeya Khan is Laila's friend. She is also Bangladeshi. She also goes to Naogaon Primary School, but she is in Class 4. Her birthday is 18 September, 2012. Her father's name is Anowar Khan and her mother's name is Aisha Haider. They live at Hospital Road in Naogaon. In her free time, Rokeya enjoys drawing and reading. She signed her English Language Club application on 12 November, 2022.

**I.** Read the paragraph again. Complete the application form with Rokeya's information.**ENGLISH LANGUAGE CLUB**

Naogaon



Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Nationality: \_\_\_\_\_

Mother's name: \_\_\_\_\_

Father's name: \_\_\_\_\_

Home address: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Date: \_\_\_\_\_

*Rokeya Khan*  
Signature



A. Look at the pictures and talk about them.

1



2



3



4



B. Read and say. Write the number of the picture from Activity A next to the correct word.

\_\_\_\_\_ cyclone

\_\_\_\_\_ river erosion

\_\_\_\_\_ earthquake

\_\_\_\_\_ tsunami





**C. Listen, say and read.**

**Anita:** Officer, we heard about the earthquake in Nepal. It was terrible.

**Asad:** Yes, I'm very sad about it.

**Anita:** I'm afraid. There are many disasters in the world. Last

month, we lost some of our land because of river erosion, and last year, a cyclone destroyed many buildings and trees! What's next?

**Officer:** Well, the TV news can tell us about cyclones, and we can often see signs of river erosion. So far no one knows when an earthquake will happen.

**Asad:** What can we do?

**Officer:** You shouldn't worry too much. We can prepare for natural disasters. Here is a leaflet.



**D. Read again. Answer the questions.**

- 1 Where was the earthquake Anita talked about?
- 2 When did Anita's family lose some land?
- 3 Why did her family lose some land?
- 4 What destroyed many buildings and trees last year?
- 5 Which natural disaster can the TV news tell us about?

**E. Groupwork. Have you experienced a natural disaster in your life? What kind of natural disaster was it? When was it? Or imagine a disaster.**

**F.** Look, listen and say.



batteries



torch



first-aid kit



dried foods

**G.** Pairwork. Which of the things in Activity F do you have in your home? Ask and answer.



Do you have any batteries in your home?

No, I don't. I should get some batteries.



**H.** Complete the sentences with the correct word from Activity F.

1 I can't see! It's very dark. Do you have a \_\_\_\_\_?

2 My torch doesn't work. It needs new \_\_\_\_\_.

3 We don't have any fresh food, but we can prepare some \_\_\_\_\_.

4 Jamshed cut his hand! Bring me the \_\_\_\_\_.



I. Listen. Complete the leaflet with the words you hear.

# STAY SAFE!

Be prepared for \_\_\_\_\_. They can happen at any time.

- *Before an earthquake*

Keep some food and \_\_\_\_\_ in your home. You will also need a \_\_\_\_\_ because there may not be any electricity for a few days. You should have some \_\_\_\_\_ for your torch, too.

- *During an earthquake*

If you are in a building, get under a strong \_\_\_\_\_. Do not run down the \_\_\_\_\_. If you are outside, stay away from buildings or \_\_\_\_\_.

- *After an earthquake*

Do not go inside a \_\_\_\_\_ unless it is safe. If you have any cuts, get your \_\_\_\_\_ and cover the cut with a clean bandage. Sometimes there are aftershocks after an earthquake.

J. Read the completed leaflet from Activity I.

K. Answer the questions.

- 1 What can happen at any time?
- 2 Why should you keep a torch?
- 3 What should you have for your torch?
- 4 What should you do if you are in a building during an earthquake?
- 5 Why should you keep a first-aid kit?



**A.** Look, listen and say.



The river is rising.



The river flooded the field.



The wind is blowing  
the roof away.



The workers are  
repairing the bridge.

**B.** Read the sentences. Number them in the correct order from 1 to 4.

- \_\_\_\_\_ The workers are repairing the huts and the fields.
- \_\_\_\_\_ The river is rising and the wind is blowing.
- \_\_\_\_\_ The storm starts.
- \_\_\_\_\_ The wind is blowing the roofs away and the river is flooding the fields.

