

# ENGLISH

Class Seven



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



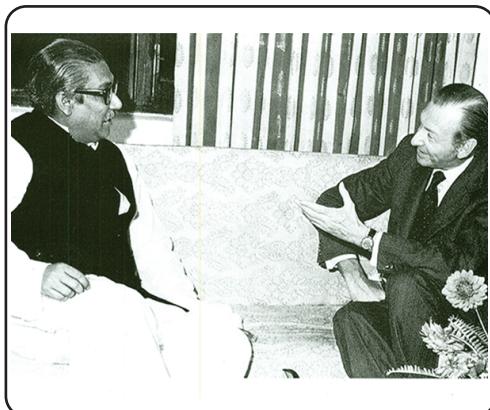
তৎকালীন সোভিয়েত ইউনিয়নের প্রেসিডেন্ট  
ব্রজনেভের সাথে বঙ্গবন্ধু



যুগোশ্চিয়ার রাষ্ট্রপ্রধান মার্শাল টিটোর সাথে  
বঙ্গবন্ধু শেখ মুজিবুর রহমান



১৯৭৪ সালের ১লা অক্টোবর যুক্তরাষ্ট্রের প্রেসিডেট  
জেরাল্ড ফোর্ডের সাথে বঙ্গবন্ধু শেখ মুজিবুর রহমান



১৯৭২ সালের ২৭শে নভেম্বর জাতিসংঘের তৎকালীন  
মহাসচিব কুর্ট ওয়ার্ডেহেইম এর সাথে বঙ্গবন্ধু শেখ মুজিবুর রহমান

১৯৭২ এর ১০ই জানুয়ারি স্বদেশ প্রত্যাবর্তন থেকে ১৯৭৫ এর ১৫ই আগস্ট পর্যন্ত সদ্য স্বাধীন বাংলাদেশের স্থাকৃতি আদায়ের জন্য বঙ্গবন্ধু বিভিন্ন আন্তর্জাতিক সংস্থার সম্মেলনে মোগাদান করেন এবং বিশ্বের গুরুত্বপূর্ণ বিভিন্ন দেশের সরকার ও রাষ্ট্রপ্রধানের সাথে দ্বিপাক্ষিক আলোচনায় মিলিত হন। এর মাধ্যমে ১১৬টি রাষ্ট্রের স্থাকৃতি আদায় এবং জাতিসংঘ, জোট নিরপেক্ষ সম্মেলন (ন্যাম), ইসলামি সহযোগিতা সংস্থা (ওআইসি), ইন্টারন্যাশনাল ক্রাইম টাইবুনালসহ ২৭টি গুরুত্বপূর্ণ আন্তর্জাতিক সংস্থার সদস্যপদ লাভ এবং গুরুত্বপূর্ণ দেশসমূহের সঙ্গে কূটনৈতিক সম্পর্ক স্থাপন ছিল বঙ্গবন্ধু শেখ মুজিবুর রহমান সরকারের উল্লেখযোগ্য সাফল্য।

Developed by the National Curriculum and Textbook Board as  
a textbook according to the National Curriculum 2022 for Class  
Seven from the academic year 2023

---

# **English**

## **Class Seven**

### **(Experimental Version)**

#### **Writers & Editors**

Rubaiyat Jahan

Md. Samyul Haque

Bijoy Lal Basu

Md. Abdul Karim

Md. Nasir Uddin

Abu Nasar Mohammed Tofail Hossain

Shakina Akter

Mohammad Delower Hossain

Md. Saiful Malak



National Curriculum and Textbook Board, Bangladesh

# National Curriculum and Textbook Board

69-70 Motijheel Commercial Area, Dhaka-1000

[All rights reserved by National Curriculum and Textbook Board, Bangladesh]

Published : December, 2022

Reprint : , 2023

## Art direction

Monjur Ahmed

## Illustration & Cover

Najmun Nahar Keya



## Graphics

Noor-E-Elahi



For Free Distribution by the Government of the People's Republic of Bangladesh

Printed by:

## Preface

In this ever-changing world, the concept of livelihood is altering every moment. The advancement of technology, in accordance with knowledge and skill, has accelerated the pace of change. There is no alternative to adapting to this fast changing world. The reason is, the development of technology is at its zenith compared to any time in the human history. In the fourth industrial revolution era, the advancement of artificial intelligence has brought a drastic change in our employment and lifestyles and this will make the relationship among people more and more intimate. Varied employment opportunities will be created in near future which we cannot even predict at this moment. We need to take preparation right now so that we can adapt ourselves to that upcoming future.

Although a huge economic development has taken place throughout the world, the problems of climate change, air pollution, migrations and ethnic violence have become much more intense than before. The epidemic like COVID 19 has appeared and obstructed the normal lifestyle and economic growth of the world. Different challenges and opportunities have been added to our daily life.

Standing on the verge of these challenges and possibilities, implementation of sustainable and effective solutions is required for the transformation of our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, capability to adapt, humanity and patriotism. Amidst all these, Bangladesh has graduated into a developing nation from the underdeveloped periphery and is continuously trying to achieve the desired goals in order to become a developed country by 2041. Education is one of the pivotal instruments to attain the goals and there is no alternative to the modernization of our education system. Developing an effective and updated curriculum has become crucial for this modernization.

Developing and revising the curriculum is a regular and vital activity of National Curriculum and Textbook Board. The last revision of the curriculum was done in 2012. Since then, a lot of time has passed. The necessity of curriculum revision and development has emerged. For this purpose, various research and technical exercises were conducted under the supervision of NCTB during the year 2017 to 2019 to analyze the prevalent situation of education and assess the learning needs. Based on the researches and technical exercises, a competency-based incessant curriculum from K-12 has been developed to create a competent generation to survive in the new world situation.

In the light of the competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for grade VII. The authentic experience driven contents of this textbook were developed in such a way that teaching learning becomes comprehensible and full of merriment. This will connect textbooks with various life related phenomenon and events that are constantly taking place around us. This is to be mentioned here that this textbook has already been refined through a logical evaluation by the writers and the subject specialists after collecting opinion from the teachers and students via an interim tryout. We hope that learning will be profound and life-long now.

Issues like gender, ethnicity, religion, caste, the disadvantaged and students with special needs have been taken into special consideration while developing the textbook. I would like to thank all who have put their best efforts in writing, editing, illustrating and publishing the textbook.

If any one finds any errors or inconsistencies in this experimental version and has any suggestions for improving its quality, we kindly ask them to let us know.

**Professor Md. Farhadul Islam**

Chairman

National Curriculum and Textbook Board

**Dear student,**

Welcome to your new English book. With this book, you will have the opportunity to learn English with fun. From now on you will draw pictures, participate in games, read interesting stories, recite poems, talk to your friends, write whatever you like, and by doing these you will learn English.

So, no more home tasks. No more coaching centres! No more memorization!!

Oh, forgot to tell you another interesting thing about this book. From now on not only you and your friends help each other in studying English but you will also monitor your learning at the same time.

Lots of love and best wishes.



# Index

Sl no.	Experience	Pages
1	A Dream School	1 - 7
2	Playing With the Words	8 - 20
3	If	21 - 28
4	The Frog and the Ox	29 - 39
5	Have You Filled a Bucket Today?	40 - 50
6	A Good Reader	51 - 66
7	Using Verbs Easily	67 - 75
8	Heroes of Bengal	76 - 83
9	Knowing Our Parents	84 - 94
10	Freedom of Choice	95 - 100
11	Let's Explore the Sentences	101 - 112
12	Subha's Promise	113 - 125
13	Be the Best of Whatever You Are	126 - 134
14	Our Language Movement	135 - 148
15	Writing with a Purpose	149 - 154
16	As You Like It	155 - 168
17	Glossary	169 - 183



## A Dream School

**1.1 Look at this picture of a school. And then, write 5 sentences on what you love about this school in pairs/groups.**

বিদ্যালয়ের ছবিটির দিকে তাকাও এবং দল বা জোড়ায় ভাগ হয়ে ছবির বিদ্যালয়টি সম্পর্কে তোমাদের যা যা ভালো লাগে তা ৫টি বাক্যে লেখো।



**1.2 Work in pairs. Identify which of these facilities you have in your school. Tick under ‘Yes’ if you have the facilities and tick under ‘No’ if you don’t have the facilities in your school. One is done for you.**

জোড়ায় কাজ করো। নিচের কোন কোন সুবিধা তোমাদের বিদ্যালয়ে আছে, তা শনাক্ত করো। যদি তোমাদের বিদ্যালয়ে সুবিধাগুলো থাকে, তবে ‘Yes’ এর নিচে ‘টিক’ চিহ্ন দাও আর যদি না থাকে তবে ‘No’ এর নিচে ‘টিক’ চিহ্ন দাও। তোমাদের সুবিধার্থে একটি উত্তর দেখিয়ে দেওয়া হলো।

Questions	Yes	No
1. Do you have a playground in your school?	✓	
2. Do you have a garden in your school?		
3. Do you have a library in your school?		
4. Do you have a canteen in your school?		
5. Do you have clean classrooms?		
6. Do you have enough light and air in the classroom?		
7. Do you have comfortable benches/desks?		
8. Do you have a white/blackboard in the classroom?		
9. Do you have a computer lab in your school?		
10. Do you have multimedia/ projectors in the class-room?		
11. Do you have a freely available Wifi network in the school?		
12. Do you have pure drinking water in your school?		
13. Do you have clean toilets in your school?		
14. Do you have bins in your school?		
15. Do you have a first aid box in the school?		
16. Do you have trees and birds in your school?		
17. Do you have a notice board in your school?		
18. Do you have pictures/charts on the wall of your class-room?		

### 1.3 Read the conversation. And then, act it out in pairs.

কথোপকথনটি পড়ো এবং জোড়ায় ভাগ হয়ে অভিনয় করে দেখাও।

Faria and Raihan are cousins. Faria lives in a village and Raihan lives in a city. During summer vacation, Raihan visits his grandparent's house. Faria is showing Raihan around. Their conversation goes like this—



Faria: Hey Raihan, do you like my village?

Raihan: Very much. I really like the calmness here.

Faria: That's true. Okay, let's go to our school.

## A Dream School

Raihan: That's great! I'll love that.

Faria: Here is my school. (standing in front of the school)

Raihan: Let's get inside, will that be all right?

Faria: It will be just fine.

Raihan: Look at that!! So nice, I must say. (pointing to a large body of water)

Faria: That's a "Dighi", my dear cousin. Don't you have one in yours?

Raihan: We have a small one, a pond you can say and it is surrounded by a multi-storied school building.

Faria: This's our school garden (pointing to a garden), we all love it.

Raihan: We have a tiny one too (smiling).

Faria: So, what do you like most about your school?

Raihan: We have a huge library. Do you have a library here?

Faria: Yes, but it's a small one. You know what, here, one thing I don't like at all. It is muddy roads in the rainy season.

Raihan: Our school is next to a very busy road. The vehicles and their horns make me crazy. Also, it's very risky to cross the road. Hey, look how many birds!

Faria: Yeah, they nest in the nearby trees.

Raihan: We don't have too many trees around our school, so unfortunate.

Faria: Let's go to the playground.

Raihan: That's your playground! Where does it end? If we had such a big one in our school!

Faria: A playground is a must in a school. I will love to see your school.

Raihan: Sure, visit us on your next vacation. I'll show you.

Faria: Won't it be great if we find a school that has all the good things from both of our schools?

Raihan: 'A dream school' that will be.....

## 1.4 Read the conversation again and match the words/phrases with their meanings. One is done for you.

কথোপকথনটি পুনরায় পড়ো এবং শব্দ/শব্দগুচ্ছগুলো পাশের অর্থের সাথে দাগ টেনে মেলাও। তোমাদের বোৰাৰ সুবিধার্থে প্রথম শব্দটি দাগ টেনে মিলিয়ে দেখানো হয়েছে।

Words/Phrases	Meanings
1. Calmness	My own
2. In front of	Soiled
3. Mine	A motor car/bus/truck (that is used for transporting people or goods from one place to another)
4. Huge	Bird's house
5. Muddy	Close
6. Multi-storied	Peacefulness
7. Vehicles	Very big/large
8. Nest	Before
9. Nearby	Holiday
10. Vacation	Having more than two floors/levels

## 1.5 Read the conversation again, and in pairs/groups write the similarities and dissimilarities (differences) between Faria's and Raihan's schools.

কথোপকথনটি আরেকবাৰ পড়ো। তাৱপৰ দলে বা জোড়ায় ভাগ হয়ে ফারিয়া আৰ রায়হানেৰ বিদ্যালয়েৰ মধ্যে সাদৃশ্য এবং বৈসাদৃশ্যগুলো লেখো।

**Similarities:** The things both the schools have. For example, both schools have gardens.

**Dissimilarities:** The things that one school has but the other school doesn't have. For example, there is a big playground in Faria's school but there is not a big playground in Raihan's school.

Similarities	Dissimilarities
1.	
2.	
3.	
4.	
5.	

### **1.6 Now, in pairs/groups discuss and then make a list of similarities and dissimilarities of your school with Faria's and Raihan's schools.**

এখন, দল বা জোড়ায় আলোচনা করে ফারিয়া ও রায়হানের বিদ্যালয়ের সাথে তোমার বিদ্যালয়ের সাদৃশ্য এবং বৈসাদৃশ্যগুলোর একটি তালিকা তৈরি করো।

### **1.7 In pairs/groups, discuss and make a list of —**

দল বা জোড়ায় ভাগ হয়ে আলোচনা করো এবং নিচের বিষয়গুলোর উপর একটি তালিকা তৈরি করো।

- a) The good things in your school.
- b) What you need in your school.
- c) What should be improved upon or removed from your school to make your school a dream school?

### **1.8 Read Orin's speeches in the bubbles about her dream school. Now, draw/ design a poster of your dream school and present it to your class/ school.**

নিচের বাবলগুলোতে অরিনের স্পন্দের বিদ্যালয় সম্পর্কে পড়ো। এখন, তোমার স্পন্দের বিদ্যালয়টি কেমন হবে সেটির একটি পোস্টার অঙ্কন বা নকশা করে তোমার শ্রেণি বা বিদ্যালয়ে উপস্থাপন করো।

I'm the king of my dream school...

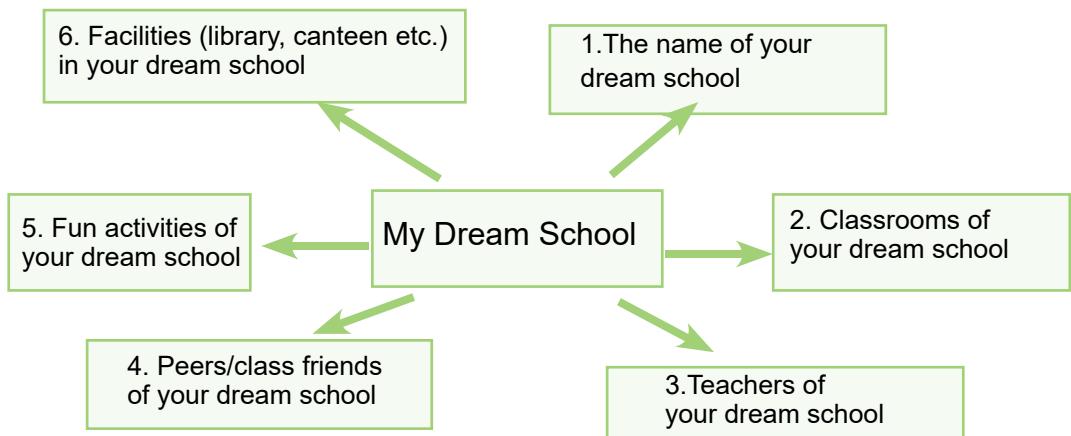
My dream school is a place of fun...

My dream school is spacious enough to run around...

I have many friends in my dream school...

**You can follow the word web given below to describe your dream school.**

তোমার স্বপ্নের বিদ্যালয়ের বর্ণনা করতে তুমি নিচের শব্দগুলো ব্যবহার করতে পারো।



**List of words:** available, tiny, bin, facility, unfortunate, improve, remove, vacation, muddy road.



## Playing With the Words

**2.1 Look at the following illustration and in pairs/groups ask and answer the following questions. You can choose any option and share with the class why you have chosen it.**

নিচের ছবিটি দেখো এবং ভালোভাবে লক্ষ্য করো। এরপর দল বা জোড়ায় ভাগ হয়ে নিচের প্রশ্নগুলো একে-অপরকে জিজ্ঞাসা করো এবং উত্তর দাও। তুমি যেকোন উত্তর বেছে নিতে পারো, কিন্তু কেনো তুমি সেই উত্তর বেছে নিয়েছ তা সকলকে বলো।



- Do you like or dislike cricket?
- Do the players appear to be spirited or spiritless?
- Are the two teams friendly or unfriendly?
- Are the audience happy or unhappy?
- Are they supportive or unsupportive?
- Are the seats comfortable or uncomfortable?
- Do you agree that playing sports like cricket is helpful for making friends? Why?

## 2.2 Now in pairs/groups, read the note given below and divide the words into prefixes, root or root words and suffixes. Then, do pair/group checking. One is done for you.

এখন দল বা জোড়ায় ভাগ হয়ে নিচে নোটটি পড়ো এবং শব্দগুলোকে prefixes, root অথবা root words এবং suffixes এ ভাগ করো। এরপর, দল বা জোড়ার মাধ্যমে উত্তরগুলো মিলিয়ে নাও। তোমাদের সুবিধার্থে একটি শব্দ ডেঙ্গে দেখানো হলো।

### Affixation:

Affixation is the most common way of making new words in English. It is the process of adding a group of letters to a root word to create either a different form of that word or a new word with a different meaning.

The two primary kinds of affixation are prefixation (the addition of a prefix) and suffixation (the addition of a suffix). Prefixes and suffixes are known as affixes.

Prefixes and suffixes are added to a root word.

So, let's know about root words, prefixes and suffixes!

ইংরেজিতে নতুন শব্দ তৈরির সবচেয়ে সাধারণ উপায় হলো Affixation। এটি এমন একটি প্রক্রিয়া যার মাধ্যমে মূল শব্দের সাথে এক বা একাধিক অক্ষর যুক্ত করে মূল শব্দের একটি ভিন্ন রূপ অথবা একটি ভিন্ন অর্থবহু নতুন শব্দ তৈরি করা যায়।

Affixation দুই প্রকারে। যথা: Prefixation (prefix বা উপসর্গের যোগ) এবং Suffixation (suffix বা প্রত্যয়ের যোগ)। Prefix এবং Suffix গুলো Affix হিসেবে পরিচিত। মূল শব্দের সাথে উপসর্গ এবং প্রত্যয় যোগ করা হয়।

তাহলে, চলো এবার জেনে নেই মূল শব্দ (root words), উপসর্গ (prefixes) এবং প্রত্যয় (suffixes) সম্পর্কে!

**Root word:** Here are two terms, root word and root of a word.

A root word is the most basic meaningful part of a word. It can stand on its own as a complete word. If you remove all the prefixes and suffixes, you will get the root word. For example— Friendly and unfriendly. Here, the friend is the root word and it is, by itself a meaningful word.

A root, on the other hand, does not usually have a complete word of its own. For example— Permit. Here, per is the prefix and mit is the root word. Mit is not a complete word as it does not have any meaning.

মূল শব্দ: এখানে দুটি পদ বা ধারণা রয়েছে। যথা: মূল শব্দ এবং শব্দের মূল।

মূল শব্দ একটি শব্দের সবচেয়ে মৌলিক ও অর্থপূর্ণ অংশ। এটি একটি সম্পূর্ণ স্বতন্ত্র শব্দ হিসেবে বাকে ব্যবহৃত হয়। উপসর্গ এবং প্রত্যয় সরিয়ে মূল শব্দটি পাওয়া যায়। যেমন: Friendly এবং Unfriendly। এখানে friend হলো মূল শব্দ এবং friend নিজে একটি অর্থপূর্ণ শব্দও।

অন্যদিকে, একটি শব্দমূল নিজে নিজে একটি সম্পূর্ণ ও অর্থবহু শব্দ নাও হতে পারে। যেমন: Permit. এখানে, per হলো উপসর্গ (prefixes) এবং mit হলো মূল শব্দ (root words)। mit একটি সম্পূর্ণ শব্দ নয় কারণ এর নিজস্ব কোনো অর্থ নেই।

## Prefix:

Prefix is a letter or a group of letters that we add to the beginning of a root or a root word to make a new word. For example, notice the word prefix. Here pre is the prefix and fix is the root word. A prefix often changes the meaning of a word. For example: when you add the prefix un with the root word happy, it changes its meaning and becomes unhappy which is the opposite of happy.

**উপসর্গ (Prefix):** উপসর্গ হলো এমন বর্ণ বা বর্ণসমষ্টি যা একটি শব্দমূল বা মূল শব্দের শুরুতে যুক্ত হয়ে নতুন অর্থবহ শব্দ তৈরি করে। উদাহরণস্বরূপ, Prefix শব্দটি লক্ষ্য করিব। এখানে Pre উপসর্গ এবং fix হলো মূল শব্দ। উপসর্গ (prefixes) প্রায়ই শব্দের অর্থ পরিবর্তন করে। উদাহরণস্বরূপ: Happy মূল শব্দের সাথে ‘un’ উপসর্গ যোগ করলে Happy শব্দের অর্থ পরিবর্তিত হয় এবং নতুন শব্দ Unhappy এর অর্থ অসুখী, যা সুখীর বিপরীত।

## Suffix:

Suffix is also a letter or a group of letters that we add after a root or a root word to make a new word. But unlike a prefix, a suffix usually does not significantly change the meaning of the word. Instead, a suffix adds more specification. For instance, if you say someone is wise, you will think someone is knowledgeable. However, when we add suffixes like ‘r’, it will be ‘wiser’.

Sometimes, we use a suffix to make a word plural, which just means that there is more than one of something. The most popular suffixes are s and es. We use them to make a word plural. For instance, if you say suffix it means only one but if you add the suffix ‘es’ then it means more than one suffix.

Again, some words have a prefix, a root or a root word and a suffix that means ALL-IN-ONE. For example Unacceptable. Here, un is the prefix, accept is the root word and able is the suffix. So, by adding prefixes and suffixes, you get a different form of the word accept with a different meaning.

Finally, it seems that words can be long and difficult at times. But if you understand root words and affixes, it will help you to get the meaning of those words easily.

**প্রত্যয় (Suffix):** Suffix বা প্রত্যয় হলো এমন বর্ণ বা বর্ণসমষ্টি যা একটি শব্দমূল বা মূল শব্দের পরে বসে নতুন অর্থবহ শব্দ তৈরি করে। কিন্তু prefix এর মতো suffix সব সময় উল্লেখযোগ্যভাবে শব্দের অর্থ পরিবর্তন করে না। এর পরিবর্তে suffix বা প্রত্যয় শব্দের অর্থগত সুনির্দিষ্টতা, সংযোজন বা সংকোচন ঘটায়। উদাহরণস্বরূপ, যদি কাউকে ‘wise’ বলা হয়, তাহলে তাকে ‘knowledgeable’ বলে ধরে নেওয়া যায়। ‘wise’ শব্দটির সাথে ‘r’ প্রত্যয় যোগ করলে ‘wiser’ হবে। এই নতুন শব্দের অর্থও কিন্তু একজন ‘knowledgeable’ বাস্তি, যিনি অন্য একজনের তুলনায় অপেক্ষাকৃত অধিক জ্ঞানী বা ‘knowledgeable’।

কখনও কখনও, শব্দ বহুচন করতে suffix বা প্রত্যয় ব্যবহার করা হয়। সবচেয়ে ব্যবহৃত suffix হলো ‘S’ এবং ‘es’। আমরা একটি শব্দ বহুচন করতে এদের ব্যবহার করি। উদাহরণস্বরূপ, suffix বললে শুধুমাত্র একটি suffix বা প্রত্যয় বোঝায়। কিন্তু ‘suffix’ শব্দটির সাথে ‘es’ suffix বা প্রত্যয় যোগ করলে তার অর্থ বোঝায় একাধিক suffix বা প্রত্যয়। আবার, কিছু শব্দে একটি উপসর্গ, একটি শব্দমূল বা একটি মূল শব্দ এবং একটি প্রত্যয় থাকে অর্থাৎ ALL-IN-ONE। যেমন- ‘Unacceptable’। এখানে, ‘un’ হলো উপসর্গ, ‘accept’ হলো মূল শব্দ এবং ‘able’ হলো প্রত্যয়। সুতরাং, prefix এবং suffix যোগ করে, মূল শব্দ বা root word এর ভিন্ন অর্থসহ একটি ভিন্ন রূপ পাওয়া যায়। পরিশেষে, অনেক সময় অনেক শব্দ আমাদের কাছে দীর্ঘ এবং কঠিন বলে মনে হতে পারে। কিন্তু ‘root words’ এবং ‘affixes’ বুঝতে পারলে সেই নতুন শব্দগুলোর অর্থও সহজেই বুঝতে পারবে।

**Activity:** Divide the words into prefixes, root or root words and suffixes. One is done for you.

শব্দগুলোকে prefix, root অথবা root words এবং suffixes এ ভাগ করো। তোমাদের সুবিধার্থে একটি উত্তর করে দেওয়া হলো।

Word	Prefix	Root or root word	Suffix
Dislike	Dis	Like	No suffix
Spiritless			
Unfriendly			
Unhappy			
Unsupportive			
Uncomfortable			
Disagree			

**2.3 In pairs/groups, read the passage given below and discuss what prefixes and suffixes you will add to the underlined root words to make the sentences meaningful. Note that you may need to add only prefixes or suffixes, and for some words you may need to add the both.**

জোড়ায় বা দলে নিচের অনুচ্ছেদটি পড়ো এবং নিচে দাগ দেওয়া root words এর সাথে কোন কোন suffix এবং prefix যুক্ত করে বাক্যগুলোকে অর্থপূর্ণ করা যায় তা আলোচনা করো। প্রয়োজনে শুধু suffix বা prefix অথবা উভয়েই যুক্ত করতে হতে পারে।

## Our Unique Team

I am a great fan of the game of cricket. I am also a member of our local cricket team. Every holiday we play cricket. On a summer evening, we all were (1) enjoy our holidays by (2) watch a cricket match with a neighbouring team. We were very tense about our team's (3) perform though we had two great players, Nabil and Junayed. I still could remember the day we got Junayed as a (4) play in our team.

In the evening we were playing. When it came to Nabil's turn to bat, we got scared as he was known for his long shots. He used to bat so hard that we often ended up losing the ball.

Today was no different, Nabil hit the ball and it broke a (5) wind of the (6) near building. All of us ran from the spot fearing that we would be given a nice scolding. But Nabil didn't move and he stood (7) proud with the bat in his hand. A few minutes later a young boy came down with the ball. He introduced himself as Junayed and gave the ball to Nabil. As Junayed turned around, Nabil said thank you to him but he didn't respond. Nabil patted his shoulder and said thank you to him once again. This time the boy read his lips and replied (8) come. He then told Nabil that he had lost his power of listening when he was young. Nabil asked him if he would like to play with them. He agreed (9) happy. Since then, he has been giving a tough (10) test to Nabil in breaking window panes with his long shots.

Prefix	Root or root words	Suffix	Word
	enjoy		
	watch		
	perform		
	play		
	win		
	near		
	proud		
	come		
	happy		
	test		

## 2.4 More to read! আরও কিছু জেনে নাও!

You have already learned about a prefix, root or root word and suffix. Also, you knew how to add prefixes or suffixes or both to the root or root words to express yourselves in a better way.

Now, let's learn some of the most commonly used prefixes and suffixes:

### A. Prefixes

Write at least two words with each prefix. One is done for you.

প্রত্যেকটি prefix দিয়ে কমপক্ষে দুটি শব্দ তৈরি করো। তোমাদের সুবিধার্থে একটি উত্তর করে দেওয়া হলো।

Prefix	Word class	Example word	Your words	Your sentences
re	doing again	restart	recharge, rehearse	1. Mom needs to <b>recharge</b> her mobile phone. 2. I will definitely <b>rehearse</b> my role as many times as possible.
pre	before/earlier	preorder		
en	in/ within	enlist		
un, dis, non, ir, il, in/ im	the opposite of something or someone	dishonour		
anti	against/the opposite of someone or something	antibody		
mis	incorrect/wrong	misspell		
non	not/no/none	nonstop		
uni	one	uniform		
co	together/with	cooperate		
sub	under	subject		

## Playing With the Words

### B. Suffixes

Write at least two words with each suffix. One is done for you.

প্রত্যেকটি suffix দিয়ে কমপক্ষে দুটি শব্দ তৈরি করো। তোমাদের সুবিধার্থে একটি উত্তর করে দেওয়া হলো।

Suffix	Word class	Example word	Your words	Your sentences
able	The adjective form of the word	achievable	comfortable capable	The seat is very <i>comfortable</i> . I am <i>capable</i> of leading my class.
ion, tion, ation	condition/ result/process	situation		
ive	The adjective form of the word	active		
al, ial	The adjective form of the word	cordial		
y	The adjective form of the word	lucky		
ly	The adverb form of the word	quickly		
ness	state/ condition	politeness		
ous	possessing a quality	virtuous		
ful	full of	careful		
ing	making continuous tense	writing		

## 2.5 In pairs/groups, read the following text and fill in the gaps with words from the box. Then, share your answers with the whole class. One is done for you.

জোড়ায় বা দলে নিচের অনুচ্ছেদটি পড়ো এবং নিচের শব্দগুলো নিয়ে শূন্যস্থানগুলো পূরণ করো। তারপর, তোমার উত্তর শ্রেণিতে উপস্থাপন করো। বোকার সুবিধার্থে প্রথম শূন্যস্থানটি পূরণ করে দেওয়া হয়েছে।

meaning, prefixes, opposite, new, added, suffixes, end, group,

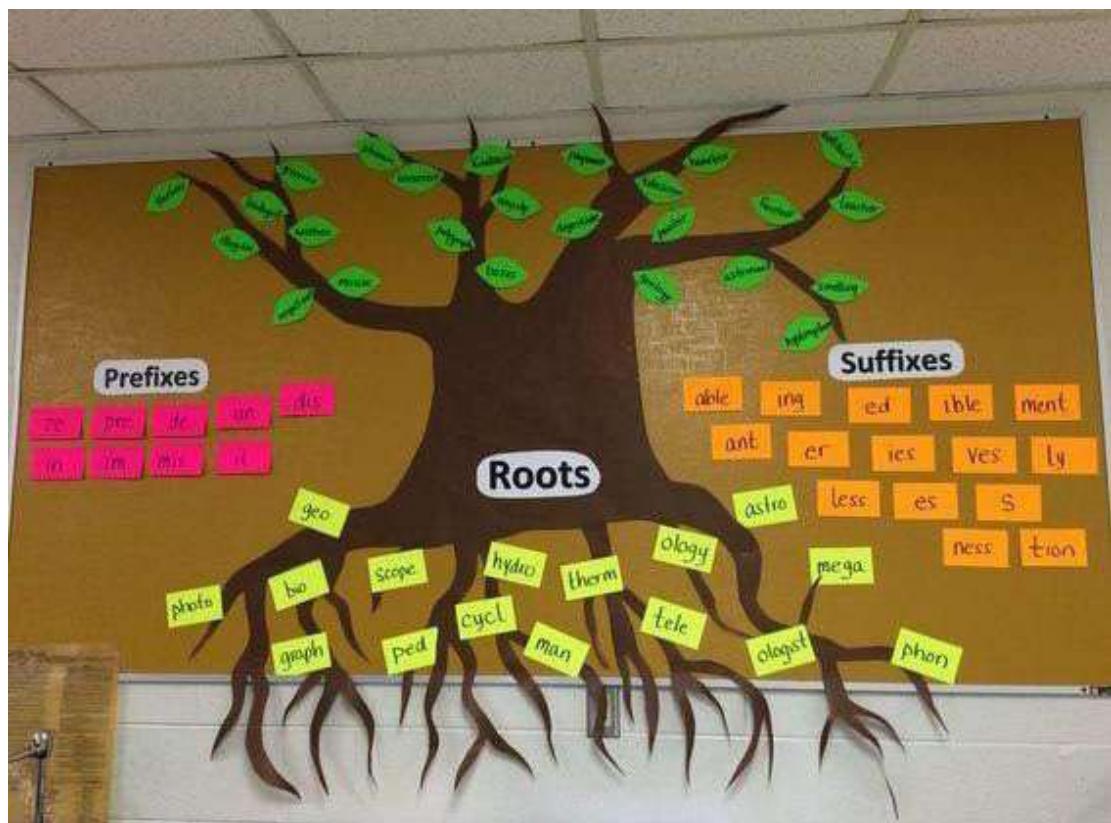
There are many ways of making (a) new words. One important way is using prefixes and suffixes. Prefix and suffix are (b) ..... of letters added to a root or root word. A group of letters (c) ..... at the beginning of the root words are known as prefixes. For example, ‘ir’ in ‘irregular’ (ir+regular) is a prefix that makes the root word’s meaning negative. Un (unfortunate), anti (anti-climax), em (empower), dis (disqualified) etc. are some examples of (d)..... On the other hand, a group of letters added to the (e) ..... of the root words are called suffixes. For example, ‘less’ in ‘helpless’ (help + less) is a suffix. Other commonly used (f) ..... are ly (commonly), ion (promotion), ness (kindness), ful (hopeful). Both prefixes and suffixes change the (g) ..... of the root words differently including changing parts of speech (e.g. ‘rich’ is an adjective, ‘enrich’ is a verb), making (h) ..... (e.g. real ~ unreal) meaning etc. Affixation is a fun way of increasing our vocabulary, isn’t it?

