

# ENGLISH FOR TODAY

Class Four



NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA

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

# ENGLISH FOR TODAY

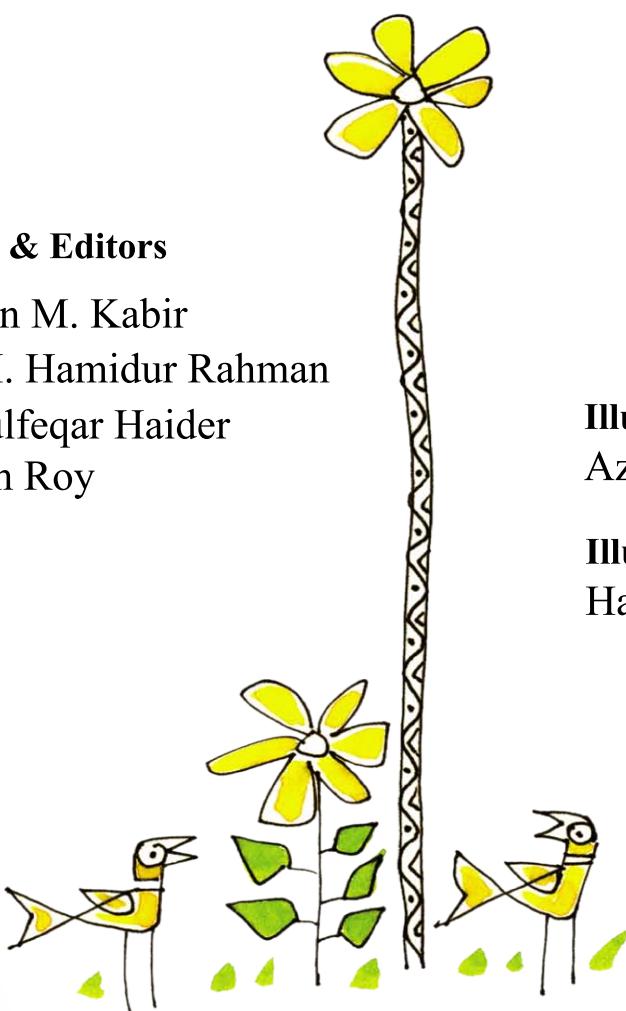
## Class Four

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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

## Say Who You Are



A Look, listen and say.



I'm Shamima Akhtar. I'm your teacher.

Who are you?



I'm Ali. I'm your student.



I'm Shirin. I'm in class four.



I'm Asma. I'm from Palashpur.



I'm Bijoy. I'm nine years old.



## B Read aloud and act out in pairs.

**Tina:** Hello! My name's Tina. What's your name?



**Rafi:** My name's Rafi.

**Tina:** Where are you from, Rafi?

**Rafi:** I'm from Bhola. Where are you from?

**Tina:** I'm from Sylhet. Where do you live?

**Rafi:** I live in Dhanmondi. What about you?

**Tina:** I live in Lalmatia. Which school do you go to?

**Rafi:** Palassy Government Primary School. And you?

**Tina:** I go to Maniknagar Primary School. I'm in class four.

**Rafi:** I'm in class four too. Look, I've to go now. Bye!

**Tina:** Bye!



## B1 Ask and answer in pairs. Use your own names and information about yourself. Here are some cues.

I'm ..... , who are you? What's your name? Where are you from?

Where do you live? How old are you? What's your school's name?



## B2 Write about yourself using the above cues.

## 2

**Hello! Hello! Hello!**

**A Listen to the song and repeat.**

Hello, hello, hello!

How are you?

I'm very well,

Thank you, thank you.

And how are you?

I'm well, too.

Thank you, thank you.



**B Listen, read and say.**

**Mita:** Hello! I'm Mita.



**Salam:** I'm Salam. Nice to meet you.

Is that your friend?

**Mita:** Yes, this is Ayesha, my friend.

**Salam:** Hello, Ayesha! How are you?

**Ayesha:** Fine, thank you. And you?

**Salam:** I'm fine too. Thank you.



**C Listen to the song on greetings and then sing in chorus.**

For greetings in the morning, say, ‘Good morning’.

In the afternoon, say, ‘Good afternoon’.

In the evening, say, ‘Good evening’.

**When taking leave** say, ‘See you’ or ‘Bye’. For taking leave at night say, ‘Good night’. But never say, ‘Good night’ for greeting.

This is the greeting song—Bye, bye, bye!



**D Work in pairs and practise.**

a) **Hasan:** Good morning, Sabina!

**Sabina:** Good morning, Hasan!

**Hasan:** Where are you going?

**Sabina:** I’m going to school.

**Hasan:** Okay, bye!

b) **Students:** Good afternoon, Sir!

**Teacher:** Good afternoon, Students!

**Students:** What shall we do today?

**Teacher:** We will play a word-game.

**Students:** Hurrah! Can we start?

c) **Rimi:** Good evening, Teacher!

**Teacher:** Good evening, Rimi! Have you done your homework?

**Rimi:** Yes, I have.

**Teacher:** That's very good. See you in class tomorrow.

**Rimi:** See you. Good night, Sir!

**Teacher:** Good night!



**D1** Match the greetings in column A with the replies in column B. One is done for you.

A	B
a. Good morning! How are you?	i. Good afternoon, Students!
b. Good afternoon, Sir!	ii. Good night. Bye!
c. Good evening!	iii. Good morning! I'm fine, thank you.
d. See you! Good night!	iv. Good evening!

## 3

## A Family Tree



**A** Look at the picture of a family.  
How many people are there?  
What is their relationship?  
Discuss in pairs.



**B** Now read the passage about Jamil Ahmed and his family.



Jamil Ahmed is from Bogra. He is a businessman. He lives in a nice house with his family. In the picture you can see his family members.

Mr. Ahmed's wife is Parvin Ahmed. She is a banker. She works in a local Bank. Mr. and Mrs. Ahmed have two children- a son and a daughter. The name of their son is Abeer Ahmed and the daughter's name is Farzana Ahmed. Abeer is older than Farzana. Abeer is seven years old and goes to a local primary school. Farzana is only four. She doesn't go to school. Jamil Ahmed's parents also live with him. His father Altaf Uddin is sixty-five. He is a retired government officer. Mr. Ahmed's

mother Jahanara Begum is a home maker. Abeer and Farzana like their grandparents very much. Sometimes Abeer and Farzana play carom and ludu with their grandparents. Jahanara Begum often reads stories to her grandchildren.



**B1 Ask and answer the questions about Abeer.**

- a) Where is Abeer from?
- b) How many brothers and sisters does he have?
- c) Which school does he go to?
- d) What does his mother do?
- e) What is his father's name?
- f) How old is his grandfather?



**B2 Work in pairs. Now, ask and answer the following questions.**

- a) Where are you from?
- b) How many brothers and sisters do you have?
- c) Which school do you go to?
- d) What does your mother do?
- e) What is your father's name?
- f) Do you have grandparents? If yes, how old are they?



**B3 Write a short paragraph about your own family.**



### C Read aloud the poem on Family.

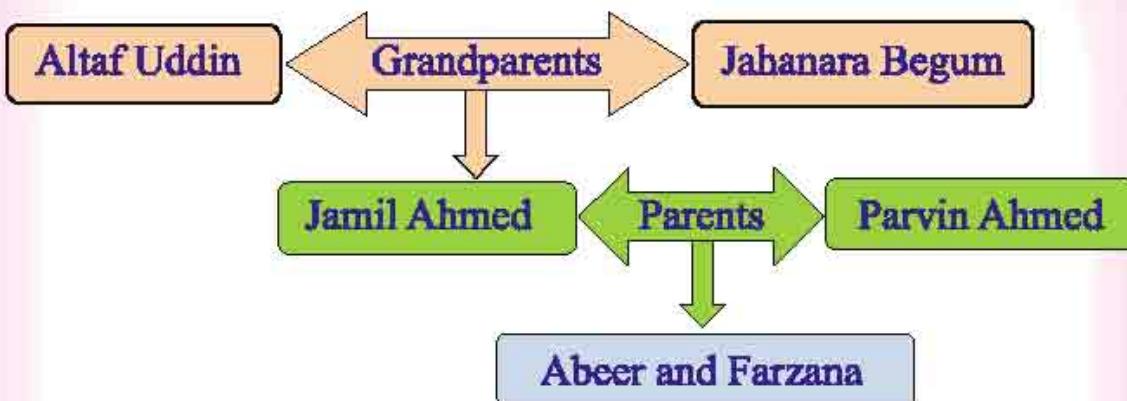
We're girls and boys,  
We're big and small,  
We're young and old,  
We're short and tall.  
We're everything  
That we can be  
And still we are a family.

