

# ENGLISH FOR TODAY

Class One

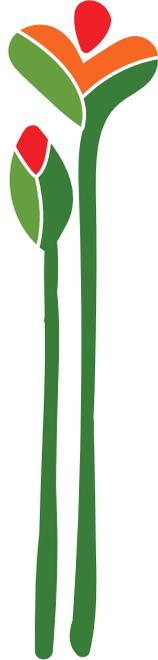


National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh as a  
textbook of Class One from the academic year 2023

# English for Today

Class One



National Curriculum and Textbook Board, Bangladesh

Published by  
National Curriculum and Textbook Board, Bangladesh  
69-70, Motijheel Commercial Area, Dhaka-1000

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First edition : October 2022  
Revised edition : October 2024  
Reprint : September 2025

**Design**

National Curriculum and Textbook Board, Bangladesh

For free distribution by the Government of the People's Republic of Bangladesh.

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Printed by:

2026

## Preface

Primary level constructs the foundation of education. A set of well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy, 2010. Increasing the span and inclusiveness of primary education, in line with practices in developed countries, has been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity and or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In accordance with the global context, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne it in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and developing textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

There has been a growing need of English language proficiency in the rapidly changing, technology-driven world of the 21st century. With a view to addressing the need, the new revised textbook aims at enabling the learners to perform their day-to-day activities in any English-speaking context. As such, the textbook has been designed to facilitate their effective communication through four basic language skills, proper pronunciation, and integration of both local and global cultures, inclusiveness and skills like critical thinking, problem solving and creativity.

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook has been revised to address the need in the changed context of 2024. Despite paying full attention, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

September 2025

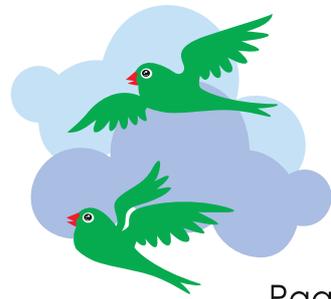
**Professor Robiul Kabir Chowdhury**

Chairman (Additional Charge)

National Curriculum & Textbook Board, Bangladesh



# Contents



## Unit-1

Page

### Greetings and Farewells

|   |   |
|---|---|
| Lesson 1: Good Morning (1)                  | 2 |
| Lesson 2: Good Morning (2)                  | 4 |
| Lesson 3: How Are You? (1)                  | 5 |
| Lesson 4: How Are You? (2)                  | 7 |
| Lesson 5: Goodbye                           | 8 |
| Lesson 6: A Rhyme:<br>Two Little Blackbirds | 9 |

## Unit-2

### Alphabet and Numbers

|                             |    |
|-----------------------------|----|
| Lesson 1: The Alphabet Song | 12 |
| Lesson 2: aA-bB             | 14 |
| Lesson 3: cC-dD             | 17 |
| Lesson 4: Numbers 1-2       | 20 |
| Lesson 5: Two Little Hands  | 22 |
| Lesson 6: eE-fF             | 23 |
| Lesson 7: Numbers: 3-4      | 26 |
| Lesson 8: Counting cats     | 28 |
| Lesson 9: gG-hH             | 29 |
| Lesson 10: Numbers 5-6      | 32 |
| Lesson 11: iI-jJ            | 34 |
| Lesson 12: Numbers 7-8      | 37 |
| Lesson 13: kK-lL            | 39 |
| Lesson 14: mM-nN            | 42 |
| Lesson 15: Numbers 9-10     | 45 |
| Lesson 16: oO-pP            | 48 |
| Lesson 17: qQ-rR            | 51 |
| Lesson 18: sS-tT            | 54 |
| Lesson 19: uU-wW            | 57 |
| Lesson 20: xX-zZ            | 60 |
| Lesson 21: Review of aA-zZ  | 63 |

## Unit-3

Page

### Classroom Instructions

|                                    |    |
|------------------------------------|----|
| Lesson 1: Classroom Instructions 1 | 65 |
| Lesson 2: Classroom Instructions 2 | 67 |
| Lesson 3: Classroom Instructions 3 | 70 |

## Unit-4

### Questions and Answers

|                             |    |
|-----------------------------|----|
| Lesson 1: Self-introduction | 75 |
| Lesson 2: In the Village    | 76 |
| Lesson 3: In the City       | 78 |
| Lesson 4: At Village Home   | 80 |
| Lesson 5: In the Classroom  | 82 |
| Lesson 6: Review Lesson     | 84 |

## Unit-5

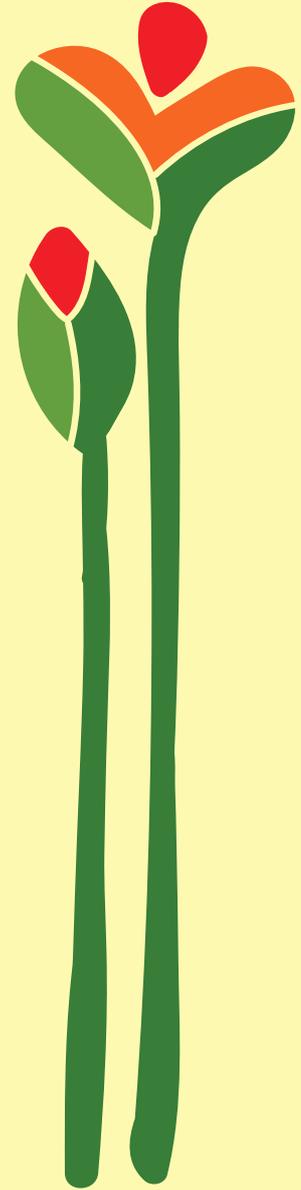
### Rhymes and Sounds

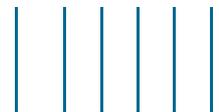
|                              |    |
|------------------------------|----|
| Lesson 1: Animal Sounds      | 86 |
| Lesson 2: Where Do You Live? | 89 |
| Lesson 3: A Family Tree      | 92 |



# Unit - 1

## Greetings and Farewells





**A** What do you see in the picture? Who are they?



**B** Listen and repeat in chorus, then in small groups, and individually.

Good morning, good morning.

How are you? How are you?

I am fine. Thank you.

I am fine. Thank you.

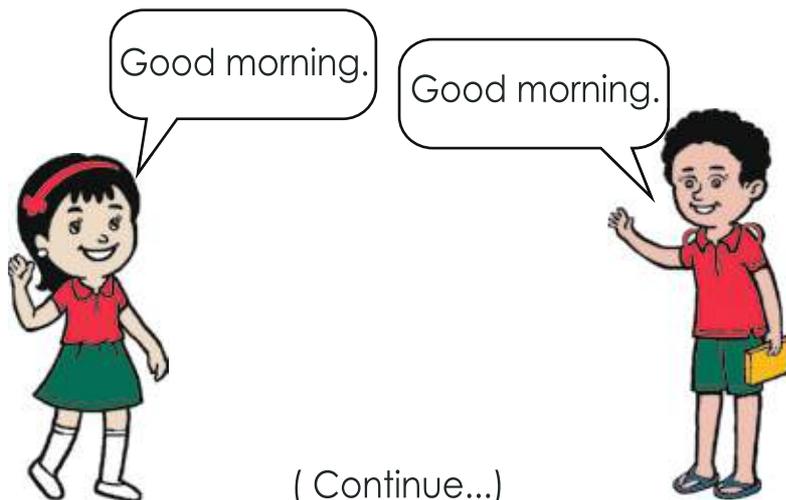
**C** Look, listen and repeat.



D Say in pairs.



E Say in pairs.



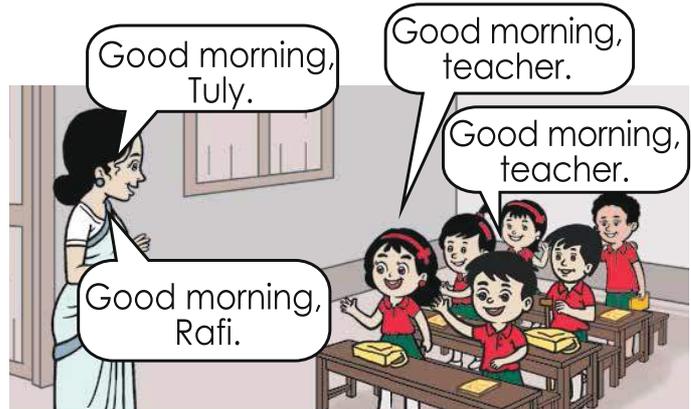
( Continue... )

A Look, listen and say.



( Repeat... )

B Look, listen and say.

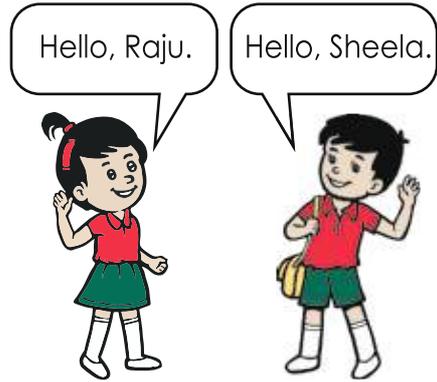


( Continue... )

C Say in pairs.



**A** Listen and say. Work in pairs.



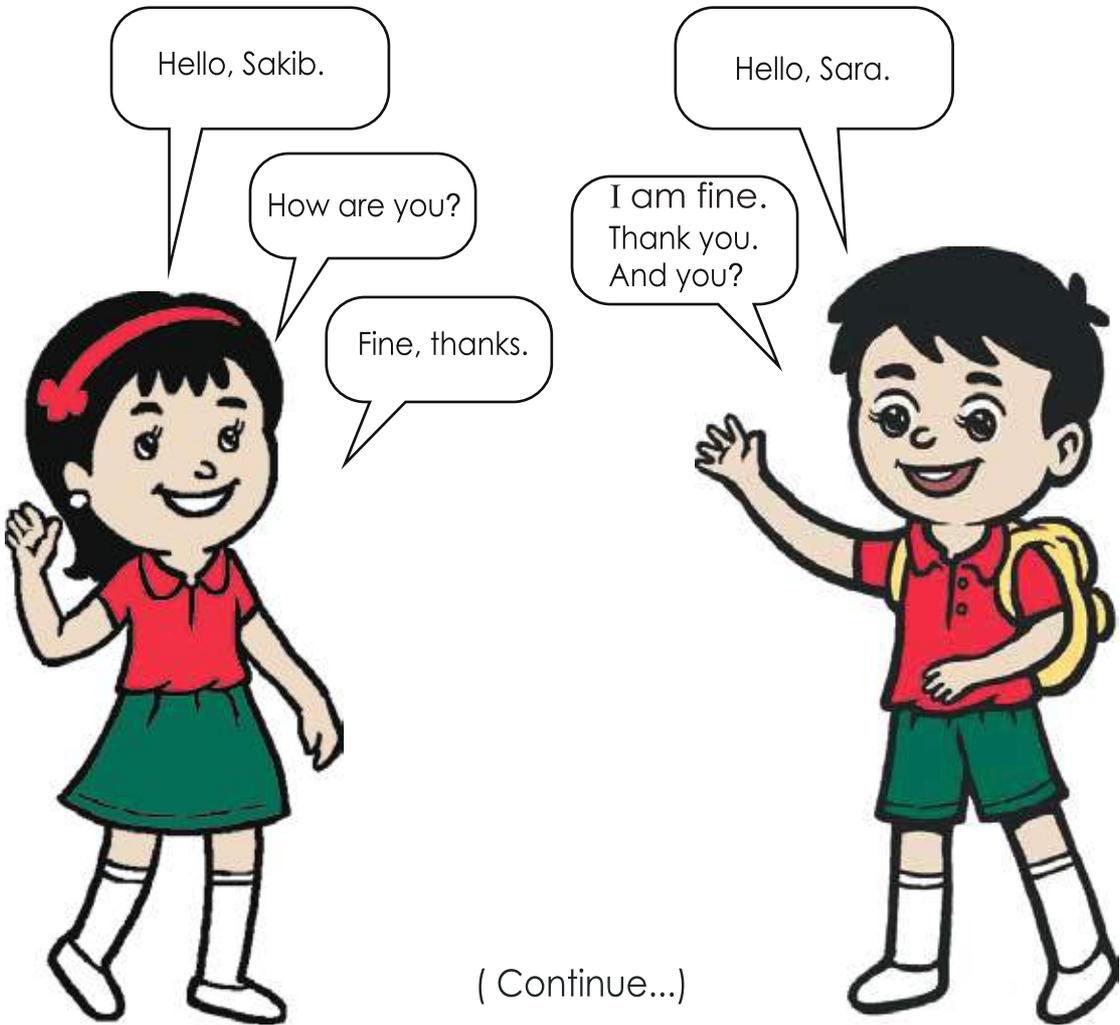
**B** Listen and say. Work in pairs.