## 2.6 Work in a group of 4-6.

Write a short text (15-20 sentences) about someone (father, mother, teacher, sister, brother etc.) or something (a book, a gift, a movie, a poem, a picture etc.) that inspires you most to fulfil one of your dreams. To write your text you can use the ‘Affixation Tree’. Also, you can use any roots or root words, prefixes or suffixes of your own. Later underline all the root or root words, prefixes or suffixes you used in your writing. Finally, present it to the whole class.

(তোমার স্বপ্ন পূরণে তোমাকে অনুপ্রাণিত করেছে এমন কিছু যেমন: বই, উপহার, সিনেমা, কবিতা, ছবি ইত্যাদি বা এমন কাউকে যেমন: বাবা, মা, শিক্ষক, বোন, ভাই ইত্যাদি নিয়ে ১৫-২০টি বাক্যে একটি ছোট অনুচ্ছেদ লেখো। অনুচ্ছেদটি লিখতে তুমি ‘Affixation Tree’ ব্যবহার করতে পারো। তুমি নিজের ইচ্ছামতো root words, prefixes or suffixes ও ব্যবহার করতে পারো। তারপর, তোমার লেখায় তুমি যেসব root or root words, prefixes or suffixes ব্যবহার করেছো তার নিচে দাগ দাও। সবশেষে, তোমার লেখাটি ক্লাসে উপস্থাপন করো।)

## Playing With the Words



### The Affixation Tree

The picture is to get an idea of the affixation tree.

List of root words- gift, love, care, guide, model, grow, study, proper, stand, happy, luck, polite, friend, follow, grate, joy, pen, way

**Prefixes:** en, mis, role, en, pre, re, anti, non, un, sub, co, ex, al, im

**Suffixes:** s, es, sive, ful, able, al, ive, ness, ly, ing, tion, less, ed, one, ance, tice



## 2.7 Time to play a game! (Every pair is a group)

Choose any ten things that you possess/have from the box. Then, in pairs ask and answer the following question to check the similarities between you and your friend. Ask all ten questions. For every similarity, you will get one point. Later share your score with the class. And, declare the highest scorer as a winner.

(তোমাদের আছে এমন দশটি জিনিস নিচের বক্স থেকে বেছে নাও। তারপর, তোমরা জোড়ায় ভাগ হয়ে, প্রশ্নগুলো একে-অপরকে জিজ্ঞেস করা এবং উত্তর দেওয়ার মাধ্যমে, তোমার আর তোমার বন্ধুর মধ্যকার মিলগুলো খুঁজে বের করো। দশটি প্রশ্নের সবগুলোই জিজ্ঞেস করতে হবে। প্রত্যেকটি মিলের জন্য তোমরা ১ পয়েন্ট করে পাবে। সবশেষে তোমাদের নম্বর ইন্লাসে বলো এবং সবচেয়ে বেশি নম্বর পাওয়া দল জয়ী বলে বিবেচিত হবে।)

**Question:** Do you eat vegetables?

**Answer:** Yes, I do. Or, No, I don't. (If yes, your group will get one point)

Eat vegetables	Do household chores	Love to listen to music	Love playing games on the field	Know how to swim
Love sweets	Do exercise regularly	Favourite subject- English	Love writing more than reading	Like online classes more than offline classes
Love group work more than individual work	Walk to school	Parents or siblings help in doing homework	Have a large family	Love to draw pictures

So, we have similarities and dissimilarities among us. Likewise, in the English language, there are some words which have similar meanings and some are with opposite meanings. Let's know about them.

**Synonym:**

A synonym is a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language. For example—‘small’ is a synonym for ‘little’.

**Antonym:**

An antonym is a word opposite in meaning to another word. For example—‘big’ is the antonym of ‘small’.

**Let's have a look at the common synonyms and antonyms:**

Word	Synonym	Antonym
Wrong	Incorrect	Correct
Unmarried	Single	Married
Choose	Select	Reject
Writer	Author	Reader
Behave	Act	Misbehave
Old	Ancient	Young
Buy	Purchase	Sell
Common	Usual	Uncommon
End	Finish	Endless
Fast	Quick	Slow
Neat	Tidy	Dirty
Rich	Wealthy	Poor
Encourage	Inspire	Discourage
Respect	Honour	Disrespect
Complete	Finish	Incomplete

## 2.8 Now, in pairs/groups find the antonyms of words given in column A from column B and draw a line to match them. Then, check the answers with the whole class.

এখন জোড়া বা দলে ভাগ হয়ে A সারিতে দেওয়া শব্দগুলোর প্রতিটির antonym B সারি থেকে খুঁজে বের করো এবং দাগ টেনে মিল করো। তারপর, তোমার উভরগুলো সবার সাথে মিলিয়ে নাও।

Column A (Words)	Column B (Antonyms)
Accept	Difficult
Alive	Subtract
Advantage	Simple
Deep	Refuse
Easy	Create
Divide	Empty
Add	Dead
Brave	Unite
Complex	Tiny
Destroy	Shallow
Full	Disadvantage
Huge	Coward

## 2.9 In pairs/groups, read the following text and write the antonyms of the underlined words using appropriate prefixes in the given table. Then, share your answers with the whole class. One is done for you.

দল বা জোড়ায় ভাগ হয়ে নিচের অনচ্ছেদটি পড়ো এবং নিচে দাগ দেওয়া শব্দগুলোর সাথে উপযুক্ত prefix যুক্ত করে antonyms তৈরি করে নিচের সারণিতে লেখো। তারপর তোমার উভরগুলো কাসে উপস্থাপন করো। বোৰার সুবিধার্থে প্রথম শব্দটির সাথে prefix যুক্ত করে antonym তৈরি করে দেওয়া হয়েছে।

## Be Respectful to Others

It was a (1) happy day for Anik. His mother had been charging her mobile phone. After 30 minutes, she noticed the charger was (2) connected. She was (3) pleased because

## Playing With the Words

the phone had not been fully charged. "Who has disconnected the charger?" asked his mother. "It's me" Anik answered nervously, "I (4) plucked your mobile phone and added my Tab for charging. If the Tab is not charged timely, the games (5) appear!" "This is (6) fair, Anik" his mother added, "My son, don't (7) obey me! I told you several times that you must ask me before doing it. Besides, an electric charger should be handled carefully." "Sorry, mom for my (8) responsible behaviour. I'll never (9) regard you." "That's okay Anik" his mother replied. Though it made him unhappy, he understood he should think about others.

## 2.10 Let's reflect on our learning from this unit!

এই অধ্যায় থেকে আমরা যা শিখলাম তা নিয়ে চলো কাজ করি।

From this unit, you have learned many words, their synonyms and antonyms.

Now, prepare a poster in a group of 5-6 with all the words you have learned from this unit. Then write their synonyms and antonyms. Finally, hang it on the wall for others to learn.



# If

### **3.1 Read the following story written by a student for their annual school magazine. Then, ask and answer the following questions in pairs/groups.**

নিচে বিদ্যালয়ের বার্ষিক ক্রোড়পত্রে একজন শিক্ষার্থীর লেখা গল্পটি পড়ো। তারপর, দল বা জোড়ায় ভাগ হয়ে নিচের প্রশ্নগুলো একে-অপরকে জিজ্ঞাসা করো এবং উত্তর দাও।

### **Life Must Go on...**

Shahed sir is not only our class teacher but also our guide. Whenever any one of us is in trouble, he is there. Sometimes, we thought he has magical power. Otherwise, I wonder how he gets informed about our problems. Once, one of our friends, Azmayn went to Bandarban. When he tried to climb up a hill, a bone of his right leg got displaced. He couldn't walk and do any classes for two months. He was in total darkness about classroom teaching and learning. Also, this long absence hurt his mind. He had to pass a terrible time. As usual Shahed sir came forward with his unique idea that every day our friend Maliha would message him everything discussed in the class. Maliha took this responsibility willingly because it helped improve her communication skills. Sir also told us to visit him every alternative day. We discussed almost every little incident that happened in class. We all felt like he was with us as earlier. It worked so well that within a few days Azmayn got recovered and started to attend the classes.

We understood that difficulties are part of our lives. But we can overcome those if we extend our hands to others. Because life must go on...

If

- a) What happened to Azmayn?
- b) How did he feel when he couldn't walk?
- c) How was the situation overcome?
- d) Did you ever experience a difficult situation like the one Azmayn did?
- e) What was that?
- f) How did you feel then?
- g) How was that solved?

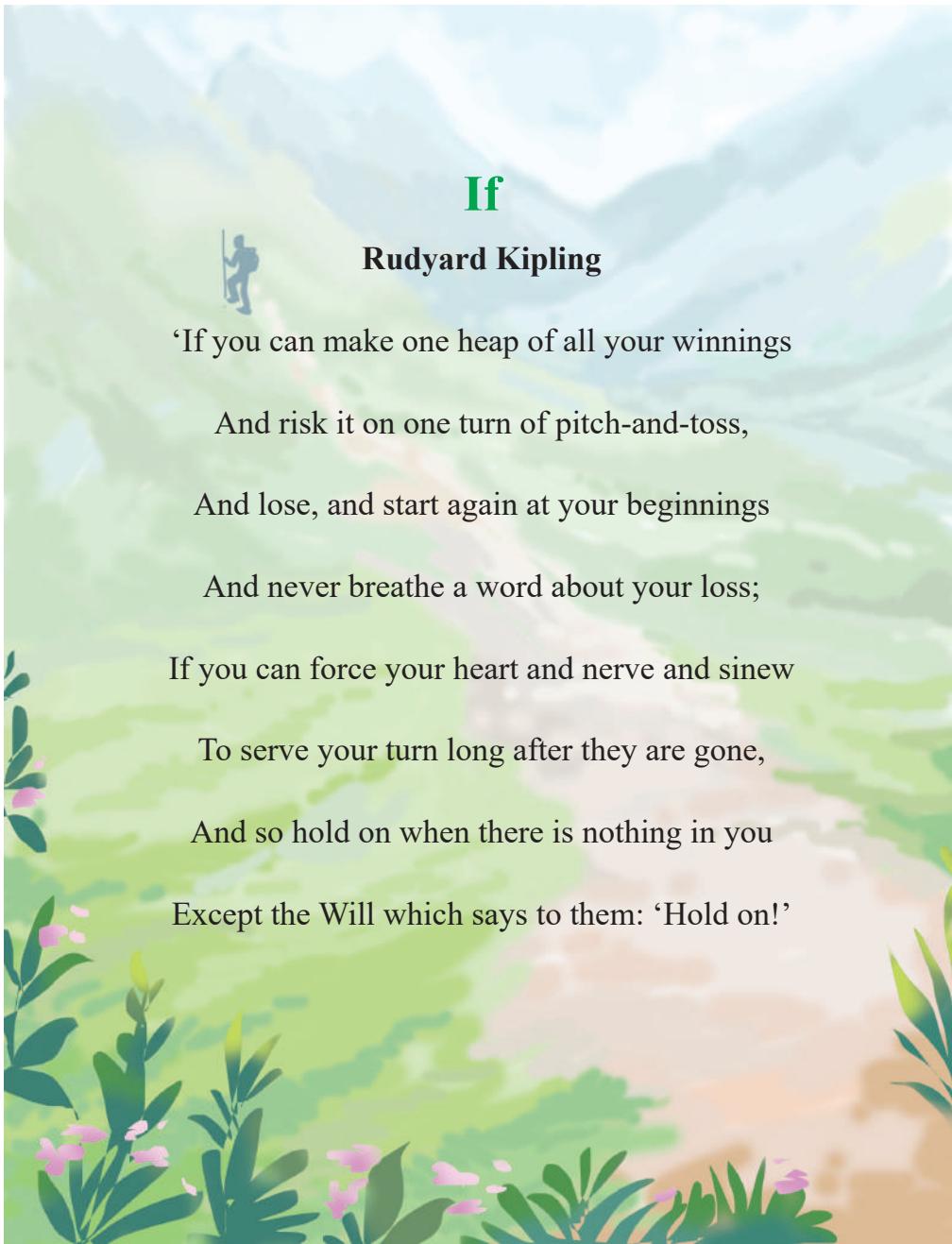
**3.2 Work in a groups of 4 or 5. Write about one of the difficult situations you experienced like Azmayn. Use the following table to write your story. Then, exchange your story with your friends in the group. Tell them to share their feelings in the given space.**

৪-৫ জনের দল ভাগ হয়ে কাজটি করবে। আজমাইনের মতো তোমার জীবনের একটি খারাপ পরিস্থিতির অভিজ্ঞতার উপর ভিত্তি করে একটি গল্প লেখো। লেখার জন্য নিচের সারণিটি ব্যবহার করতে পারো। তারপর, তোমার গল্পটি তোমার দলের বাকি বন্ধুদের বলে শোনাও। তোমার গল্প শোনার পর তোমার বন্ধুদের অনুভূতি ফাঁকা জায়গাতে লিখতে বলো।

A difficult experience in my life		
What happened?	How did I feel?	How was it solved?
Feelings of friends:		

### 3.3 Listen to the recitation of the poem ‘If’ given below and practice it in pairs/groups. Later, recite it for the whole class.

নিচের ‘If’ কবিতাটির আবৃত্তি শোনো এবং দল বা জোড়ায় ভাগ হয়ে কবিতাটি অনুশীলন করো। পরবর্তীতে, কবিতাটি আবৃত্তি করে ক্লাসে শোনাও।



If

### 3.4 Read the poem again and match the following words with their meanings in the next column. Then, use the words in your sentences. One is done for you.

কবিতাটি আবার পড়ো এবং নিচের শব্দগুলোর সাথে পরের কলামের শব্দগুলো অর্থানুসারে মেলাও। তারপর, শব্দগুলো ব্যবহার করে বাক্য তৈরি করো। তোমাদের সুবিধার্থে একটি বাক্য তৈরি করে দেওয়া হলো।

Word	Meaning	Your Sentence
a) Heap	1) The start of something	Your room looks very untidy when you lay your clothes in a <b>heap</b> on the floor.
b) Risk	2) Not including	
c) Pitch-and-toss	3) To do something that might be dangerous	
d) Beginning	4) To put things on top of each other	
e) Breathe a word	5) Perform duties	
f) Sinew	6) To want to do something	
g) Serve	7) A part of the body that connects a muscle to a bone	
h) Except	8) Don't say a word about something to anyone	
i) Will	9) A game in which the player who pitches a coin nearest to a mark has the first chance to toss all the coins, winning those that land heads up.	

### 3.5 Read the poem again in pairs and complete the sentences with words or phrases from the box to make it a meaningful sentence. One is done for you.

জোড়ায় ভাগ হয়ে কবিতাটি পুনরায় পড়ো এবং নিচের বক্স থেকে শব্দ বা শব্দগুচ্ছ ব্যবহার করে বাক্যগুলো অর্থপূর্ণ করো। বোকার সুবিধার্থে একটি বাক্য তৈরি করে দেওয়া হলো।

start again a new beginning	hold on to the will to do something good	If	poet	one
stanza and rhyming	your failures	loss		

- i. The name of the poem is \_\_\_\_\_.
- ii. Rudyard Kipling is a \_\_\_\_\_.
- iii. Sometimes in life if you fail, you can \_\_\_\_\_.
- iv. It's wise not to give importance on \_\_\_\_\_.
- v. On bad days we must not give up, rather we will \_\_\_\_\_.
- vi. 'If' is a poem because it has \_\_\_\_\_.
- vii. The rhyming word of 'toss' is \_\_\_\_\_.
- viii. The poem has \_\_\_\_ stanza.

### 3.6 Read the following note on the “Central theme” of a poem. Then, in groups write the central theme of the poem “If”. Then, share it with the whole class.

কবিতার ‘Central Theme’ এর উপর লেখা নিচের নোটটি পড়ো। তারপর, দলে ভাগ হয়ে ‘If’ কবিতাটির Central Theme লেখো। তারপর, ক্লাসে লেখাটি উপস্থাপন করো।

#### Note

The central theme of a poem is the message/ big idea/ moral that the poet wants to tell the readers through his/her poem. It is a universal lesson which isn't just specific to the poem, but a general message. For example, the central theme of the poem “Little Things” (which you read in class six) is—We can make the world heaven by our little good things. On the other hand, our errors though little now, eventually make the world hell. So, we should not be part of any bad deeds.

একটি কবিতার Central Theme বা মূল বিষয়বস্তু হলো এমন message/big idea/moral যা কবি তাঁর কবিতার মাধ্যমে পাঠকদের জানাতে চেষ্টা করেন।

In a poem, there may be multiple themes, but if you read carefully you will get an idea repeatedly in the poem. That is the central theme of the poem.

Now, read the following steps to write about the central theme of a poem:

1. Read the poem slowly and attentively. If possible, read aloud.
2. Identify the characters, settings, images etc. in the poem.
3. Once you have understood the poem, put it into your own words.
4. To get the central theme of the poem, ask yourself the following questions –
  - What are the repeated words, phrases or actions in the poem?
  - What is the poet's big idea about life or the world?
  - What have you learned from the poem?
  - What does it mean to you?
- 5. Now, try to identify the central theme of the poem. Remember that the theme will be universal and you can write it in one/ two/three sentences.**

**It's time to write about the theme of the poem ‘If’.** (এখন ‘If’ কবিতাটির Theme সম্পর্কে লেখো।)

- i. Firstly, read the poem carefully.
- ii. Secondly, discuss who tells what to whom in the poem.

You can start in this way:

In the poem, the poet tells \_\_\_\_\_

- iii. Find out the important words and ideas of the poem. Like-

Some of the important words of the poem are loss, lose \_\_\_\_\_

- iv. Now, write the poem in your own words. For example, you can start-  
In the poem, the poet tells the readers that \_\_\_\_\_
- 

- v. Finally, write what you have learned from the poem. You can begin with-  
I have learned that \_\_\_\_\_
- 

- vi. Before sharing it with the whole class, check that the central theme of the poem is the general truth of our lives.

Now, share it with the whole class. And, answer other groups' questions if they have any.

### **3.7 Now, in groups read any of the two poems given below. Then, write the central theme of the poem. Follow all the steps of writing the central theme of a poem. Later, present it to the whole class.**

এখন, দলে ভাগ হয়ে নিচের দুটি কবিতার যেকোনো একটি পড়ো। এরপর, কবিতাটির Central Theme সম্পর্কে লেখো। কবিতার Central Theme লেখার সবগুলো ধাপ অনুসরণ করো। তারপর, পুরো ক্লাসে লেখাটি উপস্থাপন করো।

## **Love Between Brothers and Sisters**

**Isaac Watts**

Whatever brawls disturb the street,  
There should be peace at home;  
Where sisters dwell and brothers meet,  
Quarrels should never come.

Birds in their little nests agree;  
And 'tis a shameful sight,  
When children of one family  
Fall out and chide and fight.

## FIVE THINGS

Caroline Lake Ingalls

If Wisdom's ways you wisely seek,  
Five things observe with care:

To whom you speak, of whom you speak,  
And how, and when, and where.

## TRUTH

Boy, at all times tell the truth,  
Let no lie defile thy mouth ;  
If thou'rt wrong, be still the same—  
Speak the truth and bear the blame.

Truth is honest, truth is sure ;  
Truth is strong, and must endure;  
Falsehood lasts a single day,  
Then it vanishes away.

Boy, at all times tell the truth,  
Let no lie defile thy mouth;  
Truth is steadfast, sure, and fast—  
Certain to prevail at last.

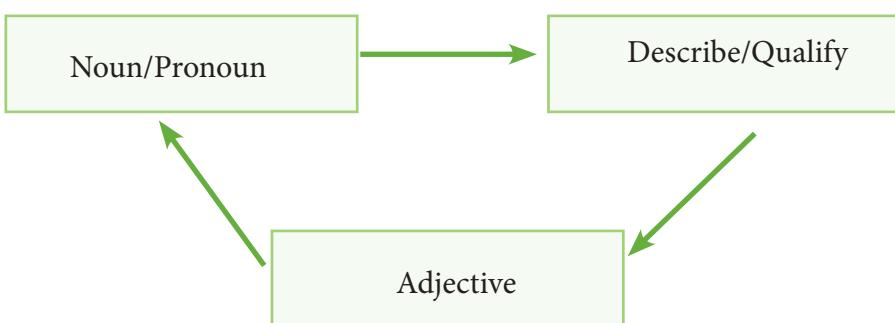


# The Frog and the Ox



## 4.1 In pairs/groups, discuss how they are related to each other.

কীভাবে তারা একে অপরের সাথে সম্পর্কযুক্ত, দল বা জোড়ায় ভাগ হয়ে তা আলোচনা করো।



## The Frog and the Ox

### 4.2 Now, read the text below and ask and answer the following questions in pairs/groups. (If needed have a look at the class 6 English book, unit “A Day in the Life of Mina”).

এখন, নিচের লেখাটি পড়ো এবং দল বা জোড়ায় ভাগ হয়ে নিচের প্রশ্নগুলো একে-অপরকে জিজ্ঞাসা করো এবং উত্তর দাও। (প্রয়োজনে ষষ্ঠ শ্রেণির ইংরেজি বইয়ের ‘A Day in the Life of Mina’ অধ্যায়টি দেখতে পারো।

My father is the kindest person I have ever seen. He is tall and handsome. He is from a small village named “Fultali”. He is the eldest of four siblings. He is very passionate about his work. He is also very encouraging and always supports us to follow our dreams. I love his smiling face the most. My father is my hero!



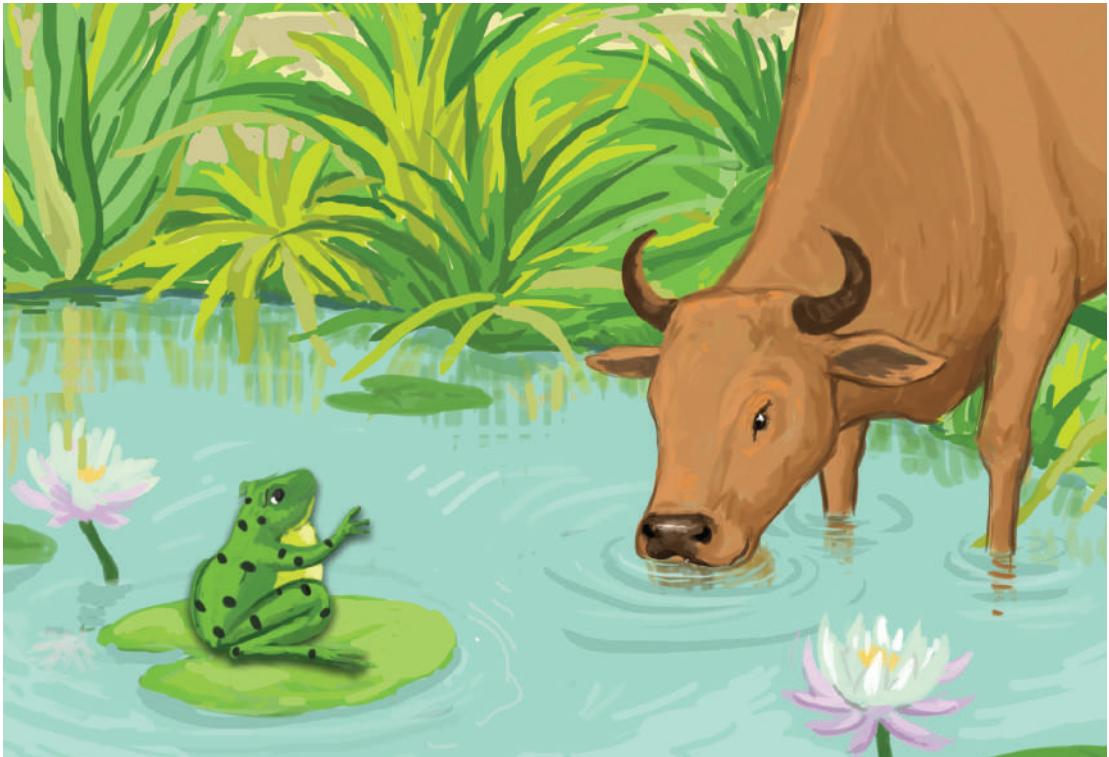
#### Questions:

- Which parts of speech are the underlined words?
- What are the positions of these words in a sentence?
- What are the functions of these words? What do they do in the sentences?

#### 4.3 Read the story and match the words in column A with their meanings in column B in pairs/groups.

গল্পটি পুনরায় পড়ো এবং দল বা জোড়ায় ভাগ হয়ে A কলামের শব্দগুলোর সাথে B কলামে দেওয়া শব্দের অর্থগুলো মিলাও।

### The Frog and the Ox



A big frog once lived in a small pond. Because he was the biggest creature in the pond, the frog decided he must also be the biggest thing in the world. As he sunned himself on his lily pad, he puffed out his chest with pride.

“No one anywhere is bigger than I am,” he thought.

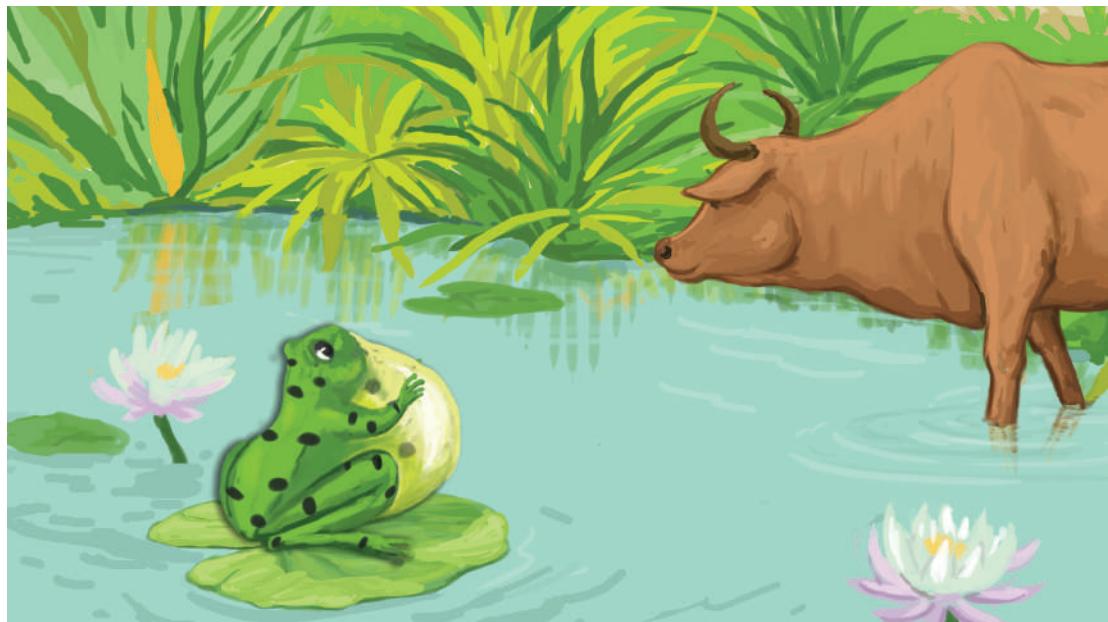
One day a huge ox came to drink at the pond. The frog was amazed, but he refused to be impressed.

“I suppose you think you are big,” the frog called out to the ox. “But I want you to know that I can make myself just as big as you.”

The ox did not reply. He just kept on drinking.

“If you don’t believe me,” shouted the frog, “just watch!”

## The Frog and the Ox



The frog took a deep breath and blew himself up to twice his usual size. But still, the ox paid no attention to him.

"So, that's not big enough for you?" croaked the frog. Very well, I'll make myself bigger still." He blew himself up even larger.

Again the ox said nothing. He simply turned away and headed for the other side of the pond. He had had enough to drink. This made the frog furious. Taking an enormous breath, he blew...and blew...and blew himself up until he burst. And that was the end of the big frog in the small pond.



Column A (word)	Column B (meaning)
Creature	The air that goes into and out of our lungs
Puffed	To move your face in a different direction as you don't want to see someone or something
Breath	Extremely large or great/ huge
Croak	Any living thing, especially an animal
Turn away	To make deep sounds by a frog
Furious	To make something larger by filling it with air
Enormous	To break open suddenly
Burst	Extremely angry

#### 4.4 Ask and answer the following questions in pairs. Then share your answers with the whole class.

জোড়ায় ভাগ হয়ে একে-অপরকে নিচের প্রশ্নগুলো জিজেস করো এবং উত্তর দাও। তারপর তোমার উত্তরগুলো ক্লাসে তুলে ধরো।

- a) Who is the biggest creature in the pond?
- b) What did the frog do to be as big as the ox?
- c) How do you describe the frog?
- d) Whom do you think is bigger, the frog or the ox?
- e) What have you learnt from the story?

#### 4.5 In pairs/groups identify the adjectives from the story and write who/what the adjectives describe. One is done for you.

দল বা জোড়ায় ভাগ হয়ে গল্পটি থেকে adjective গুলো শনাক্ত করো এবং adjective গুলো কী বা কাকে বর্ণনা করছে, তা লেখো। বোবার সুবিধার্থে একটি adjective সম্পর্কে লিখে দেওয়া হয়েছে।

## The Frog and the Ox

Adjective	Who/what they describe
1) Big	Describes the size of the frog
2)	
3)	
4)	
5)	
6)	
7)	

### 4.6 In pairs/groups read the note given in the box on the degrees of adjectives.

দল বা জোড়ায় ভাগ হয়ে degrees of adjectives এর উপর বক্সে লেখা নোটটি পড়ো।

Adjectives have three forms/degrees. They are used to compare one thing to another. The three degrees of adjectives are –

**a) Positive degree:** This is the base form of an adjective. It talks about only one thing and it does not show any comparison. Example sentence: Rajshahi is a big city.

**b) Comparative degree:** This form of an adjective is used to compare two things. Example sentence: Chittagong is bigger than Rajshahi.

**c) Superlative degree:** This form of an adjective is used to compare three or more things. Example sentence: Dhaka is the biggest city in Bangladesh.

বিশেষণের তিনটি রূপ/ধরন/ degrees আছে। বিশেষণ অনেক ক্ষেত্রে একটি ব্যক্তি বা বস্তুর তুলনায় ব্যবহার করা হয়। বিশেষণের তিনটি degree হলো—

**a) Positive degree:** এটি একটি বিশেষণের মূল রূপ। এটি শুধু ব্যক্তির বা বস্তুর সম্পর্কে কথা বলে এবং এটি কোনো তুলনা দেখায় না। উদাহরণ: Rajshahi is a big city. (রাজশাহী একটি বড় শহর।)

**b) Comparative degree:** বিশেষণের এই রূপটি দুটি জিনিসের তুলনা করতে ব্যবহৃত হয়।

উদাহরণ: Chattogram is bigger than Rajshahi. (চট্টগ্রাম রাজশাহীর চেয়ে বড়।)

c) **Superlative degree:** একটি বিশেষণের এই রূপটি তিনটি বা ততোধিক জিনিসের তুলনা করতে ব্যবহৃত হয়। উদাহরণ: Dhaka is the largest city in Bangladesh. (ঢাকা বাংলাদেশের সবচেয়ে বড় শহর।)

#### 4.7 Read the following sentences in pairs/groups. Then, identify the forms of the underlined adjectives and their purposes. One is done for you.

দল বা জোড়ায় ভাগ হয়ে নিচের বাক্যগুলো পढ়ো। এরপর, নিচে দাগ দেওয়া adjective গুলোর রূপ এবং উদ্দেশ্য শনাক্ত করো। বোঝার সুবিধার্থে একটি বাক্যের adjective শনাক্ত করে কাজটি করে দেখানো হলো।

- a. A big frog once lived in a small pond.
- b. No one anywhere is bigger than I am.
- c. The frog decided he must also be the biggest thing in the world.
- d. One day a huge ox came to drink at the pond.
- e. I can make myself just as big as you.
- f. The frog took a deep breath.