**C.** Rewrite the sentences in Activity B in the past tense and in the correct order.

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**D. Look, listen and read.****Cyclone Aila**

Babul and his family live on the island of Dublar Char. Life is good for the family now, but that wasn't true after Cyclone Aila. Babul doesn't remember Cyclone Aila, but his parents often talk about that terrible night in 2009.

Babul's father had a grocery shop and his mother worked in a fish farm. They had a small house that they shared with Babul's grandparents. Babul was just a baby, but his sister Nipa was six years old.

Babul's father told him what happened that day. There was light rain in the morning on 25 May. In the afternoon, the wind started to blow and people began to run for their homes. Babul's father closed his shop and his mother came home. His grandparents checked the family's emergency kit. Their torch was working and they had extra batteries. They put the torch, batteries and first aid kit in plastic box.



By the evening, the river was rising. The winds of Cyclone Aila shook the walls of the house as if there was an earthquake. Everyone was afraid. Nipa began to cry. Suddenly, there was an awful noise and the family's roof blew away! The sky was dark, but the family could see trees flying over their heads. Grandmother still says she saw fish flying through the sky.



The next day was awful. Babul's family couldn't stop crying. Nipa and grandfather were missing. Babul's father went out to look for them. He found Nipa in a field. She was holding onto a tree and she was covered in mud. She could not remember anything. He took Nipa at home and began looking for his father. He looked in the fields, the buildings and in the trees. Many people in Bangladesh were missing after Cyclone Aila, and Babul's grandfather was one of them. The family never found him.



After Cyclone Aila, people worked together. Nipa's school became the shelter for the survivors. Babul and his family went to live in the school. The government of Bangladesh and workers from NGOs came to help, but things were very hard. There wasn't enough safe drinking water or food, so many people became ill. In time, people repaired their homes and rebuilt their villages and bridges. They planted new trees and new crops in their fields. Babul feels happy when he looks at the trees and his sister Nipa, but he feels sad about his grandfather. His grandmother says, "Don't be sad, Babul. Grandfather wanted us to live for the future."



**E. Read about Cyclone Aila again. Complete the sentences.**

- 1 Cyclone Aila happened in ...
  - a. March 2008.
  - b. May 2008.
  - c. March 2009.
  - d. May 2009.
  
- 2 Babul's mother worked ...
  - a. at home.
  - b. in a fish farm.
  - c. in a grocery shop.
  - d. in a school.
  
- 3 ... checked the family's emergency kit.
  - a. Babul
  - b. Nipa
  - c. Babul's grandparents
  - d. Babul's parents
  
- 4 The river began to rise ...
  - a. in the morning
  - b. at noon.
  - c. in the afternoon
  - d. in the evening
  
- 5 Father found ... in a field.
  - a. Nipa
  - b. Babul
  - c. grandfather
  - d. grandmother
  
- 6 ... was never found.
  - a. Nipa
  - b. Babul
  - c. Grandfather
  - d. Grandmother
  
- 7 The survivors of Cyclone Aila stayed ...
  - a. at home.
  - b. in a fish farm.
  - c. in a grocery shop.
  - d. in a school.
  
- 8 People became ill because ...
  - a. they didn't have safe drinking water or food.
  - b. they weren't living in their homes.
  - c. the fish farm was closed.
  - d. the doctors couldn't help them.

**A. Listen and read.**


What sound does a frog make? Croak, croak! It isn't a beautiful sound. But, a long time ago, frogs had beautiful voices. They could sing more beautiful than the birds. This all changed because of one frog named Bluster.

Bluster had the most beautiful voice of all the animals. When he sang, all the other animals came to hear him. They enjoyed listening to him. "Please teach us how to sing!" the animals asked. But Bluster always answered in the same way. "No, no. My voice is mine. I can not share it," he said.



One morning, Moxie the rabbit and Pluck the lizard talked to the fox and the rat. “Bluster has such a big, beautiful voice. Surely, he can share it with us,” said Moxie. They agreed. Bluster should share his voice with them. It was such a big voice. Each animal could have just a small piece of it. Bluster could share his voice with each animal.



The animals talked and talked late into the afternoon. They made a plan to take Bluster’s voice. They decided not to tell the birds. But, they didn’t have to tell them! The birds were sitting in the tree and they heard the animals’ plan.

At midnight, Pluck and Moxie quietly went to Bluster’s home. Bluster was sleeping in his bed, and without making a sound, they took his voice! They put it into a glass jar.





