

ENGLISH FOR TODAY

Ibtedaie Class Four



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh as a textbook
for Class Four from the academic year 2026

English for Today

Ibtedaie

Class Four

(Experimental edition)



National Curriculum and Textbook Board, Bangladesh



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

(All rights reserved by the publisher)

Writers and Compilers

Prof. Dr. Md. Zulfeqar Haider
Abdullah Al-Mamun
Mohammad Abu Bakar Siddik
Mahbubur Rahman
Farhana Yeasmin
Asaduzzaman
Afsana Ayub

Art Direction

Hashem Khan

Illustrator

Kamrun Nahar

Computer Graphics

Mithun Chandra Mandal
Md. Uday Imam Hemal

First print : September 2025

Design

National Curriculum and Textbook Board, Bangladesh

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

Printed by :

Preface

Ibtadaie education plays a pivotal role in our national life. Regardless of ethnicity, socio-economic, physical and mental limitations and geographical location equal opportunities have been created for all children in the country so that they receive quality Ibtadaie education. One of the major goals of Ibtadaie education is to develop human values, follow the curriculum and textbooks focusing local context and content and ensure the physical and mental development of the children through creating a joyful and encouraging environment in schools. Primary level education has been prioritised in the National Education Policy of 2010. Broadening the scopes and inclusivity of Ibtadaie education, in line with the practices of developed countries, has been emphasised.

The National Curriculum and Textbook Board (NCTB) has adopted an integrated curriculum to make Ibtadaie education befitting. 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 the context of globalisation, the mental health of the children has also been specially considered in this curriculum. In the changed context considering the needs and opinions of the stakeholders, the National Curriculum 2021 (Primary Level) has been revised in the year 2025. The revision of the textbooks from Class One to Class Three and the development of the textbooks of Class Four have been done in the light of the National Curriculum 2021 Primary Level (Revised 2025).

Textbook is the most important component of curriculum implementation. Giving priority to this issue, NCTB is always striving to design and prepare textbooks for all levels and classes including Ibtadaie level. Curriculum goals and objectives have been the prime concern while writing and editing each book. A keen eye has been kept on the diverse curiosity and capacity of the children's mind. Special importance has been given in designing the curriculum and 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.

The textbook 'English for Today' for Class Four has been designed and developed to enable the learners to perform their day-to-day activities in any English-speaking context. It is aimed to facilitate the effective communication of the learners through four basic language skills. At the same time, integration of both local and global cultures, inclusiveness and skills like critical thinking, problem solving and creativity have been addressed in the textbook.

The textbook has been developed and revised under the direct supervision of the Primary Wing of National Curriculum and Textbook Board. I sincerely thank and appreciate all the teachers, teacher trainers, pedagogue, curriculum specialists, subject specialists, coordinators, illustrators and graphic designers who contributed at various stages including development, rational evaluation, finalisation, coordination, and printing of the textbook. The valuable feedback and suggestions to enrich the textbook will be greatly appreciated.

September 2025

Professor Robiul Kabir Chowdhury
Chairman (Additional Charge)

National Curriculum & Textbook Board, Bangladesh

English for Today ব্যবহার নির্দেশনা

জাতীয় শিক্ষাক্রম ২০২১ (প্রাথমিক স্তর) (পরিমার্জিত ২০২৫) এর আলোকে প্রাথমিকস্তরের চতুর্থ শ্রেণির English for Today পাঠ্যপুস্তকটি প্রণয়ন করা হয়েছে। ইংরেজি বিষয়ের বিস্তৃত শিক্ষাক্রমে উল্লেখিত শ্রেণিভিত্তিক অর্জনোপযোগী যোগ্যতা, শিখনফল, শিখন-শেখানো কৌশল ও পরিকল্পিত কাজ এবং মূল্যায়ন নির্দেশনা অনুসরণ করে পাঠ্যপুস্তকের বিষয়বস্তু ও শিখন-শেখানো কার্যাবলি নির্ধারণ করা হয়েছে। বার্ষিক পাঠ বিভাজন, শ্রেণি রুটিন, পাঠ পুনরালোচনা এবং শিখনকালীন ও সামষ্টিক মূল্যায়নকে বিবেচনায় নিয়ে ইংরেজি বিষয়ের বিষয়বস্তু এবং কার্যাবলি এমনভাবে নির্ধারণ করা হয়েছে, যেন শিক্ষকগণ নির্ধারিত শিক্ষাবর্ষের মধ্যেই বিদ্যালয়ে শিক্ষার্থীদের পর্যাপ্ত অনুশীলনের সুযোগ দিয়ে তাদের শিখন নিশ্চিত করতে পারেন।

English For Today পাঠ্যপুস্তকে প্রতিটি ইউনিটের অ্যাক্টিভিটিসমূহ প্রধানত চারটি ধাপে (1.1, 2.1, 3.1 ও 4.1) সাজানো হয়েছে। ধাপ 1.1-এ প্রদত্ত অ্যাক্টিভিটিসমূহ সাধারণত লেসন সংক্রান্ত ছবি বিষয়ে আলোচনা, প্রশ্নোত্তর, কথোপকথন বা অনুচ্ছেদ পাঠ। এ অ্যাক্টিভিটিসমূহের মাধ্যমে পঠিতব্য বিষয়ে শিক্ষার্থীদের পূর্ব অভিজ্ঞতা যাচাইয়ের মাধ্যমে সংশ্লিষ্ট পাঠ সম্পর্কে ধারণা দেয়া হয়েছে। ধাপ 1.1-এর অ্যাক্টিভিটিসমূহ শিক্ষার্থীরা শ্রেণিকক্ষে শিক্ষকের সহায়তায় (Teacher supported) করবে।

ধাপ 2.1-এ প্রদত্ত অ্যাক্টিভিটিসমূহের (Matching, MCQs, fill in the blanks, listing, short answer questions) মাধ্যমে শিক্ষার্থীদের পূর্বপঠিত বিষয়বস্তুর বোধগম্যতা যাচাইপূর্বক এ সম্পর্কে তাদের ধারণাকে আরো বিস্তৃত ও সুসংহত করার সুযোগ রাখা হয়েছে। ধাপ 2.1-এর অ্যাক্টিভিটিসমূহ শিক্ষার্থীরা শিক্ষকের আংশিক সহায়তায় (Partly teacher supported) বা সহপাঠীদের সহায়তায় (Peer supported- group work/pair work) করবে।

ধাপ 3.1 এ Language Focus শিরোনামে সংশ্লিষ্ট ইউনিটে/পাঠে ব্যবহৃত ভাষা ও ব্যাকরণসমূহ (language and sentence structure) বোধগম্য ভাষায় আরোহী পদ্ধতিতে (inductive approach) উপস্থাপন করা হয়েছে এবং শিক্ষার্থীদের ধারণা সুসংহত করার জন্য এই ধাপে ব্যাকরণগত বিষয় অনুশীলনের জন্য অ্যাক্টিভিটিসমূহ দেয়া হয়েছে। ধাপ 3.1-এর অ্যাক্টিভিটিসমূহ শিক্ষার্থীরা শিক্ষকের আংশিক সহায়তায় বা সহপাঠীদের সহায়তায় করবে।

ধাপ 4.1-এ প্রদত্ত অ্যাক্টিভিটিসমূহ সাধারণত process writing, guided writing, free writing বা project work. এই অ্যাক্টিভিটিসমূহ বেশিরভাগই শিক্ষার্থীরা এককভাবে করবে এবং প্রজেক্ট ওয়ার্কগুলো দলগতভাবে করবে। পাঠের শেষে প্রদত্ত 4.1-এ অ্যাক্টিভিটিসমূহের মাধ্যমে শিখনফল অনুযায়ী শিক্ষার্থীদের লেখা ও উপস্থাপন দক্ষতা যাচাইয়ের সুযোগ রাখা হয়েছে।

এছাড়াও ক্ষেত্রবিশেষে কোন ইউনিটের শেষে শিক্ষাক্রমে বর্ণিত শিখনফলের আলোকে কিছু অ্যাক্টিভিটি ধাপ 5.1 হিসেবে সংযোজন করা হয়েছে। শিক্ষক সহায়িকায় এ বিষয়ে বিস্তারিত নির্দেশনা প্রদান করা হয়েছে। সর্বোপরি, পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকরভাবে পরিচালনার সময় শিক্ষার্থীরা যেন আগ্রহের সাথে সম্পৃক্ত হয় এবং পরস্পর বিভিন্নভাবে interact করতে পারে, শিক্ষক তা শিক্ষক সহায়িকা অনুসরণ করে নিশ্চিত করবেন।

Contents

Unit

1	Introducing One Another	1
2	Have a Great Day	4
3	My School Assembly	6
4	Enjoying Annual Sports	9
5	The Little Doctor	12
6	Sounds and Numbers	18
7	Telling the Time	22
8	My Family	27
9	Gardening	34

Unit

10	A Letter to a Friend	41
11	A Holiday Trip	46
12	Making Friends	51
13	Planning to Visit the Book Fair	57
14	Poem: Tears of the Earth	64
15	Environment Pollution	67
16	Talking with a Nepalese Boy	71
17	The Land of Mountains	77
18	Caring for Others	82

Introducing One Another

1.1 Listen and say.



Teacher : Good morning, students.

Students : Good morning, teacher.

Teacher : How are you all?

Students : We are fine. How are you, teacher?

Teacher : I'm fine too. I'm Nasima Begum, your English teacher.

Welcome to your new class.

Students : We are happy to see you.

Teacher : Thank you. Let's introduce one another today.

Students : Yes, teacher.

1.2 Look at the picture. Fariha and Shuvo are introducing each other. Listen and say.



I'm Fariha. I live in Safipur. I like to play with my friends.

I'm Shuvo. I'm 9 years old. I like to make kites.

1.3 Look at the picture. Fariha and Shuvo are presenting each other to the class. Listen and say.



2.1 Discuss the following questions in pairs.

- a) What did Fariha and Shuvo talk about?
- b) How do you introduce yourself to others?

2.2 Now, notice the language used for introducing yourself and your friend.

Hello, everyone.

Me
I'm (name).
I like to (hobby).
I live in (place).

My friend
Now, meet my friend
She/he likes to
She/he lives in

3.1 Language Focus: Expressions for Greetings

In the conversation, the teacher and the students **greet each other** at the beginning of the lesson. They used ***Good morning***.

Time	Expressions with examples
in the morning	Good morning, (name). Example: Good morning, friends/Rahim/Salma.
after 2 p.m.	Good afternoon, (name). Example: Good afternoon, friends/Rahim/Salma.
after sunset	Good evening, (name). Example: Good evening, friends/Rahim/Salma.

4.1 Pairwork: First, get introduced to each other. Then, introduce your peer to the class.

4.2 In the same pair, draw a picture of you and your peer. Complete the text about you and your friend.

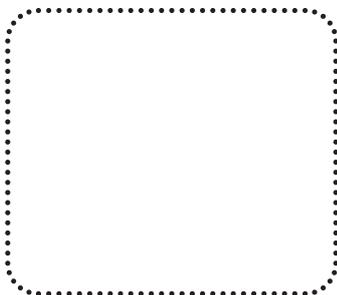


About me:

Hi! My name is.....