Sentence	Degree of Adjective	Purpose
a) A <u>big</u> frog once lived in a small pond.	Positive degree	To tell the size of a frog. Here it does not show any comparison.
b)		
c)		
d)		
e)		
f)		

## 4.8 Let's know/learn some rules for forming comparative and superlative degrees.

এখন, চলো comparative আৰ superlative degree তৈরি কৰাৰ কিছু নিয়ম জেনে নেওয়া যাক।

Forming the Comparison of Adjectives		
Positive Degree	Comparative Degree	Superlative Degree
<b>Rule-1:</b> One-syllable adjective Example: Weak	Add-er to the positive degree Weaker	Add-est to the positive degree Weakest
<b>Rule-2:</b> Adjectives ending in ‘e’ Example: Large	Add-r to the positive degree Example: Larger	Add-st to the positive degree Example: Largest
<b>Rule-3:</b> Adjectives ending in -y’ Example: Dirty	Change ‘y’ to ‘i’ and add-er to the positive degree Example: Dirtier	Change ‘y’ to ‘i’ and add-est to the positive degree Example: Dirtiest
<b>Rule-4:</b> Multi-syllable adjectives Example: Afraid (2 syllable, af + raid)	Add more/less to the positive degree Example: More/less afraid	Add most/least to the positive degree Example: Most/least afraid
<b>Rule-5:</b> One-syllable adjectives ending with one vowel before a consonant Example: Mad	Double the consonant and add- er Madder	Double the consonant and add- est Maddest

### Irregular adjectives (These adjectives don't follow any rule)

Example:	Example:	Example:
Good	Better	Best
Bad	Worse	Worst
Ill	Worse	Worst
Many	More	Most
Much	More	Most
Little	Less	Least

### 4.9 Read the rules again. And, write the comparative and superlative degrees of the given adjectives in your exercise book. Then compare your answers in pairs.

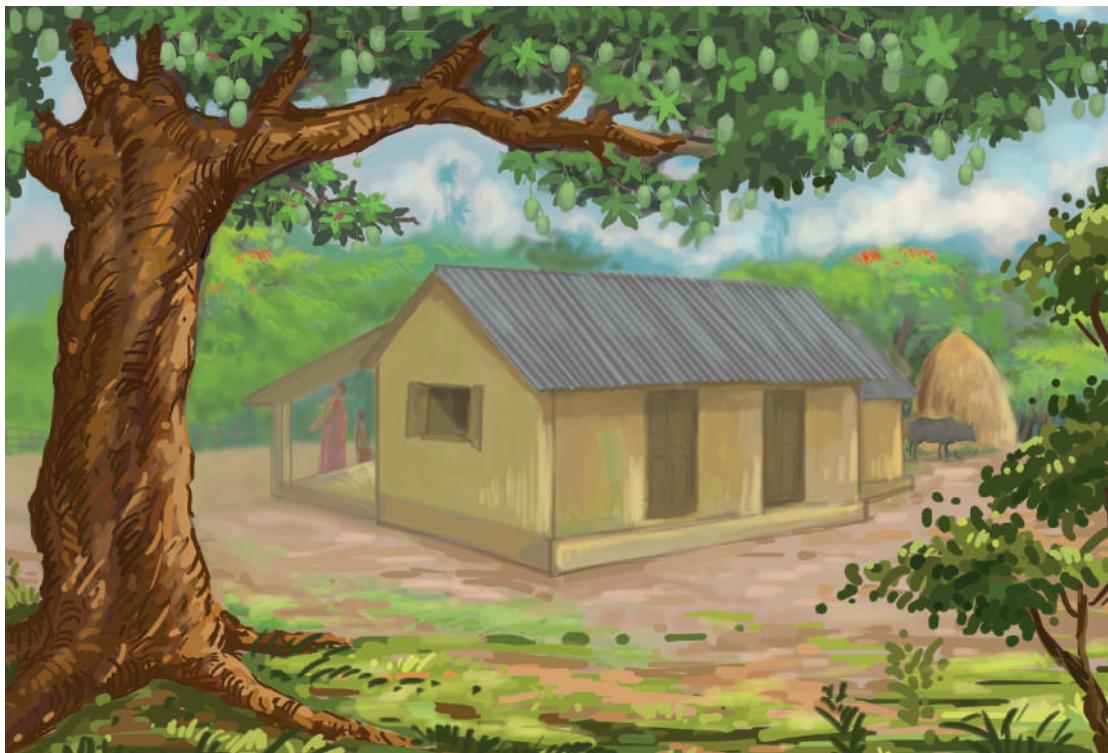
নিয়মগুলো পুনরায় পড়ো এবং তোমার পাঠ্যবইতে দেওয়া সকল adjective এর comparative আর superlative degree গুলো খুঁজে বের করে লেখো। তারপর, জোড়ায় ভাগ হয়ে তোমাদের উভরগুলো মেলাও।

slow, beautiful, happy, dangerous, ugly, thin, famous, far, cold, handy, talented, fat

### 4.10 Look at the picture of “Abir’s Family”. Then, in pairs/groups complete the description of his family using the appropriate forms of adjectives given in the brackets.

আবিরের পরিবারের ছবিটির দিকে লক্ষ্য করো। এবার, নিজেরা কয়েকটি দল বা জোড়ায় বিভক্ত হয়ে বন্ধনীর মাঝে থাকা adjective গুলোর যথাযথরূপ ব্যবহার করে আবিরের পরিবার শিরোনামের অনুচ্ছেদটি সম্পূর্ণ করো।

## The Frog and the Ox



## Abir's Family

Hello friends! This is my family. We live in a (1) \_\_\_\_\_ (**beautiful**) village. I think no other place is as (2) \_\_\_\_\_ (**scenic**) and (3) \_\_\_\_\_ (**clean**) as my village. My parents, two of my siblings and my grandparents, we all live together in our house. My grandfather is the (4) \_\_\_\_\_ (**old**) and my little brother, Anik is the (5) \_\_\_\_\_ (**young**) member of my family. My mother takes care of all of us. My father is also as (6) \_\_\_\_\_ (**caring**) as my mother. No other member of my family is as (7) \_\_\_\_\_ (**quiet**) as my mother. My grandmother is my closest friend. To me no one is (8) \_\_\_\_\_ (**friendly**) than my grandmother. My grandfather talks very little. Nobody talks as (9) \_\_\_\_\_ (**little**) as my grandfather in my house. My elder sister, Sarah is (10) \_\_\_\_\_ (**active**) and (11) \_\_\_\_\_ (**smart**). I think, she is the (12) \_\_\_\_\_ (**smart**) one in my family. Our dining room is the (13) \_\_\_\_\_ (**noisy**) place in my house. This is our meeting place and we discuss almost everything here. The old mango tree in front of my house is (14) \_\_\_\_\_ (**quiet**) than any other place. I spend most of my leisure time there. I love my family and my living place (15) \_\_\_\_\_ (**much**) than anything else in the world.

### **4.11 Now, draw a picture of your family members and describe them in a short paragraph. Use all three degrees of adjectives in your description. Later, paste it on the wall and invite your friends to read it.**

এখন, তোমার পরিবারের সদস্যদের একটি ছবি আঁকো এবং তাদের সংক্ষিপ্ত বিবরণ দিয়ে একটি অনুচ্ছেদ লেখো। বর্ণনায় তিন ধরনের ‘Degree of Adjectives’ এর সবগুলোই ব্যবহার করো। তারপর, বিদ্যালয়ের দেওয়ালে লেখাটি ঝুলিয়ে দাও এবং তোমার বন্ধুদের সেটি পড়তে আমন্ত্রণ জানাও।

You can write the paragraph answering the following questions or you can write on your own:

1. How many members are there in your family?
2. Who are they?
3. Who is the youngest and who is the eldest?
4. Who is the most caring and helpful?
5. Who is your best friend? And who is not as friendly as he/she?
6. Who is the most hardworking person? Who else is compared with her/him?
7. What do you love most about your family?

**List of words:** related, sibling, passionate, encourage, pride, reply, compare, scenic, patient, leisure time.



## Have You Filled a Bucket Today?

**5.1 Work in pairs. Read a survey on “Students’ favourite thing in school” given below. The survey was done on 53 students of class seven in “Anando Girls’ High School, Faridpur”.**

জোড়ায় ভাগ হয়ে কাজটি করো। “বিদ্যালয়ে শিক্ষার্থীদের প্রিয় কাজ/জিনিস” এর সম্পর্কে নিচে দেওয়া জরিপটি পড়ো। জরিপটি ‘আনন্দ বালিকা উচ্চ বিদ্যালয়, ফরিদপুর’ এর সপ্তম শ্রেণির ৫৩ জন শিক্ষার্থীকে নিয়ে করা হয়েছে।

The students were asked to answer the following question.

“What is your favourite thing in school?”

**5.2 Now, discuss the following questions in pairs.**

এখন, জোড়ায় নিচের প্রশ্নগুলো নিয়ে আলোচনা করো।

Number of Students	Students' answer (Attraction)
45	Talking to friends
32	Playing with friends
25	Learning from teachers and friends
18	Taking part in sports/ cultural programs/ study tour etc.
15	Enjoying school tiffin

- How many friends do you have in school?
- Who are your best friends?
- Do you like to talk to your school friends?
- What do you usually discuss with your friends?
- Do you like to share your everyday stories with your friends?
- “Life is nothing but stories”\_ Do you agree? Say something about it.

### 5.3 Read the following story that Alifa experienced last week. Then, discuss one of your recent stories/experiences in groups. Later, share it with the whole class.

আলিফার গত সপ্তাহের অভিজ্ঞতার গল্পটি পড়ো। এরপর, দলে ভাগ হয়ে তোমার একটি সাম্প্রতিক গল্প বা অভিজ্ঞতা নিয়ে আলোচনা করো। তারপর, পুরো শ্রেণিতে তা উপস্থাপন করো।



## My Birthday Surprise!

Last Friday was my birthday. From midnight, I was waiting for the wishes of my best friends Pushpo, Subha, Tanha and Mrittika. But nobody called or wished me. With a heavy heart, I went to bed. I felt so bad that my eyes filled with tears. The next morning, I got a message from Pushpo, “Please stop at my house on the way to school. I will go with you.” This message made it clear that everyone forgot my birthday. However, after getting ready, I left for school. When I entered Pushpo’s house, I saw all my friends. They hugged and wished me by saying “Happy Birthday!!”. I cut my birthday cake and had a lot of fun. I was really touched. This great moment turned my birthday into a special day.

Have You Filled a Bucket Today?

## 5.4 Now, ask and answer the following questions in pairs/groups. If needed read the units “A Fresh Pair of Eyes” and “Four Friends” from the English Book, Class Six.

এখন, দল বা জোড়ায় ভাগ হয়ে একে-অপরকে নিচের প্রশ্নগুলো জিজাসা করো এবং উত্তর দাও।  
প্রয়োজনে ষষ্ঠি শ্রেণির ইংরেজি বইয়ের ‘A Fresh Pair of Eyes’ এবং ‘Four Friends’ Unit গুলো  
পড়তে পারো।

- a. Do you think ‘My Birthday Surprise’ is a story?
- b. What are the features of a story you have found in the story ‘My Birthday Surprise’?
- c. What is the theme of the story?
- d. What do you love most about the story?
- e. If you want to rewrite this story, what are the changes you want to bring? Write and share with the whole class.

## 5.5 Read the note to know more about the characteristics of a story in pairs/groups.

একটি গল্লের আরও কিছু বৈশিষ্ট্য সম্পর্কে জানতে দল বা জোড়ায় ভাগ হয়ে নিচের নোটটি পড়ো।

### Note

The three important characteristics of a story are characters, point of narration and central theme.

#### A. Characters of a story:

A character can be a person, animal or object/thing that plays a role in a story. A story must have at least one character. But most stories have several characters. In a story, there are different types of characters.

The main character of a story is called the “Protagonist”. Usually, a protagonist is shown to be polite, friendly, kind, brave etc. For example, Alifa is the protagonist or main character of the story ‘My Birthday Surprise!’.

The main opponent of the protagonist is called the “Antagonist”. He/she works against the protagonist. For example, Cinderella’s wicked stepmother is the antagonist of the story ‘Cinderella’.

একটি গল্লের চরিত্র কোনো ব্যক্তি, প্রাণী বা বস্তু হতে পারে। একটি গল্লে অন্তত একটি চরিত্র থাকতে হবে।  
কিন্তু বেশিরভাগ গল্লেই একাধিক চরিত্রের উপস্থিতি থাকে। একটি গল্লে বিভিন্ন ধরনের চরিত্র থাকতে  
পারে।

একটি গল্লের প্রধান চরিত্রকে বলা হয় “Protagonist”। সাধারণত, একজন Protagonist-কে নয়,  
বস্তুতপূর্ণ, সদয়, সাহসী রূপে দেখানো হয়। উদাহরণস্বরূপ, Alifa হলো ‘My Birthday Surprise!’  
গল্লের protagonist বা প্রধান চরিত্র (main character)।

Protagonist এর প্রধান প্রতিপক্ষকে “Antagonist” বলা হয়। সে Protagonist এর বিরুদ্ধে কাজ  
করে। উদাহরণস্বরূপ, ‘Cinderella’ গল্লে সিন্ডারেলার দুষ্ট সৎমা antagonist।

## B. Point of view (POV):

The point of view of a story tells us who is telling the story.

Sometimes a character tells the story. It's the first-person POV. You will get a lot of "I", "me" and "we" in the first-person point of view.

Example sentences—I wanted to give a surprise. He told me to go to the field etc.

When the story is told by a narrator to the reader, it is called the second person POV. You will notice a lot of "you", "your", and "yours" in second person POV. Example sentences—"You have lots of friends but you like to spend more time with your grandma."

In the third person point of view, a narrator from outside of the story tells the story. You will get a lot of "he", "she", "it", and "they" at this POV. Example sentences—"Whatever he said, was said well; and whatever he did, done gracefully."

একটি গল্পের বর্ণনার দৃষ্টিকোণ গল্পটি কে বলছে বা বর্ণনা করছে তা প্রকাশ করে।

কখনও কখনও গল্পের চরিত্রই গল্প বলে। এটি উভম-পুরুষে বর্ণনার দৃষ্টিকোণ (first-person POV)। উভম-পুরুষে বর্ণনার দৃষ্টিকোণ থেকে গল্পে "I", "me" বা "we" শব্দগুলো পাওয়া যায়।

উদাহরণ: I wanted to give a surprise. He told me to go to the field.

যখন একজন বর্ণনাকারী পাঠককে গল্প বলে বা বর্ণনা করে, তখন তাকে মধ্যম পুরুষে বর্ণনার দৃষ্টিকোণ (second person POV) বলা হয়। Second Person POV-তে "you", "your", and "yours" শব্দগুলো পাওয়া যায়।

উদাহরণ: "You have lots of friends but you like to spend more time with your grandma."

নাম পুরুষে বর্ণনার দৃষ্টিকোণ বা Third Person Point Of View বলতে গল্পের বাইরে থেকে একজন কথক পাঠককে গল্প বলে বা বর্ণনা করে। নাম পুরুষে বর্ণনার দৃষ্টিকোণ বা Third Person POV-তে "he", "she", "it", and "they" শব্দগুলো পাওয়া যায়।

উদাহরণ: "Whatever he said, was said well; and whatever he did, done gracefully."

## C. Central theme:

The theme of a story is a message the writer wants to give the readers. In a story, you may find more than one theme. The central theme of a story is the lesson that the author wants you to learn. The author does not tell it in the story explicitly. You have to understand it. For that, you have to observe the characters, their activities and the results of their activities.

When you will write the theme of a story, remember the following things:

- Write a complete sentence, not a word.

## Have You Filled a Bucket Today?

- Don't write any character's name of the story.
- And finally, the theme of the story will be true for everyone.

For example, the theme of the story ‘**A Liar Cowboy**’ may be ‘If you lie you will lose the trust of people.’

একটি গল্পের কেন্দ্রীয় বিষয় (Central Theme) হলো এমন একটি বার্তা যা লেখক পাঠকদের দিতে চান। একটি গল্পে একাধিক Central Theme থাকতে পারে। লেখক চান পাঠক বার্তাটি থেকে শিক্ষা নিন। লেখক এটি গল্পে স্পষ্টভাবে বলেন না। এটা বুঝতে ও অনুধাবন করতে হয়। এর জন্য চরিত্রগুলোকে, তাদের কার্যকলাপ এবং তাদের কার্যকলাপের ফলাফলগুলো পর্যবেক্ষণ করতে হয়।

একটি গল্পের Theme লিখতে গিয়ে নিম্নলিখিত বিষয়গুলো মনে রাখতে হবে:

- একটি সম্পূর্ণ বাক্য লিখতে হবে, একটি শব্দ নয়।
- গল্পের কোনো চরিত্রের নাম লিখা যাবে না।
- এবং পরিশেষে, গল্পের কেন্দ্রীয় বিষয়/ মূল উপপাদ্যটি সবার জন্য সত্য হতে হবে।

উদাহরণস্বরূপ, ‘**A Liar Cowboy**’ গল্পের কেন্দ্রীয় বিষয় (Central Theme) হলো ‘If you lie you will lose the trust of people’.

## 5.6 Read the story “My Birthday Surprise” again and identify the following three characteristics of the story in pairs/groups. Write the answers in the given table. One is done for you.

গল্পটি পুনরায় পড়ো এবং দল বা জোড়ায় ভাগ হয়ে গল্পের বৈশিষ্ট্য তিনটি শনাক্ত করো এবং নিচের সারণিতে লেখো। বোকার সুবিধার্থে একটি বৈশিষ্ট্য লিখে দেওয়া হয়েছে।

Characteristics of a story	Your answer
The characters	
Point of view	First-person point of view
Central theme	

## 5.7 Read the story “Have You Filled A Bucket Today?”. And in pairs/groups, do the activity it follows.

‘Have You Filled A Bucket Today’ গল্পটি পড়ো এবং দল বা জোড়ায়  
ভাগ হয়ে পরের কাজগুলো করো।

### Have You Filled a Bucket Today?

**Carol MacCloud**

All day long, everyone in the whole wide world walks around carrying an invisible bucket.

You can't see it, but it's there.

You have a bucket. Each member of your family has a bucket.

Your grandparents, friends, and neighbours all have a bucket. Everyone carries an invisible bucket.

Your bucket has one purpose only. Its purpose is to hold your good thoughts and good feeling about yourself.

You feel very happy and good when your bucket is full. You feel very sad and lonely when your bucket is empty.

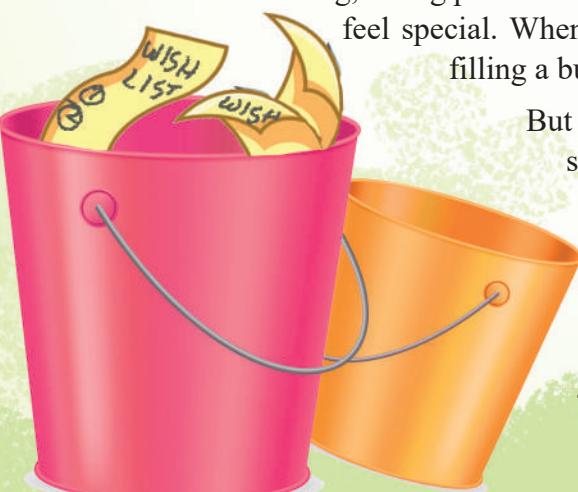
Other people feel the same way, too. They're happy when their buckets are full and they're sad when their buckets are empty.

It's great to have a full bucket and this is how it works.

You need other people to fill your bucket and other people need you to fill theirs. So, how do you fill a bucket?

You fill a bucket when you show love to someone when you say or do something kind, or even when you give someone a smile. That's being a bucket filler.

A bucket filler is a loving, caring person who says or does nice things that make others feel special. When you make someone feel special, you are filling a bucket.



But you can also dip into a bucket and take out some good feelings. You dip into a bucket when you make fun of someone when you say or do mean things, or even when you ignore someone. That's being a bucket dipper.

## Have You Filled a Bucket Today?

A bully is a bucket dipper. A bucket dipper says or does mean things that make others feel bad.

Many bucket dippers have an empty bucket. They think that they can fill their own bucket by dipping into someone else's. But that will never work. You never fill your own bucket when you dip into someone else's.

But guess what, when you fill someone's bucket, you fill your own bucket too! You feel good when you help others feel good.

You feel sad and lonely when your bucket is empty. All-day long, we are either filling up or dipping into each other's buckets by what we say and what we do. Try to fill a bucket and see what happens.

You love your mom and dad. Why not tell them you love them? You can even tell them why. Your caring words will fill their buckets right up.

Watch for smiles to light up their faces. You will feel like smiling too. A smile is a good clue that you have filled a bucket.

If you practice, you'll become a great bucket filler. Just remember that everyone carries an invisible bucket, and think of what you can say or do to fill it.

Here are some ideas for you. You could smile and say "Hi!" to the bus driver. He has a bucket too.

You could invite the new kid at school to play with you.

You could write a thank-you note to your teacher.

You could tell your grandpa that you like to spend time with him. There are many ways to fill a bucket.

Bucket filling is fun and easy to do. It doesn't matter how young or old you are. It doesn't cost any money. It doesn't take much time. And remember, when you fill someone else's bucket, you fill your own bucket too.

When you're a bucket filler, you make your home, your school, and your neighbourhood better places to be. Bucket filling makes everyone feel good.

So, why not decide to be a bucket filler today and every day? Just start each day by saying to yourself, "I'm going to do something to fill someone's bucket today."

And, at the end of each day, ask yourself, "Did I fill a bucket today?"

"Yes, I did!" That's the life of a bucket filler.

And that's YOU!



## 5.8 Discuss the word meanings in pairs/groups. Then, write your sentence using the word next to it. One is done for you.

দল বা জোড়ায় ভাগ হয়ে শব্দগুলোর অর্থ নিয়ে আলোচনা করো। এরপর, পাশের খালি কলামে শব্দগুলো ব্যবহার করে নিজের মতো করে বাক্য তৈরি করো। বোৰার সুবিধার্থে একটি বাক্য তৈরি করে দেওয়া হলো।

Word	Meaning	Your own sentence
Invisible	Something that cannot be seen because it is hidden	I can feel my mother's blessings though they are <u>invisible</u> .
Purpose	Cause or reason to do something	
Empty	Having nothing inside, not filled with anything at all	
Dip	To put a hand into a container in order to take something out.	
Ignore	To give no attention to something or someone	
Bully	To hurt people by saying or doing something bad	
Guess	To answer something without knowing that the answer is correct	
Happen	To take place	
Invite	Make a polite and friendly request to do something	
Cost	Price/ The money that needs to be paid to buy, do, or make something	

## 5.9 Read the story again and write “T” for true sentences and “F” for false sentences. One is done for you.

গল্লটি পুনরায় পড়ো এবং নিচের বাক্যগুলো সঠিক হলে বাক্যের পাশে ‘T’ আর মিথ্যা হলে ‘F’ লিখো। বোৰার জন্য প্রথম বাক্যটির পাশে লিখে দেওয়া হলো।

- a. We all have buckets with us. T
- b. We need our family, friends and neighbours to fill our buckets. \_\_\_\_\_
- c. A bucket filler makes fun of others. \_\_\_\_\_
- d. A bucket dipper always does good things to others. \_\_\_\_\_

## Have You Filled a Bucket Today?

- e. When you fill your friend's bucket, you fill your own bucket too. \_\_\_\_\_
- f. Only old people can fill their buckets. \_\_\_\_\_
- g. We need a bucket filler, not a bucket dipper to make a peaceful country. \_\_\_\_\_

## 5.10 Read the following note on ‘Antonym’. Now use the appropriate antonyms (opposite words) for the underlined words to make the passage meaningful. Work in groups/pairs.

‘Antonym’ এর বিষয়ে নিচের নোটটি পড়ো। এখন, নিচে দাগ দেওয়া শব্দগুলোর জন্য উপযুক্ত antonyms (বিপরীত শব্দ) ব্যবহার করে অনুচ্ছেদটি অর্থপূর্ণ করো। দল বা জোড়ায় ভাগ হয়ে কাজটি করো।

### Antonym:

An antonym is a word that has the opposite meaning of the same word. For example: In my village home, we have a big field but in Dhaka, we have a small playground in front of our apartment. Here ‘small’ is the antonym of the word ‘big’.

Can you guess the antonym of the underlined word?

বিপরীতার্থক শব্দ হলো এমন একটি শব্দ যা অপর একটি শব্দের বিপরীত অর্থ প্রকাশ করে। উদাহরণস্বরূপ: আমার গ্রামের বাড়িতে একটি বড় মাঠ আছে। কিন্তু, ঢাকায় আমাদের অ্যাপার্টমেন্টের সামনে একটি ছোট খেলার মাঠ আছে। এখানে ‘ছোট’ শব্দটি ‘বড়’ শব্দের বিপরীতার্থক শব্দ।

আন্তরিক করা শব্দের বিপরীত শব্দ অনুমান করো? এখানে খুব গরম! কিন্তু, এখানে খুব \_\_\_\_\_!



It's too hot here!



But, it's too \_\_\_\_\_ here!

You are carrying an (i) **visible** bucket to hold your all (ii) **bad** thoughts and good feelings. A bucket filler is a loving, (iii) **unfriendly** person who says or does bad things that make others feel (iv) **unspecial**. On the other hand, a bucket dipper says or does (v) **good** things, and he (vi) **welcomes** others. You will be very happy when your buckets are (vii) **empty** and you will be sad when your buckets are (viii) **full**. To fill your bucket, you need to show (ix) **hatred** to someone or do something (x) **unkind**. It is a very bad idea to fill your own bucket by dipping into someone else's bucket. Because you can (xi) **always** fill your own bucket by dipping into someone else's. Be a bucket (xii) **dipper** and make the world a (xiii) **worse** place for all. Besides, bucket filling is fun and (xiv) **difficult** to do.

### 5.11 One group work is given below. Discuss and list the ten things you do to fill your own and others' buckets. Later, share your copies with others. One is done for.

নিচে একটি দলীয় দেওয়া কাজ হলো। এমন ১০টি কাজের তালিকা তৈরি করো যা করার মাধ্যমে তুমি নিজের এবং অন্যের বালতি ভর্তি করে থাকো। তারপর, তোমাদের লেখা বাকিদের কাছে তুলে ধরো। তোমার বোকার সুবিধার্থে একটি কাজের উল্লেখ করে দেওয়া হয়েছে।

#### The ten things you do to fill the buckets:

1. Say ‘*thank you*’ to all

2.

3.

4.

5.

6.

7.

8.

9.

10.

Have You Filled a Bucket Today?

### 5.12 Now, let's read the story "Have You Filled a Bucket Today?" once again in groups and find out the characteristics it has. Then, write your answer.

এখন, দলে ভাগ হয়ে পুনরায় 'Have You Filled a Bucket Today' গল্পটি পড়ো এবং গল্পটির বৈশিষ্ট্যগুলো খুঁজে বের করো এবং নিচে উত্তর লেখো।

Name of the characteristics	Description of the characteristic
1)	
2)	
3)	

### 5.13 Now, discuss and write a story in groups. Remember that your story has all three characteristics- characters, point of view and central theme. Then, read it to the whole class and display it on a wall for everyone to read in school.

এখন, দলে ভাগ হয়ে একটি গল্প লেখো এবং আলোচনা করো। মনে রেখো যে তোমাদের লেখা গল্পে তিনটি বৈশিষ্ট্য থাকতে হবে—characters, point of view এবং central theme. তারপর পুরো ক্লাসের সবাইকে গল্পটি পড়ে শোনাও এবং বিদ্যালয়ের একটি দেওয়ালে এমন জায়গায় উপস্থাপন করো যেন সকলেই গল্পটি পড়তে পারে।

For example:

- Title—"WE ARE A BUCKET-FILLING SCHOOL  
WE FILL THE BUCKET....NO DIPPING!"
- Theme— Your kindness/politeness/selflessness etc. to fill your bucket and others' buckets
- You can start the story in the following way—

"One day when I was entering my school, I saw a wounded puppy sitting on the steps of the school building. I was so sorry to see the puppy. So,.....

.....  
Or, like the example given above, you can start your own story.

Now, it's your turn to complete the story.

**List of words:** take part, heavy heart, tear, hug, wicked, surprise, narrator, explicitly, hatred, display.



# A Good Reader



## **6.1 Ask and answer the following questions with your partner. Then, share your answers with the whole class.**

নিচের প্রশ্নগুলো জোড়ায় পড়ো। জিজ্ঞেস করো ও উত্তর দাও এবং শ্রেণির সবার সাথে তোমাদের উত্তর শেয়ার করো।

- What are the texts you usually read?
- Do you face difficulties understanding them?
- Can you remember a text you didn't understand?
- What was the text about? Was it a poem, essay, newspaper article, story or something else?
- Why didn't you understand the text? List your reasons in the given space.

**Your answers:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**6.2 Time to know some new words!** (এসো, নতুন কিছু শব্দ শিখি।)

**Read the words in column A and their meanings in column B in pairs/groups. Then, ask another group/pair the meaning of each word to check if you understood.**

দলে অথবা জোড়ায় নিচের কলাম দুটি পড়ো। এরপর সবাই শব্দের অর্থ বুঝেছে কিনা জানার জন্য একে অন্যকে শব্দার্থ জিজ্ঞাসা করো।



Words	Meaning
Antelope	A swift-running deer-like animal
Ruminant	An animal that brings back food from its stomach and chews it again like a cow



Eurasia	A combined continent consisting of both Europe and Asia
Horn	One of the hard bone/bony growths on the head of an animal



Calf

Baby antelope





Tree shoots	The part of a plant that comes up above the ground when it is just beginning to grow, or a new part that grows on an existing plant
-------------	---

Column A	Column B
Subspecies	Eager to learn or know
Endangered	An animal that lives mostly by killing and eating other animals.
Exotic	The process of having babies
Guess	To form an opinion without knowing
Predators	Someone/something is in danger
Curious	To decide something
Determine	One of the types of a particular species

### 6.3 Now, read the article on ‘Antelope’ and the conversation between Rodoshi and Kanko that follows.

এবারে অ্যান্টিলোপের ওপর একটি লেখা এবং রোদসী ও কংকোর মাঝের কথোপকথনটি পড়ো।



## Antelope

The term ‘antelope’ is used to refer to many species of even-toed ruminants that are local to many countries in Africa and Eurasia. Talking about the antelope, its horns are the most interesting parts.

The size and shape of antelopes' horns vary greatly. If escape is not an option, antelopes are capable of fighting back. Baby antelope which is called a calf is an easy target. That is why the mother keeps it in a secret location until it becomes stronger. It uses its horns to fight against the lion, which lives in a herd. It is difficult to determine how long antelopes live in the wild. Antelopes eat tree shoots, leaves, plants, grasses and flowers. A number of subspecies are endangered. Many species of antelope are imported to other parts of the world, especially the United States, for exotic game hunting.

## **The conversation between Rodoshi and Kanko:**

Rodoshi: Hey Kanko! How is it going?

Kanko: Fine.

Rodoshi: What is that in your hand?

Kanko: It's an article.

Rodoshi: Article about what?

Kanko: I am not sure. I have been trying to understand what it is about but no luck so far.

Rodoshi: Let me see.

Kanko: Sure.

Rodoshi: It talks about something called "Antelope".

Kanko: What is an antelope?

Rodoshi: It's some kind of animal, I think.

Kanko: How did you guess it?

Rodoshi: Look. In the 2nd paragraph, there is a sentence about its food habit. It eats food, so it will be an animal.

Kanko: Right. Wait, wait, look at the 5th sentence, they have babies. A baby antelope is called calf. And lions and other predators hunt them.

Rodoshi: Yeah, the baby cow is called a calf but it is not about a cow. Let's find out where it lives.

Kanko: We don't know anything about it. How do we find out?

Rodoshi: Firstly, we can find out the word "live". Then read that full sentence if there it is or not.

Kanko: The word ' live' isn't used here. Now, what can we do?

Rodoshi: Read again the first and last line. Here three countries' names are mentioned but the last one, is the United States imports antelopes, so it is not its living place. The

first two are likely to be.

Kanko: But why is this paragraph written?

Rodoshi: If there was a picture of it or a headline of this paragraph, we could easily understand. But now, to find out this we have to read it carefully.

Kanko: One thing I noticed in the last part, nowadays it is endangered, I think it would be an awareness-increasing report about antelope.

Rodoshi: Most probably but this article also does not explain properly. But now I am quite curious about it.

Kanko: We can ask our teacher about it tomorrow.

Rodoshi: Okay. See you tomorrow then. Bye.

Kanko: Bye.

#### **6.4 Read the conversation again and complete the following sentences with meaningful words/phrases.**

কথোপকথনটি পুনরায় পড়ো এবং অর্থপূর্ণ শব্দ দিয়ে বাক্যগুলো সম্পূর্ণ করো।

- a) Rodoshi and Kanko are talking about \_\_\_\_\_.
- b) Antelope is a kind of animal that \_\_\_\_\_.
- c) After reading the article Rodoshi and Kanko couldn't understand \_\_\_\_\_.
- d) Rodoshi and Kanko guessed Antelope is an animal because \_\_\_\_\_.
- e) To find out where Antelopes live \_\_\_\_\_.
- f) To find out the meaning of any written text \_\_\_\_\_.
- g) Pictures and headlines \_\_\_\_\_.

#### **6.5 Let's learn some ways/strategies that can help us understand a reading text better.**

এসো, কীভাবে আরও সহজেই একটি লেখা পড়ে অর্থ বোঝা যায় সে নিয়ে কিছু কৌশল শিখি।

##### **1. Read and reread carefully:**

The first thing that you can do is to read and reread a written text, again and again, to understand it better.