Pluck and Moxie took the glass jar outside. The other animals were waiting. "Oh, give me my piece!" said the fox. "I want my piece!" said the rat. Suddenly, the jar fell to the ground and it broke. Bluster's voice and the jar were now in a hundred little pieces.



"Oh, no!" cried Moxie. The animals searched, but they couldn't find any of the pieces. It was too dark and the pieces were too small. "What are we going to do?" asked Pluck. "We will come back in the morning," said Moxie. And, all the animals went home without a piece of Bluster's beautiful voice. They were all very tired from looking for the voice, so they went to sleep.



In the morning, as the sun came up, the birds went out to have their breakfast. With their good eyes, the birds saw the little pieces of the beautiful voice on the ground. They carefully picked up the pieces. They didn't leave one piece of the beautiful voice behind.

That afternoon, the animals finally woke up. They ran to get the pieces of Bluster's voice, but all they found there was broken glass. They searched and searched, but there were no pieces of the voice. Then, suddenly, they heard a beautiful song coming from the trees. Bluster's voice was coming from the trees. They looked up and saw the birds singing!

And to this day, the birds sing with Bluster's beautiful voice, and Bluster, and all the other frogs, can only say croak... croak.







**B. Read the story again. Complete the sentences.**

- The animals wanted the frog to share ...
  - his food.
  - his home.
  - his money.
  - his voice.
- The animals met to make a plan to ...
  - take Bluster's voice.
  - teach the birds to sing.
  - have a party for Bluster.
  - get food for the birds.
- The jar broke because ...
  - it wasn't a good jar.
  - the animals weren't careful.
  - Bluster's voice was too big.
  - the birds took the jar.
- ... got Bluster's voice at the end of the story.
  - The other frogs
  - The other animals
  - The birds
  - No one

**C. Groupwork. Answer the questions.**

- How do you feel about Bluster? How do you feel about the other animals? Why?
- Do you think this is a true story? Why, or why not?

**D. Underline the sentences in the story that use quotation marks. Underline the sentences that use commas.**

**E. Answer the questions in your exercise book.**

- What was your favourite story in the book?
- What did you enjoy learning about in English class this year?
- What do you want to learn about in English class next year?



## Vocabulary

### A a

across  
acting  
action  
active  
actor  
address  
advice  
afraid  
after  
afternoon  
again  
agree  
almost  
amazing  
angry  
animal  
another  
answer  
application  
area  
arm  
around  
arrive  
article  
asleep  
athlete  
attention

attentively

awful

### B b

back  
bad  
bake  
banana  
bank  
banker  
beach  
bean  
beautiful  
because  
bed  
before  
begin  
behind  
believe  
below  
bend  
beside  
better  
big  
biggest  
bird  
birthday  
blind  
blow

blow out

blue

body

bone

book

bookshop

born

borrow

bottom

bread

breakfast

bridge

bring

broke

brother

brown

bus

bus driver

business

butterfly

### C c

cake  
calendar  
call  
camp  
candle  
carefully  
carelessly

carrot

carry

cart

cartoon

cat

celebrate

check

chicken

chill

chip

chocolate

choice

city

clap

classmate

classroom

clean

clever

clock

close

cloth

club

cold

college

colour

colorful

come

competition

connected  
continue  
conversation  
cook  
coral  
corner  
cough  
country  
cousin  
cover  
cow  
cricket  
crop  
cross  
cruise  
cry  
cucumber  
cup  
curd  
cycling  
cyclone

## D d

dairy  
dark  
date  
day  
delicious  
department  
destroy  
different

dinner  
direction  
disaster  
dish  
district  
doctor  
document  
dog  
door  
down  
draw  
dressmaker  
dried food  
drink

## E e

early  
earthquake  
easily  
eat  
egg  
electricity  
emergency  
energy  
enjoy  
enough  
especially  
evening  
everyday  
exciting

exercise  
exhibit  
experience  
eye

## F f

factory  
fairgrounds  
family  
famous  
fan  
fantastic  
farm  
fashion  
faster  
fastest  
fat  
father  
favourite  
feel  
feeling  
fever  
field  
field trip  
fight  
film actor  
fine  
finger  
finish  
finish line

fire  
firefighter  
first aid kit  
fish  
fit  
flood  
floor  
flow  
flower  
flue  
food  
football  
forest  
fort  
forward  
free  
free time  
freedom fighter  
Friday  
friend  
fries  
frightened  
frog  
fruit  
fruit seller  
fun  
funny  
furious  
future