We laugh and cry,  
We work and play,  
We help each other  
Every day.  
The world's a lovely  
Place to be  
Because we are a family.

### C1 Match a word from the left column with a word that has opposite meaning in the right. The first one is done for you.

big	work
girls	cry
old	small
rest	short
tall	young
laugh	boys

**D** Look at the family tree of Abeer and Farzana.



**D1** In pairs, ask and answer questions about people in this family. *For examples:*

*Student A: Who is Jahanara Begum?*

*Student B: She is the grandmother of Abeer and Farzana.*

*Student A: And, who are Abeer and Farzana?*

*Student B: They are the grandchildren of Altaf Uddin and Jahanara Begum.*



**Language Focus: “be” verb in present simple**

I	am	I'm	I'm not
You	are	You're	You aren't
He	is	He's	He isn't
She	is	She's	She isn't
It	is	It's	It isn't
We	are	We're	We aren't
They	are	They're	They aren't

**D2** Make your own family tree using this model. Use the names/photos of your family members in the blanks.



## Say It Right!-1



**A** Look, listen and say.

s      s      s ..... .

s      is for sun .

sh     sh     sh ..... .

sh     is for shoe.

z      z      z ..... .

z      is for zoo.

j      j      j ..... .

j      is for jeep.

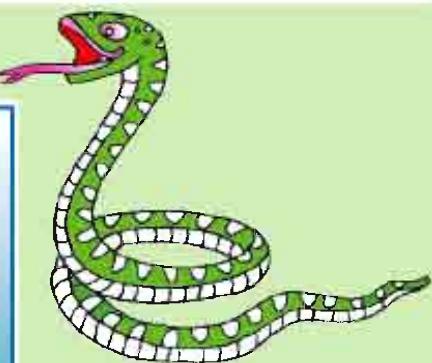
y      y      y ..... .

y      is for yes.



**B** Look, listen and say.

hiss..... s s s .....



sun      sleep      yes

sit      seat      bus

sea      sand      glass

hiss..ss...ss..

ship      sheep      shirt

sh! ...

hush      bush      short

shoe      shop      sugar





### C Look, listen and say.

**Sh** ... **shoe** .... **shoe** ... find my **shoe**,

**Z** ... **zoo** ..... **zoo** ... **zebra** at the **zoo**.

**Zip** .... **zip** .... **zip**, **zip** your **zipper**.

**Jump** into the **jeep**.

And go to the **zoo**.

**Buzz** ... **buzz** ... **buzz**, says the **bee**,

Let's go and see.

**Zebra** at the **zoo**.



### D Look, listen and say.

**j** ... **j** ... **jelly**      **j** ... **j** ... **jam**

**j** ... **j** ... **jeep**      **j** ... **j** ... **jump**

**j** ... **j** ... **Jack**      **j** ... **j** ... **Jill**

**Jack** and **Jill** went up a hill

To fetch a pail of water

**Jack** fell down and broke his crown

**Jill** came tumbling after.





**E Practise writing: Cursive capital letters.**

A B C D

E F G H

I J K L

M N O P

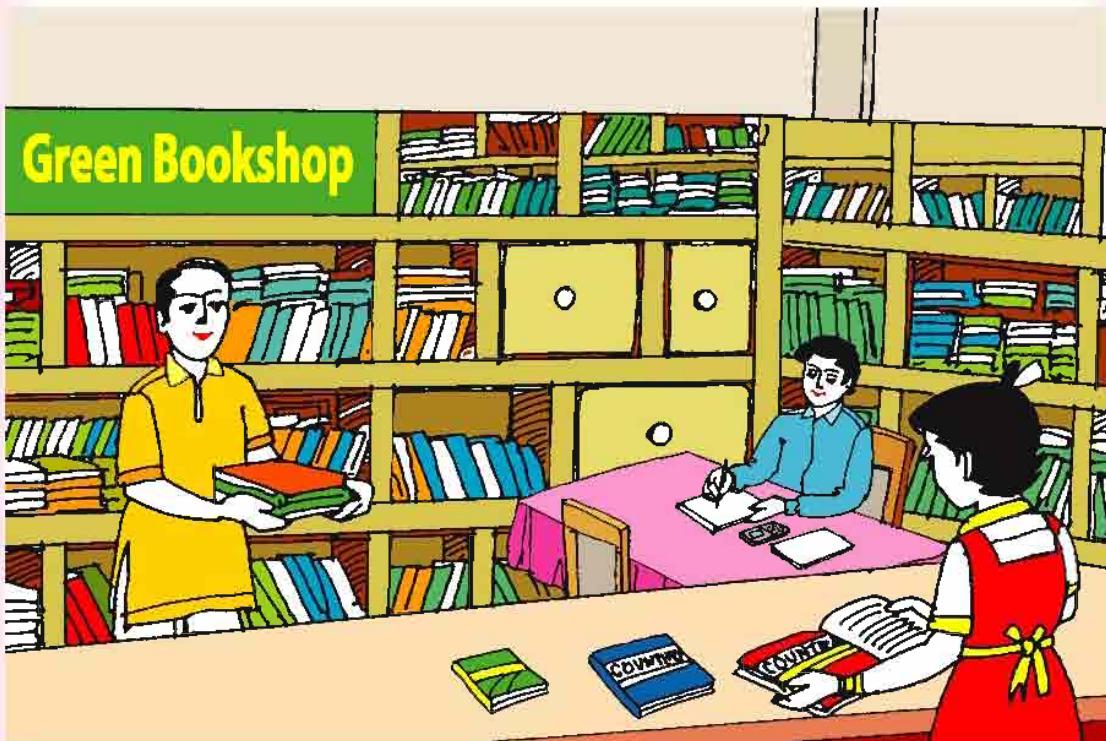
Q R S T

U V W X

Y Z

## 5

## A Bookshop



Tania is in a bookshop. She is looking at a counting book. She opens a page and starts reading. You also look at the page and see if you can do the exercises there.

## A Cardinal numbers



**A1 Listen and match the numbers with the correct words.**

101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
120  
130  
140  
150  
160  
170  
180  
190  
200

One hundred and twenty  
One hundred and forty  
One hundred and seventy  
One hundred and two  
One hundred and four  
One hundred and fifty  
One hundred and five  
One hundred and three  
One hundred and six  
One hundred and eight  
One hundred and ninety  
One hundred and one  
One hundred and sixty  
Two hundred  
One hundred and nine  
One hundred and eighty  
One hundred and ten  
One hundred and thirty  
One hundred and seven



**A2 Now listen and repeat.**

One hundred and thirteen  
One hundred and fourteen  
One hundred and fifteen

One hundred and thirty  
One hundred and forty  
One hundred and fifty

One hundred and sixteen	One hundred and sixty
One hundred and seventeen	One hundred and seventy
One hundred and eighteen	One hundred and eighty
One hundred and nineteen	One hundred and ninety



### A3 Say these numbers in full.

135    149    151    162    174    188    196



**A4** Write down the numbers 101-500 in your note book. Look at the numbers in **A1** and follow the lead. After 110, continue with 111, 112 till 200, then from 201- 299, then 300- 399 and finally from 400- 500.