**C** Look, listen, repeat and say.

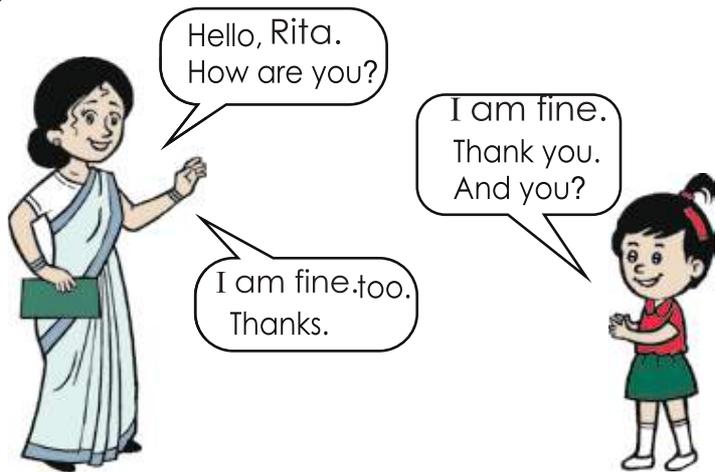


D Listen and say in pairs.

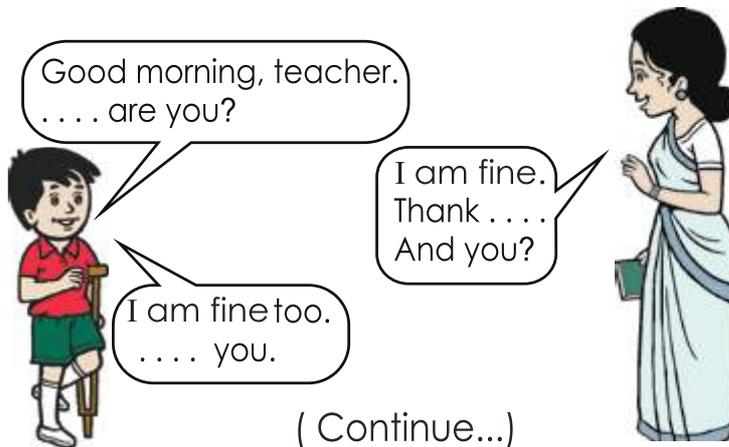


( Continue... )

**A** Look, listen and say.



**B** Listen and say the missing words.



**C** Say the missing words in the dialogue between Shihab and Rita.

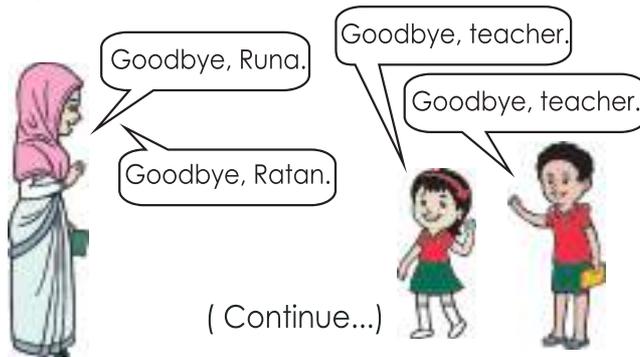


**A** Look, Listen and say.



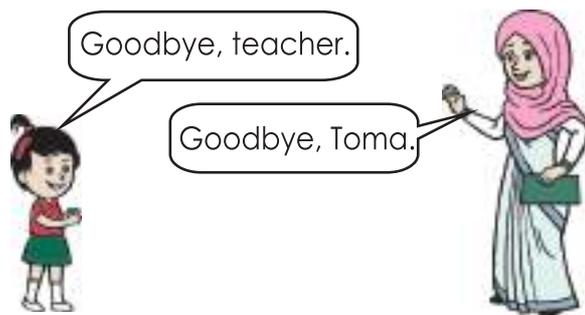
( Repeat...)

**B** Say in pairs.

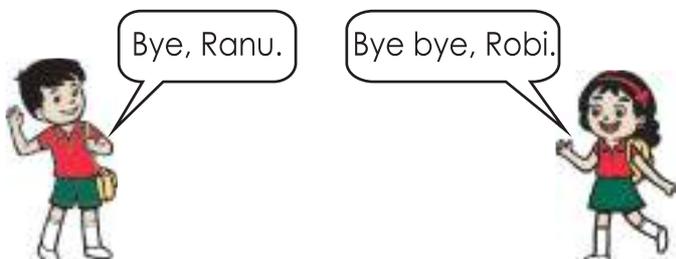


( Continue...)

**C** Say in pairs.



**D** Say in pairs.



**A** What do you see in the two pictures?

Listen and repeat in chorus with appropriate gestures.

## Two Little Blackbirds

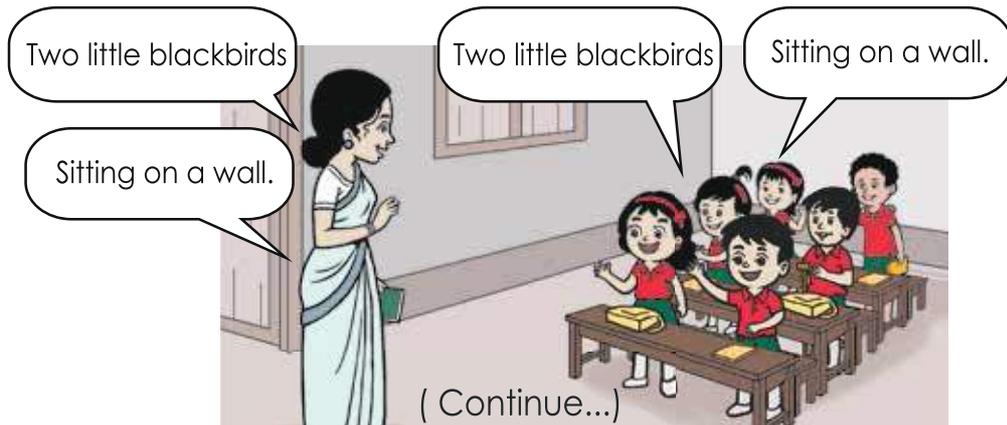


Two little blackbirds  
Sitting on a wall.  
One called Peter,  
One called Paul.

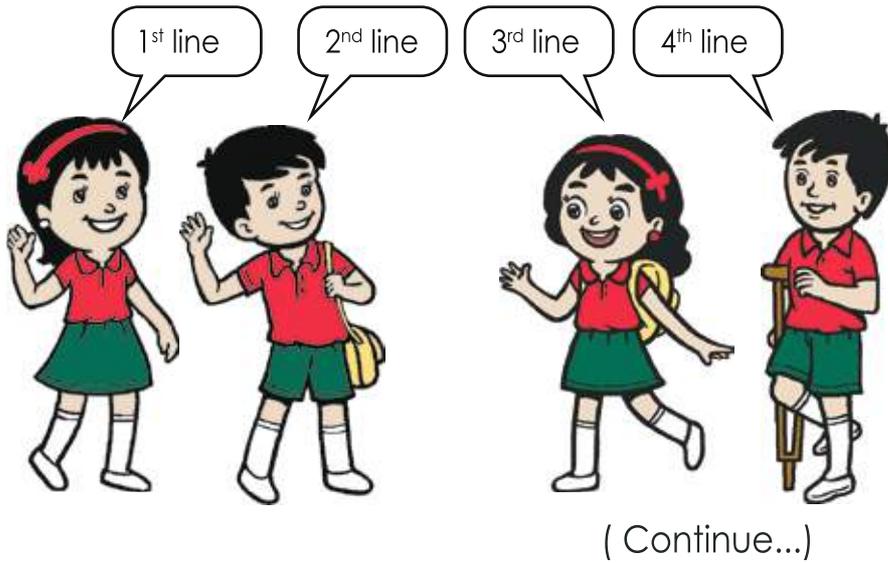


Fly away, Peter.  
Fly away, Paul.  
Goodbye, Peter,  
Goodbye, Paul.

**B** Repeat after your teacher in pairs.



C Chain drill. Recite in groups.



D Listen and respond.

Teacher: Good morning, (S1).

S1: .....

S2: How are you?

S3: .....Thank .....And you?

S2: Fine .....

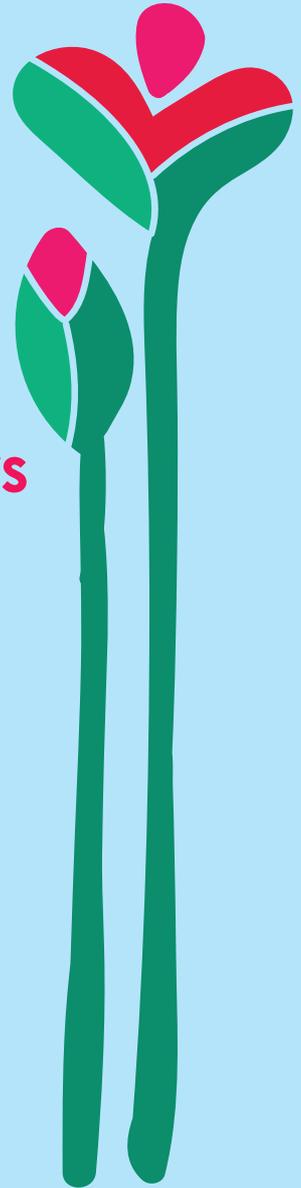
S4 Lana: Goodbye, Mahi.

S5 Mahi: .....



## Unit - 2

# The Alphabet and Numbers



**A** Listen and sing.

a b c d e f g

h i j k l m n o p

l m n o p q r s t

u v w x y z

x y z oh, dear me!

When shall I learn my a b c ?

**B** Sing 'The Alphabet Song' in groups.



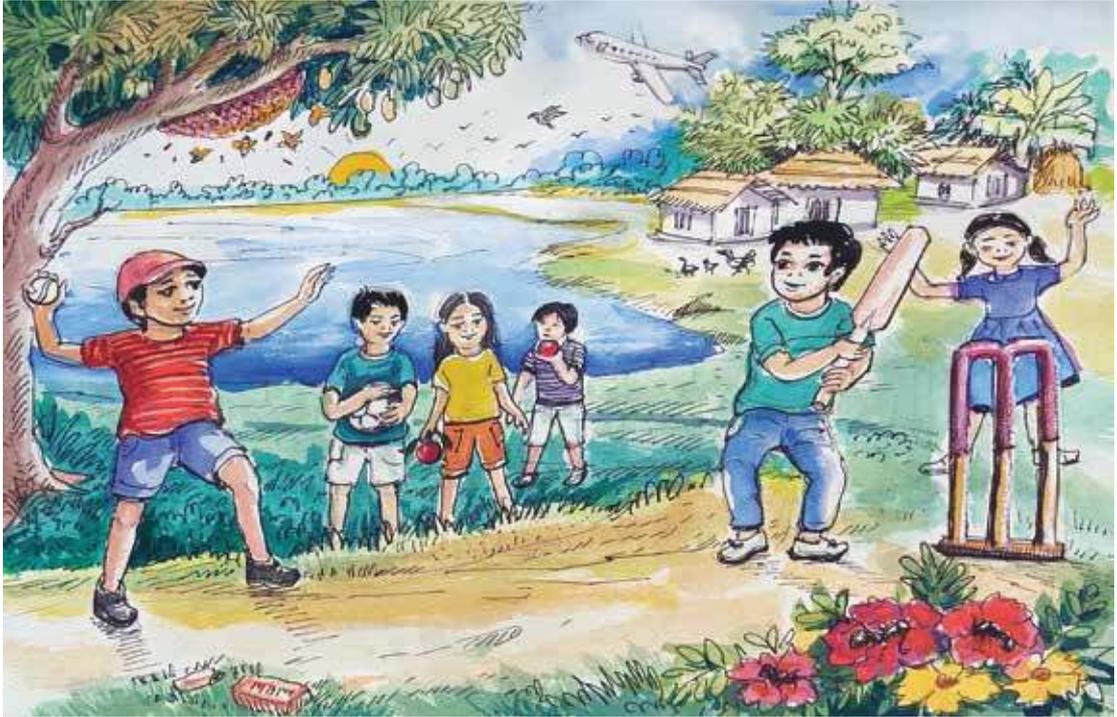
**C** Look at the letters. Listen and repeat.



D Look and trace.



**A** Look at the picture. Say the names of the things.



**B** Look, listen and say.

|   |       |   |       |   |
|---|-------|---|-------|---|
|  | ant   | a | Ant   | A |
|  | apple | a | Apple | A |
|  | bat   | b | Bat   | B |
|  | ball  | b | Ball  | B |

C Listen, say and read.

a A b B

D Trace in the air. Trace and write.

Tracing practice for lowercase letter 'a'. The first row shows a solid 'a' with stroke order: 1 (counter-clockwise circle), 2 (vertical line down). This is followed by two rows of dashed 'a's for tracing on a set of three horizontal lines (top, middle, bottom).

Tracing practice for uppercase letter 'A'. The first row shows a solid 'A' with stroke order: 1 (down-left), 2 (down-right), 3 (horizontal bar). This is followed by two rows of dashed 'A's for tracing on a set of three horizontal lines.

