

ENGLISH FOR TODAY

Class Five



National Curriculum and Textbook Board, Bangladesh

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

English for Today

Class Five

(Experimental edition)



National Curriculum and Textbook Board, Bangladesh

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Preface

Primary 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 primary education. One of the major goals of primary 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 scope and inclusivity of primary 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 primary 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 Five 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 primary 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 Five 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 প্রাথমিক স্তরের পঞ্চম 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।

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At the Library

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



- a) Have you ever gone to a library?
- b) What do you do in the library?
- c) What kind of books do you like?

1.2 Read and act out.

Rina and Omar are in the public library. They have come to the library to read books. Today, they have seen a new girl in the library. She is looking for some books on the bookshelves. On their way back home, they become introduced and have a conversation.

Rina: Hello! My name is Rina. Are you new here?

Rupa: Hi! I'm Rupa. My family has just moved to this neighbourhood.

Omar: Hi Rupa! I'm Omar. It seems you like reading books.

Rupa: Yes, I love reading books.

Rina: What kind of books do you like to read?

At the Library



Rupa: I love to read storybooks. What about you, Omar?

Omar: I enjoy reading biographies of famous people.

Rupa: That sounds wonderful! Would you like to share your choice, Rina?

Rina: Sure! I find science fiction very interesting.

Rupa: Yes, I'm also fond of reading science fiction.

Rina: Have you borrowed any books today?

Rupa: No, I couldn't. I am waiting for the library card.

Rina: It is nice meeting you, Rupa.

Rupa: Pleased to meet you, too. Will you come to the library tomorrow?

Omar: Yes, hopefully after school we will be here.

Rina: Great! See you tomorrow, Rupa and Omar.

2.1 Pairwork. Ask and answer the questions.

- Where are Rina and Omar?
- Why do they go there?
- Who is the new person there?
- What kinds of books Rina and Omar like?
- What is Rupa's choice about reading book?

3.1 Language Focus: Stressed Syllables

Look at the words used in the dialogue:

neighbourhood, tomorrow, enjoy, famous, biographies, fiction, wonderful, hopefully

Some syllables are stressed when you say the words. The stressed syllables are marked in capital letters below. Now, say the words aloud.

en-JOY

FIC-tion

FA-mous

WON-der-ful

HOPE-ful-ly

to-MORR-ow

bi-o-GRAPH-ies

NEIGH-bour-hood

3.1.1 Clap your hands when you say the stressed syllables.

APP-le

TEA-cher

BIRTH-day

PIC-nic

po-TA-too

ba-NA-na

re-MEM-ber

com-PU-ter

to-DAY

thir-TEEN

THIR-ty

de-CIDE

At the Library

3.2 Language Focus: Stressed Words

When we speak, we often say some words in a sentence a little louder or with more emphasis. These are **stressed words**. They help us understand the part of the sentence emphasised.

Now, read these sentences from the story. The **stressed words** are marked in bold.

Stressed words in sentences	The bold word...
My family has just moved to this neighbourhood.	tells time of something happened
I love to read storybooks .	tells what kind of books
What kind of books do you like?	asks about your choice
I find science fictions very interesting.	tells favourite kind of book
Will you come to the library tomorrow ?	asks about when

3.2.1 Read the sentences below using stress on the bold words:

- Do you like **ice-cream**?
- We play **football** every day.
- She has a **red** bicycle.
- Are you **ready** for the test?
- I study in class **five**.

3.2.2 Language Focus: Going up and down of our Voices

Our voices go up (↗) or down (↘) when we talk. Look at the following sentences used in the conversation.

• Hello! • Are you new here? • Have you borrowed any book? • Will you come to the library tomorrow?	• Hi • Yes, I am. • No, I couldn't. • Yes, I will
In these sentences, our voices go up (↗). Usually, our voices go up for • Greetings • Questions which you can answer with yes or no	When we answer these questions, our voices go down (↘).

Again, look at the following sentences used in the conversation:

- What kind of books do you like to read?
- What about you, Omar?

In these sentences, our voices go down (↘).

Usually, our voices go down for

- Statements
- Questions begin with Who, What, When, Where, Why and How.

At the Library

3.3.1 Say the following sentences aloud. Does your voice go up or down at the end? Write in the blank box. Then, ask your friend to check. One is done for you.

Sentences	up or down
My name is Rina.	down (↘)
Are you new here?	
What about your hobby?	
I enjoy painting colourful pictures.	
Can you speak English?	
Good morning.	
How are you?	
Do you like fruits?	
Why are you late today?	

4.1 Now, act out the dialogue in 1.2 with proper pronunciation (stress, voices going up and/or down).

1.1 Read the text.



Our school has a lovely garden in front of the big playground. A fence encloses the garden. In the garden, there are many beautiful flowers like roses, sunflowers, jasmines and marigolds. A **swarm** of butterflies dances on the flowers. It makes the garden look very beautiful.

There is a ditch near the corner of the garden. A **group** of frogs live there. Sometimes, we see a **flock** of birds sitting on the nearby trees, singing sweet songs.

We take care of the garden regularly. On a selected day, students from each **class** work together to clean the garden. We use a **set** of gardening tools like spades, rakes, and sickles. We water the plants and remove the weeds regularly. We also add compost to the soil for making it fertile.

The garden is full of plants and flowers. They give us joy and happiness. We love working in our school garden.

Our School Garden

2.1 Read the names given in the left column and write their category/type in the right column. One is done for you as an example.

Names	Category/type
a) rose, sunflower, jasmine, and marigold	flower
b) spade, rake, and sickle	
c) Rayan, Jeba, Goutam, Mong	
d) cow, goat, sheep, buffalo	
e) magpie, pigeon, crow, parrot	
f) mango, jackfruit, litchi, banana	

2.2 Read the text again. Match each phrase with the correct word(s). The first one is done for you.

Phrase	Words
a) A swarm of	i) birds
b) A group of	ii) flowers
c) A set of	iii) gardening tools
d) A flock of	iv) frogs
e) A bunch of	v) butterflies/bees

3.1 Language Focus: Common Noun and Collective Noun

Look at the words—*school, garden, flower, plant* in the text. These are common nouns.

A **common noun** refers to a general name of an object, place, group or item.

Examples of common nouns:

- I bought a **pen** yesterday. (common object)
- I am going to **school**. (common place)
- Only ten **students** submitted homework today. (common group)
- The car is out of **fuel**. (common item)

Again, look at the words— *swarm, flock, group, set* used in the text. These are naming words. They indicate a group of animals, people and objects. These words are **collective nouns**.

A **collective noun** is the name of a specific group of people, animals, or things.

Examples :

Collective Noun		
group of people	group of animals	group of things
• a band of musicians • a board of directors • a team of actors	• a flock of sheep • a herd of deer • a pack of wild dogs	• a pair of shoes • a fleet of ships • a bunch of flowers

Our School Garden

4.1 Fill in the blanks with the correct collective noun from the box.

swarm, flock, group, pair, set

- a) A _____ of people is working in the field.
- b) We saw a _____ of butterflies flying over the flowers.
- c) There is a _____ of birds on the trees.
- d) We used a _____ of gardening tools to clean the garden.
- e) She bought a _____ of shoes.

4.2 Read the sentences below. Find all the common nouns and the collective nouns. Write them in the correct column below.

- a) A group of students visited the museum.
- b) My dog chased a flock of hens in the yard.
- c) The teacher brought a box of pencils for the class.
- d) A band of musicians played wonderful songs.
- e) We saw a swarm of bees near the big tree.