### B Buying things at a bookshop.



### B1 Look at the picture. Talk about what you see here.



**B2** Tania decides to buy the counting book and also some other things. Listen to the dialogue between Tania and the salesperson and circle only the items she buys.



**Salesperson:** Can I help you?

**Tania:** Oh yes, give me this counting book, please.

**Salesperson:** Anything else?

**Tania:** Yes, also one exercise book, two pens, two pencils, one sharpener and one eraser. No....no, sorry, no eraser please.

**Salesperson:** What else?

**Tania:** That's all. Thanks.

**Salesperson:** Any school bag, scales, colour pens or colour pencils?

**Tania:** hmm...I have a school bag. I don't need it now. But yes, please give me this pencil bag. And give me five colour pencils but no scale or colour pens.

**Salesperson:** That's 295 taka.

**Tania:** Here you are.

**Salesperson:** You gave me 300 taka. Here is the change.

**Tania:** Thank you very much.

**Salesperson:** You are welcome!



## Language Focus: Cardinal numbers

1, 2, 3, 4, 5 up to any number is called cardinal number.



**C** Write the cardinal numbers 1-50 in words. From 1 (one) to 20 (twenty) is done for you. Complete the rest.

1	One	18	Eighteen	35	.....
2	Two	19	Nineteen	36	.....
3	Three	20	Twenty	37	.....
4	Four	21	.....	38	.....
5	Five	22	.....	39	.....
6	Six	23	.....	40	.....
7	Seven	24	.....	41	.....
8	Eight	25	.....	42	.....
9	Nine	26	.....	43	.....
10	Ten	27	.....	44	.....
11	Eleven	28	.....	45	.....
12	Twelve	29	.....	46	.....
13	Thirteen	30	.....	47	.....
14	Fourteen	31	.....	48	.....
15	Fifteen	32	.....	49	.....
16	Sixteen	33	.....	50	.....
17	Seventeen	34	.....		

## D Ordinal numbers



**D1** Read the following dialogue. Notice the words in bold. They refer to numbers. How are these numbers different from the numbers in dialogue **B2**?

**Tania:** Can I see the first book, please?

**Salesperson:** Oh sure. Here you go.

**Tania:** Oh...It's a book of maps. I like it. Please show me the second book.

**Salesperson:** It's about tourist places in Bangladesh. You want to see it?

**Tania:** Umm..... yes.... and the third one too.

**Salesperson:** It's a cooking book. Do you need this?

**Tania:** Oh, no. I don't want that. What about the fourth one?

**Salesperson:** The fourth one is on flowers of Bangladesh. And the fifth one is on birds.

**Tania:** Can I see them?

**Salesperson:** Here you go.

**Tania:** Ok, give me all four books.

**Salesperson:** Sure.



### Language Focus: Ordinal numbers

**First, second, third, fourth .....** these are called ordinal numbers. These are written as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>,.... too.



**D1 Listen to the instructions and fill in the gaps as directed.**

Row →	1st		3rd	4th			7th			10th
Column ↓										

## 6

**Traffic Rules****A. Read the following poem. What is it about?**

“**Red** light, **red** light, what do you say?”

“I say stop and stop right away.”

“**Yellow** light, **yellow** light, what do you mean?”

“I mean wait until the light turns **green**.”

“**Green** light, **green** light, what do you say?”

“I say go, but look both ways.”

“Thank you, thank you, **red**, **yellow**, **green**,

“Now I know what the traffic lights mean.”

**B. Work with a partner. Look at the pictures and match them with the words in the box.**

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| a. cross section | b. heavy traffic  | c. traffic signal |
| d. hospital      | e. no walking     | f. zebra crossing |
| g. no horn       | h. no over taking |                   |



### B1. Work with a partner. Ask and answer.

- a. Where can you see some of the above signs?
- b. What does each colour in the traffic light mean?



### C Listen to the traffic update and fill in the gaps.

Hello everyone! This is Nipa from Radio..... I'm here to give you the latest traffic updates of Dhaka City.

Today is the World ..... . There is a rally in front of the Press Club. So, there is ..... from Paltan ..... to Science Laboratory. Avoid this area to avoid traffic ..... Also do not take Abdul Gani Road to Sahbag. Use Motijheel-

Bijoynagar-Kakrail ..... The situation will be normal after the rally is over at ..... Traffic is quite normal at Mirpur Road and Panthapath.



### Language Focus: Giving Instructions

Start a sentence with a verb in the present form to give instructions. Start a sentence with *Do not + verb* to make the instructions negative.



**D** The following instructions are not complete.  
Fill in the gaps with suitable words.

- a. Follow traffic rules. ..... break traffic laws.
- b. Always drive on the left side. ..... drive on the right side.
- c. ..... foot over bridge to cross any road. Do not run on a busy street.
- d. Follow traffic signs. ..... blow horn before a hospital or a school.
- e. Do not start your car when the red light is on. ..... your car when the yellow light is on.

## Classroom Language



**A** Read each instruction in the box and match with a picture.

sit down  
write your name  
close the book  
put your hand up

clean the board  
stand up  
get your book out  
write on the board

be quiet  
make a line  
open the book  
make a circle



1



2



3



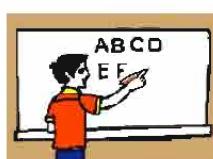
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5



6



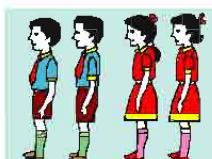
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8



9



10



11



12



### A1 Listen and follow.

**Teacher:** Good morning, Students!

**Students:** Good morning, Teacher!

**Teacher:** How are you today?

**Students:** Fine, thank you.

**Teacher:** Well, everybody, take your book out, please.



Do not open your book now.

Listen to me first.

Look at the picture in my hand.

Do not make a noise.

Open your book at page 30.

Now, repeat the words after me.

**Teacher:** Jahid, stand up.

Come to the front, please.

Write your name and your father's name  
on the board.

Now, read out the names, please.

Well done! Clean the board and go back  
to your seat.



**B Work in pairs. Give and follow the instructions below in turns.**

Open your bag.

Get your notebook and pencil out.

Draw the picture of a boat.

Do not show your picture to others.

Raise your hand when you have finished.

Do not put your hands down.

Listen to what I say.

Put your hands down.

**C Requests: Read and act out the following dialogue in pairs. (Use your partner's name in the blank)**

**A:** Excuse me, could you give me a pencil?

**B:** Sure. Here you are.

**A:** Thank you. Can I use your eraser, too?

**B:** No problem. Take it.

**A:** Thanks a lot, .....! Could you also give me a piece of paper, please?

**B:** Sorry, I can't. I don't have any extra paper.

**A:** That's Ok. Thanks anyway.



**D** Work in pairs. Use the phrases in the box to make requests using Can/Could .....?

tell us a story

borrow your pen

give me a glass of water

say that again

ask a question

speak to you

take a break now

lend me your book

repeat the question



### Language Focus: Making requests

**Can** I borrow your pen?

**Could** you give me a pencil?

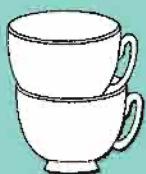
**Will** you give me a piece of paper?

Begin your sentence with *can*, *could*, *will*, *would*, *may* for making polite requests.

## Say It Right!-2



**A** Look, listen and say.

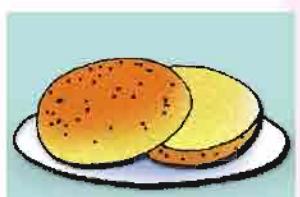


Cup cup cup, cup on a cup.

Cluck cluck cluck, says the duck.

Hut hut hut, a hut in the sun.

Cut cut cut, can you cut the bun?



**B** Look, listen and say.

Open your mouth and say aa....aa....aa....father.

Father, father, look at the car.

Where is it dear? It's near the park.



**C** Look, Listen and say.

Say, hot hot hot

o... o... o... o... as in top.

What have you got?

Top top top, I've got a top.