I am.....

I like.....



About my friend:

Hello! Meet my friend.....

.....

.....

Have a Great Day

1.1 Look, listen and say.

Dear students, we are going to sing a good morning song.



Hurrah!
Let's sing together.



2.1 Listen and sing.

Good morning!
Good morning!
How are you today?
I'm fine, I'm fine.
I wish you a good day.



3.1 Language Focus: Using Expressions

You can say “Wish you a good day” before closing a conversation. Here are some other ways to say—

- Have a great day.
- Wishing you a wonderful day.
- Have a good day.
- Have a nice day.
- Enjoy your day.

4.1 Sing the good morning song. When you say the last line, use different expressions from the box on the right.

Good morning!
Good morning!
How are you today?
I'm fine, I'm fine.
Have a great day.

- **Have a great day.**
- **Wishing you a wonderful day.**
- **Have a nice day.**
- **Enjoy your day.**

My School Assembly

1.1 Look at the pictures. Discuss in pairs what they are doing.

a



The students are singing the national anthem.

b



They are
.....

c



They are
.....

d



They are
.....

2.1 Read the following text.

I am Razib. I am in class four. I study at Azimia Government Primary School in Chandpur. Our school starts with the assembly in the morning. It is a gathering of all the teachers and students in the school field. Every class leads the assembly for a week in turns. At the beginning of the daily assembly, we recite from the holy books. Then we sing our national anthem and salute to the national flag. We also repeat the oath after the assembly leader. Finally, we do physical exercises. It is the best time to meet all the students and teachers of our school.

2.2 Ask and answer the following questions in pairs.

- Which school does Razib go to?
- When does the school start?
- How long does every class lead the assembly in turns?
- Write three activities students do in the daily assembly.
- What is your experience about your school assembly?

3.1 Language Focus: Preposition (at, in)

Look at the sentence used in the text.

I study **at** Azimia Government Primary School **in** Chandpur.

- ‘**at**’ is used before the exact place of something or someone.

Examples: He is **at** the hospital now.

He was **at** the market yesterday.

- ‘**at**’ is also used to refer to a particular time.

Examples: I get up **at** 6 a.m.

They started **at** 9 o'clock in the morning.

- ‘**in**’ is used before the name of a place or area to say where someone or something is.

Examples: She lives **in** Hemayetpur.

The children are playing **in** the field.

Note: In a sentence, we use ‘**at**’ before the name of a small place, and use ‘**in**’ before the name of a large place.

Example: She lives **at** Fulbaria **in** Mymensingh.

He is now living **at** Kaladeba **in** Ramgrah upazila.

4.1 Fill in the blanks with the correct preposition (at or in).

- a) She is walking the park.
- b) We saw him sitting the classroom.
- c) The train is waiting the station.
- d) My brother lives Kaptia Gazipur.
- e) Let's meet 5 p.m. the library.

4.2 Write what you do in your school assembly.

Enjoying Annual Sports

1.1 Look at the pictures. In pairs, guess what is happening?

a



b



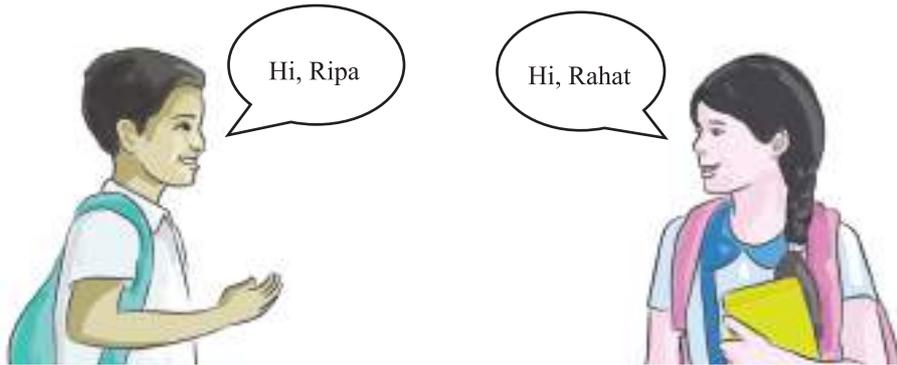
c



d



1.2 Listen and act out.



Ripa : Hi, Rahat. How're you doing?

Rahat : Hi, Ripa. I'm fine. How's everything?

Ripa : Good. You look happy. Anything special?

Rahat : Yes. I'm excited about our annual sports.

Ripa : Oh, I see. Which events are you participating in?

Rahat : I'm going to participate in the 100-metre race and long jump.

Ripa : That's great. Wish you good luck!

Rahat : Thank you so much, Ripa. Are you participating in any event?

Ripa : Yes, I'm going to participate in skipping.

Rahat : Oh, you like skipping! Wish you all the best.

Ripa : Thank you so much. Bye.

Rahat : Have a great day.

2.1 Read the conversation in 1.2 and fill in the blanks.

- Rahat and Ripa are talking about
- Rahat looks
- Rahat wants to participate in and
- Ripa likes to participate in
- Ripa wishes to Rahat.

3.1 Language Focus: Short Form of Verbs.

In the dialogue, we have used the sentence- *I'm fine*. Here *I'm* is the short form of *I am*. More examples are given below —

How is—How's	They are—They're	I will—I'll
He is—He's	You are—You're	We will—We'll
She is—She's	We are—We're	We have—We've
It is—It's	How are—How're	

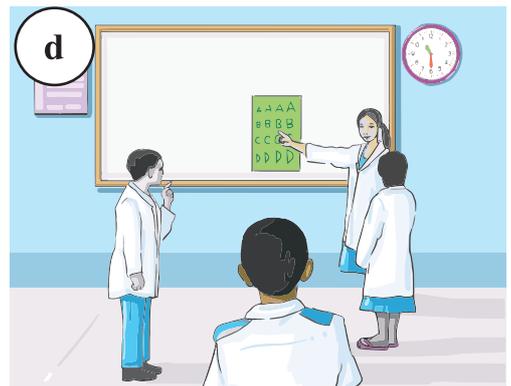
We use the short form of verbs when we talk to someone.

4.1 Participate in a conversation with your friend using the following informal expressions.**Informal expressions**

- Hi!
- How're you doing?
- How's everything?
- Wishing you a wonderful day.

The Little Doctor

1.1 Look at the pictures. Ask and answer the following questions in pairs.



- i) Who are they?
- ii) What are they doing?

1.2 Listen and Read.



Aliya is a student of class four. She is one of the little doctors of her school. A little doctor works for the physical wellbeing of students. She visits the classes and takes measurement of the height, weight and temperature of students. She helps to distribute deworming tablets and vitamin capsules among the students. She suggests the students to take the deworming tablets after a meal. She asks them to drink safe water. She also asks the students to wash hands before taking food. Aliya keeps the health records of the students. When a student feels sick or gets hurt, she responds quickly with a first aid box. She also informs teachers in case of an emergency. Aliya enjoys her work as little doctor.

2.1 Ask and answer the following questions in pairs. Write the answers in your exercise book.

- What does Aliya do as a little doctor?
- When should students take the deworming tablets?
- What advice does Aliya give to students about water?
- What does Aliya do if a student feels sick or gets hurt?
- Why do you think Aliya enjoys her work as a little doctor?

3.1 Language Focus: Use of Articles

We use 'a' or 'an' while talking of any person or thing.

- We usually use 'a' before words **starting with consonants**.
For example: **a pen, a book, a table, a flower, a mobile.**
- We usually use 'an' before words **starting with vowels**.
For example: **an apple, an egg, an umbrella, an elephant, an orange.**
- We use 'the' while talking of **definite person, place or thing**.
For example: **the sun, the moon, the earth, the river.**

3.2 Fill in the blanks with appropriate articles.

- a) She found _____ egg in her lunchbox.
- b) We go to _____ playground in the afternoon.
- c) There is _____ elephant at the zoo.
- d) He lives in _____ old house.
- e) I saw a cat in _____ garden. _____ cat was sleeping.

4.1 Imagine, you are a little doctor in your school. Write what you will do in your school as a little doctor. Mark articles (a, an, the) in your writing.

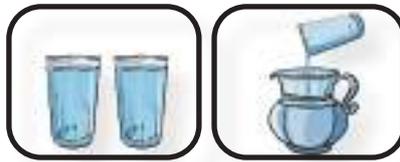
5.1 Read the text.

Aliya's younger brother is sick. The doctor advised her brother to take oral saline. The doctor also told them how to make oral saline.

Instructions for making oral saline

1 First, clean a jug, a glass and your hands properly.

2 Then, pour in half a litre of pure drinking water into the jug.



3 Next, take a handful of molasses (gur)/sugar and add it into the water.

4 After that, take a pinch of salt, as much as you can hold with three fingers.



5 Mix them well with a spoon.

6 Now, serve the saline to the patient.

7 Remember, you need to finish the saline within 12 hours.

Now, Aliya wants to make oral saline for her brother. She asks her mother to help him making the oral saline.

Aliya : Ma, can you help me make the oral saline?

Mother: Sure.

Aliya : Could you help me get the water and the jug, please?

Mother: Okay. Here they are.

Aliya : Thank you. Could you give me the salt and the sugar also?

Mother: Sure. Now, mix with a spoon properly.

Aliya : Thanks, Ma! The oral saline is ready.

Mother: Great! Now, give it to your brother to drink.

5.2 Language Focus: Use of Can/Could for Request

In the conversation, Aliya used different language expressions to make requests to her mother.

- **Can** you help me make the oral saline?
- **Could** you help me get the water and the jug, please?
- **Could** you give me the salt and sugar also?

When we make requests to someone for something we use *can*, *could*. Usually, we use *can* for **known person** and *could* for **unknown person**.

Examples:

- **Can** I borrow your pen?
- **Can** you open the window, please?
- **Could** you give me some paper, please?

5.3 Read the sentences related to what you want from someone. Then, write the requests accordingly using 'can' or 'could'. One is done for you.

- a) You want to know someone's name.

Request sentence: Could you tell me your name, please?

- b) You want to borrow a pen from your friend.

Request sentence: _____
_____ ?

- c) You want someone to open the window of your classroom.

Request sentence: _____
_____ ?

- d) You ask someone to switch on a light.

Request sentence: _____
_____ ?

- e) You ask your mother to get some water.

Request sentence: _____
_____ ?

- f) You need permission from your teacher to go to the washroom.

Request sentence: _____
_____ ?

- g) You want to know the price of a book in a shop.

Request sentence: _____
_____ ?

Sounds and Numbers

1.1 Look, listen and say the words.

			
father	student	tiger	table

2.1 Read the words aloud.

father

student

tiger

table

Notice, each of these words has two syllables:

FA-ther

STU-dent

TI-ger

TA-ble

3.1 Now, listen and repeat.

FA-ther

STU-dent

TI-ger

TA-ble

4.1 Look at the words. In pairs, divide each word into syllables.

morning	teacher	student	tiger
pencil	garden	poster	table

4.2 Now, individually make a list of similar two-syllable words that you have found in your book or you already know. Share the list in your class.