Tracing practice for lowercase letter 'b'. The first row shows a solid 'b' with stroke order: 1 (vertical line down), 2 (counter-clockwise circle). This is followed by two rows of dashed 'b's for tracing on a set of three horizontal lines.

Tracing practice for uppercase letter 'B'. The first row shows a solid 'B' with stroke order: 1 (vertical line down), 2 (top curve), 3 (bottom curve). This is followed by two rows of dashed 'B's for tracing on a set of three horizontal lines.

E Read and match the small and capital letters.

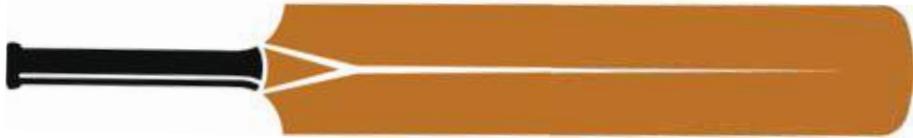
Matching exercise. On the left are a lowercase 'b' and an uppercase 'A', both in a purple dashed font. On the right are a lowercase 'a' and an uppercase 'B', both in a red dashed font.

F Look at the pictures. Write the first letter of each word in both the small and capital forms in the given boxes.

Two empty boxes for writing the first letter of 'soccer'.



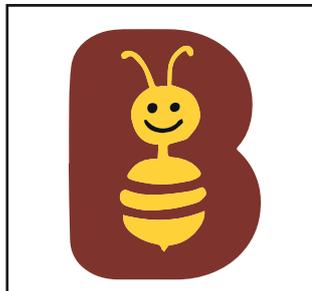
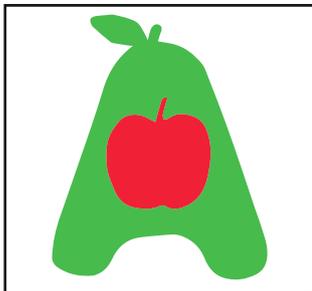
Four empty boxes for writing the first letter of 'ants'.



Two empty boxes for writing the first letter of 'bat'.

G Project: Letter craft.

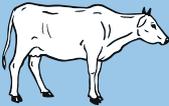
See the pictures and make your own fun letters.



**A** Look at the picture in pairs. Say the names of the things that you see.



**B** Look, listen and say.

|   |      |   |      |   |
|---|------|---|------|---|
|  | cat  | c | Cat  | C |
|  | cow  | c | Cow  | C |
|  | dog  | d | Dog  | D |
|  | duck | d | Duck | D |

C Listen, say and read.

c C d D

D Trace in the air. Trace and write.

c c c

C C C

d d d

D D D

E Read and match the small and capital letters.

a

c

B

d

b

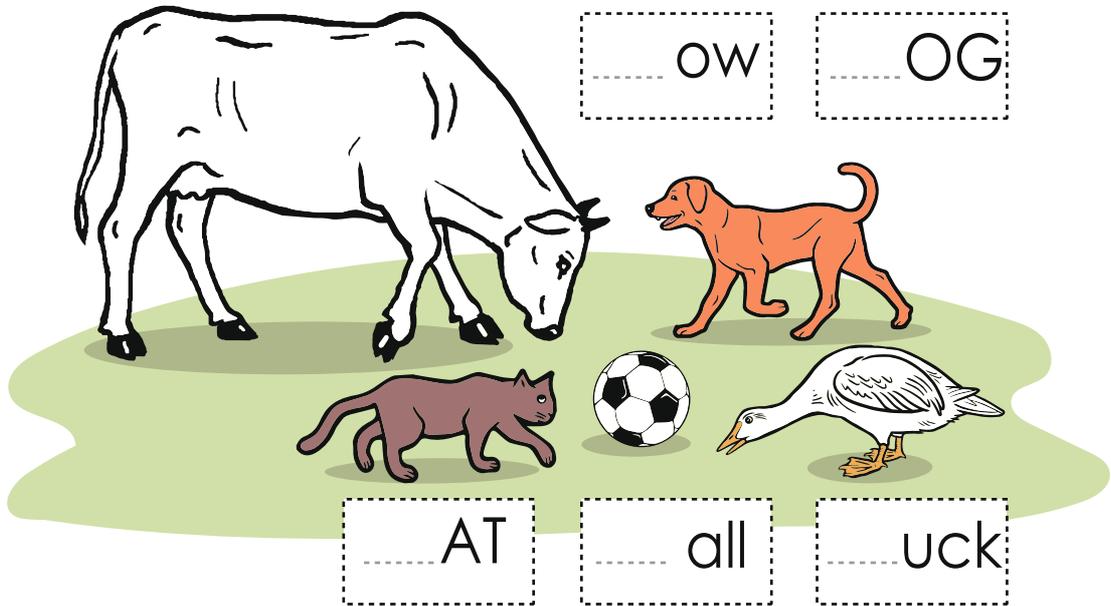
D

A

C

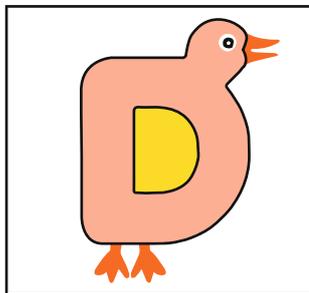
**F** Look at the picture.

Write the first letter to say the name of each animal or object in the picture.



**G** Project: Letter craft.

See the pictures and make your own fun letters.

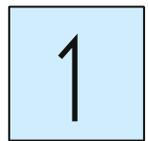




**A** What do you see in the picture?



**B** Look, listen and say. Read the numbers.

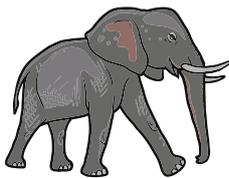
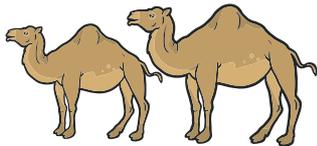
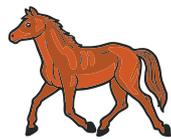




C Trace in the air. Trace and write.

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| 1 | 1 | 1 | 1 |  |  |
|   |   |   |   |  |  |
| 2 | 2 | 2 | 2 |  |  |
|   |   |   |   |  |  |

D Count the number of animals in each picture and write the numbers in the small box.

|   |  |  |
|---|--|--|
|  |  |  |
| <input type="text"/>  | <input type="text"/>   |  |
|  |   |  |
| <input type="text"/>  | <input type="text"/>   | <input type="text"/>   |

**A** Look, listen and say.

## Two Little Hands



Two little hands to  
Clap, clap, clap



Two little legs go  
Tap, tap, tap



Two little eyes are  
Open wide



One little head goes  
Side to side.

**B** Recite and act out the rhyme.



**A** Look at the picture. Say the names of the things that you see.



**B** Look, listen and say.

|   |       |   |       |   |
|---|-------|---|-------|---|
|  | egg   | e | Egg   | E |
|  | eagle | e | Eagle | E |
|  | fish  | f | Fish  | F |
|  | frog  | f | Frog  | F |

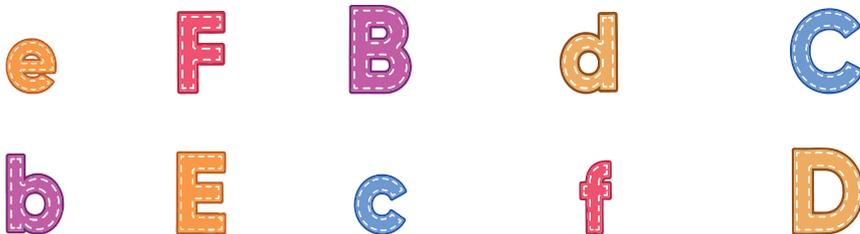
C Listen, say and read.

e E f F

D Trace in the air. Trace and write.



E Read and match the small and capital letters.



**F** Look and say what you see in the pictures. Write the missing letter to make a word (for the object). Now, say the missing letter.

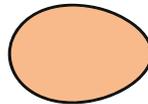


.....ISH

.....AGLE



.....rog



.....gg

**G** Game: Close your eyes. Touch and feel one wooden/plastic letter. Guess and say which letter it is. Now, open your eyes and write the letter.

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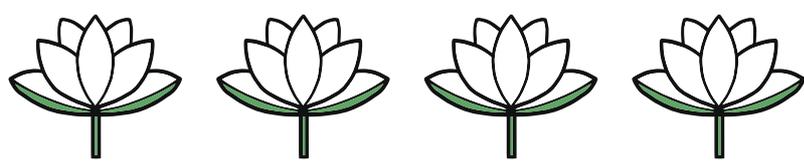
A What do you see in the picture?



B Look, listen and say. Read the numbers.



3



4

C Trace in the air. Trace and write.

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| 3 | 3 | 3 | 3 |  |  |
|   |   |   |   |  |  |
| 4 | 4 | 4 | 4 |  |  |
|   |   |   |   |  |  |

D Count and write the number of petals in each flower.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  |

E Let us draw things from numbers. Follow the clues given below. Draw, colour and display the pictures in your classroom.

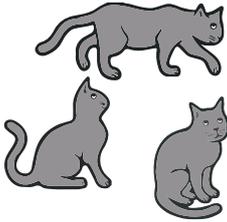
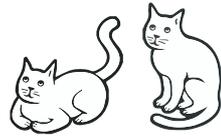
|   |   |   |   |
|---|---|---|---|
| 1  | 2  | 3  | 4  |
|---|---|---|---|

**A** Look, listen and say.

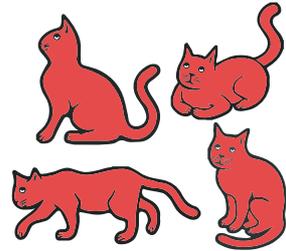
## Counting Cats



1 cat, 2 cats.  
Brown cat, white cat.

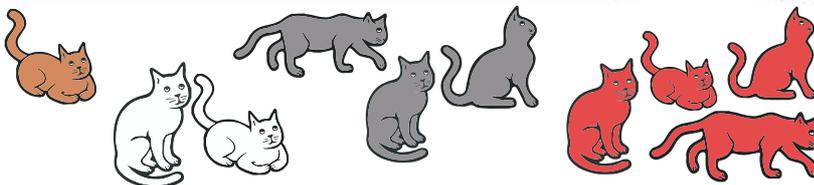
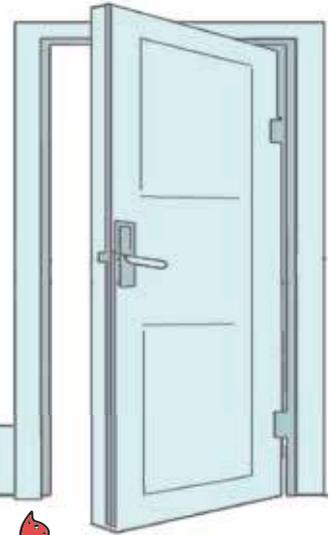


3 cats, 4 cats.  
Black cat, red cat.



Count the cats in front of the door.

1 2 3 4



**B** Recite and act out the rhyme.

**A** Look at the picture. Say the names of the things.



**B** Look, listen and say.

|   |      |   |      |   |
|---|------|---|------|---|
|  | goat | g | Goat | G |
|  | girl | g | Girl | G |
|  | hen  | h | Hen  | H |
|  | home | h | Home | H |

C Listen, say and read.

g G h H

D Trace in the air. Trace and write.

g g g

G G G

h h h

H H H

E Read and match the small and capital letters.

G

d

F

h

e

D

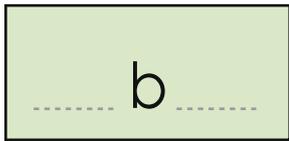
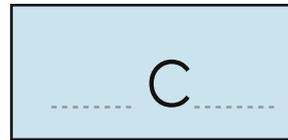
H

g

E

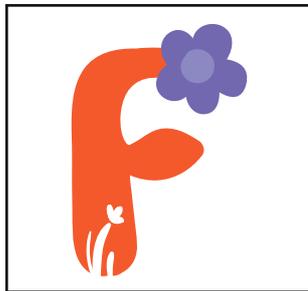
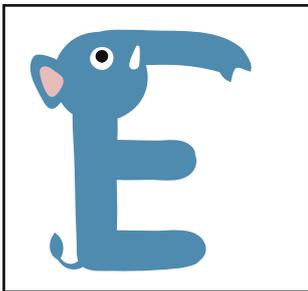
f

**F** Write the letters that come before and after the letter given in each box below. Read and share with your partner.



**G** Project: Letter craft.

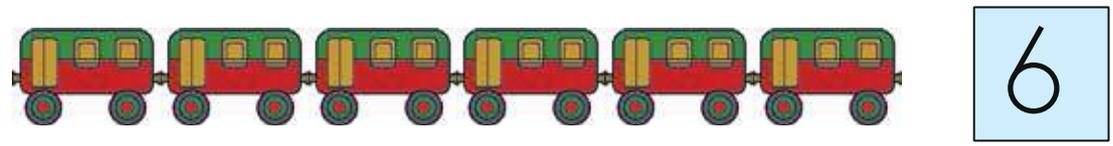
See the pictures and make your own fun letters.