Common Noun	Collective Noun
a) museum, students	a) group

4.3 Rearrange the jumbled words to make meaningful sentences.

Now, write the sentences in your exercise book.

- a) is / raining / it / outside
- b) the / sets / sun / behind / the mountains
- c) in the night / twinkle / the stars / brightly
- d) in the garden / beautiful / flowers / bloom
- e) she / banana / eating / breakfast / is / for
- f) Setu / and / class / late/ for / the / were / Fatima
- g) the / was / girl / very / little / excited / to / visit / zoo / the
- h) the / after / dinner / we / watch / TV
- i) sister / my / always / shares / toys / with / her / me
- j) like / pictures / painting / I / colourful

4.4 Imagine, you are visiting a farm or a zoo. Write 4 sentences describing what you see. Use common nouns and collective nouns in your sentences. Underline the common nouns and circle the collective nouns.

Example: A herd of cows is grazing in the green field.

- a) _____
- b) _____
- c) _____
- d) _____

Be Quiet, Please

1.1 Read the following conversation and act it out.



[Erhan has come to play at Rayan's home. Rayan's little sister is sleeping in the next room.]

Erhan: [Loudly] Hello, Rayan, are you there?

Rayan: Erhan, be quiet, please! My little sister is sleeping.

Erhan: Oh, sorry. I didn't mean to be loud. Let's play carrom.

Rayan: Okay, but speak in a low voice. Don't be noisy.

Erhan: Got it. Give me a glass of water, please. I'm thirsty.

Rayan: Sure. (Rayan leaves and returns with a glass of water).

Here you go. Drink slowly.

Erhan: Thanks. The water is a bit cold. I prefer warm water.

Rayan: Me too. Now, get the carrom board. It's near the bookshelf, not that far.

Erhan: I can't see it. It's dark here.

Rayan: Oh, I see. Let me turn the light on.

Erhan: Found it. Oh no, the board looks dirty.

Rayan: Let's clean it.

Erhan: Done. Let's play. You go first.

Rayan: Thanks. But remember, don't talk loudly.

Erhan: Okay, I'll be quiet.

2.1 Each of the words in the following table has its opposite word. Find the word and the opposite in the pairs. Now write them in column A and column B. One is done for you.

dark	weak	near	clean	far	warm
dirty	quiet	loud	cold	strong	light
Column A			Column B		
strong			weak		

2.2 Make sentences using the antonyms (opposite meaning) of the underlined words. The first one is done for you.

- | | |
|---------------------------------|-----------------------------|
| a) This water is <u>cold</u> . | This water is <u>warm</u> . |
| b) The boy is <u>healthy</u> . | _____. |
| c) <u>Stop</u> writing, please. | _____. |
| d) Rayan is <u>happy</u> today. | _____. |
| e) He writes <u>quickly</u> . | _____. |

Be Quiet, Please

3.1 Language Focus: Imperative Sentences

Read the following sentences used in the text:

- a) Speak in a low voice.
- b) Give me a glass of water.
- c) Don't be noisy.
- d) Be quiet, please.
- e) Let's play carrom.

These sentences tell someone to do something. These are imperative sentences.

An imperative sentence gives a command, instruction or express request. It usually starts with a verb.

For example,

Be kind.

Listen carefully.

Open your book.

Wash your hands.

Please, keep silent.

Don't touch that!

Don't make a noise.

Let me recite the poem.

Let her explain the topic.

Let us play together.

**4.1 Write imperative sentence for each of the following statements.
The first one is done for you.**

- a) Your friend is making a noise while you are doing your homework.

Imperative sentence: Be quiet, please.

- b) You are asking your classmate to help carry your bag.

Imperative sentence: _____ .

- c) You want someone to clean the board.

Imperative sentence: _____ .

- d) You want to play cricket with your friend.

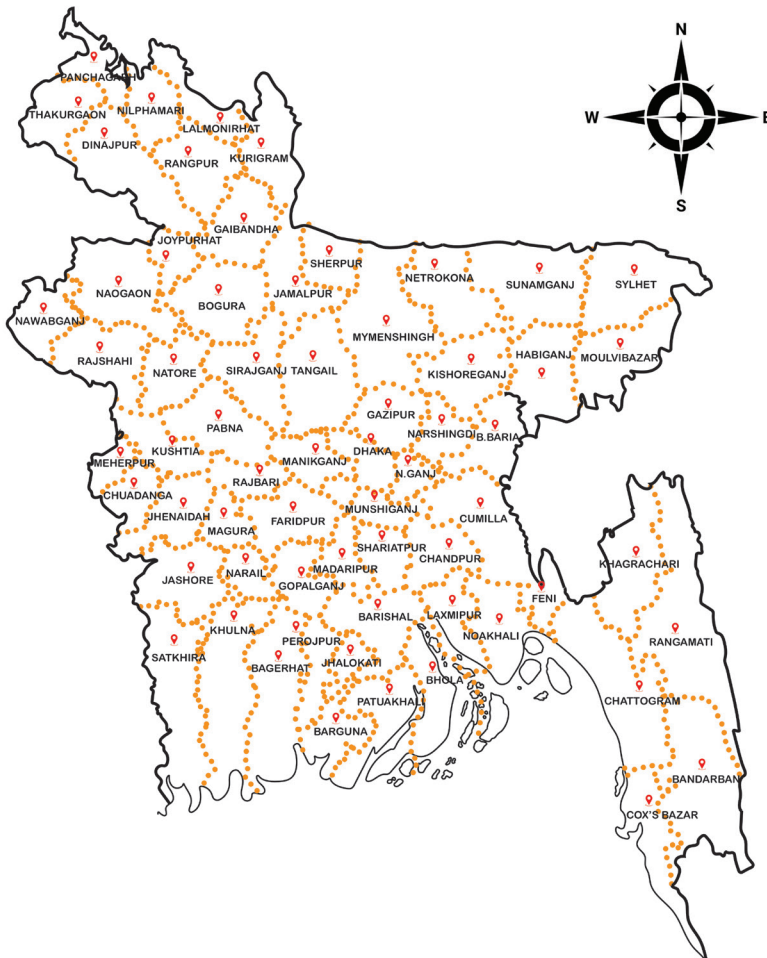
Imperative sentence: _____ .

- e) You want your brother not to go out in the rain.

Imperative sentence: _____ .

My Home District

1.1 Look at the map of Bangladesh. Find your home district on the map. Connect the dots of your home district.



1.2 Share your map with a friend. Ask and answer the following questions in pairs.

- What is the name of your home district?
- What are some of your neighbouring districts?
- What do you like about your district?

1.3 Read and act out.



Fatiha is a student of class five at Tomaltola Government Primary School in Kishoreganj. One day she asked her grandfather about the naming of her home district.

Fatiha: Hello, grandpa. Are you free to talk now?

Grandfather: Yes, you can talk to me now.

Fatiha: Could you tell me how our district was named Kishoreganj?

Grandfather: Well, that's an interesting story.

Fatiha: Please tell me, grandpa. I want to know.

Grandfather: In the 6th century, there was a landlord known as Brojakishore Pramanik or Nandakishore Pramanik. He established a 'ganj' (business centre) on the bank of the Brahmaputra river. Most people believe that the name 'Kishoreganj' came from the two words 'Kishore' and 'ganj'.

Fatiha: That's really interesting! Thanks for sharing the story.