## 2. Check your knowledge about the topic:

Before reading a text, think how much you know about the topic. When you are reading, think about what you want to know about the topic. After reading, think about what you have learned about the topic.

This KWL (*known, want to know, learned*) technique will help you understand a text better.

## 3. Use Contextual clues:

Contextual clues are the words or sentences found within the paragraph or passage to help you understand the meaning of the words or text better. If you look closely, you will find definitions, synonyms, antonyms or examples of the unknown word/topic in the text.

For example: In the following text, suppose the word ‘arrogant’ is a new word to you. By using contextual clues, you can understand the meaning of the word.

*Asif said to me, “My cousin is so **arrogant!** He always thinks he is more important than any of his cousins.”*

Now, can you guess the meaning of the word ‘*arrogant*’ using contextual clues?

Your answer may be—Arrogant is a bad/negative quality as Asif’s cousin always thinks himself better than other cousins.

Or, you can say—Arrogant means someone who thinks of himself more important than others.

So, using contextual clues is a very effective technique to understand a text.

Again, there are two types of reading techniques— **Skimming** and **Scanning**.

**Skimming** is reading something quickly to get a general idea about the topic. On the other hand, **Scanning** is to get specific details.

For example, when you read a newspaper, you just read the headlines of the newspaper to get an idea. That is Skimming. But sometimes, you find one or two news items interesting and you read those in detail which is Scanning.

**6.6 Now, read the conversation between Rodoshi and Kanko again. Then, find out the steps of the contextual clues technique they used to understand the text about Antelope. Later, in pairs/groups, fill in the following blanks with meaningful words. One is done for you.**

রোদসী এবং কংকোর কথোপকথনটি পুনরায় পড়ো। এবার, তারা লেখা থেকে কীভাবে অ্যান্টিলোপ সম্পর্কে জেনেছে সেই কোশল খুঁজে বের করো। তারপর, জোড়ায় অথবা দলে অর্থপূর্ণ শব্দ দিয়ে বাক্যগুলো সম্পূর্ণ করো। একটি তোমাদের জন্য উত্তর করে দেওয়া হলো।

- a) The steps of the contextual clues technique that Rodoshi and Kanko used to understand “What is an Antelope?”

Steps: Rodoshi and Kanko found out–

1. about their \_\_\_\_\_. (food habit)
2. that they have \_\_\_\_\_ which is called\_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ hunt it.

Finally, they understood that Antelope is \_\_\_\_\_.

- b) The steps of the contextual clues technique that Rodoshi and Kanko used to understand “Where does Antelope live?”

Steps: Rodoshi and Kanko found out–

1. the word \_\_\_\_\_.
2. the \_\_\_\_\_ and \_\_\_\_\_ line.
3. the United States \_\_\_\_\_ Antelopes.

Finally, they decided that it lives in \_\_\_\_\_ and \_\_\_\_\_.

- c) The steps of the contextual clues technique that Rodoshi and Kanko used to understand “Why is this paragraph written?”

Steps: Rodoshi and Kanko found out–

1. pictures or \_\_\_\_\_.
2. the antelopes are in \_\_\_\_\_.

Finally, they understood that the paragraph is written to \_\_\_\_\_ about Antelope.

## 6.7 Now in pairs/groups read the following situations and identify whether you will use skimming or scanning.

এবারে, দলে অথবা জোড়ায় নিচের ঘটনাগুলো পড়ো এবং তুমি ক্ষিমিং অথবা স্ক্যানিংয়ের মাঝে কোনটি ব্যবহার করবে তা নির্বাচন করো।

Types of situations	Types of reading
You are searching for the meaning of the word ‘Delight’ in the dictionary.	1.
You were searching for the meaning of a word in a dictionary. You got the word and read the meaning.	1. 2.
You need to call your class teacher. So, you are reading the school diary to find out his/her number.	1.
You are going to order a gift for your mother on her birthday. So, you are checking the products of an online shop.	1.
You are in your school library. You are checking the catalogue for a specific book.	1.

## 6.8 Read the list of reasons you have written in activity 6.1. Now, in pairs/groups discuss the reasons again and make the necessary changes to the reasons. Use the following table to do this activity.

৬.১ এ তুমি যে তালিকাটি তৈরি করেছিলে সেটি পড়ো। এবারে দলে অথবা জোড়ায় নিজেদের মাঝে আলোচনা করো এবং প্রয়োজনীয় পরিবর্তন আনতে পারো। এজন্য নিচের সারণিটি ব্যবহার করতে পারো।

For example— In your list, one of the reasons is “new words”. But now you came to know that you didn’t use contextual clues.

Previous List of Reasons	Present List of Reasons
1. New words	Unknown/New words and didn't use contextual clues.

**6.9 Now, read the text given below. Then, in a group of 6-8 discuss the meaning of the text following the strategies you have learnt in this unit. Later, explain the strategies you applied to understand the meaning of the texts to the whole class.**

হয় থেকে আট জন করে দল গঠন করো এবং নিচের লেখাটি পড়ো। এবার, এই পাঠে পড়া কোনো একটি পদ্ধতি অনুসরণ করে লেখাটির অর্থ বের করো। তারপর, শ্রেণিকক্ষে সবার সাথে তোমার ব্যবহৃত পদ্ধতি নিয়ে আলোচনা করো।



## Text-1

Earlier chocolate was so **precious** that it was used as money! Now we use chocolate every day and on **special occasions**, such as birthdays, Mother's Day, and Friendship Day. Chocolate comes from the cacao tree, which grows near the Equator. After four years, the trees start to produce **pods**. Farmers open the pods and take out the seeds. Vanilla, sugar, cinnamon, and other spices are added to the ground-up seeds.

The **origin** of chocolate is interesting. As early as 2,000 years ago, people of the Americas were mixing cacao beans, water, and spices to make a **drink**. In 1502, Christopher Columbus brought cacao beans back to Spain. People later learned how to change chocolate from **liquid** to **solid**. And by 1847, they were enjoying chocolate candy bars!

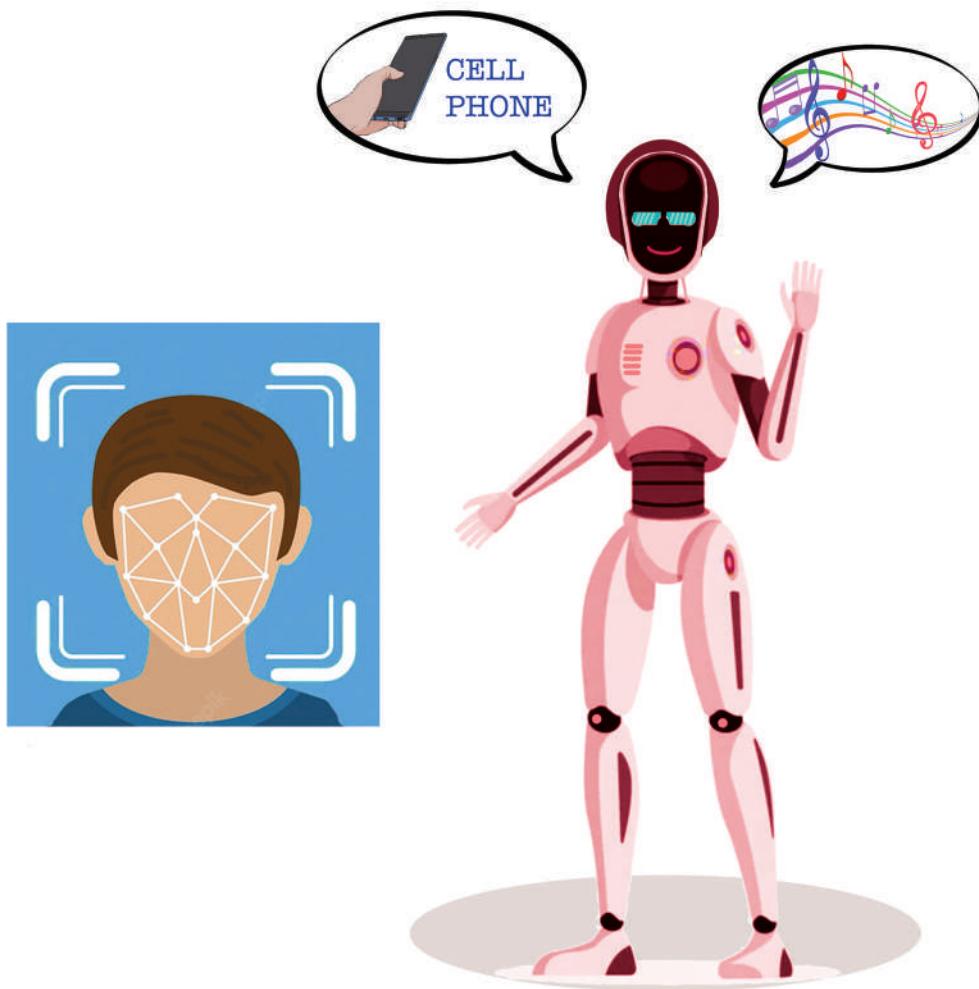


## Text-2

### A World of Water

Nearly 75% of the earth is covered by water. There is water above ground called **surface water** such as lakes, swamps, rivers, and water that's under the ground called **groundwater**. Water even exists in the sky! That is called **vapour**. So, water is everywhere.

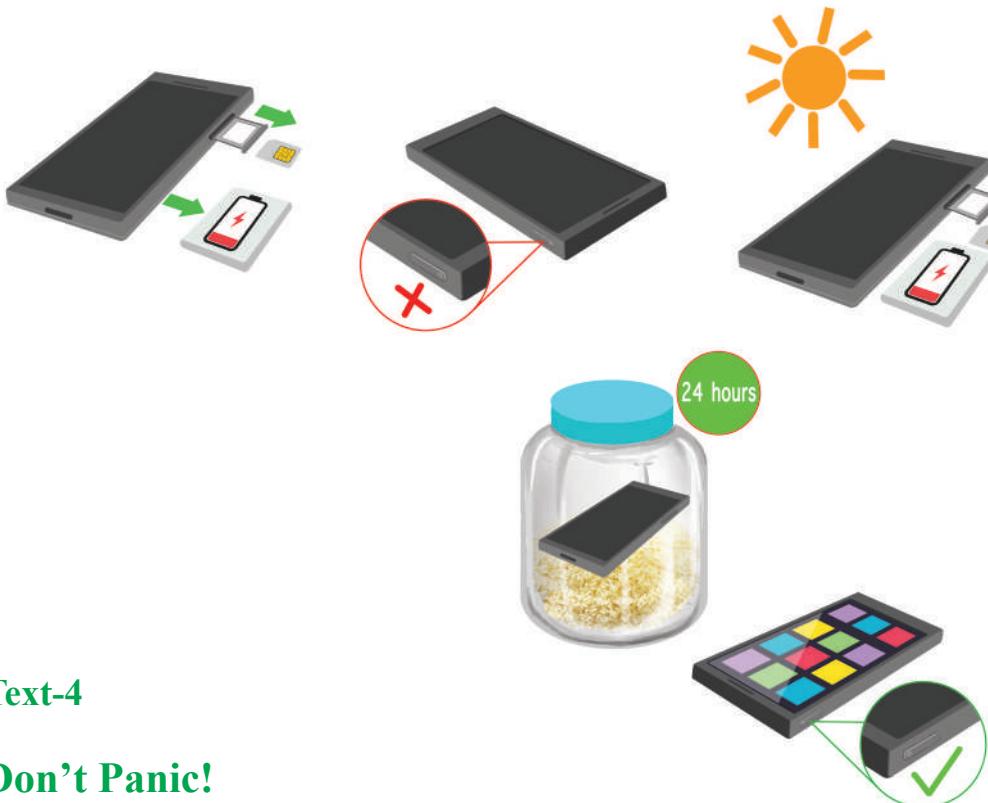
We have a lot of water but **unfortunately**, we can't drink most of it. Ninety-seven and a half percent of the earth's water is salt water, which we can't drink. The rest is **fresh water**, which we can drink. 70% of our drinking water is frozen like the **Hubbard Glacier**. Also, we can reach 30% of our groundwater. And most of that is polluted. In fact, we can only drink about 1% of the world's fresh water.



### Text-3

## My Robot

My personal robot 'Pinku' will teach you a new language. It has **speech recognition** and **facial recognition**. So, it recognizes your face or your voice when you talk to it. This robot can recognize pictures and objects. So, if you show it your cellphone, it will tell you how to say "cellphone" in English or any other language. It has **voice recognition**, so it can correct your pronunciation too. The best thing is that it tells jokes and sings songs! It's a girl, but there are more designs, including animal robots!



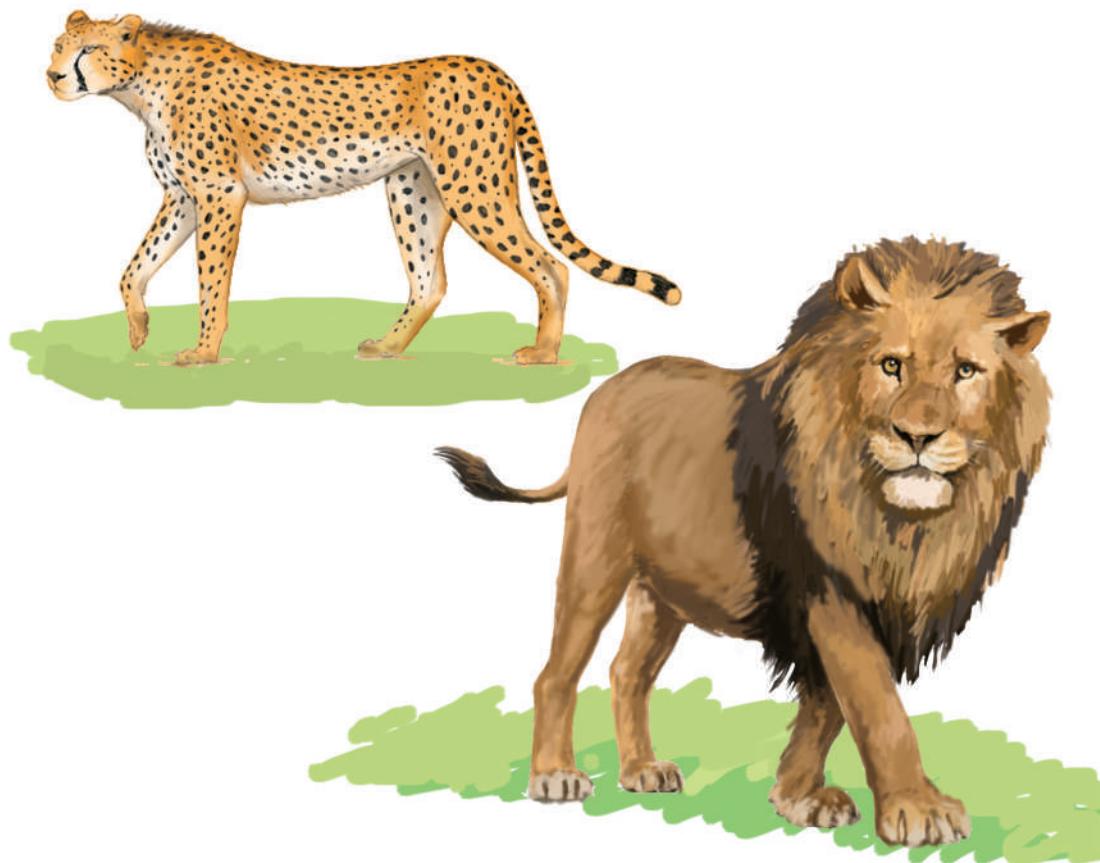
#### Text-4

### Don't Panic!

Suppose you are using your mother's cellular phone and you drop it in the water accidentally. Now, what should we do? Cellphones are extremely durable. They can survive rain, but they are not all waterproof yet. Therefore, if you want to save it, you need to be quick and follow these steps:

1. Take your phone out of the water quickly. Don't turn on the phone.
2. Take out the battery and remove the SIM card, if your phone has one.
3. Dry your phone carefully for ten minutes. (Note: If the phone was dropped in salt water, clean it first with fresh water.)
4. Dry each part of the phone for twenty minutes. Don't switch your phone on yet.
5. Put the phone in a bowl of dry rice. Leave it overnight. Moisture will soak into the uncooked rice during the night.
6. Wait 24 hours. Then test your cellphone: insert the battery and switch it on. If nothing happens, find some dry rice and put the phone in again.

After a phone goes for a swim, most people buy a new one. But it's possible to save a wet phone. Just be patient and don't panic!



## Text-5

### Cheetahs and Lions

The cheetah and lions are big cats that live in Africa. Both animals are **predators**. That means that if they see prey, they hunt the prey for food. The lion is not as fast as the cheetah, but it is bigger and stronger than the cheetah. The cheetah uses its spots for **camouflage**. The lion does not have any spots. The lion is as good as the cheetah at attacking its prey. Both cheetahs and lions live for about 10-20 years.

**List of words:** strategy, reason, swift, chew, endanger, mention, guess, consist of, camouflage, escape, recognize.



# Using Verbs Easily

**7.1** Look at the picture below and write what the following people are doing. One is done for you.

নিচের ছবিটি দেখো এবং ছবিতে কে কী কাজ করছে তা খাতায় লেখো। একটি উত্তর তোমার জন্য করে দেওয়া হলো।



Person	Activity
The young man wearing sandals	talking
The two women in the left corner	
The little girl and her mother	
The shopkeeper in the right corner	
The shop assistant in Babul's shop	
The fruit seller	
The cleaner	
The tailor	

## 7.2 Read the note given below and discuss in groups/pairs.

জোড়ায় অথবা দলে নিচের নোটটি পড়ো এবং নিজেদের মাঝে আলোচনা করো।

### Note

Let's know Principal and Auxiliary verbs.

A. Principal verbs are words that generally express an action or state something.

Example:

1. To express an action

My friend helps me. Here ‘help’ is a verb because it refers to the action of my friend.

2. To state something

My friends are helpful. Here ‘are’ is a verb because it refers to the state of my friends.

চলো Principal verb বা প্রধান ক্রিয়া এবং Auxiliary verb বা সহায়ক ক্রিয়া সম্পর্কে জানতে চেষ্টা করি।

A. Principal verb বা প্রধান ক্রিয়া হলো এমন ক্রিয়া যা সাধারণত action বা state প্রকাশ করে।  
উদাহরণ:

১. একটি কর্ম বা কাজ প্রকাশ করতে – My friend helps me. এখানে ‘helps’ একটি verb বা ক্রিয়া কারণ এটি My friend এর কাজকে নির্দেশ করে।

### B. Auxiliary or helping verbs:

An auxiliary verb is used in a sentence to express the tense, mood, or voice of the principal verb. It gives more meaning to the principal verb. It cannot stand alone in a sentence. The main auxiliary verbs are:

1. To do: do, does, did
2. To be: am, is, are, was, were being, been
3. To have: have, has, had, having

Auxiliary verb বা সহায়ক বা সাহায্যকারী ক্রিয়া: একটি সহায়ক ক্রিয়া যেটি একটি বাক্যে প্রধান ক্রিয়ার tense, mood, বা voice প্রকাশ করতে ব্যবহৃত হয়। এটি প্রধান ক্রিয়াকে more meaning দেয়। এটি একটি বাক্যে একা বা স্বাধীনভাবে বসতে পারে না।

### 7.3 Look at the picture again and make sentences using the following clues. Then write whether the verbs express an action or a state. One on each is done as an example.

ছবিটি আবার দেখো এবং তা থেকে বাক্য রচনা করো। এরপর ক্রিয়াপদটি কোন কাজ অথবা অবস্থা বোঝাচ্ছে তা লেখো। উদাহরণস্বরূপ একটি উত্তর করে দেওয়া হলো।

Clues	Sentences	Expressing actions/states
The man in the cloth store, buy	The man is buying a dress.	action (because the verb tells what the person is doing)
The two women in the jewelley shop, choose		
The little girl, eat a banana		
The open space in the market, spacious	The market is spacious.	state (because the verb indicates how the market is)
The cleaner, clean		
The security guard, check		

### 7.4 In pairs/groups, see the examples first in the box below. Then, discuss and write how auxiliary verbs are helping the principal verbs in the sentences that follow.

দলে অথবা জোড়ায় প্রথম বক্সের উদাহরণগুলো পড়ো। এবার কীভাবে সাহায্যকারী ক্রিয়াপদ মূল ক্রিয়াপদকে বাক্যে সাহায্য করছে তা নিয়ে আলোচনা করো ও লেখো।

Examples for your help:

- I do not drink contaminated water. (To make negatives)
- Have you drunk enough water? (To make a question)
- My friend from Cameroon was drinking bottled water. (To indicate an action happening in the past)

## Using Verbs Easily

1. Do you watch a cricket match on television? \_\_\_\_\_.
2. I do not like to wait for a long time. \_\_\_\_\_.
3. My friend is helping me to clean the classroom. \_\_\_\_\_.
4. I did not call you last night. \_\_\_\_\_.
5. Didn't (did not) you attend the last class? \_\_\_\_\_.

## 7.5 Read the text. Then, write in pairs/groups how different underlined actions (verbs) are done. One is done for you.

অনুচ্ছেদটি পড়ো। এরপর কীভাবে দাগ দেওয়া শব্দগুলো আলাদা অর্থ প্রকাশ করছে তা লেখো। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।



**Hi, friends!**

I'm Rumela. Sometimes I visit the nearby market with my parents. Last Friday, I went to the market to buy some books and food items. There, I saw different people doing different activities. A young man **was talking** to the shopkeeper gently. And the shopkeeper was helping the young man to choose a shirt. I saw that the two middle-aged women **were talking** seriously to each other. The shop assistant was very busy and she

was **showing** the customers different ornaments patiently. A little girl, standing beside her mother **was eating** a banana gladly. A cleaner was **sweeping** the road hastily/neatly. One of the security guards **was checking** seriously whether everyone wore the masks or not. And when I went to the girl's washroom, I saw the cleaner **asking** everyone gently to use the washroom properly. All of this helps me to learn how to talk with different people and also inspires me to be gentle and patient.

<b>Verbs</b>	<b>degree/ extent/ manners of the verbs</b>
1. Talking (How was the young man talking?)	gently
2. Showing (How was the shop assistant showing the customers?)	
3. Eating (How was the little girl eating the banana?)	
4. Sweeping (How was the cleaner sweeping the road?)	
5. Checking (How was the security guard checking everyone?)	
6. Asking (How was the cleaner asking everyone?)	

### Note

An adverb is a part of speech. It describes a verb (e.g. love dearly), an adjective (e.g. Very intelligent), or another adverb (e.g. greets very cordially). Adverbs often end in -ly, but some adverbs look exactly the same as their adjective forms (e.g. work hard).

Adverb বা ক্রিয়া বিশেষণ part of speech বা পদের একটি অংশ। এটি ক্রিয়াকে ব্যাখ্যা বা বর্ণনা করে (যেমন, love dearly), বিশেষণকে ব্যাখ্যা বা বর্ণনা করে (যেমন, Very intelligent), বা অন্য ক্রিয়া বিশেষণকে ব্যাখ্যা বা বর্ণনা করে (যেমন, greets very cordially)। adverb প্রায়শই -ly তে শেষ হয়। কিন্তু কিছু কিছু adverbs দেখতে শব্দটির adjective ফর্মের মতো হবহ হয় (যেমন, work hard)।

## 7.6 Read the following situation and write appropriate adverbs in the blanks.

নিচের ঘটনাগুলো পড়ো এবং যথোপযুক্ত adverbs ব্যবহার করে বাক্যগুলো সম্পূর্ণ করো।

### A clean place is a safe place

Cleanliness is very important for all of us. We must keep ourselves and our surroundings clean. If we clean our surroundings, others will follow us and we will have a safe and healthy life.



## Stop, look and cross the road

In cities especially in big cities, it's very risky to cross a road. While crossing the roads, don't run. Never use a mobile phone when you are crossing a road. Only cross a road on the zebra crossing or through a flyover.



So, let's cross a road.....

## Save our best friends

Trees are useful for us in many ways. Also, trees are homes for several birds and animals. They provide shelter to them. In other words, trees fulfil the role of a best friend in every human being's life.



So, let's love trees.....

## Technological challenges

Nowadays we all use so many devices like smartphones and tablets, desktops, laptops, and different gaming devices. They help us in many ways but if we overuse these devices, it will create problems and risks for us. Overuse of technology is very harmful to health. Besides, it will keep us not only away from our friends and family but also from our study.



**So, let's use devices.....**

### **Two heads are better than one**

You can't do alone some of the best things in your life. You can't play some of the most exciting games like cricket or football alone. Working in a team helps make friendship. In a team, we can learn and support each other.



**So, let's support.....**

**List of words:** refer, contaminated, nearby, seller, customer, spacious, shelter, inspire, happen, ornament.



## Heroes of Bengal

**8.1 Look at the picture below and in pairs identify the position/placement of the living and non-living things. Then, in pairs ask and answer questions to know their placements. One is done for you.**

নিচের ছবিটি দেখো এবং ছবিতে বিদ্যমান জীব ও জড়পদার্থের অবস্থান চিহ্নিত করো। এবারে একে অন্যকে প্রশ্ন করো। একটি প্রশ্ন ও উত্তর নিচে দেওয়া হলো।



**Question:** Where is the sofa?

**Answer:** The sofa is beside the table.

- What can you see on the table?
- Where is the chair?
- Where is the pen?
- Where is the cat?
- What can you see between the globe and the pen-holder?

## 8.2 Read the note given below. Now, in pairs make more questions and practice asking & answering questions with the help of the note.

নিচের নোটটি পড়ো। এবার, জোড়ায় আরও কিছু প্রশ্ন তৈরি করো এবং নোটে থাকা তথ্যের সাহায্যে একে অন্যকে প্রশ্ন করো এবং উত্তর দাও।

### Note

You can use the following words to describe the location of the persons or things: on, in, next to, beside, between, in front of, over, below, under.

These words are called prepositions and are used before nouns or pronouns. They make a connection of the noun or pronoun with other parts (words) of the sentence.

এই শব্দগুলো কোনো ব্যক্তি বা বস্তুর অবস্থান বোঝানোর জন্য ব্যবহৃত হয়। এই শব্দগুলোকে preposition বলা হয় এবং এরা noun বা বিশেষ্য অথবা pronoun বা সর্বনামের আগে ব্যবহৃত হয়। Preposition বাকেয়ের বিশেষ্য বা সর্বনামের সাথে বাকেয়ের অন্যান্য অংশের (শব্দ) সংযোগ তৈরি করে।

## 8.3 Work in a group of 3. Take a book, a pen, a school bag, and a notebook (khata) in your group. One member in your group will give instructions from the box below and another member will do the task accordingly and the third one will monitor whether he/she is doing the task correctly or not. By turns, every member will do the task.

তিনজন করে দল তৈরি করো। প্রতিটি দলে একটি করে বই, খাতা, কলম ও স্কুলব্যাগ নাও। দলের একজন সদস্য নিচের বক্স দেখে নির্দেশনা দিবে, অন্য একজন সেইমতো কাজ করবে এবং তৃতীয়জন তার কাজ সঠিক হচ্ছে কিনা তা পর্যবেক্ষণ করবে। পর্যায়ক্রমে সবাই এতে অংশগ্রহণ করবে।

### Instructions:

1. Close your eyes for five seconds.
2. Now open your eyes and look at me.
3. Keep the pen in your hand.
4. Put the book on the bench/desk.
5. Put the notebook beside the book.
6. Keep the pen behind the bag.
7. Now put the pen between the book and notebook.
8. Hold the book over your head.
9. Put the notebook under the book now.
10. Keep the pen in front of the notebook.

## 8.4 Let's play the game “Who remembers the most?” (এসো, “স্মৃতির খেলা” খেলি!) Look at the picture for 1 minute and identify the location of the things.

এক মিনিট ধরে সবাই ছবির দিকে তাকিয়ে থাকবে এবং ছবিতে থাকা বিভিন্ন বস্তুর অবস্থান ভালোভাবে লক্ষ্য করবে।



## 8.5 Read the following note and discuss in pairs/groups.

দলে অথবা জোড়ায় নিচের নোট পড়ো ও আলোচনা করো।

### Note

The words like ‘and’, ‘but’ and ‘or’ are connecting words, groups of words, or short sentences. They are called conjunctions.

‘and’, ‘but’ এবং ‘or’ শব্দগুলি একাধিক শব্দ, শব্দগুচ্ছ বা বাক্যাংশের সংযোগকারী হিসেবে ব্যবহৃত হয়। এদের বলা হয় যোজক (Conjunction)।

#### And:

We use ‘and’ to add something similar. e.g.—The father and his son are playing badminton.

অনুরূপ বা সমজাতীয় কিছু যোগ করতে ‘এবং’ (and) ব্যবহার করা হয়। যেমন— বাবা এবং তার ছেলে ব্যাডমিন্টন খেলছে। (The father and his son are playing badminton.)

**But:**

We use ‘but’ when we want to say something opposite to what has already been mentioned. e.g.- I like cricket but I don’t like tennis.

‘কিন্তু’(but) যবহার করা হয় যখন ইতোমধ্যে উল্লেখ করা হয়েছে এমন শব্দের বিপরীত কিন্তু বলতে চাওয়া হয়। যেমন – আমি ক্রিকেট পছন্দ করি কিন্তু টেনিস পছন্দ করি না। (I like cricket but I don’t like tennis.)

**Or:**

We use ‘or’ when only one option is possible. e.g.– We will go to Cox’s Bazar next Friday or Saturday.

যখন বিকল্প চিন্তা বা বিকল্প সম্ভাবনা বুঝানো হয় তখন ‘বা’ (or) ব্যবহৃত হয়। যেমন – আমরা আগামী শুক্রবার বা শনিবার কক্ষবাজার যাব। (We will go to Cox’s Bazar next Friday or Saturday.)

### **8.6 Now, read the following text and write the functions/purposes of the highlighted conjunctions in the sentences. One is done for you.**

এবারে, নিচের লেখাটি পড়ো এবং তাতে হাইলাইট করা conjunction বাকে কী কাজ করছে তা লেখো। একটি উত্তর করে দেওয়া হলো।

One day Badal and his elder brother were going to school. His brother was talking, but suddenly he became silent. He was looking unmindful. Badal asked the reason but his brother didn’t answer. At school, they saw many people in the playground. There were local people, many students, and some teachers also. They heard the Head Teacher say, “We will bring independence, or will die.”

Sentence	The function of the conjunction
1. His brother was talking, <b>but</b> suddenly he became silent.	Connects opposite ideas
2. One day Badal <b>and</b> his elder brother were going to school.	
3. We will bring independence <b>or</b> will die.	

## 8.7 Read the story below. Now, in groups make a list of prepositions and conjunctions you find in the text in the given table.

নিচের গল্পটি পড়ো। এবার, দলে বাক্য থেকে কি কি prepositions & conjunctions ব্যবহার করা হয়েছে খুঁজে বের করে তা সারণিতে লেখো।



### Heroes of Bengal

Badal could still remember the day. It was on Sunday, in September of 1971. How old was he at that time? Probably, 14 or 15 years old. Badal with twelve freedom fighters marched to enter Dhaka city. He was young but he dared to fight against the Pakistani army.

It was very early in the morning when the city was sleeping in fear and worry, but the freedom fighters did not have sleep, and they attacked an army watch station at Jatrabari. They first destroyed a truck in front of the station. Seeing this, the army came with a deadly response. But due to the sudden attack, the Pakistani army could

not continue fighting. They had only two options left for them - one was to surrender before the freedom fighters or die. They eventually got shot and died, and the freedom fighters destroyed the station at the price of four freedom fighters. Among the freedom fighters, there was also Badal's elder brother. When he thought of the incident, his eyes filled with tears. But he consoled himself that because of his brother's sacrifice as well as other martyred freedom fighters, we got our independence. They are the real heroes of Bengal!

### List of prepositions and conjunctions

<b>Prepositions</b>	
<b>Conjunctions</b>	

### 8.8 In pairs/groups read the following text and fill the gaps with the appropriate preposition from the box.

নিচের লেখাটি পড়ো এবং দলে অথবা জোড়ায় বক্স থেকে উপযুক্ত শব্দ নিয়ে লেখাটি সম্পূর্ণ করো।

besides, in, with, under, on, at, by, of, from

Badal's family lives ..... a village. It's a green village ..... an open blue sky. The village is ..... a big river. There is a bridge ..... the river. A village hat (market) sits ..... one end ..... the village on Thursday. In fact, people can buy and sell fish and vegetables ..... the afternoon every day. Badal's school was one kilometre away ..... his home. He used to go to school ..... foot with his brother. Often he went to school ..... rickshaw.

