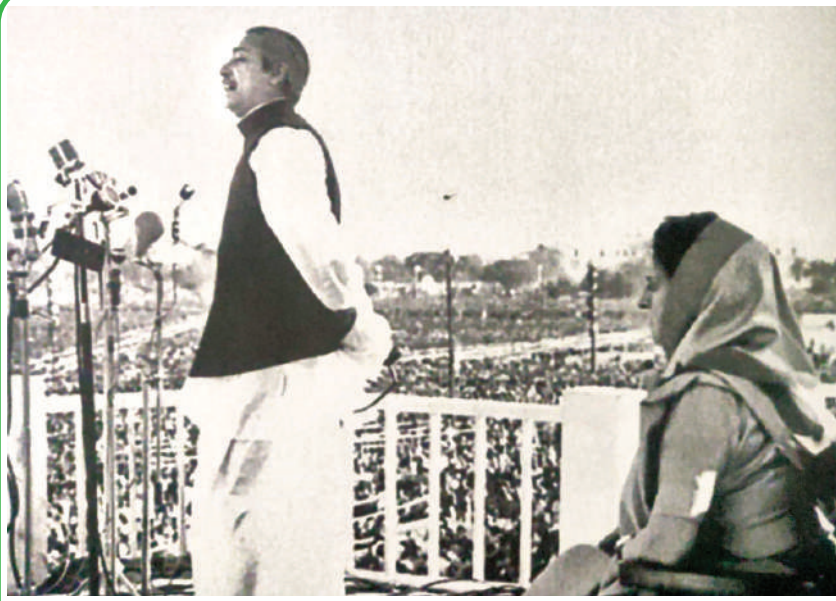


ENGLISH

Class Six



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



১৯৭২ সালের ৬ই ফেব্রুয়ারি কলকাতায় গড়ের মাঠের বিশাল জনসমুদ্রে ভাষণ দিচ্ছেন বঙ্গবন্ধু শেখ মুজিবুর রহমান। পাশে ভারতের প্রধানমন্ত্রী ইন্দিরা গান্ধী।



১৯৭২ সালের ১৭ই মার্চ ভারতের প্রধানমন্ত্রী ইন্দিরা গান্ধী বাংলাদেশ সফর করেন। বিমানবন্দরে উষ্ণ অভ্যর্থনা জানাচ্ছেন প্রধানমন্ত্রী বঙ্গবন্ধু শেখ মুজিবুর রহমান।

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English

Class Six

(Experimental Version)

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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 VI. 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, Bangladesh

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.



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ONE

Talking to People

1.1 | Ask and answer the following questions with your friend:

- How many members do you have in your family?
- Describe your relationships with them.
- Do you talk to your parents in the same way as you talk to your grandparents?

1.2

Look at the picture below. Then, ask and answer the following questions in pairs:

(নিচের ছবিটি দেখো। তারপর জোড়ায় নিচের প্রশ্নগুলো জিজ্ঞেস করো এবং উত্তর দাও।)



What can you see in the picture?

What do you think is the relationship among them?

What do you think they are talking about?

1.3 | Read the following list of formal and informal expressions and discuss their meanings in groups:

(নিচের formal এবং informal প্রকাশভঙ্গি (expression) গুলো পড়ো এবং দলে তাদের অর্থসমূহ আলোচনা করো।)

| Formal expressions | Informal expressions |
|-----------------------------|------------------------------|
| Hello! | Hi! /Hey! |
| It's a pleasure to meet you | Nice to meet you |
| I apologize | I'm sorry |
| Much appreciated | Thanks |
| Could you please help me? | Can you help me? /Help me! |
| How are you doing? | What's going on? /What's up? |
| Do you want to share? | Want to share? |
| I'm not able to attend | I can't make it |

1.4 | Read and practise the following two conversations with your friends.

(নিচের কথোপকথনগুলো (conversations) পড়ো এবং তোমার বন্ধুদের সাথে অনুশীলন করো।)

Do you see any difference between the features of formal and informal conversation (phrases/expressions)?

Situation 1:
Talking to an
unknown elderly
person



Shimul is a student of class six. She meets an unknown elderly person standing just outside her house.

Shimul: Hello! Good afternoon aunty.

(No response from the lady)

Shimul: Excuse me! (Are you) Looking for someone? May I help you?

Aunty: Oh, hello! Sorry, I didn't get you?

Shimul: I saw you standing here for a long time. Can I help you?

Aunty: Thank you, dear. I am waiting here for my daughter. She should be here in no time.

Shimul: Okay. It may rain soon. Better you stand under that shade (pointing across the road).

Aunty: Oh sure! Thank you.

Shimul: That's okay. Have a good day.

Aunty: You too (have a good day).



Situation 2:
Helping a
friend to find
an address

Shreya and Raya are both students at the same school. Shreya meets Raya standing just outside her house. The conversation between them goes something like this:

Shreya: Hey! What's up?

Raya: Not much.

Shreya: Why are you standing here? Come inside, will you?

Raya: (showing an address to Shreya) No. I need to be at this address, but I can't find it.

Shreya: That's easy. Go straight and then turn left. This house should be the third on your right.

Raya: You don't say! I just have come from that direction. I must have missed it.

Shreya: Yes, you must have.

Raya: I am in a bit of a hurry. Some other time, perhaps.

Shreya: Alright. Don't forget, I owe you one.

Raya: Yes, of course. See you later.

Shreya: Okay, see you.

1.5

Guess the meanings of the following expressions in the conversation and discuss with your peers:

(কথোপকথনের মধ্যে ব্যবহৃত নিচের প্রকাশভঙ্গি/বাচনভঙ্গিগুলোর (expressions) অর্থ কি হতে পারে তা তোমার বন্ধুদের সাথে আলোচনা করো।)

I didn't get you.

I wondered if you might need any help.

What's up?

You don't say!

I owe you one.

Language Focus

Everyday we talk to many people. Some of them are very close to us like our friends & family. We have an informal relationship with them. Also, some of them are not so close to us (e.g. our Head Teacher) and some of them could be our new acquaintances. We have a formal relationship with them. While talking to the close ones, we use informal language and while talking to unknown or elderly people, we usually use formal language.

1.6

Read the expressions given in the table. Then, categorize them as formal or informal expressions in the table:

(নিচের table এ দেওয়া প্রকাশভঙ্গিসমূহ (expressions) পড়ো। তারপর সারণিতে formal এবং informal expression গুলো সাজাও।)

(a) Hello! Good afternoon. (b) Need any help? (c) You can wait inside if you want! (d) Hi, what's up? (e) The pleasure is all mine, (f) Good day! (g) Say hello to ... (h) May I help you?

| Formal Expressions | Informal Expressions |
|--------------------|----------------------|
| | |
| | |
| | |
| | |
| | |
| | |

1.7

In pairs, make a short conversation on the given situation and act it out.

(জোড়ায় প্রদত্ত পরিস্থিতির উপর একটি সংক্ষিপ্ত কথোপকথন তৈরি করো এবং তা অভিনয় করে দেখাও।)

Imagine that Silvia, one of your friends, had to go to the village home because her school was closed due to the Corona situation. Now the face-to-face classes have started, and Silvia needs help in English and Mathematics. Write a short conversation offering your help.

1.8

Read the conversations and identify the features of formal and informal conversation in pairs.

(কথোপকথনটি পড়ো এবং জোড়ায় formal এবং informal কথোপকথনের বৈশিষ্ট্যগুলো লেখো।)

Situation 3:

A conversation between a parking guard, Salam, and a Kenyan student, Ali, who is studying at Dhaka University, about the parking of a bicycle. It goes like this:



Salam: Hey, you're parking wrong!

Ali: Sorry?

Salam: You shouldn't park your bicycle here. This place is for people with disabilities (pointing to the sign)

Ali: Oh okay, didn't notice that! I'll place it somewhere else.

Salam: That's all right, just park it right next time.

Ali: I'll keep that in mind. Have a good day.

Salam: You too.

[N.B: This is an example of a casual conversation between Salam and Ali. The guard is only doing his duty and Ali does what is right. And in the end, Ali thanks Salam as he is just doing his duty.]

Situation 4:

A conversation between a student and his school gardener.



Hasib is a student at a high school. He meets Jalal, the gardener of his school, outside the school. Though Jalaluddin does not recognize him, Hasib does. The conversation between them goes something like this:

Hasib: Hi Mali chacha! How are you? (Informal greeting)

Jalal: I am fine. Thank you.

Answering questions even to strangers is a nice thing. Make sure to thank them if they compliment you or ask about your well-being, but try to avoid counter-questions if possible.

Hasib: Where are you going?

Jalal: I'm sorry, I think you mistook me for someone else. Umm...Do I know you?

Politely stating that he does not recognize Hasib.

Hasib: Don't say you didn't recognize me!!

Indicates that these two know each other and they have informal relation

Jalal: You seem familiar. Where do I know you from?

Hasib: Come on, Jalal! I am from your school. Remember how I asked you about gardening just the other week?

Again, signifies the informal relation

Jalal: How forgetful of me! You are Hasib if I remember you correctly. Guess I am getting old! (Laughing)

Hasib: Yes, you are. (Laughing)

Jalal: I am just going to the nursery to purchase some flower plants.

Hasib: For the school, I guess.

Jalal: Yes, indeed.

Hasib: I mustn't hold you back then. See you later, uncle.

Jalal: See you.

[N.B: Here Hasib is controlling the direction of the conversation. He is the conversation initiator. He is joking during the conversation which signifies an informal/friendly relation with a much older gardener.]



Situation 5:

Meeting your class teacher in a shopping mall

Jahid meets his class teacher Ms. Shakina in a shopping mall. The conversation they have is somewhat like this:

Jahid: Hello, Ma'am! (Formal greeting)

Ms. Shakina: Hey, Jahid! How are you? (Informal greeting)

Jahid: I'm fine, Ma'am. I hope you are also fine. *[NB: Avoidance of direct question, as asking direct questions can be perceived as impolite in some situations]*

Ms. Shakina: I'm fine too. Shopping for the winter, I guess? *[NB: asking direct questions such as 'Why are you here?' is impolite in some situations]*

Jahid: Yes, Ma'am.

Ms. Shakina: Me too. *[NB: Teacher is giving the answers unasked]* Are you with your parents?

Jahid: No, Ma'am. I'm with my uncle.

Ms. Shakina: Give my regards to your parents.

Jahid: Of course, Ma'am.

Ms. Shakina: Well, enjoy your shopping.

Jahid: Thank you, Ma'am. You too enjoy your shopping. *[NB: Avoid saying only "you too" as it is not very formal]*

Ms. Shakina: See you later.

Jahid: Yes, Ma'am. *[NB: Avoid saying something like "see you" as it is not formal]*

[N.B: Here Ms. Shakina is controlling the direction of the conversation. In a formal situation like this one, when one will talk to someone elderly, one should not speak until spoken to, and only answer what is asked and should not ask counter questions.]

1.9 | Read the conversations and write appropriate responses in the blanks.

(কথোপকথনগুলো পড়ো এবং সঠিক উত্তর খালি ঘরে লেখো।)

a) Hey Delowar! Don't sit here. These seats are reserved for women.

b) Don't break the line. Always stand in a queue.

c) Your face says you don't remember me. We were classmates.

d) Hello, son! How are you?

e) Sorry friend, I'm getting late. I need to go.

1.10

Read the conversations again and write 'T' for true sentences and 'F' for false sentences. One is done for you.

(কথোপকথনগুলো পড়ো এবং সত্য হলে T এবং মিথ্যা হলে F লেখো। একটি তোমার জন্য করে দেওয়া হলো)

- You must greet and give thanks when you talk to seniors. **T**
- "Hi! How are you?"- is an informal greeting.
- You should not ask a personal question to elderly people.
- "Come on, dear!"- is a formal expression.
- You should always thank when someone does a favour to you.

1.11

Work in pairs/ groups. Make short conversations on the situations given in the illustrations.

(জোড়ায়/ দলে কাজ করো। নিচের ছবিগুলো অনুযায়ী ছোট/ সংক্ষিপ্ত কথোপকথন (con-versation) তৈরি করো।)

Talking to People



New words: appreciate, elderly, conversation, direction, later, relationship, acquaintance, parking, guard, disability, gardener, recognize, stranger, compliment, well-being, avoid, mistake, indicate, relation, seem, familiar, signify, forgetful, nursery, purchase, guess, indeed, direction, initiator, shopping mall, perceived, impolite, of course, reserve, queue



TWO

Little Things

2.1 | Ask and answer the following questions in pairs.

(জোড়ায় নিচের প্রশ্নগুলো জিজ্ঞাসা করো এবং উত্তর দাও।)

- How do you help your parents at home? Does that make you or them happy?
- What do you usually do to make your brother/sister/friend happy when they are sad?
- Do you feel happy when they become happy?
- Have you ever been on a road trip?
- Have you ever visited any new place? How did you feel then?

2.2 | Now, listen to the poem 'Little Things' by Julia Abigail Fletcher Carney carefully and fill up the missing words in the poem.

(মনোযোগ দিয়ে Julia Abigail Fletcher Carney এর Little Things কবিতাটি শোনো এবং কবিতার খালিস্থানে missing words গুলো বসাও।)



Little drops of water,
Little grains of _____
Make the mighty ocean
And the pleasant _____

Thus the _____ minutes,
Humble though they be,
_____ the mighty ages
Of eternity.

Little deeds of _____
Little words of _____
Make our _____ an Eden,
Like the heaven above.

2.3 | Let's play the Listening Game, 'Lend your ears'

(চলো খেলি Listening Game, 'Lend Your Ears')

2.4 | Read the poem in pairs to find out the correct words/phrases from the boxes and write next to the sentences. You can choose more than one answer.

(জোড়ায় কবিতাটি পড়ো এবং নিচের **box** থেকে সঠিক শব্দ/শব্দগুচ্ছ খুঁজে বের করো। বাক্যের পাশে তা লেখো। একের বেশি উত্তর তুমি (**choose**) বেছে নিতে পারো।)

| | | |
|-----------------------|-----------------|---------------|
| Little drops of water | The mighty ages | Words of love |
| Deeds of kindness | Grains of sand | |

a) What makes a land pleasant?_____

b) What makes the earth an Eden?_____

c) How much water makes a mighty ocean?_____

d) What makes the earth like heaven?_____

2.5

Read the note and answer the following questions in pairs.

(Note টি পড়ো এবং জোড়ায় নিচের প্রশ্নগুলোর উত্তর দাও।)

Note

A poem is a kind of literary writing. It has some characteristics. Two of them are Stanza and Rhyming.

Stanza: A stanza is a group of lines in a poem. It consists of two or more lines arranged together as a unit. Most poems are divided into stanzas. A stanza in a poem is like a paragraph in an essay.

Rhyming: The similar sounding words at the ends of the alternate lines of a poem.

Questions:

a) How many stanzas are there in the poem titled ‘Little Things’?

b) Match the rhyming words.

| | |
|------|------|
| Cat | Stay |
| Day | Land |
| Coat | Hat |
| Pick | Boat |
| Sand | How |
| Now | Kick |

c) Can you identify the rhyming words in the following lines?

i) Little grains of sand
And the pleasant land

ii) Humble though they be
of eternity

iii) Little words of love
Like the heaven above

2.6

Make a list of the ‘small tasks’ you usually do and share it with the class.

(তুমি সাধারণত করে থাকো এমন ছোট ছোট কাজের একটি তালিকা তৈরি করো এবং শ্রেণিতে share করো।)

For example:

I wash my hands before I eat. I keep my room clean. _____

2.7

In a group of 5-6, design a poster on ‘The little steps to keep the classroom neat and clean’ and present it to the class.

(৫-৬ জনের একটি দলে একটি পোস্টার ডিজাইন করো- ‘শ্রেণিকক্ষ পরিষ্কার-পরিচ্ছন্ন রাখার ছোট ছোট পদক্ষেপ।’ পোস্টারটি শ্রেণিতে উপস্থাপন করো।)

New words: mighty, ocean, humble, eternity, deeds, eden, heaven, above, alternate



THREE

Future Lies in Present

3.1

Look at the illustration below. Then, in pairs make a list of people, things, pets, etc. in the following table.

(নিচের ছবিটি দেখো। তারপর জোড়ায় ব্যক্তি, বস্তু ও পোষা প্রাণী ইত্যাদির নাম নিচের সারণিটিতে লেখো।)



| Person | Things | Pet and others |
|--------|--------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

3.2

Read the text in the box below. Then, discuss which parts of speech all the names of persons, things, and pets are.

(নিচের box এর অনুচ্ছেদ (text) টি পড়ো। তারপর ব্যক্তি, বস্তু ও পোষা প্রাণী কোন ধরনের noun তা আলোচনা করো।)

Language Focus

Noun: Noun is a part of speech. A noun is a word that names a person, place, thing, or idea; e.g., boy, girl, Pintu, Naureen, water, gold, Bangladesh, honesty, etc. Sometimes verbs with -ing act as nouns. e.g., walk + ing = walking: Walking is a good exercise.

Usually, a noun is a single word. Sometimes, it is made with two or more words. Then, it's called 'Compound Noun' e.g. What a beautiful swimming pool! (swimming pool)

Language Focus

Noun হচ্ছে Part of Speech. যে শব্দ দ্বারা কোনো ব্যক্তি, স্থান, বস্তু ও ধারণা (গুণের নাম) কে বোঝায় তাকে Noun বলে। যেমন- ছেলে, মেয়ে, পিন্টু, নওরীন, পানি, স্বর্ণ, বাংলাদেশ, সততা ইত্যাদি।

মাঝে মাঝে verb এর সাথে ing যুক্ত হয়ে কিছু শব্দ Noun এর কাজ করে। যেমন- Walk+ing= Walking
Walking is a good exercise.

সাধারণত Noun একটি একক শব্দ, মাঝে মাঝে দুই বা ততোধিক শব্দ একসাথে যুক্ত হয়ে Noun হতে পারে। যেমন- What a beautiful swimming pool!

(এখানে swimming pool টি Noun)

3.3

Read the text in the box below. Then, in groups/pairs discuss and write appropriate pronouns for each of the nouns. One is done for you.

(দলে/জোড়ায় নিচের অনুচ্ছেদ (text)টি পড়ো। তারপর আলোচনা করে প্রত্যেকটি noun এর সঠিক pronoun (সর্বনাম) টি লেখো। একটি তোমার জন্য করে দেওয়া হলো।)

Pronoun: A pronoun is also a part of speech. It is used in place of a noun, e.g., we use ‘she’ for grandma, and ‘it’ for a pet. I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc. are some common pronouns we use every day.

Pronoun (সর্বনাম): Pronoun ও এক ধরনের Part of Speech, এটি Noun এর পরিবর্তে ব্যবহৃত হয়। যেমন- দাদির (Grandma) পরিবর্তে she এবং it ব্যবহৃত হয়েছে pet এর পরিবর্তে। আমাদের প্রাত্যহিক জীবনে সাধারণভাবে ব্যবহৃত Pronoun গুলো হচ্ছে: I, me, he, she, herself, you, it, that, they, each, few, many who, whoever, whose, someone, everybody ইত্যাদি।

| Noun (name) | Word used for the name |
|-------------------|------------------------|
| Father | He |
| Mother | |
| Father and mother | |
| Boy | |
| Girl | |
| Grandma | |
| Cat | |
| Food | |
| Mat | |
| Newspaper | |
| Book and pen | |

3.4

Write a description of the illustration in pairs/groups And then, read the note in the box given below and underline the articles (a, an, and the) in your writing.

(জোড়ায় বা দলে ছবিটির বর্ণনা লেখো। তারপর তোমার লেখা থেকে Article (a, an, the) গুলোকে চিহ্নিত করো।)

For example:

In the picture, there is a boy. He is giving food to his pet.....

Article:

An article is a word that comes before a noun to show whether the noun is specific or not. In English grammar, the articles are ‘a, an, and the’.

Example: In the illustration, there is a man. The man is reading a newspaper. (In the first sentence, ‘a man’ is not specific but in the second sentence ‘the man’ is the specific man mentioned in the first sentence.)

In English there are two types of articles-

1. Definite Article (the): **The** is used to refer to particular nouns.
2. Indefinite Article (a and an): **a** and **an** are used to refer to any noun which is not particular. Remember that, ‘a’ and ‘an’ are used only before a singular noun.

Article:

যে শব্দগুলো Noun এর পূর্বে বসে Noun কে নির্দিষ্ট বা অনির্দিষ্টভাবে বোঝায় তাদেরকে Article বলে। ইংরেজি Grammar এ Article গুলো হচ্ছে a, an, the.

ইংরেজি ভাষায় দুই ধরনের Article আছে।

1. Definite Article (the): নির্দিষ্ট করে কোনো Noun কে বোঝাতে the ব্যবহৃত হয়।
2. Indefinite Article (a, an): অনির্দিষ্টভাবে কোনো Noun কে বোঝাতে a এবং an ব্যবহৃত হয়। মনে রাখতে হবে a এবং an শুধুমাত্র একক Noun এর আগে ব্যবহৃত হয়।

3.5

In pairs/groups, first read the use of articles given in the box below. Then fill in the gaps with appropriate articles (a, an, or the).

(Article এর ব্যবহার সম্পর্কিত নিচের নোটটি পড়ো এবং সঠিক articles (a, an এবং the) ব্যবহার করে নিচের শূন্যস্থানগুলো পূরণ করো।)

Use of Articles

Indefinite Article: ‘a’ is used before a noun that begins with a consonant sound (e.g., a cat, a pen, etc.).

‘an’ is generally used before a noun that begins with a vowel sound (e.g., an apple, an egg, etc.).

Exceptions (ব্যতিক্রম):

1. ‘a’ is used before the vowel ‘u’ when it is pronounced and sounded as ‘you’ (e.g., a uniform, a unit, etc.).

Similarly ‘a’ is used before the vowel ‘o’ when it is pronounced as ‘wa’ (a one stop service, a one men party etc.)

‘An’ is used before a consonant if the first ‘h’ of a word is silent (e.g., an honest man, an hour, etc.).

‘An’ is used before some words that begin with consonants but have a vowel sound (e.g. He/she is an M.A.).

Definite Article:

1. ‘The’ is used before specific singular or plural nouns (e.g., I saw a boy in front of the gate. The boy was crying).

2. ‘The’ is used before a noun that is unique and does not have any alternative to it (e.g., the sun, the earth, etc.).

Hasib is ____ student of class six. He has ____ pet named Mini. It is very gentle in nature. His father works for ____ government and his mother is ____ housewife. His grandmother is ____ old lady. She lives with them. In ____ holidays, they often go to visit ____ new place. His family is ____ unique and happy one.

3.6

Read the following story. In pairs/groups, first list the nouns in the left side column and then, write the pronouns for the nouns in the right side column.

(নিচের গল্পটি পড়ো। জোড়ায়/দলে বাম দিকের কলামে **noun** এবং ডান দিকের কলামে **noun** গুলোর **pronoun** গুলো লেখো।)

Future Lies in Present



One day, a cowboy was taking his cows to get to the nearest field. On his way, he met an old wise man with an umbrella. He was a unique man. He used to give advice to the villagers. The villagers came to him regularly for advice. Seeing the man, the cowboy asked him for advice for his future. While talking to the man, the cowboy lost his concentration on the cows and therefore, they got scattered (running here and there) in different directions.

The old man smiled and said, “Take care of the cattle before you seek advice.” But, the cowboy couldn’t understand. “Would you please explain it?” He asked the wise man. The wise man told the cowboy, “Your present leads you to the future.”

| List of the nouns | Pronouns used for the nouns |
|-------------------|-----------------------------|
| 1. | 1. |
| 2. | 2. |
| 3..... | 3..... |

When you complete the activity, share it with the class following the direction given below. (কাজ শেষে নিচের নির্দেশনা অনুসরণ করে শ্রেণিতে share করো।)

Group 1 will tell a noun and group 2 will use the appropriate pronoun for the noun. (১নং দল noun এবং ২নং দল উক্ত noun এর pronoun বলবে।)

3.7 | In pairs/groups, read the following sentences and write why the underlined articles are used in the sentences:

(জোড়ায়/দলে নিচের বাক্যগুলো পড়ো এবং নিচে দাগ দেওয়া article গুলো কেন ব্যবহৃত হয়েছে তা লেখো।)

| Sentence | The reason to use article |
|---|---------------------------|
| 1. One day <u>a</u> cowboy was taking his cows to.... | |
| 2. He met <u>an</u> old wise man. | |
| 3. Seeing the man, <u>the</u> cowboy asked him | |
| 4. He met an old wise man with <u>an</u> umbrella. | |
| 5. He was <u>a</u> unique man. | |

3.8

The following illustrations are on the daily activities of Aria, a student of class six. In groups/pairs first, discuss and then sequence all the activities of Aria beginning from early morning to night. Then, describe them in writing using appropriate articles and pronouns. Finally, present it to the whole class.