Numbers

5.1 Look at the pictures. Discuss in pairs about the numbers marked on the banknotes.



5.2 Read the text.

Many people in our country work in different factories. They work hard for their living. Riad is one of them. He works in a jute factory. 550 people work in the factory. Riad received his first salary in January. He was very excited. He went to a shop to buy something for his family. He bought two exercise books and a pair of shoes for his son. He pays 120 taka for the exercise books and 1000 taka for the shoes. He also bought some fresh fruits with 400 taka.

He always completes his duties with honesty and sincerity. The factory becomes satisfied with his performance and made his job permanent in the twelfth month. This year Riad received the Best Worker Award from the factory for his integrity and hard work. The workers like Riad are the true heroes of our country.

5.3 Discuss the following question in pairs.

- How many people work in the jute factory?
- What is the price of two exercise books?
- How much did Riad pay for a pair of shoes?
- Which month did Riad become permanent in his job?
- What award did Riad receive this year?

5.4 Listen and say the numbers.

101 102 103 104 105 106 107 108 109 110
 111 112 113 114 115 116 117 118 119 120
 215 333 465 582 694 727 844 970 999 1000

5.5 Listen and circle the number that you hear.

- | | | | | | |
|----|-----|-----|----|-----|-----|
| a. | 145 | 135 | b. | 256 | 265 |
| c. | 113 | 130 | d. | 417 | 475 |
| e. | 550 | 555 | f. | 845 | 814 |

5.6 Look and read the numbers.

31	thirty-one	37	thirty-seven	68	sixty-eight
32	thirty-two	38	thirty-eight	73	seventy-three
33	thirty-three	39	thirty-nine	86	eighty-six
34	thirty-four	40	forty	91	ninety-one
35	thirty-five	44	forty-four	99	ninety-nine
36	thirty-six	55	fifty-five	100	one hundred

5.7 Write the numbers in words.

41	_____	44	_____
52	_____	68	_____
79	_____	83	_____
96	_____	100	_____

5.8 Read and say the numbers.

Cardinal numbers	Ordinal numbers		Cardinal numbers	Ordinal numbers	
11	11 th	eleventh	21	21 st	twenty-first
12	12 th	twelfth	22	22 nd	twenty-second
13	13 th	thirteenth	23	23 rd	twenty-third
14	14 th	fourteenth	24	24 th	twenty-fourth
15	15 th	fifteenth	25	25 th	twenty-fifth
16	16 th	sixteenth	26	26 th	twenty-sixth
17	17 th	seventeenth	27	27 th	twenty-seventh
18	18 th	eighteenth	28	28 th	twenty-eighth
19	19 th	nineteenth	29	29 th	twenty-ninth
20	20 th	twentieth	30	30 th	thirtieth

5.9 Look at the numbers. Write their ordinal numbers in the blanks. One is done for you.

11	eleventh	12	
13		20	
21		22	
23		30	

Telling the Time

1.1 Look at the pictures. In pairs, answer the following questions.



- i) What are they doing?
- ii) When are they doing these activities?
- iii) When do you do these activities?

1.2 Listen and act out.

Mitu and Jerin are friends. They study in different schools. They had a conversation on their way back from school.



Mitu: Hello, Jerin! How was your morning?

Jerin: Hi, Mitu. It was good. I had Bangla class at 9.00 a.m.

Mitu: Me too.

Jerin: What did you do then?

Mitu: I had Art and Craft class at 10.00 a.m. My favourite one.

Jerin: Oh! I also love that period. Anyway, what's your plan for this weekend?

Mitu: I'm going to attend a cleanliness campaign this Friday.

Jerin: Really? What will you do?

Mitu: I will join with a small group of students. After that, we will start the campaign at 9.00 a.m. Our teachers will be with us. The programme will end by 12.30 p.m.

Jerin: Wow! That sounds very interesting. Let me know more about it next time. See you. Bye.

Mitu: Have a nice weekend! Bye.

Telling the Time

2.1 Read the conversation in 1.2. Now, write the time in the blank.

- What time did Jerin have Bangla class?
- When did Jerin attend the Art and Craft class?
- What time will the cleanliness campaign start?
- When will the cleanliness programme end?

3.1 Language Focus: Uses of *a.m.* and *p.m.*

	9.00 a.m.	nine o'clock in the morning
	1.00 p.m.	one o'clock in the afternoon
	6.30 p.m.	half past six in the evening
	10.00 p.m.	ten o'clock at night

We use ***a.m.*** (ante meridiem) to show that the time between midnight (12 o'clock at night) and noon (up to 11:59 at midday).

We use ***p.m.*** (post meridiem) to show that the time between noon (12 o'clock at noon) and midnight (up to 11:59 at night).

3.2 Tell the time.

	half past nine in the morning	9:30 a.m.
	four o'clock in the afternoon	4:00 p.m.
	half past seven in the evening	7:30 p.m.

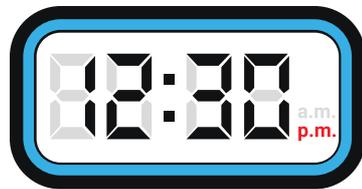
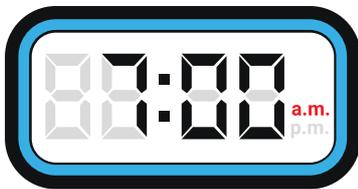
4.1 When do you do the following activities? Use *a.m.* or *p.m.* One is done for you.

I get up in the morning	at 6.00 a.m.
I have my breakfast	
I go to school	
I take my lunch	
I say my prayer	
I return home from school	
I play with my friends	
I have my dinner	
I go to bed	

4.2 Look at the clocks. Tell the time and write under the clocks.
One is done for you.

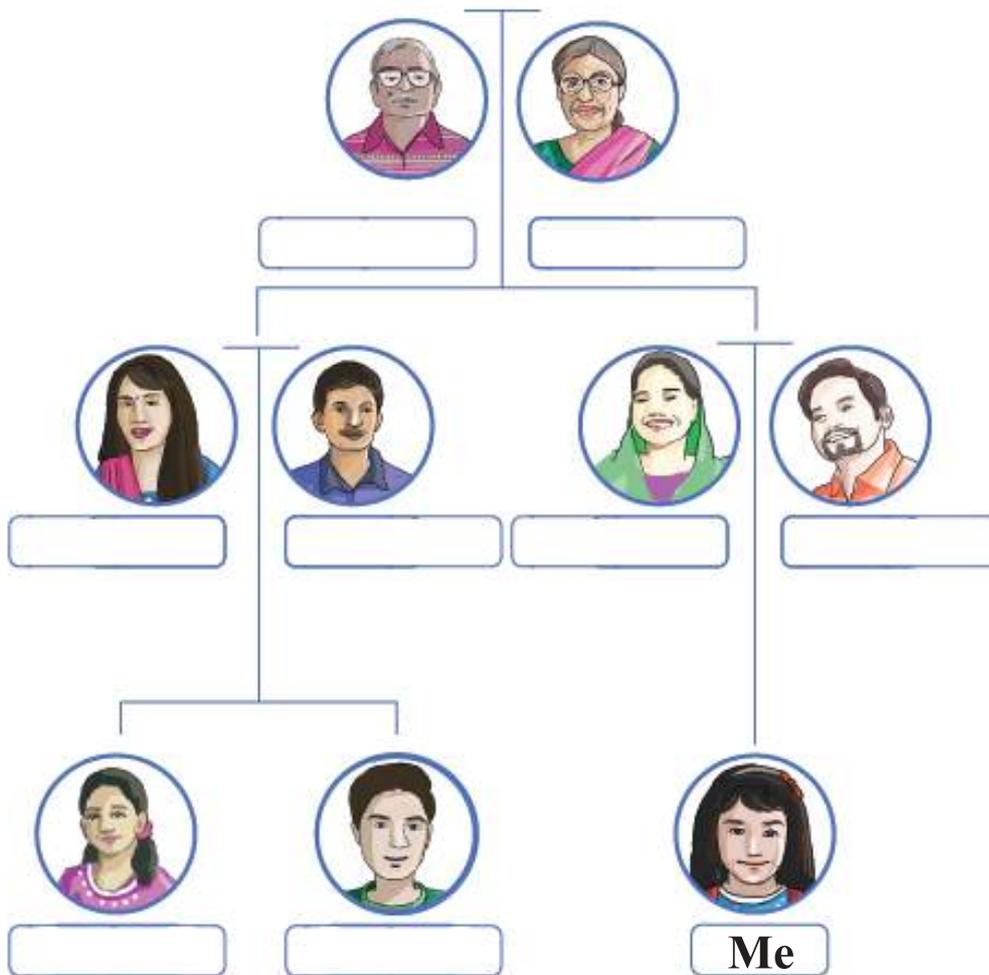
 <p>half past ten</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>

4.3 Look at the digital clock. Tell the time of the clocks.



My Family

1.1 Look at the family tree. Who are they? Guess and label the pictures.



1.2 Here are some family pictures. Does any picture match with your family? If not, draw your family in the blank frame.

a



b



c



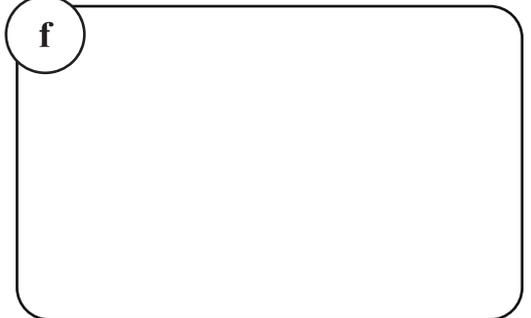
d



e



f



1.3 Read the text.



Rahat and his family live in a small village in Rangpur. Rahat is nine years old. He is in class four. His younger sister is Rita. She is seven years old. She is in class two. They go to Kazipara Government Primary School.



Mr. Rakib Ahmed is Rahat's father. He is 39 years old. He has a grocery shop in the village market.

Mrs. Nasrin Ahmed is Rahat's mother. She is 34 years old. She works at the Upazila Family Planning Centre.



Rahat's grandparents also live with their family. His grandfather Mr. Amir Ahmed is 70 years old. His grandmother is Mrs. Razia Ahmed. She is 64. They stay at home and spend time with their grandchildren. Rahat and Rita often visit their uncle's house with their grandparents. They love to play with their cousins. Their cousins also love them very much.



2.1 Ask and answer the following questions in pairs.

- a) Who is Rita? How old is she?
- b) What is the name of Rahat's father? What does his father do?
- c) Who is Mrs. Nasrin Ahmed? How old is she?
- d) Who are the grandchildren of Amir Ahmed?
- e) Who do Rahat and Rita often visit? What do they do there?