## 8.9 Let's play the game, "Where am I?"!

এসো, “আমি কোথায়” নামের একটা খেলা খেলি।

- Sit on a chair.
- Stand in front of the table.
- Stand beside the table.
- Keep a duster, a whiteboard marker, and a pen on the table.
- Sit under the table.
- Lift hands over the head.
- Keep a pen in hand.
- Keep a waste bin behind the table

## 8.10 In pairs or groups read the sentences. And then, connect them using 'and', 'but', 'or'.

দলে অথবা জোড়ায় বাক্যগুলো পড়ো এবং and, but, or সঠিকভাবে ব্যবহার করে বাক্যগুলো অর্থবোধক করে তোলো।

- a) I like cooking. I like eating.
- b) I drank lemonade. I drank a glass of cold water.
- c) He reached school on time. His friend was late.
- d) I want to go to play. I'm sick.
- e) Is it Thursday? Is it Friday today?
- f) My mother wants me to be a teacher. My father wants me to be a football player.
- g) One day his father went to the market. He bought a football for him.
- h) Our Head Teacher is honest. Our Head Teacher is very friendly.
- i) I'm hungry. I have nothing to eat.

## 8.11 Let's Decorate Our Dream Reading Room

এসো, আমরা আমাদের স্পন্দের পড়ার ঘর সজাহাই।

Work in groups. In the following picture, there are many items. Choose the items you want to decorate your reading room with. Then draw your reading room on poster paper, or write the items in places you want to keep them. Finally, describe the poster. Use at least 10 prepositions and conjunctions in your description.



You can start like this –

Hello friends! I am Tania and this is my dream reading room. There is a very beautiful river beside my reading room...

**List of words:** placement, monitor, unmindful, watch station, console, deadly, task, accordingly, martyr, lemonade.



# Knowing Our Parents

## 9.1 Let's know our friends!

**In pairs/groups discuss what and how you will tell your life story in front of the class. Then, write a short text about it. Later, share it with the whole class.**

দলে অথবা জোড়ায় আলোচনা করো তোমার নিজের সম্পর্কে ক্লাসের সবার সামনে বলতে চাইলে তুমি কী কী বিষয় সেখানে রাখবে এবং কীভাবে বলবে। এবারে এ নিয়ে “আমার জীবনের গল্প” শিরোনামে একটি লেখা লেখো এবং ক্লাসের সবার সাথে তা শেয়ার করো।

You can follow this given guideline or you can develop your own guideline to write “Your Life Story”

Write about your—

- Birth
- Childhood
- The first day at school
- Memorable days or events of your life
- Future plan

## 9.2 Read the note on “The Narrative Text”. Then in pairs/groups, do the “True or False” activity.

বর্ণনামূলক লেখা নিয়ে নিচের নোটটি পড়ো। এরপর দলে অথবা জোড়ায় বাক্যগুলো সত্য না মিথ্যা তা নির্ধারণ করো।

## Note

A narrative text is a form of writing. The writer uses a narrative form of writing to express emotion, experience, incident, event etc. The narrative form of writing can be essays, biographies, news stories, etc. We also use narrative text to tell our stories. For example, when you tell a story to a friend or family member about an event or incident in your day, you are using a narrative text.

একটি বর্ণনামূলক বা narrative text মূলত এক ধরনের লেখা। লেখক তাঁর আবেগ, অভিজ্ঞতা, ঘটনা ইত্যাদি প্রকাশ করার জন্য লেখার এই বর্ণনামূলক রূপটি (narrative form) ব্যবহার করেন। লেখার বর্ণনামূলক রূপ হতে পারে প্রবন্ধ (essays), জীবনী (biographies), সংবাদ (news) ইত্যাদি। গল্প বলার জন্য narrative form ব্যবহার করা হয়। উদাহরণস্বরূপ, যখন তুমি ঐদিনে ঘটে যাওয়া কোনো একটি ঘটনা কোনো বন্ধু বা পরিবারের কাউকে বলো, তুমি আসলে বর্ণনামূলক লেখার ধরন ব্যবহার করো।

Some elements of a narrative text are:

1. A narrative text usually has three parts – a beginning, a middle and an end.
2. A narrative text is usually written in the past tense.
3. Narrative texts are written in the first person or third person (e.g. I, me, he, she etc).
4. A narrative text tells the events chronologically (in the order they happened)
5. A narrative text may have characters and dialogues.

- একটি বর্ণনামূলক বা narrative text এর সাধারণত তিনটি অংশ থাকে – আরম্ভ বা প্রারম্ভিক অংশ, মধ্য অংশ এবং শেষাংশ।
- একটি বর্ণনামূলক বা narrative text সাধারণত অতীত কালে (past tense) লেখা হয়।
- বর্ণনামূলক বা narrative text প্রথম পুরুষ (first person) বা নাম পুরুষে (third person) লেখা হয় (যেমন, I, me, he, she ইত্যাদি)।
- বর্ণনামূলক বা narrative text এর ঘটনাগুলি কালানুক্রমিকভাবে (chronologically) বর্ণনা করে। (যে ক্রমে সেগুলি ঘটেছে)
- বর্ণনামূলক বা narrative text এ চরিত্র (characters) এবং সংলাপ (dialogues) থাকতে পারে।

### 9.3 True or false activity:

**Read the following sentences and write ‘T’ for True and ‘F’ for False sentences. If false write the correct information.**

নিচের বাক্যগুলো পড়ো এবং খাতায় লেখো। বাক্য সত্য হলে তার পাশে সত্য ও মিথ্যা হলে মিথ্যা লিখে সঠিক উত্তরটি সাথে লেখো।

- a) We use narrative texts to tell only our own stories.
- b) In a narrative text, we express our feelings, emotions and experiences.
- c) Every day we use narrative texts.
- d) We use different tenses when we tell our past events.
- e) In a narrative text, we tell events chronologically.

**9.4 Now, read your text on “My Life Story” once again and ask and answer the following questions in pairs/groups. Then, check your answers with other pairs/groups:**

তোমার লেখা “আমার জীবনের গল্প” লেখাটি আবার পড়ো (Activity 9.1) এবং নিচের প্রশ্নের উত্তর দাও। এরপর তোমার উত্তরটি অন্য দলগুলোর সাথে মিলিয়ে নাও।

- What type of writing is it?
- What are the elements of a narrative text you have found in “My Life Story”?
- Describe them with an example.

**9.5 It’s time to read the life story of the three remarkable women in the world. Another way we can say we will read the story of the three remarkable women’s life written by somebody else.**

এবারে বিখ্যাত তিনজন মহীয়সী নারীর জীবনের গল্প পড়ার পালা। আমরা অন্যভাবে বলতে পারি, আমরা এবারে তিনজন নারীর জীবনী অন্য একজনের লেখনীতে পড়ব।

Now, can you write what is a biography?

Your answer: \_\_\_\_\_

---

**Read the three biographies given below. Then, in pairs/groups match the words and phrases in column A with their meanings in column B. Then, discuss their meanings in the text. One is done for you.**

নিচের অনুচ্ছেদ থেকে তিনি জনের জীবনী পড়ো। এরপর দলে অথবা জোড়ায় কলাম দুটো মিল করে বাক্য রচনা করো। এরপর শব্দের অর্থ আলোচনা করো। একটি উত্তর করে দেওয়া হলো।

## Marie Curie

Family, research, and love were going hand in hand in Marie and Pierre's life. Known as the mother of modern physics, Mary Curie and her husband Pierre Curie jointly began research on radioactive material. Marie and Pierre won the Nobel Prize in 1903 for this invention. Not only did the two do research together, but they also shared household chores.



They used to go out on their bicycles during work. This is how their happy life was passing. In the meantime, they had two children, Irene Curie and Eve Currie. During this happy time, the year 1906 came with bad news, Pierre Curie died in a road accident.

However, Mary Curie did not stop there. She took up incomplete research and in 1911, she became the first scientist to receive the second Nobel Prize, but this time in chemistry. Then, she tried to find out how radioactivity could be used in medicine. She was successful in this work and used it in the First World War.

## Knowing Our Parents

After rapid studies in radiology, anatomy, and auto-mechanics, she developed X-ray machines and mobile radiography, later known as ‘Petites curies’ (little curies). She managed radiological units in 20 mobile hospitals with the help of her daughter Irene. This noble woman died in 1934 due to the effects of radium radiation which she invented.



## Bangamata Begum Fazilatunnessa Mujib

Many women in the world work selflessly for society without expecting anything out of it. They always remain alive in people’s memories. One such person was Bangamata Begum Fazilatunnessa Mujib. She was married to Sheikh Mujibur Rahman at a young age. Whether Sheikh Mujib is at home, or in jail, she has masterfully handled her duties till her death.

Bangabandhu’s political career was encouraged by his wife Begum Fazilatunnessa Mujib. She helped him in various ways from the side. During Bangabandhu’s political engagement and prison life, she took all the responsibilities of taking care of the family, attending to relatives and social circles, and taking care of children, and their education.

Bangabandhu spent the best years of his life in prison. Fazilatunnessa has been involved in every work including organizing the case management, helping to organize the Awami League party, and giving advice on the management of the movement in his absence.

During the movement, she used to inform Bangabandhu of every incident during the meetings in the jail and brought the necessary advice and instructions, and conveyed those instructions to the Awami League and the Chhatra League. From behind, she played a strong role in the mass uprising of 1969. She maintained contact with the leaders and workers of the organization and gave necessary instructions when required.

Her daughter, our Honorable Prime Minister Sheikh Hasina said about her, “Whatever is achieved in the world, there is someone behind it to inspire. Otherwise, no leader can ever be successful. Similarly, my mother has a huge contribution to my father’s politics. Politically My mother was strong-willed.” She also stated, “My mother was a guerrilla. While my father was in prison, she used to pass the news to the leaders and activists, avoiding the detectives’ eyes. This activity proves that my mother was a real guerrilla.” After Bangabandhu was arrested on March 25, 1971, Begum Fazilatunnessa Mujib hid in the besieged Dhaka city with family members like Sheikh Hasina, Sheikh Rehana, Sheikh Jamal, and Sheikh Russell avoiding the eyes of the Pakistani Military intelligence. Although they escaped by sheltering in different places for a few days, the Pakistani army finally arrested them from a house in Moghbazar. After that, Begum Fazilatunnessa Mujib was kept under house arrest along with the family members in a home on Road No. 18 at Dhanmondi until the victory. They were all released on December 17. This noble woman served the country and the nation staying by Bangabandhu’s side till the last day of her life.

## Jahanara Imam

On the day when Bangamata Begum Fazilatunnessa Mujib was released from house arrest, another woman was sitting in another part of Dhaka city writing a diary. The lady’s name is Jahanara Imam, a teacher by profession. Another identity of her is that she is the mother of Shafi Imam Rumi. She lost her husband four days ago, and her eldest son Rumi has been missing since August of 1971. No one could tell where he was. If wanted, her son could have become a reputed engineer, he could have been sent to the Illinois Institute of Technology. But Rumi gave up the chance of admission to one of the best universities in the world; instead, he joined the liberation war for our country. That mother is sitting with her little son, Jami. The country has become independent.

Mother keeps writing in the diary —

“In the afternoon, the news of Rayerbazar’s slaughterhouse also reached my ears. I feel very restless. What should I do? Where should I go, I can’t understand



anything. Rumi! Is Rumi alive? How can I get news? From whom can I get news? Sharif left at that time. Both of us were suffering for Rumi, waiting for Rumi. Now I have to do everything alone, bear all the pain alone.

Phone and electric lines are still not fixed. Who will decide? All over Dhaka people laugh and cry at the same time. Smile for freedom. But so much blood had to be shed that laughter of joy drowned in tears.

Later, in the 1990s, Jahanara Imam formed Ekattorer Ghatak Dalal Nirmul Committee along with 101 Bangladeshi activists to seek justice for the genocide carried out during the Bangladesh liberation war. Until her death, she was vocal about the punishment of the war crime and crime against humanity in 1971 by Pakistani allied Razakar and Al-Badr.

<b>Column A (word/phrase)</b>	<b>Column B (meaning)</b>	<b>Meaning in the text</b>
<b>Marie Curie</b>		
Hand in hand	Experiment that is not finished	Marie and Pierre Curie are closely connected by family. They did research together and loved each other.
Radioactive material	Intensive/ huge research	
Incomplete research	The energy comes from radium (a chemical)	
Rapid studies	Something that releases radiation	
Radium radiation	Closely connected	
<b>Bangamata Begum Fazilatunnessa Mujib</b>		
Work selflessly	To make others known//carry messages	
Masterfully handled	A democratic political movement in East Pakistan (now Bangladesh) (উন্মত্তরের গণঅভ্যুত্থান)	
Conveyed	Surrounded with armed forces to capture it	
Mass uprising	Expert to do work with great confidence	
Strong-willed	Someone who works for other people, not for himself/herself	
A real guerrilla	Determined to do something	
Besieged Dhaka city	Someone who fights as part of an unofficial army, usually against an official army.	
<b>Jahanara Imam</b>		
Another identity	A place where animals are killed for their meat	
Gave up	People or organisations worked for Pakistan	
Slaughterhouse	Another quality of someone	
Seek justice	To surrender	

## Knowing Our Parents

Pakistani allied	To want/pursue what is right and just	
------------------	---------------------------------------	--

### 9.6 Read the biographies again in pairs/groups. And complete the following chart with the necessary information from the text. Then compare your answers in pairs/groups. One is done for you.

দলে বা জোড়ায় পুনরায় জীবনীগুলো পড়ো। এবারে নিচের সারণিটি সঠিক তথ্য দিয়ে পূরণ করো। এরপর নিজেরা নিজেদের মাঝে খাতা বিনিময় করে উত্তর মূল্যায়ন করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

	Marie Curie	Bangamata Begum Fazilatunnessa Mujib	Jahanara Imam
1. What were their professions?	A scientist	A housewife	A teacher and the founder of “Ekattorer Ghatak Dalal Nirmul Committee”
2. What are their best two qualities?	1. 2.	1. 2.	1. 2.
3. For whom did they work?			
4. What are the two similarities among them?			
5. Why do people remember them?			

## 9.7 Read the three biographies again and in pairs/groups, identify which elements of a narrative text you have found in the texts. Then write them in the given table with an example. One is done for you.

জীবনীগুলো পুনরায় পড়ো এবং দলে অথবা জোড়ায় বর্ণনামূলক লেখার কোন কোন উপাদান এখানে উপস্থিত রয়েছে তা শনাক্ত করো। এরপর উদাহরণসহ সারণিটি সম্পূর্ণ করো। একটি উভয় তোমাদের জন্য করে দেওয়া হলো।

Elements of a narrative text	Text on Marie Curie	Text on Bangamata Begum Fazilatunnessa Mujib	Text on Jahanara Imam
1) Has three parts (a beginning, a middle and an end)	Yes, it has divided into three parts. The beginning introduces her, the middle gives more information about her and the ending talks about her death.		
2) Written in the past tense			
3) Used third or first person			
4) Has characters and dialogues			
5) The events are described chronologically			

## 9.8 Marie Curie, Bangamata Begum Fazilatunnessa Mujib, and Jahanara Imam are the three great women who worked selflessly for their country and the world. But, in our lives, we have also great people like them who are working endlessly for us.

মেরি কুরী, বঙ্গমাতা শেখ ফজিলাতুন্নেসা মুজিব এবং জাহানারা ইমাম এমন তিনজন মহীয়সী নারী যাঁরা দেশ ও পৃথিবীর জন্য নিঃস্বার্থভাবে কাজ করে গেছেন। আমাদের জীবনেও এমন কিছু মানুষ রয়েছেন যাঁরা নিঃস্বার্থভাবে আমাদের জন্য অবিরাম কাজ করে যাচ্ছেন।

Can you guess who they are?

Your answer: \_\_\_\_\_

## 9.9 Work in pairs/groups. Discuss your parents' contribution to your family. Then write a short biography of your father or mother.

দলে অথবা জোড়ায় তোমার পরিবারে পিতামাতার ভূমিকা নিয়ে আলোচনা করো। এরপর, তোমার মা অথবা বাবার ওপর একটি সংক্ষিপ্ত জীবন বৃত্তান্ত লেখো।

To write a good narrative text (biography) you have to keep in mind the following things:

- Talk to them first to know all the information about them and write your texts in a way that everybody can understand clearly
- Do not describe every incident of their lives
- Tell the events as they happened (chronologically)
- To make your biography interesting connect the dates and events in their lives. You can use words like after that, before, since then, the next year, then, at the time, suddenly, and afterwards etc.
- Use the third person narrative (for example, my mother, my father, he, she, they) when you describe the story
- Use simple past tense to describe the events
- Your story must have a beginning, middle and end. In the beginning, you can introduce him/her, in the middle write more about them and finally conclude with their contribution to your life.
- You can draw them or add their pictures
- Finally, revise and check grammar and sentence structure

When you are finished, hang your text in a suitable place for your teachers and friends. Don't forget to share it with the great persons for whom we are in this world and who are always working and praying for all our success.

**List of words:** biography, chronologically, remarkable, anatomy, various, genocide, contribution, shed, advice, identity.



## Freedom of Choice

**10.1 The following conversation is among the three friends. In pairs/groups read the conversation and identify the given sentences as true or false. If false, discuss and find the correct answer.**

তিনি বন্ধুর মাঝে হওয়া নিচের কথোপকথনটি দলে অথবা জোড়ায় পড়ো এবং নিচে থাকা বাক্যগুলো সত্য অথবা মিথ্যা কিনা তা শনাক্ত করো। যদি মিথ্যা হয় তবে সঠিক উত্তরটি নিয়ে নিজেদের মাঝে আলোচনা করো।



Noha: Hello friends!

Navid: Hi!

Nira: Hello, what's up?

Noha: Do you think to be good friends we need to be similar in every way?

Navid: I don't think so. For example, my favourite pastime is riding a bicycle, What's yours, Noha?

Noha: I love reading science fiction.

Nira: My favourite pastime is to play with my pet.

Navid: See, differences are not a barrier to friendship. Our uniqueness is the beauty of our friendship.

### **Activity: True or False?**

- a) Noha, Navid and Nira have respect for each other/ have positive minds.
- b) Noha, Navid and Nira don't always like to do the same thing.
- c) Nira loves to play with her toys.
- d) To make a friendship one has to choose someone who has the same likings and dislikes.
- e) Two people with differences can be good friends.

### **10.2 Now, in groups of 6-8 identify how you are similar and different from each other. Use the given table to organise your responses: One is done for you.**

ছয় থেকে আটজন করে একেকটি দল গঠন করো এবং তোমরা কীভাবে একজন অপর জনের মতো বা একজন অপর জন থেকে আলাদা তা নিজেদের মাঝে আলোচনা করে শনাক্ত করো। নিচের সারণিতে তোমাদের প্রত্যেকের কথা লিপিবদ্ধ করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

**You can ask the following questions to know your friend.**

**Question:** Hi Roza! What's your favourite colour/dish/subject/game and who is your favourite person?

**Answer:** My favourite colour is white. My favourite dish is 'Morog Polao'. My favourite subject is English. My favourite person is Pallikabi Jasimuddin and my favourite game is chess.

Name	Colour	Dish	Subject	Person	Game
Roza	White	Morog Polao	English	Pallikabi Jasimuddin	Chess

### 10.3 Let's play a game 'This or That? -You Are Loved' এসো একটি খেলা খেলি।



### 10.4 Now in pairs discuss how your friend is unique/different from others. Then, share it with the whole class.

জোড়ায় তোমার বন্ধু কীভাবে অনন্য বা অন্যদের থেকে আলাদা তা নিয়ে আলোচনা করো। এরপর তা ক্লাসের সবার সাথে শেয়ার করো।

You can use the following template to know your friend's uniqueness.

Student A: Do you have anything special/special quality?

Student B: I think, yes. I have a \_\_\_\_\_(unique name).

Student A: How do you know it's unique?

Student B: Because I don't know anyone who has \_\_\_\_\_(this name).

Student A: That's true.

Student B: What about you? What's your uniqueness?

Student A: I believe, I have a \_\_\_\_\_ (unique quality of making friends).

Student B: Well said. Thanks a lot.

**10.5 Now, in pairs/groups read the text given below. And match the words in column A with their meanings in column B in the chart below the text.**

নিচের অনুচ্ছেদটি পড়ো এবং অনুচ্ছেদের পরে প্রদত্ত কলামের দুটি শব্দের অর্থ মিল করো।



Today, Nabiha and Tasfia are very excited. The reason for their excitement is that they have a picnic today at their school. Nabiha and Tasfia are cousins. They both are in class seven. They live in the same house with their parents and grandparents in a joint family. Today they want their grandmother to dress them beautifully. Nabiha wants to go wearing a sari. On the other hand, Tasfia likes salwar kamiz. She wants to wear a blue salwar kamiz. Nabiha wants to wear a red sari. After dressing them up their grandmother tells them, they are looking like red and blue angels.

When they arrived for the picnic, they saw everybody were wearing their dresses of choice. Some students were wearing sari, some of them were wearing salwar kamiz and some were wearing jeans and tops. All the students worked together to prepare a variety of dishes. Although Nabiha did not like fish curry, she helped others to prepare it. Tasfia gave the chicken curry to her cousin when the feast began.

After the feast, they sat together and started to talk on different topics. They talked

about their hobbies, and what they wanted to be in future. Nabiha wanted to be a writer while Tasfia wanted to be a teacher. Someone wanted to be a doctor and someone wanted to be a singer, they came to know about each other as the discussion progressed.

Nabiha understood one thing today. Everybody is unique and their tastes are unique too. It is this uniqueness and diversity that makes the world beautiful. If everything were the same, the world would be rather a dull place.

<b>Column A (Word)</b>	<b>Column B (Meaning)</b>
1) Excitement	a) to make something/someone ready to use
2) Angel	b) having different forms or types
3) Arrive	c) having differences
4) Prepare	d) a feeling of happiness and eagerness
5) Variety	e) to reach/come to a place
6) Feast	f) being the only one of its kind
7) Progress	g) a messenger of god/ a kind and beautiful person
8) Unique	h) not an interesting place
9) Diversity	i) special/good food for many people
10) Dull place	j) to do better/ to develop

## 10.6 Read the passage again. In pairs/groups, discuss the answers to the following questions. Then, share the answers with the whole class.

অনুচ্ছেদটি পুনরায় পড়ো। এবারে জোড়ায় অথবা দলে নিচের প্রশ্নগুলো নিয়ে আলোচনা করো এবং ক্লাসের সবার সাথে শেয়ার করো।

- 1) What is the relationship between Nabiha and Tasfia?
- 2) How are they similar or different from each other?
- 3) “Uniqueness and diversity make the world beautiful”- what does the sentence mean to you?

## Freedom of Choice

- 4) Do you accept or reject differences among people? / Are you tolerant of others?
- 5) Do you think with these differences we all can live happily?

**10.7 Now, design a poster in groups of 6-8 to make people accept differences. The heading of your poster can be “Uniqueness and diversity make the world a safer place” or you can choose your heading.**

এবারে, ছয় থেকে আটজন করে দল গঠন করে মানুষের মাঝে বিদ্যমান বৈচিত্র্যতার গ্রহণযোগ্যতা নিয়ে সচেতনতামূলক পোস্টার তৈরি করো। পোস্টারের শিরোনাম হতে পারে ‘অনন্যতা ও বৈচিত্র্যতাই পৃথিবীকে আরও সুন্দর ও নিরাপদ করে তোলে’, চাইলে নিজেরাও ইচ্ছেমতো শিরোনাম ব্যবহার করতে পারো।

**Have a look at the steps to make a poster:**

- Take a large piece of paper/poster paper
- Draw margins on all sides of your poster paper
- Discuss in a group what you will include in your poster (text, pictures, symbols, quotations etc.)
- Write all the important information on a piece of paper
- Give emphasis on the message you want to give to your friends
- If you prefer, you can design your poster with colour pencil or anything you like
- Make sure your poster is easy to read
- Be careful about all kinds of mistakes like spelling, grammar etc.
- Check everything again.
- Now it's ready to hang ...

**When all the groups are finished with their posters, arrange a presentation of all the posters. Each group will describe their posters to the students.**

সবার পোস্টার তৈরি হলে সেগুলো প্রদর্শনীর ব্যবস্থা করো। প্রতিটি দল নিজেদের পোস্টার বর্ণনা ও এই বিষয় নিয়ে সবার সাথে আলোচনা করবে।

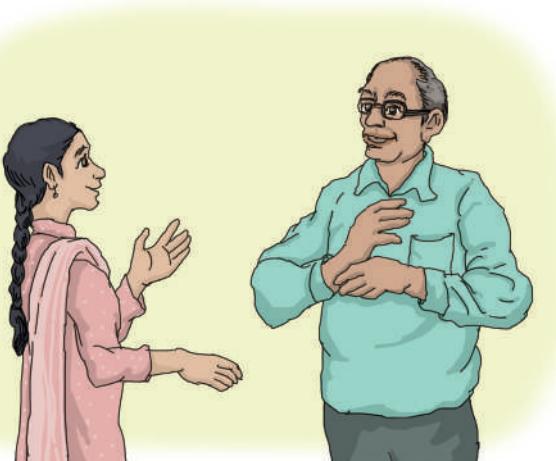
**List of words:** science fiction, barrier, unique, diversity, tolerant, mock, preference, annoyed, ashamed, opinion.



# Let's Explore the Sentences

## 11.1 Read the following conversation between a teacher and a student in pairs.

জোড়ায় শিক্ষক ও শিক্ষার্থীর মাঝের কথোপকথনটি পড়ো।



The following conversation is taking place between Nurul Abedin Sir, a physical education teacher and Runu, one of his favourite students.

Runu: Assalamualikum sir. How are you?

Abedin Sir: Great to see you, Runu! I'm doing good.

Runu: Sir, with your blessings I've got GPA 5 in HSC.

Abedin Sir: Wow! That's brilliant. So far as I can remember, you also got GPA 5 in SSC, right?

Runu: Right.

Abedin Sir: So what are you planning to study in future?

Runu: I would like to be a scientist, so I want to study Physics at a university.

Abedin Sir: That sounds like a good plan!

Runu: Please take care of your health, sir.

Abedin Sir: Good luck, Runu.

Runu: Thank you, sir.

**11.2 Read the conversation again. In pairs/groups, find out the 5 different types of sentences. Then, list them in the given table and write their structures. Also, write their features/characteristics. One is done for you.**

কথোপকথনটি পুনরায় পড়ো। এবার জোড়ায় অথবা দলে পাঁচ ধরনের বাক্য শনাক্ত করো। তারপর, নিচের সারণিতে বাক্যগুলো এবং তাদের গঠন লেখো। বাক্যের বৈশিষ্ট্যগুলোও লিখে ফেলো। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।

Sentence	Structure	Features/characteristics
1. How are you?	Question word + Verb + Subject + ?	<ul style="list-style-type: none"> <li>Starts with a question word (how)</li> <li>Verb (are) comes before the subject (you)</li> <li>Ends with a question mark (?)</li> </ul>
2.		
3.		
4.		
5.		

**11.3 Ask and answer the following questions in pairs. Then share your answers with the whole class. (If needed have a look at the class 6 English Book, unit “Ask and Answer”)**

জোড়ায় একে অন্যকে নিচের প্রশ্নগুলো করো। এরপর তোমাদের উত্তরগুলো ক্লাসের সবার সাথে শেয়ার করো। প্রয়োজনে ষষ্ঠি শ্রেণির বইয়ের সাহায্য নিতে পারো।

- What type of sentence will you use to know the date of your next class test?
- What type of sentences will you use to describe your school?
- If you want to argue against your friend’s opinion about friendship, what type of sentence will you use?
- What are the two types of questions? Give one example of each.
- What are the two important differences between a question and a statement?

## 11.4 Now, read the following note in pairs/groups to learn more about sentences.

এখন বাক্য সম্পর্কে জানতে জোড়ায় অথবা দলে নিচের নোটটি পড়ো।

### Note

In English grammar, sentences are of 5 types according to meaning. In class six you have already learned about Assertive and Interrogative sentences. Now, let's read the remaining 3 types of sentences.

**A. Imperative sentence:** An imperative sentence is a sentence that expresses an order, command, instruction, request, invitation, proposal etc. It begins with a verb, ends with a full stop and subject remains absent.

Example sentences: Feel free to choose one. Please wash your hands before taking food. Never make fun of others.

*Read the following situation and decide what you would do in this situation:*

Think that your final exam is knocking at the door. But one of your friends can't concentrate on studying. Now, what will be your suggestions for him/her?

Your answer: \_\_\_\_\_

**B. Optative sentence:** A sentence that expresses a wish or a desire or prayer for someone or something is called an optative sentence. Usually, it starts with "may", "wish" or "long" and ends with a full stop.

Example sentences: May my grandparents live with us for some more days.

Wish you a safe journey.

*Read the following situation and decide what you would do:*

Imagine that yesterday your friend fell from a bicycle and hurt his ankle. Now, what will be your prayers for him?

Your answer: \_\_\_\_\_

**C. Exclamatory sentence:** A sentence that expresses a strong emotion is called an exclamatory sentence. In this sentence, exclamation marks(!) are used to express our strong feelings or emotions.

Example sentences: Congratulations! You have got the scholarship. What an exciting match it was! Oh no! She cannot join us for a picnic.

*Read the following situation and act accordingly*

Imagine that you are visiting Bandarban for the first time. You have become overwhelmed to see the hills. How will you express your emotions?

Your answer: \_\_\_\_\_.

### 11.5 Now, read the note again and do the ‘fill in the gaps’ activity using the words from the box in pairs/groups. You may use one word more than once. Then, check your answers with your peer.

নোটটি আবার পড়ো এবং বক্স থেকে শব্দ নিয়ে শুন্যস্থান পূরণ করো। একটি শব্দ একাধিকবার ব্যবহার করা যাবে। এরপর সহপাঠীর সাথে খাতা বিনিময় করে উভয়ের মূল্যায়ন করো।

interrogative	exclamatory	five	imperative	assertive	optative
---------------	-------------	------	------------	-----------	----------

There are (a) ----- types of sentences in English. A/an b) \_\_\_\_\_ sentence begins with a noun or pronoun. A/an (c) ----- sentence may be affirmative or negative. A/an d) \_\_\_\_\_ sentence is used to ask questions. A/an e) ----- sentence begins with a verb. We pray for or wish others in a/ an (f) ----- sentence. A/an \_\_\_\_\_ sentence expresses our strong emotion or excitement.



## 11.6 Read the story ‘Bellerophon of Greece’ and then match the words/phrases with their meanings.

গল্পটি পড়ো এবং শব্দের অর্থ মিল করো।

### Bellerophon of Greece

Once a young shepherd Bellerophon lived in Greece. He lived in a hut on the bank of a river by the mountainside. He used to work from dawn to dusk. He passed his days by cooking food, cutting wood, getting water, washing clothes, looking after the animals, and doing hundreds of other things. A huge dog named Philo was his constant companion.

One day Prince Proitos of Lycia came with a great fleet of boats on the river. The prince had a terrible reputation. So, Bellerophon said to himself “You don’t want to get mixed up with him”. A few days passed without any incident.

One day a few soldiers came to Bellerophon and said, “Hey, farm boy. We are running out of meat. Our prince ordered us to buy your livestock.” “Sorry, sir. They are not for sale”,

## Let's Explore the Sentences

he replied. “How dare you!”, said one soldier. The second soldier started to approach with a naked sword. Seeing this, Philo jumped and bit the second soldier on the arm. Seeing the dog’s size and ferocity, all the soldiers fled. Bellerophon immediately set free all his animals and started to run toward the mountain with his dog. A few minutes after that the angry prince came with his men shouting, “Disrespectful shepherd! I will have your head”. The soldiers searched the whole house but could not find him.

“Look, he is running to the mountain”, one soldier said. “Go after him”, shouted the prince. The prince’s host came to halt before a lake, huge and deep. “Why are you stopping here? Don’t you see he is on the other side?”, said the angry prince. “My prince, there is no way to cross the lake”, said his men. “How did he get across then? Come with me. I will swim across if I have to”, said the prince. “Don’t do it, I say. You will regret it”, shouted Bellerophon. “Regret you will surely, farm boy”, said the prince before getting into the water with his men. Not more than a minute or two had passed and a great serpent appeared before them with a huge splashing of water. “I am the serpent of this lake. How dare you get into it without my permission. You shall be punished”, said the giant serpent. Before they could even move, the terrible and swift strike of the serpent came. The host drowned and so disappeared the serpent after thunderous laughter.



After everything settled down, Bellerophon crossed the lake by a secret path and went to his hut. When the news of his son's death reached, King Lobates in Lycia sent for the man responsible for his son's death. Bellerophon stated his case in front of the king. The king appeared to be more reasonable than his son. "Do you have any witnesses to prove your case?", said the king. "God is my witness", said Bellerophon.

"God will not testify on your behalf, will He?", said the queen. "But we can know the will of God by giving him a task to complete. If he completes the task, then he is innocent and if not, he is guilty", said the priest. "What do you say, shepherd?", said the king. "I agree", said Bellerophon. "Very well then", said the queen, "Bring the head of the Chimera to prove yourself innocent". They said, "Wish you good luck." Chimera was a horrible fire-breathing monster with the head of a lion and a snake for a tail and the body of a goat.