Grandfather: You are welcome. There are some books about Kishoreganj. These will help you know more about your home district.

Fatiha: Oh, sure. I'll certainly read them and try to know more.

My Home District

1.4 Read the conversation in 1.3 again and discuss the following questions in pairs.

- What does the word 'ganj' mean?
- How did Kishoreganj get its name?
- Find some more places in Bangladesh that end with 'ganj' from the map.

2.1 Read the article.

Fatiha has collected more information about Kishoreganj with help from her grandfather. She wants to share the information with others. She has written a small article on her home district.

My Home District



I am from Kishoreganj. This is one of the largest districts in Bangladesh. It is situated in the northeastern part of Bangladesh. It has 8 municipalities and 13 upazilas. The total area of Kishoreganj district is 2,688 square kilometres.

Some rivers run through this district. They are the Old Brahmaputra, the Meghna, the Kaalni, the Suti and

the Narasunda. The area of Kishoreganj municipality is about 10 square kilometres. The river Narasunda flows through the town.

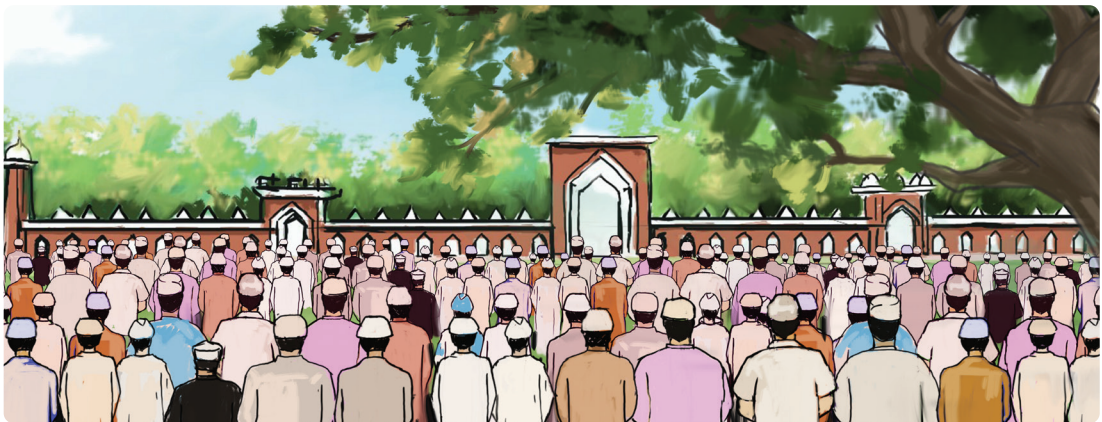


Sukumar Roy

Upendrakishore Roy
Chowdhury

Zainul Abedin

This district has enriched the tradition of Bangla folk literature. Most of the lyrics of *Maimansingha Gitika* were composed in this land. The rivers, haors and green fields of this region set the scene for many popular folk tales and palas. Kishoreganj is the home to the first female poet of Bangla literature Chandrabati. Upendrakishore Roy and Sukumar Roy are popular for children's literature. They are also from this district. Famous painter Zainul Abedin comes from Kishoreganj, too.



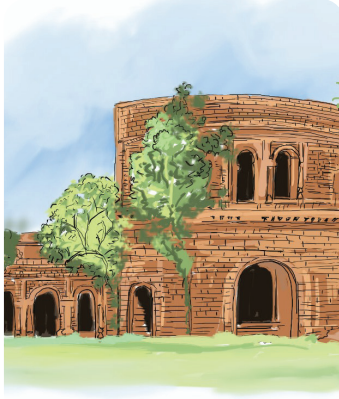
Solakia, Eidgah

There are many tourist attractions in Kishoreganj. Solakia, the largest Eidgah of the country, is located in Kishoreganj Sadar.

My Home District



Shahidi Mosque



The fort of Isha Khan



Shiva Temple

The historical Shahidi Mosque, the Pagla Mosque and the Shiva Temple of Chandrabati are also located here. The fort of Isha Khan in Jangalbari and the Shah Mahmud Mosque in Egarosindur are also some historical places of my home district.

I feel proud that I was born in Kishoreganj.

2.2 Discuss the following statements in pairs. Write True/False in the blank.

- a) Kishoreganj is in the northeastern part of Bangladesh. _____
- b) Narasunda river flows through the district town. _____
- c) *Maimansingha Gitika* is not a part of Bangla literature. _____
- d) Sukumar Roy is a popular children's book writer. _____
- e) Solakia is the only tourist attraction of Kishoreganj. _____

2.3 Answer the following questions.

- What is Solakia famous for?
- Where is the fort of Isha Khan located?
- Mention two tourist attractions of Kishoreganj.
- Name the first female poet of Bangla literature.
- Write three sentences about the natural beauty of Kishoreganj.

3.1 Language Focus: Use of Capital Letters

There are some rules to use capital letters.

We use capital letters....	Examples
at the beginning of a sentence	R ice is our staple food.
for names of people and title	K azi N azrul I slam is called the ' R ebel P oet'.
for names of places and country	I'm from K ushtia, B angladesh.
for names of holidays, days and months	I was born on S aturday, 12 J uly 2014.
for the pronoun 'I'	Last night, I had my dinner at 9 o'clock.

My Home District

3.1.1 Use capital letters where necessary.

- a) bangladesh is my motherland.
- b) have you ever been to rangamati?
- c) our class starts on sunday.
- d) zainul abedin was a great artist.
- e) we enjoy our winter in december and january.

3.2 Language Focus: Articles

A, *an*, and *the* are articles. We use them before nouns.

We use *a* and *an* to talk about one thing.

- We use **a** before words beginning with **consonant sounds**.

a house a family a book

- We use **an** before words beginning with **vowel sounds**.

an animal an egg an orange

- We use **the** for a special or known thing.

the sun the school the sky

Examples:

- a) I have **a** pet cat.
- b) He gave me **an** orange
- c) **The** cat is beautiful.

3.2.1 Identify the sentences with incorrect articles. Then, write the sentences correctly in your exercise book.

- a) He lives in an small village.
- b) We read an story about kindness.
- c) A Meghna is a big river.
- d) He is an teacher.
- e) I saw an lion and a elephant in the zoo.

3.2.2 Fill in the gaps with *a*, *an* or *the*.

I have _____ uncle who is _____ firefighter. Now, he is posted in Rangpur. The district is located at _____ northern part of Bangladesh. Few days ago, he saved _____ life of _____ child from fire who was trapped in _____ old building. He shared the story when I met him at my grandparent's house in Kishoreganj during Eid. What _____ exciting story it was! He also taught our family members about fire safety and how to prevent fires.

4.1 Write a short composition about your district using the following cues.

- Name of your home district
- Story behind the naming of your district (if any)
- Natural beauty and resources found in your district
- Some famous people from your district
- Some tourist attractions of your district

Student Council

1.1 Read and act out.



Reporter: Hello, I'm a television reporter. May I ask you some questions?

Upala: Yes, of course.

Reporter: What's happening at your school today?

Upala: Today is the student council election.

Reporter: Who are the candidates?

Upala: Any student from class three to class five can be a candidate.

Seventeen candidates are competing for seven positions.

Reporter: How do you feel about the election?

Upala: We feel very excited today.

Reporter: May I talk to a candidate?

Upala: Sure. One of our candidates, Sadia, is coming this way.

Reporter: Hello, Sadia. You are competing in the election. What'll you do if you win?