### D Look, listen and read.

Rice pudding hot



All in a pot

Some like it hot

Some like it not.



### E Look, listen and read.

Tall tall tall, short short short



Small small small, ball ball ball

Ball ball ball, all play the ball

Fall fall fall, try not to fall.



### F Practise saying the following words using the right sounds.

The **pot** is **hot**.

He **shot** a bird.

The **frock** is too **short**.

She has **spots** on her face.

Do you play any **sport**?

Chittagong is a sea **port**.



**G Practice writing: Cursive small letters.**

a b c d

e f g h

i j k l

m n o p

q r s t

u v w x

y z

**A Listen and read.**

There are seven days in a week:

'Sunday      'Monday      'Tuesday      'Wednesday  
'Thursday      'Friday      'Saturday

Sunday is the first day of the week.

Monday is the second day of the week.

Tuesday is the third day of the week.

Wednesday is the fourth day of the week.

Thursday is the fifth day of the week.

Friday is the sixth day of the week.

Friday is a holiday in our country.

Saturday is the seventh day and also a holiday.

That means Sunday to Thursday are *weekdays* or *working days*.

And Friday and Saturday is the *weekend*.



### B Listen, look and read.

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



That was the end of Solomon Grundy.



### C Ask and answer in pairs.

What day is it today? It is.....

What day was it yesterday? It was.....

What day will it be tomorrow? It will be.....

What is the first day of the week? It is .....

What is the last day of the week? It is .....



### D Read the following passage aloud.

We went to Chittagong during the summer. On Friday, we started for Chittagong. On Saturday, we reached Chittagong. On Sunday,

we went to Cox's Bazar and played on the beach. On Monday, we went to Saint Martin's Island. On Tuesday, we came back to Cox's Bazar. On Wednesday, we returned to Chittagong. On Thursday, we were back in Dhaka.



Saint Martin's Island



### Language Focus: using 'on' before days

We use *on* before the day. Example: *On Sunday we went to .....*



**F** Write the names of the seven days in cursive form. Use both capital and small letters as needed.

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**A Listen and read.**

Sabina got a wall clock on her birthday. Her uncle gave it to her. But she doesn't know how to tell the time. So she took it to her teacher at school.

**Sabina:** Teacher, could you please teach us how to tell the time?

**Teacher:** Of course, I'll be happy to. Look at this clock. It has two hands. The short one is the hour hand and the long one is the minute hand. When the long hand is at twelve and the short hand is at a number, it shows an hour. Look at the clock. The short hand is at one and the long hand is at twelve. It's one o'clock.

**B Look and say.**

What's the time?

It's two o'clock.



What's the time?

It's three o'clock.



What's the time?  
It's four o'clock.



**C Look at the clocks and say the time.**



It's.....

It's.....

It's.....



It's.....

It's.....

It's.....



When both the hands of a clock are at twelve, it's  
either twelve noon or twelve midnight.

For hours between twelve midnight to twelve noon, we say a.m.  
For hours between twelve noon to twelve midnight, we say p.m.



### D Read and say.

Mita is a student of class four.



She gets up at 6.

She gets up at 6 a.m.



She has breakfast at 7.

She has breakfast at 7 a.m.



She goes to school at 9.

She goes to school at 9 a.m.



She comes back home at 5.

She comes back home at 5 p.m.



### D1 Look at the clocks and ask and answer questions about time.





**D2** Copy the following questions in your note book and write true answers about yourself. Add a.m./p.m. after the time. Use cursive capital and small letters as needed.

What time do you get up?

.....

When do you have breakfast?

.....

When do you go to school?

.....

When do you come back home?

.....

When do you go to bed?

.....

## Sagar and His Family



### A Read the passage about Sagar and his family.

Sagar is a student of class four. He is nine years old. He has a little sister Keya. She is only three. Sagar's father is a lawyer and his mother is a housewife. His grandfather was a school teacher. Grandpa helps Sagar do his homework and grandma makes the best 'Pithas' in the world! Sagar is also very proud of his mother's garden. It has the best tomatoes and cucumbers in the neighbourhood.



### A1 Fill in the blanks with a question word, such as what, who, where, why and how.

- ..... does Sagar's father do?
- ..... old is Keya?
- ..... loves gardening?
- ..... does grandma make?
- ..... does Sagar feel proud?



**A2** Now ask and answer the above questions in pairs.



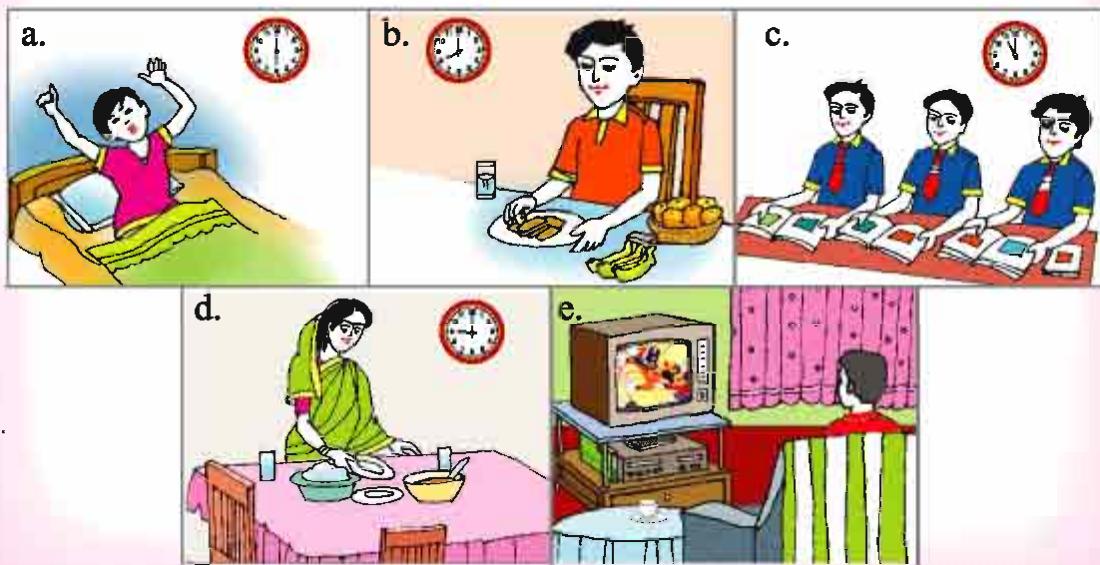
**B** Read about a typical day in Sagar's life.

On weekdays Sagar gets up at 6 o'clock in the morning. He first says his prayers. Then he goes to his grandfather and studies English and Bangla with him. He has breakfast at 8 o'clock. Then he gets dressed. He puts on his school dress and shoes. He leaves home for school at 9 o'clock. School starts at 10 o'clock.

In the evening, Sagar does his homework. After that he spends some time with his grandparents. He tells them stories about his school and friends. He has dinner at 9 p.m. After dinner he sometimes watches TV. He goes to bed at 10 p.m.



**B1** Look at the pictures and say what the people are doing.





**B2** Look at the pictures in **B1** again and fill in the blanks with words in the box.

8 o'clock

6 o'clock

11 a.m.

watching

getting up

serving

after dinner

having breakfast

dinner

studying

a) It's .....

Sagar is .....

b) It's .....

He's .....

c) It's .....

Sagar is ..... in the classroom.

d) It's ..... time.

Mother is ..... dinner.

e) It's ..... .

Sagar is ..... TV.



**B3** Write in short about your daily routine.

## The Weekend



### C Read the text on Sagar's weekend.

It's different on Friday. Friday is the weekly holiday or the weekend. On Friday, Sagar goes to the mosque with his grandfather at noon. In the afternoon he and Keya sometimes go to visit their uncle and aunt. They love playing with their cousins there. In the evening, Sagar watches TV or reads story books or draws pictures. He goes to bed at 10 p.m.