Bellerophon set out to complete his task. On his way to find the Chimera, he came across a huge dark forest. While he was crossing the forest, he heard a struggling sound. He looked for the source of the sound. He found that a horse was caught in a metal net. He came near to the horse carefully. "Help me human", said the horse when he saw Bellerophon. Bellerophon set the horse free. "I am Pegasus. I am grateful for your help but what are you doing in this dark forest?", said the horse. Bellerophon told his reason for being here. "Dangerous your task is! I shall help you as a token of our friendship", said Pegasus. "How will we find the Chimera?", said Bellerophon. "It will be easy as we will be flying", said Pegasus opening his big wings.

After a while of flying, they came across the Chimera. It started to breathe fire as soon as it spotted them. Bellerophon shot arrow after arrow but could not kill the beast. At last, he took his spear and threw it toward the opened mouth of the Chimera.

With that strike, he killed the beast and took its head as proof of his success. He got a hero's welcome when he got back to Lycia. All charges against him were dropped. "May you live long my son", King Lycia said to Bellerophon. From then on, the young man was known as Bellerophon, the hero of Lycia.

## Let's Explore the Sentences

Words	Meanings
Companion	Work to be done
Dawn to dusk	Releases flame from the mouth
Fleet of boats	A large snake
Task	From sunrise to sunset
Witness	Feel sad when one fails to do something
Fire- breathing	A person or animal with whom one spends a lot of time
Regret	The noise made by hitting the water
Serpent	Attack
Splashing	A person who sees something that happened
Strike	A group of boats under a single command

### 11.7 Read the story again and do the following activities.

গল্পটি পুনরায় পড়ো এবং নিচের কাজগুলো সম্পন্ন করো।

#### A. Work in a group of 5/6.

**First, find out the following characters in the story. Then, discuss and write 2/3 sentences to describe them. Later, identify the types of sentences you use to describe the characters. Finally, share it with other groups. One is done for you.**

প্রথমে গল্প থেকে চরিত্রগুলো খুঁজে বের করো। এরপর ২/৩ বাকেয় তাদের সম্পর্কে লেখো। তারপর চরিত্র বর্ণনা করতে কোন কোন ধরনের বাক্য তুমি ব্যবহার করেছ তা শনাও করো। সর্বশেষ, গুপ্তের অন্যদের সাথে তোমার লেখা শেয়ার করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

Name of the characters	Description	Name of sentences and why
Bellerophon		
Philo	He is the best friend of Bellerophon. He spends most of his time with Bellerophon. He is a huge dog.	Assertive as the structure of the sentence is- Subject + verb + .....+ full stop.
Prince Proitos		
King Lobates		
Pegasus		

**B. Now, find out any five questions from the story. List them in the given table. Then, write the name of the sentence and explain why it is a question. One is done for you.**

এবার, গল্ল থেকে যে কোনো পাঁচটি প্রশ্ন/প্রশ্নমূলক বাক্য নির্বাচন করো এবং সারণিতে সাজাও। এরপর, বাক্যগুলো কোন বৈশিষ্ট্যের জন্য প্রশ্নমূলক বাক্য তা আলোচনা করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

Question	Name of the sentence	Why it is a question
1) Why are you stopping here?	Interrogative	Because— <ul style="list-style-type: none"> <li>The sentence starts with a wh question word (why)</li> <li>The auxiliary verb (are) sits before the subject (you)</li> <li>The sentence ends with a question mark (?).</li> </ul>
2)		
3)		
4)		
5)		

## Let's Explore the Sentences

**C. Finally, find out 2 sentences of each type (orders/ requests, prayers, and sentences of strong feelings) from the story. List them in the given table and mention the sentence type of each and explain why it is an imperative/ optative or exclamatory sentence. One is done for you.**

আবার, গল্পটি থেকে আদেশ/নির্দেশ, প্রার্থনা এবং অনুভূতি প্রকাশক দুইটি করে বাক্য শনাক্ত করো। সারণিতে বাক্যগুলো লেখো এবং কোনটি কোন ধরনের বাক্য তা ব্যাখ্যাসহ লেখো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

Type of sentence	The sentence from the story	Name of the sentence	Why it is an imperative/ optative and exclamatory sentence?
1. Order, request etc.	1. "Go after him." 2.	Imperative	<ul style="list-style-type: none"> <li>Because it's an order.</li> <li>It starts with a verb and ends with a full stop</li> </ul>
2. Prayers	1. 2.		
3. Strong feelings	1. 2.		

**11.8 A story is given below with some missing parts. Now, let's write our own story using different kinds of sentences. In groups, read the given part of the story and write your sentences in the blank spaces to make it a meaningful story. To do so, think about what you will write and what type of sentences you need to write.**

কিছু শূন্যস্থানসহ নিচে একটি গল্প দেওয়া হলো, এসো নিজেরা বিভিন্ন বাক্য ব্যবহার করে আমরা নিজেদের মতো করে গল্প লেখি। দলে, নিচে দেওয়া গল্পের অংশগুলো পড়ো এবং অর্থবোধক গল্পের রূপ দেওয়ার জন্য খালি জায়গায় তোমার বাক্যগুলো লেখো। সেটা করতে তুমি কী লেখবে এবং কোন কোন ধরনের বাক্য ব্যবহার করবে তা নিয়ে ভাবো এবং খাতায় লেখো।

## A Visit to the Sundarbans

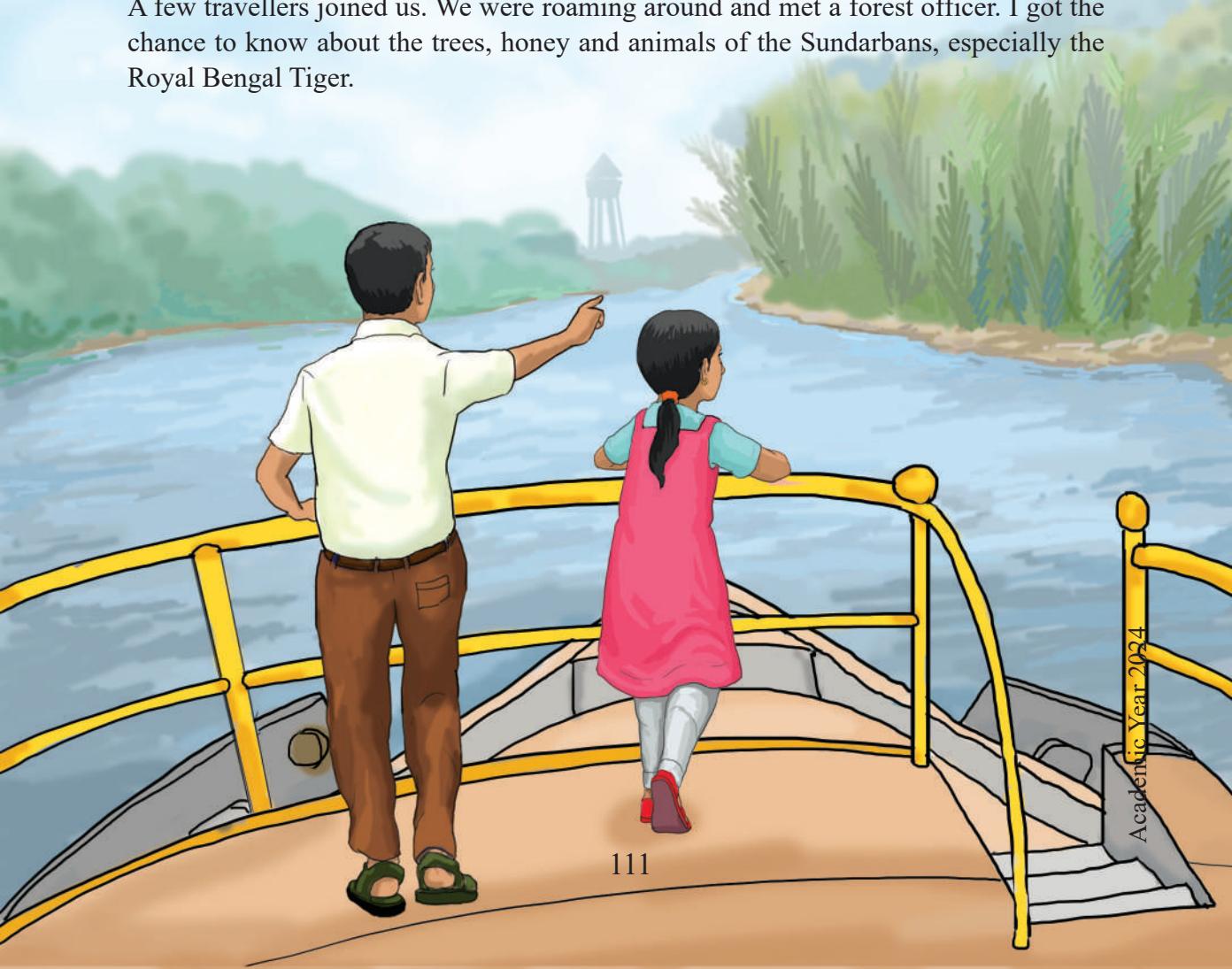
I am Safir. I'm a student of class seven. I'm passionate about visiting new places and talking to new people. I live with my parents and my younger sister, Bushra in Khulna. My sister and I watched a travel show about the Sundarbans on TV six months ago. Both of us were eager to visit the Sundarbans and shared our desire with our parents. They agreed to take us on a trip to the Sundarbans during the upcoming winter vacation.

It was December last year. Our final exams had just been over. We started our journey from Khulna River port at 5am on a ship. After some time, the sun rose from the east of the deep sea. This moment was simply incredible. Bushra and I were fascinated by the beauty around us. When we landed at Kotka sea beach, we found \_\_\_\_\_

---

---

A few travellers joined us. We were roaming around and met a forest officer. I got the chance to know about the trees, honey and animals of the Sundarbans, especially the Royal Bengal Tiger.





So, I asked him \_\_\_\_\_.

It was a great experience to talk to the forest officer. He offered us tea. He requested us saying, \_\_\_\_\_.

He also gave us some instructions for our safety like “Don’t \_\_\_\_\_.

Our next destination was Dublar Chor. When the ship was moving along the river, suddenly I caught a glimpse of a Royal Bengal Tiger drinking water from the river. My sister was initially frightened at the sight of the animal. But she overcame her fear and started taking pictures of the majestic Royal Bengal Tiger. Soon the ship reached Dublar Chor. This island is located in the Bay of Bengal. It is surrounded by a deep blue sea. Once again, we were astonished by the beauty of the island. Out of surprise my sister shouted \_\_\_\_\_.

My parents were also charmed by the beauty of the island. They said happily \_\_\_\_\_.

Our time was limited. So it was time to return home. I was sad to leave so soon. We said goodbye to each other saying \_\_\_\_\_ I will cherish the memories of the visit throughout my life.

**When you have finished writing your story, exchange your story with the group next to you for checking. Check and write your feedback.**

ଲେଖା ଶେଷ ହଲେ ଏକଜନେର ସାଥେ ଅନ୍ୟଜନ ଥାତା ବିନିମୟ କରୋ ଏବଂ ତୋମାର ସହପାଠୀର ଥାତାଯ ପ୍ରୋଜନ୍ନୀୟ ମତାମତ ଓ ମନ୍ତ୍ରବ୍ୟ ପ୍ରଦାନ କରୋ।

**List of words:** explore, blessing, characteristic, deny, express, knock, overwhelmed, cherish, glimpse.



## Subha's Promise

**12.1 Read why Alifa is sad in the bubble. And in pairs identify the simple present, past and future tenses from her speech. If needed have a look at the class 6 English book, unit “Medha’s Dream”.**

আলিফার মন খারাপ কেন তা জানার জন্য নিচের বাবলটি পড়ো এবং জোড়ায় আলিফার কথা থেকে সাধারণ বর্তমান, অতীত ও ভবিষ্যৎ কাল শনাক্ত করো। প্রয়োজনে ষষ্ঠ শ্রেণির বই থেকে ‘মেধার স্বপ্ন’ লেখাটি দেখতে পারো।



I am not happy today. Every day I take a water bottle with me to school. My mother gave me the water bottle but I forgot to put it in my bag. I will surely take the water bottle tomorrow. I hope I will remember this!

**12.2 Now, look inside and outside of the classroom. Then ask and answer the following questions in pairs. Afterwards, share your sentences with the whole class.**

এখন, ক্লাসের ভেতরে আর বাইরের চারপাশের পরিবেশ ভালোভাবে খেয়াল করো। এরপর জোড়ায় নিচের প্রশ্নগুলো করো এবং তার উত্তর দাও।

- Who/what can you see inside and outside of the classroom?
- What are they doing?

(For example, you may see your friends, your teacher, a bird and so on. And maybe one of your friends is laughing, talking or moving.)

## 12.3 Read the note on the Present Continuous Tense in the box and discuss in pairs/groups.

ঘটমান বর্তমান কালের ওপর নোটটি পড়ো এবং তা নিয়ে নিজেরা আলোচনা করো।

### Note

Present Continuous or Present Progressive tense talks about—

- an action taking place at the moment of speaking. For example: Now, you are reading a note on Present Continuous Tense.
- an action that may not be exactly happening when speaking. For example: My friend, Rima is taking swimming lessons. (Actually, Rima is not taking swimming lessons when she is talking about it.)
- an arranged or planned action. For example: Next week we are going to visit a new place.

The verb form of present continuous tense:

*Sub+am/is/are +main verb+ing*, Example sentence: It **is raining** now.

The negative verb form of the present continuous tense:

*Sub+am/is/are +not+main verb+ing*, Example sentence: The sun **is not shining** now.

The interrogative verb form of the present continuous tense:

*Sub+am/is/are+ subject + main verb + ing*, Example sentence: **Is it raining** now?

### Exception:

The verbs which are not normally used in the continuous form include —

*see, hear, smell, notice, feel, like, hate, think, belief, agree, remember, know, look, love etc.*

For example, when you smell something, you don't say—I'm smelling a sweet fragrance. You say— I smell a sweet fragrance.

**12.4** Look at the picture below. In pairs/groups, match the sentence parts in column A with column B to make each a meaningful sentence. Use the right forms of verbs given in the brackets. Then, underline all the verbs and identify their forms.

নিচের ছবিটি দেখো। এবার নিজেরা মিলে কলাম দুটি মিলিয়ে অর্থপূর্ণ বাক্য তৈরি করো। বন্ধনীতে থাকা ক্রিয়াপদের সঠিক রূপ ব্যবহার করে বাক্য সম্পন্ন করবে। এরপর ক্রিয়াপদ ও ক্রিয়ার কাল চিহ্নিত করবে।



Column A	Column B
1. The girl under a tree _____ (read)	a. in the lake.
2. Two elderly men _____ (do)	b. to sell different colours of balloons
3. Some boys and girls _____ (swim)	c. physical exercise
4. A young boy _____ (sell)	d. a boat

## Subha's Promise

5. A girl of 10 or 12 _____ (try)	e. after their pet dog
6. A boy _____ (play)	f. a story book
7. A little boy and girl _____ (run)	g. the small trees
8. A boy _____ (take)	h. guitar
9. A little girl with her father _____ (row)	i. pictures of his family
10. The gardener _____ (trim)	j. peanuts.

## 12.5 Now, read the note on the Past Continuous Tense in the box and do the activity following it.

এবার, ঘটমান অতীত কাল নিয়ে নিচের নোটটি পড়ো এবং সেই অনুসারে কাজ করো।

### Note

Past Continuous or Past Progressive tense talks about —

- an action that was going on (happening) at some time in the past. For example: *Last Monday when I was leaving the birthday party, my friends said goodbye.*
- a past habit. For example- *My father's school was close to his home. So, he was always walking to school.*

The structure of the past continuous tense verb:

*Sub+was/were + main verb+ing.*

Example sentence: It was raining yesterday.

The negative verb form of the past continuous tense:

*Sub+was/were +not+main verb+ing,*

Example sentence: The sun was not shining then.

The interrogative verb form of the past continuous tense:

Was/Were+ subject + main verb + ing .....?

Example sentence: Was it raining then?

**12.6 Now, look at the following time in the table. Write what you are doing today at this particular time and what you did yesterday at that time. Then in pairs/groups compare the verb forms of the sentences. One is done for you.**

নিচের সারণিতে থাকা সময়গুলো দেখো। এবার আজকে এবং গতকাল ওই সময়ে তুমি কী কী করেছো এবং করছো তা নিয়ে বাক্যগঠন করো। তারপর এতে থাকা ক্রিয়ার অবস্থা নিয়ে নিজেদের মাঝে আলোচনা করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

7.00 AM, 8.00 AM, 8.30 AM, 9.00 AM, 9.30 AM, 10 AM, 12.30 PM, 1.00 PM,

Time	Activity	
	Today	Yesterday
1. 	Today at 10 AM I am taking a bath.	Yesterday at 10 AM I was talking to my friend.
2.		
3.		
4.		
5.		

## 12.7 Read the sentences given below. Then use the given verbs in the brackets to express the actions you are doing now and you were doing at a certain time in the past. One is done for you.

নিচের বাক্যগুলো পড়ো। এবার বন্ধনীর মাঝে থাকা ক্রিয়াপদ ব্যবহার করে বাক্য সম্পন্ন করো।  
তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

1. Today I am having my breakfast with my little sister but yesterday I was having my breakfast with my grandparents. (have)
2. Today I \_\_\_\_\_ my bed but yesterday my father \_\_\_\_\_ my bed. (make)
3. Now my sister \_\_\_\_\_ my mother but last Friday I \_\_\_\_\_ my mother. (help)
4. Today I \_\_\_\_\_ to school at 10 am but yesterday I \_\_\_\_\_ to school at 9 am. (go)
5. Now team ‘Sunflower’ \_\_\_\_\_ the classroom but yesterday team ‘Padma’ \_\_\_\_\_ the classroom. (clean)
6. This week I \_\_\_\_\_ the teacher but last week, my friend \_\_\_\_\_ the teacher. (support)
7. This evening I \_\_\_\_\_ with my cousins but yesterday, I \_\_\_\_\_ with my friends. (play)
8. Today at 7 pm I \_\_\_\_\_ math but last night at 7 pm I \_\_\_\_\_ assignment. (do)
9. Now I \_\_\_\_\_ cartoons but last evening I \_\_\_\_\_ a cooking show. (watch)
10. Today at 10 pm I \_\_\_\_\_ to bed but last night at 10 pm I \_\_\_\_\_ to my uncle’s house. (go)

## 12.8 In pairs/groups ask and answer the following questions.

দলে অথবা জোড়ায় একে অন্যকে নিচের প্রশ্নগুলো করো।

- a) When have you come to school?
- b) Who has taken the last English class?
- c) Have you learnt anything new from that class?
- d) Have you faced any problems in that class?
- e) Has your teacher helped you overcome the problems?
- f) What is the tense of the verbs you are using to answer the questions?

## 12.9 Now, read the following note on Present Perfect and Past Perfect Tense in the box. And, in pairs/groups identify the differences in the forms of verbs.

এবারে পুরাঘটিত বর্তমান এবং পুরাঘটিত অতীতকাল নিয়ে নিচের নোটটি পড়ো এবং জোড়ায় বা দলে ক্রিয়াপদের রূপের পার্থক্যগুলো শনাক্ত কর।

### Note

Present Perfect Tense talks about:

- an action or situation which began in the past and is still continuing to the present. Example sentence: I have lived in this small town all my life. It means that I started living in this small town many years ago and still I am living here.
- an action which happened before now but the time of that action is not stated or specific. Example sentence: I have visited the capital city Dhaka recently. Here, the time of the visit is not mentioned.
- an action that was completed in the very recent past. ‘Just’ is used to express this kind of action. Example sentence: I have just finished my homework.

Remember that the present perfect has always a connection with now. The action in the past has a result now. For example—I have lost my new pen. It means that I don’t know where it is now. ‘Just’, ‘already’ and ‘yet’ are the 3 words we very often use with present perfect tense.

‘Just’ means a short time ago.

‘Already’ means before the present time or earlier than the expected time

‘Yet’ means until now.

The structure of the present perfect tense verb:

*Sub+have/has + past participle of the main verb.* Example sentence: I have already visited Cox’s Bazar.

The negative verb form of the present perfect tense:

*Sub+have/has +not+past participle of the main verb.* Example sentence: I have not yet visited the Sundarbans.

The interrogative verb form of the present perfect tense:

Have/Has + subject +past participle of the main verb ....? Example sentence: Have you read any new book recently?

## Note

Past Perfect Tense talks about:

- an action which took place before another action in the past. We can say the action of the past perfect takes place in the past of the past.

For example:

"Last Friday in the morning Ayan worked in his garden and in the evening he went to the nearby field to play cricket". Ayan did these two activities in the past. He first worked in the garden, then he played cricket. So, the first activity Ayan did will be in past perfect and the second activity will be in past simple. The sentence will be – "Ayan had worked in his garden before he went to the nearby field to play cricket".

The structure of the past perfect tense verb:

*Sub+had+ past participle of the main verb.* Example sentence: When I reached the school, the **assembly had already started.**

The negative verb form of the past perfect tense:

*Sub+had +not+past participle of the main verb.* Example sentence: I **had not experienced a train journey before.**

The interrogative verb form of the past perfect tense:

*Had + subject +past participle of the main verb ...?* Example sentence: **Had you won any prize in the last annual sports competition?**

## 12.10 Read the following sentences and fill in the blanks with the appropriate form of verbs (present perfect/past perfect) in the bracket.

নিচের বাক্যগুলো পড়ো এবং ক্রিয়াপদের সঠিক ব্যবহার করে শূন্যস্থান পূরণ করো।

1. Today is my birthday. I \_\_\_\_\_ (plan) a lot to make it special.
2. I \_\_\_\_\_ (complete) my work when my parents arrived.
3. When we were in school, we \_\_\_\_\_ (perform-negative) this song live.
4. My friend, Raimy \_\_\_\_\_ already \_\_\_\_\_ (watch) the movie.
5. \_\_\_\_\_ you \_\_\_\_\_ (participate) in the school cultural programme?
6. \_\_\_\_\_ you ever \_\_\_\_\_ (be) to India?
7. My brother \_\_\_\_\_ (solve) five math problems before I completed two.

8. I \_\_\_\_\_ four glasses of water today (drink).
9. \_\_\_\_\_ he \_\_\_\_\_ (meet) my brother when you reached?
10. We felt sad that the movie \_\_\_\_\_ already \_\_\_\_\_ (start) before we got there.

**12.11 Read the conversation below. And in pairs/groups discuss the answers to the following questions.**

নিচের কথোপকথনটি পড়ো এবং জোড়ায় অথবা দলে প্রশ্নের উত্তর দাও।



## Subha's Promise

Mother: Salima, where are you?

Salima: I am in the bedroom, ma.

Mother: Can you come here, please?

Salina: Yes, I am here.

Mother: What are you doing in the bedroom?

Salima: I am study.

Mother: Are you 'study', or 'studying'?

Salima: Sorry, ma. I am studying now. I am writing my assignment for tomorrow.

Mother: Did you not completed the assignment yesterday?

Salima: I have complete half of the assignment last night, ma.

Mother: Last night you completed the assignment, not 'have completed'.

Salima: Yes ma, you are right. I completed half of it last night, and I am going to complete it now.

Mother: You should finish your tasks on time. I cannot help you with your study all the time.

Salima: It's okay, I can do it by myself. And I will help you after my study.

Mother: That's like my good baby. A child should always help when his/her parents are in need.

Salima: Of course, ma. After finishing my assignment, I will also help you with your chores.

Mother: Thanks.

### Questions:

- How many tenses are used in the conversation? Name them.
- "Salima returned from school a while ago." – what is the tense of this sentence?
- 'I am study.' – Is the sentence correct? If not, write the correct form of the sentence.
- "I have completed half of the assignment last night." – what is the tense form of the verb of this sentence? Why has Salina used this tense form of the verb?

- e) “I will help you with your chores.” – why did Salima use the Future Indefinite tense in this sentence?
- f) “The mother calls her daughter.” – Identify the verb of the sentence. And what is the tense form of the verb of the sentence?

**12.12 Read the text below and identify the tense of the underlined sentences. Then, discuss why the tense forms are used.**

নিচের অনুচ্ছেদটি পড়ো এবং চিহ্নিত বাক্যগুলোতে ক্রিয়ার কালসমূহ শনাক্ত করো।



## Hello dear friends!!

I am Subha Tasnim. 1) This year we will celebrate Independence Day at school. 2) Our class has planned to act out a drama on Liberation War. And I am doing the role of a ‘Birangana’ (war heroine). I am so excited. But last year we visited the National Memorial to pay our respect to the martyrs. 3) It was a Friday morning. We got on the bus. It was running at a high speed. I noticed 4) almost all the people were carrying red and green dresses. I understood they were also heading towards the National Memorial. When I reached there 5) I got amazed to see the sea of people in the memorial complex. People were walking slowly to the monument to place the flowers at the altar of memorial. A group of people was singing the patriotic song “Ak sagorer rokter binimoye Banglar sadhinota anle jara”. 6) Some people were showing their respect to the wounded freedom fighters. 7) I couldn't resist myself. I went there and touched one of the freedom fighter’s feet. He became happy and advised me to read attentively. Also, he told me to be a good human being and work for the country.

I felt a kind of love and respect for my motherland. 8) I took a vow that I wouldn’t do anything harmful to my country. I also thought I would do something unique so that everyone would recognise my country with respect. 9) I haven’t forgotten my promise. Rather 10) I am working on that.

Sentence	Tense	Why the tense form is used
1.		
2.		
3.		
4.		

5.		
6.		
7.		
8.		
9.		
10.		

### 12.13 In pairs/groups read the following situations and write them within 5-10 sentences using appropriate tenses.

দলে অথবা জোড়ায় নিচের অবস্থাগুলো পড়ো এবং ৫-১০ বাকে যথাযথভাবে ক্রিয়ার কাল ব্যবহার করে অনুচ্ছেদ রচনা করো।

- a) Suppose, you are visiting a book fair. Describe your experience (of what have you done there).
- b) Suppose, you attended a picnic at your school. Describe the most interesting activities your friends did at the picnic.
- c) Describe some of the interesting things you have done until now.
- d) Suppose, on the last vacation you made a train journey from Dhaka to Rajshahi with your family. Write about that vacation.

**List of words:** laugh, shine, belief, fragrance, chore, memorial, complex, altar, resist, wounded.



# Be the Best of Whatever You Are

## 13.1 Listen to the conversation and answer the questions that follow.

কথোপকথনটি শোনো এবং নিচের প্রশ্নের উত্তর দাও।

Anita: Hi, Golpo!

Mithun: What are you doing?

Golpo: Hi! I am doing my science homework.

Anita: There goes Aumi. She is probably on her way to practice swimming.

Mithun: Yes, she practices very hard. She will become a great swimmer one day.

Golpo: It's good to see her working hard on her dream.

Anita: That's right.

Mithun: Anita! What do you want to be when you will grow up?

Anita: I want to be a singer in the future.

Mithun: Oh really? I bet you can do it! You are a better singer than all of us.

Anita: Thanks. But do you think I can do it?

Mithun: You dance and sing every day! I am pretty sure you can make it.

Anita: Thanks again. What do you want to be in the future?

Mithun: I love animals. I like to work in a zoo.

Golpo: Do you want to be a veterinarian?

Mithun: Not really. I want to feed animals and take care of them.

Anita: Golpo, what do you want to be when you grow up?

Golpo: I don't know. It changes every day.

Mithun: Wow, that's interesting. So, what are you thinking today?

Golpo: I want to be an astronaut. I wish I can explore Mars.

Anita: Excellent! What about finishing up your science homework first?

Golpo: All right. But remember I am going to Mars for sure.

Everybody laughs.

### **13.2 Now circle the correct answer from the alternatives.**

বিকল্প উত্তরগুলো থেকে সঠিক উত্তরটি চিহ্নিত করো।

- a. The conversation is among \_\_\_\_\_ friends.  
i) two ii) three iii) four
- b. \_\_\_\_\_ is a good singer.  
i) Anita ii) Mithun iii) Aumi
- c. Aumi will be a good \_\_\_\_\_ in future.  
i) singer ii) swimmer iii) astronaut
- d. \_\_\_\_\_ is interesting.  
i) Going to Mars ii) Being an astronaut iii) Changing thoughts
- e. Mithun loves to take care of \_\_\_\_\_.  
i) zoo ii) doctors iii) animals

### **13.3 Read the poem and infer the meaning to match the given words with their pictures in pairs/groups.**

কবিতাটি পড়ো এবং দলে অথবা জোড়ায় শব্দগুলোর অর্থ বুঝতে চেষ্টা করো।

## Be The Best of Whatever You Are

Douglas Malloch

If you can't be a pine on the top of the hill  
    Be a scrub in the valley--but be  
The best little scrub by the side of the rill;  
    Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,  
    And some highway some happier make;  
If you can't be a muskie then just be a bass--  
    But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,  
    There's something for all of us here.  
There's big work to do and there's lesser to do,  
    And the task we must do is the near.

If you can't be a highway then just be a trail,  
    If you can't be the sun be a star;  
It isn't by size that you win or you fail--  
    Be the best of whatever you are!

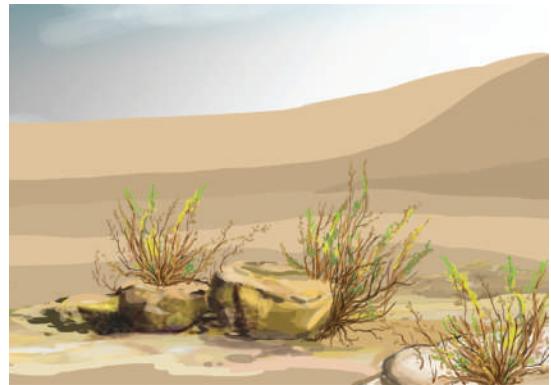
### 13.4 Write down the names in the blank spaces which one is what:

শূন্যস্থানগুলো সঠিক নাম দিয়ে পূরণ করো।

#### A. Pine and Scrub



i) \_\_\_\_\_

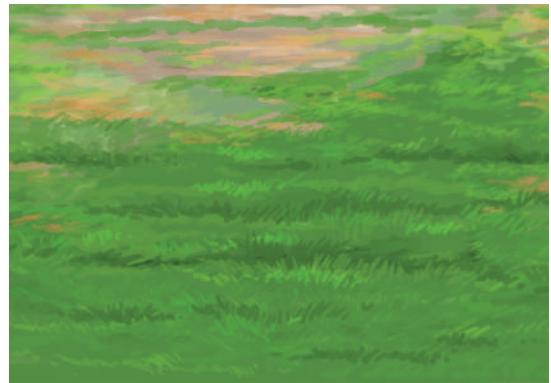


ii) \_\_\_\_\_

#### B. Tree, Bush and Grass



i) \_\_\_\_\_



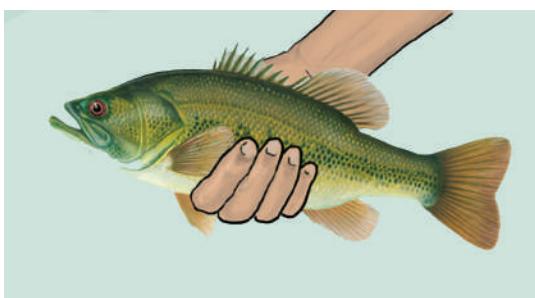
ii) \_\_\_\_\_

iii) \_\_\_\_\_

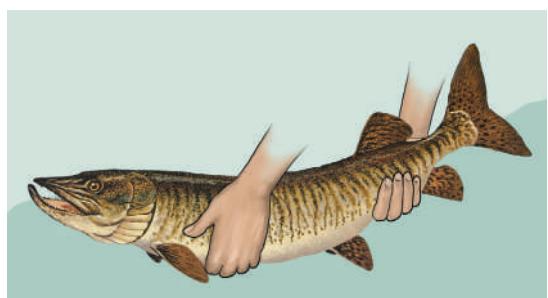


Be the Best of Whatever You Are

### C. Muskie and Bass



i) \_\_\_\_\_



ii) \_\_\_\_\_

### D. Captain and Crew



i) \_\_\_\_\_



ii) \_\_\_\_\_

### E. Highway and Trail



i) \_\_\_\_\_

ii) \_\_\_\_\_

### 13.5 In pairs, recite the poem maintaining proper stress and intonation. Then recite it for the whole class.

জোড়ায় ছন্দ ও সঠিক উচ্চারণ সহকারে কবিতাটি আবৃত্তি করো। এরপর ক্লাসের সবার সামনে আবৃত্তি করো।

### 13.6 Read the poem again. Make questions and choose suitable answers from the given table. Write them in full sentences. Then ask and answer in pairs. One is done for you.