Sadia: I'll assist the teachers to make our school a better place. I'll also try to keep the school clean and help the students with their needs.

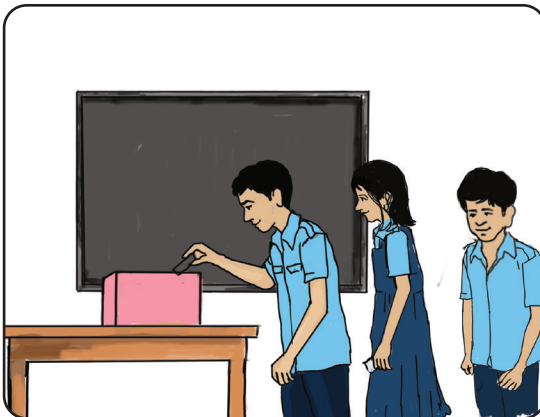
Reporter: That sounds great! Good luck.

Sadia: Thank you.

2.1 Look at the pictures and discuss in pairs. Now, describe each picture in one/two sentence/s. First one is done for you.



Some students are standing in a line. They are ready to vote in the student council election.





Student Council

2.2 Read the dialogue again and answer the questions below.

- What special event is happening at the school?
- Who can be the candidates in the election?
- How many candidates are competing?
- What does Sadia plan to do if she wins the election?
- What will you do in your school if you are elected in the student council election?

3.1 Language Focus: Simple Future Tense

In the dialogue, Sadia used the following sentences—

I'll assist the teachers to make our school a better place.

I'll also try to keep the school clean. *Here, I'll—I will.*

By using the expressions **will assist**, **will try**, Sadia means to do some actions in future after winning the election.

We use the Simple Future Tense to say what will happen later. We use the following structure for the Simple Future Tense.

Subject	Auxiliary verb	Main verb	Rest of the sentence
I	will	assist	the teachers to make our school a better place.

More examples:

- I will visit my uncle's house next weekend.
- He will finish his homework by tomorrow.
- He will assist you with decorating the classroom.
- We will go to the museum by bus next week.
- They will distribute clothes to the poor.

3.1.1 Identify the verbs in the Simple Future Tense and write them in the blanks. One is done for you.

- a) He will swim in the pond. will swim
- b) Where will she live? _____
- c) I will be a teacher. _____
- d) I won't go to play in the afternoon. _____
- e) Will you help me, please? _____
- f) We'll sing a song together. _____

3.1.2 Fill in the blanks. Choose the correct form of verb from the box.

keep, vote, help, happen, clean, choose

The student council election at our school _____ tomorrow. Seventeen students are competing for seven positions. We _____ our leaders. The elected students _____ our teachers make the school a better place. Also, they _____ our school clean.

4.1 Imagine, you are an elected member of the student council. Now, write five sentences about your future plans for your school. Use Simple Future Tense to write your answer.

Student Council

5.1 Read and discuss in pairs about the parts of the application.

21 April 2026 ← **Date**

The Headteacher
Raipur Government Primary School
Raipur, Lakshmipur ← **Recipient's address**

Subject: Application for leave in advance. ← **Subject**

Dear Sir, ← **Salutation**

With due respect, I would like to state that I am Rashed Alam, a student of Class Five of your school. My mother is very sick. I am the elder son of my family. I need to help my mother to take her medicines timely. So, I will not be able to come to school for the next two days. I need leave from 22 April 2026 to 23 April 2026. ← **Body**

Therefore, I kindly request you to grant me the leave in advance from 22 April 2026 to 23 April 2026 and oblige thereby.

Yours obediently, ← **Closing**

Rashed Alam
Roll-04
Section-A
Class- Five
Raipur Government Primary School ← **Applicant's name & address**

5.2 Write the following application using appropriate words or information in the blanks.

[Date]

The Headteacher

_____ [Name of your school]

_____ [Address of your school]

Subject: Request for a library membership card.

Dear Madam,

With due respect, I would like to state that I am a student of Class Five, Section A, in your school. My name is _____ and my Roll number is _____. I love reading books very much. I would like to read and borrow books from _____. To do this, I need a _____ card.

So, I kindly _____ you to issue me a library _____ card and _____ thereby.

Yours sincerely,

[Your Name]

[Your Roll Number]

[Your Section]

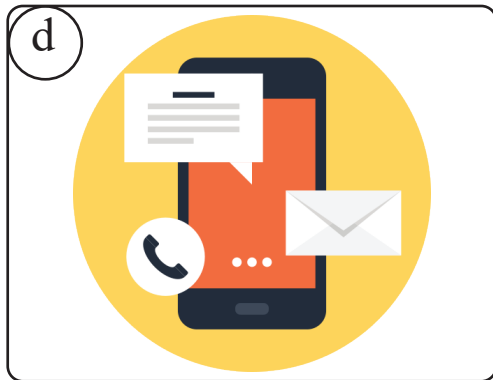
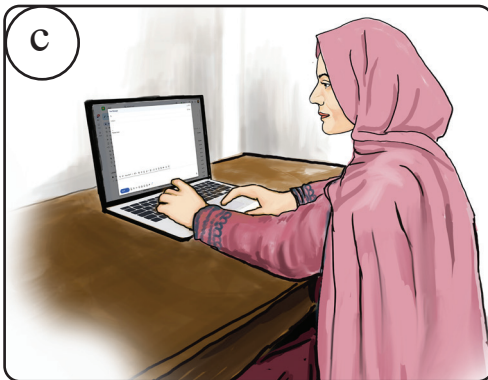
[Your Class]

[Name of your school]

5.3 Now, write an application to your headteacher asking for permission to attend the Junior Math Olympiad competition.

An Email from Indonesia

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



- i) What do you see in the pictures?
- ii) Do you find anything common in all pictures?

1.2 Read the email carefully.

New message

To shahinahmed12@gmail.com

Subject About my country Indonesia

Dear Shahin,

Hello! How are you? I am very happy to write you about my country Indonesia.

Indonesia is a big country made up of many islands. There are more than 17,000 islands. Some of the main islands are Bali, Java, Sumatra, and Kalimantan. Bali is one of the most popular sea beaches of the world. The weather here is usually warm and sunny, so people love going to the beach. I live in Jakarta, the capital city of Indonesia. Our national language is Indonesian, but many people also speak local languages. Indonesia is famous for its traditional dances and music. We love eating traditional foods. One of our favourite foods is *nasi goreng*, which is like fried rice. We also celebrate big festivals like Eid-ul-Fitr and Independence Day.

I hope someday you will visit Indonesia and enjoy the beauty of my country.

Take care and write me back soon.

Your friend,
Intan



SEND

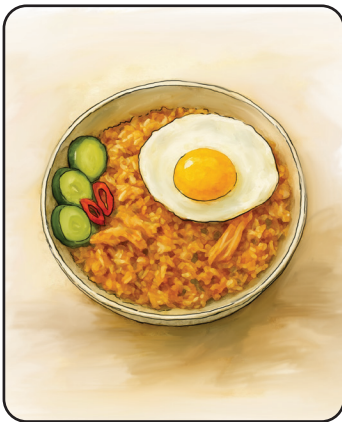
An Email from Indonesia

2.1 Fill in the blanks using the information from the email.

- a) Intan is from _____ .
- b) _____ is a popular beach in the world.
- c) Indonesia is a big country with many _____ .
- d) *Nasi goreng* is a traditional _____ of Indonesia.
- e) Eid-ul-Fitr and Independence Day are big _____ in Indonesia.