### C1 Read the following statements and say if they are True or False. If False, then give the correct answer.

- a) On Friday Sagar does not go anywhere at noon.
- b) He visits his aunt and uncle in the evening.
- c) Keya and Sagar have no cousins.
- d) Sunday is the weekend.
- e) The weekend is different from other days of the week.



**C2** Write a small paragraph on how you spend your weekend.



### Language Focus: at/in + time

On weekdays Sagar gets up at 6 o'clock in the morning.	in	the morning
In the afternoon he and Keya sometimes go to visit their uncle and aunt.	in	the afternoon
In the evening, Sagar does his homework.	in	the evening
At night, he sleeps with his grandfather.	at	noon/night



### Language Focus: Questions with Wh-words and do/does

<b>What</b>	do	I	read
<b>Who</b>	do	you	know
<b>Where</b>	does	he	live
<b>When</b>	does	she	get up
<b>Why</b>	does	it	move
<b>How</b>	do	we	learn
	do	they	call



## Language Focus: Statements in the present continuous tense.

I	am	having	breakfast
You	are	reading	a magazine
He	is	playing	Ludu
She	is	watching	TV
It	is	making	sound
We	are	enjoying	music
You	are	practising	English
They	are	doing	homework

## Clap Your Hands



**A Listen and say.**



'clap	'music	'tap
a 'bout	a 'round	be 'gin
'jump	'bow '	'move
'head	'high	be 'low



### Language Focus: Stress

Stress is the force given to a syllable in a word. This mark (') shows which syllable is stressed.



**B Listen to the rhyme and sing.**

'Clap 'clap 'clap  
 'Clap your 'hands  
 'Listen to the 'music  
 And 'clap your 'hands



'Move 'move 'move

'Move your 'head

From 'side to 'side

Now 'stop and 'rest.



'Tap 'tap 'tap

'Tap your 'foot

'Turn a'round

And 'bow to 'me.



**C Listen, clap and say.**

'Come here.

'Go there.

'Stand up.

'Sit down.

'Take a 'chalk.

'Catch the 'ball.

'Try a'gain.

That's 'good.

'Hurry up.

'Go 'home.

'Time for 'bed.

'Go to 'sleep.



### D Listen, clap and say.

'Brush, 'brush, 'brush your 'teeth,  
'Brush them 'every 'day.  
'Father, 'mother, 'sister, 'brother,  
'Every, 'every 'day.



'Eat, 'eat, 'eat some 'fruit,  
'Eat some 'every 'day.  
'Father, 'mother, 'sister, 'brother,  
'Every, 'every 'day.



'Take, 'take, 'take a 'bath,  
'Every, 'every 'day.  
'Father, 'mother, 'sister, 'brother,  
'Every, 'every 'day.

## Foods and Meals



**A** Look at the pictures of different food items. The names of the food items are given in the box. Choose the right name for each picture and write it down below the picture.

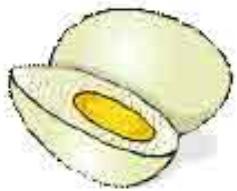
chicken	sweet	fish curry	rice and fish	fried rice
bread	egg	snacks	milk and cereal	
mixed vegetables		sandwich	toast, egg fry and juice	



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



**B Listen and read the dialogue below. Then underline the plural words.**

**Salesperson:** Good morning! How can I help you?

**Rumi:** Hi! Good morning! Can I have two pieces of bread and butter and one egg fry, please?

**Salesperson:** Ok, one piece of bread and butter and two egg fries, right?

**Rumi:** Oh no, I want two pieces of bread and one egg fry. And hmm...do you have any juice?

**Salesperson:** Sorry, no. We don't have any juice now. But you can have milk.

**Rumi:** Ok, then give me some milk, please.

**Salesperson:** One bottle?

**Rumi:** No, two bottles, please.

**Salesperson:** We have some fresh mangoes. Would you like some?

**Rumi:** Oh, yes! Give me one mango, too.



**Language Focus: singular and plural nouns**

Singular	Plural	s/es/ies
one piece of bread	two pieces of bread	+ s
one egg fry	two egg fries	y + ies
one mango	two mangoes	+ es



**B1 Read the following text. Use the words in brackets in singular/plural to fill in the gaps.**

Emon is a student of class four. He loves eating. One day he went

to a food shop with his mother. First, he ate an ..... (egg roll). Then he took two ..... (sandwich). They had two ..... (glass) of coke too. Emon wanted to have more. His mother said, "Don't take too much food at a time". Later they went to another shop. Her mother bought some ..... (candy), ..... (apple), ..... (mango) and a few ..... (can) of fruit juice for Emon and his sister.



### C Listen and read.

**Joya:** Mom, do we have any milk in the fridge?

**Mom:** Sorry, dear, we don't. But we have some juice.

**Joya:** I don't want any juice now.

**Mom:** Well, I can make some hot chocolate for you.

**Joya:** Do we have any ice-cream, Mom?

**Mom:** Look into the fridge. There may be some.

But don't take any ice-cream now.

You have got cold.

**Joya:** Ok, then maybe I'll have some chocolate.



### Language Focus: some and any

Use any to make questions and negative statements.

Use some to make positive statements.



**C1** Work in pairs. Ask your friend what she or he has in the school bag. Use **Do you have.....+ water, nuts, snacks, fruits, juice, etc.** Follow the example below.

*Students A: Do you have any school bag?*

*Students B: Yes, I do. I have some .....*

*Or No, I don't have any.*



**D** Read the following texts. What are they about?

Hi! I'm Alex. I'm British. I take my breakfast by 8 o'clock in the morning. On weekdays, I usually have milk, cereal and banana with a mug of tea or coffee for my breakfast. Sometimes I take bread and butter, cheese, marmalade and omelette or egg fry. I also drink juice. Orange juice is my favourite. I like apple juice, too. On weekends, I don't take breakfast. I take early lunch.



Hi! I'm Kabita. I'm Bangladeshi. I have my breakfast around 8 o'clock. *Roti, paratha, vegetables, dal* and sweets are common breakfast items in our country. In the urban areas, people also take bread, butter, jam and eggs as breakfast.



Many people eat rice with mashed potato, vegetables or fish. But I don't like rice in the morning. I usually have *roti* with vegetables and egg.

Hi! I'm Hanna. I'm from Saudi Arabia. I eat my breakfast around



9:30 in the morning. We have our own type of sandwich in Saudi Arabia. It's long in shape. I eat a chicken sandwich in the morning.

Sometimes I take *khubj* (a kind of round bread) with pulse paste, tuna, salad or eggs. Oh, .... juice is a part of our breakfast. I like mango juice very much.



**D1** Read the sentences below and correct the information.

1. Alex likes mango juice.
2. On weekends, Alex takes heavy breakfast.
3. All people in Bangladesh take rice in the morning.
4. Kabita takes some rice everyday in her breakfast.
5. *Khujb* is a kind of long bread.
6. Milk is a part of Saudi breakfast.



**E** Now write about yourself.

i. What time do you take your breakfast?

.....

ii. What do you eat for your breakfast everyday?

.....

iii. What don't you like to eat in your breakfast?

.....

iv. Do you take any drink in your breakfast?

.....

v. What's your favourite drink?

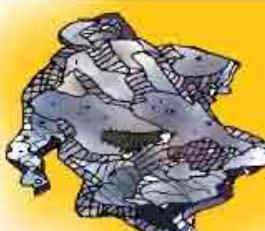
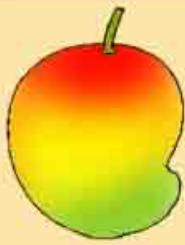
.....



**F** Write a short paragraph on your breakfast habit.  
Use the information in section **E**.



**A** Look, listen and say. If you like what you see in the pictures, say ummm.... (↗) the way your teacher says it. If you don't, say ummm ..... (↘) as your teacher says.



### Language Focus

When we talk, our voice may go up (↗) or come down (↘). The rise and fall of voice express meaning. This rise and fall of voice is also used for questions and answers. For questions that begin with what, when, where, why, who and how – our voice goes down. In statements, our voice goes down too.