2.2 Match the words of column A with their meaning in column B.

Column A	Column B
a. parents	i. brother of our father or mother
b. uncle	ii. father and mother of our parents
c. grandchildren	iii. father and mother
d. grandparents	iv. children of our uncle or aunt
e. cousin	v. children of one's son or daughter

3.1 Language Focus: Noun

Rahat and his *family* live in a small *village* in *Rangpur*.

In the above sentence, the words *Rahat*, *family*, *village*, *Rangpur* are nouns. A noun is a naming word. It is used for naming a person, an animal, a place, a thing and a group.

For example:

Persons	Animals	Places	Things	Groups
Rahat, Sumi, Nikhil etc.	tiger, lion, cat, dog, pigeon etc.	Savar, Rajshahi, school, village etc.	book, pencil, bottle, shirt etc.	class, family, army etc.

3.1.1 Circle the nouns in each sentence.

- Mahmud is a boy. He lives in Chandpur.
- His grandparents stay at home.
- Rina is his sister. They go to school together.
- I have a pet cat.
- She puts her pen on the table.

3.2 Language Focus: Personal Pronoun

Rahat is nine years old. **He** is in class four. His younger sister is Rita. **She** is seven years old. **They** go to Kazipara Government Primary School.

In the text, the words **He, She, They** refer to Rahat and Rita.

Rahat	he
Rita	she
Rahat and Rita	they

These words are personal pronouns. We use personal pronouns to replace words for people, places or things.

Personal Pronouns	
Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
they	them

Example: He asked **me** to collect books.
The cow give **us** milk.

3.2.1 Rewrite the following sentences using personal pronouns.

a) Sumi goes to school on time. Sumi studies attentively. The class teacher likes Sumi because Sumi works hard.

.....
.....

b) Dhaka is on the bank of the river Buriganga. Dhaka is the capital of Bangladesh.

.....
.....

c) The boy wanted to catch the hen. The boy ran after the hen.

.....
.....

d) Rita and Sumi are cousins. Rita and Sumi live in the same village.

.....
.....

4.1 Write a short composition about your family following the clues. Use nouns and pronouns where necessary.

- Family members
- Place they live in
- What do they do
- How do they help you
- Their leisure time activity

5.1 Listen and recite.

Happy Family

Mummy and daddy love me.

Grandpa and granny love me.

I love my brother, he loves me too.

I love my sister, she loves me too.

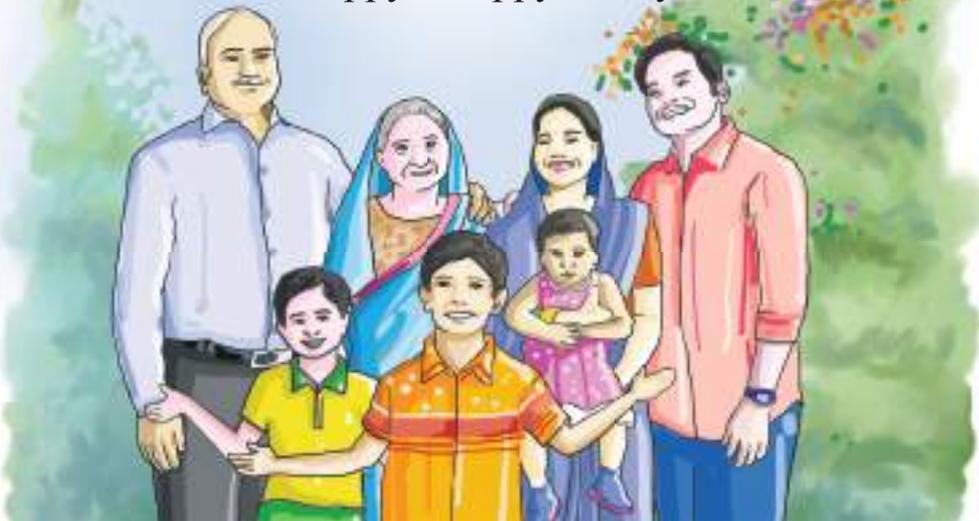
Mummy and daddy, grandpa and granny,

Brother, sister and me.

Together we make a family.

A happy – happy family.

A happy – happy family.



5.2 Recite the rhyme in chorus.

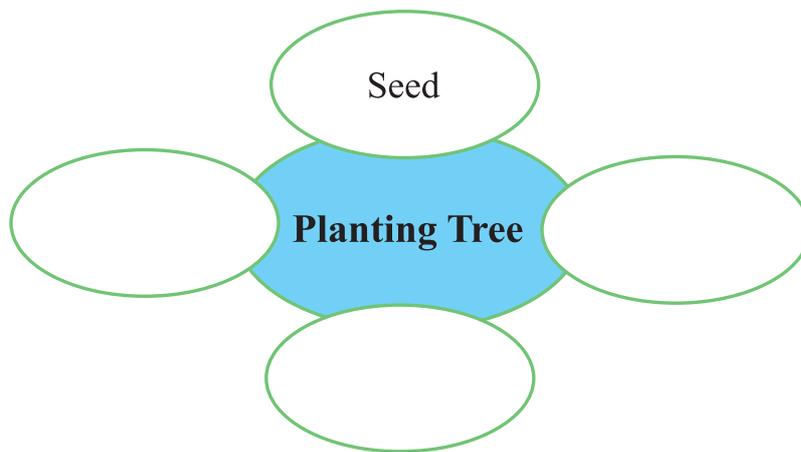
Gardening

1.1 Imagine, you have a garden in front of your house. You grow different plants in your garden. Ask and answer the following questions in pairs.

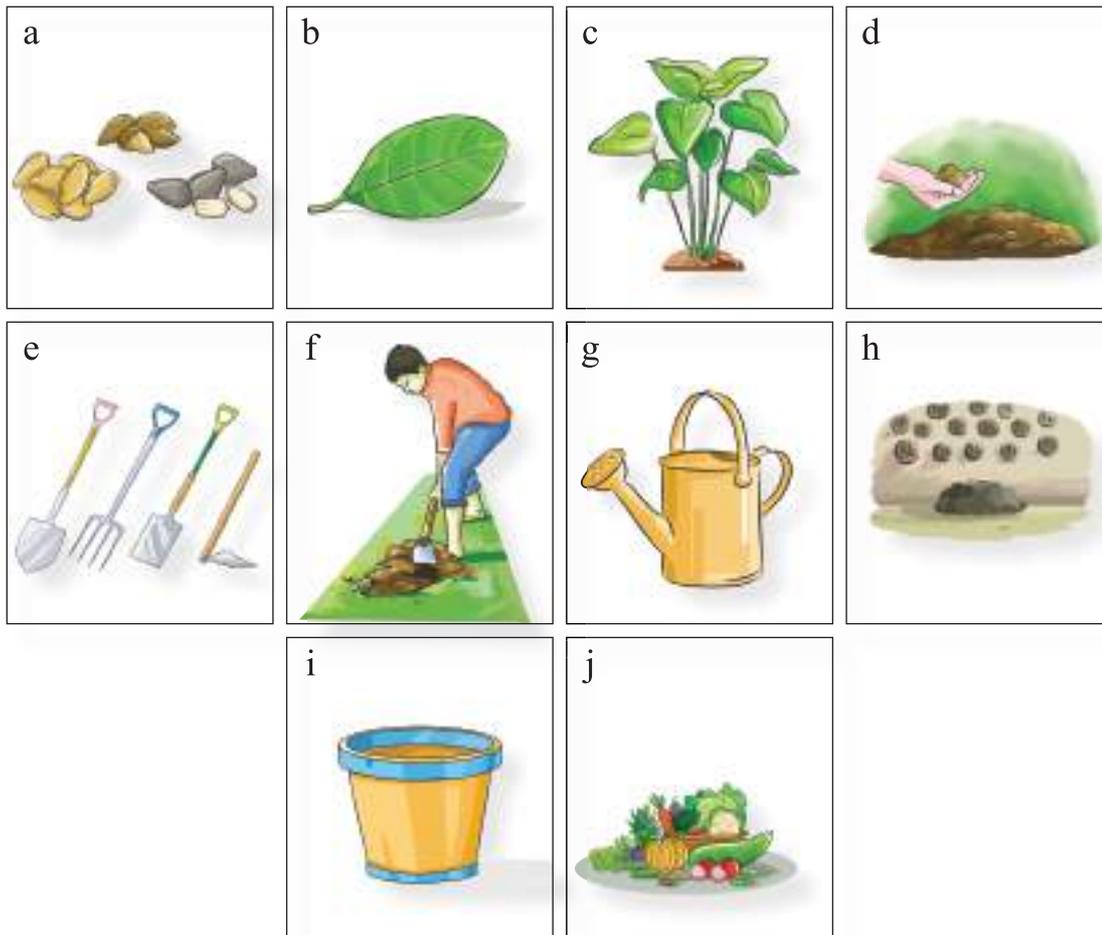


- Do you like gardening?
- What plants would you like to grow?

1.2 What do you use for gardening? Write them in the circles. One is given.



1.3 Look and say.



1.4 Read the text.

Rina wanted to make a garden. She discussed with her father about gardening. They discussed how to use the land in front of their house. Rina was excited. She and her father used a spade to dig the land. They prepared the soil with cow dung. Rina wanted to make the garden colourful. Rina and her father bought different flower plants from a nearby nursery. They also bought some tubs and a watering pot. Then, they planted the flower

plants in the garden. Rina took care of the plants in her leisure time. She also watered the plants early in the morning.

The green plants were growing up. Soon, the flowers were in full bloom. The colourful flowers and butterflies made her family happy. Rina's mother also wanted to grow vegetables in this garden. Rina was pleased to see her mother's interest. They collected some seeds to plant in their garden. Rina helped her mother to grow tomatoes, onions and beans. They picked the vegetables together from the garden. They enjoyed the fresh vegetables in their daily meals. Gardening became their favourite pastime.

2.1 Read the statements and circle the correct word.

- a) To plant a tree in your garden, you need to **dig/grow** the soil.
- b) You can dig the land with a **hammer/spade**.
- c) Someone can buy flower plants from a **nursery/farmland**.
- d) We use a watering **pot/tub** to water the plants.
- e) Gardening can be **an interesting/a boring** pastime.

2.2 Ask and answer the following questions in pairs. Then, write the answers in your exercise book.

- a) Why was Rina excited?
- b) How did Rina's father help her in gardening?
- c) What did they buy from the nursery?
- d) How did Rina help her mother in gardening?
- e) Why was gardening enjoyable for Rina's family?

3.1 Language Focus: Countable and Uncountable Nouns

Look at the following words used in the text.

spade, tubs, pot, nursery, flowers, leaves, butterflies, seeds, tomatoes

These are **countable nouns**. They have singular and plural forms.

Singular	Plural	Singular	Plural
spade	spades	tomato	tomatoes
tub	tubs	leaf	leaves
pot	pots	nursery	nurseries
seed	seeds	butterfly	butterflies

- To make plural, we usually add *s* to the end of a noun.

Examples: book—books; table—tables; key—keys; kite—kites.