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

- a) Name two main islands of Indonesia mentioned in the email.
- b) Why do people in Indonesia love going to the beach?
- c) What does Intan hope Shahin will do someday?
- d) What does Intan inform about their language in his email?
- e) What is the main purpose of Intan's email to Shahin?



Nasi Goreng



Jakarta City



Bali

3.1 Language Focus: Email Writing

Parts of email	Description
1. Email address	Type the email address of the person correctly you are sending the email to in the 'To' box. Example: shahinahmed12@gmail.com
2. Subject	In the 'Subject' box, write a short sentence about your email. Example: 'About my country Indonesia'
3. Greetings	Begin your email with a friendly greeting like: 'Dear Shahin'
4. First paragraph	Tell the reader why you are writing the email. Example: 'I am very happy to write you about my country, Indonesia.'
5. Body	Write more about what you want to share. Example: 'Indonesia is a big country made up of many islands. There are more than 17,000 islands. Some ...'
6. Last paragraph	Ask the person to write back. Example: 'Take care and write me back soon.'
7. End your email	If you are writing to a friend, you can write: 'Your friend'
8. Type your name	After the closing, write your name. Example: 'Intan'
9. Press 'Send'	Don't forget to click the send button to deliver your email.

An Email from Indonesia

4.1 Write an email to your friend describing a festival of your country.

New message

To

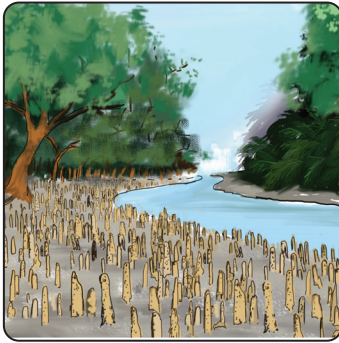
Subject



SEND

The Sundarbans

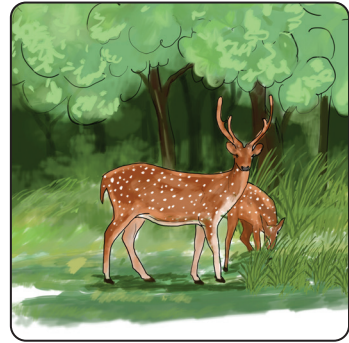
1.1 Look at the pictures. Ask and answer the following questions in pairs.



a



b



c

- What do you see in the pictures?
- Where do these animals live?
- Have you ever visited a forest?

1.2 Listen and read.



The Sundarbans is a large forest of mangrove trees in Bangladesh. It protects our country in many ways. The strong roots of the mangrove trees save the land from the big waves. The roots keep our lands safe from coastal erosion.

The Sundarbans is in the southwestern part of Bangladesh. It is located

The Sundarbans

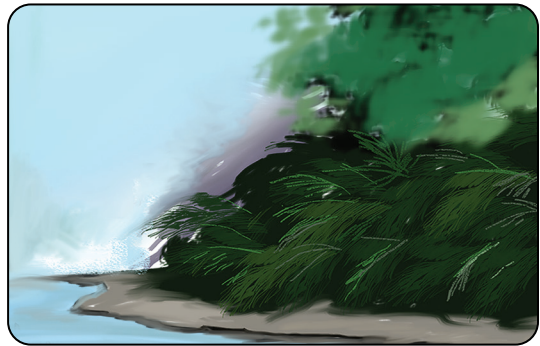
in Khulna, Satkhira and Bagerhat districts. It was declared a World Heritage Site by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1997.

The Sundarbans provides a large number of wildlife. The Royal Bengal



Tiger, spotted deer, saltwater-crocodile, *Irrawaddy* dolphins and various types of beautiful birds are the main attractions of this forest. People visit here from home and abroad to enjoy the natural beauties and the wildlife. The Sundarbans helps us in many ways. It guards our land from tsunamis, cyclones, and tidal waves. The Sundarbans is

a habitat for many endangered animals. It is also a good source of palm leaves, wood and honey. Local people collect these resources for their livelihood. To keep our country safe from natural disasters, we should protect the Sundarbans.



2.1 Read the text again and answer the following questions.

- a) Where is the Sundarbans located?
- b) What kind of trees make up the Sundarbans forest?
- c) What animals are found in the Sundarbans?
- d) What do people collect from the Sundarbans for their livelihood?
- e) Why is it important to protect the Sundarbans?

3.1 Rearrange the following sentences to make a meaningful story.

- a) It was a stormy night and it rained heavily.
- b) However, the Sundarbans protected him from the cyclone.
- c) Suruj Mian lived in a small village near the Sundarbans.
- d) He thought that his house, cattles and everything would be washed away.
- e) He was very scared on the night of the Cyclone 'Remal'.

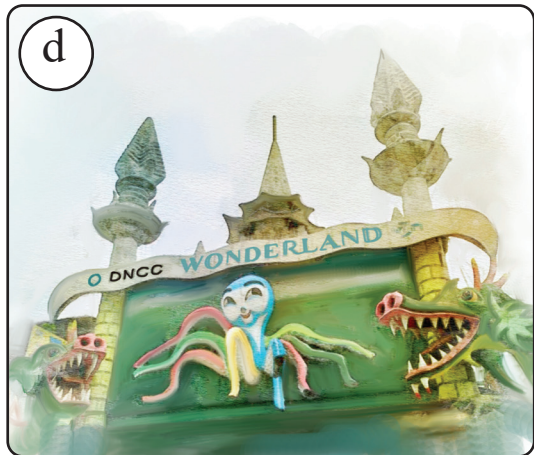
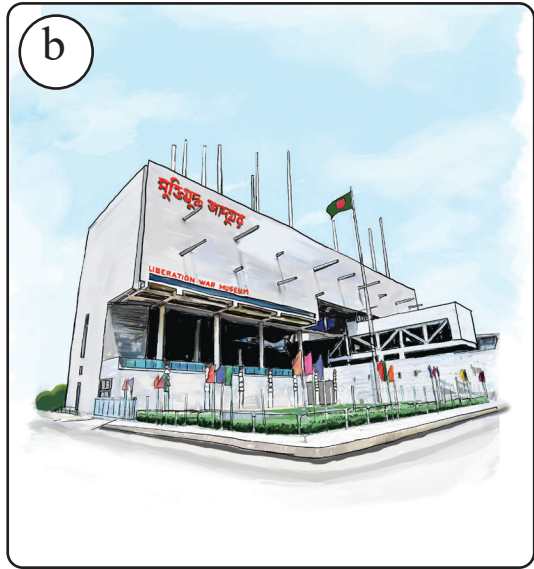
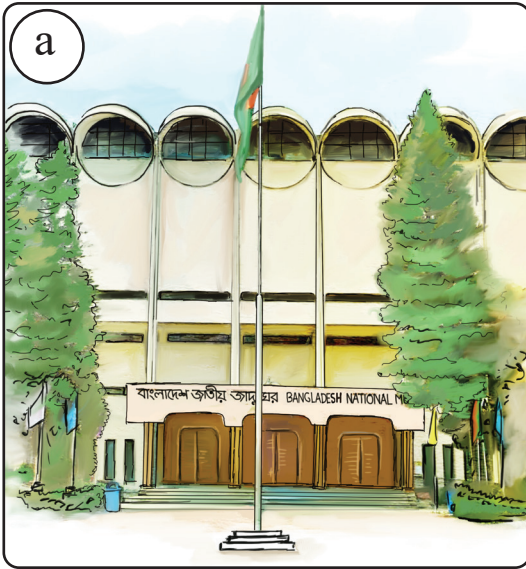
4.1 Work in groups. Discuss and make a list of how the Sundarbans help us. Present your list to the class.