(নিচের ছবিগুলোতে আরিয়া নামের ষষ্ঠ শ্রেণির একজন ছাত্রীর দৈনন্দিন কাজগুলো দেখানো হয়েছে। দলে/জোড়ায় **sequence** (ধারাবাহিকতা) অনুসারে সকাল থেকে সন্ধ্যা পর্যন্ত তার কাজগুলোকে আলোচনা করো। তারপর সঠিক **article** ও **pronoun** ব্যবহার করে তার কাজগুলো বর্ণনা করো এবং সবশেষে শ্রেণিকক্ষে তা উপস্থাপন করো।)



Playing with friends in the afternoon



Studying at night



Participating in group work in the class



The sun is rising, and Aria is watering plants on her balcony



Putting water bottle, tiffin, and books in the school bag



Having breakfast with her elder brother



Going to school with her mother

New words: expectation, well-known, inspire, nearest, unique, advice, concentration, scattered, seek, led



FOUR

Ask and Answer

4.1

Read the following conversation. In pairs or groups, identify 5 statements and 5 questions. Then, write the structures of those sentences. Finally discuss the differences between these two types of sentences.

(নিচের কথোপকথনটি (conversation) পড়ো। জোড়ায় অথবা দলে ৫টি বর্ণনামূলক (statement) ও ৫টি প্রশ্নবোধক (question) বাক্য চিহ্নিত করো। তারপর বাক্যের গঠনগুলো লেখো ও দুই ধরনের বাক্যের পার্থক্য আলোচনা করো।)

(Monir's uncle is coming from America. The conversation is about what they will do to welcome and entertain him)

Monir: Mom, I'm so happy!

Mom: Oh dear! I'm too.

Munia: When will uncle Rumi arrive?

Mom: He will arrive next Wednesday.

Munia: Who will receive him at the airport?

Mom: Do you want to go to the airport?

Monir: Yes, of course, mom.

Mom: Then, you and your father will receive him at the airport.

Munia: Do you have any exams this week, bhaiya?

Monir: No, I don't. But, we don't have much time.

Dady: Exactly, we all need to start working from today.

Mom: That's what I'm also thinking.

Munia: Mom, I will help you in serving the food.

Monir: I can help with cooking. Also, I will prepare a dish.

Munia: Let me guess. Is it your favourite egg pudding?

Monir: Yes! That's what I was thinking about.

Mom: Sure, everyone will be glad.

Monir: Then, I need some eggs and milk for that. Who will buy them?

Dady: I will. I will also help you with cleaning dishes.

Mom: Thank you, everyone. Everything is set now. So, let's get started.

Note

Question/ Interrogative sentence:

An interrogative sentence is used to ask a question. When we need to know something, we use interrogative sentences. There are two types of questions: wh-questions and yes/no questions. In an interrogative sentence, the position of the auxiliary verb is always before the subject.

- A. Wh question- Example: Where do you live? Structure: Wh-word (Where) + Auxiliary verb (do) + Subject (you)+ Main verb (live) + Question mark (?)
- B. If the wh- word acts as the subject of the sentence, auxiliary verb is not used in the question. For example: Who helped you in doing your project work? Structure: Subject (who) + Verb (helped) + Object (you) +?
- C. Yes/no question- Example: Do you like plants? Structure: Auxiliary verb (Do) + Subject (you) + Main verb (like) + plants + Question mark (?)

Statement/ Assertive sentence:

An assertive sentence is used to state facts, history, incidents, opinions, events, feelings, beliefs, etc. This **sentence usually** ends with a full stop.

Example: She writes a diary.

Structure: Subject (she) + Verb (writes) + Object (a diary) + . (full stop)

Interrogative Sentence ব্যবহৃত হয় প্রশ্ন জিজ্ঞাসা করার জন্য। যখন কোনো কিছু জানার প্রয়োজন হয়, তখন আমরা Interrogative Sentence ব্যবহার করি। Interrogative Sentence দুই ধরনের। একটি ধরন হচ্ছে i) Wh- Question, আরেকটি ধরন হচ্ছে ii) yes/no Question বা সাহায্যকারী verb দিয়ে তৈরি Question. Interrogative বাক্যে সাহায্যকারী verb টি সব সময় Subject এর পূর্বে বসবে। কিন্তু যখন Wh- word টি কোনো বাক্যে subject হিসেবে ব্যবহৃত হয়, তখন subject এর পূর্বে auxiliary verb এর প্রয়োজন হয় না। যেমন: Who helped you in doing the project work?

বিবৃতি/বিবৃতিমূলক বাক্য:

বিবৃতিমূলক বাক্য সাধারণত কোনো সাধারণ সত্য, ইতিহাস বর্ণনা, ঐতিহাসিক ঘটনা বর্ণনা, মতামত, কোনো ঘটনা, অনুভূতি ও বিশ্বাস প্রকাশের জন্য ব্যবহৃত হয়।

| Questions | Statements |
|--|--|
| <p>Example:</p> <p>Question- When will uncle Rumi arrive?</p> <p>Structure- When + auxiliary verb (will) + subject (uncle Rumi) + verb (arrive) + ? (Question mark)</p> | <p>Example:</p> <p>Statement- He will arrive next Wednesday.</p> <p>Structure- Subject (He) + will arrive (verb) + next Wednesday + . (full stop)</p> |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| Differences: | |

4.2

In pairs/groups, read the short story “Count Wisely”. Then, match the words given in column A with their meanings in column B.

(জোড়ায়/দলে ‘Count Wisely’ ছোট গল্পটি পড়ো। তার Column A এর শব্দের অর্থ Column B এর শব্দের অর্থ মিলো।)



Count Wisely

One day, Emperor Akbar asked the question “**How many crows are there in the city?**” in his court. **Everyone in the courtroom became puzzled.** They all tried to figure out the answer but couldn’t. They were asking each other, “How can we count? **Is it possible to count all the crows of a city?**” At that time, Birbal, an advisor of the emperor, walked in. He asked, “**What is the matter?**” They repeated the question to him.

Birbal immediately smiled and went up to Akbar. He told the emperor, “Maharaj, I know the answer. **Can I tell?**” Then, **he announced the answer.** He said that there were twenty-one thousand, five hundred, and twenty-three crows in the city. Emperor Akbar asked, “**How did you count the number of the crow?**” Birbal replied, “Ask your men to count the number of crows. **If there are more, then the relatives of the crows must be visiting them from nearby cities.** If there are fewer, then the crows from our city must be visiting their relatives who live outside the city.”

The emperor smiled. **He was pleased with the answer.** As a reward, Akbar gave Birbal a ruby and pearl chain.

| Column A (Words/Phrases) | Column B (Meanings) |
|--------------------------|---|
| 1. Puzzled | King |
| 2. Figure out | Tell people about something officially |
| 3. Advisor | Calculate the total number |
| 4. Emperor | Unable to understand, so becomes confused |
| 5. Immediately | Persons who are part of family |
| 6. Announced | At once |
| 7. Count | Understand |
| 8. Relatives | A person who gives advice |

4.3

Now, in pairs/groups, read the underlined sentences of the story “Count wisely”, and categorise them in the following two columns. Then discuss the purposes of the sentences. One is done for you.

(এখন জোড়ায়/দলে ‘Count Wisely’ গল্পের underlined (নিচে দাগ দেওয়া) বাক্যগুলো পড়ো এবং নিচের দুটি কলামে ভাগ (categorise) করো। তারপর বাক্যগুলোর উদ্দেশ্য আলোচনা করো। একটি তোমার জন্য করে দেওয়া আছে।)

To categorise the sentences, identify the position of the auxiliary verbs and the punctuation marks (i.e., full op & question mark).

(বাক্যগুলো ভাগ করার সময় তাদের মধ্যে সাহায্যকারী verb এর অবস্থান এবং যতিচিহ্নের (যেমন full stop, question mark) অবস্থান চিহ্নিত করো।)

| Assertive sentence | Purpose | Interrogative sentence | Purpose |
|---|---------------------------------------|---|---|
| 1. <u>Everyone in the courtroom became puzzled.</u> | States the situation of the courtroom | 1. “ <u>How many crows are there in the city?</u> ” | The Emperor asked the question to know the number of crows in the city. |
| 2. | | 2. | |
| 3. | | 3. | |
| 4. | | 4. | |
| 5. | | 5. | |

4.4

Read the following note and match the sentences given in column A with the negative sentences in column B. One is done for you.

(নিচের note টি পড়ো। Column A (সারণি A) এর সাথে Column B (সারণি B) এর না বোধক বাক্যটি মিলাও।)

Note: Let’s know about another two types of sentences!

Affirmative sentence: An affirmative sentence refers to something positive and it does not contain any negative words. Example: I can recite poems.

Negative sentence: A negative sentence refers to something negative. Usually we use a negative sentence to deny or to disagree with something. A negative sentence contains no, not, never. Example: I cannot swim.

Note: চলো আরও দুই ধরনের বাক্য সম্পর্কে জানি।

১. Affirmative Sentence (হ্যাঁ বোধক বাক্য): Affirmative Sentence বলতে হ্যাঁ-বোধক বাক্যকে বুঝায় এবং এসব বাক্যে না-বোধক কোনো শব্দ থাকে না। উদাহরণ: I can recite a poem

২. Negative Sentence (না-বোধক): Negative Sentence বলতে সাধারণত না-বোধক বাক্যকে বোঝায়। সাধারণত কোনো কিছুকে অস্বীকার করা বা কোনো কিছুর প্রতি Disagree (ভিন্ন মত) প্রকাশ করার জন্য Negative Sentence ব্যবহৃত হয়। Negative Sentence এ no, not, never ইত্যাদি না-সূচক শব্দ থাকে। যেমন- I cannot swim. I do not like to go.

| Column-A | Column- B |
|--|---|
| 1. Pets are adorable creatures. | A. He doesn't become a part of my family. |
| 2. I have a puppy. | B. He is not cute and loyal. |
| 3. He has soft paws. | C. He doesn't love to sleep next to me. |
| 4. He is cute and loyal. | D. Pets aren't adorable creatures. |
| 5. We call it "Bagha" by name. | E. Also, he is not at all popular among my friends. |
| 6. He loves to sleep next to me. | F. He doesn't have soft paws. |
| 7. He becomes a part of my family. | G. I don't have a puppy. |
| 8. He is also very popular among my friends. | H. We don't call him "Bagha" by name. |

4.5 Now, in pairs/groups, read the following text. Then, fill in the blanks with different types of sentences (Assertive, Interrogative, Assertive-Affirmative/Negative, or Interrogative-Affirmative/Negative) to make the passage meaningful.

(জোড়ায়/দলে text টি পড়ো। তারপর অনুচ্ছেদটিকে অর্থবহ করার জন্য বিভিন্ন প্রকারের বাক্য (Assertive ... Affirmative/Negative) দিয়ে নিচের শূন্যস্থানগুলো পূরণ করো।)

Hello! I'm Rakib Hasan.

Usually, I get up early in the morning but today 1)_____

I love my school so I 2)_____ Today, my teacher asked me, 3) " _____?" I replied that I love mangoes.

In English class, my best friend wanted to borrow my pen. I told him that sorry 4) _____ because I only have one.

Today I joined the recitation club, not the singing club. Because I love recitation but 5) _____ Before ringing the bell, my teacher asked 6) " ?" I replied that I had put everything in my bag.

4.6

Interview your friend/teacher/relatives/neighbour to know more about their favourite pastime. Then, present your findings in a paragraph in the class. You can ask the following questions or you can ask any question you like.

(তোমার বন্ধু/শিক্ষক/আত্মীয়/প্রতিবেশী সম্পর্কে আরও বেশি জানার জন্য তাদের সাক্ষাৎকার নাও। তারপর তোমার প্রাপ্ত ফলাফল একটি paragraph এর মাধ্যমে শ্রেণিতে উপস্থাপন করো। নিচের প্রশ্নগুলো অথবা যে কোনো প্রশ্ন তুমি জিজ্ঞাসা করতে পারো।)

Interview Questions

1. May I know your name, please?
2. What do you do?
3. Where do you live?
4. How much free time do you usually have?
5. What do you like to do in your free time?
6. Why do you like it?
7. Do you have to spend money for it?
8. Do you need any help doing it? If yes, who helps you?
9. Is it environmentally friendly?
10. Do your family members like it?
11. Who inspires you to do the work?
12. Is it important for you to have a hobby? If yes, why?

New words: entertain, recite, creature, adorable, paws, puzzled, emperor, nearby, reward, refer.



FIVE

Together We Are a Family

5.1 | Discuss the following questions in pairs:

1. How many members are there in your family?

2. Who cooks for your family?

3. Who usually cleans your house?

4. What are the things that you do at your home?

5. What more can you do to help your family?

5.2 | Have you done any of these before? [Tick (✓) all the relevant boxes]

Checklist:

- | | |
|--|--|
| <input type="checkbox"/> Ironing clothes | <input type="checkbox"/> Looking after your little brother/sister |
| <input type="checkbox"/> Cleaning reading table | <input type="checkbox"/> Cleaning plates |
| <input type="checkbox"/> Sweeping the floor | <input type="checkbox"/> Clearing dining table |
| <input type="checkbox"/> Making one's bed | <input type="checkbox"/> Cooking |
| <input type="checkbox"/> Carrying shopping bags | <input type="checkbox"/> Helping your brother/sister with his/her study. |
| <input type="checkbox"/> Taking care of pets and animals | <input type="checkbox"/> Buying things from the market |
| | <input type="checkbox"/> Washing clothes |

5.3 | Read the following story.

Anamika And Her Family



Together We Are a Family

Hello, my name is Anamika. There are four members in my family. They are my mother, my father, my brother, and myself.

My parents are hard-working. They wake up early in the morning and start working. They do the household chores together and help each other. We have our breakfast together. After that my parents leave for work. They come back home in the evening. Usually, my mother prepares dinner for us, and sometimes my father helps her in cooking. When one of them becomes busy with other work, the other takes the responsibility of cooking. My little brother and I also help them. We also clean the house with the help of our parents. We try to do our work on our own. For example, I always wash my clothes and clean my plate after taking breakfast, lunch or dinner. We never push any work to others.

After our dinner, we all spend some time together, and sometimes we have a family meeting. In our family meeting, everyone is welcome to express their opinion. Whenever we face any problem, we try to solve it by ourselves. I can freely share anything with my parents. My parents also encourage me to respect everyone's opinion. So, even when my little brother says something, I listen to him attentively and always try to appreciate him. We are a happy family.

5.4 | Work in pairs. Match the words in column A with their meanings in column B:

(জোড়ায় কলাম A এর শব্দগুলোর সাথে কলাম B এর অর্থের মিল করো।)

| Column A | Column B |
|-----------------------|---|
| 1. Consist of | A. To offer help or service |
| 2. Household chores | B. To tell what/how you think or feel about someone or something |
| 3. Come forward | C. To be made up of things or people |
| 4. Clean | D. To recognize how good someone or something is, and/or to value something |
| 5. Expressing opinion | E. To make a place/object free from dirt/dust |
| 6. Appreciate | F. The daily work that is done to keep the house clean and proper |

5.5

Look at the grid below. It shows the household chores of Anamika's family. Read the passage again and put a tick to show who does the work, and then use full sentences to describe the grid in pairs/groups. One is done for you.

(নিচের grid টি দেখো। এটিতে অনামিকার পরিবারের গৃহস্থালী কাজ দেখানো হয়েছে। passage টি আরেকবার পড়ো এবং টিক চিহ্নের মাধ্যমে দেখাও কাজটি কে করছেন, তারপর জোড়ায়/দলে পূর্ণ বাক্যের মাধ্যমে grid টি কে বর্ণনা করো। একটি উদাহরণ তোমার জন্য করে দেওয়া আছে।)

Example sentence: Anamika's father and mother both do the cooking.

| Household chores | Anamika | Father ✓ | Mother ✓ | Brother |
|--------------------|---------|-------------|-------------|---------|
| Cooking | | | | |
| Washing clothes | | | | |
| Washing plates | | | | |
| Cleaning house | | | | |
| Expressing opinion | | | | |

5.6

Discuss in pairs/groups whether the sentences are True or False. If 'False', give the correct information.

(বাক্যগুলো সত্য নাকি মিথ্যা তা জোড়ায়/দলে আলোচনা করো। মিথ্যা হলে সঠিক তথ্য দাও।)

- Anamika has one sibling.
- In Anamika's family, only female members do the household chores.
- Everyone's opinion is important in her family.
- Nobody is happy in her family.
- In her family, they help each other with household chores.
- Each family member does his or her work by himself or herself.
- They help each other in solving problems.
- The family members show respect to each other's opinions.

5.7

In groups of 5, discuss to find out who usually does the following household chores in your family and write the names in the grid below. One is done for you.

(প্রতি দলে ৫ জনে বিভক্ত হয়ে আলোচনা করো এবং তোমার পরিবারে গৃহস্থালি কাজগুলো কে করেন এবং তা নিচের grid টিতে লেখো। একটি উদাহরণ তোমার জন্য করে দেওয়া আছে।)

| Name of the household chores | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Cooking | Mother | | | | |
| Sweeping | | | | | |
| Shopping | | | | | |
| Washing clothes | | | | | |
| Feeding pets | | | | | |
| Cleaning bathrooms | | | | | |
| Mopping the floor | | | | | |

5.8

Discuss the following questions in groups. And then share your answers with the class.

(নিচের প্রশ্নগুলো দলে আলোচনা করো তারপর উত্তরগুলো শ্রেণিতে share করো।)

- What are the household chores you usually do?
- What else can you do?
- Do you think there should be specific household chores for boys and girls? If yes, why?

5.9

Discuss in pairs/groups and write at least 3 reasons why all the members of a family should do household chores.

(জোড়ায়/দলে আলোচনা করে অন্তত তিনটি কারণ লেখো-কেন গৃহস্থালি কাজগুলো পরিবারের সবার করা উচিত।)

New words: homework, usually, prepare, responsibility, for example, express, whenever, solve, encourage, listen to, attentively, grid, describe, feed, mopping.



SIX

The Missing Tenth Man

6.1

Read the story. Then, discuss the answer to the following question in pairs/groups.

(গল্পটি পড়ো। তারপর দলে / জোড়ায় নিচের প্রশ্নগুলোর উত্তর নিয়ে আলোচনা করো।)



The Missing Tenth Man

One day, a group of ten men went to the river Padma to take a dip. They held each other's hand while taking the dip. But they somehow forgot to hold hands while coming out of the water.

After returning to the shore, Rothin Babu, one of the senior men asked, "Have we all crossed the river safely?" All the men in the group started looking at each other. They were confused.

Then the senior man asked everyone to lift their hands up to take a count. He started counting each person and the count stopped at nine. Thinking that one man was missing all the men started screaming. They even started looking for the missing tenth man. That went on with each person counting men up to nine and missing the tenth man. Seeing this, a cap seller told, "I can help you". He gave a cap to each man and asked them to wear it. The men were confused as to what was happening. The seller asked the senior man to gather all the caps, including his own, and count them all. Everyone was happy to see ten caps, that means no one was missing at all. The silly men thanked the seller for his help to find their missing member and believed it to be a magic!

Question: What has really happened? Why did the result come to nine when they counted each of them?

6.2 | In pairs/groups, discuss the uses of capital letters in the box below. (নিচের বাক্সে ক্যাপিটাল লেটারে লেখা শব্দগুলোর ব্যবহার নিয়ে জোড়ায়/দলে আলোচনা করো।)

| Uses of capital letters | |
|--|---|
| The first letter in a sentence: <i>Where is my new pen?</i> | The first letter of direct quotes: <i>"Time is money"</i> - Benjamin Franklin |
| The first letter of the name of people, places & things: <i>Runu is going to visit her friend Tania in Rajshahi.</i> | I as a pronoun: <i>I like music.</i> |
| The first letter of the name of days, months, and holidays: <i>26 March is our Independence Day.</i> | The first letter of the titles of people: <i>Dr. Sarwar is my uncle.</i> |

6.3

In pairs/groups, read the story again and discuss why the bold letters of the following sentences are in capitals:

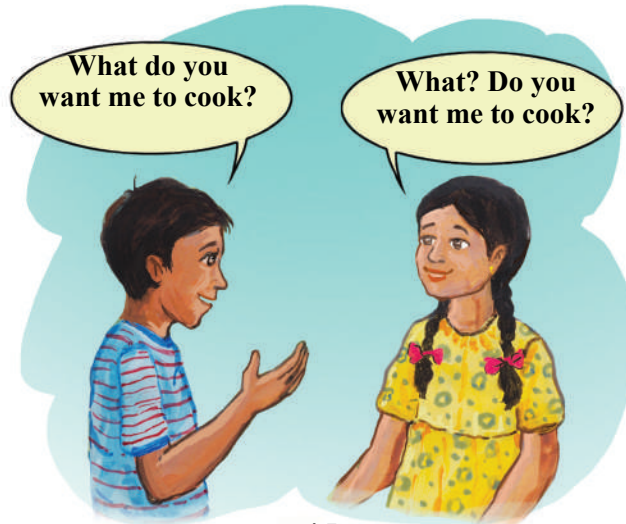
(জোড়ায়/দলে গল্পটি আরও একবার পড়ো এবং নিচের বাক্যগুলোতে Bold Letter গুলো কেন Capital Letter তা আলোচনা করো।)

| The sentences | Reason |
|---|--------|
| 1. T hey hold their hands to each other while taking the dip. | 1. |
| 2. One day, a group of ten men went to the P adma to take a dip... | 2. |
| 3. After returning to the shore, M r. R othin, one of the senior men, asks... | 3. |
| 4. " I can help you" | 4. |

6.4

Read the following sentences in the speech bubbles. Then, in pairs or groups discuss the meaning of each sentence and share why the meaning of the sentences are different.

(Bubble এর বাক্যগুলো পড়ো। তারপর জোড়া অথবা দলে প্রত্যেকটি বাক্যের অর্থ আলোচনা করো। এবং কেন বাক্য দুটির অর্থ আলাদা তা নিজেদের মধ্যে share করো।)





6.5

In pairs/groups read the note given below. Discuss the following punctuation marks and draw the appropriate punctuation marks next to the names.

(জোড়ায়/দলে নিচে উল্লিখিত নোটটি পড়ো। নিচের যতিচিহ্নগুলো আলোচনা করো এবং পরের পৃষ্ঠায় নামের পাশে সঠিক যতি চিহ্নটি লেখো।)

Note: Punctuation marks are the symbols that we use in written sentences to make their meanings easy and clear. Punctuation marks also show how the sentence should be read. Some of the very common punctuation marks are- Full Stop / Period (.), Comma (,), Question Mark (?), Exclamation Mark (!), Quotation Marks / Speech Marks (“ ”)

Note: Punctuation Marks (যতি চিহ্ন) ব্যবহৃত হয় লিখিত বাক্যকে যাতে সহজে এবং পরিষ্কারভাবে বোঝা যায়। কিভাবে বাক্যকে পড়তে হয় তা যতি চিহ্নের মাধ্যমে জানা যায়। সাধারণভাবে ব্যবহৃত কিছু Punctuation Marks হলো: Full stop/ Period (.), Comma (,), Question Mark (?), Exclamation Mark (!), Quotation Marks / Speech Marks (“ ”)।

| Punctuation Marks | |
|-------------------|--------------------|
| ! Exclamation | ● Full Stop |
| , Comma | ? Question Mark |
| ; Semi Colon | : Colon |
| / Slash | “” Quotation Marks |
| () Round Bracket | — Dash |

| Names | Punctuation marks |
|---------------------|-------------------|
| 1. Full stop/Period | |
| 2. Question Mark | |
| 3. Exclamation Mark | |
| 4. Dash | |
| 5. Comma | |
| 6. Quotation Mark | |
| 7. Colon | |
| 8. Slash | |
| 9. Semicolon | |
| 10. Round Bracket | |

6.6 | Read the following note on the use of punctuation marks.