A Look at the picture. Count the birds and rail coaches.



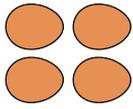
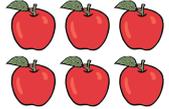
B Look, listen and say. Read the numbers.

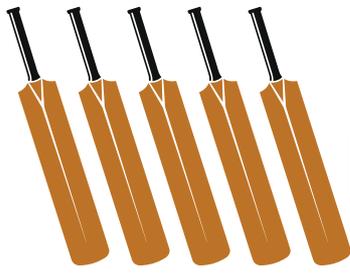
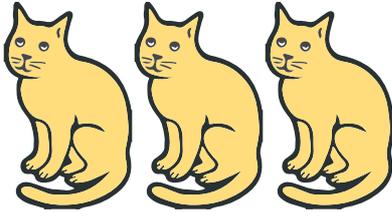


C Trace in the air. Trace and write.

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| 5 | 5 | 5 | 5 |  |  |
|   |   |   |   |  |  |
| 6 | 6 | 6 | 6 |  |  |
|   |   |   |   |  |  |

D Count the number of things or objects in each picture and write the number in the next box.

|   |                      |   |                      |  |                      |
|---|----------------------|---|----------------------|--|----------------------|
|  | <input type="text"/> |  | <input type="text"/> |  | <input type="text"/> |
|---|----------------------|---|----------------------|--|----------------------|

|   |                      |  |                      |
|---|----------------------|--|----------------------|
|  | <input type="text"/> |  | <input type="text"/> |
|---|----------------------|--|----------------------|

**A** Look at the picture in pairs.  
Say the names of the things and the figures that you see.



**B** Look, listen and say.

|  |         |   |         |   |
|--|---------|---|---------|---|
|  | insects | i | Insects | I |
|  | ice     | i | Ice     | I |
|  | jug     | j | Jug     | J |
|  | jeep    | j | Jeep    | J |

C Listen, say and read.

i I j J

D Trace in the air. Trace and write.



E Read and match the small and capital letters.

i

G

J

f

H

j

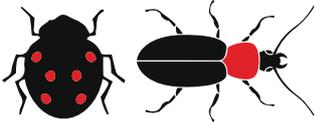
F

I

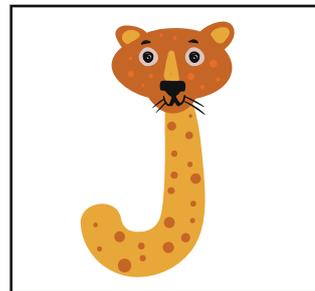
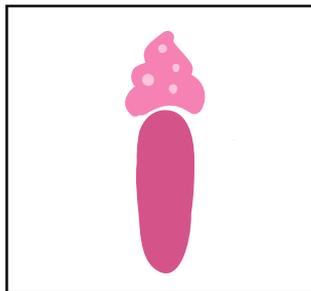
g

h

**F** Say what you see in each picture. Write the first letter of that word in both the small and capital forms in the given boxes.

|  |              |              |
|--|--------------|--------------|
|   | <p>.....</p> | <p>.....</p> |
|   | <p>.....</p> | <p>.....</p> |
|   | <p>.....</p> | <p>.....</p> |
|  | <p>.....</p> | <p>.....</p> |

**G** Project: Letter craft.  
See the pictures and make your own fun letters.

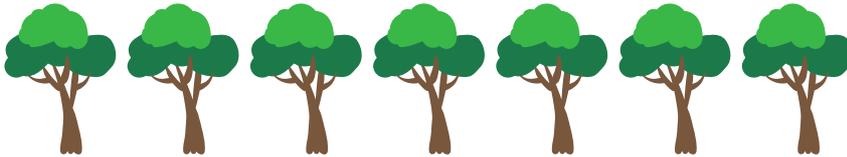




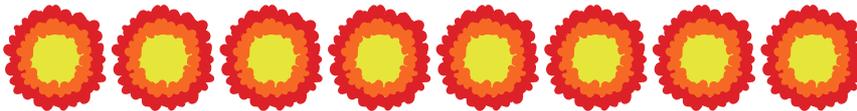
**A** What do you see in the picture?



**B** Look, listen and say. Read the numbers.



7



8



C Trace in the air. Trace and write.

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| 7 | 7 | 7 | 7 |  |  |
|   |   |   |   |  |  |
| 8 | 8 | 8 | 8 |  |  |
|   |   |   |   |  |  |

D Count the objects that you see in each picture. Match with the numbers.

|   |   |
|---|---|
|  | 7 |
|  | 3 |
|  | 2 |
|  | 8 |
|  | 5 |
|  | 6 |
|  | 4 |

**A** Look at the picture. Say the names of the things and the objects that you see.



**B** Look, listen and say.

|   |            |   |            |   |
|---|------------|---|------------|---|
|  | kite       | k | Kite       | K |
|  | kingfisher | k | Kingfisher | K |
|  | lotus      | l | Lotus      | L |
|  | leaf       | l | Leaf       | L |

C Listen, say and read.

k K i L

D Trace in the air. Trace and write.



E Read and match the small and capital letters.

K

J

i

I

C

j

k

i

C

L

- F** Game: Close your eyes. Touch and feel each of the wooden/ plastic letters k / K and l / L. Guess and say which letter it is. Now, open your eyes and write the letter.

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- G** Look at the pictures. Listen and say the name of the objects that you see. Match a picture with the first letter of its name. Share with your partner.



L



H



g

j

K



**A** Look at the picture. Say the names of the things and the objects that you see.



**B** Look, listen and say.

|   |       |   |       |   |
|---|-------|---|-------|---|
|  | moon  | m | Moon  | M |
|  | mango | m | Mango | M |
|  | net   | n | Net   | N |
|  | nest  | n | Nest  | N |

C Listen, say and read.

m M n N

D Trace in the air. Trace and write.



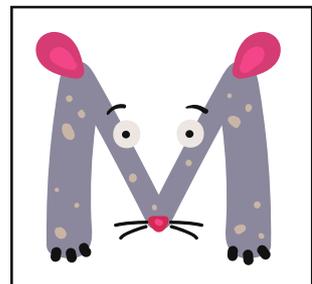
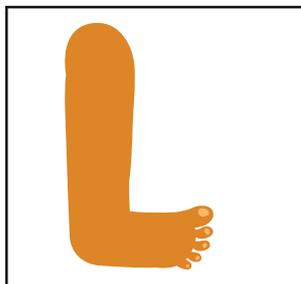
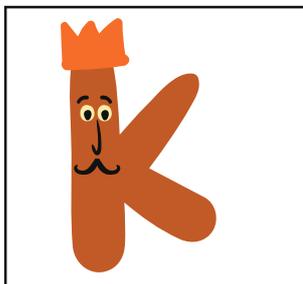
E Read and match the small and capital letters.

m k L E N  
K i M n e

**F** Look and say what you see in each picture. Write the missing letters to make a word (for the picture). Now say the missing letters.



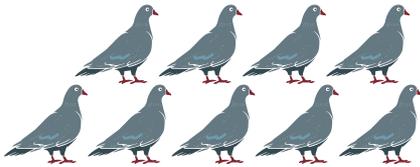
**G** Project: Letter craft.  
See the pictures and make your own fun letters.



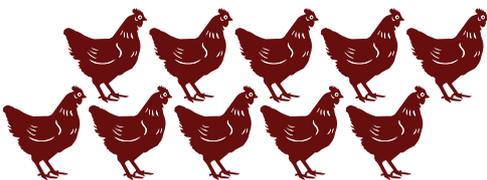
**A** What do you see in the picture?



**B** Look, listen and say. Read the numbers.



9



10

C Trace in the air. Trace and write.

|    |    |    |    |  |  |
|----|----|----|----|--|--|
| 9  | 9  | 9  | 9  |  |  |
|    |    |    |    |  |  |
| 10 | 10 | 10 | 10 |  |  |
|    |    |    |    |  |  |

D Count the pictures and write the numbers in the box.

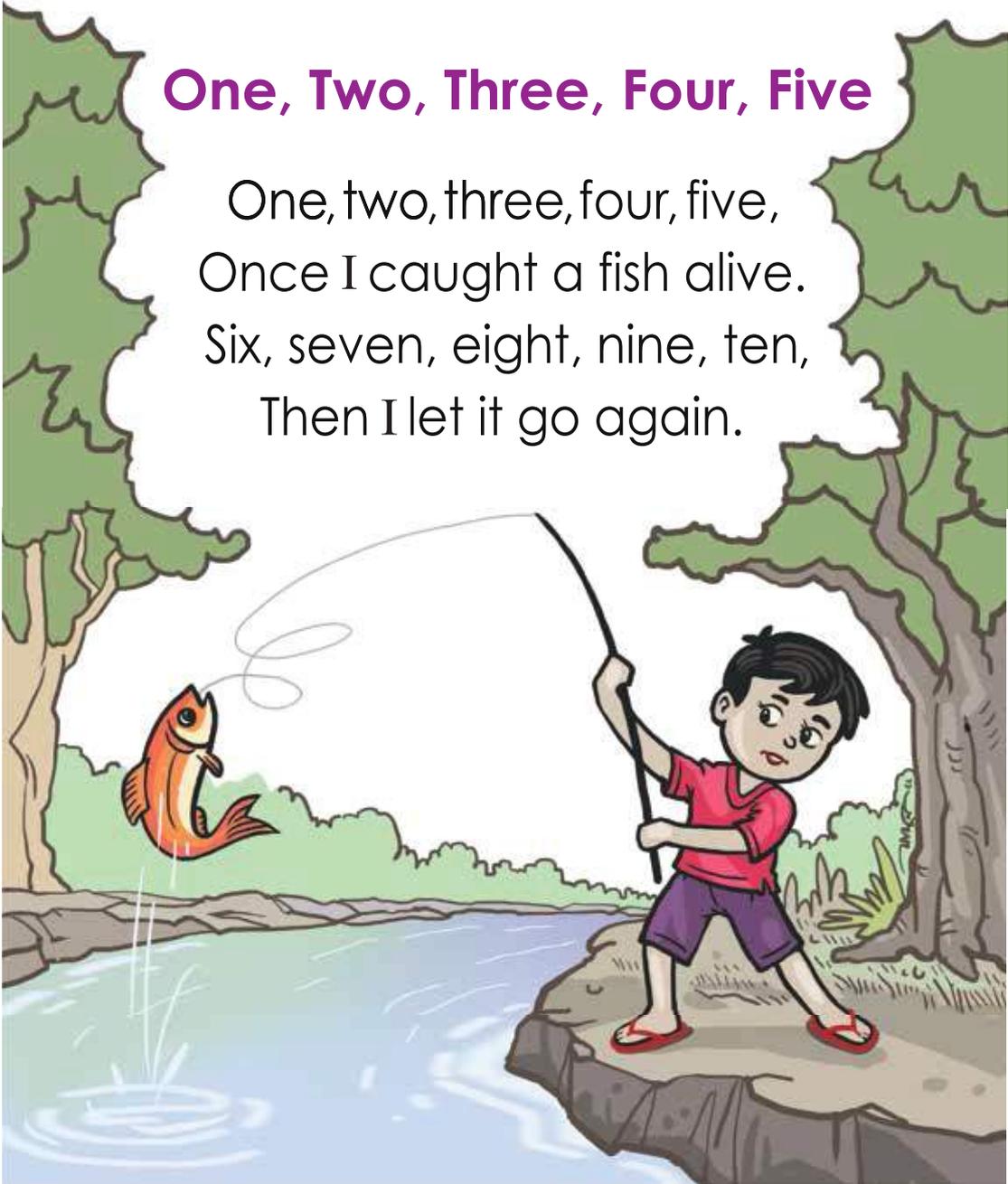
Read the numbers.

|   |  |
|---|--|
|    |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**E** Look, listen and recite.