The Ways the Sundarbans help us:

Unit 8

A Field Trip to Remember

1.1 Look at the pictures. Discuss the following questions in pairs.



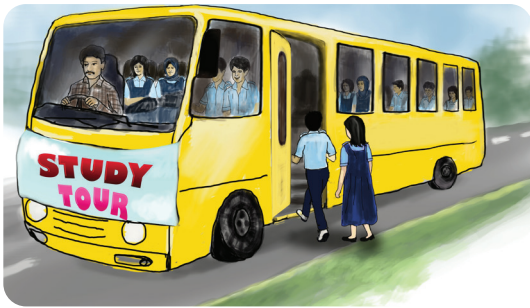
- What do the pictures tell you?
- Have you ever visited any of these places?
- How do you feel when you are on a trip?

A Field Trip to Remember

1.2 Read the following text.

Farhana's school planned a field trip for the students of class five. They asked students to fill a registration form for the trip. On a sunny morning, they started for the Liberation War Museum at Agargaon, Dhaka. She and her classmates were excited to explore the museum. Their class teacher, Mr. Khan, went with them on this trip.

They started from their school by bus at 9 a.m. The bus ride was filled with



chatter and laughter. Farhana sat next to his friend, Rabeya. They sang songs together. When they reached the museum at 10 a.m., the guide, Mr. Kamal greeted them. His welcoming attitude pleased them.

Mr. Kamal guided them to see the different corners of the museum. First, they watched a short documentary. It showed the bravery of the freedom fighters during the Liberation War. Their patriotism and sacrifice inspired them.

Around half past ten, they started visiting different galleries. Old photographs of war, handwritten letters of the freedom fighters, and their weapons were displayed. They carry the memories of the war.



A Field Trip to Remember

They saw the personal belongings of the war heroes. The display of the galleries made them curious to learn more about the Liberation War. Finally, they thanked their guide for his support.

They left the museum at 12:30 p.m. and returned to school at 1:30 p.m. They shared their feelings and experiences with their families. It was really a memorable trip for them.

2.1 Read the text again. Ask and answer the following questions in pairs.

- a) How did the students reach the museum?
- b) Who welcomed the students at the museum?
- c) How did the students feel after watching the documentary?
- d) What did they see in the museum?
- e) Why do you think the trip will be memorable?

2.2 Read the text again. Find out the time when they did these activities. One is done for you.

Activity	Time
Started journey from school	9 a.m.
Reached the museum	
Started visiting different galleries	
Left the museum	
Returned to school	

A Field Trip to Remember

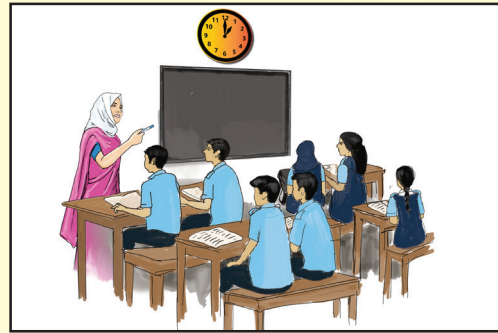
3.1 Language Focus: Telling Time

Look at the lines taken from the text.

- They started from their school by bus at **9 a.m.** This time talks about the morning time.
- They returned to school at **1:30 p.m.**, which means that they returned during midday.



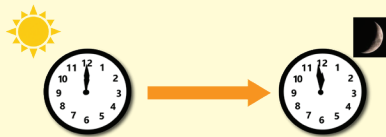
It's **midnight**. It's 12 o'clock. He is sleeping.



It's **midday**. It's 1 o'clock. They are at school.

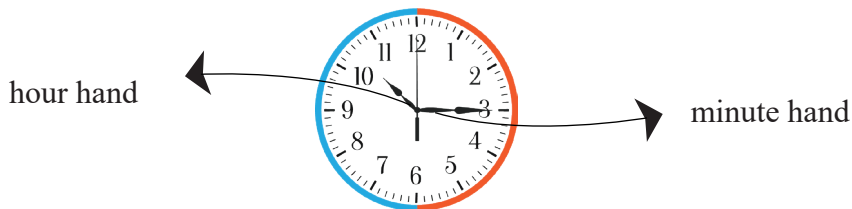


12 o'clock midnight to 11:59 midday are **a.m.** times.



12 o'clock midday to 11:59 midnight are **p.m.** times.

We are at school at 9 a.m. but we are at home at 9 p.m. It is day at 2 p.m. but it is night at 2 a.m.



It's 10:15. It's quarter past ten.

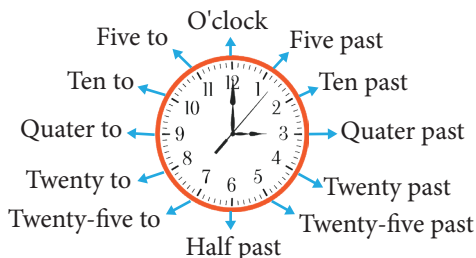
It's 10:30.
It's half past ten.



It's 10:45.
It's quarter to eleven.



60 minutes make an hour. 30 minutes make half an hour and 15 minutes make a quarter of an hour.



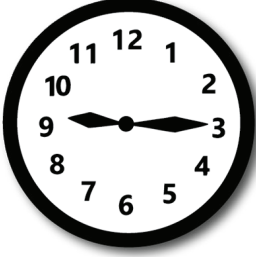
Example, 10:30 = Half past ten, 10:15 = Quarter past ten, 10:45 = Quarter to eleven.

3.1.1 Write the time using a.m./p.m.

- It is 10:15 in the morning. _____.
- It is 12:30 at noon. _____.
- It is 8:45 at night. _____.
- It is 12 o'clock at midnight. _____.
- It is 1:45 at midnight. _____.

A Field Trip to Remember

3.2.1 Look at the clock and write the time in words. Use ‘half past, quarter past, quarter to’ to tell the time.

4.1 Write about a field trip you enjoyed. The following questions will help you to write about the topic. Use a.m. and p.m. in your writing.

- When did you start your journey?
- When did you reach the place?
- How did you go there?
- What did you see there?
- How long did you visit the place?
- When did you return?

A Field Trip to Remember

5.1 Farhana filled out the following registration form to attend the field trip. Look at the information she provided.

Photo	A Field Trip to Museum Registration Form	
Name	:	Farhana Akhter
Class	:	Five
Section	:	A
Roll	:	08
Emergency Contact No.:	:	+8801*****
<u>Present Address</u>		
Village/House No.	:	21/2
Road No.	:	Narinda Road
Union/Ward No.	:	41
Post Office	:	Wari
Upazila/Thana	:	Sutrapur
District	:	Dhaka
Date: 04 June 2026		<i>Farhana Akhter</i> Signature

A Field Trip to Remember

5.2. Suppose, you want to go abroad with your parents. Your passport number is B01234567, and its expiry date is 31 December 2030. Your flight number is BG037. Now, fill in the following form.