The use of Punctuation marks: (যতি চিহ্নের ব্যবহার):

1. The Full Stop/Period/Dot:

A Full Stop (.) is used -

- at the end of a sentence. Example- They are my neighbours.
- A dot is used to shorten a word. Example- Oct. - October
- Dot is also used for abbreviation. Example-U.K.- United Kingdom, M.P. - Member of Parliament

2. Question Mark (?):

A question mark is used-(প্রশ্নবোধক চিহ্ন ব্যবহৃত হয়)

- at the end of an interrogative sentence. (প্রশ্নবোধক বাক্যের শেষে) Example- Have you taken breakfast?

3. Exclamation Mark (!):

- An exclamation mark is used-(বিস্ময়সূচক চিহ্ন ব্যবহৃত হয়):
- at the end of a sentence or a short phrase that expresses a very deep or sudden emotion or feeling. (গভীর আবেগ ও বিস্ময় বোঝানোর জন্য অথবা হঠাৎ আবেগ ও অনুভূতি প্রকাশের জন্য) For example- Wow! What a beautiful picture it is.
- to show emphasis. (হঠাৎ কোনো বিষয়ে জোর দেওয়ার জন্য) For example- Stop! Watch out for the speeding cars!

4. Comma (,):

A comma is used-(কমা ব্যবহৃত হয়)

- to give a little pause (বাক্যে অল্প থামার প্রয়োজন হলে): Example- Please, open the window.
- to separate items in a list (একটি তালিকার ভিতরের একই ধরনের বস্তুকে আলাদা করার জন্য): For example: Yesterday I bought a book, a pen, a ruler, and a school bag.

5. Quotation mark (“ ”):

- Quotation marks are used to quote someone directly. Quotation marks are of two types: (i) Single Quotation Marks (ii) Double Quotation Marks. কারো বক্তব্য বা উদ্ধৃতি হবহ তুলে ধরার জন্য Quotation Mark ব্যবহৃত হয়। Quotation Marks দুই প্রকার: Single Quotation Marks, এবং Double Quotation Marks):
- Single (‘...’): Single quotation marks are mainly used within a double one to indicate a quotation within a quotation. (Single Quotation Mark মূলত ব্যবহৃত হয়, Double Quotation এর ভিতরে নির্দিষ্ট করে কোনো কিছুকে বুঝাতে): Tarin said that the teacher said, “We will discuss ‘Punctuation marks’ tomorrow.”
- Double (“...”): A double quotation mark is used to quote someone directly (Double Quotation ব্যবহৃত হয় কোনো ব্যক্তির বক্তব্যকে সরাসরি প্রকাশ করার জন্য): For example- Mother said, “Don’t receive an unknown call.”

6.7

Rearrange the words to make a meaningful sentence. Then use the appropriate punctuation marks and capital letters where required.

(অর্থবোধক বাক্য তৈরি করার জন্য নিচের শব্দগুলো সাজিয়ে লেখো। প্রয়োজন অনুযায়ী সঠিক যতিচিহ্ন এবং capital letter ব্যবহার করো।)

- a. garden is beautiful this a tea
- b. friend dear hello
- c. you what doing are here
- d. rana my is dr neighbour
- e. bought a funny interesting a and colourful book I

6.8

Read the following story and fill in the gaps using capital letters or punctuation marks. Then, tell the story to the class using proper intonation.

(নিচের গল্পটি পড়ো এবং প্রয়োজন অনুযায়ী capital letter ও সঠিক যতিচিহ্ন বসিয়ে শূন্যস্থান পূরণ করো। তারপর সঠিক intonation (স্বরভঙ্গি) ব্যবহার করে শ্রেণিতে গল্পটি বলো।)

1)___once in a village, there lived a wise man. People from nearby villages have been coming to the wise man 2)___ they complained about the same problems every time 3)___ One day he told the villagers, 4)___ Dear friends, listen to a joke.” Hearing the joke the villagers roared in laughter. After a couple of minutes 5)___ he told them the same joke and only a few of them smiled. 6)___ when he told the same joke for the third time no one laughed anymore. 7)___ the wise man smiled and said 8)___ “You can’t laugh at the same joke over and over 9)___ So, why are you always crying about the same problem 10)___”

New Words: dip, confused, gather, scream, emphasis, intonation.



SEVEN

A Day in the Life of Mina

7.1 | Read the story



It was a gloomy and rainy day. On the way to school, Mina found that the road was muddy and slippery. She saw a tall old man. He was walking on the road. Suddenly he fell and Mina ran to help him get up. The old man thanked her and said, “How helpful you are, my girl!”

Then she started walking and saw a red dog. The dog was big and frightening. A little boy was scared to see the dog. But Mina was fearless. She helped the boy to walk past the dog. The boy thanked her by saying, “You are so kind, sister!”



Then, she saw one of her classmates going to school. She was wet because of drizzling. Mina gave her a handkerchief to wipe her head. Then, she took her classmate under her umbrella and left for school. Her classmate thanked her and said, ‘You are always friendly, Mina’



After that, they quickly arrived at the school. The guard looked at Mina and said, “You came on time even on a rainy day! You are punctual my dear.”

Mina did her homework as she always does. In her class, she listened to the teacher and participated in the discussion. The teacher was very pleased with her and told her, “You are very attentive and I appreciate you.” She usually plays after the school. As the day was rainy, the field was sloppy. So, unfortunately, she couldn’t play on that day. Hence, she was a bit upset. After returning home, she shared everything about the whole day with her mother. Her relationship with her mother was very cordial and friendly.



7.2

Discuss in groups/pairs and find out a few words that describe the following. One is done for you.

(দলে/জোড়ায় আলোচনা করো এবং নিচের দেওয়া প্রতিটি শব্দকে কয়েকটি শব্দে বর্ণনা করো। একটি উদাহরণ তোমার জন্য করে দেওয়া আছে।)

| Names | Descriptions |
|----------------------------------|--------------------|
| The road | Muddy and slippery |
| Mina | |
| The old man | |
| The dog | |
| The boy | |
| Mina’s classmate | |
| The field | |
| Her relationship with her mother | |

7.3

Read the story again and practise the activity in pairs. Make five questions from the table below and then find out the suitable answers from the story. One is done for you.

(গল্পটি আরেকবার পড়ো এবং জোড়ায় নিচের কাজগুলো করো। প্রশ্ন তৈরি করো এবং উপযুক্ত উত্তর খুঁজে বের করো। একটি তোমার জন্য করে দেওয়া হলো।)

Question: How was Mina?

Answer: Mina was helpful.

| Questions | | Answers |
|-----------|-----|------------|
| How | was | Mina? |
| | | the field? |
| | | the boy? |
| | | the road? |
| | | the dog? |

7.4

In group/pairs, find out the meanings of the following adjectives and use them in your sentences. The first one is done for you.

(দলে/জোড়ায় নিচের adjective গুলোর অর্থ খুঁজে বের করো এবং তা বাক্যে ব্যবহার করো।)

| | | | | | |
|----------|----------|-------------|---------|----------|--------|
| Gloomy | Muddy | Frightening | Scared | Fearless | Kind |
| Friendly | Punctual | Attentive | Playful | Cordial | Sloppy |

Gloomy - Dull : The weather looks gloomy today.

1. **Muddy:** _____

2. **Frightening:** _____

3. **Scared:** _____

4. **Fearless:** _____

5. **Kind:** _____

6. **Friendly:**_____

7. **Punctual:**_____

8. **Attentive:**_____

9. **Playful:**_____

10. **Cordial:**_____

11. **Sloppy:**_____

7.5 | Game

Work in groups of 3. Go and find out the adjectives in the poem “Little Red” pasted on the wall.

(In a group of 3, one will be the writer, the other two will be messengers. Hang/paste 5-6 copies of the poem “Little Red” on the walls and ask the groups to run, read and find out the adjectives. The messengers will run around the class and find out adjectives from the poem on the wall and come back to the writer and say the word. The writer will write them down. Then each group will share the adjectives with the class. The group which will collect more adjectives will be the winner.)

Little Red

Jessica McDonald

Once there was a girl,
And her name was Little Red,
She set off to her grandma's house,
For Gram was sick in bed.

She wandered through the forest,
With her basket full of bread,
She ran into the Big Bad Wolf,
“Where Are you going?” he said.

“I'm headed to my grandma's house,
Can't stop to talk,” said Red.
The sneaky wolf, he made a plan,
And then away he sped.



When Red got to her Grandma's house,
She saw her there in bed,
"Oh, what big eyes, and ears, and teeth,
You have upon your head!"

"The better to eat you with my dear"
The hungry wolf just said.
"Please don't eat me," said Little Red,
"Just eat my bread instead".



7.6

Read the conversations and describe Mina using adjective.

(নিচের কথোপকথনটি পড়ো এবং adjective ব্যবহার করে Mina কে বর্ণনা করো।)

Situation 1



Asking for a pen

Sabuj: Hey, Mina. Can I have your pen, please?

Mina: Yes, sure. Here it is. Please take it.

Sabuj: Oh, Mina. Thank you so much. You just saved me.

Mina: Mention not, Sabuj. It's my pleasure.

Describe Mina with some adjectives in this situation:

Situation 2



Helping Grandmother

Mina: Grandmother, you look cold. Can I help you?

Grandmother: Yes dear. Can you bring me the blanket, please?

Mina: Of course. Here is the blanket.

Grandmother: Thank you, dear.

Mina: Ask me if you need anything else.

Grandmother: Ok, my dear.

Describe Mina with some adjectives in this situation:

■ Situation 3



● Helping a beggar

Street beggar: Hello, girl! could you please help me?

Mina: Hello, uncle! How can I help you?

Street beggar: I'm starving. Can you please give me some food?

Mina: Yes, take this apple.

Street beggar: So kind of you, my dear. Thank you.

Mina: It's my pleasure.

Describe Mina with some adjectives in this situation:

■ Situation 4



● Studying regularly

Father: Hey, Mina. What are you doing?

Mina: Hello, Dad. I'm studying.

Father: It's good to see you study regularly.

Mina: Thank you, Dad.

Describe Mina with some adjectives in this situation:

Situation 5



Feeding a Street Dog

Describe Mina with some adjectives in this situation:

Plabon: Hey, Mina. What are you doing?

Mina: Hi, Plabon. I'm feeding this dog.

Plabon: Aren't you scared of dogs? They can bite you.

Mina: No, I think they are not harmful.

Plabon: I see. But I'm so afraid of dogs.

7.7

Write a short text answering the questions and then compare it with your friends.

(নিচের প্রশ্নগুলোর উত্তর ব্যবহার করে একটি সংক্ষিপ্ত অনুচ্ছেদ (text) তৈরি করো এবং তোমার বন্ধুর সাথে তা মিলিয়ে দেখো।)

- How many members are there in your family?
- Who are they?
- What are their names?
- Describe them using 3-5 adjectives. You may use adjectives from the list, or you can use them on your own.

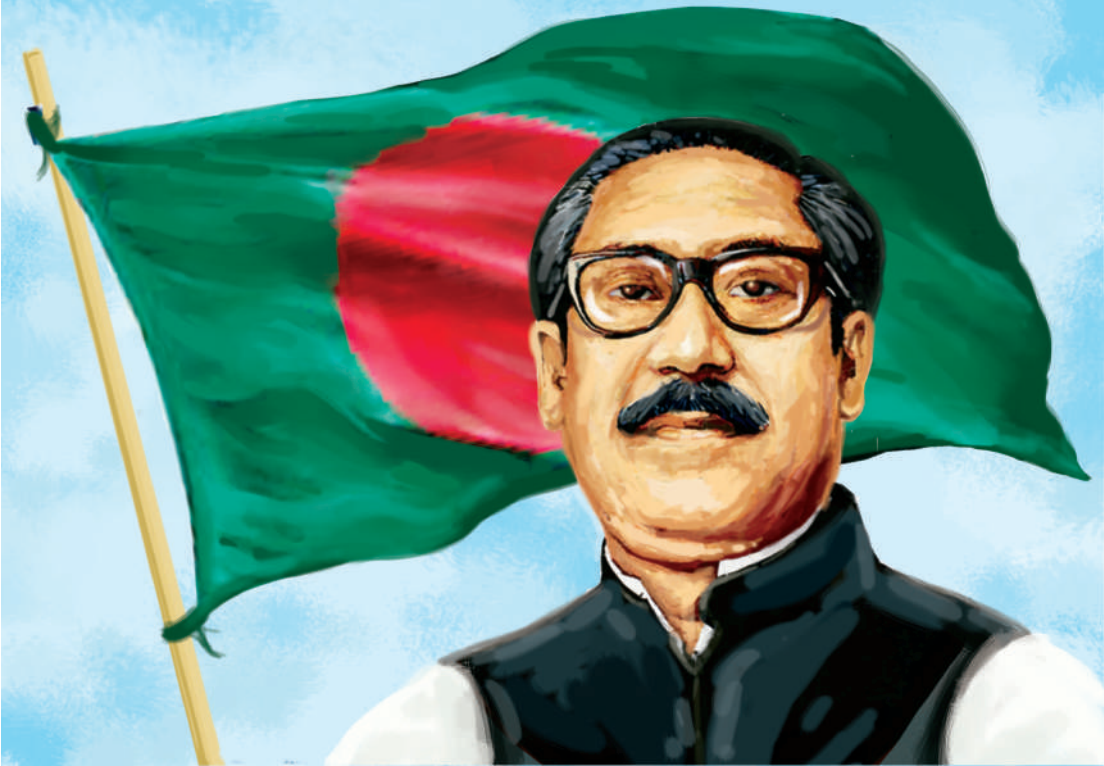
| | | | | |
|-------------|----------|----------|--------------|--------|
| Hardworking | Punctual | Friendly | Rude | Polite |
| Loving | Funny | Tidy | Affectionate | Strict |
| Smart | Caring | Gentle | Lazy | Honest |

New words: gloomy, muddy, slippery, frightening, scared, friendly, drizzling, punctual, participate, sloppy, unfortunately, cordial, wandered, sneaky, instead, pleasure, blanket, starve.



EIGHT

Bangabandhu, My Inspiration



As a man, what concerns mankind concerns me. As a Bengalee, I am deeply involved in all that concerns Bengalees. This abiding involvement is born of and nourished by love, enduring love, which gives meaning to my politics and to my very being.

*Sheikh Mujibur Rahman
3.5.73*

As a man, what concerns mankind concerns me. As a Bengalee, I am deeply involved in all that concerns Bengalees. This abiding involvement is born of and nourished by love, enduring love, which gives meaning to my politics and to my very being.

(Bangabandhu Sheikh Mujibur Rahman)

একজন মানুষ হিসাবে সমগ্র মানবজাতি নিয়েই আমি ভাবি। একজন বাঙালি হিসাবে যা কিছু বাঙালিদের সঙ্গে সম্পর্কিত তাই আমাকে গভীরভাবে ভাবায়। এই নিরন্তর সম্পৃক্তির উৎস ভালোবাসা, অক্ষয় ভালোবাসা, যে ভালোবাসা আমার রাজনীতি এবং অস্তিত্বকে অর্থবহ করে তোলে।

(বঙ্গবন্ধু শেখ মুজিবুর রহমান)

8.1

Watch the short video clip on the childhood of Bangabandhu on Youtube and in pairs/groups discuss the following questions.

(বঙ্গবন্ধুর শৈশবের সংক্ষিপ্ত Video Clip Youtube-এ দেখো। জোড়ায়/দলে নিচের প্রশ্নগুলো আলোচনা করো।)

1. When was Bangabandhu born?
2. What was his nickname?
3. Do you think Bangabandhu was very friendly in his childhood? If yes, how do you know?
4. Can you tell a childhood story of Bangabandhu that expresses his love for the people?
5. Does Bangabandhu inspire you to support the truth? If yes, how?

8.2

Read the text and complete the following activities in pairs/groups.

(নিচের text টি পড়ো এবং activity গুলো জোড়ায়/দলে সম্পন্ন করো।)

Bangabandhu, My Inspiration

You must have heard the name of Bangabandhu Sheikh Mujibur Rahman many a time. But, how much do you know about him? Do you know that he has three names - *Khoka* to his closest ones, *Bangabandhu* to the people of Bangladesh, and the great leader, *Sheikh Mujibur Rahman* to the world?

Bangabandhu was the dreamer of an independent Bangladesh. He sacrificed every bit of himself and led Bangladesh to achieve its independence. His love for the people and sacrifice for the country made him 'The Father of the Nation'.

He was a born leader. His love and care for the people made him speak for all of us. He never accepted any injustice done to anyone. From his very childhood, he always stood by his friends in times of need. If he saw anybody in his class who could not afford to buy an umbrella, he gave away his own so that the boy did not have to suffer in the heat or rain. Sometimes, he even gave away his textbooks. Do you help your friends?

He was always confident and courageous. He was not afraid to speak up against injustice. Once when he was a student of Gopalganj Missionary School, the Chief Minister of undivided Bengal, Sher-e-Bangla AK Fazlul Haque visited the school.



Then, Mujib along with his friends came forward with their demands to repair the school hostel's roof. Afterwards, the chief minister sanctioned the money. Do you ever speak for your friends or community?

Bangabandhu was a football lover. He loved to play football, volleyball, and hockey. He had a reputation as a team player. Do you play any of these sports?

He was a knowledgeable person. He was a



great speaker too. In those days, there was no internet or smartphones. He gathered knowledge by reading newspapers. Do you read any newspapers?

He loved people and was always surrounded by them. He could mix with people easily. He was liberal. He wanted people from all communities to live together in harmony. His only dream was to see Bangladesh as a free, peaceful, and prosperous nation. Will you be a part of making his dream true?

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

| Column A | Column B |
|------------------|---|
| 1. Achieve | a) An offer to do something |
| 2. Repair | b) When someone doesn't get his right |
| 3. Injustice | c) Fame, Position |
| 4. Came forward | d) Become successful |
| 5. Sanction | e) One who plays for the team rather than for personal glory. |
| 6. Reputation | f) Respect others' beliefs or behaviour |
| 7. Liberal | g) A situation where everything is right and peaceful |
| 8. Harmony | h) Give official permission |
| 9. A team player | i) Fix |

8.3

Read the text again and ask and answer the following questions in pairs.

(Text টি আবার পড়ো এবং জোড়ায় নিচের প্রশ্নগুলোর উত্তর দাও।)

1. What was Bangabandhu's dream?
2. Why do people call him 'The Father of the Nation'?
3. How do you know he was courageous?
4. What was his favourite sport?
5. Why did he read newspapers?

8.4

Read the text again. In pairs/groups, discuss the following qualities of Bangabandhu and describe those with an example in the next column to it. If you need, you can read any books, articles etc for reference. One is done for you.

(উপরের text টি আবার পড়ো। জোড়ায়/দলে বঙ্গবন্ধুর নিচের গুণাবলি আলোচনা করো এবং description কলামে একটি উদাহরণসহ গুণাবলি বর্ণনা করো। প্রয়োজনে বঙ্গবন্ধু সম্পর্কিত তথ্যবহুল কোনো বই অথবা প্রবন্ধ পড়া যেতে পারে। একটি উদাহরণ তোমার জন্য করে দেওয়া হলো।)

| Qualities | Description |
|------------------|---|
| 1. Dreamer | He was a dreamer because he had a dream that one day Bangladesh would be a free and peaceful country. |
| 2. Great leader | |
| 3. Helpful | |
| 4. Courageous | |
| 5. Good player | |
| 6. Knowledgeable | |

| | |
|--------------------|--|
| 7. Great speaker | |
| 8. Friendly | |
| 9. Kind | |
| 10. A true patriot | |

8.5

Now, in pairs/ groups, identify some qualities of Bangabandhu Sheikh Mujibur Rahman that you would like to acquire. Then, describe why and how you will acquire those. Finally, share your writing in the class.

(এখন, জোড়ায়/দলে বঙ্গবন্ধু শেখ মুজিবুর রহমানের কয়েকটি গুণ চিহ্নিত করো যেগুলো তুমি অর্জন করতে চাও। তারপর কেন এবং কিভাবে এই গুণগুলো তুমি অর্জন করবে তা বর্ণনা করো। সবশেষে তোমার লেখাটি শ্রেণিতে share করো।)

You can present your thoughts using the following table.

| Some qualities I want to acquire. | Why these qualities are important to me. | What I will do to acquire these qualities. |
|-----------------------------------|--|--|
| | | |
| | | |
| | | |

New words: nickname, acquire, injustice, came forward, sanction, reputation, liberal, harmony, team player.



NINE

Politeness

9.1

In groups, talk about a situation where you asked for help from your teacher, friend, or a senior. Then, write down a few sentences which contain can, could, may, must, have to, might, should, and underline them.

(দলে ভাগ হয়ে এমন একটি অবস্থার কথা চিন্তা করো, যখন তোমাকে বলা হলো এমন কারো সাহায্য চাও; যিনি তোমার শিক্ষক, বন্ধু অথবা তোমার চাইতে বয়সে বড়। তারপর কিছু বাক্য লেখো যেগুলোতে can, could, may, might, have to, should এর ব্যবহার থাকবে এবং এর পরে এই শব্দগুলোর নিচে দাগ দিয়ে চিহ্নিত করো।)

Now try to find answers to the following questions in the group discussion.

What do the highlighted words mean?

What are they called?

How are they different from other auxiliary verbs?

9.2 | Read the conversations. (কথোপকথনটি পড়ো)

Polite request by using ‘can, could, may’

Suppose a student is seeking help from a teacher, and the conversation is like-

Student: May I come in sir?

Teacher: Yes, please.

Student: Sir, I didn't understand this topic. Could you please explain this again, sir?

Teacher: Sure. I will. But before I explain, you should read chapter two from this book.

Student: I don't have this book. Can I please borrow your book?

Teacher: Sure. But return it to me in two days. Read attentively or you will fail to understand the topic.

Student: I will sir. Thank you so much.

Teacher: Welcome.



9.3

Read the note on the uses of modal verbs. Now work in pairs and find out the mistakes in the following sentences and write the correct sentences. Then share the sentences with the class.

(Modal Verbs এর ব্যবহার সংক্রান্ত নিচের note টি পড়ো। এখন দলে ভাগ হয়ে নিচের বাক্যগুলো থেকে ভুল খুঁজে বের করো এবং সঠিক বাক্যটি লেখো। তারপর শ্রেণিতে বাক্যগুলো share করো।)

Note:

1. বিভিন্ন Subject এর সাথে Modal Verbs এর পরিবর্তন হয় না।
2. Modal Verbs এর পরে to বসে না।
3. Modal Verbs এর পরে not ব্যবহৃত হয়। Modal Verbs এর পূর্বে কখনো don't/ doesn't/did't/isn't/aren't/wasn't/weren't ব্যবহৃত হয় না।

We use 'must, have to' for obligation. To indicate possibility we use 'might'.
(বোধ্যবোধকতা অর্থে আমরা must, have to ব্যবহার করি এবং সম্ভাবনা অর্থে might ব্যবহার করি।)

Suppose, two friends are planning to go on a picnic and the conversation is like -

Ratna: Hi Jibon, we are going on a picnic the next week. Would you like to join us?

Jibon: I would love to join you. But I must take permission from my parents.

Ratna: Ok. I think they will allow you.

Jibon: They might allow me. I have to take some preparation for it as well.

Ratna: That's good. I hope you will join us.

Jibon: I hope so.

Note:

1. Modal verbs do not change form with different subjects. (বিভিন্ন Subject এর সাথে Modal verb এর পরিবর্তন হয় না।)

Example- He can swim.

He cans swim. X (not correct)

2. Use a base form of verb after a modal. In this case, 'to' is not used after a modal verb.

(Modal এর পরে মূল verb ব্যবহৃত হয়। এক্ষেত্রে Modal এর পরে To ব্যবহার হয় না।)

Example- He might join the class party.

He might to join the class party. x (not correct)

3. 'Not' is used after modal verb. Don't, doesn't, isn't, aren't, wasn't, or won't are not used here. (Modal Verb পরে not ব্যবহৃত হয়, don't, doesn't, isn't, aren't, wasn't or won't ব্যবহৃত হয় না।)

Example- You should not disobey the traffic rules.