In questions that do not start with wh-words and can be answered with yes/no, our voice usually goes up.



**B** Look, listen and say.

Are you 'Ruma? ↗

'Yes, I 'am. ↘

Are you in class 'five? ↗

'No, I'm 'not. ↘

Do you live 'here? ↗

'No, I 'don't. ↘

Do you like 'flowers? ↗

'Yes, I 'do. ↘

Can you 'swim? ↗

'Yes, I 'can . ↘

Can you 'fly? ↗

'No, I 'can't. ↘



**C** Look, listen and say.

What's your 'name? ↗

My name's 'Milan. ↘

Where do you 'live? ↗

I 'live near 'here. ↘

How 'old are 'you? ↗

I'm 'nine years 'old. ↘

Why are you 'here? ↗

I'm 'here to 'learn. ↘

When did you come here? ↗

Ten minutes a'go ↘

**Full stop Question mark Exclamation mark**



**A Full stop.** Read and say. What mark can you see at the end of each sentence? ( • )

Mita Chowdhury is a teacher. She teaches English. Rina is in class now. Rina, come to the board. Write down your full name. Now go back to your seat. Children, take your books out. Open at page 22. Don't talk Shihab. Open your book.



### Language Focus: (•) Full stop

We use the full stop (•) to end statements and mild commands. Remember that a sentence always starts with a capital letter. Also, a name of a person or a place (proper noun) starts with a capital letter.



### A1 Use full stop and capital letter in the text below.

manik is nine years old his father works in the fields he is a farmer he has two sisters he often plays with them it is now summer holidays manik is helping his father in the field his sisters are sitting under a tree they are waiting for manik they want to play with him



**B Question mark.** Read and say the following sentences.



What's your name?

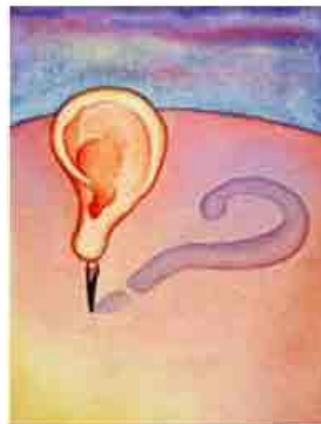
Where do you live?

Do you play any games?

Can you swim?

Do you like ice-cream?

Are you a student?



### Language Focus

Look at the mark at the end of each sentence. This mark looks like a human ear. This is question mark. We use this mark after questions.



### **B1 Use question mark and capital letter.**

do you live here

where do you play

is she your friend

are you two classmates

can you use the computer



### C Exclamation mark. Read, listen and say.

The film was wonderful!

This is a beautiful place!

You look great!



### Language Focus: Exclamation mark

This is an exclamation mark. We use exclamation mark after statements that express strong feelings.



### C1 Read, listen and say.

Go home immediately!

Come here right now!

Bravo! You got the scholarship!

Hurrah! We won the game!



### Language Focus: Exclamation mark

We also use exclamation mark after strong commands and interjections (i.e. words expressing strong feelings.)



### D Use exclamation mark and capital letter.

stop immediately

that's wonderful

great

how beautiful

you are the champion

**Comma**

**A** Read, listen and say. Where can you see the mark (,) in each sentence?

i) Yes, I like to play football.

No, I don't like wrestling.

Well, I like swimming too.

Oh, I almost forgot about the match!

**Language Focus: Comma**

This mark is called 'comma'. We use comma to separate yes, no and words such as oh, well, etc. from the rest of the sentence.



ii) I've visited Bhutan, India and Nepal.

He'll buy some pencils, pens, erasers and note books.

I like banana, guava, papaya and mango.

iii) Runa, ask me a question.

Shahid, what did Runa ask me?

Munir, can you answer that?

Can I ask you something, Rita?



### Language Focus: Comma



We also use comma to separate three or more items in a series. We put comma after each item except the last. We also use comma after or before we address somebody. Look at these words I've, He'll ..... The mark ( ' ) used here is an apostrophe, not a comma. We'll learn about it later.



#### A1 Use comma, full stop and question mark in the following sentences.

Rina Rubi Sagar and Kamal are friends



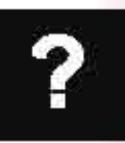
Yes they were going to class



No they don't go by bus

How do they go to school

Well they walk



Helen come and have your breakfast

Mother can I have another sweet

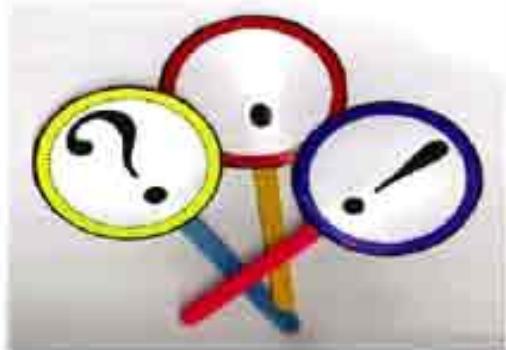
Yes dear



## B Review of punctuation marks.

Use capital letter, full stop, comma, exclamation and question mark in the following sentences as necessary.

- a. is hasna hena a painter
- b. no she is not
- c. she is a teacher
- d. what does she teach
- e. she teaches English
- f. does she like teaching
- g. yes she does
- h. she is a wonderful teacher



## The Hen and the Chicks



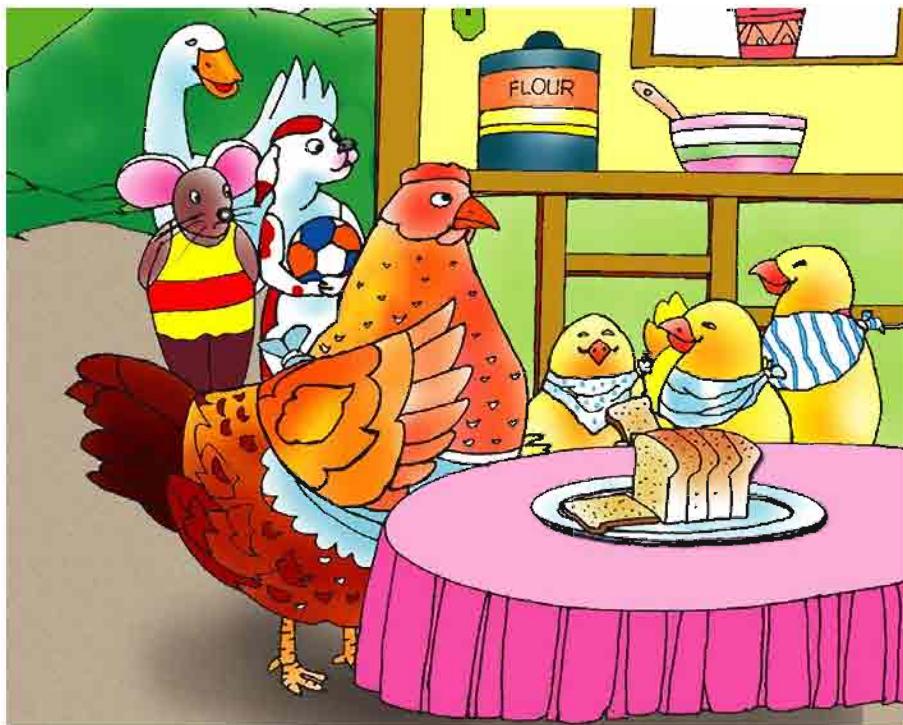
### A Read the text aloud.

**Chick 1:** This work is hard! It's hot in the sun.

**Chick 2:** The mouse, the duck and the dog have fun.

**Chick 3:** Why can't we play and jump and run?

**Hen:** You will all find out when the work is done.



**Dog:** That's yummy bread! It smells so fine!

**Mouse:** I want a taste. What part is mine?

**Duck:** I want some too. When do we dine?

**Hen:** You would not plant or pick or cook.

**All chickens:** So you can't eat!

Just stand and look.