- For nouns ending in *ch*, *sh*, *x* or *z*, add *es*. Change *y* to *i* and *f/fe* to *v* then add *es* to make plural. **Examples:**

ch	branch—branches; bench—benches.
sh	dish—dishes; bush—bushes.
x	box—boxes; fox—foxes.
z	fez—fezzes; quiz—quizzes.
y	army—armies; baby—babies; city—cities.
f/fe	leaf—leaves, knife—knives

- Again, look at the words '*land, leisure*' used in the text. These are **uncountable nouns**. You cannot count them, and they have no plural forms.

Examples: water, rice, air, furniture, information etc.

3.2 Language Focus: Opposite Words

Rina told her friends Taslima and Monir about how she enjoyed gardening. After that, her friends also started gardening. Let's know about their garden.



Taslima planted some flower plants in her *small* garden *in front of* her house. Then, she watered the plants regularly. Her flower plants grew fast and bloomed quickly. She was happy to see the colourful flowers.

Monir started a vegetable garden in a *big* land *behind* his house. He planted tomatoes, green leaves and beans. He tried to take care of his garden. But, he watered the plants irregularly. So, the growth of vegetable plants was slow. Some of them faded away. He felt sad to see the vegetable plants dying.



Notice the first two sentences of the two paragraphs.

Here the words *in front* and *behind*, *small* and *big* carry opposite meanings.

These are the opposite words. They are called antonyms.

Examples:

Words	Opposite words	Words	Opposite words
hot	cold	many	few
strong	weak	near	far
short	tall	up	down

3.3 Language Focus: Simple Past Tense

Look at the first two sentences of the text 1.4.

Rina **wanted** to make a garden. She **discussed** with her father about gardening.

Here, the verbs ‘wanted’ and ‘discussed’ used to describe Rina’s past activities.

We use simple past tense to talk about events that happened sometime before. We use the past form of verbs in the simple past tense.

For example:

Regular Verbs	Example
Verb + -ed	want—wanted; discuss—discussed; start—started; help—helped; collect—collected; pick—picked
Verb + -d	agree—agreed; surprise—surprised; arrive—arrived; close—closed

Some verbs do not follow the rule of adding **-ed/-d** at the end to make past forms of words. They are irregular.

Irregular Verbs
buy—bought; keep—kept; take—took; grow—grew; are—were; have—had; become—became

We use the following structure for the simple past tense.

Subject	Past form of verbs	Rest of the sentence
I	visited	the zoo yesterday.
They	went	to the market.

- Examples:
- She **helped** the old man.
 - He **became** captain of the class.
 - She **drew** a colourful picture.

3.1.1 Identify the singular and plural words and put them in the correct column. Then, write their singular or plural form.

class, friends, monkey, wolves, life, bush

Singular	Plural

3.2.1 Read the text again given in activity 3.2. Find out the opposite words. One is done for you.

Words	Opposite words
small	big

3.3.1 Read and write the past form of the verbs. One is done for you.

a) is <u>was</u>	e) run _____	i) say _____
b) wash _____	f) cut _____	j) do _____
c) am _____	g) stay _____	k) eat _____
d) clean _____	h) are _____	l) like _____

4.1 Write a short composition describing what you did in your free time in the last weekend. Use simple past tense in your writing.

A Letter to a Friend

1.1 Discuss in pairs about the following pictures. Which of them have you used for communicating with someone?

a



b



c



d



1.2 Mamun wrote a letter to his friend Hasib describing about his garden. Read the letter on the next page.



First Paragraph

Address

44, Aftabnagar
Badda, Dhaka

Salutation

Dear Hasib,

01 April, 2026

Date

I am glad to hear from you after so many days. You wanted to know how I am spending my free time.

Body

Now a days, I have been busy in my vegetable garden. After school, I spend my free time in the garden. I sowed small seeds in the soil. They have become big now. It is really exciting to watch their growth. You will find various vegetables like- tomatoes, beans, cucumbers etc. in my garden. I water the plants regularly. Soon, we will have ripe red tomatoes ready to pick from the garden.

Closing

Please visit us someday. We can have the fresh vegetables from the garden. Write back soon!

Last Paragraph

Your friend,

Mamun

Name/Signature

1.3 Now, ask and answer the following questions in pairs.

- a) Who wrote the letter?
- b) Who is the letter written to?
- c) How did Mamun greet his friend in the letter?
- d) What is the letter about?
- e) What language did Mamun use in the closing section of the letter?

1.4 Read the letter again. Find out and list the various parts of the letter. One is done for you.

<i>List of the various parts of the letter</i>	
•	<i>Address of sender</i>
•	
•	
•	
•	
•	
•	
•	
•	
•	
•	

2.1 Read the letter again. In pairs, discuss whether the following statements are correct or incorrect.

a) Mamun writes his address and the date at the top left side of the page.	
b) Mamun begins the letter with 'Dear Hasib'. This is 'salutation'.	
c) In the first paragraph, Mamun tells why he is writing this letter to Hasib.	
d) In the body, Mamun asks for a reply.	
e) In the last paragraph, Mamun writes about his garden.	

3.1 Language Focus: Writing a Personal Letter

Follow the instructions given below when you write a letter to someone:

1. Write the address and the date at the top right side of the page.
2. Begin the letter using a greeting or salutation, like 'Dear ...'
3. Your letter should have three paragraphs:
 - In the first paragraph, explain why you are writing.
 - In the second, give some details. This is the body of the letter.
 - In the third, tell what you expect from the receiver or ask for a reply.
4. End the letter with—
 - 'Love' or 'Lots of love' when you are writing to family or a close friend;
 - 'With best wishes' when you know the person quite well;
 - 'Yours sincerely' when you don't know the person very well.

4.1 Now, write a reply to Mamun's letter. Use the following clues.

- Write your address and date.
- In the first paragraph, tell what the letter is about.
- In the body, describe in detail how you pass your free time.
- End the letter by telling Mamun that you want a reply soon.
- Sign your letter.

4.2 Look at the envelope of Hasib's letter. Write Mamun's address on the envelope.

		Stamp
From,		To,
Hasib Ahmed	
C/O Abdul Malek	
South Garjantali	
Ramgarh, Khagrachari	

A Holiday Trip

1.1 Look at the pictures. Do you know the places? In pairs, share what you know about the places.



1.2 Ask and answer the following questions in pairs/groups.

- Have you ever visited a relative's or friend's house or a tourist spot?
- Where did you go?
- When did you go there?
- Who did you go with?
- How did you travel to get there?

1.3 Tarek has recently visited the Safari Park with his parents. He has written a letter to his friend Salma about it. Read the letter.

Lalbagh, Gazipur
18 May, 2026

Dear Salma,

*Hope you are doing fine. I am writing you to share how I **have enjoyed** my holiday.*

*Recently, I **have visited** the Safari Park in Gazipur. My parents were with me. We started our journey early in the morning. After arriving there we collected our tickets at the entry gate. The park authority arranged a minibus with fence to visit around the park. As the bus was moving, we spotted the lions relaxing on the grass. We found the elephants spraying water with their trunks. We saw many colourful birds. I took pictures with the birds.*

*I **have enjoyed** the day. I wish you could have been there with me. I **have written** a short article on my visit. I **have drawn** some pictures as well. My mother **has suggested** to publish it in the newspaper. My father **has printed** some nice pictures of the tour. I **have made** a photo album with them.*

I would love to share with you when you will come. See you soon!

Your friend,
Tarek

A Holiday Trip

2.1 Ask and answer the following questions in pairs.

- Where did Tarek visit with his parents?
- What types of animals did they see in the Safari Park?
- What were the elephants doing?
- How did they visit around the park?
- What did Tarek do after returning from the trip?

3.1 Language Focus: Present Perfect Tense

In the letter, Tarek used the following sentences—

- Recently, I **have visited** the Safari Park with my parents.
- I **have written** a short article on my visit.
- I **have drawn** some pictures as well.

By using the words *have visited*, *have written*, *have taken*, Tarek described some of his recent activities. We use the **Present Perfect Tense** to describe the action that has happened recently.

We use the past participle form of verbs in the present perfect tense. Look at the following examples of past participle form of verbs.

Base form	Past form	Past Participle form
collect	collected	collected
see	saw	seen
go	went	gone
drink	drank	drunk
know	knew	known

We use the following structure for Present Perfect Tense:

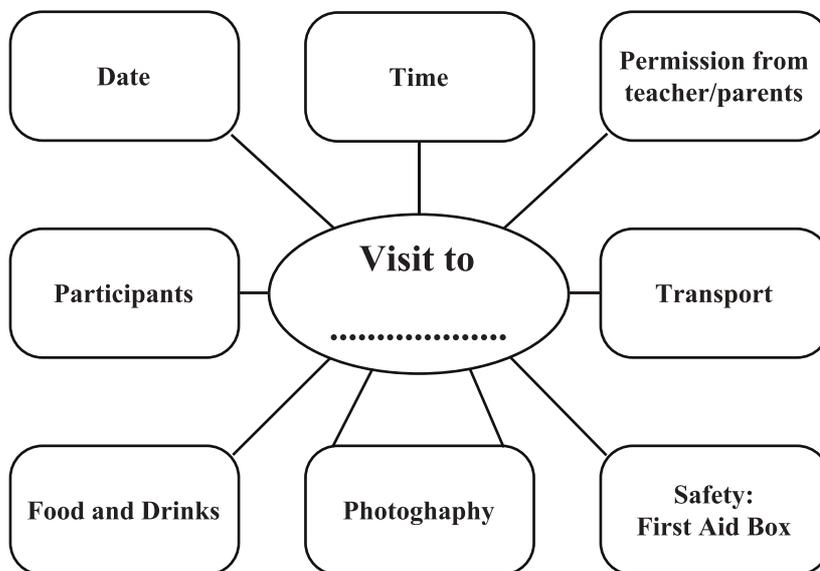
Subject	have/has	Past participle (verb)	Rest of the sentence
I	have	visited	the zoo.
He	has	written	a letter.

- I **have finished** my homework.
- She **has done** her morning exercise.

3.1.1. Complete the following sentences using present perfect tense.

- We _____(find) the pen on the table.
- She _____(invite) all her friends.
- He _____(finish) his work.
- They _____(buy) a toy from the fair.
- The story is interesting. I _____(enjoy) it.

4.1 In small groups, plan a visit to a favourite place near your school. Use the plan organiser below.



4.2 You have visited your favourite place according to your group plan. Now, describe how you have planned this trip following the cues. Use present perfect tense where needed.

- a) What date have you decided to visit?
- b) When have you decided to start your journey?
- c) Who have you invited to join?
- d) Who has arranged the transport?
- e) Who has distributed food and drinks?
- f) What things have you taken for safety?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

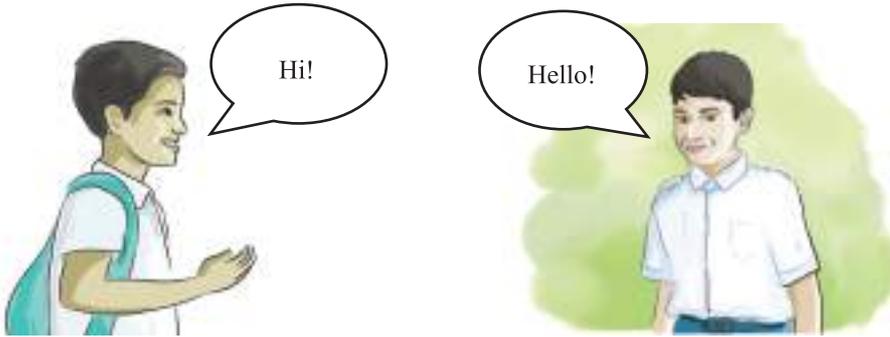
.....