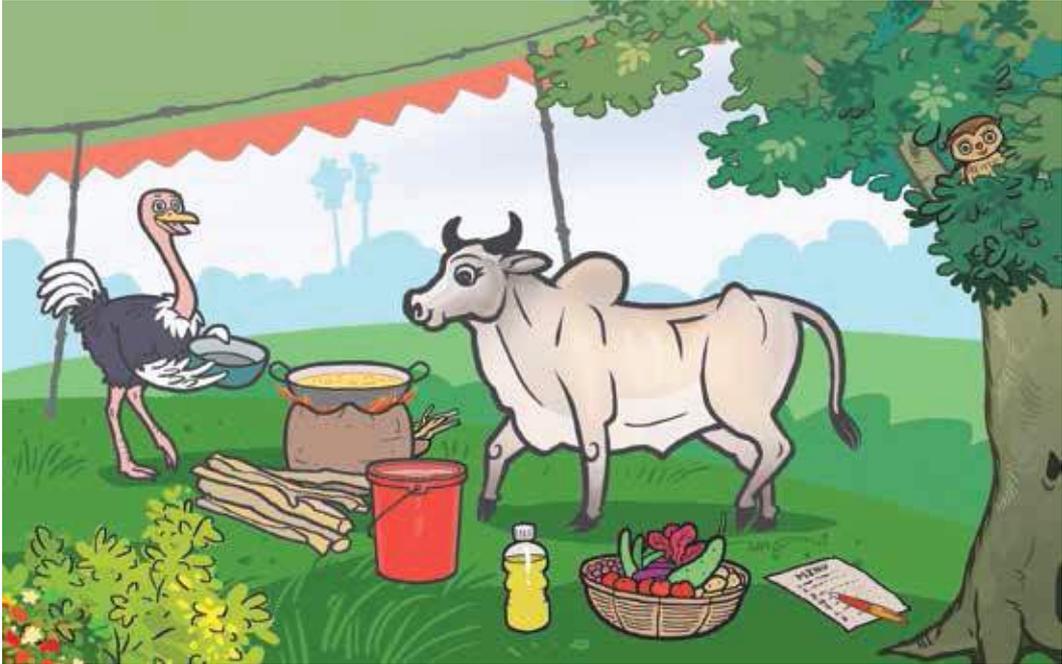
## One, Two, Three, Four, Five

One, two, three, four, five,  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
Then I let it go again.



**F** Recite and act out the rhyme.

**A** Look at the picture. Say the names of the things and the objects that you see.



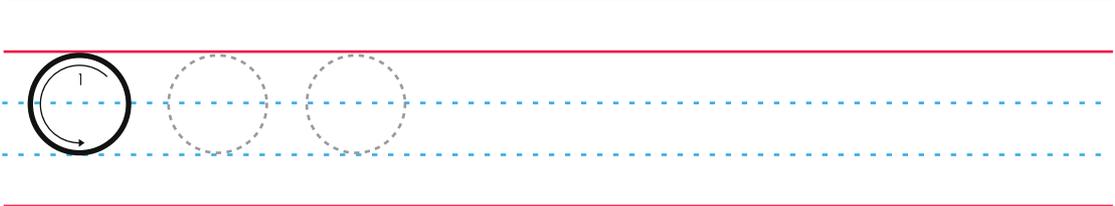
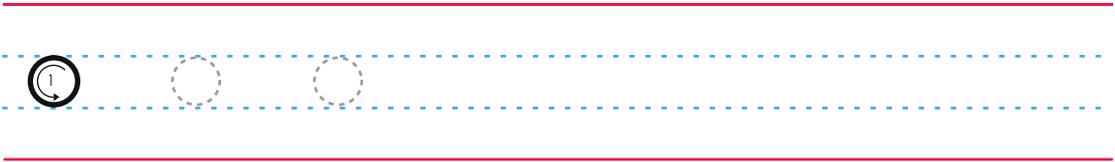
**B** Look, listen and say.

|   |     |   |     |   |
|---|-----|---|-----|---|
|  | ox  | o | Ox  | O |
|  | oil | o | Oil | O |
|  | pen | p | Pen | P |
|  | pot | p | Pot | P |

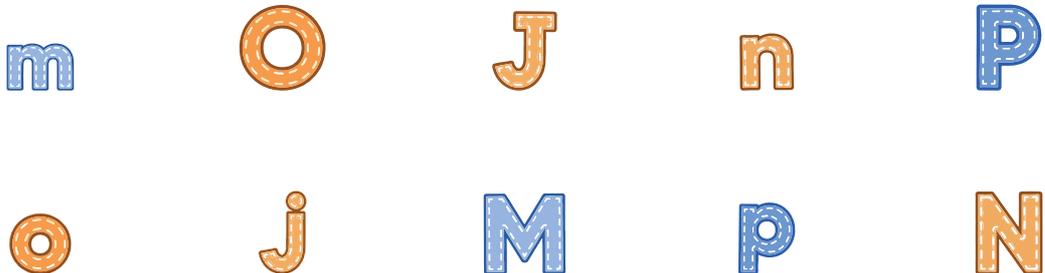
C Listen, say and read.

o O p P

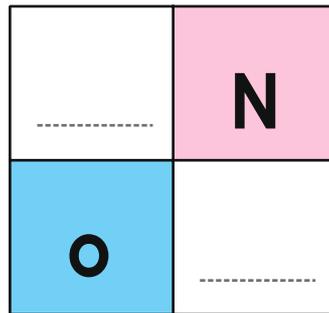
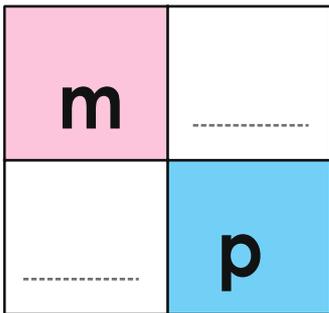
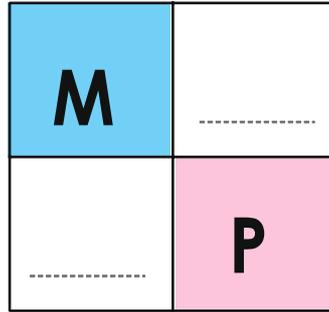
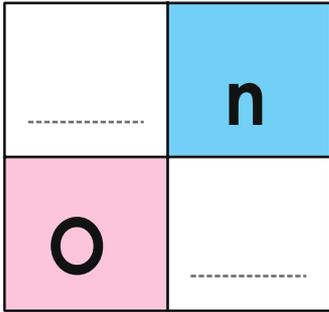
D Trace in the air. Trace and write.



E Read and match the small and capital letters.

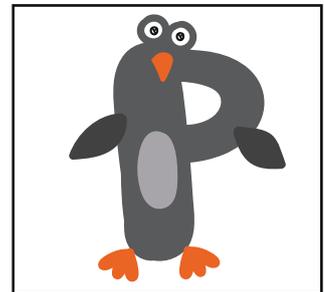
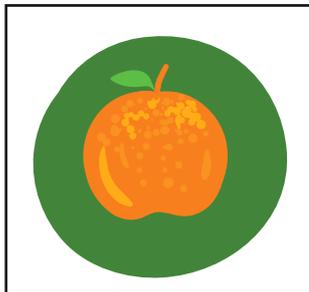
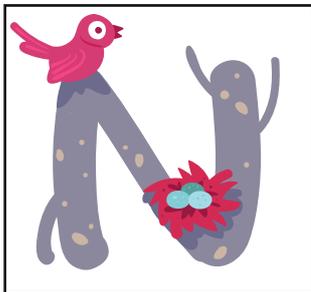


**F** Write the missing letters.



**G** Project: Letter craft.

See the pictures and make your own fun letters.



**A** Look at the picture. Say the names of the things and the objects that you see.



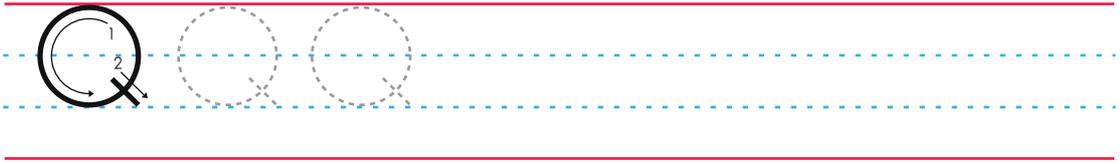
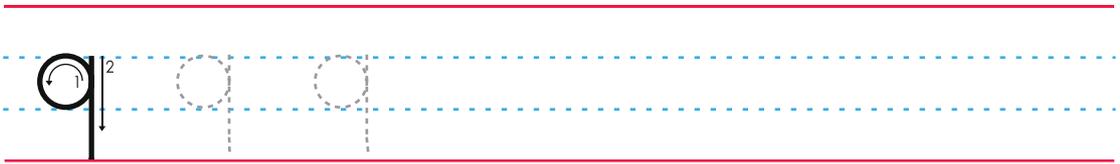
**B** Look, listen and say.

|   |       |   |       |   |
|---|-------|---|-------|---|
|  | quilt | q | Quilt | Q |
|  | queen | q | Queen | Q |
|  | ruler | r | Ruler | R |
|  | rat   | r | Rat   | R |

C Listen, say and read.

q Q r R

D Trace in the air. Trace and write.



E Read and match the small and capital letters.

h

r

D

p

Q

R

P

H

q

d

**F** What do you see in the pictures?

Write the missing letter to complete the name of who or what you see.



\_\_\_ U \_\_\_ E \_\_\_



RU \_\_\_ E \_\_\_



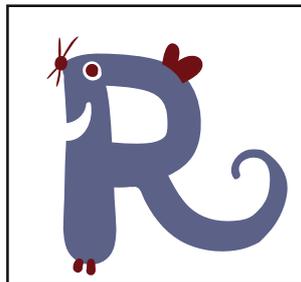
\_\_\_ \_\_\_ t



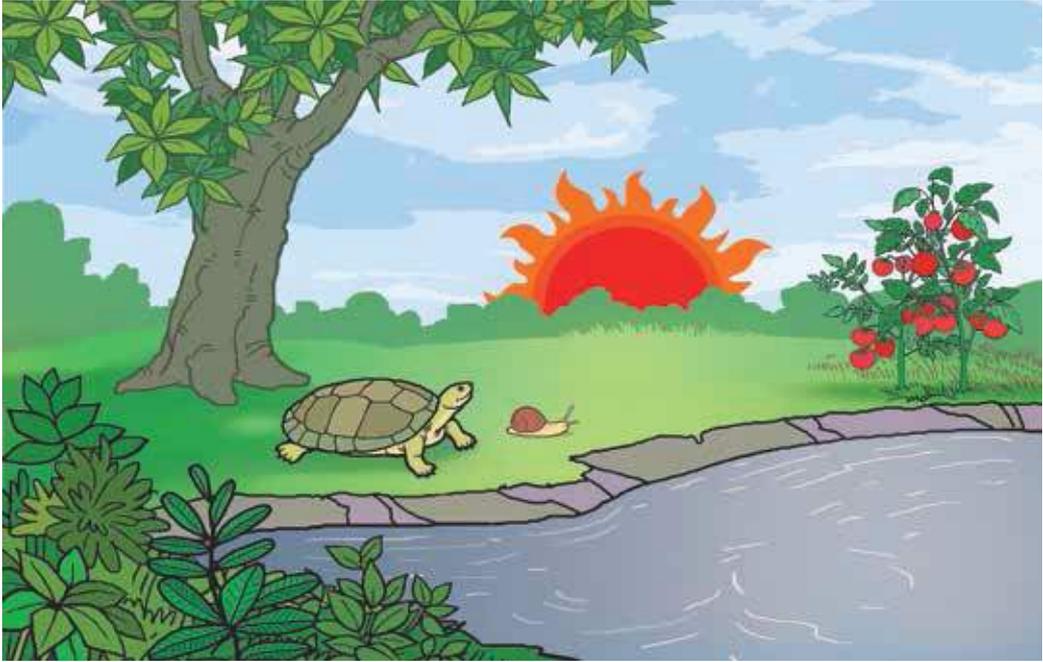
\_\_\_ U \_\_\_ \_\_\_ t

**G** Project: Letter Craft.

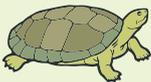
See the pictures and make your own fun letters.



- A** Look at the picture. Say the names of the things and the objects that you see.



- B** Look, listen and say.

|   |        |   |        |   |
|---|--------|---|--------|---|
|  | sun    | s | Sun    | S |
|  | sky    | s | Sky    | S |
|  | tomato | t | Tomato | T |
|  | turtle | t | Turtle | T |

C Listen, say and read.

s S t T

D Trace in the air. Trace and write.

s s s

S S S

t t t

T T T

E Read and match the small and capital letters.

s

Q

M

r

t

q

S

R

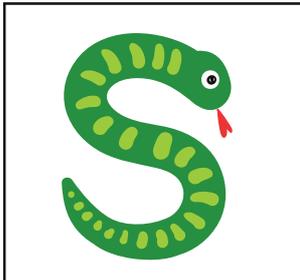
T

m

**F** Game: Close your eyes. Touch and feel the wooden/plastic letters s / S and t / T. Guess and say which letter it is. Now, open your eyes and write the letter.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid red, middle dashed blue, bottom solid red).

**G** Project: Letter craft.  
See the pictures and make your own fun letters.



**A** Look at the picture. Say the names of the things and the objects that you see.



**B** Look, listen and say.

|   |          |   |          |   |
|---|----------|---|----------|---|
|  | umbrella | u | Umbrella | U |
|  | van      | v | Van      | V |
|  | water    | w | Water    | W |

**C** Listen, say and read.

u U v V w W

D Trace in the air. Trace and write.

u U U

u U U

v V V

v V V

w W W

w W W

E Read and match the small and capital letters.