**A1** Read the text in section A silently again.

- i. Find the full stop at the end of some sentences. Copy the sentences in your notebook.
- ii. Tick the right answer:

The sentences with the full stop

- a) tell something
- b) ask something



**A2** Read the text in section A silently again.

- i) Find the question mark at the end of some sentences. Copy the sentences in your notebook.
- ii) Tick the right answer.

The sentences with the question mark

- a) tell something
- b) ask something



### A3 Read the text in section A silently.

- i. Find the exclamation mark at the end of some sentences.  
Copy the sentences in your notebook.
- ii. Tick the right answer.

The sentences with exclamation mark

- a) ask something      b) express strong feelings



### A4 First copy each sentence below in your notebook. Then put a full stop, a question mark or an exclamation mark as necessary.

- i. Amina loves flowers
- ii. Her friend has given Amina some flowers
- iii. How many flowers does she have in her hands
- iv. What colours are the flowers
- v. She puts the flowers in a jug
- vi. Amina looks at the flowers
- vii. How beautiful they look
- viii. They have such bright colours
- ix. She smiles
- x. Is she happy or sad



### B Perform the play 'The Hen and the Chicks' in groups.

**A** Read the letter.

Dear Ismail,

**Body** { It is very cold in Dhaka now. We have no school today. Father and I will go to buy some warm clothes. I want to buy a warm cap. I can wear it in the evenings when I go out. How are you? Write soon.

Date

January 15, 2013

Greeting

Closing

Name

Your friend,  
Kajol



**A1** Look at the different parts of the letter and answer the following questions:

- i) Can you find the comma in the letter? How many commas are there?
- ii) When was the letter written? Where is the comma?
- iii) Who got the letter? Where is the comma?
- iv) The closing comes just before the name. Where is the comma?



**Language Focus**

We use comma between the day of the month and year.	e.g. January 15, 2013
Use a comma after addressing somebody.	e.g. Dear Mary,
Use comma for closing a letter before you write your name.	e.g. Your friend, Rana



**A2** Follow the model in ‘A’ and write a letter to a friend telling about your teacher. Use non-cursive capital and small letters.

## The Pocket

- Ilo Orleans



**A** Listen, read and say.

Today when I  
Was at the zoo,  
I watched the mother  
Kangaroo.

Inside her skin  
She has a pocket.  
She puts her baby  
There to rock it!



**A1** Recite the poem.



A Listen, read and say.

How many months are there in a year?

There are twelve months in a year.

Which month is it now? Do you know the names of the other months? What are they? Learn how to say them.

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



Now learn how to say names of the months.

'January, 'February, 'March, 'April, 'May, 'June, Ju'ly,  
 'August, Sep'tember, Oc'tober, No'vember, De'cember

**See how they come one after another.**

'January is the 1<sup>st</sup> month of the year.

'February is the 2<sup>nd</sup> month of the year.

'March is the 3<sup>rd</sup> month of the year.

'April is the 4<sup>th</sup> month of the year.

'May is the 5<sup>th</sup> month of the year.

'June is the 6<sup>th</sup> month of the year.

Ju'ly is the 7<sup>th</sup> month of the year.

'August is the 8<sup>th</sup> month of the year.

Sep'tember is the 9<sup>th</sup> month of the year.

Oc'tober is the 10<sup>th</sup> month of the year.

No'vember is the 11<sup>th</sup> month of the year.

De'cember is the 12<sup>th</sup> month of the year.



**B Fill in the blanks.**

1. February comes before .....
2. April is between ..... and .....
3. The eighth month of the year is .....
4. October comes after .....
5. The last month of the year is .....



**C Listen, read and say.**

There are 365 days in a year.

A Leap Year has 366 days. That means a Leap Year has one day more. Do you know what a Leap Year is? Every fourth year is a Leap Year.

There are twelve months in a year.

Some months have thirty days, some thirty one. Only one month has twenty eight days. But every fourth year, that is, in a Leap Year, this month has 29 days instead of 28 days.

Do you know which it is? Well, it's February.



**D Read the poem below and learn about how many days each month has.**

Thirty days has September,  
April, June and November;  
All the rest have thirty-one  
Except in February alone  
Which has twenty eight days clear,  
And twenty nine in each Leap Year.



**D1 Copy the poem in your notebook. Use non-cursive form of writing.**


**A Listen, look and read.**

Do you know what a calendar is? It is a record of the days, dates and months of a year. Look at the calendar below. It's a page for the month of January for the year 2013.

**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		

The first day of the month is the first of January. It is a Tuesday. The next day is the second of January, Wednesday. The last day of the month is the thirty first of January, Thursday. The day before it is the thirtieth of January, Wednesday.



**B** Look at the calendar and then answer the following questions.

1. What day is the 8<sup>th</sup> of the month?

.....

2. What day is the 10<sup>th</sup> of the month?

.....

3. What day is the 2<sup>nd</sup> of the month?

.....

4. What day is the 15<sup>th</sup> of the month?

.....

5. What day is the 25<sup>th</sup> of the month?

.....



**C** Quiz: Test your general knowledge. Take any month of the year from a calendar and answer the following questions.

1. How many Fridays are there in the month?
2. How many Saturdays are there in the month?
3. How many Sundays are there in the month?
4. How many Mondays are there in the month?
5. How many Tuesdays are there in the month?
6. How many Wednesdays are there in the month?
7. How many Thursdays are there in the month?



**A** Look at the picture and describe it.



**B** Listen to the story and fill in the gaps.

Hi! I'm Amal. I went to a picnic yesterday. My parents, some of our family friends, my sister and I went together. We went to Jirabo. It's a beautiful 1) ..... . The village has many green fields and trees. The *hijal* and *tamal* trees are really wonderful! A tiny 2) ..... flows through the village. You can see

fields there. Many of them are full of egg plants, beans, gourds, pumpkins and different kinds of 3)..... . We had our picnic beside a bamboo bush.

I played in the open 4) ..... 5)..... with my friends. We played hide and seek and *gollachut*. My dad is a good cook. So he cooked the 6)..... Some uncles and aunts helped him. The food was really great. We ate a lot. In the 7)....., we went to see the village. We talked to some village women, farmers and 8)..... We bought some fresh vegetables from the farms and ate some snacks from the local 9) ..... It was great fun! We came back home around 9 p.m. There was heavy 10) ..... on the way but we were not tired at all.



**C** Read the text below and answer the following questions.

Hi friends, I'm Kusum. I'm just back from Narail. Do you know why I went there? I went to see my grandma and other relatives.

They live in a small village in Narail. The name of the village is Gobra. My grandma was so happy to see me. She cooked many special foods for me.



I visited the famous painter Sultan's house and saw his paintings. They were amazing! Then I saw Sultan's boat in the river Chitra. The boat and the river both were beautiful! I went to 'Sultan Mela' in the afternoon. I liked Narail town too. It is a small town but very green, calm and quiet. People here are very friendly. I went to my grandma only for a day. The whole day passed very quickly. Now I'm back home but I'm missing everything in Narail.



**C1** There are four options for each question.  
Read them and tick (✓) the right answers.

1. Why did Kusum go to Narail?
  - a. to see her grandma
  - b. to see her relatives
  - c. to see her grandma and relatives
  - d. to see her grandma and Sultan
  
2. Where does Kusum's grandmother live?
  - a. in Narail
  - b. in Gobra
  - c. in Chitra
  - d. in Sultan Mela
  
3. How is Narail?
  - a. big but calm and quiet
  - b. green but unfriendly
  - c. friendly but not beautiful
  - d. small but green

4. How long did Kusum stay with her grandma?
- only for a month
  - only for a week
  - only for a day
  - only for a year



### Language Focus: Simple Past Tense

Use of irregular verbs	Present	Past
I went to see my grandma and other relatives.	go	went
We had our picnic beside a bamboo bush.	have	had
I also visited Sultan's house and saw his paintings.	see	saw

### Use of regular verbs

We enjoyed the time enough.	enjoy	enjoyed
I played in the open green fields with my friends.	play	played
She cooked many special foods for me.	cook	cooked
I also visited Sultan's house and saw his paintings.	visit	visited
I liked Narail town too.	like	liked
The whole day passed very quickly.	pass	passed

We use simple past tense to tell about a finished action.