কবিতাটি পুনরায় পড়ো। এবার নিচের টেবিল থেকে প্রশ্ন তৈরি করো এবং তার উত্তর বের করো এবং খাতায় লেখো। এবার জোড়ায় একে অন্যকে প্রশ্ন করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

#### Example:

**Question:** If you can't be a pine, what you will be?

**Answer:** I will be a scrub because I want to be the best little scrub.

	Question		Answer	Why
If you can't be a	pine	what you will be?	a bit of grass	The best trail
	muskie		crew	Liveliest bass
	bush		trail	Make highway happiest
	captain		bass	Best little scrub
	highway		scrub	Best work to do

**13.7 Look at the pictures below. In groups, write their names in the given place and discuss what made them famous. If needed take help from other groups/teachers. One is done for you.**

নিচের ছবিগুলো দেখো। দলে তাদের নাম লেখো এবং তাদের সম্পর্কে আলোচনা করো। প্রয়োজনে অন্যদল বা শিক্ষকের সাহায্য নাও। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।

**Picture 1:** He is Birshreshtha Munshi Abdur Rouf. He is famous as he is one of the best freedom fighters of our Independence War.



1) \_\_\_\_\_

2) \_\_\_\_\_



3) \_\_\_\_\_

4) \_\_\_\_\_

### 13.8 Now in groups, list your everyday activities and in the given table write 2/ 3 ways you can do these activities to be your best. The following list of activities is for your help. One is done for you.

এখন, দলে তোমাদের দৈনিক কাজের তালিকা নিচের সারণিতে লিপিবদ্ধ করো এবং কীভাবে আরও ভালোভাবে কাজগুলো সম্পন্ন করতে পারো তা বর্ণনা করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

Study	Do group work	Sing/ listen to a song	Draw pictures	Do homework	Recite poems	Play games	Do gardening
Clean my room	Do daily exercise	Write my diary	Help friends	Read story books	Listen to my teachers	Say my prayers	Help my mother

#### The table:

My Daily Activities	The way I can be the best of me
1. Study	<ul style="list-style-type: none"> <li>I will be more attentive to my class.</li> <li>I will take notes in the class.</li> </ul>
2.	
3.	
4.	
5.	

### 13.9 Now, write a short text describing your ideas on how you can be the best in what you want to be. You can start writing following the given prompt.

এবার, একটি ছোট অনুচ্ছেদে- তুমি বড় হয়ে কী হতে চাও এবং তোমার কাঞ্চিত ক্ষেত্রে কীভাবে তুমি আরও ভালো হতে পারো তা বর্ণনা করো। এক্ষেত্রে নিচের অনুচ্ছেদ অনুসরণ করে তুমি লেখতে পারো।

## Best of Me

### Hello friends!

I'm Rafid. When I grow up, I would like to be a \_\_\_\_\_ (teacher/other professions) like \_\_\_\_\_ (Ms. Rayna/other names). She is \_\_\_\_\_ (smart, friendly, and well-behaved/other qualities). When she \_\_\_\_\_ (teaches) us, everything becomes very \_\_\_\_\_ (easy) to me. She also has a \_\_\_\_\_ (soft voice/other characteristics). She always \_\_\_\_\_ (appreciates all our good works). She tells us that we all have \_\_\_\_\_ (special talents). We have to \_\_\_\_\_ (love ourselves and work hard). That's how we can be the best of ourselves.

To be a good \_\_\_\_\_ (teacher/something I want to be) I will do the following things:

- I will study seriously.
- I will work hard.
- I will take healthy food.
- I will be polite in my behaviour.

Add your own points.....



# Our Language Movement

**14.1 Read the following page from Shaoli's diary and list the underlined sentences in the appropriate column in pairs/groups. Also, describe your reason for choosing the right or left column. One is done for you.**

শাওলীর ডায়েরি থেকে নিচের পৃষ্ঠাটি পড়ো ও চিহ্নিত বাক্যগুলো যথাযথভাবে তালিকাবদ্ধ করো এবং তোমার ডান অথবা বাম কলামে পছন্দের কারণটি উল্লেখ করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।



Due to the COVID-19 pandemic, Shaoli's school remained closed for almost 2 years and she was out of her dear school campus. She returned to school on the 20th January, 2022. It was a special memory for her. She recorded her memory of that day in her diary. The following write-up is from her diary.

Shaoli

20 January, 2022

Sunday, 9 pm

## Our Language Movement

Today was a happy day for me. I was so excited to meet my teachers and friends. In the early morning, 1) I got ready for school. After a long time I was in my school again. The school looked new to me. 2) The school building was painted white and pink, with my favourite colours. The classrooms were arranged and decorated with colourful pictures and posters. Everything looked so neat! I noticed that 3) many posters were hung on different walls. Different wise sayings were written on different posters. Among them, I like this one the most- “Don’t worry anymore. You are now at our door”. It gave me a kind of courage to face the situation. 4) We were asked to wear masks and wash our hands frequently. 5) Our Head Teacher welcomed us at the entrance. After entering school, 6) I met my friends. At first, they looked unknown to me. But, within a few minutes, we got our old selves back and shared all the stories kept inside us. During the tiffin break, 7) special tiffin was served and 8) I spent a really good time with my teachers and friends. I felt that everything would be normal very soon!

The focus of the sentence is on the doer or subject	The focus of the sentence is on the action
Example sentence: She wrote her memory of that day in her diary. Reason: Here the focus is on who wrote the memory.	Example sentence: The school building was painted white and pink. Reason: Here the focus is on the painting, not on who did the painting.

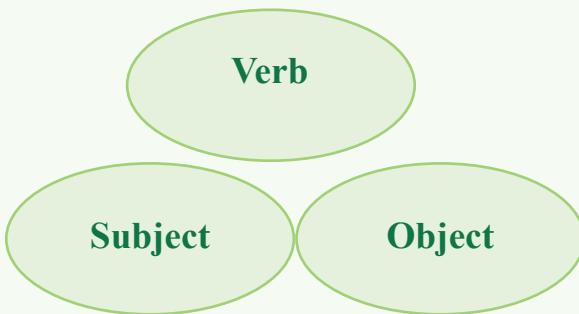
## 14.2 Read the given note in the box. নিচের নোটটি পড়ো।

### Note

#### Voice:

The term ‘voice’ describes the relationship between the verb, the subject and the object of a sentence.

We use active or passive voice to emphasize the different parts of a sentence.



**In an active voice**, the emphasis is given to the subject (doer) of a sentence.

For example, Shaoli recorded her memory in a diary. Here the focus is on ‘*who recorded her memory in a diary*’. And that’s why it is an active voice.

The sentence has the following structure:

This (S+V+O) is the most common structure in English that we all are familiar with.



On the other hand, **in a passive voice**, the focus is on the result of an action rather than the person or thing doing it. For example, the passive sentence of “*Shaoli recorded her memory in a diary.*” will be – “*Her memory was recorded by Shaoli in a diary.*”

The sentence has the following structure:



Here, the focus is on '*her memory was recorded*' more than who recorded the memory. And that's why it's a passive voice.

**14.3 Now, identify the sentences in the following table as active or passive. And write why you think the sentences are active or passive voice. One is done for you.**

এবার নিচের বাক্যগুলোকে বাচ্যভেদে আলাদা করো এবং উত্তরের স্বপক্ষে কারণ প্রদর্শন করো। তোমাদের সুবিধার্থে একটি সমাধান করে দেওয়া হলো।

Sentence	Active or Passive?	Why active/passive voice?
1) I got ready for school.	Active	Because the subject (I) is active in the sentence. She did the action - got ready for school.
2) The school building was painted white and pink.		
3) Many posters were hung on different walls.		
4) We were asked to wear masks and wash our hands frequently.		
5) Our headteacher welcomed us at the entrance.		
6) I met my friends.		
7) Special tiffin was served.		
8) I spent a really good time with my teachers and friends.		

## 14.4 Time to learn more about Voice! এবার বাচ্য সম্পর্কে নতুন কিছু শেখার পালা!

### Rules to change active to passive:

1. A passive sentence is formed by changing the word order of the active sentence. So, the object of the active sentence becomes the subject of the passive sentence. And in a passive sentence, the subject of the active sentence becomes an agent who/which receives the action.

#### 2. Notice these sentences –

**Active voice:** Shaoli recorded her memory in a diary.

**Passive voice:** Her memory was recorded by Shaoli in a diary.

Here, the verb ‘recorded’ has now been changed to ‘**was recorded**’. Both ‘**recorded**’ and ‘**was recorded**’ are the past tense because when we write the passive sentence we don’t change the tense of the sentence. We use the ‘**be verb**’ in the same tense as the original sentence and add the past participle of the main verb. The rules of using ‘**be verb**’( helping verb) in passive voice are different for each tense. Have a look at the following chart with the verb ‘cook’ –

Tense	Active voice	Passive voice
Present Indefinite	My mother <b>cooks</b> the best chicken in the world.	The best chicken in the world <b>is cooked</b> by my mother.
Present Continuous	My mother <b>is cooking</b> the best chicken in the world.	The best chicken in the world <b>is being cooked</b> by my mother.
Present Perfect	My mother <b>has cooked</b> the best chicken in the world.	The best chicken in the world <b>has been cooked</b> by my mother.
Past Indefinite	My mother <b>cooked</b> the best chicken in the world.	The best chicken in the world <b>was cooked</b> by my mother.
Past Continuous	My mother <b>was cooking</b> the best chicken in the world.	The best chicken in the world <b>was being cooked</b> by my mother.
Past Perfect	My mother <b>had cooked</b> the best chicken in the world.	The best chicken in the world <b>had been cooked</b> by my mother.
Future Indefinite	My mother <b>will cook</b> the best chicken in the world.	The best chicken in the world <b>will be cooked</b> by my mother.

## Our Language Movement

3. Also notice that the form of the '**be verb**' must maintain the subject-verb agreement with the new subject. As in the following sentences –

As Eid gift	a dress ----- was received two dresses----- were received	by Pushpita.
-------------	--	--------------

'a dress **was received**' but when it is two dresses it will be - 'two dresses **were received**'.

### 14.5 More to read! আরও কিছু পড়ি।

To change an active sentence to a passive sentence, you must identify the object of a verb.

The object of a verb is the receiver of the action done by the verb. To find the object, ask whom and what to the verb, and you will get the object.

Let's find the subject and object of the following sentence –

Pushpita draws pictures.

If you ask the verb – who draws? you will get the subject.

And if you ask the verb – draws what? you will get the object.

*Now, tell what are the subject and object of the sentence.*

Your answer: \_\_\_\_\_ .

Sometimes, a sentence has more than one object, one is direct and the other is indirect. For example:

Subject	Verb	Indirect Object	Direct Object
Pushpita	gifts	her father	one of her drawings.

In this sentence, '**her father**' is the '**Indirect object**' and '**one of her drawings**' is the '**Direct Object**'. You can choose any object of the two to be the subject in the passive voice depending on what you want to emphasize.

In the meantime, you all know that the subject of an active voice becomes the object of a passive voice. If the subject is a noun (name), it remains the same in the object form. But, if the subject is a pronoun, it changes its form. For example:

Active voice: **I** help my mother.

Passive voice: My mother is helped by **me**.

So, the subject ‘I’ will be ‘me’ in the passive voice. Likewise—

**We** will be **us**, **he** will be **him**, **she** will be **her**, **they** will be **them**, **it** and **you** will remain the same.

#### 14.6 Now, read the notes on Voice again and circle the correct answers in pairs/groups:

নোটগুলো আবার পড়ে এবং দল বা জোড়ায় সঠিক উত্তর শনাক্ত করো।

a. Voice tells us the relationship between \_\_\_\_\_.

- i) Noun, pronoun and verb    ii) Subject, pronoun and verb    iii) Subject, verb and object

b. In active voice, the focus is on \_\_\_\_\_.

- i) who is doing?    ii) what is doing?    iii) how is doing?

c. To write an active sentence, which sentence structure will you follow?

- i) S+O+V    ii) S+V+O    iii) O+V+S

d. To write a passive sentence, which sentence structure will you follow?

- i) S+Agent+V    ii) Agent+S+V    iii) S+V+Agent

e. The \_\_\_\_\_ of an active voice becomes the \_\_\_\_\_ of a passive voice.

- i) Subject, object    ii) Object, subject    iii) Agent, subject

f. In a passive voice, the main verb is always in the \_\_\_\_\_.

- i) Present perfect    ii) Past perfect    iii) Past participle

- g. In a past continuous tense passive voice, the auxiliary verb ‘was’ will be changed into –  
i) was been            ii) was being            iii) was being been
- h. To find the object of a verb, you will ask the verb to \_\_\_\_\_.  
i) who and whom    ii) what and who    iii) what and whom
- i) ‘My father’ is a/an \_\_\_\_\_ object.  
i) direct            ii) indirect            iii) auxiliary
- j. The object form of ‘they’ will be –  
i) their            ii) them            iii) those

#### 14.7 Now, read the text given below and match the words with their meanings in the following table in pairs/groups.

এখন, নিচের অনুচ্ছেদটি পড়ো এবং দলে বা জোড়ায় সারণির শব্দার্থগুলো মিল করো।



1) The 21 February is observed with pride in Bangladesh. This day is memorable for the Language Movement that took place in 1952. Then, 2) Bangladesh was known as East Pakistan. After the British rule was over/ after the partition of 1947, 3) the Pakistani rulers declared Urdu as the only state language. Majority of the people of East Pakistan who spoke Bangla as their Mother language could not accept this declaration and started protesting. Eventually, the protest turned into a movement with the participation of people from every stage of life.

In 1952, the movement reached its peak. On 21 February of that year, a group led by the students took out a procession on the roads of Dhaka breaking the curfew imposed by the ruler and demanding Bangla to be declared one of the state languages of Pakistan. When the procession reached Dhaka Medical College, 4) police fired bullets at the peaceful group of protesters. Many had been wounded and many had died including Salam, Zabbar, Rafiq, Shafiq, Barqat. 5) This made the whole nation outraged and the movement became stronger. As a result, 6) the ruler was compelled to declare Bangla as one of the state languages of Pakistan. After that, 21 February became the National Martyrs' Day to commemorate the Language Movement and those who laid down their lives for the right of their mother language.

The movement was so significant that 7) the whole world acknowledged it. This was the first incident in world history where 8) people sacrificed their lives for their mother language rights. This movement led the nation toward the Liberation War that took place in 1971. 9) Eventually, the sacrifice of the language warriors was recognized all over the world. In 1999, UNESCO has declared this day to be observed worldwide as the International Mother Language Day to pay respect to all the mother languages and to preserve those. The essence of this day is tied closely to the identities of every nation and the mother languages.

<b>Word</b>	<b>Meaning</b>
1) Protest	a) A group of people move forward in line
2) Eventually	b) A fighter who shows great courage
3) Peak	c) Forced to do something
4) Procession	d) To show or express strong disagreement

5) Wounded	e) In the end
6) Outraged	f) Injured
7) Compelled	g) The highest point
8) Commemorate	h) Known or accepted by many people
9) Acknowledged	i) A feeling of anger and shock
10) Warrior	j) To show honour to the memory of an important event in a special way

#### 14.8 Now, read the passage again and ask and answer the following questions in pairs/groups. Later, share your answers with the whole class.

অনুচ্ছেদটি পুনরায় পড়ো এবং জোড়ায় অথবা দলে প্রশ্নোত্তর করতে থাকো। এরপর তোমাদের উভর ক্লাসের সবার সাথে শেয়ার করো।

- a) In which language did the majority of the people of East Pakistan speak?
- b) Against which declaration did the people of East Pakistan start protesting?
- c) What happened on the 21st February, 1952?
- d) Did any other country sacrifice lives for the mother tongue?
- e) When was the 21st February declared the ‘International Mother Language Day’?
- f) Do you observe the ‘International Mother Language Day’ at school? If yes, why do you observe?

#### 14.9 Now in pairs/groups, read the passage again and list the underlined sentences in the right column and change them into the opposite voice (active-passive or passive to active). Then, exchange your copies with other pairs/groups to check. One is done for you.

অনুচ্ছেদে চিহ্নিত বাক্যগুলোকে সঠিক কলামে লেখে তাদের বাচ্য পরিবর্তন করো। (অ্যাক্টিভ থেকে প্যাসিভ বা প্যাসিভ থেকে অ্যাক্টিভে রূপান্তর করো)। এরপর খাতা নিজেদের মাঝে পরিবর্তন করো এবং উভর মূল্যায়ন করো। তোমাদের জন্য একটি উভর করে দেওয়া হলো।

Active Voice	Passive voice
1) People observe 21 February with pride in Bangladesh.	1) 21 February is observed with pride in Bangladesh.
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
7)	7)
8)	8)
9)	9)

## 14.10 Work in a group of 5-6.

Read the situations given below. Then discuss the focus of the situations (what is important here to talk about the doer or the action? Will you use active or passive sentences?) Later, describe them using active or passive voice. And tell your reason to choose the voice.

পাঁচ-ছয়জন করে দলে ভাগ হয়ে যাও। নিচের ঘটনাগুলো পড়ো। এরপর ঘটনাগুলোর কেন্দ্রবিন্দু নিয়ে আলোচনা করো (কর্তা নাকি কর্ম কোনটি গুরুত্বপূর্ণ? তুমি কি Active বাক্য ব্যবহার করবে নাকি Passive বাক্য?) এবার বাচ্য ব্যবহার করে ঘটনাগুলোকে বিশদভাবে বর্ণনা করো, এবং কোন বাচ্য কেন ব্যবহার করলে তা আলোচনা করো।

**Situation 1:** In your English class, the teacher teaches, helps and monitors students' activities.



(What do you think is important here? — To tell who is doing or what is done?)

**Situation 2:**



(What do you think is important here? — To tell who is making the poster or what is needed to make the poster?)

### Situation 3:

In today's school assembly, your headteacher gave some instructions about cleaning the school campus. One of your friends was late for class. Now tell him/her 2 instructions you can remember now.



(What do you think is important here? — To tell who gave the instructions or what the instructions are?)

### Situation 4:



(What do you think is important here? — To tell who gave you tiffin or what you have for tiffin?)

**Situation 5:**



(What do you think is important here? — To tell who worked for the bridge or what was done?)

**List of words:** memory, frequently, entrance, agreement, memorable, declaration, preserve, outraged, significant.



## Writing with a Purpose

**15.1** Look at the pictures given below. Then, ask and answer the following questions in pairs:

নিচের ছবিগুলো দেখো। এরপর নিজেরা একে অন্যকে নিচের প্রশ্নগুলো করো।



31 May, 2023

The Head Teacher  
Natore Public School

Rajshahi

Dear Madam

With due respect, I state that I am a student of class F of your school. I have been suffering from fever since last night. The doctor has advised me to take 4 days rest.

I therefore, request you to grant me 4 days leave from 1 June, 2023 to 4 June, 2023.

Your obediently

Maisha Malika

Roll : 3

Class: F

Section: B



- a) How many items are in the picture? What are they?
- b) Have you ever written any letter to anyone? If yes, what did you write about?
- c) Have you ever written an application to your teacher? If yes, why you have written it.
- d) Do you read newspapers? What do you read in the newspaper?

### **15.2 In groups discuss and then fill in the following table with appropriate information. One example is given for you.**

দলে আলোচনা করো এবং নিচের সারণিটি পূর্ণ করো। তোমাদের জন্য একটি সমাধান করে দেওয়া হলো।

Questions	Personal letter	Application	News articles
To whom do we write?		Headteacher	
Why do we write?	to congratulate a friend		To make someone aware of any issue
What do we write?			

### **15.3 In groups read the following notes on personal letters, applications, and news articles. Then, find out the features of the given application, letter, and news article in activity 15.1.**

দলে ব্যক্তিগতপত্র, দরখাস্ত এবং খবরের প্রতিবেদন সংক্রান্ত নিচের নোটগুলো পড়ো। এরপর অনুশীলনী ১৫.১ এ আবেদনপত্র, চিঠি ও প্রতিবেদনের কী কী বৈশিষ্ট্য নিয়ে আলোচনা করা হয়েছে তা খুঁজে বের করো।

### **Informal/ personal letter:**

Personal letters are written to friends, family, and relatives. We write personal letters to thank, invite, request, reply to another letter, etc. To write a good personal letter, we have to follow the 5 steps given below:

1. Heading: Write the date and your address.
2. Greeting/Salutation: Say ‘hello’ to the receiver (e.g. Dear Luna)
3. Body: Write your message with a description.
4. Closing: Say goodbye (e.g. Your friend)
5. Signature: Write/sign your name.

### **Formal/Official letter:**

Formal letters are mainly written for official communication. Formal letters are written to request and/or ask for something or to know/collect information. We write formal letters to authorities, seniors, colleagues, etc. There are 7 parts of a formal letter. These are —

1. Date: Write the date (e.g. March 28, 2022)
2. Address of the receivers: Write a complete address (e.g. The Head Teacher)
3. Subject: Write the reason for writing the letter
4. Salutation: Address the receiver formally. (e.g. Dear Sir/Madam)
5. Body: Write the message clearly using formal language
6. Closing: End the letter formally (e.g. Best regards)
7. Signature: Write your name and address

### **News article:**

A news article is a piece of writing that is written to be published in a newspaper or magazine.

If we want to write an article for a newspaper/magazine, we have to keep in mind the following things:

1. Write a short heading (e.g. Stand for humanity)
2. Write in the first person
3. Express your point of view
4. Use paragraphs to make the text clear and easy to understand.
5. Use other people's thoughts and opinions about the subject
6. Include facts about what has happened using the 5 Ws: what, where, when, who, why, and how.

### **15.4 In groups, identify the features of personal letters, formal letters and newspaper articles. Share them with the class.**

দলে আবেদনপত্র, চিঠি ও প্রতিবেদনের কী কী বৈশিষ্ট্য নিয়ে আলোচনা করা হয়েছে তা খুঁজে বের করো ও ক্লাসের সবার সাথে শেয়ার করো।

### **15.5 Look at the following table. The left column shows some problems/issues of your everyday life. And the words in the box refer to the authorities to whom you will write for help. Now, in pairs /groups write in the next column whom you will write to for each problem.**

নিচের সারণিটি লক্ষ্য করো। বামপাশের কলামে বেশ কিছু সমস্যার কথা উল্লেখ করা হয়েছে। দলে বা জোড়ায় ডানপাশের ফাঁকা কলামে উপরের বক্স থেকে উপযুক্ত প্রাপক নির্বাচন করে সারণিটি পূর্ণ করো।)

News Office (The Editor), Head Teacher, Mayor, Chairman, UNO (Upazila Nirbahi Officer), Teacher
---

## Writing with a purpose

Problems/challenges	The receivers
i. Supply of clean drinking water in school	
ii. Traffic jam in front of the school	
iii. Sound pollution	
iv. A playground	
v. Bullying/ Mocking in the school	
vi. Need extra English class	

### 15.6 In groups let's find our problems and decide whom to write to. To do the task, follow the steps given below.

দলে আমাদের কিছু সমস্যা খুঁজে বের করো এবং সেটা সমাধানের জন্য কার কাছে পত্র লিখতে হবে তা শনাক্ত করো।

- a) Go to the texts (My dream school, Save our home, etc.)
- b) Make a list of the problems/issues that have been discussed in these texts.
- c) Now decide in groups whom you will write to solve these problems/issues.
- d) Finally, decide which format of a letter you will use. (e.g. personal, formal letter, or newspaper articles)

Now, present your letter/ newspaper articles to the class.

### 15.7 In groups, find a problem from your surroundings and then, write an application/letter/ news article to solve it.

দলে আমাদের চারপাশের কিছু সমস্যা খুঁজে বের করো এবং তা নিরসনের জন্য আবেদনপত্র/চিঠি/প্রতিবেদন রচনা করো।

**List of words:** feature, find out, relative, description, communication, aware, publish, receiver, formal, surrounding.



# As You Like It

William Shakespeare

(1564-1616)



Can you remember reading a scene adapted from William Shakespeare's 'King Lear' in class six? 'King Lear' is one of the best creations of Shakespeare.

**16.1 Now in pairs/groups, ask and answer the following questions. Then, share your answers with the whole class. (If needed have a look at the class 6 English book, unit 'King Lear')**

দলে অথবা জোড়ায় নিচের প্রশ্নগুলো করো। এরপর তোমাদের উভর ক্লাসের সবার সাথে শেয়ার করো।  
প্রয়োজনে ষষ্ঠি শ্রেণির বই থেকে 'King Lear' পুনরায় পড়তে পারো।

## As You Like It

- a. What type of literary writing is ‘King Lear’?
- b. How many characters are there in the scene? Who are they?
- c. What do you like about ‘King Lear’?
- d. What characteristics of a play did you find in ‘King Lear’?

In this unit, you are going to read a few dialogues adapted from Shakespeare’s famous play titled *As You Like It*. To help you understand better, the texts have been adapted and simplified. In groups, act out the dialogues in class. It will help you understand it better. Performing the dialogues in class will also help you become a confident speaker of English.

### **16.2 In pairs/groups, read the dialogue and act it out. To help you understand the dialogues a glossary is given at the end of the dialogue.**

দলে অথবা জোড়ায় নিচের কথোপকথনটি পড়ো এবং অভিনয় করো। তোমাদের বোঝার সুবিধার্থে কথোপকথনের পরে শব্দকোষ প্রদান করা হলো।



## Dialogue 1

[Orlando, the youngest son of Sir Rowland de Boys, is mistreated by his elder brother, Oliver. In Scene I of Act I, Orlando shares his unhappiness with Adam, a former loyal servant.]

**Orlando** : Before my father died, he had told my brother to raise me well.  
But he doesn't care about me. Even his horses are treated better than I am

**Adam** : Here comes my master, your brother

**Orlando** : Go apart, Adam, and you will hear how he behaves with me

**Oliver** : What are you doing here?

**Orlando** : Nothing! I haven't been taught to do anything worthwhile!

**Oliver** : How dare you say that to me? Do you want to fight with me?  
[Raises his hand to strike]

**Orlando** : [Grasps Oliver's hand] I am a gentleman, the youngest son of Sir Rowland de Boys. I only want to make sure that you listen to me!

**Adam** : Sweet masters, be patient. Be in accord.

**Oliver** : Let me go, I say.

**Orlando** : I will not, till I please: you must hear me. Our father told you to educate me well. Do so, or give me what is mine by his will.

**Oliver** : OK, I will give you part of the estate. Now let me go, and get out of here!

(to Adam) You get lost too, you old dog!

**Adam** : Is 'old dog' my reward? Most true, I have lost my teeth in your service. God be with my old master! He would not have spoken such a word.

[Orlando and Adam walk away.]

### Glossary (শব্দকোষ):

- Raise: To look after until he is grown up
- Worthwhile: Valuable
- How dare you!: It's an expression people use when someone is very angry and shocked about what someone has done or said
- Be in accord: Behave properly
- Estate: Property
- Will: A written document which leaves the estate of a person to named persons or entities
- Get lost: Go away
- Reward: Something given in recognition of service or effort

### 16.3 Now, discuss in pairs/groups whether the following sentences are true or false. If false, write the correct information. Later, check your answers with other pairs/groups.

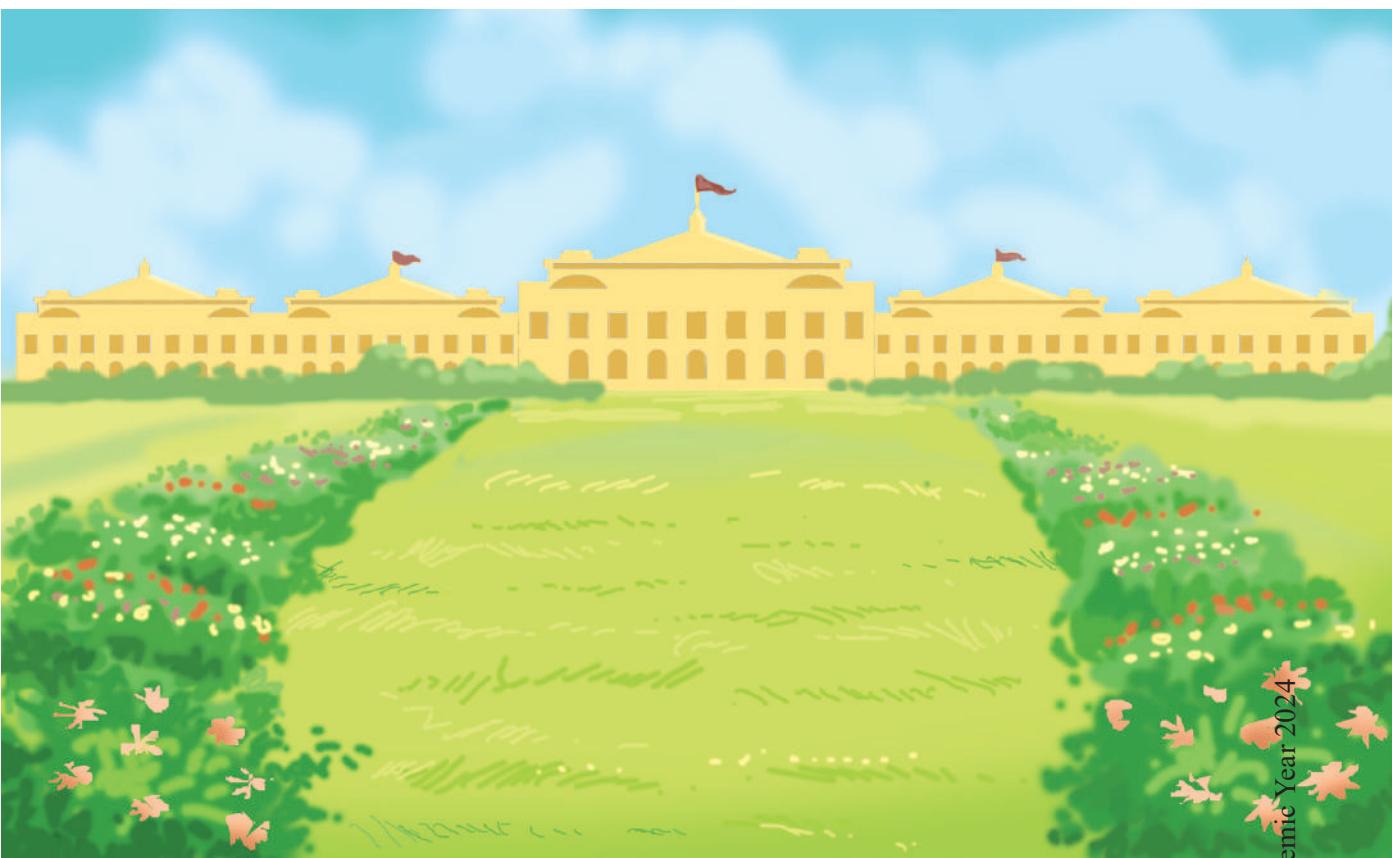
এবার, নিচের বাক্যগুলো সত্য না মিথ্যা তা জোড়ায়/দলে আলোচনা করো। যদি মিথ্যা হয়, তবে সঠিক উত্তরটি লেখো। এরপর, অন্যদের সাথে তোমার উত্তর মিলিয়ে নাও।

- a. Oliver is younger than Orlando.
- b. Oliver took better care of his horses than his brother.
- c. Adam is Orlando's friend.
- d. Oliver and Orlando are on good terms.
- e. 'Old dog' means that Adam is very faithful to Oliver.

#### 16.4 In pairs/groups, read the dialogue and act it out.

দলে অথবা জোড়ায় নিচের কথোপকথনটি পড়ো এবং অভিনয় করো।

**Let's read Dialogue 2!**



## From Act I, Scene II.

[A lawn before the Duke's palace]



[Celia and Rosalind enter the lawn before the Duke's palace]

**Celia** : Please, Rosalind, sweet cousin, cheer up!

**Rosalind** : Dear Celia, how can I cheer up? How can I forget my banished father?

**Celia** : I am my father's only child. Someday I will own everything that he has. I will give you back everything he has taken away.

[Monsieur Le Beau, one of the Duke's servants, comes up to the young ladies.]

**Le Beau** : Are you staying for the wrestling match? Charles, the Duke's wrestler, has already won against three young men. Charles threw one of them and broke three of his ribs.

**Rosalind** : Alas!

**Le Beau** : You must stay. Here is the place appointed for the wrestling.  
They are ready to perform it.

**Celia** : Sure, they are coming. Let us now stay and see it.

[Duke Frederick and his men arrive to see the match between Orlando and Charles]

**Duke Frederick** : Hello, girls. Are you here to see the wrestling match?

**Rosalind** : Yes, if we may.

**Duke Frederick** : You will not like it. Charles will hurt this young man. Speak to him, ladies; see if you can dissuade him.

**Celia** : Call him here, Monsieur Le Beau.

**Rosalind** : [Speaks to Orlando] Young man, have you challenged Charles the wrestler?

**Orlando** : No, fair princess; he is the general challenger. I have come to try with him the strength of my youth.

**Celia** : Young gentleman. We request you, for your own sake, to embrace your own safety and give over this attempt.

**Rosalind** : Let us ask the duke to call off this match.

**Orlando** : I confess I feel much guilt to deny so fair and excellent ladies anything. But I hope your good wishes go with me to my trial.

**Rosalind** : I wish I could make you stronger! But good luck anyway.

[The match begins. Rosalind and Celia cheer on Orlando. To everyone's surprise, Orlando wins.]

**Duke Frederick** : [To Orlando]. What is your name, young man?

**Orlando** : Orlando. I am the youngest son of Sir Rowland de Boys.

**Duke Frederick** : Your father was my enemy. I wish you were a son to some other man! But I appreciate your courage and strength.