U

w

v

C

t

N

T

V

c

u

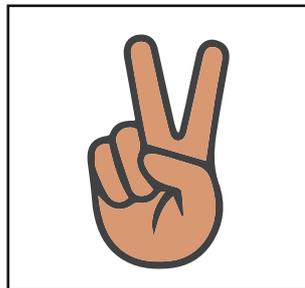
n

W

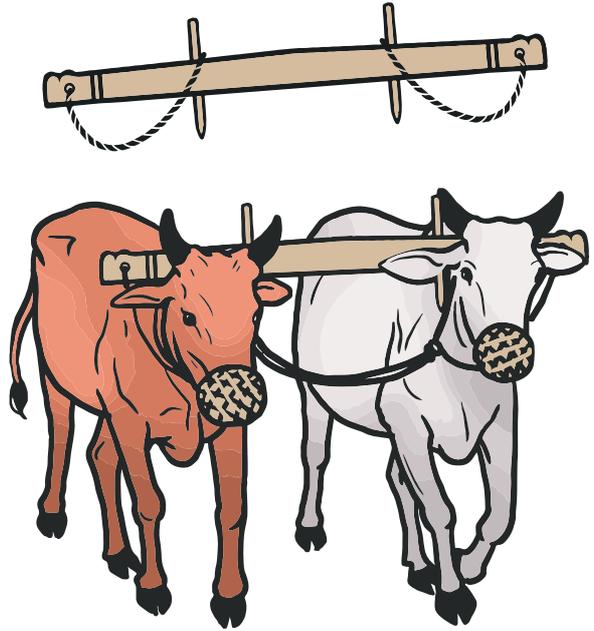
- F** Say the name of the thing that you see in each picture. Write the first letter of that word in both the small and capital forms in the given boxes.

|   |  |  |
|---|--|--|
|    |  |  |
|    |  |  |
|    |  |  |
|  |  |  |

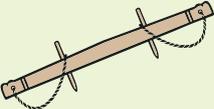
- G** Project: Letter craft.  
See the pictures and make your own fun letters.



**A** Look at the picture. Say the names of the things and the objects that you see.



**B** Look, listen and say.

|   |       |   |       |   |
|---|-------|---|-------|---|
|  | x-ray | x | X-ray | X |
|  | yoke  | y | Yoke  | Y |
|  | zebra | z | Zebra | Z |

C Listen, say and read.

x X y Y z Z

D Trace in the air. Trace and write.



E Read and match the small and capital letters.

E x t Y K z

T y e X Z k

**F** Game: Close your eyes. Touch and feel the wooden/plastic letters x / X, y / Y and z / Z. Guess and say which letter it is. Now open your eyes and write the letter. (Continue with other letters too)

**G** Project: Letter craft.  
See the pictures and make your own fun letters.



**H** Read from **a A** to **z Z**.

aA bB cC dD eE

fF gG hH iI jJ kK

lL mM nN oO pP

qQ rR sS tT uU

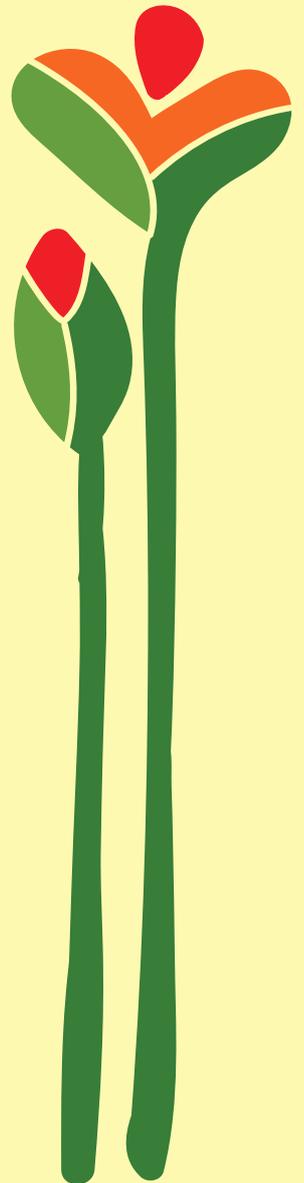
vV wW xX yY zZ

**A** Write the letters **a A** to **z Z** and read.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid red, middle dashed blue, bottom solid red) for writing practice.

## Unit - 3

# Classroom Instructions



# Lesson 1 Classroom Instructions 1 Unit 3

## A Look, listen and say.



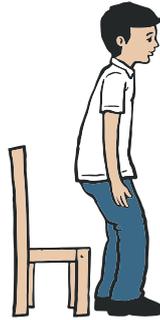
## B Look, listen and say.



**C** Listen, say and point to the right picture.



a



b

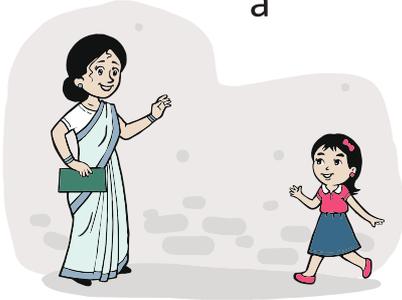
Sit down, please.

Come in, please.

Stand up, please.

Listen, please.

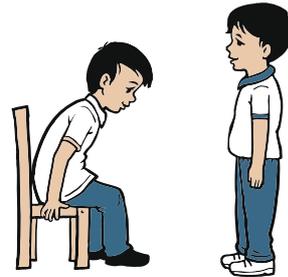
Come here, please.



c



d



e

**D** Role play: Follow the model below.

Teacher : [Enters the class] Good morning, students.

Students : [Stand up from seat] Good morning, teacher. How are you?

Teacher : I am fine. Thank you. Sit down, please. [Pointing to the seats]

Students : [Taking the seats] Thank you, teacher.

Teacher : [Pointing to a student named Kazi] Kazi, stand up please.

Kazi : [Stands up] Yes, teacher.

Teacher : Now, come here [pointing to the front of the classroom]

Kazi : Sure, teacher. [Leaves his seat and walks to the front]

# Lesson 2 Classroom Instructions 2 Unit - 3

**A** Look, listen and say.



**B** Look, listen and say.



# Lesson 2 Classroom Instructions 2 Unit - 3

## C Listen and point to the right picture.

Show me your book, please.

Open your bag, please.

Go to your seat, please.

Open your bag, please.

Go to the door, please.



**D Game: Simon says.**

Play the game in pairs. Follow your teacher's instructions.

Stand up, please.

Come here, please.

Sit down, please.

Go to your seat, please.

Open your book, please.

Show me your book, please

Open your bag, please.

Go to the door, please.

**E Example**

Student A: Simon says, stand up.

Student B: ( Student B stands up)

Student A: Simon says, sit down.

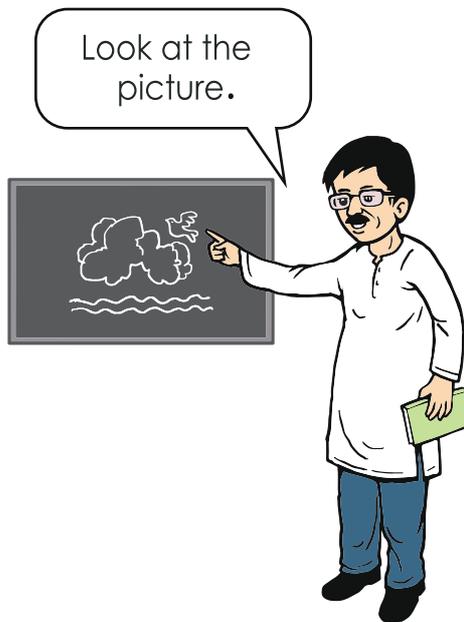
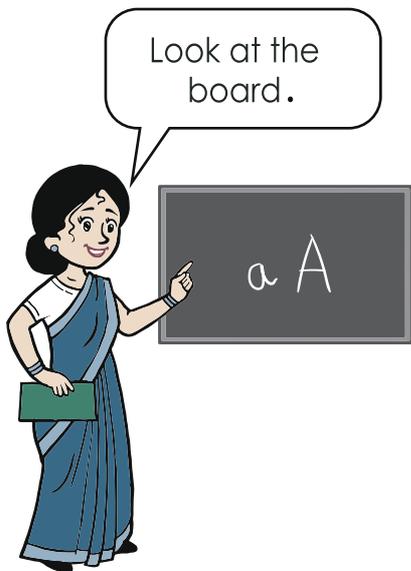
Student B: (Student B sits down).

Student A: Show me your book, please.

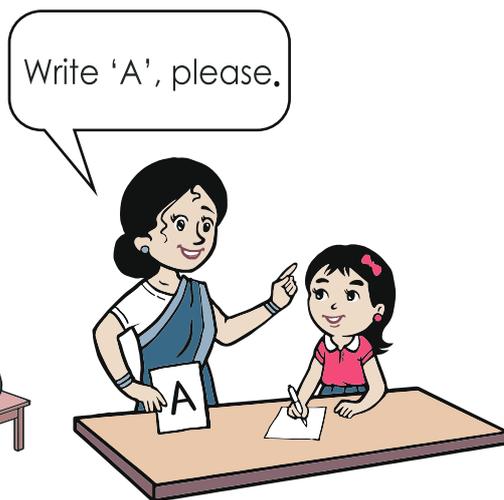
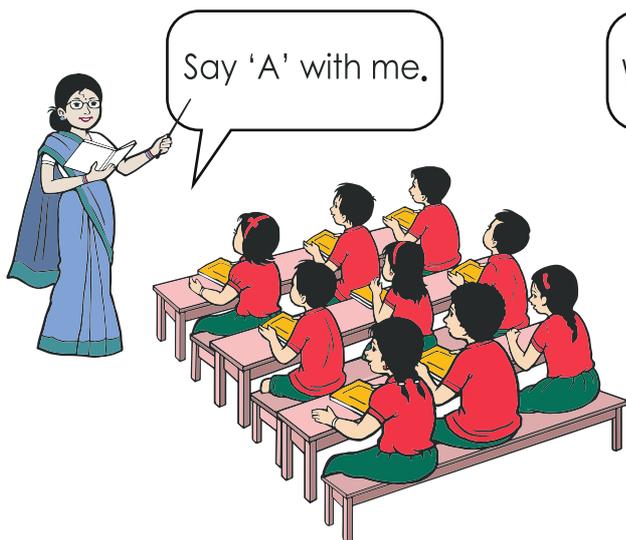
Student B: (Does not show the book because the instruction did not come with 'Simon says').

# Lesson 3 Classroom Instructions 3 Unit - 3

## A Look, listen and say.



## B Look, listen and say.



# Lesson 3 Classroom Instructions 3 Unit - 3

C Listen, say and point to the right picture.

Look at the picture.

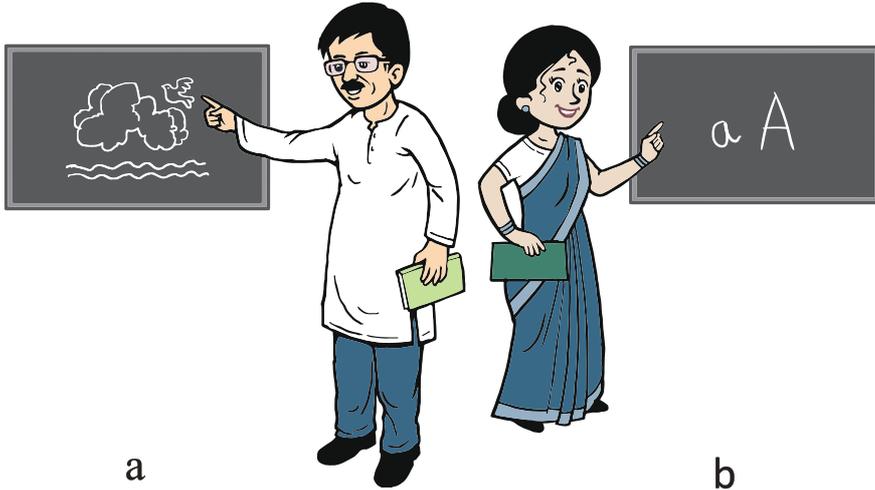
Look at the board.

Say, 'A', please.

Look at the number.

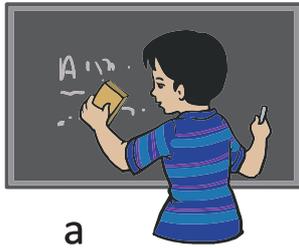
Listen, please.

Write 'A', please.