You don't should disobey the traffic rules. **X** (not correct)

Work in pairs. Find out the mistakes in the following sentences and then write the correct ones next to them.

(দলে/জোড়ায় কাজ করো এবং নিচের বাক্যগুলোর ভুল শনাক্ত করে সেগুলো শুদ্ধ করো।)

| |
|------------------------------------|
| a) I don't can do the exercise. |
| b) You must to give up bad habits. |
| c) She will returns soon. |
| d) My friend mights help us. |
| e) My grandma can to stay with us. |

9.4 | In groups, make sentences of your own using the given modal verbs.

(দলে ভাগ হয়ে নিচের দেওয়া Modal Verbs ব্যবহার করে নতুন বাক্য তৈরি করো।)

| Request politely | |
|------------------|-----------|
| Modal Verbs | Sentences |
| Can | |
| Could | |
| May | |

| Obligation | |
|------------|----------|
| Modal Verb | Sentence |
| Must | |
| Have to | |

| Possibility | |
|-------------|----------|
| Modal Verb | Sentence |
| May | |
| Might | |

9.5 | Activity for Polite Requests.

Suppose that you have gone on a trip to Cox's Bazar. You need to know something about this new place. You want to ask the following questions to someone. Now, rewrite these questions/sentences in polite form.

i. What time is it?

_____ you tell me what time it is?

ii. Where is the nearest hotel?

_____ you tell me where the nearest hotel is?

iii. Where is the ATM booth?

_____ you tell me where the ATM booth is?

iv. Give me a change for a hundred taka note.

_____ I have a change for a hundred taka note?

v. What would be the best route to the beach?

_____ you tell me what the best route to the beach would be?

9.6

See the illustrations and respond to the situations in writing.

(নিচের ছবিগুলো দেখো এবং তাদের লিখিত বর্ণনা দাও।)

■ Situation 1



Jibon wants to borrow a pen from Ratna. What should Ratna do?

Situation 2



Someone is bullying your friend. What can you do?

Situation 3



In Bangladesh, road accidents occur frequently. What can be done to avoid road accidents?

Situation 4



One of your friends was absent from the class on Sunday. Now, how can you help him?

Situation 5



Cloudy Sky. Now, predict the weather.

9.7 | Complete the writing.

Write down 10 sentences using modal verbs about ‘Your responsibility as a student towards yourself and your community’. For example, you can start with:

(Modal Verbs ব্যবহার করে দশটি বাক্য লেখো- ‘ছাত্র হিসেবে নিজের ও সমাজের প্রতি তোমার দায়িত্ব।’ উদাহরণস্বরূপ তুমি নিচের মতো করে শুরু করতে পারো।)

As a student, I must study regularly. I should not waste my time_____

New words: explain, borrow, deduction, disobey, beach, bullying, frequently, predict, community.



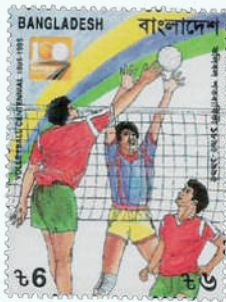
TEN

The Boy Under the Tree

10.1

Look at the illustrations below. The illustrations are from Orin's 'Sports Sticker Album'. In pairs, write the names of the sports. Then, discuss what you know about these sports.

(নিচের ছবিগুলো দেখো। এই ছবিগুলো Orin এর 'Sports Sticker Album' থেকে নেওয়া। জোড়ায় এই খেলাগুলোর নাম লেখো। তারপর এই খেলাগুলো সম্পর্কে তুমি কি জানো তা লেখো।)



10.2 | Ask and answer the following questions with your friend. Then, share your answers with the class.

(নিচের প্রশ্নগুলো তোমার বন্ধুকে জিজ্ঞেস করো। তারপর প্রশ্নের উত্তরগুলো শ্রেণিকক্ষে share করো।)

- What type of sports do you like to play in school?
- What are they?
- When do you play (before/ after the class or during the tiffin break)?
- Whom do you usually play with?
- Do you have a friend who plays very well?
- Do you have any friends who can't play with you? If yes, why?

10.3 | Read the names of the sports given in the box. Then, discuss and categorise them in the following columns. (The sports you see usually boys play, and the sports usually girls play, and the sports both boys and girls play).

(নিচের Box এ দেওয়া খেলাগুলোর নাম পড়ো। তারপর আলোচনা করে খেলাগুলোকে নিচের সারণিতে ভাগ করে বসানো। (যে খেলাগুলো সাধারণত ছেলেরা খেলে, যে খেলাগুলো সাধারণত মেয়েরা খেলে এবং যে খেলাগুলো ছেলে-মেয়ে উভয়েই খেলে।)

Football, Cricket, Swimming, Bicycling, Tennis, Basketball, Badminton, Handball, Highjump, Ha-du-du, Chess, Hockey, Volleyball, Table Tennis, Wrestling, Musical chair, Doll game, Ludu

| The sports boys play | The sports girls play | Sports both can play |
|----------------------|-----------------------|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

10.4 | Discuss the following topic in groups. Then, tell the class whether you agree or disagree and why.

(নিচের বিষয়টি দলে আলোচনা করো। তারপরে শ্রেণিতে বলো, কেন তুমি বিষয়টিতে একমত বা একমত নও।)

“In choosing and playing any sports there should not be any difference between boys and girls.”

For example, you can start by saying -

I agree. I think both boys and girls can play all the games and sports because both the boys and girls enjoy them.

10.5 | Read the story and answer the following questions in pairs/groups.

(গল্পটি পড়ো এবং দলে/জোড়ায় নিচের প্রশ্নগুলোর উত্তর দাও।)

The bell rings to start the tiffin period, and the students of Kajla High School are rushing out of their classes to play. In the school playground, a group of boys starts to play cricket. In this group, there is a boy named Zahin. While playing he notices a boy sitting under a Banyan tree at the corner of the playground. But he doesn't think much of it. A well-struck ball runs toward the Banyan tree and stops just a few feet short of it. Zahin runs to get the ball.



The Boy Under the Tree

As he gets near the tree, he recognises the boy sitting under the tree as his classmate Jamal. “Hey, Jamal!” he says while getting the ball and running back to rejoin the game. As they resume the play, Zahin recalls seeing Jamal sitting under the tree quite a few times observing them play. They wrap up the play as the bell rings to end the tiffin period. After the class, Zahin gathers other members of the group. “Have you noticed Jamal sitting under the tree watching us play?” says Zahin. “Yeah. What of it?” says one.

“He often does,” says another. “It seems he is interested to play with us,” says Zahin.

“But he can’t ... and we know the reason, right?” one mumbles. “I have an idea,” says Zahin.

Zahin shares his idea with the group. The next day, Jamal is sitting under the tree as usual, but Zahin’s group is nowhere to be seen. Feeling a little disheartened, Jamal stands up leaning against the tree. He starts to search for something beside the tree.

“Ah, there you are,” Jamal says to himself holding two crutches in his hands. As he starts to move toward class, he hears, “Hey,

Jamal!” Jamal turns and sees Zahin with the group. “We are playing chess today. Come, join us”.

With a bright smile on his face Jamal joins the group to play. The next day, the group requests Jamal to do the scoring for them while playing cricket. Jamal happily accepts that. Jamal is so efficient in counting that the everyday confusion with scoring is gone. Together with Jamal, the group enjoys both cricket and chess.



With a bright smile on his face Jamal joins the group to play. The next day, the group requests Jamal to do the scoring for them while playing cricket. Jamal happily accepts that. Jamal is so efficient in counting that the everyday confusion with scoring is gone. Together with Jamal, the group enjoys both cricket and chess.

With a bright smile on his face Jamal joins the group to play. The next day, the group requests Jamal to do the scoring for them while playing cricket. Jamal happily accepts that. Jamal is so efficient in counting that the everyday confusion with scoring is gone. Together with Jamal, the group enjoys both cricket and chess.

With a bright smile on his face Jamal joins the group to play. The next day, the group requests Jamal to do the scoring for them while playing cricket. Jamal happily accepts that. Jamal is so efficient in counting that the everyday confusion with scoring is gone. Together with Jamal, the group enjoys both cricket and chess.

10.6 | Read the story again. Now choose the correct words/phrases to make the following sentences meaningful.

(গল্পটি আবার পড়ো এবং নিচের বাক্যগুলোকে অর্থবহ করতে সঠিক শব্দ/শব্দসমষ্টি ব্যবহার করো।)

tiffin, under, interested to, plays, usually, an idea, happy, follow, smile

- Zahin ___ with his friends in the ___ time.
- Jamal ___ watches his friends play sitting _____ a Banyan tree.
- Jamal is also _____ play with his friends.
- Zahin finds _____ to make his friend Jamal _____.
- We all should _____ Zahin to make a friend _____.

10.7 | In groups/pairs write the answers to the questions given below. Then, exchange your copy with other groups/pairs.

(দলে/জোড়ায় নিচের প্রশ্নগুলোর উত্তর লেখো। তারপর নিজের উত্তরের অনুলিপি অন্যদল অথবা তোমার জোড়ায় কাজ করা বন্ধুর সাথে বিনিময় করো।)

- Who are Zahin and Jamal?
- What does Zahin notice while playing cricket?
- What does Jamal usually do during the tiffin break?
- What is Zahin's plan to include Jamal in the game?
- Do you have any students who are physically challenged in your class/school?
- Have you done anything like Zahin to make them smile? If yes, write in short.
- Write 5 ways you can help physically challenged students in your school.

10.8 | In groups/pairs, read the following situations and then write what you can do in those situations to make your friend smile.

(দলে/জোড়ায় নিচের অবস্থাগুলো (situation) পড়ো এবং তারপরে ঐ অবস্থায় তোমার বন্ধুকে খুশি করার জন্য তুমি কি করতে তা লেখো।)

■ Situation one

When Rida was young, she could see very well. She could even point out the small birds sitting on the trees and could see the board in her classroom. But suddenly her eyesight started to get worse, and she couldn't do the things she used to do. Now, she cannot see the board in her classroom from a far distance and she cannot play with her friends. She still wishes she could be a part of everything in her school.

What do you think you can do to make Rida feel included?

■ Situation two

Marche Chakma has recently been transferred from Bandarban to a school in the city. Although he can speak English and his mother language well, he struggles with Bangla. He often feels shy in class because of his 'special accent.'

What can you do to make him feel more welcome?

■ Situation three

Kanko's father works as a peon at the same school he attends. His family isn't as well-off as some of the other students in his class. He cannot always afford new clothes or school picnics or the latest gadgets. He sometimes feels left out.

How can you be supportive to Kanko?

■ Situation four

Rodoshi is a 6th grader who has recently moved into a predominantly Muslim neighbourhood. During Pooja festivals, she misses her old friends. In the place where she used to live before, she had friends from her religion but now she feels alone. She wishes she could celebrate the festivals with everyone.

How can you help in making Rodoshi feel less alone?

New words: playmates, rush out, well-struck ball, mumble, disheartened, lean, wrap up, resume, recognise, afar, mocked, left out, afford, well off, supportive, neighbourhood.



ELEVEN

Meeting an Overseas Friend

11.1

Read the following conversations.

(নিচের কথোপকথনগুলো পড়ো।)

Depok: Hey Robi! What's up?

Robi: Hi, Depok! How are you?

Teacher: Good morning, Depok! How are you?

Depok: Good morning, Ma'am. I am good.

Depok: Hey Natasa!

Natasa: Dear brother! I feel hungry.

Depok: Good morning, Helal chacha!

Helal chacha: Good morning, you look very happy, what happened?

Depok: Excuse me, sister! Are you looking for something?

Unknown person: Oh! thanks. I'm looking for a nearby hospital.

Read the following note on greetings, addressing, refusal, and closing:

Note:

Greeting:

A greeting is something friendly that we say or do when we meet someone (e.g., *hello, hi, assalamu alaikum, namaskar, adab, good morning, etc.*).

Address:

When we talk to someone, we address them. Sometimes we use their names (e.g., *Dipok, Helal Chacha, etc.*), or titles (e.g., *Ms. Yesmin*), and sometimes we use a word/phrase that shows our feelings for them (e.g., *my son, dear friend, etc.*).

Refusal:

A refusal is when we say *no* to someone or we *disagree* with something (e.g., *No, I'm not. Sorry that I can't take it.*).

Closing:

The way we close a conversation (e.g., *see you again, bye, good night.*)

Discuss in pairs and write how Depok addresses and greets different people in different situations. You can write using the following table. One is done for you.

(জোড়ায় আলোচনা করো এবং লেখো কিভাবে দীপক বিভিন্ন পরিস্থিতিতে ভিন্ন ভিন্ন লোকদেরকে সম্বোধন করেছে। তোমার সুবিধার জন্য একটি নিচের সারণিতে করে দেওয়া হলো।)

The Table:

| | |
|---|---------------------------|
| Depok used the following greetings in the conversations | Good to see you, |
| Depok used the following addresses in the conversations | Hey Robi, |

11.2

In pairs/groups, discuss the following questions. Then, write the answers in the table below. One is done for you.

(জোড়ায়/দলে নিচের প্রশ্নগুলো আলোচনা করো। তারপর নিচের সারণিতে উত্তরগুলো লেখো। তোমার সুবিধার জন্য একটি উত্তর নিচের সারণিতে করে দেওয়া হলো।)

- a. Who do you talk to every day?
- b. How do you greet them?

- c. How do you address them?
- d. How do you accept or refuse someone/something?
- e. How do you end a conversation?

| | The people I talk to everyday | | | | |
|------------------|-------------------------------|---------|-------------|----------------|----------------|
| | Family | Friends | Youngers | Elderly people | Unknown people |
| Address | Baba | Dear | Dear sister | Uncle Habib | Aunty |
| Greet | | | | | |
| Refusal | | | | | |
| End conversation | | | | | |

11.3

Read the following conversation between Dalia and Leonard. And, act it out in pairs. Then, complete the following activities in pairs/groups.

(নিচে লিওনার্ড ও ডালিয়ার কথোপকথনটি পড়ো এবং জোড়ায় অভিনয় করে দেখাও। তারপর নিচের কাজগুলো জোড়ায়/দলে সম্পন্ন করো।)

Context: Leonard Cohen reads in class six. He came from Canada to visit a Bangladeshi school. He met Dalia Hassan who also reads in class six. The conversation between Dalia and Leonard goes like this-



Dalia: So, Leonard, how do you find our school?

Leonard: It's good, you know. And it is interesting (laughing).

Dalia: Okay. So, what did you find interesting?

Leonard: Well, um.... I really find it interesting the way you address the people you meet. I mean, you add something after you call a name.

Dalia: (laughing) Yes, we always call our elders by their first name and add brother, sister, uncle or aunty later. And how do you address your elders, by the way?

Leonard: If I know someone, I will call him or her by his/her first name. But if I have just met someone new, I will call his or her last name and add Mr./Ms. in the beginning. So, how do you address strangers?

Dalia: We usually address them as brothers, sisters or uncles, and aunties. So, what about addressing your teachers?

Leonard: We usually call them by their last names. I have seen you never call your teachers' names. Why so?

Dalia: We never call elders by their names. This is how we show respect to them.

Leonard: Interesting. Then, how do you greet someone? Like, in our country, we say *hello* to elders and strangers, and say *hi* to friends and juniors. Also, we say *good morning* and *good night*.

Dalia: We also greet each other by saying “*good morning*” and “*good evening*”. But usually, Muslims greet each other by *salam* and Hindus greet by *namaskar*. We also say *adaab* to people from other religions.

Leonard: Okay... this is very different from ours. You know what, I used to think that everyone greets the way we do.

Dalia: No, I think we have cultural differences. Every culture has its own way to greet or address people.

Leonard: You know one thing, we do not like to hear the ‘No’ word directly. Instead, we use words such as ‘apology’, ‘I am afraid’, ‘sorry, but’, then we explain why we are refusing. For example, I would say, ‘sorry but I think we have cultural differences’ or ‘I am afraid I think we have cultural differences’.

Dalia: That was new for me. We usually say *no* directly.

Leonard: I agree with you, we have cultural differences around the world... (Unfinished)

11.4

Here are some words from the above conversation. The meanings of these words/phrases are given below with alternatives. Choose the best answer among the four.

(উপরের কথোপকথন থেকে এখানে কিছু শব্দ দেওয়া হলো। শব্দগুলোর অর্থ বিকল্প অর্থসহ নিচে দেওয়া আছে। চারটি উত্তরের মধ্যে সবচেয়ে সঠিক উত্তরটি লেখো।)

A. I find it interesting the way you address the people you meet. Here the underlined word means-

- i) valuable
- ii) familiar
- iii) different
- iv) rare

B. We say hello to elders and strangers. Here the underlined word means-

- i) Elderly persons
- ii) Youngers
- iii) Seniors
- iv) Unknown persons

C. We have cultural differences around the world. Here the underlined word means-

- i) Exchange
- ii) Choices
- iii) Varieties
- iv) Practice

D. We usually say no directly. Here the underlined word means-

- i) Personally
- ii) Simply
- iii) Straightly
- iv) Lately

E. I used to think that everyone greets the way we do. Here the underlined word means-

- i) Never in the past
- ii) Sometimes in the future
- iii) Always in the past
- iv) Always in the future

11.5 | Now in pairs/groups, ask and answer the following questions.

(এখন জোড়ায়/দলে প্রশ্নগুলো করো এবং উত্তর দাও।)

- Who are Leonard and Dalia?
- What did Leonard find interesting in addressing people?
- In Canada, how do they call their teachers?
- How do Muslims and Hindus greet each other in our country?
- How do the people of Canada say 'no' to others?

11.6 | Read the conversation again. In pairs/groups, identify the cultural differences between the communication of the Bangladeshi and the Canadian.

(জোড়ায়/দলে কথোপকথনটি আবার পড়ো। বাংলাদেশ ও কানাডার ক্ষেত্রে কি কি সাংস্কৃতিক পার্থক্য তুমি পেয়েছ তা লেখো।)

| | Bangladeshi Culture | Foreign/Canadian Culture |
|--------------------------------|---------------------|--------------------------|
| Addressing elders | | |
| Addressing strangers | | |
| Addressing teachers | | |
| Greeting teachers | | |
| Greeting elders | | |
| Greeting strangers | | |
| Greeting friends/ youngers | | |
| Refusing something/ someone | | |

11.7 Now read the following conversation. In pairs/groups, complete it with appropriate words/expressions. Practise the conversation in pairs. And later, act it out in front of the class.

(জোড়ায়/দলে পরের কথোপকথনটি পড়ো। সঠিক শব্দ/অভিব্যক্তি দিয়ে শূন্যস্থানগুলো পূর্ণ করো। জোড়ায় আলোচনাটি অনুশীলন করো এবং পরবর্তীতে ক্লাসের সামনে তা অভিনয় করে দেখাও।)

Story Setting:

AMAR EKUSHEY BOOK FAIR

On a breezy spring afternoon, Rakib, a Bangladeshi boy aged 13, meets Scott, a British boy of the same age, in the book fair. Incidentally, both are at the same book stall and are checking out the books available in that stall.



Meeting an Overseas Friend

Rakib: _____

Scott: _____

Rakib: I see that you are holding a book on birds. Are you interested in wildlife?

Scott: _____ What about you?

Rakib: Yes indeed. That's why when I saw you with this book, I had to ask you whether you are also an animal lover? I am Rakib by the way.

Scott: _____, Rakib. My name is Scott.

Rakib: _____, Scott. What do you think about this book fair?

Scott: I read about this book fair earlier, but I did not know that there would be more than 400 stalls. There are so many books to check out and buy.

Rakib: _____ The more stalls I visit, the more I want to buy.

Scott: I understand how you are feeling. I feel the same way. A copy of wildlife was the last book on my list. I will go home now. _____, Rakib.

Rakib: I still have a book to buy. After that, I will go home. _____, Scott.

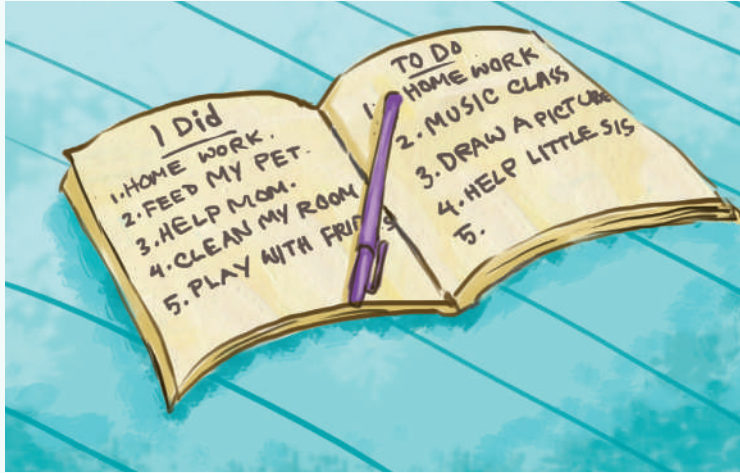
New words: look for, nearby, greetings, address, refusal, friendly, interesting, stranger, respect, usually, used to, cultural difference, directly, instead.



TWELVE

Medha's dream

- 12.1** | Look at the picture below and discuss the use of a diary.
(নিচের ছবিটি দেখো এবং ডায়েরির ব্যবহার নিয়ে আলোচনা করো।)



- 12.2** | Discuss the following questions in pairs and write down the answers in complete sentences. Then, underline all the verbs and say which verb refers to what time (present, past, or future):

(জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো এবং সম্পূর্ণ বাক্যে উত্তরগুলো লেখো। তারপর ব্যবহৃত verb গুলোর নিচে দাগ দাও এবং verb গুলোর সময় উল্লেখ করো (বর্তমান, অতীত অথবা ভবিষ্যৎ)।)

What are the five things you usually do?

What are the five things you did yesterday?

What are the five things you will do tomorrow?

12.3 | Read the story

Hi, I'm Medha. Today, I found one of my notebooks I used for writing when I was in class one. But the funny part is, I can't even understand what I wrote. At that time, I was learning to write. I couldn't hold the pencil properly. I couldn't even draw a straight line. It reminded me of my childhood. I just loved to make doodles on my notebook and the wall of my room at that time. My parents and teachers worked hard to teach me handwriting. I did practice a lot to improve my writing. My handwriting became good after a few years of practice.



Now I am in class six. My handwriting is much better now. But my drawing skill is not good enough. But I learned from my childhood that, if I practise, I can improve anything. Now I'm practicing drawing a lot. My drawing teacher encourages me to draw more. My drawing skill is becoming better day by day. I want to become an artist.

When I become a painter, I will decorate my room with my painting. I am also fond of doing sketches. I will draw a picture of my parents and hang that in my room. I will also draw pictures of my favorite teachers and present those pictures to them. But I'm not good at sketching people. I am sure that my sketching skill will improve if I keep practicing. When I will be good enough at sketching, I will fulfill my wishes. I also love to draw pictures of nature. Today, the sky is cloudy. It may rain today. If I can capture the scene in my drawing, it will be interesting.

Note: Tense refers to the time when an action takes place. According to time, there are three main tenses.

- The Present Tense refers to an action in the present and a habitual, or extremely true action.
- The Past Tense refers to an action in the past.
- The Future Tense refers to an action that will take place in future.

12.4 | Identify the tenses (Present, Past and Future) of the following sentences:

(নিচের বাক্যগুলোতে Tense (Present/Past/Future) চিহ্নিত করো।)

1. My handwriting is much better now.
2. I found one of my notebooks.
3. I can improve my handwriting.
4. I couldn't even draw a straight line.
5. I will draw a picture of my parents and hang it in my room.
6. My handwriting became good after a few years of practice.
7. Now I'm practicing drawing a lot.
8. When I become good enough at sketching, I will fulfill my wishes.

12.5 | Read the sentences and notice their structures in pairs. One is given for you:

(বাক্যগুলো পড়ো এবং তাদের গঠনসমূহ লক্ষ করো। তোমার জন্য একটি বাক্য করে দেওয়া হলো।)

Example: I write letters to my father.

Structure: Subject (I) + Verb in present form (write) +Object (letters).....

a. Eating an apple every day is a good habit.

b. Our school remained close for the COVID-19 lockdowns.

c. From tomorrow I will help my mother.