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
Govt. of the People's Republic of Bangladesh
(বহির্গমন কার্ড/Departure Card)

1. নাম
Name

2. সেক্স ☐ পুরুষ ☐ মহিলা 3. জন্ম তারিখ
Sex Male Female Date of Birth Day Month Year

4. জাতীয়তা
Nationality Day Month Year

5. পাসপোর্ট নম্বর 6. মেয়াদ উত্তীর্ণের তারিখ
Passport Number Date of Expiry Day Month Year

7. ফ্লাইট নম্বর 8. প্রস্থানের তারিখ
Flight Number Date of Departure Day Month Year

9. বাংলাদেশে অবস্থানকালীন ঠিকানা
(বিদেশী নাগরিকের জন্য)
Address in Bangladesh
(For Foreigners)

10. বাংলাদেশের নাগরিকের জন্য For Bangladesh Nationals

a. ভিসা নম্বর b. মেয়াদ উত্তীর্ণের তারিখ
Visa Number Date of Expiry Day Month Year

c. ভিসার প্রকার d. ভ্রমণের উদ্দেশ্য
Type of Visa Purpose of Visit

সীল
Seal

.....
যাত্রীর স্বাক্ষর
Passenger's Signature

তারিখ: Day Month Year
Date

Get Ready to Listen

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



- a) Have you ever listened to any announcements at these places?
- b) What are the announcements about? Please, share with your class.

1.2 Read and listen.

Today is the annual sports day at Sumon's school. The school field is decorated with colourful flags. Sumon and his friends are waiting at the corner of the field. They are happy and excited to attend the events. Suddenly, the voice in the loudspeaker drew their attention and they are all ears.



Get Ready to Listen

**Attention please!**

Good morning, everyone! Welcome to our Annual Sports Day! I have an important announcement for you. Please listen carefully and follow the instructions.

First, there will be a 100-meter race.

Girls participating in 100-meter race, please go to the green flag area. The flag is on the west side of the field. Your race will start at half past nine (9:30 a.m.). That's in about 15 minutes. So, get ready!

Boys, your 100-meter race will be starting from quarter to ten (9:45 a.m.). Please go to the east side of the field marked with a red flag.

Next, the event will be a tennis ball throw.

All the boys participating in the tennis ball throw, please go to the blue flag area. The flag is on the south side of the field. Your event will begin at quarter past ten (10:15 am).

Girls, your tennis ball throw will take place at the yellow flag marked north side of the field at half past ten (10:30 a.m.).

The cub-scout volunteers are there to help you. Let's have a fantastic sports day!'

After listening to the announcement, Sumon and his friends know exactly what to do now. They look at each other with big smiles. Sumon shouts, 'Let's go, friends! Time for the 100-meter race!' They are very excited to run and play on the sports day.

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

- a) What is the announcement about?
- b) When do the girls have their 100-meter race?
- c) Where should the boys go for the 100-meter race?
- d) What colour flag is marked for boys' tennis ball throw?
- e) Where should the girls go for the tennis ball throw?
- f) What are the main events announced for the annual sports day?

3.1 Listen to the announcement at a railway station.

Nishat is travelling from Rangpur to Dhaka by train. At the railway station, she listened to the following announcement.

**Attention, please.**

This is an important announcement for the passengers travelling on the Rangpur Express. The Rangpur Express, bound for Dhaka, is now ready for boarding on Platform Number 2. All the passengers of this train are requested to make your way to Platform Number 2. The Rangpur Express is scheduled to depart in 15 minutes. We wish you all a pleasant journey.

Get Ready to Listen**3.1.1 Now, ask and answer the following questions in pairs.**

- a) What is the name of the train Nishat is taking?
- b) Where is the train going?
- c) Which platform should Nishat go for her train?
- d) How much time is left before the train leaves?

3.2 Listen to the announcement at a metro train station.

Rahat is going to visit his relatives in Uttara with his parents. They are going to Uttara by metro train. At the Motijheel station, Rahat listened to the following announcement while on the train.



Please, stand clear of the doors. This train is bound for Uttara North. Next station is Bangladesh Secretariat. Doors will open on the left. Please, mind the gap. Don't forget to take your belongings with you.

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

- a) Where is this metro train going?
- b) What is the next station?
- c) Which side will the doors open?
- d) What important thing should Rahat do before getting off the train?

4.1 Work in groups. Suppose, your class is going to prepare a wall magazine. Now, write a notice for the students inviting them to submit their writings for the wall magazine.

Use the following clues to write the notice.

- What to write— stories, rhymes, poems, jokes
- Number of words
- Submission date

After writing, one person from your group read it aloud to the class. Ask your classmates to listen carefully.

Poem: The Swing

1.1 Listen to the poem. Then read it aloud.

The Swing

Robert Louis Stevenson

A colorful illustration of a young girl with long brown hair, wearing a pink dress, swinging happily on a wooden swing. The swing is suspended from a large, leafy tree. In the background, there are rolling green hills, a small white house, and a few other buildings. The foreground is filled with tall green grass and small white daisies.

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

Poem: The Swing

2.1 Read the poem again. Now, discuss in pairs and answer the following questions.

- a) What is the poem about?
- b) What does the speaker see when the swing goes up?
- c) How does the speaker feel while swinging?
- d) Do you have a swing at school or home? What do you see from it?

2.2 Write down the rhyming words from the poem.

_____ and _____
_____ and _____
_____ and _____
_____ and _____

3.1 In pairs, share your experience when you swing. Draw a picture of your swinging experience.



4.1 Show the picture and share your experience in your class.

Making Requests

1.1 Look at the picture. Ask and answer the questions in pairs.



- a) What do you see in the picture?
- b) What do you think they are talking about?
- c) How do you request someone to get something?

1.2 Read the following conversation and act it out.

Salma : Excuse me. Do you have an extra pencil?

Mamun: Sure, Salma. Here you are.

Salma : Thanks. Can I also use your sharpener, please? I forgot to bring mine.

Mamun: I'm sorry. I don't have a sharpener.

Salma : That's okay.

Mamun: May I see the pictures you have coloured?

Salma : Why not? Here is my drawing book.

Mamun: Nice drawings, Salma. But you have only two pages left.

Salma : Oh, really? Then, I need to buy a new one. Can you suggest me any store?

Mamun: Sure. You can find your necessary items at the City Library.

Salma: Could you tell me how to get there?

Mamun: Yes, it is on the College Road, next to the government college. Go straight and then turn left on the College Road. The library will be on your right.

Salma: Thanks for your help, Mamun.

Mamun: You are welcome. Thank you.

2.1 Salma politely asked Mamun for something. Read the conversation and list the sentences. One is done for you.

- Can I use your sharpener?
-

Making Requests

2.2 Discuss in groups. List more sentences about how you ask someone for something.

2.3 Mamun gave directions to Salma to get to the library. Read the conversation again and list the phrases/sentences. One is done for you.

- Go straight
-

2.4 Discuss in groups. List more phrases/sentences about how you give directions to someone.

-
-

3.1 Language Focus: Making and Responding to Request.

In the conversation, we find the phrase—

- Excuse me.

We use the phrase 'Excuse me.' to draw someone's attention.

In the conversation, we find the sentences—

- Can I use your sharpener?
- May I see the pictures you have coloured?
- Could you tell me how to get there?

We make requests politely to someone using the words Can I/ Could I/ May I/Can you/ Could you ...?

In the conversation, we also find the sentences in which Mamun responded to requests politely—

- Sure, Salma. Here you go.
- I'm sorry. I don't have a sharpener.

We respond to any request using Sure/Of course...or, Sorry, I don't/ I can't...

If we say 'no' to a request, it is polite to give a reason.