**D Review of instructions.**

What does your teacher say when s/he asks you to do the following acts?



a



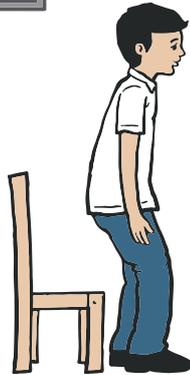
b



c



d



e

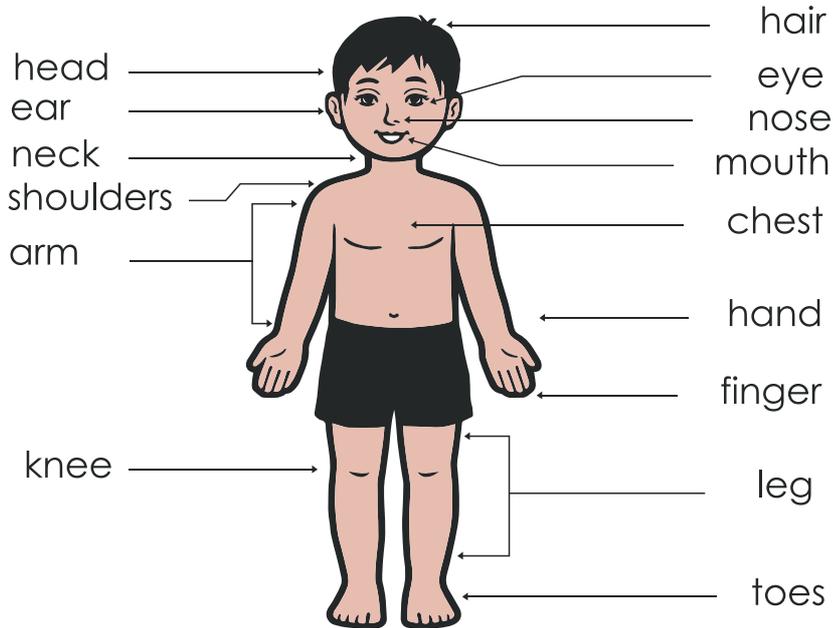


f



g

**E Look, listen and say.**



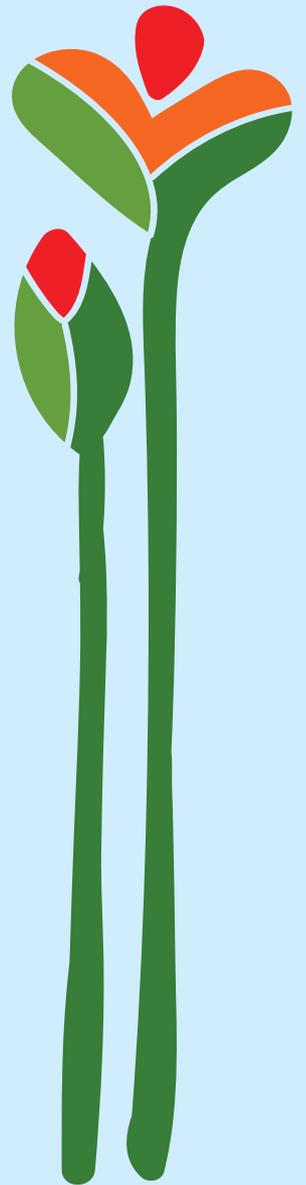
**F** Sing the song:

## The Song

Head,  
Shoulders, knees and toes  
Knees and toes  
Head,  
Shoulders, knees and toes  
Knees and toes  
And eyes  
And ears  
And mouth and nose  
Head,  
Shoulders, knees and toes  
Knees and toes.

## Unit - 4

# Questions and Answers



**A** Look, listen and say.

Hi ! I'm your English teacher.  
What's your name?

Hi, I'm Rita.



( Continue .... )

**B** Ask and answer.

Hi ! I'm Nue Ching.  
What's your name?

Hi , Nue Ching.  
I'm Nafis.



( Continue .... )

**C** Chain drill.

S1 : Hi, I'm..... (own name).

What's your name?

S2 : Hi, I'm..... .

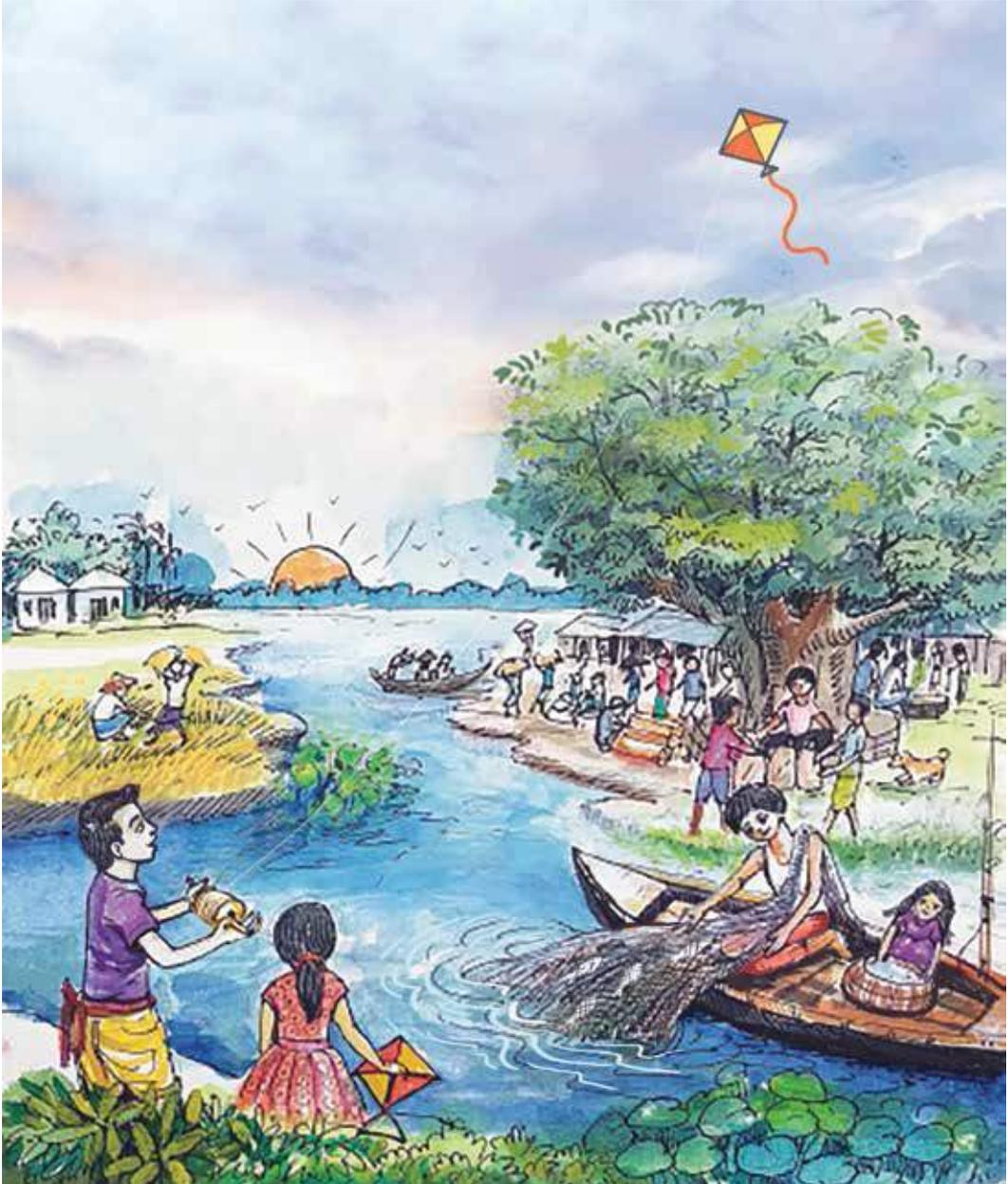
What's your name?

S3 : Hi, I'm..... .

What's your name?

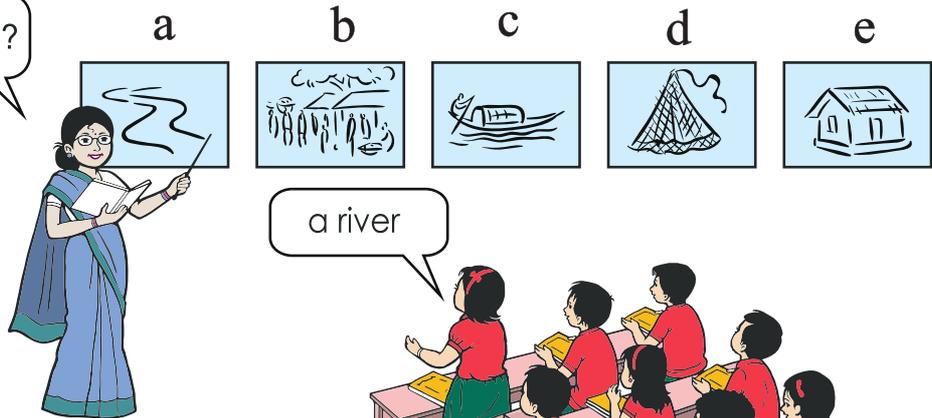
( Continue .... )

**A** What do you see in the picture? Say the names of the things that you see.



**B** Look, listen and say.

What's this?



a river



(Continue ...)

**C** Point and look. Ask and answer in pairs.

What's this?

a house



What's this?

a boat



(Continue ...)

**A** What do you see in the picture? Say the names of the things and the objects that you see.



**B** Look, listen and say.

What's this?

a b c d e

a zebra crossing

(Continue ...)

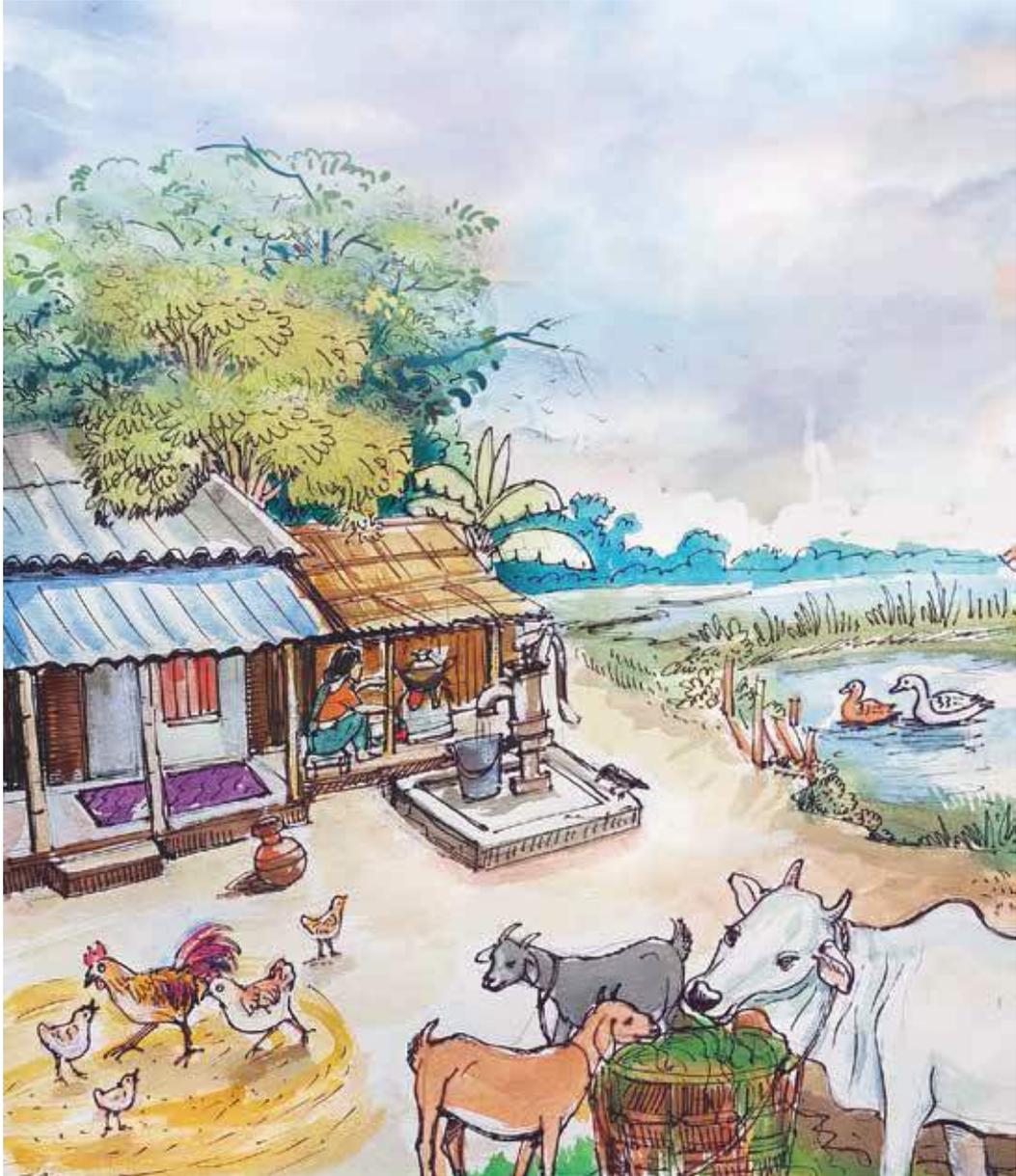
**C** Point and look. Ask and answer in pairs.

What's this? a footpath

What's this? a bus

(Continue ...)

- A** What do you see in the picture? Say the names of the things and the objects that you see.



**B** Look, listen and say.

What's this?

a b c d e

a mat

(Continue ....)