12.6 | Read the story again and in pairs, pick any 10 sentences and write their structures.

(গল্পটি আরেকবার পড়ো এবং জোড়ায় যেকোনো দশটি বাক্যের গঠন লেখো।)

12.7 | Read the sentences in the present tense and change them into the past and the future.

(Present Tense এর বাক্যগুলোকে পড়ো এবং সেগুলোকে Past (অতীত) এবং Future (ভবিষ্যৎ) Tense এ পরিবর্তন করো।)

| Present (Subject + V1+.....) | Past (Subject + V2+.....) | Future (Subject +shall/will+ V1+.....) |
|---|------------------------------|--|
| Today I read an essay on the Sundarbans. | | |
| It makes me interested to visit the Sundarbans. | | |
| And I decide to visit it next month. | | |
| I also take my parent's permission. | | |
| I am very happy now. | | |

12.8 | Read the sentences below and compare the present, past and future among yourselves. Then tick (✓) the correct verb forms.

(নিচের বাক্যগুলো পড়ো এবং বর্তমান, অতীত ও ভবিষ্যৎকাল অনুযায়ী তুলনা করো। তারপর শুদ্ধ verb গুলোতে tick (✓) চিহ্ন বসাও।)

1. I go/went to school every day.
2. The sun rises/rose in the east.
3. Honesty helps/helped to make us happy.
4. I will take/took a walk tomorrow.
5. He helped/helps a beggar yesterday.
6. I got/get a gift from my teacher last month.
7. My friends play/played with me last Friday.
8. He will prepare/prepared lunch for his mother tomorrow.

12.9 | Read the following situations and add some sentences using proper tenses:

(নিচের situation গুলো পড়ো এবং সঠিক tense ব্যবহার করে কয়েকটি বাক্য লেখো।)

■ Situation 1: Daily Routine of Rajib

Rajib is the youngest of three siblings. He is in class six. He is an early bird _____

■ Situation 2: My Dream

I am Ratul. I lived in a small village in Munshiganj. From my childhood, I had a dream to study in a Public University _____

■ Situation 3: How to Follow Direction

I am Laila. I am the captain of my class. My class teacher has asked me to arrange a class party. I have made a plan. It is as follows:

First, I will make a committee _____

12.10 | Read the following situations and add some sentences using proper tenses:

(নিচের অবস্থাগুলো পড়ো এবং সঠিক tense ব্যবহার করে কয়েকটি বাক্য লেখো।)

Instructions:

Make a big circle. Count 1,2 & 3- 1,2 & 3.... Student 1 will tell a sentence in the present tense. Student 2 will tell the same sentence in the past tense and student 3 will tell the same sentence in the future tense. The student who will make mistake in tenses will be out of the game. The student who remains in the game till the end will be the winner. You may start the game with this sentence-

“I know how to make tea.” or you can choose any other sentence.

নির্দেশনা:

একটি বড় বৃত্ত তৈরি করো। ১,২ এবং ৩..... ১,২ এবং ৩..... এভাবে প্রথম জন present tense ব্যবহার করে একটি বাক্য বলবে, দ্বিতীয় জন প্রথম জনের বলা বাক্যটি past tense এ বলবে এবং তৃতীয় জন তা future tense এ বলবে। যে ভুল করবে সে খেলা থেকে বাদ পড়বে। এভাবে যে শেষ পর্যন্ত টিকে থাকবে সেই বিজয়ী হবে। নিচের বাক্যটি ব্যবহার করে তুমি খেলাটি শুরু করতে পারো।

SOME RIGHT FORMS OF VERBS

| Present | Past | Past Participle |
|-------------|--------------|-----------------|
| Answer | Answered | Answered |
| Appreciate | Appreciated | Appreciated |
| Allow | Allowed | Allowed |
| Avoid | Avoided | Avoided |
| Arrange | Arranged | Arranged |
| Announce | Announced | Announced |
| Acquire | Acquired | Acquired |
| Accept | Accepted | Accepted |
| Address | Addressed | Addressed |
| Add | Added | Added |
| Agree | Agreed | Agreed |
| Arrive | Arrived | Arrived |
| Become | Became | Become |
| Begin | Began | Begun |
| Believe | Believed | Believed |
| Borrow | Borrowed | Borrowed |
| Beg | Begged | Begged |
| Bend | Bent | Bent |
| Break | Broke | Broken |
| Beat | Beat | Beaten |
| Come | Came | Come |
| Cook | Cooked | Cooked |
| Compare | Compared | Compared |
| Change | Changed | Changed |
| Capture | Captured | Captured |
| Concentrate | Concentrated | Concentrated |
| Confuse | Confused | Confused |
| Count | Counted | Counted |
| Call | Called | Called |
| Collect | Collected | Collected |
| Communicate | Communicated | Communicated |
| Clap | Clapped | Clapped |
| Clean | Cleaned | Cleaned |

| Present | Past | Past Participle |
|-----------|-------------|-----------------|
| Close | Closed | Closed |
| Cancel | Cancelled | Cancelled |
| Carry | Carried | Carried |
| Cry | Cried | Cried |
| Catch | Caught | Caught |
| Choose | Chose | Chosen |
| Cut | Cut | Cut |
| Describe | Described | Described |
| Do | Did | Done |
| Draw | Drew | Drawn |
| Decide | Decided | Decided |
| Dip | Dipped | Dipped |
| Decrease | Decreased | Decreased |
| Delight | Delighted | Delighted |
| Dance | Danced | Danced |
| Discuss | Discussed | Discussed |
| Die | Died | Died |
| Enter | Entered | Entered |
| Express | Expressed | Expressed |
| Encourage | Encouraged | Encouraged |
| Expect | Expected | Expected |
| Entertain | Entertained | Entertained |
| Emphasize | Emphasized | Emphasized |
| Enjoy | Enjoyed | Enjoyed |
| Feed | Fed | Fed |
| Find | Found | Found |
| Fulfill | Fulfilled | Fulfilled |
| Fail | Failed | Failed |
| Fill | Filled | Filled |
| Feel | Felt | Felt |
| Fly | Flew | Flown |
| Fight | Fought | Fought |
| Guess | Guessed | Guessed |
| Go | Went | Gone |
| Get | Got | Got/ Gotten |

| Present | Past | Past Participle |
|----------|-----------|-----------------|
| Gather | Gathered | Gathered |
| Grant | Granted | Granted |
| Gaze | Gazed | Gazed |
| Grow | Grew | Grown |
| Have | Had | Had |
| Help | Helped | Helped |
| Hope | Hoped | Hoped |
| Hang | Hung | Hung |
| Hang | Hanged | Hanged |
| Hold | Held | Held |
| Hug | Hugged | Hugged |
| Import | Imported | Imported |
| Imagine | Imagined | Imagined |
| Improve | Improved | Improved |
| Inspire | Inspired | Inspired |
| Include | Included | Included |
| Increase | Increased | Increased |
| Jump | Jumped | Jumped |
| Keep | Kept | Kept |
| Know | Knew | Known |
| Like | Liked | Liked |
| Live | Lived | Lived |
| Look | Looked | Looked |
| Listen | Listened | Listened |
| Leave | Left | Left |
| Love | Loved | Loved |
| Learn | Learnt | Learnt |
| Lead | Led | Led |
| Lean | Leant | Leant |
| Laugh | Laughed | Laughed |
| Load | Loaded | Loaded |
| Meet | Met | Met |
| Mistake | Mistook | Mistaken |
| Make | Made | Made |
| Mention | Mentioned | Mentioned |
| Mumble | Mumbled | Mumbled |

| Present | Past | Past Participle |
|-------------|--------------|-----------------|
| Notice | Noticed | Noticed |
| Nod | Nodded | Nodded |
| Need | Needed | Needed |
| Occur | Occurred | Occurred |
| Observe | Observed | Observed |
| ObeY | ObeYed | ObeYed |
| Protect | Protected | Protected |
| Park | Parked | Parked |
| Purchase | Purchased | Purchased |
| Perceive | Perceived | Perceived |
| Push | Pushed | Pushed |
| Participate | Participated | Participated |
| Please | Pleased | Pleased |
| Practice | Practiced | Practiced |
| Prepare | Prepared | Prepared |
| Play | Played | Played |
| Puzzle | Puzzled | Puzzled |
| Perform | Performed | Performed |
| Put | Put | Put |
| Plan | Planned | Planned |
| Return | Returned | Returned |
| Run | Ran | Run |
| Recognise | Recognised | Recognised |
| Reserve | Reserved | Reserved |
| Remind | Reminded | Reminded |
| Read | Read | Read |
| Rise | Rose | Risen |
| Recite | Recited | Recited |
| Reward | Rewarded | Rewarded |
| Refer | Referred | Referred |
| Receive | Received | Received |
| Repeat | Repeated | Repeated |
| Ring | Rang | Rung |
| Request | Requested | Requested |
| Serve | Served | Served |
| Show | Showed | Showed |

| Present | Past | Past Participle |
|------------|------------|-----------------|
| Start | Started | Started |
| Stand | Stood | Stood |
| Study | Studied | Studied |
| State | Stated | Stated |
| Spend | Spent | Spent |
| Solve | Solved | Solved |
| See | Saw | Seen |
| Share | Shared | Shared |
| Starve | Starved | Starved |
| Stay | Stayed | Stayed |
| Seek | Sought | Sought |
| Smile | Smiled | Smiled |
| Spend | Spent | Spent |
| Scream | Screamed | Screamed |
| Sacrifice | Sacrificed | Sacrificed |
| Speak | Spoke | Spoken |
| Suffer | Suffered | Suffered |
| Sanction | Sanctioned | Sanctioned |
| Sit | Sat | Sat |
| Take | Took | Taken |
| Turn | Turned | Turned |
| Tell | Told | Told |
| Try | Tried | Tried |
| Understand | Understood | Understood |
| Use | Used | Used |
| Visit | Visited | Visited |
| Wonder | Wondered | Wondered |
| Write | Wrote | Written |
| Wash | Washed | Washed |
| Want | Wanted | Wanted |
| Walk | Walked | Walked |
| Wear | Wore | Worn |
| Wrap | Wrapped | Wrapped |

New words: funny, straight line, remind, improve, encourage, sketch, extremely, fulfill, according to, hang.



THIRTEEN

My Books



13.1 | Ask and answer the following questions in pairs/groups. (দলে/জোড়ায় নিচের প্রশ্নগুলো করো এবং উত্তর দাও।)

- Do you read and collect books other than textbooks? If yes, why?
- Have you learned any new words or phrases from this textbook? Share 6-10 new words you have learned.
- Have you learned anything new such as how to talk in formal and informal situations? If yes, share with the class what you have learned.
- Have you learned how to describe someone or something using adjectives? Give 4-5 examples.
- Have you learned anything interesting from this book? If yes, say what it is.

13.2

Let's get to know our friends better!

Ask the question to your peers and share the answers with the class - 'Why do you read books?'

You can start sharing the answers in the following way-

(চলো আমাদের বন্ধুদেরকে ভালো করে জানি। তোমার সহপাঠীকে “তুমি কেন বই পড়ো?” এ প্রশ্নটি জিজ্ঞেস করো এবং উত্তরটি শ্রেণিতে share করো। তুমি নিম্নরূপভাবে উত্তরটি share করতে পারো।)

Hello! This is _____ (your name). I asked the question- 'Why do they read books?' to 10 of my friends. They said that they read books because _____

13.3

Now, listen to the recitation of the poem 'My Books'. Then in pairs, practise and recite it to the class.

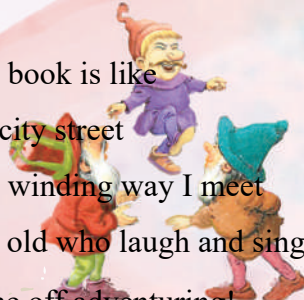
(“My Books” কবিতাটির আবৃত্তি শোনো। তারপর জোড়ায় কবিতাটি শ্রেণিতে অনুশীলন করো।)

My Books

I love my books
They are the homes
of queens and fairies,
Knights and gnomes.

Each time I read I make a call
On some quaint person large or small,
Who welcomes me with hearty hand
And lead me through his wonderland.

Each book is like
A city street
Along whose winding way I meet
New friends and old who laugh and sing
And take me off adventuring!



13.4 Work in pairs. Match the words given in column A with their meanings in column B. One is done for you.

(জোড়ায় কাজ করো। Column A তে দেওয়া শব্দের সাথে Column B তে দেওয়া অর্থ মিলাও। একটি উত্তর তোমার জন্য করে দেওয়া হলো।)

| Column A | Column B |
|----------------|--|
| a. Knights | Across |
| b. Gnomes | To show the way to a group of people |
| c. Quaint | Lively |
| d. Hearty | A rank of honour for courage or special achievements |
| e. Through | Exciting experience |
| f. Lead | An imaginary small old bearded man with a hat in children's storybooks |
| g. Winding | A road with many turns |
| h. Adventuring | Interesting person |

13.5 In pairs/groups discuss the characteristics of a poem and identify the stanzas and the rhyming words in the poem 'My Books'. If you need, go back to the poem 'Little Things'.

(জোড়ায়/দলে কবিতার বৈশিষ্ট্য আলোচনা করো এবং My Books কবিতার Stanza (স্তবক) এবং Rhyming Word গুলো (ছন্দ মিলে এমন শব্দ) চিহ্নিত করো। যদি প্রয়োজন হয় Little Things কবিতাটি আরেক বার পড়ো।)

13.6 | Read the poem again and choose the answers to the following questions. You can choose more than one answer.

(কবিতাটি আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর দাও। তুমি একাধিক উত্তর নির্বাচন করতে পারো।)

a) ‘Books are the homes of queens and fairies.’– what does the sentence mean?

- i) Queens live in books happily.
- ii) Fairies live in books happily.
- iii) Both queens and fairies love to live in books.
- iv) By reading books you can know about queens and fairies.

b) What does the poet compare books with?

- i) Gnomes
- ii) Quaint person
- iii) City street
- iv) New friends

c) What does the poem say about what you can do by reading books?

- i) Know the brave persons in history
- ii) Go to the wonderland
- iii) Make a call
- iv) Meet all the lovely people

d) How many stanzas are there in this poem?

- i) Two
- ii) Three
- iii) Four
- iv) Five

e) What is the rhyming word for ‘homes’?

- i) Queens
- ii) Small
- iii) Friends
- iv) Gnomes

13.7

A poem is a wonderful way to express your thoughts, feelings, or ideas on a topic. The person who writes a poem is a poet. Let's all become poets!

(নিজের চিন্তা, অনুভূতি এবং ধ্যান ধারণাকে প্রকাশের চমৎকার একটি মাধ্যম হচ্ছে কবিতা। যিনি কবিতা লিখেন তিনিই কবি। চলো সবাই কবি হই।)

Follow the steps to write a poem-(কবিতা লেখার জন্য নিচের ধাপগুলো অনুসরণ করো-)

1. First, choose a subject. (প্রথমে একটি বিষয়বস্তু নির্বাচন করো।)

(As I chose my pet cat)

2. **Then, start writing all the words that come to your mind about the subject** (তারপর সেই বিষয়বস্তু সম্পর্কে যেসব শব্দ মনে পড়ে তা লিখে ফেলো।)

(I wrote words like pet, cat, mat, hat, etc.)

3. **Now, arrange the words in a way that the sentences have a meaning and rhythm.**

(এখন শব্দগুলোকে এমনভাবে সাজাও যেন rhythm (ছন্দ) সহ একটি অর্থবোধক বাক্য হয়।)

I wrote: I have a pet

Her name is Ket

4. **So, write the first line and add 3-4 lines more.**

(সুতরাং প্রথম বাক্যটি লেখো এবং সাথে মিল রেখে তিন চারটি বাক্য লেখো।)

I added 2 lines more: I have a pet

Her name is Ket

She is wet

And now is on a mat

5. **Finally, edit, edit and edit!** (সবশেষে (edit) সম্পাদনা করো, সম্পাদনা করো এবং সম্পাদনা করো।)

Now, you are a poet! And, your poem is ready to be recited to the class.

New words: peer, recitation, knights, gnomes, quaint, adventuring, courage, imaginary, reflect, wonderland, edit



FOURTEEN

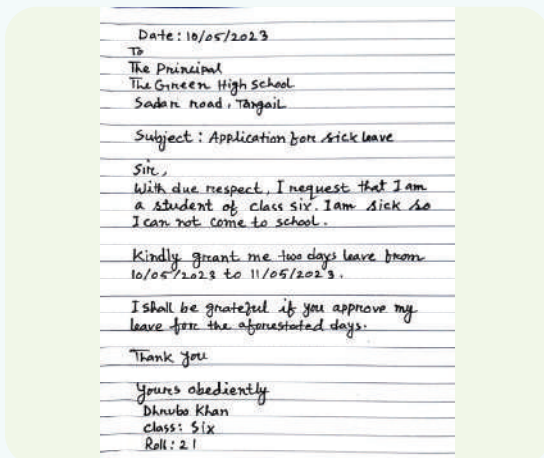
Arshi's Letter



14.1 Look at the different ways of written communication given below. Then, name them in pairs/groups.

(লিখিত যোগাযোগের বিভিন্ন মাধ্যমগুলো নিচে দেওয়া হলো। জোড়ায়/দলে এদের নাম লেখো।)

Sample of a letter, application, email, and text message





14.2 | Now in pairs/groups, ask and answer the following questions: (এখন জোড়ায়/দলে নিচের প্রশ্নগুলো করো এবং উত্তর দাও।)

- Have you ever written an application, letter, or email?
- Do you send and receive text messages on your phone?
- Do you use the same words and style when you write an application to your headteacher or text your friend?

14.3 | Read the following email that Arshi has written to her headteacher, Mrs. Gulshan.

(নিচে প্রধান শিক্ষক মিসেস গুলশান এর কাছে লেখা আরশির ই-মেইলটি পড়ো।)

Arshi is in Class VI. She is punctual and never misses a class. But she cannot go to school today. Her mother is unwell. Her mother is in bed with a severe fever. She is worried. She can't decide what she will do. Finally, she decides to inform her headteacher of her mother's condition and requests for a leave of absence.

Here is what she has written:

Hello Madam,

Assalamu Alaikum. I am Arshi, a student of class VI. My mother is unwell. My father is abroad for work. I'm alone. Nobody is around to help us.

A doctor came to see my mother yesterday. He told me something that made me scared. He told me that she seemed to have Dengue symptoms. He asked me to keep the surroundings clean. He also told me to remove all the empty cans, bottles and tubs etc. Who will do all these works? Who will give her medicine? Who will pour water on her forehead when it is too hot? Who will feed her? Our relatives live far away. I am at a loss and can not think properly.

I miss my classes. I miss my friends. Please forgive me, Madam.

Bye,

Arshi Zaman,

Class Six, ID No: 003

14.4 | Read the email again and then in pairs/groups match the words and phrases with their meanings:

(ই-মেইলটি আবার পড়ো তারপর জোড়ায়/দলে শব্দ এবং শব্দগুচ্ছের অর্থ মিলাও।)

| Words | Meanings |
|---------------|--|
| a. Worried | 1. Become afraid |
| b. Abroad | 2. To give water |
| c. Scared | 3. Not near |
| d. Pour water | 4. Feeling troubled or upset about something |
| e. Forehead | 5. Become puzzled and don't know what to do |
| f. Far away | 6. A foreign country |
| g. At a loss | 7. The part of the face above the eyebrows |

14.5 | In pairs/groups, read the following note given in the box. Then read the email again, and identify the 'greetings', 'body' and 'closing remarks' of the email.

(জোড়ায়/দলে নিচের note টি পড়ো। তারপর ই-মেইলটি আবার পড়ো এবং ই-মেইলটির greetings, body এবং closing remarks টি চিহ্নিত করো।)

Note:

Greetings:

'Greetings' are words that we write at the beginning of a letter or email to address a person. It's also called 'Salutation'. For example, if you write to your friend you can use *hello, dear, dear friend, hey there*, etc. If you write to your teacher you can use 'Dear Madam/Sir'. So, which greetings you will use depend on your relationship with the receivers.

Body:

'Body' contains the message of a letter or email. It should be simple, clear, and direct. The language of the body can be formal or informal. Again, it depends upon your relationship with the receivers.

Closing remarks:

'Closing remarks' are expressions that come at the end of the letter/email. It is a polite way to end your message. We write the closing remarks right before our name. The common closing remarks are *sincerely yours, love, best wishes, kind regards*, etc. Like greetings and body, the closing remarks that you use may vary based on your relationship with the receivers.

14.6 Read the greetings and closing remarks given below. Now in pairs, sort the greetings and the closing remarks for the given situations in the box below. One is done for you.

(নিচে দেওয়া অভিবাদন (greetings) এবং closing remarks গুলো পড়ো। এখন অবস্থা অনুযায়ী অভিবাদন ও closing remarks গুলো বাছাই করো। একটি উদাহরণ তোমার জন্য করে দেওয়া হলো।)

Dear Sir/Madam, Best regards, Hi Rupa, Best wishes, Hello Friend, Cheers, Dear Mr. Chowdhury, Sincerely Yours, All the best, Best, Hi there, Yours obediently, Regs, Your friend, Love, Yours, Yours truly, Bye

| When you write a letter/email to your friend | | When you write a formal letter/email to your senior or teacher | |
|--|-----------------|--|-----------------|
| Greetings | Closing remarks | Greetings | Closing remarks |
| Hi Rupa! | Your friend, | Dear Madam/Sir, | Yours truly, |
| | | | |
| | | | |

14.7

Now read the following email from Tamanna to her friend Raisa. Then, in pairs underline the informal words and expressions. One is done for you.

(বন্ধু রাইসার কাছে লেখা তামান্নার ই-মেইলটি পড়ো। তারপর জোড়ায় informal word এবং expression গুলোর নিচে দাগ দাও। একটি উত্তর তোমার জন্য করে দেওয়া হলো।)

Hi Raisa! (This greeting is informal)

How are you? I didn't see you at school yesterday. I called your mother's mobile number but the phone was switched off. Is everything OK?

Please let me know.

Take care.

Bye

Tamanna

14.8

Now in pairs/groups read Arshi's email again and underline all the informal words and expressions she used. And then, rewrite the email using appropriate greetings, closing remarks, and formal language in the body.

(জোড়ায়/দলে আরশির ই-মেইলটি আরেকবার পড়ো। তার ব্যবহৃত সব informal word এবং expression গুলোর নীচে দাগ দাও। এবং তারপর সঠিক অভিবাদন, closing remarks এবং formal language ব্যবহার করে ই-মেইলটি আবার লেখো।)

Hello Madam,

Assalamu Alaikum. I am Arshi, a student of class VI. My mother is unwell. My father is abroad for work. I'm alone. Nobody is around to help us.

A doctor came to see my mother yesterday. He told me something that made me scared. He told me that she seemed to have Dengue symptoms. He asked me to keep the surroundings clean. He also told me to remove all the empty cans, bottles and tubs etc. Who will do all these works? Who will give her medicine? Who will pour water on her forehead when it is too hot? Who will feed her? Our relatives live far away. I am at a loss and can not think properly.

I miss my classes. I miss my friends. Please forgive me, Madam.

Bye.

Arshi Zaman,

Class Six, ID No: 003

14.9

Now, in groups/pairs, write an invitation letter to participate in a book fair/science fair, or Boishakhi fair that your school is going to organise or you can choose any suitable topic.

For writing the invitation letter, first, choose one of the written communication ways (email, informal letter, or formal letter). And then, decide who will be the receiver. In writing, the focus should be on the topic, receiver, greeting, and closing remarks.

Now, it's time to write, and when your group finishes writing, share it with the class, and then send it to the receiver.