**G g**

gallery

game

gather

gentleman

gibbon

gift

girl

give

glass

glue

go

good

grain

grandmother

grandparents

grape

great

grocery shop

ground

guide

**H h**

hand

hanger

happen

happy

hard

hare

hat

hay

head

headache

headquarters

health

healthy

hear

hedge

help

hen

hill

history

holiday

home

home district

homework

hospital

host

hot

hour

housewife

hungry

hut

**I i**

ice-cream

idea

ill

important

improve

in front of

Independence Day

information

inside

intellectual

interesting

internet

introduction

island

**J j**

jar

jeep

job

join

journey

juice

jump

**K k**

Kabadi

keep

kind

kitchen

knee

know

**L l**

land

landlord

language

last

later

laugh

launch

leader

leaflet

learner

leave

left

leisure

lend

lentil

let's chat

letter

lettuce

Liberation War

library

light

like

lion

listen

literature

little

lizard

load

look

loudly

love



**M m**

magazine  
make  
man  
married  
martyr  
math  
measure  
meat  
medicine  
meet  
melt  
midday  
midnight  
milk  
mind  
minute  
Monday  
money  
month  
morning  
mother language  
mouth  
mud  
municipality  
museum  
music  
myself

**N n**

name  
nap  
nation  
National Anthem  
natural disaster  
near  
nearby  
need  
neighbourhood  
nest  
new  
newspaper  
next to  
nice  
nickname  
night  
nod  
noise  
noodles  
nose  
notebook  
now  
number  
nut  
**O o**  
o'clock  
office  
oil

only  
open  
opposite  
orange  
outside

**P p**

paint  
painter  
painting  
panic  
parents  
park  
pavement  
pen  
people  
person  
phone  
photograph  
pick up  
picture  
pineapple  
place  
play  
please  
pleasure  
poem  
poet  
poetry  
politely

popular  
post office  
potato  
practice  
pray  
prefer  
prepare  
president  
problem  
put

**Q q**

quick  
quickly  
quiet  
quietly

**R r**

rabbit  
race  
rain  
rainbow  
rare  
rat  
rattle  
read  
rebuilt  
recite  
red  
regularly  
remember

repair  
repeat  
report  
reporter  
request  
rest  
return  
rhythm  
rice  
ride  
right  
rise  
river  
river erosion  
road  
roof  
rule  
run  
runny nose  
**S s**  
safe  
safely  
safety  
sailing  
sandwich  
Saturday  
school  
science  
scissor

script  
sea  
sea truck  
search  
second  
see you  
sell  
sew  
shape  
share  
shelter  
shirt  
shoe  
shop  
show  
sign  
signature  
silent  
similar  
sing  
singer  
sit  
sit down  
sky  
sleep  
slow  
slowest  
slowly  
smell

smile  
smoke  
sneezing  
soft drink  
someone  
sometimes  
song  
soon  
sore throat  
sorry  
sound  
speak  
special  
specific  
spell  
spend  
sport  
spot  
spring  
start  
station  
stay  
steadily  
steady  
stomach ache  
storm  
story  
straight  
strange

strawberry  
stream  
street  
string  
strong  
student  
study  
suddenly  
summer  
sun  
Sunday  
sure  
surely  
surprise  
survivors  
sweets  
swimming  
**T t**  
talk  
talkative  
tea  
tea garden  
teach  
teacher  
teeth  
temple  
tent  
terrible  
thank you

that	U u	welcome
think	under	while
this	understand	wildlife
Thursday	up	win
tie	useful	wind
tiger	V v	window
time	van	women
title	vegetables	wonderful
today	Victory Day	workers
together	village	wrapped
tomato	vine	write
tomorrow	visit	writer
torch	visually impaired	X x
tortoise	voice	Y y
touch	volleyball	yard
tourist	volunteer	year
town	W w	yellow
toy	walk	yesterday
train	warm	young
travel	warmly	Z z
treasure	wash	zoo
tree	watch	
trip	water	
true	waterfall	
try	weather	
tsunami	Wednesday	
Tuesday	week	
turn	weekend	
turtle	weightlifting	



Academic year 2023, English - 5



Slow but steady wins the race



**National Curriculum and Textbook Board, Bangladesh**

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