**C2** Work in pairs and ask the questions to your friend. Write the responses in the blank spaces.

a. Did you go to any day out?

(If not, then imagine that you visited a place or that you went out somewhere.)

.....

b. Where did you go?

.....

c. Who was with you?

.....

d. When did you go?

.....

e. What was special there?

.....



**C3** Now use this information in **C2** and write a small paragraph on your day out experience.



A Listen to the dialogue. Then work in pairs and act out.

**Tania:** Moloy, how is everything?

**Moloy:** Not bad. But I'm very busy now for the exams.

**Tania:** Oh yes. We all are busy. By the way, what are you doing after the exams?

**Moloy:** Umm....I'm going on a holiday trip.

**Tania:** Where are you going?

**Moloy:** Cox's Bazar.

**Tania:** Cox's Bazar! Really!! Wow!!! But who are you going with?

**Moloy:** With my parents. How about you?

**Tania:** No plan this time. Maybe we'll go to our village home at Lalmanirhat.



**A1** Work in pairs. Ask and answer the following questions:

- Have you ever been to any holiday trip? Where did you go?
- If not, where would you like to go?



**A2** Look at the picture. Describe what you see.



**B** Read the letter and answer the following questions:

1 November, 2013

Hi Jenny!

Thanks for your mail. I'm happy to know that you had a wonderful holiday at Oxford. I have only heard about Oxford and Cambridge from others. But now your letter tells me a lot about Oxford. I'm also going on holiday next week.

My exams will finish on 23 November. The next day, we will go to Dhaka by train and stay with my uncle's family. The day after, I'll go to Cox's Bazar with my parents by bus. It takes 10 to 12 hours from Dhaka to Cox's Bazar. We are also planning to see Inani Beach, Himchari and Maheshkhali.

Do you know that Cox's Bazar has the largest beach in the world?

It's more than 125 kilometres long. I'm very excited!

That's all for today. I will write to you again soon.

Love,

Moloy



### B1 Questions

a. Who is the writer of the letter?

.....

b. Who will get the letter?

.....

c. Where did Jenny go recently?

.....

d. Why did she go there?

.....

e. Where is Moloy going for his holiday?

.....

**C**

**Imagine that you are going on a holiday trip. Write short answers to the following questions in the gaps.**

a. Where will you go?

.....

b. When will you go?

.....

c. How will you go?

.....

d. Who will you go with?

.....

e. How long will you stay there?

.....

f. What will you see?

.....

g. Why is the place interesting or special?

.....

h. How many hours will it take to go there from your town/village?

.....



**D** Now use the hints in Section **C** and write a letter about your holiday plan. Use non-cursive form of writing.

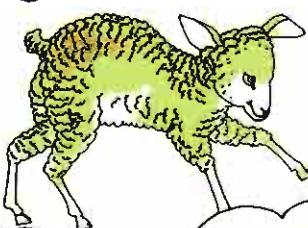
(Handwriting practice area with 20 horizontal lines)

-Myra Cohn Livingstone

**A** Read the poem aloud.

A dog's tail  
is short  
And a cat's tail  
is long,  
And a horse has a tail  
that he  
swishes along,  
And a fish has a tail  
that can  
help him  
to swim,  
And a sheep has a tail  
that looks  
curly on him.  
All the monkeys have tails  
And the elephants too  
There are hundreds of tails

If  
you  
look  
in  
the  
zoo!



## A Day in a Garment Worker's Life



**A** Look at the pictures. Choose words that match a picture and write down the words below the picture.

a farmer, a teacher, a boatman, a postman, a doctor, a singer, a dentist, a cleaner, a nurse, a photographer

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





**B** Look at the pictures. Say who they are and what they are doing.



**C** Read the passage and answer the following questions:

I'm Reshma. I'm a garment worker in Dhaka. I'm eighteen years old. Eight years ago my family came to Dhaka from Kurigram. I was in class five then. There was a famine in Kurigram that year. There were no crops, no food and no work in the North. So our family came to Dhaka. My father was a rickshaw puller. He died in an accident. We were helpless. My uncle Ratan helped us. He took me to a garment factory in Mirpur area. I now work there. My younger brother is Babul. He's seven and goes to a Govt. primary school. We live with our mother. She stitches nakshi

kathas at home and sells them to others. We live in a small house at Kalyanpur.

My factory is two kilometers away from my house. In the morning, I start with many other workers. Some friends go by bus or by rickshaw. But I go on foot. My work is from 8 a.m. to 4 p.m. In my free time, I like to go to cinema. But I don't have enough time or money. So I often work overtime till 8 p.m. Thus I can earn more money.



**C1 Ask and answer the following questions. The first one is done for you.**

a. What does Reshma do?

**Ans.** Reshma is a garment worker.

b. Who is Babul?

c. How long does Reshma usually work?

d. What does Reshma like to do in her free time?

e. Where is the garment factory?

f. How does Reshma go to work?



**C2** First fill in the blanks with a question word to complete the sentences. Then match the questions in the left column with the answers in the right column. One is done for you.

1. ....How.... old is Reshma?	a. She works in a garment factory.
2. ..... does she go to work?	b. Reshma is 18.
3. ..... did Reshma's family come to Dhaka?	c. because she can then get some extra money.
4. .....does Reshma do?	d. Her uncle Ratan helped her.
5. ..... does Reshma work overtime?	e. 8 years ago.
6. ..... helped Reshma in Dhaka?	f. She goes to work on foot.



**C3** Complete the following dialogue between a reporter and a garment worker.

**Reporter:** What's .....?

**Garment worker:** .....Toma.

**Reporter:** How old .....?

**Garment worker:** .....fifteen.

**Reporter:** Where .....from?

**Garment worker:** .....from Pabna.

**Reporter:** Where .....live?

**Garment worker:** I .....Dhaka.

**Reporter:** How much.....earn?

**Garment worker:** .....Tk. 4000 per month.



**D** Write a paragraph on a domestic help or a rickshaw puller or choose a person you like. Ask the questions in **C3** as cues to write the paragraph.



## A Listen and read.



Once there was a lion in a forest. It was big and strong. One day it was sleeping. A mouse was playing nearby. Suddenly the mouse got into the nose of the lion. The lion woke up and caught the mouse. The lion was angry and said, "I'll kill you." The mouse was afraid and begged for its life, "Sir, please let me go. I may be of help to you some day!" The lion laughed, "You are so small. How can you help me?" But he let it go.

Hunters lay traps to catch animals. Another day the lion was caught in a trap. He tried to get out, but could not. He roared and roared. The mouse heard the roar and came quickly. The rat said, "Sir, please wait. I'll help you." The mouse started to cut the rope of the trap with its sharp teeth. After some time, the lion became

free. He was very happy and said, “Thank you little mouse. Now I know even small ones can help big ones.”



**B Circle the right answer:**

**1. Who was sleeping?**

- a. a lion
- b. a mouse

**2. What was the mouse doing?**

- a. playing
- b. sleeping

**3. Who saved the lion?**

- a. the mouse
- b. the hunters



**C** Fill in the gaps with appropriate words.

1. A lion was ..... under a tree.
2. Suddenly a mouse got into the ..... nose.
3. The lion ..... the mouse.
4. The mouse ..... for its life.
5. The lion let the mouse .....
6. Another day the lion was caught in a .....
7. The lion ..... and the mouse came quickly.
8. The mouse ..... the rope of the trap.
9. The lion ..... free.
10. The lion ..... the mouse.



**D** Copy the completed sentences in section C in cursive form in your notebook.



**E** Now take turns to tell the story to others.

The End

**Academic year 2013, English-4**

**Honesty is the best policy**



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