(দলে/জোড়ায় তোমার বিদ্যালয় কর্তৃক আয়োজিত একটি বইমেলা/বিজ্ঞান মেলা/ বৈশাখী মেলায় অংশগ্রহণের জন্য একটি আমন্ত্রণপত্র লেখো। অথবা তুমি যে কোনো উপযুক্ত বিষয় পছন্দ করতে পারো।

আমন্ত্রণপত্রটি লেখার জন্য প্রথমে লিখিত যোগাযোগের যে কোনো একটি মাধ্যম পছন্দ করতে হবে (যেমন—email, informal letter, formal letter) তারপর সিদ্ধান্ত নাও প্রাপক কে হবেন। লেখার ক্ষেত্রে মূল Focus থাকবে বিষয়বস্তু, প্রাপক, অভিবাদন এবং closing remarks এর উপরে।

এখন সময় লেখার এবং তোমার দলের লেখা শেষ হলে এটাকে শ্রেণিতে share করো (তারপর প্রাপকের নিকট প্রেরণ করো।)

New words: communication, punctual, grant, abroad, scared, pour, far away, at a loss, salutation, contain, sort, fair, suitable



FIFTEEN

A Fresh Pair of Eyes

15.1 | Ask and answer the questions in pairs.

(জোড়ায় প্রশ্নগুলো করো এবং উত্তর দাও।)

Example: How do people who cannot see with their eyes view the world?

Answer: People who are not sighted (or cannot see) have a stronger mind. They generally listen better than the sighted people. Their strong listening ability and fresh mind help them view their surroundings. Hence, they can feel their surroundings in the same way as sighted people can feel.

a) Where do you live?

b) What things (e.g., river, house, restaurant, yard, tree, etc) can you see in your surroundings?

c) What do you like most about your surroundings? Describe two of these.

d) Is there anything you do not like about your surroundings? What is that? Give one reason.

15.2 | Read the story.



One day, a wealthy father took his son on a trip to a village. He wanted to show his son how people lived there in the village. They spent a few days and nights in a nearby house. The son closely observed their everyday lives— their challenges and happiness.

After their return from the trip, the father asked his son how he liked the trip. “It was great, Dad,” the son replied. “Did you see how life can be?” the father asked. “Oh Yeah,” said the son.

“So what did you learn from the trip?” asked the father. The son answered, “I saw we have one dog and they have four. We have a pool that reaches the middle of the garden and they have a river that has no end. We have imported lights and they have the stars at night. Our balcony reaches the front yard and they have the whole horizon.”

15.4

Read the story again and discuss the questions in pairs.

(গল্পটি আবার পড়ো এবং জোড়ায় প্রশ্নগুলো আলোচনা করো।)

a. How many characters are there in the story? Who are they?

b. Why did they go on a trip?

c. Which character (either father or the son) do you like more? And why?

d. What is the most interesting part of the story?

e. What have you learned from the story?

15.5 Read the following note and discuss the characteristics of a story in groups/pairs.

(নিচের note টি পড়ো এবং দল/জোড়ায় গল্পের বৈশিষ্ট্যগুলো আলোচনা করো।)

Note: A story has a beginning and an end, character/characters, time, place, incident, and theme. These characteristics make a story different from a poem or an essay.

15.6 Read the story 'Into the Wild'. Identify and write the following characteristics of the story.

(নিচের গল্প Into the Wild পড়ো। গল্পের নিচের বৈশিষ্ট্যগুলো চিহ্নিত করো এবং লেখো।)

- The beginning
- The end
- Characters
- Incidents
- Time
- Place
- Theme

New Words: puppy, shyest, brave, quiet, curious, insect, unfamiliar, butterfly, wonder, follow, deep, sibling, notice, afraid, immediately, search, on behalf of, gather, venture

Into The Wild

Long ago, there was a big jungle beside a lake. In that jungle, there lived a wolf with his family. His den was under an oak tree. There he lived with his wife and four puppies. Their names were Mini, Mo, Tiny, and Joe. Among them Mini was the shyest, Mo was the bravest, Tiny was the quietest, and Joe was the most curious.

The various plants, animals, birds, and insects of the jungle were unfamiliar to them. They were very amazed to see all these. Suddenly Joe saw a butterfly on a leaf of a tree. He was wondered by the colorful wings of the butterfly. The butterfly started to fly, and Joe started to chase it.

Following the butterfly, Joe went deep into the jungle. His siblings were playing by themselves. None of them noticed his leaving. After a while, they noticed that Joe was missing. They started calling Joe by name, but there was no response. They were afraid and returned to their den.





In the evening their parents returned. They came to know everything. They started to look for Joe.

By this time, Joe realized that he was lost in the jungle. He tried but could not get back home. He met an elephant and asked about his parents and siblings. The elephant knew nothing about Joe's family or home. So, he took Joe to a monkey.

The monkey could not help Joe either. He told them to look for an owl. The owls are the birds of night and know everything. They finally found an owl. Luckily, the owl knew Joe's family, and she offered to take Joe to his home.

Joe's parents had returned home after searching for hours. As they were about to enter their den, they saw Joe coming along with the owl, the elephant, and the monkey. Joe's siblings were happy to see Joe and ran to greet him. The father thanked the owl, elephant, and monkey for their help. And they entered the den. As the night fell, the wolf called his puppies around him and said,

**“Listen to me child
Don't dare alone into the wild
As
The lone wolf dies
But the pack survives”**



15.7

Discuss in groups and write a description individually on the illustrations. You can also choose other themes.

(দলে আলোচনা করো এবং নিজে নিজে নিচের ছবিগুলোর যেকোনো একটির বর্ণনা লেখো।)

Note: While writing the description, follow the guidelines below:

- Select the theme.
- Decide the time and place
- Now think, how will you start and end the description?

a. A Starry Night

b. A Riverside House



c. A Green Field



d. A Forest



e. A Wide-Open Playground Containing a Banyan Tree



Academic Year 2024

New words: wealthy, trip, spend, nearby, challenge, happiness, pool, import, yard, horizon, servant, serve, beyond, sight, around, grow, protect, speechless, realize, care for



SIXTEEN

Save Our Home

16.1

In the box below, there are some names of objects from your surrounding. Discuss in pairs/groups, which of them are increasing (becoming more) and which are decreasing (becoming less) in your environment. And list them in table A.

(নিচের box এ তোমার আশেপাশে অবস্থিত কিছু বস্তুর নাম আছে। জোড়ায়/দলে আলোচনা করো তাদের কোনগুলো পরিবেশে বৃদ্ধি পাচ্ছে এবং কোনগুলো হ্রাস পাচ্ছে। নিচের সারণিতে সেগুলো লেখো।)

rivers, ponds, rain, cultivable land, trees, birds, roads, cars, playgrounds, houses, heat, animals, machines, plastic, market places, dust, fishes, forests, buildings, wastes, rickshaws, floods, chemical fertilizer, brick kiln, crops, visiting, neighbours

Table A

| Things that are increasing in your environment | Things that are decreasing in your environment |
|--|--|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| — | — |

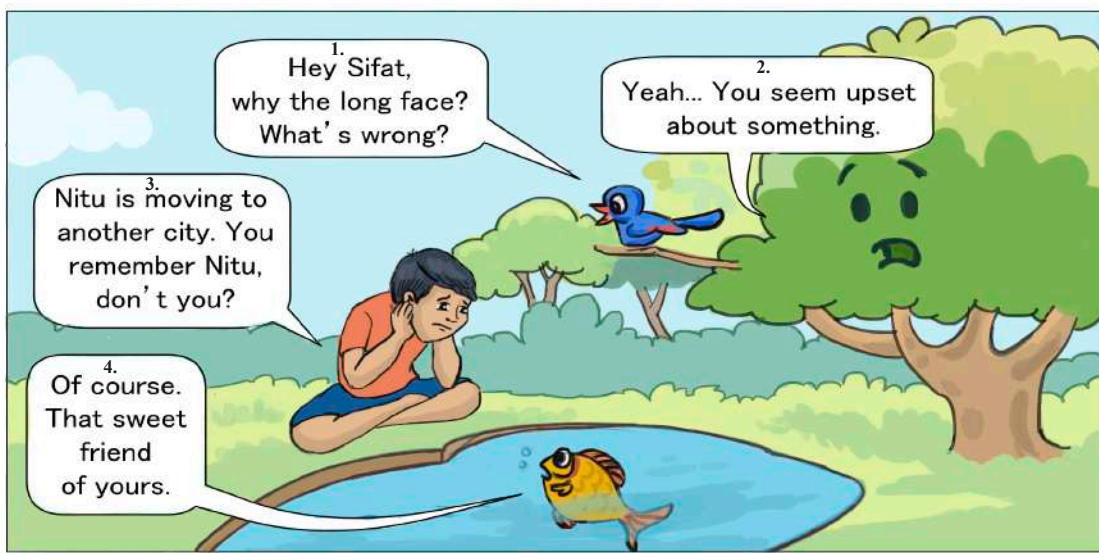
16.2 Now, see table A again, and discuss in pairs/groups the following question:

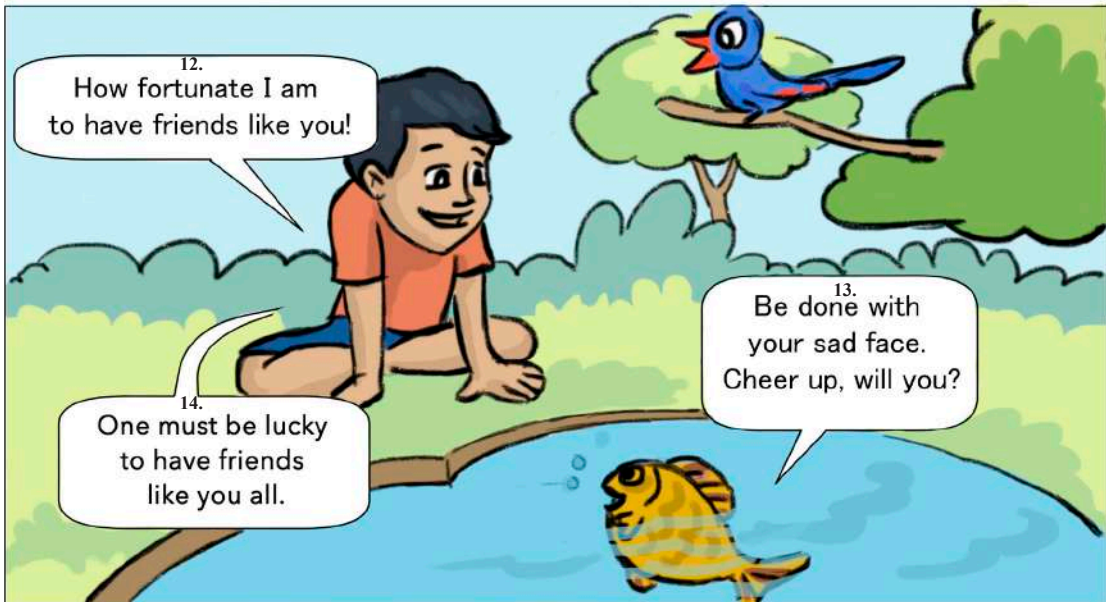
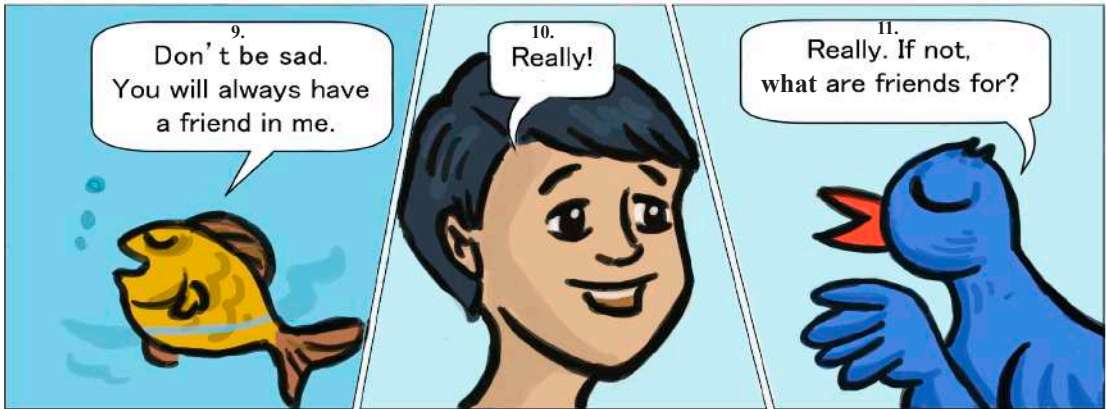
(এখন সারণিটি আবার দেখো। জোড়ায়/দলে নিচের প্রশ্নগুলো আলোচনা করো।)

- What do your findings indicate about your environment?
- In your findings, which of the changes will create problems for your health?
- What can you do to protect your environment? Identify 2-3 of them.

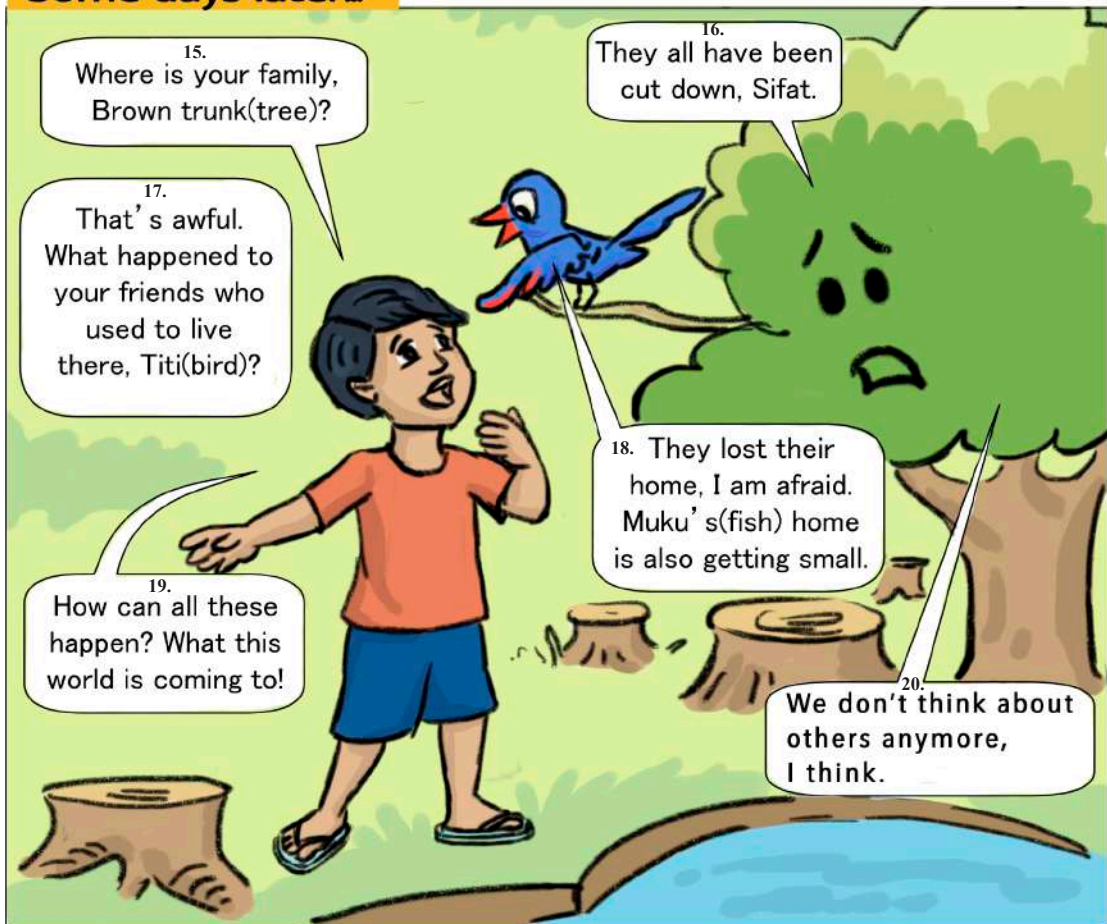
16.3 In pairs/groups, read the following 'Comic Strips' and match the following expressions with their meanings in the table that follows.

(জোড়ায়/দলে নিচের Comic Strip গুলো পড়ো এবং table এ প্রদত্ত অর্থের সাথে মিল রেখে অভিব্যক্তিগুলো মিলাও।)





Some days later..



| Expressions | Meanings |
|----------------------------------|---|
| 1. Why the long face? | It's time to be happy. |
| 2. If not, what are friends for? | It's very sad! |
| 3. Be done with your sad face. | Life in the world isn't as safe as it was in the past |
| 4. That's awful! | What makes you sad? |
| 5. What this world is coming to! | In need, a true friend is always beside a friend. |

16.4 Read the comic strips again and discuss in groups/pairs what makes everyone (Sifat, the tree, the bird, the fish) sad. Write all the reasons you find.

(Comic Strip গুলো আবার পড়ো এবং দলে/জোড়ায় কেন সবাই (সিফাত, গাছ, পাখি এবং মাছ) ব্যথিত তা আলোচনা করে তুমি যে কারণগুলো পেয়েছ তা লেখো।)

For example, Sifat is sad because his best friend is moving to another city.

| The characters in the comic strip | The reasons for sadness |
|-----------------------------------|-------------------------|
| 1. Sifat | |
| 2. The tree | |
| 3. The bird | |
| 4. The fish | |

16.5 Now, in pairs/groups, choose one of the ways to make Sifat, the tree, the bird, and the fish happy. You can choose more than one option. Also, explain why you choose that.

(এখন জোড়ায়/দলে সিফাত, গাছ, পাখি এবং মাছকে খুশি করার যে কোনো একটি উপায় বেছে নাও। তুমি একাধিক উপায় বেছে নিতে পারো এবং উক্ত উপায়টি তুমি কেন বেছে নিয়েছ তা ব্যাখ্যা করো।)

- a. If one of your best friends is unhappy, you will—
- spend a good time with him.
 - offer some gifts.
 - listen to him attentively
 - tell a joke

- b. If your friend, the bird, has lost its home as someone has cut the tree where it used to live, you will–**
- i) buy a cage for him
 - ii) plant as many trees as possible
 - iii) tell people not to cut trees
 - iv) make a new nest in a tree
- c. If your friend, the tree, has lost its family to meet up human needs, you will–**
- i) plant new trees
 - ii) tell people about the importance of trees
 - iii) write to newspaper against it
 - iv) make a long face
- d. If your friend, the fish, has lost its home because people are filling the water bodies, you will–**
- i) put it into an aquarium
 - ii) try to forget it
 - iii) make posters to make people aware
 - iv) talk to your friends and make a plan

16.6

Read the comic strips again. In groups, think of some solutions to keep all of your friends (the tree, the bird, and the fish) safe and happy. Then, rewrite/retell the story with the solutions. You can write, draw or create a comic strip for telling the story. Then, share it with the whole class.

(Comic strip গুলো আবার পড়ো। দলে কিছু সমাধান চিন্তা করো যাতে তোমার বন্ধুদের (গাছ, পাখি এবং মাছ) নিরাপদ ও খুশি রাখা যায়। তারপর সমাধানসহ গল্পটি পুরো লেখো। তুমি লিখে, ছবি ঐঁকে অথবা comic strip এর মাধ্যমে গল্পটি বলতে পারো। তারপর পুরো শ্রেণিতে গল্পটি share করো।)

New words: surrounding, increase, decrease, environment, cultivable land, brick kiln, comic strip, long face, aware, aquarium, awful



SEVENTEEN

King Lear

17.1

Look at different types of literary writings given below. In pairs, discuss and name them. You can take help from the clues given in the box.

(নিচে দেওয়া সাহিত্য বিষয়ক বিভিন্ন লেখাগুলো দেখো। জোড়ায় আলোচনা করো এবং নাম উল্লেখ করো। box এ দেওয়া clue গুলো থেকে তুমি সাহায্য নিতে পারো।)

fairy tale, drama, poem, short story, fable, science fiction



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সুখী মানুষ
মমতাজ উদদীন আহমদ











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17.2

Now discuss in pairs/groups what makes these writing styles different from each other. And then, match the writing styles with their characteristics.

(এখন জোড়ায়/দলে আলোচনা করে একটি লেখার ধরন আরেকটি থেকে কিভাবে আলাদা তা চিহ্নিত করো। তারপর বৈশিষ্ট্যসহ লেখার ধরনগুলো মিলাও।)

| Literary Writings | Characteristics |
|--------------------|---|
| 1. Short story | Common themes are time & space travel; explores the impact of science on people |
| 2. Play/Drama | Has stanza, rhyme, and rhythm |
| 3. Poetry | Has the beginning, ending, characters, facts, time, place, theme and is short in length |
| 4. Fable | Divided into acts and scenes; includes a plot, settings and dialogues etc. |
| 5. Science fiction | Short and has a moral lesson |

17.3

Let's know more about 'Play' and one of the most famous playwrights (the writer of a play) of English literature.

(চলো নাটক এবং ইংরেজি সাহিত্যের একজন বিখ্যাত নাট্যকার (যিনি নাটক লিখেন) সম্পর্কে জানি।)

Note-1:

A play is a form of literature written by a playwright. It is performed on a stage. A play is more to be seen than to be read. Usually, a play has dialogues, characters, plot (that is, the sequence of the story like a beginning, climax, ending, etc.), and setting (that is, where the story is set). A play is divided into acts and scenes.



(An image of Shakespeare)

Note-2:

'William Shakespeare' – Have you ever heard the name? He was an English playwright and a poet. He wrote many plays, both tragedies and comedies. 'King Lear' is one of his best tragedies.

17.4 | Read the following section from the play 'King Lear' and discuss the questions in pairs/groups.

(King Lear নাটক থেকে নিচের অংশটুকু পড়ো এবং জোড়ায়/দলে নিচের প্রশ্নগুলো আলোচনা করো।)

King Lear, an ancient British King, is the main character in the play. When he grew old, he decided to divide his kingdom among his three daughters. But before that, he was curious to know which of his daughters loved him the most and how.

In act one, scene one, the dialogue between the King and his daughters is as follows:



Act I scene 1
(Adapted)

King Lear: Goneril, my eldest daughter, you speak first.

Goneril: I love you more than my own eyesight. I love you more than any wealth. I love you as much as my own life. In fact, I have no words that can describe my love for you.

King Lear: And now, what does my second daughter Regan have to say? Tell me.

Regan: My opinion is very close to my sister's. However, my love even goes further. For the sake of your love, I can reject all the joys of my life. The only happiness in my life is your happiness.

King Lear

King Lear: Now, you, my youngest daughter, my joy, what can you tell me that will make me give you a bigger part of my kingdom than I gave your sisters? Speak.

Cordelia: Nothing, my lord.

King Lear: Nothing?

Cordelia: Nothing.

King Lear: What? “Nothing” will get you nothing. Speak again.

Cordelia: Father, you brought me up and loved me, and I’m giving back just as I should: I obey you, love you, and honour you. How can my sisters speak the truth when they say they love only you? Don’t they love their husbands too?

The old King misunderstands Cordelia and her genuine love for him. He gives Cordelia nothing and divides his kingdom between his first and second daughters. However, time proved who loved him genuinely and who told lies to flatter him.

Questions:

- a. Who is the main character in this play?
- b. Why did he decide to divide his kingdom?
- c. What are the names of his three daughters?
- d. What does Regan mean when she says, “My love even goes further?”
- e. Do you think Lear liked Cordelia’s answer? If you think yes, why? And, if you think no, why?
- f. According to you which daughter loves her father, King Lear most? Why do you think so?
- g. Do you love your parents? How would you describe your love for your parents?

17.5 In pairs/groups read the scene of 'King Lear' again. And then, find the following features of column A in the play 'King Lear', and write an example in column B. One is done for you.

(জোড়ায়/দলে King Lear এর দৃশ্যটি আবার পড়ো। তারপরে column A এর বৈশিষ্ট্য অনুযায়ী column B তে একটি করে উদাহরণ লেখো। একটি উদাহরণ তোমার জন্য করে দেওয়া হয়েছে।)

| Column A (Features) | Column B (Examples) |
|---------------------|--|
| 1. Dialogue | Cordelia: Nothing, my lord. King Lear: Nothing? |
| 2. Characters | |
| 3. Plot | |
| 4. Acts & scenes | |
| 5. Setting | |

17.6 It is a whole class activity. In a group of 4, rehearse and act out the scene. One will play the character of King Lear, and three other students will play characters of three daughters. Every group will act it out for the class.

(এটি একটি সামগ্রিক শ্রেণি কার্যক্রম। চার জন মিলে দৃশ্যটি অভিনয় করো। একজন King Lear এর ভূমিকায় এবং বাকি তিনজন তিন কন্যার ভূমিকায়। প্রত্যেক দল এটা শ্রেণিতে অভিনয় করে দেখাবে।)

17.7

Collect any three types of literary writings (e.g., short story, poem, fairy tale, science fiction, play). Read them in your own time. And then, compare their characteristics with examples. Finally, present them to the class. You can write it using the following table. Also, you can add or lessen the features.