.....



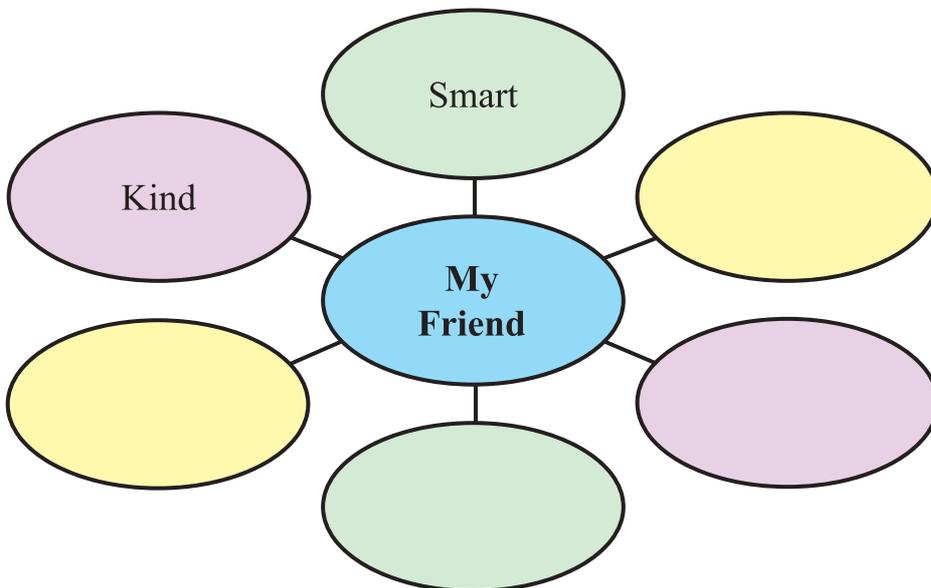
Making Friends

1.1 Ask and answer the following questions in pairs.



- How do you greet your friend?
- What expressions do you use to agree on something?
- How do you usually end your conversation?

1.2 Write the words in the boxes that describe the qualities of your friend.



1.3 Listen and read the dialogue.

Rubel and Rajib are in the playground. They found a new boy sitting at a corner. They wanted to take him in their team and make him their friend.

Rubel : Rajib, have you noticed the boy sitting alone there?

Rajib : Yes, let's go and talk to him.

Rubel : Hello! I'm Rubel. What's your name?

Biplob : I'm Biplob. We have recently moved to this area.

Rajib : Nice to meet you, Biplob. I'm Rajib.

Biplob : Nice to meet you all.

Rubel : We are playing football. Would you like to join us?

Biplob : Oh, I'm not very good at football.

Rajib : Don't worry, Biplob. We can show you some tricks.

Biplob : Well, that sounds great!

Rubel : We'll be playing a friendly match tomorrow.

Rajib : I'm sure you'll enjoy.

Biplob : Thank you. I hope it'll be a great fun. Thanks for being my friend.

Rajib : You are welcome. See you tomorrow.

2.1 Read the following language expressions.

In the conversation, Rubel and Rajib used different language expressions to make Biplob their friend.

- *Hello!*
- *Let's go and talk to him.*
- *What's your name?*
- *Nice to meet you.*
- *Would you like to join us?*
- *We can show you some tricks.*
- *Well, that sounds great!*
- *Thanks for being my friend.*
- *Thank you.*
- *See you tomorrow.*

By using these language expressions, Rubel and Rajib showed politeness to Biplob and made him their friends.

2.2 Read the conversation in Activity 1.3. What types of language expressions did they use? The first two are done for you.

Greet and reply	Hi! / Hello!
Getting to know each other	What's your name?
Making Plans	
Agree or accept	
Closing	

3.1 Language Focus: Forms of Request

When we meet someone and become friends, we use different language expressions. These are—

Greeting	Hi! / Hello!
-----------------	--------------

Introducing	This is (friend's name).
	I'd like you to meet (friend's name).
	My name is (your name).

Getting to know each other	Where are you from?
	Do you have any siblings?
	What's your favourite (movie/food/subject)?
	How do you pass your leisure?

Making Plans	Asking	Do you want to? Are you free to? Would you like to?
	Suggesting	We could How about? Let's?
	Agreeing	Sounds good! I'd love to! Sure!

**Disagreeing
(politely)**

Thanks, but I have to...

I'd love to, but I can't because...

Maybe next time.

I can't do that today, but maybe we can...

**Showing
Positivity**

Thanks for joining us.

Sounds good.

Let's do it.

Wow!

That's great!

**Ending
Conversations**

Thanks for joining us.

It was nice talking to you.

See you later.

See you tomorrow.

Bye.

3.1.1 Complete the conversation with appropriate language expressions.

Anika and Parvin are going to play football after the school time. They find Nipa, the new student, sitting alone in the classroom.

Anika : _____, Nipa. We are going to play football, do you want to _____?

Nipa : Well, I'm not very good at passing ball.

Parvin : Don't worry, Nipa. We will _____ you. It's all about having fun.

Anika : We can show you the techniques.

Nipa : _____, let me try.

Parvin : That's _____. We are so _____ to have you as a friend.

Anika : See, you are good at passing ball.

Nipa : _____! This is fun. I have enjoyed a lot.

Parvin : Oh, play time is over.

Anika : We will play tomorrow again, Nipa.

Nipa : _____ tomorrow.

Anika and Parvin : _____.

4.1 Imagine, a new student has joined your class. You want to make him/her your friend. Act out the dialogue in pairs. Use the expressions that you have learnt in activity 3.1.



1.1 Ask and answer the following questions.

- Have you ever planned for anything?
- Who have you planned with?
- What is the plan about?

1.2 The following dialogue is about Joseph and his friend's plan for visiting the book fair. Read the conversation aloud.

Joseph : There's a book fair starting this weekend, Rajib. Are'nt you excited to visit there?

Rajib : Yes, of course. First, we need to convince Taposi and Biplob to join us.

Joseph : The book fair begins this Saturday. Would you like to join us?

Taposi : Sounds great! Hopefully, I'll join you.

Biplob : A book fair? I'm not sure. Maybe next time!

Rajib : Next time? Biplob, you can't miss this. Many stalls will display story books, comics and magazines there.

Joseph : We'll enjoy a lot. You can see and buy new books that you like most.

Biplob : Okay, I'm in.

Taposi : Me too.

Rajib : Great! **First**, we'll meet at the park on Saturday morning. **Next**, we'll go straight to the fairground. **Then**, we will walk around the book stalls and find the new books we like. **After that**, we will sit together and have some snacks. **Finally**, in the evening, we'll leave the fairground.

Joseph : Sounds like a perfect plan, Rajib!

Rajib : Thanks. Get ready for visiting the book fair, Taposi and Biplob.

Taposi : Sure, hope, it will be an enjoyable weekend for us.

Biplob : See you all on Saturday then.

2.1 Read the conversation again. Identify and write the words that Rajib used to describe the sequence of their planned activities. One is done for you.

First,

2.2 Answer the following questions.

- Where did they want to visit on the weekend?
- Why were they excited?
- Who did not want to join the book fair at first?
- What did they plan to do at the book fair?
- Why did Biplob think it would be an enjoyable weekend?

3.1 Language Focus: Telling the Sequence

In the conversation, Rajib used the words *First, Next, Then, After that, Finally* to describe the sequence of their planned activities at the book fair.

When we talk about a planned activity or event, we use the words **First, Next, Then, After that, Finally** to tell the sequence.

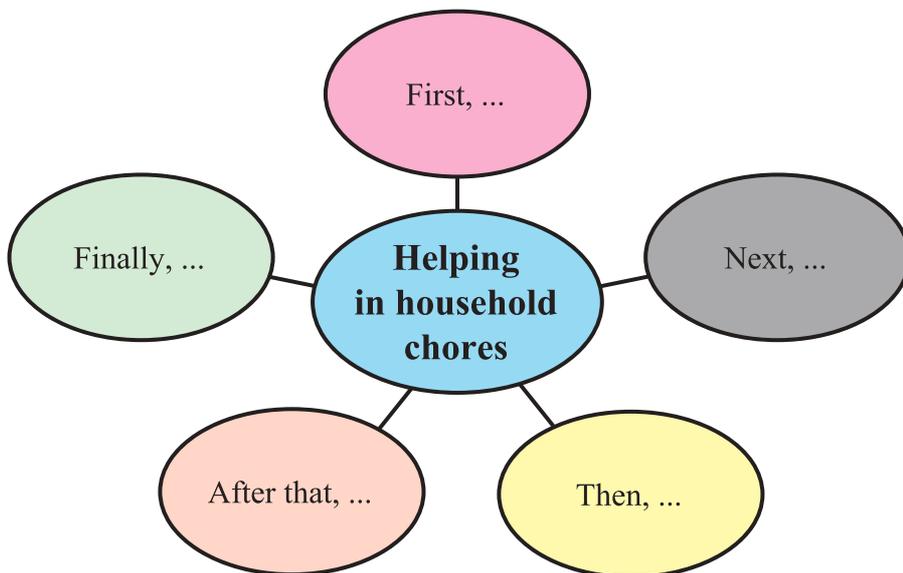
Example: **First**, I wake up early in the morning. **Next**, I brush my teeth. **Then**, I have my breakfast. **After that**, I wear my school dress. **Finally**, I get ready at 8 a.m. for school.

4.1 Fill in the blanks with appropriate words from the box.

then, next, first, finally, after that

Our annual sports day is very close. We need to start making preparation for a successful event. _____, we will make some volunteer groups to arrange this sports event smoothly. _____, we will invite our teachers and other guests to present at the event. _____, we will inform all the students and encourage them to participate on time. _____, we will work with volunteer groups to decorate the playground with colourful balloons. _____, we will buy some prizes for the winners.

4.2 Suppose, you helped your mother in household chores last weekend. Describe how you helped your mother using the following clues.



5.1 Look and read.

After visiting the book fair, Biplob wanted to read more books. He wanted to get books from his school library. Only members of the library can borrow books. So, Biplob wanted to become a member. First, he collected a membership form from his class teacher. Then, he wrote his information on the following form.