[Duke Frederick leaves with his companions]

**16.5 Now, read dialogue 2 again and in pairs/groups match the words/phrases in column A with their meanings in column B.**

দ্বিতীয় কথোপকথনটি পুনরায় পড়ো এবং দুই কলামের শব্দার্থগুলো মিল করো।

Column A	Column B
Cheer up!	To tell someone not to do something
Banish	To stop doing something
Rib	To cancel something
Dissuade	To send someone away, especially from their country, and not allow them to come back
Embrace	To admit that you have done something wrong
Give over	Accept
Call off	Stop feeling sad and be happy
Confess	A curved bone in a person's chest

**16.6 In pairs/groups, read dialogue 2 again and ask and answer the following questions. Then, share your answers with the whole class.**

দ্বিতীয় কথোপকথনটি নিজেরা পুনরায় পড়ো এবং প্রশ্নের উত্তর দাও। এরপর সবার সাথে উত্তর শেয়ার করো।

- What is the setting of this scene?
- How many characters are there in the scene? Who are they?
- Why is Rosalind sad?
- Who are the wrestlers?
- Who won the match?

## 16.7 In pairs/groups, read dialogue 3 and act it out.

দলে অথবা জোড়ায় তৃতীয় কথোপকথনটি পড়ো এবং অভিনয় করো।

### Time to read dialogue 3!

#### From Act I, Scene III

[Celia and Rosalind were speaking in a room in the palace when Duke Frederick enters]

**Duke Frederick** : [To Rosalind] You must leave this place at once! You will die if you stay.

**Rosalind** : Why, uncle? I never, not in my thought, did anything to offend your highness.

**Duke Frederick** : All traitors speak as if they were innocent. I do not trust you! Leave at once.

**Celia** : You cannot do this, father. Rosalind and I are like sisters. I cannot live without her company.

**Duke Frederick** : [To Celia] You are a fool.[To Rosalind] You, niece, leave as soon as possible. If you stay, you die!

[The Duke leaves]

**Celia** : O my poor Rosalind, where will you go? I will go with you. We will seek my uncle in the forest of Arden.

[Rosalind and Celia get ready to leave. Rosalind dresses up as a man so that she and Celia can travel safely.]

## As You Like It

**Celia** : What shall I call you?  
**Rosalind** : You can call me Ganymede. But what will you be called?  
**Celia** : No longer Celia, but Aliena.

### 16.8 Read dialogue 3 again in pairs/groups and match column A's sentence parts with column B's sentence parts to make them meaningful sentences. One is done for you.

তৃতীয় কথোপকথনটি পুনরায় পড়ো এবং দুই কলামের বাক্যাংশ মিল করে অর্থপূর্ণ বাক্য গঠন করো। তোমাদের সুবিধার্থে একটি সমাধান করে দেওয়া হলো।

Column A	Column B	Answers
1) Rosalind never did anything	a) the <i>Forest of Arden</i>	(1+ d) Sentence — Rosalind never did anything that offend her uncle.
2) Duke Frederick called Rosalind	b) are cousins	
3) Celia can't live	c) to keep her safe	
4) Rosalind and Celia decided to go to	d) that offend her uncle	
5) Rosalind dressed up as a man	e) without Rosalind	
6) Ganymede and Aliena	f) a traitor	

## 16.9 In pairs/groups, read dialogue 4 and act it out.

দলে অথবা জোড়ায় চতুর্থ কথোপকথনটি পড়ো এবং অভিনয় করো।

### Let's read dialogue (4)!

#### Act II, Scene I. The Forest of Arden

[Having been banished by his brother, Frederick, Duke Senior now lives in exile in the Forest of Arden with some loyal men, including Lord Amiens and Jaques.]

##### Duke Senior

Now, my co-mates and brothers in exile,

Isn't this life sweeter than that of the court?

Are not these woods freer from peril than the palace?

Here we feel the winter's wind, which bites and blows upon my body,

But I would not change it.

**Amiens** : I am glad that we are here. Your grace has changed our misfortune into a quiet and sweet life in this forest.

**Duke Senior** : One thing that bothers me is that we have to kill animals for our food.

**First Lord** : Indeed, my lord. Your friend Jaques is saddened by that. He was in tears when he saw a deer groaning in pain.

**Duke Senior** : Well, Jaques enjoys being sad! Did he say anything?

**First Lord** : O, yes. He was saying that we are usurpers. That act like tyrants to

frighten the animals and kill them up in their native dwelling place.

**Duke Senior** : Show me the place. I will go and speak to him.

## 16.10 Read dialogue 4 again in pairs/groups. Then match the words with their meanings in the following table. One is done for you.

চতুর্থ কথোপকথনটি জোড়ায়/দলে পুনরায় পড়ো এবং দুই কলামের মাঝে শব্দার্থ মিল করো। তোমাদের জন্য একটি উত্তর করে দেওয়া হলো।

Word	Meaning
Exile (add an arrow symbol)	A person who takes control of something, especially a position of power, without having the right
Loyal	The place where one lives
Peril	A ruler who has unlimited power over other people, and uses it unfairly and cruelly
Misfortune	Banish
Indeed	A deep, long sound showing great pain or unhappiness/cry
Groan	Great danger
Usurper	Bad luck
Tyrant	Truly/In fact
Dwelling place	Faithful

## 16.11 Now, discuss the questions in pairs/ groups.

এবার প্রশ্নগুলো নিয়ে জোড়ায়/দলে আলোচনা করো।

1. Why does Duke Senior say that life in the forest is sweeter than that of the court?
2. Are all the characters happy in the forest?
3. What makes Jaques sad?
4. Why did Jaques call human beings usurpers?
5. Animals are losing their natural habitats. What can we do to protect them?

**16.12 In class six, you learned the characteristics of a play. Now, in pairs/groups find out the characteristics of a play in “As You Like It”. Then, write and describe them in the given table. One is done for you.**

ষষ্ঠ শ্রেণিতে তোমরা নাটকের বৈশিষ্ট্য নিয়ে পড়েছিলে। এবার জোড়ায় অথবা দলে নাটকের বৈশিষ্ট্যগুলো লেখো এবং নিচের সারণিতে এই নাটকের বৈশিষ্ট্য বর্ণনা করো। একটি উত্তর তোমাদের জন্য করে দেওয়া হলো।

Characteristics	Description
1. Plot	The play has a plot (beginning, climax and end). As there are four scenes here, we have only the beginning of the play. And, the play begins with a conversation between Orlando and Oliver.

**16.13 In pairs/groups, discuss the whole story and rearrange the following sentences to retell the story. Later, share it with the whole class.**

জোড়ায় অথবা দলে নাটকের গল্পটি নিয়ে আলোচনা করো এবং নিচের বাক্যগুলো পুনঃবিন্যাস করো। এরপর ক্লাসে গল্পটি শেয়ার করো।

**Rearrange the following sentences:**

- Orlando defeats Charles.
- At the match, Orlando meets Rosalind and Celia who wish him success.
- Orlando challenges Charles the Wrestler to a match.
- Duke Frederick finds out that Orlando is the son of his enemy.

## As You Like It

- e. Rosalind and Celia decide to find Duke Senior in the Forest of Arden together.
- f. Rosalind disguises herself as a man so they can safely travel.
- g. He cannot trust Rosalind and asks her to leave.
- h. Orlando heads off to the Forest of Arden.
- i. At the same time, Orlando realizes his brother Oliver wants him dead.

### 16.14 Finally, it is time to act out the play!

এবারে নাটকটি অভিনয়ের পালা!

#### To do so follow the steps:

- Work in a group of 10
- Choose a name and a group leader for your group
- Discuss in the group who will do whose role. Accordingly, divide the roles among the group members.
- Read your dialogues and write them on a piece of paper.
- First, understand the dialogues and connect with your character emotionally. Then memorize all of the lines. And enjoy yourself.
- Focus on using body language to present your character.
- Now, rehearse the whole play (four dialogues) in groups as many times as possible.
- Then, perform in front of the class.
- After the performance, share your experiences and learnings from this activity.

**List of words:** mistreat, unhappiness, reward, palace, banish, wrestling, princess, strength, embrace, excellent, appreciate, innocent, exile, peril, misfortune, groaning.



# Glossary

## 1. A Dream School

**List of words:** Available, Tiny, Bin, Facility, Unfortunate, Improve, Remove, Vacation, Muddy road.

Word	Meaning	Example Sentence	Your Sentence
<b>Available</b>	Ready for use (সুলভ)	Many videos are available to develop our listening skills on YouTube.	
<b>Tiny</b>	Very small (ক্ষুদ্র)	My room is tiny but cosy.	
<b>Bin</b>	A container to put rubbish (আবর্জনা জঢ়ো করে রাখার পাত্র)	Always throw the rubbish in the bin.	
<b>Facility</b>	Something that makes work easier (সুযোগ সুবিধা)	The library has all the facilities to read as many books as you like.	
<b>Unfortunate</b>	Unlucky (হতভাগ্য)	It is very unfortunate that I couldn't join the picnic.	
<b>Improve</b>	Become better/develop (উন্নত করা বা হওয়া)	Try to improve your computer skills.	
<b>Remove</b>	Delete/Take out (অপসারণ করা)	To be a better speaker, you have to remove your shyness.	
<b>Vacation</b>	Holiday/A time when someone does not go to work or school and free to do what they want (ছুটির দিন)	In summer vacation, I will go to my village home.	
<b>Muddy road</b>	A road that is covered in mud. (কর্দমাক্ত রাস্তা)	The roads will be muddy as it is raining outside.	

## 2. Playing With the Words

**List of words:** Scold, Supportive, Create, Remove, Permit, Unlike, Instead, Seem, Likewise.

<b>Scold</b>	To find fault angrily (তিরঙ্কার করা)	If I am late today, my mother will surely scold me.	
--------------	--------------------------------------	---	--

## Glossary

<b>Supportive</b>	To give help (সহায়ক)	My parents are the greatest support system on earth for me.	
<b>Create</b>	To make or produce (সৃষ্টি)	Please don't create any new problems.	
<b>Remove</b>	To take something away from somewhere (অপসারণ করা)	Please remove all the unused things from the table.	
<b>Permit</b>	Officially allow to do something (অনুমতি)	Our headteacher permits us to organize a tree plantation programme.	
<b>Unlike</b>	Not similar to (অন্যরকম)	Unlike you, I am not a great reciter.	
<b>Instead</b>	An alternative (পরিবর্তে)	Try to make friends instead of enemies.	
<b>Seem</b>	Appear to be true (মনে হওয়া)	It seems that you are thrilled today.	
<b>Likewise</b>	In the same way (একইভাবে)	She is our leader and likewise our friend.	

## 3. If

**List of words:** Universal, Meaningful, Climb up, Wonder, Impact, Eventually, Multiple, Terrible, Error, Willingly.

<b>Universal</b>	Involving everyone in the world (সার্জনীন)	English is like a universal language.	
<b>Meaningful</b>	Important (অর্থপূর্ণ)	The awareness programme turned out very meaningful to all.	
<b>Climb up</b>	Go up (আরোহণ)	I can't climb up trees.	
<b>Wonder</b>	Surprise (আশ্চর্য)	I wonder how long it's going to take.	
<b>Impact</b>	Effect (প্রভাব)	Can you imagine the terrible impact of environmental pollution on us?	

<b>Eventually</b>	In the end (অবশ্যে)	Eventually, I did better in the final examination.	
<b>Multiple</b>	More than one (একাধিক)	The word ‘bank’ has multiple meanings.	
<b>Terrible</b>	Extremely bad (ভয়ানক)	The trip has been cancelled because of the terrible weather.	
<b>Error</b>	A mistake (ভুল)	Don’t make the same errors every time.	
<b>Willingly</b>	To do something happily (স্বেচ্ছায়)	I will willingly accept your proposal.	

#### 4. The Frog and The Ox

**List of words:** Related, Sibling, Passionate, Encourage, Pride, Reply, Compare, Scenic, Patient, Leisure time.

<b>Related</b>	Connected by reason or origin (সম্পর্কিত)	As members of the debating club, we are related to each other.	
<b>Sibling</b>	Brother or sister (ভাইবোন)	Jack is the youngest of five siblings.	
<b>Passionate</b>	Having or showing strong feelings (আবেগপ্রবণ/ উৎসাহী)	My brother is passionate about protecting animal rights.	
<b>Encourage</b>	Give support, hope and confidence (অনুপ্রাণিত করা)	My English teacher always encourages us to speak in English.	
<b>Pride</b>	A feeling of being better than others. (অহঙ্কার/ গর্ভ)	As a nation, we pride ourselves on our hospitality.	
<b>Reply</b>	Answer/respond (উত্তর দেওয়া)	He replied with a simple and straight answer to my question.	

<b>Compare</b>	Look for the similarities and differences between persons or things (তুলনা করা)	Never compare your friends with you because everyone is unique.	
<b>Scenic</b>	Beautiful natural scenery (মনোরম প্রাকৃতিক দৃশ্য)	The country around here is very scenic.	
<b>Patient</b>	Able to wait without becoming angry (ধৈর্যশীল)	It is difficult to be patient when you are stuck in a long traffic jam.	
<b>Leisure time</b>	The time when you are relaxed and enjoy yourself (অবসর সময়)	In my leisure time, I love to read books.	

## 5. Have You Filled a Bucket Today?

**List of words:** Take part, Heavy heart, Tear, Hug, Wicked, Surprise, Narrator, Explicitly, Hatred, Display.

<b>Take part</b>	Join or to be involved in an activity (অংশগ্রহণ করা)	We are here to take part in drawing competition.	
<b>Heavy heart</b>	Feeling very sad (দুঃখ ভারাক্ষান্ত)	Last night, my uncle left the country with a heavy heart.	
<b>Tear</b>	A drop of salty liquid that flows from the eye when you are sad (অশু)	I can tell you I won't shed tears in our last class.	
<b>Hug</b>	To hold someone close to your body with your arms (আলিঙ্গন)	Have you hugged your parents today?	
<b>Wicked</b>	Evil/morally wrong (দুষ্ট)	Be aware of the wicked persons! They are everywhere.	
<b>Surprise</b>	Astonish/ something unexpected (আশ্চর্য)	On my last birthday, my friends arranged a surprise birthday party.	

<b>Narrator</b>	A person who tells an event, story, or experience (বর্ণনাকারী)	Sometimes in a story, a narrator tells the readers the whole story.	
<b>Explicitly</b>	Expressed or shown clearly and openly, without any attempt to hide anything (স্পষ্টভাবে)	The uses of different kinds of sentences are described explicitly in the book.	
<b>Hatred</b>	A strong dislike (ঘৃণা)	I have decided to stick with love. So, from now on no hatred for anyone.	
<b>Display</b>	A collection of objects or pictures arranged for people to look at (প্রদর্শন)	We are going to arrange a display with all our pictures for the ‘Earth Day’ celebration.	

## 6. A Good Reader

**List of words:** Strategy, Reason, Swift, Chew, Endanger, Mention, Guess, Consist of, Camouflage, Escape, Recognize.

<b>Strategy</b>	A plan to achieve a goal (কৌশল)	‘To read the question paper attentively’ is a strategy to do well in the examination.	
<b>Reason</b>	To tell why something happens (কারণ)	Tell me the reason for your sadness.	
<b>Swift</b>	Quick or without delay (দ্রুত)	What a swift response!	
<b>Chew</b>	To bite and grind with the teeth (চিবানো)	Don’t bite off more than you can chew.	
<b>Endanger</b>	To expose someone to danger (বিপন্ন/ বিপন্নস্ত করা)	You will endanger your health if you stay awake late at night.	
<b>Mention</b>	To say something during a conversation, but not discuss it much or give many details. (উল্লেখ করা)	Our group leader mentioned our names before presenting our group work.	

## Glossary

<b>Guess</b>	Give an opinion without knowing whether it is correct or not (অনুমান করা)	If you don't know, guess the meaning of the words from the text.	
<b>Consist of</b>	To be made up of (গঠিত হওয়া)	The mug consists of ceramic.	
<b>Camouflage</b>	The hiding of something by covering it up or changing the way it looks (ছম্ববেশ)	The rabbit's white fur acts as a camouflage in the snow.	
<b>Escape</b>	Run away (পালিয়ে যাওয়া/পরিত্রাণ)	I was extremely lucky to escape from a fatal accident.	
<b>Recognize</b>	To acknowledge formally/Identify (চিনতে পারা)	I must recognise my strength in order to choose the right career.	

## 7. Using Verbs Easily

**List of words:** Refer, contaminated, Nearby, Seller, Customer, Spacious, Shelter, Inspire, Happen, Ornament.

<b>Refer</b>	To mention someone or something when you are speaking or writing (উল্লেখ করা)	My parents always referred to my uncle as 'an honest man'.	
<b>Contaminated</b>	Poisonous (বিষাক্ত)	The Buriganga river is contaminated with waste.	
<b>Nearby</b>	Not far away (কাছাকাছি)	Every evening we play football on the nearby field.	
<b>Seller</b>	A person who sells (বিক্রেতা)	A good seller can read the mind of a customer.	
<b>Customer</b>	A person who buys (ক্রেতা)	My mother is one of the regular customers of the nearby grocery shop.	

<b>Spacious</b>	Having a lot of space (প্রশস্ত)	We have a spacious computer room in our school.	
<b>Shelter</b>	A place that provides protection (আশ্রয়)	Trees give us shelter. So, we should not cut trees.	
<b>Inspire</b>	To make someone feel that if they want they can do it (অনুপ্রাণিত করা)	My parents always inspire me to respect others' opinions.	
<b>Happen</b>	Take place/Occur (ঘটা)	How on earth did this happen?	
<b>Ornament</b>	A useful accessory that is used to be more attractive (অলঙ্কার; গহনা)	The students ornamented the poster with little drawings in the margin.	

## 8. Heroes of Bengal

**List of words:** Placement, Monitor, Unmindful, Watch station, Console, Deadly, Task, Accordingly, Martyr, Lemonade.

<b>Placement</b>	Put something in a place or position (রাখা)	We are talking about the placement of my reading table in my room.	
<b>Monitor</b>	To check or observe the development of someone or something (উপদেশক/শিক্ষক)	A teacher always monitors the progress of the students and offers help accordingly.	
<b>Unmindful</b>	Not being careful about something (আনমনা/অমনোযোগী)	Nobody should be unmindful of health.	
<b>Watch station</b>	A place from where something is observed (ঘোটি)	In September 1971, Badal with a group of freedom fighters attacked an army watch station at Jatrabari.	
<b>Console</b>	To give comfort and sympathy to someone who is sad or disappointed (সুরক্ষা দেওয়া)	My friends tried to console me by telling me that things could be much worse.	

## Glossary

<b>Deadly</b>	Dangerous (মারাত্মক/ সাংঘাতিক)	The storm ‘Mocha’ was deadly.	
<b>Task</b>	A piece of work to be done (করণীয় কাজ)	It is not an easy task to learn.	
<b>Accordingly</b>	In a way that is suitable or right for the situation (অনুসারে)	We have to follow our teacher’s instructions and do accordingly.	
<b>Martyr</b>	A person who sacrifices something of great value like his life for the freedom of his country (শহিদ)	We should show proper respect to the martyrs who sacrificed their lives for the independence of our country.	
<b>Lemonade</b>	A drink that is made from lemons, sugar, and water (চিনির জল ও লেবুর রসের শরবত)	On these hot summer days, I just need cold lemonade.	

## 9. Knowing Our Parents

**List of words:** Biography, Chronologically, Remarkable, Anatomy, Various, Genocide, Contribution, Shed, Advice, Identity.

<b>Biography</b>	Written history of a person’s life (জীবন-কাহিনি)	We can learn many things by reading the biographies of successful people.	
<b>Chronologically</b>	Arranged according to the order of time (কালানুক্রমে)	The book is divided chronologically into three parts.	
<b>Remarkable</b>	Worthy of being or likely to be noticed especially as being uncommon or extraordinary (উল্লেখযোগ্য/ লক্ষণীয়)	After joining the language club, I can feel the remarkable change within myself.	
<b>Anatomy</b>	The study of the structure of an animal (দৈহিক গঠনতত্ত্ব)	I am very curious to know about human anatomy.	
<b>Various</b>	Different from one another (বিভিন্ন)	There are various ways to get to my school.	

<b>Genocide</b>	The systematic killing of a whole nation (গণহত্যা)	The Bangladesh genocide of 1971 was one of the most destructive ones in world history.	
<b>Contribution</b>	To do to help produce or achieve something (অবদান)	Every little contribution can bring a significant change.	
<b>Shed</b>	To emit and let fall (বরান)	Our freedom fighters shed their blood for the independence of the country.	
<b>Advice</b>	Guidance about what someone should do (উপদেশ)	We should follow the advice of our elders.	
<b>Identity</b>	The set of qualities that make one person different from others (পৰিচয়)	My friend identified the cat as her lost pet.	

## 10. Freedom of Choice

**List of words:** Science Fiction, Barrier, Unique, Diversity, Tolerant, Mock, Preference, Annoyed, Ashamed, Opinion.

<b>Science Fiction</b>	A genre of literature whose content is imaginative, but based in science (কল্পবিজ্ঞান)	I love to read science fiction.	
<b>Barrier</b>	A rule, law, or policy that makes it difficult or impossible for something to happen or be achieved (বাধা)	Language difference is still a barrier to communicate with my foreign friends.	
<b>Unique</b>	Special/only one of its kind (অনন্য)	You have a unique smile.	
<b>Diversity</b>	Things which are different from each other (বৈচিত্র্য)	Bangladesh is a country of rich cultural diversity.	

## Glossary

<b>Tolerant</b>	Having the ability to accept the differences of opinions and beliefs (সহনশীল)	We should be more tolerant of each others' opinions.	
<b>Mock</b>	To laugh at someone, often by copying them in a funny but unkind way (উপহাস করা)	You shouldn't mock other people's beliefs.	
<b>Preference</b>	Liking one thing more than another (পছন্দ)	I have not special preference about food.	
<b>Annoyed</b>	Angry (বিরক্ত)	I was so annoyed with my sister for turning up late.	
<b>Ashamed</b>	Feeling shame, guilt or disgrace (লজ্জিত)	I felt deeply ashamed of my impoliteness.	
<b>Opinion</b>	An idea or belief of a person (মতামত)	'Playing cricket is more exciting than football' is my personal opinion.	

## 11. Let's Explore the Sentences

**List of words:** Explore, Blessing, Characteristic, Deny, Express, Knock, Overwhelmed, Cherish, Glimpse.

<b>Explore</b>	To search and discover (about something) (অনুসন্ধান করা)	After reaching Cox's Bazar, I decided to explore the city.	
<b>Blessing</b>	Protection and help offered by God (আশীর্বাদ)	Rivers are blessings for our country.	
<b>Characteristic</b>	A noticeable quality of someone or something (বৈশিষ্ট্য)	The only characteristic I got from my father is his dark eyes.	
<b>Deny</b>	Refusing to admit or accept something (অঙ্গীকার করা)	As a child you can't deny your duties towards your parents.	
<b>Express</b>	To show a feeling or idea (প্রকাশ করা)	I would like to express my gratitude to everyone for their support.	

<b>Knock</b>	Make a repeated sound to attract others' attention (দরজার কড়া নাড়া)	We better knock on his door.	
<b>Overwhelmed</b>	Having a strong emotional effect on (অভিভূত)	I became overwhelmed with joy getting such a nice birthday gift.	
<b>Cherish</b>	To keep something pleasant in mind for a long time. (লালন করা)	I cherish the memories of the last year's school picnic.	
<b>Glimpse</b>	To see something or someone for a very short time (ক্ষণিকের জন্য দেখতে পাওয়া)	This biography offers a few glimpses of my mother's colourful life.	

## 12. Subha's Promise

**List of words:** Laugh, Shine, Belief, Fragrance, Chore, Memorial, Complex, Altar, Resist, Wounded.

<b>Laugh</b>	A body movement to express joy and happiness/ smile (হাসা)	Laugh to keep your heart healthy.	
<b>Shine</b>	To reflect light (দীপ্তি)	My teacher wrote on my notepad, “ You are a star. Let yourself shine!”	
<b>Belief</b>	Trust/faith (বিশ্বাস)	It's my belief that honesty is the key to happiness.	
<b>Fragrance</b>	A pleasant, sweet smell (সুবাস)	I like the flower 'Jasmine' for its light and fresh fragrance.	
<b>Chore</b>	The regular or daily light household work (টুকিটাকি কাজ)	I have to do some household chores every day like watering plants, feeding the pets etc.	

## Glossary

<b>Memorial</b>	A statue or structure to honour a person or event (স্মৃতিসৌধ)	Every year people visit the National Memorial at Savar to pay respect to the martyrs.	
<b>Complex</b>	A large building with various connected rooms (ভবন)	Recently a large shopping complex has been built in our area.	
<b>Altar</b>	A raised place where people keep flowers to show their respect (বেদি)	I got surprised to see the huge bouquet at the altar of the Shaheed Minar.	
<b>Resist</b>	Fighting against (প্রতিহত করা)	The call to join the get-together party is hard to resist.	
<b>Wounded</b>	Injured (আহত)	The wounded persons are immediately taken to the hospital.	

## 13. Be The Best of Whatever You Are

**List of words:** Suitable, Appreciate, Later, Previous, Continue, Infer, Prompt, Bet, Astronaut.

<b>Suitable</b>	Being right or correct for a particular situation or person (উপযুক্ত)	This dress is not suitable for summer.	
<b>Appreciate</b>	To be grateful (প্রশংসা করা)	We all appreciate our teacher's contribution to our lives.	
<b>Later</b>	After (পরে)	I will talk to you later.	
<b>Previous</b>	Before in time (আগে)	We have met before on two previous occasions.	

<b>Continue</b>	To go on or keep on (চালিয়ে যাওয়া)	Don't make your heart heavy, rather continue your excellent work.	
<b>Infer</b>	To guess (অনুমান)	Try to infer whose picture it is.	
<b>Prompt</b>	Do something at once or without delay (শীঘ্ৰ)	I am grateful to my friend for his prompt response.	
<b>Bet</b>	Risk something on a future event (বাজি)	I bet he will return soon!	
<b>Astronaut</b>	A person who has been trained for traveling in space (মহাকাশচারী)	My dream is to be an astronaut.	

## 14. Our Language Movement

**List of words:** Memory, Frequently, Entrance, Agreement, Memorable, Declaration, Preserve, Outraged, Significant.

<b>Memory</b>	Something that you remember from the past (স্মৃতি)	I have vivid memories of my first day at school.	
<b>Frequently</b>	Often/many times (বারংবার)	We frequently visit the bookstore.	
<b>Entrance</b>	A door or gate by which you can enter a building or place (প্রবেশদ্বার)	There are two entrances to our school.	
<b>Agreement</b>	A decision between two or more groups or people (চুক্তি)	My mother signed an agreement to buy the house.	
<b>Memorable</b>	Something special and enjoyable/ worth remembering (স্মরণীয়)	My first train journey was a memorable event in my life.	
<b>Declaration</b>	Announcement (ঘোষণা)	At last, the declaration of the public examination was published.	

## Glossary

<b>Preserve</b>	To protect or keep something as it is (সংরক্ষণ করা)	My mother does everything possible to preserve peace in the family.	
<b>Outraged</b>	Extremely angry or furious (বিরক্ত/অত্যাচার করা)	The workers were outraged at the way they had been treated yesterday.	
<b>Significant</b>	Having a special meaning (উল্লেখযোগ্য)	16 December is a significant day in the history of Bangladesh.	

## 15. Writing with a Purpose

**List of words:** Feature, Find out, Relative, Description, Communication, Aware, Publish, Receiver, Formal, Surrounding.

Word	Meaning	Example sentence	Your sentence
<b>Feature</b>	Characteristic (বৈশিষ্ট্য)	Now, I can tell three characteristics of a poem.	
<b>Find out</b>	To learn about something/ Discover (খুঁজে বের করা)	Find out how many poems are there in your book.	
<b>Relative</b>	A person who is connected with another by blood or marriage/ A member of your family (আত্মীয়)	All my relatives are invited to my sister's wedding.	
<b>Description</b>	To tell about someone or something (বর্ণনা)	I like the detailed description of your family in the paragraph.	
<b>Communication</b>	The act of giving, receiving and sharing information (যোগাযোগ)	Learning English develops my communication skill.	
<b>Aware</b>	Having knowledge or experience of a particular thing (অবগত, সচেতন)	Make your friends aware of environmental pollution.	
<b>Publish</b>	To print (ছাপানো, মুদ্রিত করা)	My school magazine has already been published.	
<b>Receiver</b>	A person who receives something (যে গ্রহণ করে)	My mother is more of a giver than a receiver.	

<b>Formal</b>	To do something officially (আনুষ্ঠানিক)	'Yours sincerely' is a formal way of ending a letter.	
<b>Surrounding</b>	Everything that is around or near you (চতুর্পার্শে অবস্থিত)	We should keep our surroundings clean.	

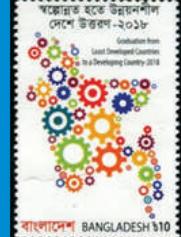
## 16. As You Like It

Word	Meaning	Example sentence
Mistreat	behaving badly (দুর্ব্যবহার)	We should not mistreat anybody.
Unhappiness	sadness (অশান্তি)	Unhappiness creates many problems in human body and mind.
Reward	prize (পুরস্কার)	Sumona got a reward from her school for her sincerity.
Palace	house of the king (রাজপ্রাসাদ)	Kings lived in the palaces.
Banish	disappear (উধাৰ হওয়া)	The princess was banished from the kingdom by her father.
Wrestling	fight (কুস্তি)	Wrestling is a favourite sport to children.
Princess	daughter of a king (রাজকন্যা)	Princess wear beautiful dresses
Strength	power (শক্তি)	A good son or a daughter is a strength for their parents.
Embrace	hug (জড়িয়ে ধৰা)	His father embraces him in excitement.
Excellent	Very good (চমৎকার)	His performance was excellent.
Appreciate	to praise (প্রশংসা কৰা)	He appreciated my performance.
Innocent	not guilty (নিষ্পাপ)	He was found innocent in that incident.
Exile	banishment (নির্বাসন)	Napoleon was exiled in an isolated island.
Peril	danger (বিপদ)	She felt that her life was in peril.
Misfortune	Bad luck (দুর্ভাগ্য)	Repeated misfortune made his life miserable.
Groaning	murmuring (কাতোনো)	He was groaning in pain after the accident.



Graduation from LDC Status		
Indicator	Graduation requirement	Bangladesh score
Gross national income (GNI) per capita	\$1230 or above	\$1274
Human assets index (HAI)	66.0 or above	73.2
Economic vulnerability index (EVI)	32.0 or below	25.2

Data from the 2018 triennial review of UN

### মধ্যম আয়ের পথে বাংলাদেশ: উন্নয়নশীল দেশের মর্যাদা লাভ

বাংলাদেশ ২০১৮ সালে স্বল্পেন্তরিত দেশ থেকে উন্নয়নশীল দেশের মর্যাদা লাভ করেছে। উন্নয়নশীল দেশে উন্নয়নের জন্য মাথাপিছু আয়, মানবসম্পদ সূচক ও অর্থনৈতিক ভঙ্গুরতা এ তিনি সূচকের মেঘ কোনো দুটি অর্জনের শর্ত থাকলেও বাংলাদেশ তিনিটি সূচকের মানদণ্ডেই উন্নীত হয়েছে। ২০৩০ সালের মধ্যে টেকসই উন্নয়ন অভীষ্ঠ (এসডিজি) অর্জন এবং ২০৪১ সালের মধ্যে উন্নত, শাস্তিপূর্ণ, সুখী ও সমৃদ্ধ বাংলাদেশ বিনির্মাণের সম্মত বাস্তবায়নে অগ্রসর হচ্ছে। মাননীয় প্রধানমন্ত্রী শেখ হাসিনার নেতৃত্বে জলবায়ু পরিবর্তনের প্রভাব মোকাবেলায় পৃথিবীর সর্ববৃহৎ ব-দ্বীপ অঞ্চল ও নদীমাত্রক বাংলাদেশ শত বছরবাপী ডেল্টা-প্লান-২১০০ এর মাধ্যমে বন্যা, নদীভাঙ্গ, নদী শাসন, নদী ব্যবস্থাপনা, নগর ও গ্রামের পানি সরবরাহ এবং বর্জ্য ব্যবস্থাপনা, নগর বন্যা নিয়ন্ত্রণ ও নিষ্কাশন ব্যবস্থাপনার কৌশল নির্ধারণ করেছে।

# Academic Year 2024

## Class Seven

# ENGLISH

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে

- মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

**Always speak the truth**

তথ্য, সেবা ও সামাজিক সমস্যা প্রতিকারের জন্য ‘৩৩৩’ কলসেন্টারে ফোন করুন

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টারে  
১০৯ নম্বর-এ (টেল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



**Ministry of Education**

For Free Distribution by the Government of the People's Republic of Bangladesh