(সাহিত্য সম্পর্কিত তিন ধরনের লেখা সংগ্রহ করো (যেমন ছোট গল্প, কবিতা, রূপকথা, বৈজ্ঞানিক কল্পকাহিনি, নাটক)। নিজের সময় অনুযায়ী সেগুলো পড়ো। উদাহরণসহ তাদের বৈশিষ্ট্যগুলো তুলনা করো। সবশেষে শ্রেণিতে উপস্থাপন করো। নিচের সারণিটি ব্যবহার করে তুমি লিখতে পারো। এছাড়াও তুমি তাদের বৈশিষ্ট্য বাড়াতে বা কমাতে পারো।)

| Type of the literary writing | Name of the literary writing | Characteristics | Features you identified |
|------------------------------|------------------------------|-----------------|-------------------------|
| 1. | 1. | 1. 2. 3. | 1. 2. 3. |
| 2. | 2. | 1. 2. 3. | 1. 2. 3. |
| 3. | 3. | 1. 2. 3. | 1. 2. 3. |

New words: literary, fairy tale, science fiction, fable, impact, moral lesson, dramatist, tragedies, comedies, ancient, curious, opinion, genuine, flatter, rehearse



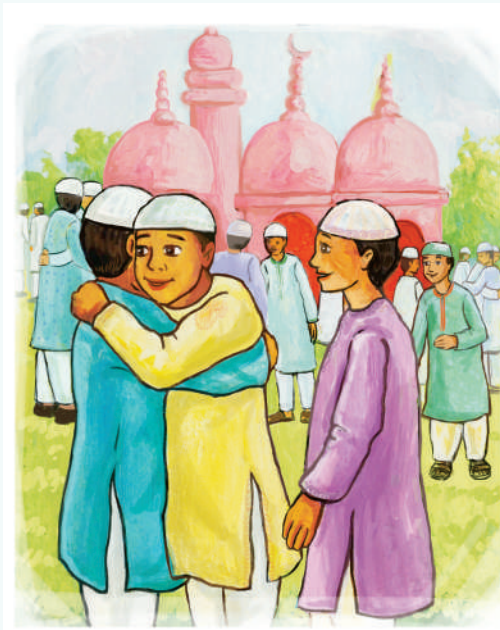
EIGHTEEN

Four Friends

18.1

Look at the illustrations of the festivals usually celebrated in Bangladesh. Now, in pairs/groups, match the names of the festivals given below with the pictures. Then, discuss the following questions in pairs.

(বাংলাদেশে সাধারণভাবে উদযাপিত নিচের উৎসবসমূহের ছবিগুলো দেখো। এখন জোড়ায়/দলে উৎসবের নামগুলোর সাথে ছবিগুলো মিলাও। তারপর জোড়ায় নিচের প্রশ্নগুলো আলোচনা করো।)



Eid



Durga Puja



Christmas



Prabarona Purnima



Pahela Boishakh



Independence Day



Mother Language Day

Questions:

1. Which of these festivals do you celebrate?
2. What do you know about these festivals?
3. What do you love about these festivals?
4. Do you have any good memories of any of these festivals?

18.2

Bangladesh is a country of festivals. Throughout the year, we celebrate different types of festivals such as religious, national and cultural. Now, in pairs/groups complete the following table and share with the class.

(বাংলাদেশ উৎসবের দেশ। সারা বছর জুড়ে আমরা বিভিন্ন উৎসব পালন করি যেমন ধর্মীয়, জাতীয় ও সাংস্কৃতিক উৎসব। এখন জোড়ায়/দলে নিচের সারণিটি সম্পূর্ণ করো এবং শ্রেণিতে তা উপস্থাপন করো।)

The festivals we celebrate

| What is the name of the festival? | When do you observe it? | What kind of dress do you wear? | What are the foods you eat? | Where do you visit? | What fun activities do you do? |
|-----------------------------------|-------------------------|---------------------------------|-----------------------------|---------------------|--------------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

18.3

In pairs/groups, read the names of the festivals in the box below and then categorise them in the right columns in terms of their types. Now, write 2-3 differences among these festivals/national days. One is done for you.

(জোড়ায়/ দলে নিচের box এর উৎসবের নামগুলো পড়ো। ডান কলামে তাদের ধরন অনুযায়ী তাদেরকে ভাগ করো। এখন এই উৎসবগুলোর মধ্যে ২-৩ টি পার্থক্য লেখো। একটি উদাহরণ হিসেবে তোমাদের জন্য করে দেওয়া আছে।)

Eid-al-Fitr, Durga Puja, Christmas, Prabarona Purnima, Pahela Boishakh, Mother Language Day, Diwali, Independence Day, Easter Sunday, Victory Day, Nabanno, Eid-a-Adha.

| Types of festivals | Name of the festivals |
|--------------------|--------------------------------|
| 1. Religious | 1. Eid-al-Fitr 2. 3..... |
| 2. Cultural | 1. 2. 3..... |
| 3. National | 1. 2. 3..... |

Differences among these festivals:

1. Religious festivals are celebrated mainly by people from different religions. For example, the Muslims celebrate Eid, the Hindus celebrate Durga puja etc. But, cultural and national festivals are celebrated by the people of all religions.

2. _____

3. _____

18.4 | Read the story 'Four Friends' in pairs/groups.

(জোড়ায়/দলে 'Four Friends' গল্পটি পড়ো।)

Four Friends

Muhammed Zafar Iqbal
Translated by Yeshim Iqbal

Sadib, Nandini, Onti, and Micheal were best friends. They played together and sometimes they got into trouble together. Sometimes they would even get angry at each other while they were playing and then they would stop talking to each other! But they couldn't ever stop talking for long, so they always made up again.

One day Nandini, Onti, and Michael went to Sadib's house to play. When they got there, he was walking on his bed with his shoes on. Nandini asked, "Sadib, what are you doing?"

Sadib said, "These are brand new shoes. They'll get dirty if I walk on the ground



with them, so I'm walking on the bed instead!"

Michael said, "But you're supposed to walk on the ground! That's why people wear shoes."

Sadib replied, "I know! I'm going to go outside with these new shoes tomorrow. And I am going to wear new pants and a new shirt, too. Tomorrow everything will be new!"

Onti asked, "Why is everything new tomorrow?"

Sadib replied, "Tomorrow is Eid! That's why everything will be new! Eid is a wonderful day. Everyone gets new clothes and shoes. My mother will cook the most delicious food you ever ate. And tomorrow everyone visits all their friends and family!"

Nandini asked, "What should we do tomorrow?"

Sadib said, "You all have to come over tomorrow too! Tomorrow we will have a lot of fun at my house!"

The next day Sadib woke up very early. He put on his new clothes. Then he went to say Eid prayers with his father. After the prayers, everyone gave each other special Eid hugs. Sadib was much smaller than all the grown-ups, so to give him an Eid hug the grown ups had to bend down!

When they got home, Sadib's mother had set out all kinds of delicious foods to eat on the table. While everyone was eating, the doorbell rang. Ting tong!

Sadib ran to the door to open it. It was his cousins, and their arms were full of wrapped presents! As soon as they saw him, they all shouted, "Eid Mubarak!"

Sadib shouted "Eid Mubarak!" even louder. Then everyone hugged each other. When he was done hugging everyone, Sadib asked his older cousin, "Apu, who are all these gifts for?"

Apu said, "Today is Eid, so everybody gets a gift!"

Sadib asked, "Everybody?"

"Yes! Everybody!"

Sadib thought for a moment. Then he asked, "My friends Nandini, Onti, and Michael are coming today. Do they get gifts too?"

"Yes, they do too!"

Before they were done with talking the doorbell rang again. Sadib ran back to the door. This time it was Nandini, Onti, and Michael. They shouted, “Eid Mubarak!” Sadib shouted even louder. “Eid Mubarak!” They all came inside together. Sadib’s mother sat everyone down at the table. Everyone started to eat. When Michael was done eating, he said, “I have eaten so much that I think my belly will explode!”

Everyone giggled. Then Sadib said, “Guess what! My Apu brought gifts for everyone today!”

Onti’s eyes widened. “Really?”

Sadib said, “Yes, really! For all of you too!”

Nandini, Onti, and Michael clapped their hands. “Hooray!”

Sadib’s Apu gave everyone a gift then. Sadib got a colouring box, Nandini got a box of chocolate, Onti got a notebook, and Michael got a tennis ball.

They had so much fun with their new toys!

That night when she went home, Nandini said to her mother, “Do you know how much fun we had today?”

Nandini’s mother nodded. “Yes! Eid is always a wonderful day.”

Nandini asked, “How come we don’t have an Eid? Then we could have fun that way too.”

Nandini’s mother laughed. “It’s okay that we don’t have Eid! We have our Puja, don’t we?”

Nandini asked, “Puja?”

“Yes, Puja! Durga Puja. We have just as much fun as Eid on that day!”

Nandini asked excitedly, “Really?”

“Yes, Really. We’ll have brand new clothes to wear and cook all our favourite things. We’ll dress up and go visit our friends and our family. And also, do you know what beautiful Protima we will have during Puja?”

Nandini asked, “Really?”

Nandini’s mother said, “Yes!”

Nandini asked, “When is Puja?”

“In the autumn. In just a few months.”

Nandini asked, “We all went to Sadib’s house for Eid. When it’s Puja can all my friends come to our house?”

“Why not?”

“Can we all go and see the Protima together?”

“Of course!”

Nandini clapped her hands in delight. “It’ll be so much fun! Won’t it?”

“Yes, it will!”

The next day Nandini told her friends Sadib, Onti, and Michael all about Puja. They were so excited to hear about everything they would do together! And after that, they all started counting the days until Puja.

Before Puja, Nandini went with her mother and father to buy new clothes. A stage was being made near their house, and one day a Protima was set up there – Ma Durga on a lion, with Lakkhi and Swarashati next to her. And Kartik and Gonesh are next to them.

Puja celebrations went on for a few days. On one of those days Sadib, Michael, and Onti went to visit Nandini. First Nandini’s mother gave them all tasty treats. Then they all went with Nandini to see the Protima. It was so beautiful! Sadib, Michael, and Onti had never seen anything like it before.

In front of the Protima, many boys and girls were dancing with drums and incense. Michael asked Nandini, “Can you do that too?”

Nandini said, “Not yet, I’m still too little! But I will someday.”

Michael clapped his hands. “That’s so exciting!”

Right then they heard someone say on a microphone, “Boys and girls! We will now begin the art competition. Come sit down for those of you who want to participate in the competition.”

Nandini, Sadib, Onti, and Michael all sat down with the other children. A young woman came and handed everyone paper and coloured pencils. They all started drawing their pictures. Nandini drew a sketch of a Protima. Michael always draws pictures of freedom fighters, and that’s what he drew this time too. Onti drew a river with boats and trees and houses on the side. Sadib drew a rose.

A young woman in a sari came and collected everyone’s pictures. A few grown-ups looked at each picture and announced the winners. Michael’s freedom fighter picture

was very beautiful, so he won a colouring box as a prize! Everyone else got a pen as a gift so that they wouldn't feel left out. Nandini, Sadib, and Onti were a little jealous of Micheal's beautiful colouring box, but they didn't say anything. They all knew that Michael was the best painter out of all of them!

When they all went home, everyone felt a little sad. Such a wonderful Puja was ending of course, they were sad!

That night Onti asked her mother, "Ammu, Sadib had such a lovely Eid, and Nandini had a beautiful Puja. How come we don't have anything?"

Ammu raised her eyebrows. "What do you mean, we don't have anything? Don't you remember? A few weeks ago we had our Buddhist Purnima, we all went to the temple and lit the lamps, and prayed together."

Onti said, "Oh no Ammu! I forgot to invite my friends then! Now what?"

Ammu laughed. "Don't worry! In three days we have our Prabarona Purnima. Then you can invite all your friends."

Onti held her breath. "Will we have tasty things to eat? And new clothes? And gifts? Will we have a lot of fun?"

Ammu said, "Yes, we will have all of those things! We will have a wonderful time. And, we will have something else too, that I am sure your friends have never seen before!"

Onti's eyes widened. "What is it, Ammu?"

Ammu smiled. "Nope! I won't tell you now. It's a surprise."

Onti started to wait excitedly for Prabarona Purnima. And when they heard all about it, Sadib, Nandini, and Michael were even more excited.

On the day of Prabarona Purnima, Onti's friends, all came over to their house. Onti's Ammu cooked delicious foods to eat. Sadib rubbed his belly when he was done eating and said, "I ate so much today that my stomach is like a football!"

Everyone laughed.

At sunset, Onti took Sadib, Nandini, and Michael to the roof of her house. The full moon had already risen – they had never seen such a big, beautiful moon. They looked at it in wonder.

A little while later Onti's father came and said to them, "Children, come with me."

Onti asked, "Where are we going?"

Abbu said, "The park."

Onti wanted to know, "What is happening at the park?"

Ammu said, "We won't tell you now – you'll see when you get there!"

Sadib, Nandini, Onti, and Michael held one another's hands and walked to the park with Onti's parents. When they got there, they saw that there was a crowd around some things that were shaped like balloons, made out of thin paper. A few people were doing something with fire underneath those things.

Onti asked, "Abbu, what is that?"

Abbu said, "That is called a sky lantern."

Onti asked, "What are they for?"

Abbu said, "Just watch!"

They all watched. Several people held the sky lantern while another person lit a fire underneath it. The sky lantern filled up with hot air from the fire and became big and round and started to glow.

As soon as they let go, the glowing sky lantern slowly rose up into the sky, swaying from side to side. Everyone clapped their hands in delight.

In the middle of the park, people started releasing sky lanterns one after another. They all rose up into the air, all different colours and sizes. They were so beautiful!

Then a young woman asked Sadib, Nandini, Onti, and Micheal, "Do you want to fly one?"

They were a little scared of putting the fire under the sky lantern, but they all said "Yes!"

The young woman took them to the middle of the field. Someone handed them a big, brightly coloured sky lantern. They each held one corner while the lady lit a fire on a rag attached to the bottom of the sky lantern. The sky lantern slowly filled up with hot air, and the glowing light spread everywhere.

Nandini asked, "Should we let go now?"

The lady said, "Everyone together. I'll count to three. Are you ready?"

"We're ready!"

“One...two...three!” And all four of them let go. The sky lantern rose up into the sky, spreading a beautiful light.

Sadib, Nandini, Onti, and Michael clapped their hands and jumped together happily. “Ours is the biggest! And the prettiest! And ours is going the highest!”

Everyone around them laughed and nodded their heads. They all gazed at their sky lantern as it went higher and higher and looked smaller and smaller.

Soon, it looked just like a star.

Michael asked his father a few days later, “Abbu, Sadib had Eid, Nandini had Puja, and Onti had Prabarona Purnima. When is our Christmas?”

Abbu said, “On the 25th of December. As soon as winter comes!”

Michael tried to count on his fingers to figure out when it would be Christmas. “How much longer is that?”

“Just two more months!”

“What will we do at Christmas, Abbu?”

“We’ll do what we always do! We’ll have new clothes. Your mother will make a delicious roast chicken and cake. And if you aren’t naughty, if you’re very good, then I’ll take you to Santa Claus.”

“Santa Claus?”

“Yes.” Abbu nodded. “Don’t you remember? Santa Claus has a big huge white beard. He wears a red hat and a big red coat. He has a big sack full of toys! He gives a toy to every boy and girl who was good all year.”

Michael’s eyes widened. “Abbu, if we bring my friends to see Santa Claus, will he give them toys too?”

Abbu laughed. “If your friends are very good all year, he’ll give them toys too!”

The next morning, Michael told his friends how Santa Claus would give them a gift if they were very good all year. They all decided that they would have to start being good right away.

They tried very hard to be good for the next two months. It wasn’t easy at all and sometimes they ended up being naughty by accident. But as soon as they remembered Santa Claus they immediately tried to be good again.

Finally, it was Christmas morning! Michael’s father took Michael and his three

friends to see Santa Claus. Santa Claus had a red hat, a big red jacket, and he had a big white beard. He was wearing a belt to hold in his big belly! When he saw Michael, Nandini, Onti, and Sadib, he laughed, “Ho ho ho. Merry Christmas!”

They all replied, “Merry Christmas!”

Then Santa Claus made them sit down next to him. He asked, “Have you been good boys and girls all year?”

They all nodded their heads.

He asked, “Have you been naughty?”

Even though they had been naughty by accident sometimes, they didn’t say that. They said, “No, we weren’t naughty!”

Then Santa Claus laughed again and reached into his big sack to take out toys for them. Michael got a ball, Sadib got a top, and Nandini and Onti both got dolls.

Michael’s parents took everyone home. Michael’s Ammu made roast chicken and cake for everyone. Michael’s family members had all come over, with their little boys and girls. They all played together. It was wonderful!

A few days later Sadib, Nandini, Onti, and Michael were playing together. While they were playing Sadib asked, “Guess what?”

Nandini said, “What?”

Sadib replied, “We are happier than anyone else in the world!”

Onti asked, “Why are we happier?”

Sadib said, “If people don’t have friends like us, they only have fun once.

Some people only have fun on Eid. Some people only have fun on Puja.”

Michael nodded. “Yes! If people don’t have friends like us, they only have fun on Prabarona Purnima or on Christmas.”

Onti smiled. “But what about us?”

Nandini said, “We have fun on Eid.”

Sadib said, “We have fun on Puja.”

Michael said, “We have fun on Prabarona Purnima.”

Anti said, “We have fun on Christmas!”

Then the four of them clapped their hands and danced together. “How fun! Hooray!”

18.5 Now in groups/pairs find out the meanings of the following words. Also, write a sentence of your own with these words. If necessary, take the help of a dictionary or your teacher. Then, share the table with the class. One is done for you.

(দলে/জোড়ায় নিচের শব্দগুলোর অর্থ খুঁজে বের করো। এছাড়াও শব্দগুলো দিয়ে নিজে একটি বাক্য তৈরি করো। প্রয়োজনে অভিধান অথবা তোমার শিক্ষকের সাহায্য নাও। তারপর শ্রেণিতে সারণিটি share করো। একটি তোমার জন্য করে দেওয়া আছে।)

| Words/Phrases | Meaning | Your sentence |
|---------------|----------------------------------|------------------------|
| Hug | | |
| Bend down | | |
| Wrapped | | |
| Explode | | |
| Giggle | keep laughing in a childlike way | Who is giggling there? |
| Nodded | | |
| Delight | | |

| | | |
|----------|--|--|
| Temple | | |
| Gazed at | | |
| Beard | | |
| Swaying | | |
| Sack | | |

18.6 Can you remember the characteristics of a story? If needed open at page 115, and have a look. One of the main characteristics of a story is ‘the theme of the story.’ Now, read the note in the following box and find out the major theme of the story ‘Four Friends’. Then explain it to the class.

(তোমার পড়া গল্পের বৈশিষ্ট্যগুলোর কথা মনে আছে। যদি প্রয়োজন হয় তাহলে পৃষ্ঠা নং ১১৫ খোলো। গল্পের একটি প্রধান বৈশিষ্ট্য হচ্ছে গল্পের বিষয়বস্তু। নিচের box থেকে note টি পড়ো এবং Four Friends গল্পের মূল বিষয়বস্তু খুঁজে বের করো। তারপর শ্রেণিতে এটাকে ব্যাখ্যা করো।)

Note:

In a story, you may find more than one theme. The key theme is the lesson that the author wants you to learn. The author doesn't tell it in the story. 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:

- You have to write a complete sentence, not a word.
- You cannot 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 lose the trust of people.’

Now, let's write!

You can start writing the theme of the story 'Four Friends' in the following way or you can start in your own way.

The key theme of the story 'Four Friends' is _____

Because in the story the main characters, the four friends _____

18.7

Think of stories that you have read already from any of your textbooks (e.g, Bengali, English, etc.). Then, write the name of the story and the key themes next to it in the table below.

(তোমার পাঠ্য বইয়ের (বাংলা, ইংরেজি ইত্যাদি) গল্পের কথা মনে করো। তারপর গল্পের নাম ও বিষয়বস্তু নিচের সারণিতে লেখো।)

| Name of the story | Key theme |
|-------------------|-----------|
| 1. | |
| 2. | |
| 3. | |

18.8

Suppose your school is going to publish the annual magazine. A notice is served to submit writings. Your class has decided to write a text on ‘How we can make our festivals more enjoyable by inviting all our friends.’ Now, in groups discuss the topic and start writing.

(মনে করো তোমার বিদ্যালয় একটি বার্ষিক ম্যাগাজিন ছাপাতে যাচ্ছে। নোটিশ দেওয়া হয়েছে লেখা জমা দেওয়ার জন্য। তোমার শ্রেণির ছাত্র-ছাত্রীরা স্থির করেছে একটি নিবন্ধ লিখবে “সব বন্ধু-বান্ধবকে দাওয়াত দিয়ে কিভাবে উৎসবগুলোকে আরও বেশি উৎসবমুখর করা যায়”। এখন দলে বিষয়টি আলোচনা করো এবং লেখা শুরু করো।)

Remember that your writing should have–

1. A title
2. What fun activities you will do with your friends
3. Why you are thinking that if you all celebrate together it will be more enjoyable.

When you finish writing, share it with the class.

18.9

Think of a festival that you are going to celebrate soon. Then, decide on some of your friends whom you are going to invite to the festival. Now, write an invitation letter to them. In the letter, describe your plan of fun activities like sharing gifts, enjoying delicious food, visiting a special place etc. Also tell them why you want to celebrate the festival with all your friends. After the celebration of the festival, don’t forget to share the experience with the class.

(এমন একটি উৎসবের কথা ভাব যা তুমি উদযাপন করতে যাচ্ছ। সিদ্ধান্ত নাও, কোন কোন বন্ধুদেরকে তুমি সেই উৎসবে দাওয়াত দিবে। এখন তাদেরকে একটি দাওয়াতপত্র লেখো। দাওয়াতপত্রে তোমার মজাদার পরিকল্পনার বর্ণনা দাও, যেমন উপহার আদান-প্রদান, মজার মজার খাবার খাওয়া এবং বিশেষ কোনো স্থান ভ্রমণ করা। তাছাড়াও তাদেরকে বলো কেন তুমি তোমার বন্ধুদেরকে নিয়ে উৎসবটি উদযাপন করতে চাও। উৎসবটি উদযাপনের পরে তোমার অভিজ্ঞতা শ্রেণিতে share করতে ভুলো না।)

You can write the invitation letter in the following way or your own way.

Date: _____

Dear friend/name of your friend,

I am very excited to tell you that _____

_____.

Please, accept the invitation and _____.