Mirpur Government Primary School	
Library Membership Form	
Photo	
Name	: <u>Biplob Barua</u>
Father's Name	: <u>Sajal Barua</u>
Mother's Name	: <u>Konica Barua</u>
Date of Birth	: <u>04 January 2016</u>
School Name	: <u>Mirpur Government Primary School</u>
Class	: <u>Four</u>
Section	: <u>A</u>
Roll	: <u>9</u>
Home Address	: <u>Barua Bari, ward-3, Mirpur.</u>
Guardian's Contact no	: <u>+8801*****</u>
Date: <u>04.08.2026</u>	<u>Biplob Barua</u> Signature

After that, he gave the membership form back to his teacher. The teacher said that it was okay. Finally, he received the membership card. Now, he can borrow books from the library. He is very happy that he can read books of his choice.

5.2 Kaniz wants to attend the Junior English Olympiad this year. Now, complete the application form using Kaniz's information given in the box.

Kaniz Fatema is a student of class four. She is a student at Rampura Government Primary School. She is in Section A and her roll number is 12. Her parents' names are Abdul Karim and Sharmin Akhter. Her date of birth is 29th December 2016. She loves watching cartoons in her free time.

Photo	<h3>Junior English Olympiad</h3> <h3>Application Form</h3> <hr/>
Name	: _____
School Name	: _____
Class	: _____
Section	: _____
Roll	: _____
Father's Name	: _____
Mother's Name	: _____
Date of Birth	: _____
Hobby	: _____
Date: _____	_____ Signature

5.3 Suppose you want to become a member of the science club of your school. Complete the membership application form by giving your information.

Photo Government Primary School
	Science Club
Membership Application Form	
Name	: _____
School Name	: _____
Class	: _____
Section	: _____
Roll	: _____
Father's Name	: _____
Mother's Name	: _____
Date of Birth	: _____
Hobby	: _____
Date: _____	Signature _____

Poem: Tears of the Earth

- 1.1 Let's go for a walk in the nature around your school campus. Observe and take notes what you see.
- 1.2 Now, discuss the following questions with your friends.
 - a) What did you see around your school campus?
 - b) How did you feel when you were walking?
- 1.3 Read and recite.

Tears of the Earth

Abdullah Al-Mamun

Once the river was clear and bright,
Now hides its tears from sunny daylight.
The sky seems dim, the soil has sore,
The trees can't dance just like before.

The birds aren't seen near, the flowers get fade,
In smoky air with heavy dark shade.
The ocean cries loud because of pain,
With a lot of waste instead of rain.

But a small effort can make it right,
That can give us a beautiful sight.
Let's love our earth, both land and sea,
And make it safe for you and me.

2.1 Ask and discuss in pairs.

- a) Why is the earth crying?
- b) What changes do we see in nature according to the poem?
- c) What can we do to save the earth?

2.2 Read the poem again and match the words with their meanings. One is done for you.

Word	Meaning
hide	trying hard to do something
sore	something having a lot of weight
fade	keeping something secret
heavy	becoming less bright
instead	painful or hurting
effort	choosing one thing over another

2.3 Make sentences using the following words.

Hide :

Sore :

Fade :

Heavy :

Instead:

Effort :

Poem: Tears of the Earth

3.1 Language Focus: Rhyming Words

Rhyming words are two or more words that have the same ending sound. Examples:
 pain – rain right – sight fade – shade sea – me

4.1 Identify the rhyming words in the poem and make a list of them. One is done for you.

- | | |
|-----------------|----------|
| a) clear – tear | b) |
| c) | d) |
| e) | f) |

4.2 See the pictures of a 'Happy Earth' and a 'Sad Earth'. Write two actions that can make earth happy and sad.



Happy Earth



Sad Earth

- | | |
|----------|----------|
| a) | a) |
| b) | b) |

4.3 Work in groups. Make a poster titled **Promise to the Earth**. Each student will write a promise that he or she will do to make the Earth smile.



Environment Pollution

1.1 In pairs, discuss what you see in the pictures.

a



b



c



d



1.2 Read the text.

Nusair and Samin are two friends. They go to Armanitola Government Primary School located in old Dhaka. Every morning, they walk to school along the river Buriganga.

On their way, they see people throwing trash and waste into the river. Dirty water from drains also flows into it. The river water looks black and smells bad. They know this water is polluted. It is not safe for the fish, the plants or for people. Nusair and Samin feel sad and wonder, "Why do people make the river so dirty?"

As they walk, many cars and buses pass by. They see black smoke coming from the vehicles. This smoke pollutes the air. Breathing this polluted air can make people sick. The vehicles also honk their horns very loudly. It hurts their ears. Very often, they cover their ears with their hands. They feel uneasy for this sound pollution. They ask each other, "Why are the vehicles so loud?"



Nusair and Samin know that the world around us is very important. Clean air and water help us stay healthy. However, living a healthy life becomes impossible when people pollute the air, water, and make too much noise.

They make a promise to each other. They will do their best to keep their environment clean and peaceful for everyone.

2.1 Write True or False for each statement.

- a) Loud horn causes sound pollution.
- b) People should throw waste in the water.
- c) Breathing polluted air can make us sick.
- d) Car and bus horns cause air pollution.
- e) People are responsible for environment pollution.

2.2 Discuss in pairs and answer the following questions.

a) How does water pollution happen?

.....

b) How does air pollution happen?

.....

c) How does sound pollution happen?

.....

3.1 Language Focus: Present Continuous Tense.

Present Continuous Tense talks about actions that are happening now.

We are **polluting** our environment. (The process of environment pollution is happening. That is why we can express it in present continuous tense.)

Examples:

Subject	am/is/are	Verb+(ing)	Rest of the sentence
I	am	reading	a book.
She/He	is	drawing	a picture.
You/We/They	are	playing	outside.

3.1.1 Use present continuous tense in the following sentences.

- a) Black smoke of vehicles is (pollute) the air.
- b) Some people are (throw) trashes on the ground.
- c) Careless bus drivers are (make) loud noises by using horn.
- d) We are (destroy) our environment day by day.

4.1 Write a short composition on environment pollution.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

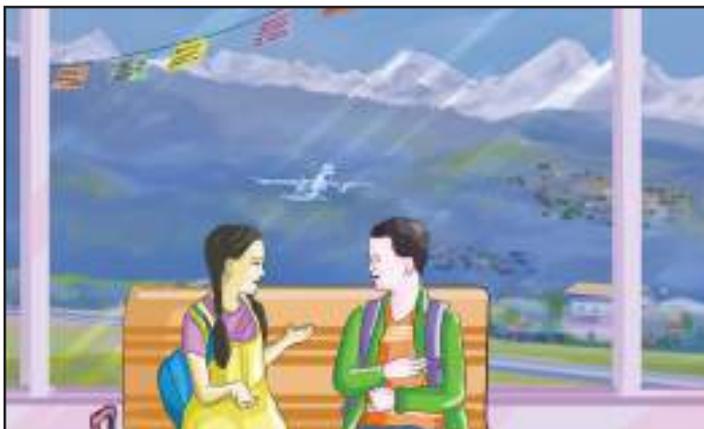
4.2 Work in groups. Make a poster on how you keep our environment safe. Then present your poster in the class.



Talking with a Nepalese Boy

1.1 Listen and read the conversation between Zarin and Biraj.

Last year Zarin visited Nepal with her parents. At the airport, she met Biraj Thapa.



Biraj : Hello, I'm Biraj. What's your name?

Zarin : My name is Zarin. Are you visiting Nepal?

Biraj : No, I live in Nepal. Where're you from?

Zarin : I'm from Bangladesh. I came to know about Nepal from my English teacher.

Biraj : Really! What did your teacher say?

Zarin : He said that Nepal is a beautiful country. There are 1310 mountains in Nepal.

Biraj : Yes. Besides, Nepal has the highest mountain in the world. It's Mount Everest. A lot of foreign tourists visit Nepal each year to see it. Some of them also come here to climb Everest.

Zarin : I also learnt about Kathmandu. It's the capital of Nepal, isn't it?

- Biraj : Yes. You can see many old and large temples in Kathmandu.
- Zarin : Thanks for your suggestion. Do you visit them often?
- Biraj : I visit them during different festivals. We've a lot of festivals.
- Zarin : I love festivals. What's your favourite festival?
- Biraj : It's called *Dashain*. It lasts for 15 days. We sing, dance and eat a lot. We also fly kites, put on *tika* on our foreheads. We visit family and friends.
- Zarin : It sounds wonderful. My parents are calling. I should go now. It was nice talking with you.
- Biraj : Same here. Enjoy your stay in Nepal.
- Zarin : Thank you. Good bye.
- Biraj : Oh, sure. Bye.

2.1 Read the dialogue again. Put tick (✓) mark on the correct meaning of the words.

Words	Meaning
a) to climb	i) to go below ii) to go up
b) visit	i) to live in a place ii) to go to see someone or something
c) tourist	i) a person who visits a place ii) a person who stays at home
d) festival	i) a day of sadness ii) a day of celebration

2.2 Write the answers of the following questions.

a) Where did Zarin go with her parents?

.....
.....

b) What is the highest mountain in the world?

.....
.....

c) What is the most popular festival in Nepal?

.....
.....

d) Why do many foreign tourists visit Nepal each year?

.....
.....

e) If you had a chance to visit Nepal, what activities would you love to do?

.....
.....

3.1 Language Focus: Adjective

Look at the sentence— *Nepal is a beautiful country.*

In this sentence, the word ‘beautiful’ describes the noun ‘Nepal’.

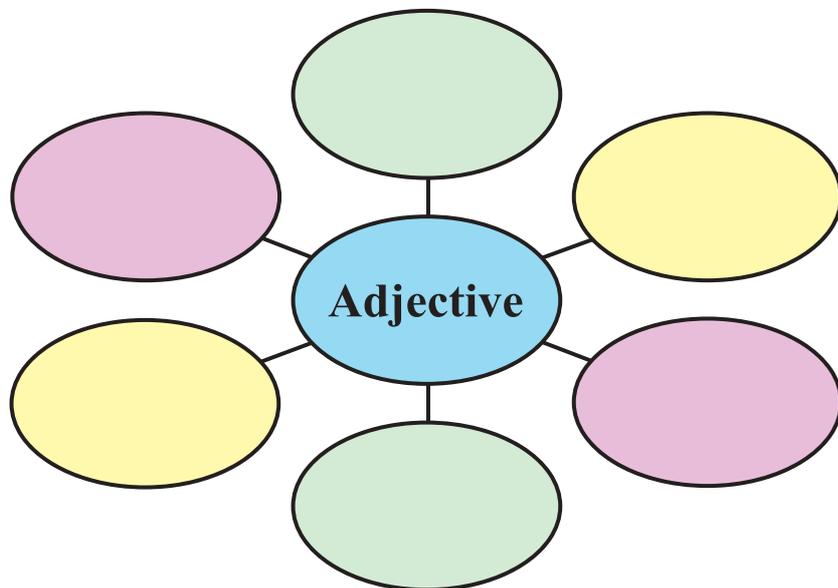
Here, ‘beautiful’ is an adjective.

An adjective is a describing word. It usually describes a noun or pronoun.

Examples:

- a. Kathmandu is a **big** city.
- b. There are many **high** mountains in Nepal.
- c. Nepal has **beautiful** temples.