The illustration shows a teacher in a blue saree pointing to a mat in a classroom. Five picture boxes are arranged in a row, labeled 'a' through 'e'. Box 'a' shows a mat, 'b' shows a rooster, 'c' shows a goat, 'd' shows a person carrying a basket on their head, and 'e' shows a cow. A speech bubble from the teacher says 'What's this?'. A speech bubble from a student in the class says 'a mat'. Below the classroom scene, it says '(Continue ....)'.

**C** Say the names of some of the things you find in your home.

**A** What do you see in the classroom? Say the names of what you see.



# Lesson 5 In the Classroom Unit - 4

**B** Look, listen and say.

What's this?

a b c d e

a table

(Continue ....)

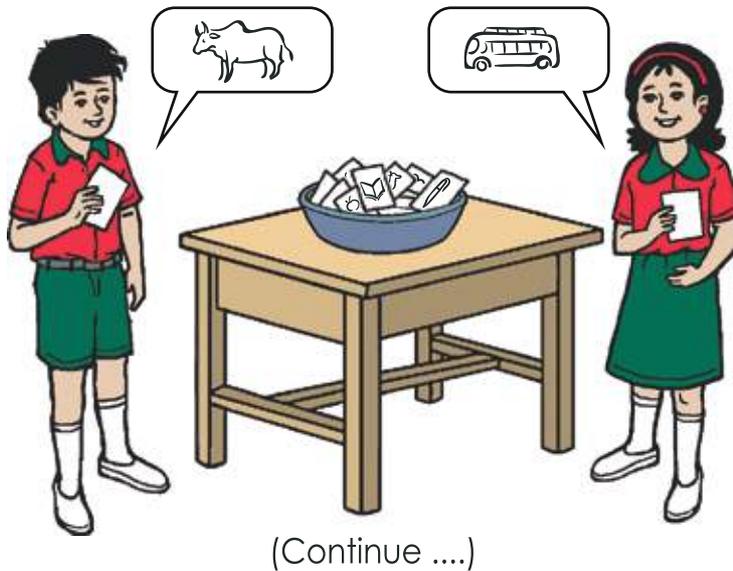
**C** Point and look. Ask and answer in pairs.

What's this? a book

What's this? a pen

(Continue ....)

**A** Game: Pick up a flashcard and say what is shown on this.



**B** Game:

T<--->S: Throw a ball and ask the question:

Hi, I'm .... What's your name?

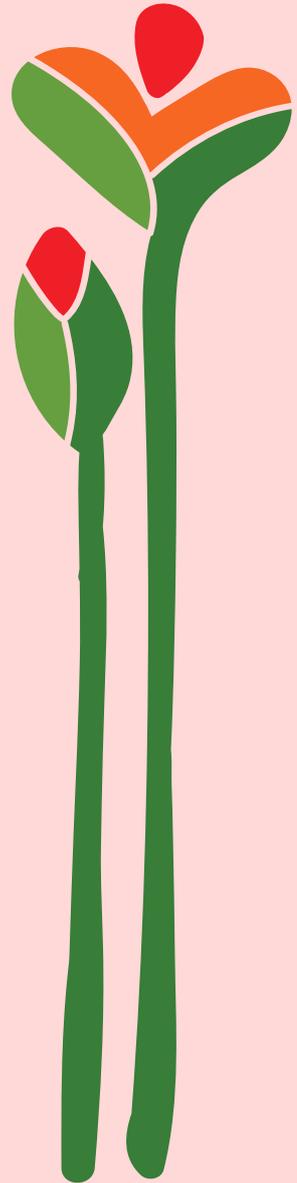
The student who gets the ball, will answer the question.

( Continue .... )

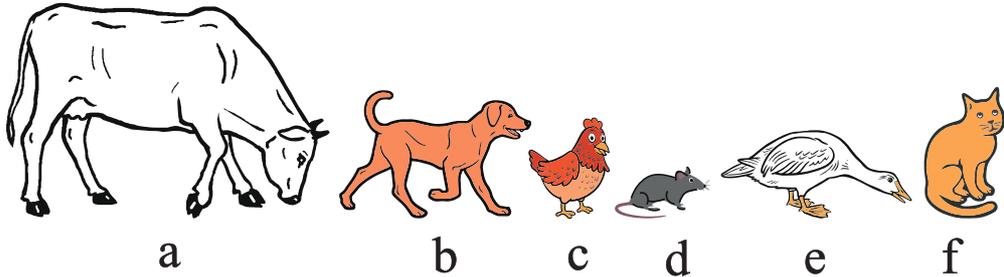
**C** Draw an object or animal you find in your village or city and colour it. Display your picture in your classroom.

# Unit - 5

## Rhymes and Sounds



**A** Look at the pictures. Do you know these animals?  
Can you tell their names?



**B** Song: Listen and repeat.

## Animal Sounds

The dog says woof,  
Woof, woof, woof.

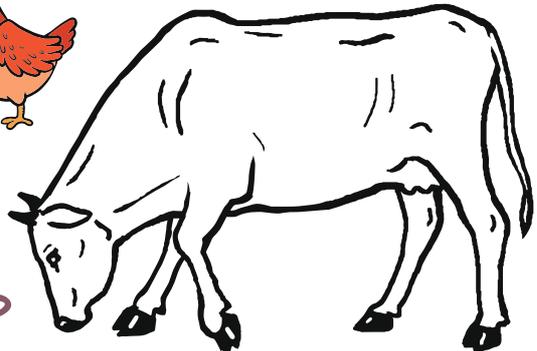
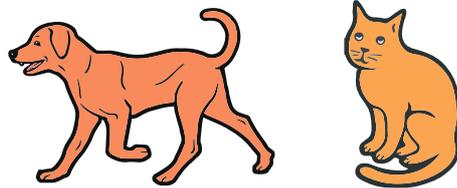
The cat says meow,  
Meow, meow, meow.

The duck says quack,  
Quack, quack, quack.

The hen says cluck,  
Cluck, cluck, cluck.

The mouse says squeak,  
Squeak, squeak, squeak.

The cow says moo,  
Moo, moo, moo.



These are the sounds that the animals make

And I can make these sounds too

Woof, woof, woof

Meow, meow, meow

Quack, quack, quack

Cluck, cluck, cluck

Squeak, squeak, squeak

Moo, moo, moo oooo.

**C** Get into small groups. One member shows an animal picture, other members make its sound.

**D** Pairwork: Listen to what an animal says. Then say the sound, e.g.



The cat says,  
meow.

Meow, meow,  
meow.



The dog says,  
woof.

Woof, woof,  
woof.

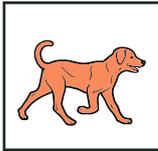


The cat says,  
meow.

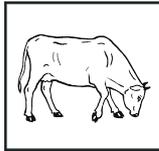
Meow, meow,  
meow.



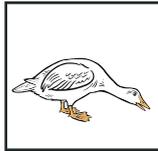
**E** Sing the song with your teacher in chorus.

**G** Look, point and say.

a dog



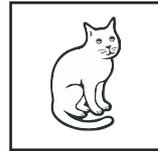
a cow



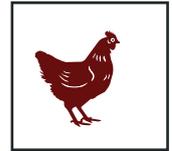
a duck



a mouse



a cat

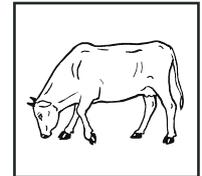


a hen

**H** Listen and answer.

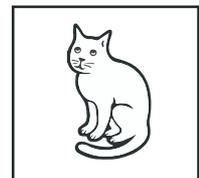
1. T: Stand up. Go to the board.  
 What's this (pointing to an animal, e.g. a cow)?  
 S: a cow  
 T: Make its sound.  
 S: Moo, moo, moo.

(Continue....)



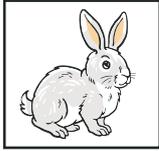
2. S1: Stand up. Go to the board.  
 What's this (pointing to an animal, e.g. a cat)?  
 S2: a cat  
 S1: Make its sound.  
 S2: Meow, meow, meow.

(Continue ....)

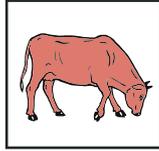


**A** Look at the pictures and say the names.

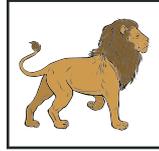
Repeat the names after your teacher.



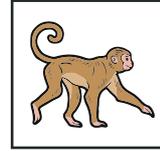
a rabbit



a cow



a lion



a monkey



a spider

**B** Teacher points to a picture and students say the name in chorus.

**C** Listen to the rhyme. Repeat after your teacher.

Father Rabbit, Father Rabbit, where are you?

Here I am.

Where do you live?

I live in a burrow



Mummy Cow, Mummy Cow, where are you?

Here I am.

Where do you live?

I live in a cowshed.



# Lesson 2 Where Do You Live? Unit - 5

Brother Lion, Brother Lion, where are you?  
Here I am.



Where do you live?  
I live in a den.

Sister Parrot, Sister Parrot, where are you?  
Here I am.



Where do you live?  
I live in a nest.

Baby Spider, Baby Spider, where are you?  
Here I am.



Where do you live?  
I live in my web.

Dear Friend, Dear Friend, where are you?  
Here I am.



Where do you live?  
I live in our house.

D Listen to the first line and say the second one.  
Next, listen to the third line and say the fourth.

E Work in groups of four. One group asks and the other group answer. By taking turns complete reciting the rhyme.

**A** Look at the pictures. Who are they?



Grandmother



Sister



Brother



Mother



Father

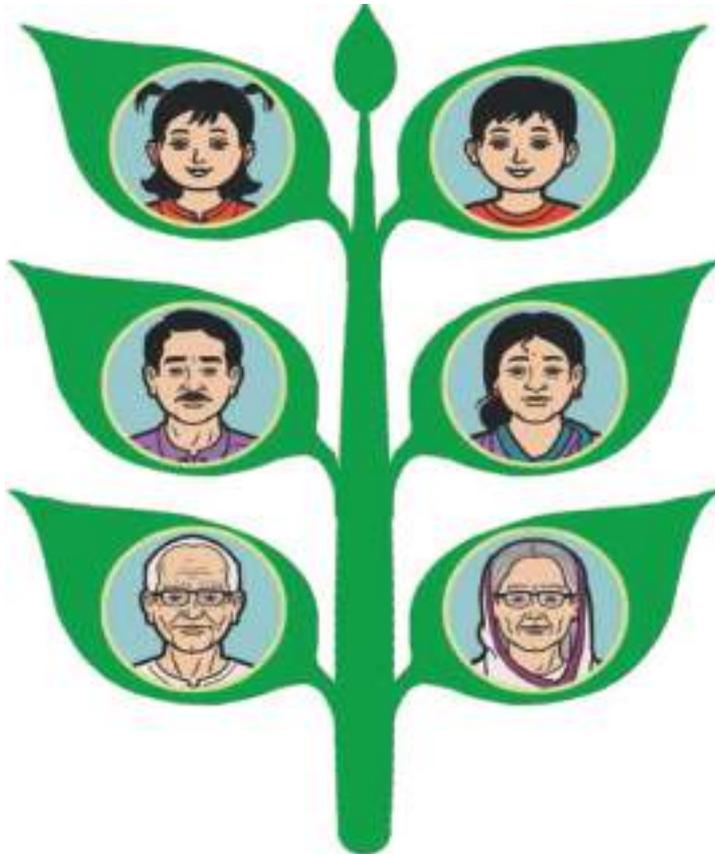


Grandfather

**B** Look at the tree. Ask and answer.

T: Who is this?

Ss: Father (Continue ...)

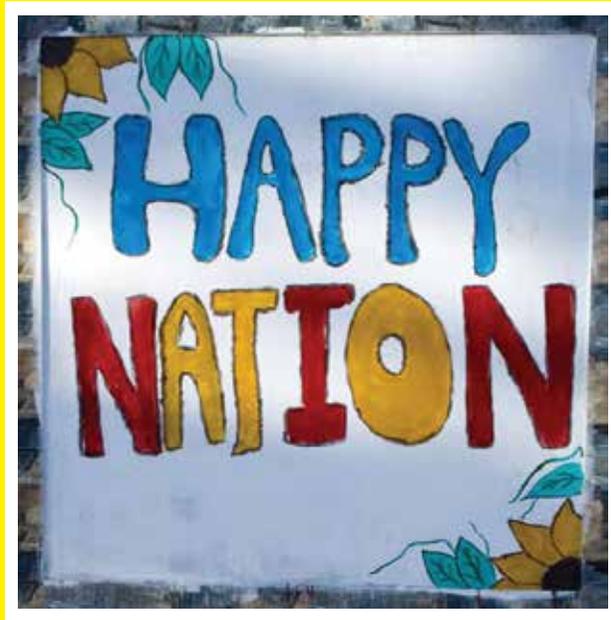


**C** Now draw your own family tree and colour it.  
Say who is in each circle.



Academic Year 2026, Class One –English

Unity is strength.



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