Your friend

Your name

New words: sky lantern, hug, bend, wrapped, explode, giggle, nodded, delight, temple, protima, gaze at, key theme, author, observe

GLOSSARY

| Talking to People | | | |
|-------------------|--|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Appreciate | Admire (প্রশংসা করা) | The man appreciated the boy for his help. | |
| Elderly | Old/ Aged (বয়স্ক) | We must have respect for the elderly people. | |
| Conversation | Discussion (কথোপকথন) | We have a long conversation about our food habit. | |
| Direction | Way/ Course (নির্দেশনা) | We should follow the direction of our teachers. | |
| Later | Behind/ Behind the time (পরে) | She returned from home several weeks later. | |
| Relationship | Connection (সম্পর্ক) | I have a close relationship with my brother. | |
| Acquaintance | Familiarity/ Contact (পরিচিতি) | We have close acquaintance with our neighbours. | |
| Parking | Locating/ Positioning (যানবাহন রাখার জায়গা) | The car was parked in the parking place. | |
| Guard | Protector/ Sentry (পাহারাদার) | He worked as a guard in the prison. | |
| Disability | Incapacity/ Ailment (অক্ষমতা) | Physical disability hampers our normal life. | |
| Gardener | Nurseryman/ Greenkeeper (মালি) | The gardener mows the grass regularly. | |
| Outside | Outdoor (বাহিরে) | He waited for me outside the classroom. | |
| Recognize | Identify (চিনতে পারা) | I could not recognize her at first. | |
| Stranger | Outsider/ Unknown person (অপরিচিত ব্যক্তি) | I was a stranger there. | |
| Compliment | Praise (প্রশংসা) | We should give him complement for his good job. | |
| Well-being | Comfort/ Happiness (সুস্থতা) | Physical well-being is necessary for normal life. | |

Glossary

| | | | |
|---------------|---|--|--|
| Avoid | Bypass/ Keep away from (এড়িয়ে চলা) | You should avoid bad company. | |
| Mistake | Error/ Fault (ভুল) | I made a mistake at that time. | |
| Indicate | Show/ Specify (নির্দেশনা দেওয়া) | The map indicates the way of our school. | |
| Relation | Connection/ Association (সম্পর্ক) | You should maintain a good relation with your neighbours. | |
| Seem | Appear/ Look (মনে হওয়া) | It seems to me very dangerous. | |
| Familiar | Acquainted/ Known (পরিচিত) | The crow is a familiar bird. | |
| Signify | Mean/ Indicate (তাৎপর্যপূর্ণ করা) | The sign signifies nothing. | |
| Forgetful | Absent-minded (অমনোযোগী) | He is always forgetful about his duty. | |
| Nursery | Plant market (যেখানে ফুল-ফলের চারা পাওয়া যায়) | Different types of saplings are available in this nursery. | |
| Purchase | Buy (ক্রয় করা) | He purchased a new book. | |
| Guess | Conjecture/ Assume (অনুমান করা) | I guess, you are my old friend. | |
| Indeed | Certainly/ Really (অবশ্যই) | Indeed, I will do it for you. | |
| Initiator | Motivator (প্রবর্তক) | Mr. Rahman was the initiator of this company. | |
| Shopping mall | Shopping complex (শপিং মল) | A modern shopping mall has everything to buy. | |
| Perceive | Notice/ Understand (অনুধাবন করা/ বুঝতে পারা) | I have perceived that you are curious. | |
| Impolite | Rude/ Ill-mannered (অভদ্র) | Always avoid impolite attitude. | |
| Of course | Indeed (অবশ্যই) | Of course, I will help you. | |
| Reserve | Standby/ Stock (সংরক্ষিত বস্তু) | You should reserve some money for the future. | |
| Queue | Line (সারি) | Stand in a queue to buy a ticket. | |

| Little Things | | | |
|---------------|--|--|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Mighty | Massive/ Huge (শক্তিশালী/বিশাল) | The mighty ocean can be used to produce electricity. | |
| Ocean | Sea/ blue/ brine (মহাসমুদ্র/সমুদ্র) | Oceans are a source of food for mankind. | |
| Humble | Modest/ Gentle (ভদ্র) | Everybody praises him for his humble behaviour. | |
| Eternity | Infinity/ Everlasting (চিরন্তন) | The pious would spend eternity in heaven. | |
| Deeds | Actions/ Activities (কাজ) | Man should be judged by his deeds. | |
| Eden | Paradise (স্বর্গ) | Adam and Eve first lived in the Eden. | |
| Heaven | Paradise/ Dream place (স্বর্গ) | Everybody prays to go to heaven after death. | |
| Above | Over/Beyond (উপরে) | Our plane was flying above the clouds. | |
| Alternate | Different/ Another (বিকল্প) | We chose alternate route to avoid traffic jam. | |

| Future Lies in Present | | | |
|------------------------|----------------------------------|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Mention | Tell (উল্লেখ করা) | You did not mention your name in the groupwork. | |
| Well-known | Famous (বিখ্যাত) | The people of Bangladesh is well-known for their hospitality. | |
| Inspire | Encourage (অনুপ্রাণিত করা) | Bangabandhu inspires us to love our country. | |
| Nearest | Closest (নিকটতম) | I have already visited the nearest places. | |
| Unique | Very special and rare (অনন্য) | Humayun Ahmed is well-known for his unique style of writing. | |
| Advice | Suggestion/Guidance (উপদেশ) | Good advice is beyond any price. | |

Glossary

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|---------------|---------------------------------|---|--|
| Concentration | Focusing (একাগ্রতা) | I need total concentration to do well in the examination. | |
| Scatter | Spread (ছড়ানো) | Newspapers lay scattered all over the floor. | |
| Seek | To ask for something (চাওয়া) | You can seek her help in doing this homework. | |
| Lead | To guide/steer (নেতৃত্ব দেওয়া) | The class captain leads us in the sports competition. | |

Ask and Answer

| Word | Meaning | Example sentence | Your sentence |
|-----------|---|---|---------------|
| Entertain | To amuse/delight (বিনোদন) | Reading story books entertains me a lot. | |
| Recite | To perform/ To read aloud before audience (আবৃত্তি করা) | I love to recite poems. | |
| Creature | A living being like an animal, bird or fish (প্রাণী) | Snakes are cold-blooded creatures. | |
| Adorable | Lovable/ Charming (সুন্দর/প্রশংসনীয়) | Your smile is adorable. Your recitation of the poem "Books" is adorable. | |
| Paws | An animal's foot having claws and pads (পশুর থাবা) | The cat is licking its paws. | |
| Puzzled | To become confused (হতবুদ্ধি হওয়া) | I became puzzled to see all the new faces in my new school. | |
| Emperor | Ruler/King (সম্রাট) | Jalal-ud-din Muhammad Akbar was one of the most popular emperors of India. | |
| Nearby | Near/Close by (কাছাকাছি) | I went to the nearby library to find a book. | |
| Reward | Award/Prize (পুরস্কার) | I got a medal as a reward for my good behaviour. | |

| Together We Are a Family | | | |
|---------------------------------|--------------------------------|---|----------------------|
| Word | Meaning | Example sentence | Your sentence |
| Homework | Exercise (বাড়ির কাজ) | Let's do our homework now. | |
| Usually | Generally (সাধারণত) | Usually I go to bed at 10 pm. | |
| Prepare | Make (প্রস্তুত করা) | He prepares his food everyday. | |
| Responsibility | Duty (দায়িত্ব) | His responsibility was to look after the baby. | |
| For example | For Instance (উদাহরণস্বরূপ) | For example, he is an honest man. | |
| Express | Reveal (প্রকাশ করা) | He expressed his desire. | |
| Whenever | When/ Every time (যখন) | He always takes a bag whenever he leaves the house. | |
| Solve | Resolve (সমাধান করা) | He can solve the problem. | |
| Encourage | Inspire (উৎসাহিত করা) | Teachers should always encourage his/her students. | |
| Listen to | Hear (শোনা) | Listen to others first then answer. | |
| Attentively | Considerately (মনোযোগের সাথে) | The students should listen to his/her teachers attentively. | |
| Grid | Framework/ matrix (কাঠামো) | Put your answer in the grid below. | |
| Describe | Define/ Narrate (বর্ণনা করা) | The boy described the incident clearly. | |
| Feed | Give food to (অন্যকে খাওয়ানো) | I feed my pet daily. | |
| Mop | Wash/ Clean (মোছা) | The cleaner mopped the floor every day. | |

| The Missing Tenth Man | | | |
|------------------------------|---|---|----------------------|
| Word | Meaning | Example sentence | Your sentence |
| Dip | Bathe (ডুব) | Let's take a dip in the nearby pond. | |
| Confused | Puzzled (বিভ্রান্ত) | You make me confused by asking so many questions. | |
| Seller | A person who sells something (বিক্রেতা) | The seller of the shop is a well behaved person. | |
| Gather | To collect several things (সংগ্রহ করা) | We gathered some plants from the garden. | |
| Scream | To shout/ To say something loudly (চিৎকার করা) | She screamed seeing the spider on her pillow. | |
| Emphasis | A special importance given to something (জোর দেওয়া) | We should give emphasis on learning English. | |
| Silly | Foolish/Idiotic (নির্বোধ) | Sometime I behave so silly! | |
| Neighbour | Someone who lives next to your home or near your home (প্রতিবেশী) | A good neighbour is a blessing of God. | |

| A Day in the Life of Mina | | | |
|----------------------------------|--|--|----------------------|
| Word | Meaning | Example sentence | Your sentence |
| Gloomy | Joyless/ Cheerless/ Dark (অন্ধকার/বিশ্বস্তা) | The sky looks gloomy. | |
| Muddy | Mud-caked/ dirty (কর্দমাজ) | I could not walk on that muddy road. | |
| Slippery | Oily/ Greasy (পিচ্ছিল) | Due to rain, the road became slippery. | |
| Frightening | Terrifying (ভয়ানক) | The bear is a frightening animal. | |
| Scared | Afraid/ Frightened (ভীত) | I am scared of ghost. | |
| Friendly | Welcoming/ Sociable (বন্ধুতাবাপন্ন) | He is very friendly with his colleagues. | |

| | | | |
|---------------|--------------------------------------|---|--|
| Drizzle | Sprinkle (ঝিরঝির বৃষ্টি) | It has been drizzling since morning. | |
| Punctual | Prompt/ On time (সময়নিষ্ঠ) | It is important to be punctual in life. | |
| Participate | Take part (অংশগ্রহণ করা) | You should participate in the game. | |
| Sloppy | Messy/ Untidy (অপরিচ্ছন্ন) | I do not like people who are sloppy in their everyday life. | |
| Unfortunately | Unluckily (দুর্ভাগ্যবশত) | Unfortunately he missed the train. | |
| Cordial | Friendly (আন্তরিক) | Be cordial in your behaviour. | |
| Wander | Walk (ঘুরে বেড়ানো) | I will wander around the park. | |
| Sneaky | Sly/ Cunning (লাজুক) | He is very sneaky and can deceive you easily. | |
| Instead | In its place/ In lieu পরিবর্তে | I will take coffee instead of tea. | |
| Pleasure | Liking (আনন্দ) | It will be my pleasure if you come to visit my house. | |
| Blanket | quilt (কম্বল) | Use a blanket if you feel cold. | |
| Starve | Famish/ Go hungry (না খেয়ে থাকা) | He has been starving for two days. | |

Bangabandhu, My Inspiration

| Word | Meaning | Example sentence | Your sentence |
|------------|--|--|---------------|
| Sacrifice | An act of giving up something of great value for someone else (ত্যাগ করা/বিসর্জন দেওয়া) | Our freedom fighters sacrificed their lives for the independence of our country. | |
| Courageous | Brave (সাহসী) | I want to be courageous like Bangabandhu. | |
| Injustice | Doing wrong or unfairness to someone (অবিচার) | We must stand against injustice. | |
| Afford | Bear (সামর্থ্য) | Don't spend more than you can afford. | |
| Sanction | To approve/To give permission to do something (অনুমোদন দেওয়া) | Our government sanctioned money to repair our school building. | |

Glossary

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|------------|---|---|--|
| Reputation | Fame/A high opinion about someone or something (খ্যাতি) | Our headteacher is a man of good reputation. | |
| Liberal | Generous/ Not strict (উদার) | My parents are quite liberal. | |
| Harmony | Living together peacefully (সম্প্রীতি) | In Bangladesh, people from different religions live in harmony. | |

Politeness

| Word | Meaning | Example sentence | Your sentence |
|------------|--|--|---------------|
| Explain | Clarify (ব্যাখ্যা করা) | The teacher explained the topic clearly. | |
| Borrow | Take (ধার করা) | He borrowed some money from me. | |
| Deduction | Subtraction (কমানো) | It seems a logical deduction. | |
| Disobey | Defy/ Violate (অমান্য করা) | Never disobey your elders. | |
| Beach | Coast/ Shore (সমুদ্র তীর) | The Cox's bazar sea beach is the longest sea beach in the world. | |
| Bullying | Harassment/ Mistreatment (বিরক্ত করা) | Stop bullying others or you will be punished. | |
| Frequently | Regularly (বারবার) | He comes here frequently. | |
| Predict | Forecast/ Guess (ভবিষ্যৎবাণী করা) | He predicted the future of the world. | |
| Community | A group of people living in the same place having particular characteristics in common/ Group (সম্প্রদায়) | People of different communities live in the society. | |

The Boy under the Tree

| Word | Meaning | Example sentence | Your sentence |
|----------|---|---|---------------|
| Rush out | Hurriedly/To come out quickly (তাড়াহড়ো করে বের হওয়া) | I rushed out the door to welcome my friend. | |
| Mumble | To speak softly but unclearly/ Murmur (বিড়বিড় করা) | The boy mumbled and I couldn't understand anything. | |

| | | | |
|---------------|---|---|--|
| Dishearten | To lose hope/Demoralize (হতাশ হওয়া) | Don't be disheartened by a single failure. | |
| Lean | To move your body so that it is bent forward/Bend (ঝুঁকে পড়া) | I leaned over to pick up the book. | |
| Wrap up | Finish (শেষ করা) | It is time to wrap up the game. | |
| Resume | Start again (আবার শুরু করা) | Our school has resumed after long days. | |
| Recognize | To identify (চেনা) | Can't you recognize me? | |
| Afar | At a great distance (দূরে) | We heard a shout afar. | |
| Mock | Make fun of/ Tease (উপহাস) | Don't mock at anyone's poverty. | |
| Left out | Neglected/Forgotten (বাদ দেওয়া) | My friend did not invite me to the birthday party. So, I am feeling left out. | |
| Predominantly | Mainly (প্রধানত) | Bangladesh is predominantly an agricultural country. | |
| Supportive | Helpful (সহায়ক) | My classmates are very supportive. | |

Meeting an Overseas Friend

| Word | Meaning | Example sentence | Your sentence |
|-------------|--|--|---------------|
| Look for | Think of (খোঁজ করা) | He is looking for a job. | |
| Nearby | Close by (নিকটে) | There is river nearby our village home. | |
| Greetings | Welcome (অভিবাদন) | 'Hello' is the basic greetings in English. | |
| Friendly | Amiable (বন্ধুভাবাপন্ন) | Be friendly with all. | |
| Interesting | Attractive (আকর্ষণীয়) | The story is very interesting. | |
| Stranger | An Unknown person (অপরিচিত ব্যক্তি) | I was a stranger at that new place. | |
| Respect | Esteem (সম্মান) | Always respect your elders. | |
| Usually | Generally (সাধারণত) | Usually I get up early in the morning. | |
| Used to | Accustomed to (অভ্যস্ত) | I am not used to such a situation. | |
| Directly | Straight (সরাসরি) | He gave the answer directly. | |
| Instead | In lieu of (পরিবর্তে) | He came here instead of his father. | |

| Medha's Dream | | | |
|---------------|--------------------------------|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Funny | Amusing (মজাদার) | The story is very funny. | |
| Straight | Direct (সোজা) | Go straight and you will find the market. | |
| Remind | Retell (মনে করিয়ে দেওয়া) | He reminded me the incident. | |
| Improve | Progress (উন্নতি করা) | The company improved the quality of their products. | |
| Sketch | Drawing (ঐঁকা) | He made a sketch of his father. | |
| Extremely | Very (ব্যাপকভাবে) | I am extremely sorry for my behaviour. | |
| Fulfill | Satisfy/ attain (পরিপূর্ণ করা) | I will fulfill my dream at any cost. | |
| According to | As said by/ As per (অনুসারে) | According to me, he is a good fellow. | |
| Hang | Dangle/ swing (ঝুলিয়ে দেওয়া) | Hang the picture on the wall. | |

| My Books | | | |
|------------|--|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Peer | Companion (সতীর্থ) | Teachers practice peer teaching in the class. | |
| Recitation | Piece of prose or poetry to be recited (আবৃত্তি) | I got first prize in recitation last year. | |
| Knight | A rank of honour for courage or special achievements (বীরযোদ্ধা) | People love and respect knights. | |
| Quaint | Old fashioned but pleasing (অদ্ভুত রকমের কিন্তু মজার) | Quaint persons exist in all ages. | |
| Adventure | Excitement associated with danger (দুঃসাহসিক অভিযান) | Young people are fond of adventure. | |
| Courage | Bravery (সাহস) | Courage brings victory. | |
| Imaginary | Not real (কাল্পনিক) | It is easy to build an imaginary palace. | |

| | | | |
|------------|---|----------------------------------|--|
| Reflect | Make a visible image of something (প্রতিফলিত হওয়া) | Everything reflects on a mirror. | |
| Wonderland | Dreamland (স্বপ্নের দেশ) | A wonderland is beautiful. | |
| Edit | Correct (সংশোধন করা) | I edited the essay at the end. | |

| Arshi's Letter | | | |
|----------------|---|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Fair | Impartial (পক্ষপাতহীন) | Our teacher is always fair with us. | |
| Communication | exchange views and ideas (যোগাযোগ) | We write letters to communicate with others. | |
| Punctual | Disciplined (নিয়মানুবর্তী) | A good student is always punctual. | |
| Grant | Approve (মঞ্জুর করা) | The Head Teacher grants our leave. | |
| Abroad | A foreign country (বিদেশ) | We send emails to friends abroad. | |
| Scared | Become afraid (ভীত) | I am afraid of snakes. | |
| Pour | Flow (ঢালা) | I pour water from a jug to my glass to drink. | |
| Far away | Not near (কাছে নয়) | Dhaka is far away from my home. | |
| At a loss | Feeling troubled or upset about something (হতবাক) | I was at a loss hearing the sad news. | |
| Salutation | Greeting (সম্ভাষণ) | Salutation is used at the beginning of a letter. | |
| Contain | Hold (ধারণ করা) | The pot contains two litres of milk. | |
| Sort | Type (প্রকার) | There are two sorts of letters – personal and official. | |
| Suitable | Appropriate (উপযুক্ত) | We should use suitable words in salutations. | |

| A Fresh Pair of Eyes | | | |
|----------------------|--------------------------------------|--|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Wealthy | Rich (ধনী) | The rich people are not always happy. | |
| Spend | Payout (ব্যয় করা) | He spends a lot of money for the poor. | |
| Trip | Excursion/ visit (বেড়ানো) | He made a trip to the village. | |
| Nearby | Near/ Close (কাছে) | He was waiting for me at the nearby station. | |
| Challenges | Objections (সমস্যা) | We face a lot of challenges every day. | |
| Import | Bring in (আমদানি করা) | Bangladesh imports different goods from abroad. | |
| Lantern | Lamp (বাতি) | Stars work like lanterns in the sky. | |
| Balcony | Veranda (বারান্দা) | He stood at the balcony and waved his hand. | |
| Yard | Courtyard (উঠোন) | Mr. Rahman grows a lot of flowers in his yard. | |
| Horizon | Skyline (দিগন্ত) | During sunset, the horizon looks amazing. | |
| Servant | Attendant (চাকর) | A servant looks after the baby. | |
| Serve | Assist (সেবা করা) | To serve people is a one form of prayer. | |
| Around | Everywhere (সব জায়গায়) | Different types of people live around the world. | |
| Protect | Defend (রক্ষা করা) | It is our holy duty to protect our environment. | |
| Speechless | Amazed/ Astonished (বাকহীন/বাকবুদ্ধ) | I became speechless listening to her song. | |
| Realize | Understand/ Comprehend (বুঝতে পারা) | He realized his fault and begged pardon. | |
| Care for | Take care of/ Treat (যত্ন নেওয়া) | We should care for our elders. | |

| Save our Home | | | |
|-----------------|---|--|---------------|
| Word | Meaning | Example sentence | Your sentence |
| surrounding | Neighbouring (চারপাশে) | Recently, the surrounding area of Sylhet has been flooded. | |
| awful | Terrible (ভয়ংকর) | Cutting trees from the forest is awful for the nature. | |
| increase | Rise (বৃদ্ধি পাওয়া) | Temperature is increasing day by day. | |
| decrease | Reduce (কমে যাওয়া) | Trees are reducing from the forest. | |
| environment | Atmosphere (পরিবেশ) | A healthy environment is good for all of us. | |
| cultivable land | Land where crops grow (চাষের উপযোগী জমি) | Farmers grow food in cultivable land. | |
| brick kiln | Brick factory (ইটের ভাটা) | Brick kiln increases carbon di oxide. | |
| long face | Being sad (দুঃখিত হওয়া) | Destroying nature makes us long face! | |
| aware | Alert (সতর্ক) | We should make others aware of the nature. | |
| comic strip | Funny talk/sentence (মজার কথা/বাক্য) | Comic strip gives us pleasure. | |
| aquarium | Glass tank for keeping fish at home (মাছ রাখার জন্য কৃত্রিমভাবে তৈরি কাচের পাত্র) | Many people have aquarium at home. | |

| King Lear | | | |
|-----------------|--|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Literary | of literature (সাহিত্য বিষয়ক) | Literary topics are interesting. | |
| Fairy tale | Story of imaginary things with magical power (পরিচয় গল্প) | Children are fond of fairy tale. | |
| Science fiction | Imaginary events of science (বিজ্ঞান কল্পকাহিনি) | Children like science fiction. | |
| Fable | A kind of moral story (মজার কিন্তু কোনো বিশেষ নৈতিক শিক্ষা আছে এমন গল্প) | Aesop's fables are popular. | |
| impact | Impression (প্রভাব) | Bangabandhu's 7 March speech has a long term impact on the Bangalees. | |
| Moral lesson | lessons on good principles (নৈতিক শিক্ষা) | Aesop's fables have moral lessons. | |
| Dramatist | person who writes drama (নাট্যকার) | Shakespeare was a great dramatist. | |
| Tragedy | a kind of drama (বিয়োগান্ত নাটক) | Shakespeare wrote many tragedies. | |
| Comedy | a kind of drama (মিলনান্তক নাটক) | A comedy gives much pleasure. | |
| Ancient | Earliest (প্রাচীন) | I like ancient history. | |
| Curious | eager to know or learn (উৎসাহী) | Students are curious for story. | |
| Opinion | View (মতামত) | We can express our opinions in the classroom. | |
| Flatter | Praise too much (ভোষামোদি করা) | I don't like flattering. | |
| Rehearse | practice (চর্চা করা) | They rehearse the drama in the evening. | |
| Genuine | Real (আসল) | Genuine friends help each other. | |

| Four Friends | | | |
|--------------|--|---|---------------|
| Word | Meaning | Example sentence | Your sentence |
| Sky lantern | lantern flown in the sky (ফানুস) | People fly sky lantern on the night of Probarona Purnima. | |
| Author | Writer (লেখক) | Humayun Ahmed is a great author. | |
| Observe | Celebrate (উদযাপন করা) | We observe two Eids every year. | |
| Key theme | Main idea (মূল ভাব) | Harmony is the key theme of inclusive society. | |
| Hug | Embrace (কোলাকুলি করা) | We hug each other on the Eid day. | |
| Bend | Curve (বঁকানো) | It is not easy to bend an iron rod. | |
| Wrapped | covered (মোড়ানো) | I found the book wrapped with a red paper. | |
| Nod | Bend the head forward and quickly backward (সম্মতিসূচক মাথা নাড়ানো) | My father nodded head when I asked permission to play. | |
| Explode | To burst forth emotionally (বিস্ফোরণ) | He exploded with joy. | |
| Giggle | keep laughing in a childlike way (মুখ চেপে হাসা) | Some boys always giggle in the class. | |
| Delight | Pleasure (আনন্দ) | Games and sports give us delight. | |
| Temple | A house/building used for prayers especially for the Hindus (মন্দির) | All kinds of people visit the temples during Durga Puja. | |
| Gaze at | Staring at something (এক দৃষ্টিতে তাকিয়ে থাকা) | They all gazed at the plane. | |





কম্পিউটার ল্যাব

বর্তমান সরকার শিক্ষায় তথ্য ও যোগাযোগ প্রযুক্তির বহুমাত্রিক ব্যবহার বিষয়ে অধিকতর গুরুত্ব দিয়েছে। ফলে সামগ্রিক শিখন-শেখানো কার্যক্রমে অভাবনীয় সাফল্য এসেছে। শিক্ষার্থীদের হাতে-কলমে শিক্ষাকার্যক্রম পরিচালনা নিশ্চিত করতে দেশের বেশিরভাগ বিদ্যালয়েই কম্পিউটার ল্যাব স্থাপন করা হয়েছে। বিভিন্ন প্রকল্পের মাধ্যমে প্রতিটি বিদ্যালয়ে কম্পিউটার ল্যাব স্থাপন ও আনুষঙ্গিক উপকরণ সরবরাহের কাজ এগিয়ে চলছে।

Academic Year 2024

Class Six

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 (টোল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



Ministry of Education

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