3.1.1 Identify the adjectives from activity 1.1. Write them in the circles.



4.1 Language Focus: Making Question

In the conversation, Zarin and Biraj used the following expressions to ask questions to each other.

- *Are you visiting Nepal?*
- *Where are you from?*

Are you visiting Nepal? – In replying to the question, you will say ‘Yes’ or ‘No’. This is a **Yes/No question**.

Examples:

- Is Nepal a small country?
- Do you love travelling?
- Is Mount Everest the highest mountain in the world?

Where are you from? – In replying to the question, you cannot say ‘Yes’ or ‘No’, you need to answer by providing relevant information. This is a **Wh-question**. Usually, this type of question starts with words (what, where, when, why, who, which, how) and the answers of these questions are long.

Examples:

- What did your teacher say?
- Where are you coming from?
- When is your birthday?
- Why do you like playing football?
- Who do you play with?
- Which food do you like to eat?
- How old are you?

4.2 Make questions for the following responses. One is done for you.

- a. Question: Is Nepal a beautiful country?
Response: Yes, Nepal is a beautiful country.

- b. Question: ?
Response: Yes, *Dashain* is a famous festival in Nepal.

- c. Question: ?
Response: Yes, I love mountains.

- d. Question: ?
Response: Yes, Kathmandu is the capital of Nepal.

- e. Question: ?
Response: My mother tells me to bring water.

- f. Question: ?
Response: Razib comes from Dhaka.

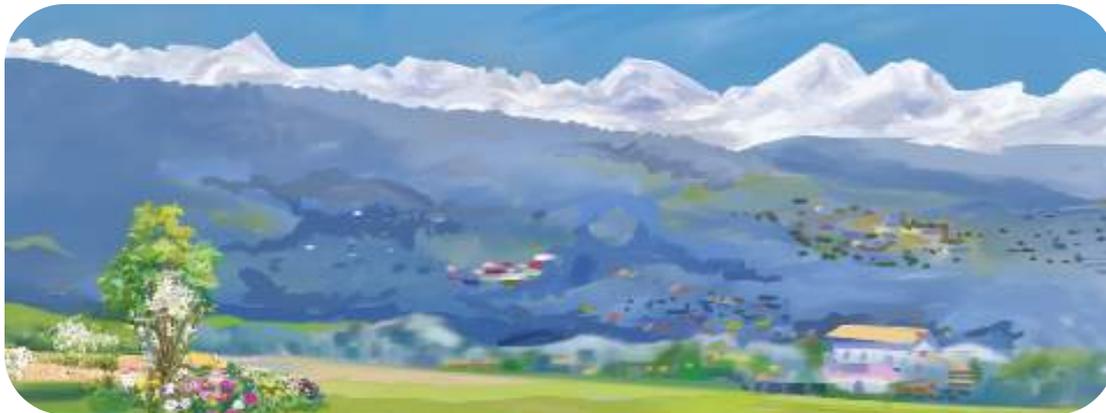
- g. Question: ?
Response: I arrive at school at 9 a.m.

- h. Question: ?
Response: I like eating *khichuri*.



The Land of Mountains

1.1 Look at the picture and say what you can see.



1.2 Read the text.

Nepal is a land of beauty. It is a country of mountains, hills, lakes, forests, and temples. It is famous for its high mountains such as Mount Everest, Mount Annapurna, Mount Manaslu, Mount Daulagiri etc. Mount Everest is the highest mountain in the world. Sir Edmund Hillary and Tenzing Norgay were the first to successfully reach the summit of Everest in 1953. Besides mountains, Nepal has lovely lakes. One of the most famous lakes is Phewa Lake in Pokhara. You can ride on boats on the lake. The reflection of the mountains in the clear water will make you happy.

Nepal also has green forests filled with trees, animals and colorful birds. In Chitwan National Park, you can see elephants, rhinos and even tigers.

The Land of Mountains

In the capital city, Kathmandu, there are many old buildings, palaces and temples. They are very colourful.



Nepalese like to dance and enjoy music in most of their festivals. They take a variety of foods during festivals. Nepal is truly a wonderful country.

2.1 Read the text again and complete the information table. One is done for you.

Things to see in Nepal	Information
mountains	Mount Everest, Mount Daulagiri
lakes	
forest	
temples	

2.2 Discuss the following questions in pairs.

- What animals can be seen in Chitwan National Park?
- Why is Phewa Lake attractive to the tourists?
- Why should one go to visit Nepal?

3.1 Language Focus: Use of Punctuation Marks

Uses of capital letter and full stop (.)

Sentence always starts with a capital letter. Names of person and place also start with a capital letter. We use the full stop (.) to end statements.

Examples: My name is Udoy. I am from Jashore.

Use of comma (,)

When we write a list of different items in a sentence, we use commas. We join last two things in the list with and/or.

Example: Nepal is a country of mountains, hills, lakes and temples.

Use of question mark (?)

When we want information, we ask a question. We use a question mark at the end of sentence.

Examples: Where do you live? Do you like it?

3.1.1 Use capital letters and punctuation marks (full stop, comma, question mark) in the following sentences correctly.

- a) my name is masud
- b) i want to buy apple orange and banana
- c) shanta do you like coconuts
- d) i am from sylhet
- e) i like green red and blue dresses
- f) where are you coming from
- g) yes she is a wonderful teacher

4.1 Look at the pictures and discuss in groups. Write two sentences for each tourist place. The first one is done for you.



Ahsan Manzil

Ahsan Manzil is located in Dhaka. Nawab Sir Salimullah lived in Ahsan Manzil.



Cox's Bazar

.....
.....
.....
.....



The Sundarbans

.....
.....
.....
.....



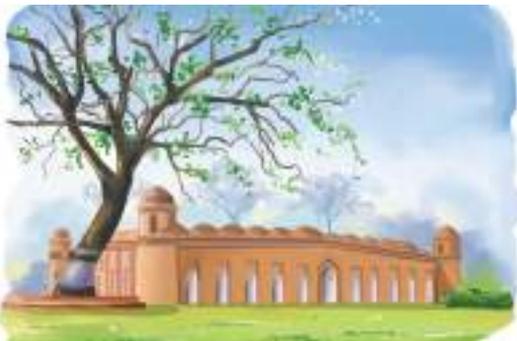
Bandarbans

.....

.....

.....

.....



Shat Gambuj Mosque

.....

.....

.....

.....

4.2 Write a short composition on your favourite tourist spot in Bangladesh.

Caring for Others

1.1 Listen and read the dialogue between Abid and Neelima.



Abid : Hey Neelima, Good afternoon. How're you?

Neelima : Good afternoon. I'm fine. How're you?

Abid : I'm feeling sad. Today morning, I saw some people in need. They're living on the streets. Can't we help them?

Neelima : I've also noticed there are people in need around us. They've shortage of food and clothes.

Abid : We should do something for them. Neelima, what can we do?

Neelima : We can start by collecting clothes and food for them.

Abid : That's a good idea. We can also ask our friends and relatives to help them.

Neelima : Good plan! We can also make posters to encourage others.

Abid : Once we collect everything, we can give these things to them. These things can make their life easier.

Neelima : Yes, we can also talk to them and make them feel that we care for them. We have to be kind to the people in need.

Abid : I like that idea. We can make a difference by doing it.

Neelima : You are right. Together, we can bring some joy to their lives and make them happier. Let's work together.

1.2 Rearrange the words and make appropriate sentences. One is done for you.

- a) Should for something we do them.

We should do something for them.

- b) Poor saw I people some.

_____.

- c) To we lives bring can joy bring their.

_____.

- d) Difference a can kindness make.

_____.

- e) Can do what we?

_____.

1.3 Write the answers to the following questions.

a) Why is Abid feeling sad?

.....
.....
.....

b) How can we help the people in need?

.....
.....
.....

c) How do you show kindness to the people in need?

.....
.....
.....



2.1 Read the story.

Kindness Shines



Once upon a time, there was a little girl. She lived with her mother in a little house in the woods. They were always happy. One day, the mother grew very ill. “I must drink clean and cold water,” the mother cried. She was very weak and thirsty. It was a dark night and there was no one near to



ask for water. So, the little girl took her a glass and a jar. Then, she went to a spring to bring water for her sick mother. She ran a long way through the woods. So, she became very tired. She filled her jar at the spring and started coming back home.



It was not easy to carry a jar full of water. Moreover, there were stones on the way. So, she was having problems walking in the dark night.

All of a sudden, she felt a warm touch on her hand and she stopped. It was a dog. It was dying of thirst. It was following her for water.

The girl looked at her jar. There was a little water in it. She gave water to the thirsty dog to drink. The dog became happy. At that time, she saw a wonderful thing. The jar was changed to a silver jar with more water in it than before.



The little girl began to walk again. She was walking very fast because her mother was waiting for the water. Suddenly, she met an old woman. The old woman looked at the little girl with smile. She was begging for cold water.



The girl's mother once told her to be kind to the helpless people. So, she gave water to the old woman. When the old woman started to drink water, the jar was turned into a gold jar with sparkling water.



The road was very long. The little girl hurried on. She was tired and she became very weak. She needed water, but she did not drink. She had already given the water to the thirsty dog and the old woman. Her mother would need the rest of the water. She walked fast again.



After a few minutes, the girl reached home and gave the water to her mother. Her mother drank water and quenched her thirst.

Then, the girl saw the greatest wonder in her life. The gold jar was turned into a diamond jar full of shining gems.



It shines every night. It reminds the little children how a little girl showed kindness to help others.



2.2 Read the story again. Match the words with their meanings. One is done for you.

Word	Meaning
woods	to fulfil thirst
spring	shining brightly with flashes of light
sparkling	precious stones
gem	a large area covered with trees
kindness	a place where water flows out from the ground
quench	caring for others

2.3 Write the answers of the following questions.

a) Why did the little girl go to the spring?

.....
.....
.....

b) What challenges did she face on her?

.....
.....
.....

c) Who did the little girl help first?

.....
.....
.....

d) What happened to the jar after she helped the dog and the old woman?

.....
.....
.....



e) How did the jar look like at the end of the story?

.....

.....

.....

3.1 Language Focus: Past Continuous Tense

Look at the following sentences used in the text.

- She **was walking** very fast.
- The old woman **was begging** for cold water.

The sentences talk about past activities. These are past continuous statements. We use the past continuous to talk about actions happening at a specific time in the past.

The structure of Past Continuous Tense:

Subject	was/were	verb+(ing)	Rest of the sentence
I/He/She	was	walking	to school.
It	was	raining	all day.
You/We/ They	were	playing	football.

3.1.1 Complete the sentences with the correct form of the verb in the brackets. Use the past continuous tense.

- a) The boy _____ his mother. (help)
- b) Lily and her father _____ book at 9 o'clock in the evening.
(read)
- c) The boy _____ to his mother. (talk)
- d) She _____ at the library. (study)
- e) They _____ breakfast together in the morning yesterday.
(have)

4.1 Project work: In groups, make one poster that will encourage people to help others.

The End

Academic Year 2026, Ibtedaie Class Four–English

Honesty is the best policy.



National Curriculum and Textbook Board, Bangladesh

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