Examples:

A	Can I use your pen?	Sure	B
	Can you open the door?	Of course.	
	Could you lend me your Maths book?	Sorry, I can't. It's at home	
	Could I have your exercise book?	Sorry, I don't have it now	

Making Requests

3.1.1 Work in pairs. Make requests and then respond to them with appropriate gestures using the following cues.

Example: A: Could you lend me your bicycle, please?] **Request**

B: Sure. Or, Sorry, I can't. It's broken.] **Response**

- a) You want a glass of water from someone.
- b) You want someone to open the door.
- c) You want someone to close the window.
- d) You want a toy from your friend to play.
- e) You want someone to give you her/his phone number.

3.2 Language Focus: Giving Directions

In the conversation, Mamun used the following phrases to give directions—

- Go straight
- Turn left

We use some particular expressions while giving directions to someone.

For example:

- Turn left.
- Turn right.
- Go to the left.
- Go to the right.
- Go straight.

In the conversation, Mamun also used the preposition 'next to' to give direction to the library's location. We use prepositions to give direction to any locations. For example:

opposite to, next to, near, behind, in front of, outside etc.

3.3 Look at the pictures. Complete the sentences with the correct preposition from the box below.



behind, in front of, next to, opposite to, outside

- The jeep is _____ the house.
- The school is _____ the park.
- The cow is _____ the cow-shed.
- The girl is _____ the tree.
- The butterflies are _____ the window.

4.2 Fill in the blanks with appropriate prepositions to make the conversation meaningful.

A: How do I get the public library?

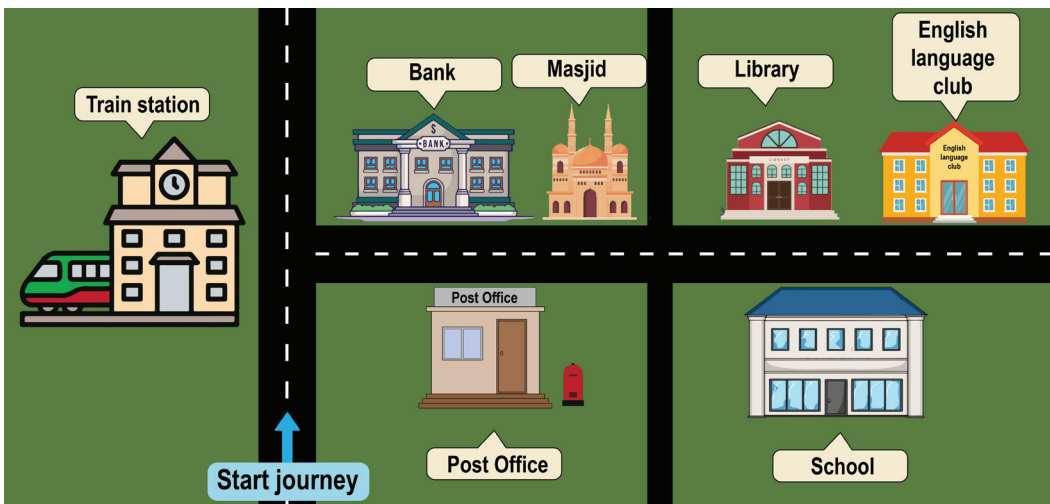
B: Go the end this road and turn right. This will bring you the main road and you'll find the library your left.

Making Requests

4.1 In pairs, read the following situations and make requests with gestures. Use the expressions you have learnt in activity 3.1.

- Your watch has stopped working. You ask a stranger on the street for time.
You: Excuse me. Could you _____?
- You've come to the pharmacy with a prescription to buy some medicines. Ask for these politely.
- You're having lunch. You want your brother to pass the jug to you.
- You've missed your train to Sylhet. You want to know from the station master when the next train is.
- It is raining outside. You want your friend to lend you an umbrella.

4.3 Jenny wants to go to the English Language Club. Tell her how to get there. Jenny is now at the spot shown with 'Start journey'.



Eating Healthy

1.1 Look at the picture of a grocery shop. Write down the names of the food items. Then share your list with your friends.



Names of the food items

- _____
- _____
- _____
- _____
- _____
- _____

1.2 Read the following conversation.

Shihab: It's tiffin time. Let's eat together.

Sarah: Sure. Who else like to join us?

Mong: Let's sit over there to enjoy our tiffin.

Sarah: Noodles again! I wish to have a chicken burger for tiffin every day.

Mong: If you eat them regularly, you'll get fat and sick.

Shihab: Mong is quite reasonable. You shouldn't eat them too often, Sarah.

Mong: I have bread and banana today. My mother sometimes prepares new items for me.

Eating Healthy

- Sarah: Oh! This banana looks fresh. It has vitamins to give you energy.
- Mong: That's right. By the way, your noodles with sliced eggs and green vegetables look delicious.
- Shihab: Look! I have sweet cake and juice for my tiffin.
- Sarah: Don't you think those sugary foods are harmful for our health?
- Mong: Yes, I usually avoid junk food. You also should try.
- Shihab: I know. But healthy foods are not always tasty.
- Mong: Really? I find fruits and vegetables tasty. You can also try them regularly.
- Sarah: Yes, besides, we must wash foods properly before cooking.
- Mong: Oh, our tiffin break will be over soon. Let's eat quickly.
- Shihab: No, Mong, my mom says that eating hastily can cause digestion problems.
- Mong: Yes, you are right. We should take time and eat slowly.
- Sarah: Let's finish and go back to the class.

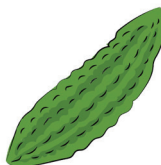
2.1 Discuss in pairs and list the healthy and unhealthy foods mentioned in the conversation. Then answer the following questions.

Healthy Foods	Unhealthy Foods

- Why are these foods healthy?
- Why are these foods unhealthy?

2.2 Discuss in pairs. Write the appropriate words from the box to describe the foods.

sour, bitter, spicy, sweet

Name of food	Words for describing food
 <i>singara</i>	
 <i>olive</i>	
 <i>mango</i>	
 <i>bitter gourd</i>	

Eating Healthy

2.3 Identify the words from the conversation that describe how often they take the foods. Write them in the box. One is done for you.

always,

2.4 Read the conversation again. Identify the sentences that advise about taking food. Write them below. One is done for you.

- a) You shouldn't eat them too often.
- b)
- c)

3.1 Language Focus: Adjectives

In the conversations, we find the words *yummy*, *delicious*, *tasty*, and *sugary*. These words are used to describe the quality of foods. These words are adjectives.

We use adjectives to describe persons, places and things.

Example:

- a) I live in a **small** house.
- b) My dress is **new**.
- c) I saw a **black** dog.
- d) Mangoes taste **delicious**.

3.1.1 Fill in the blanks. Use the appropriate adjectives from the box to make the text meaningful.

sweet	green	sour	delicious	fresh	crispy	leafy
-------	-------	------	-----------	-------	--------	-------

Nusair went to a grocery shop. First, he picked some yellow mangoes. Next, he picked some grapes. He also bought vegetables and some potatoes. Back home, he tasted the mangoes. They were However, the grapes were But, Nusair had a clever idea! He added some sugar to the grapes and blended them to make juice. Then, he asked his mother to make some French fries with the potatoes. They were very..... . Nusair shared this food with his younger brother. They enjoyed the food together.

3.1.2 Now, make sentences using the following adjectives.

- a) tasty _____ .
- b) regular _____ .
- c) yellow _____ .
- d) clean _____ .
- e) young _____ .

Eating Healthy

3.2 Language Focus: Adverb

In the conversation, the words *always*, *regularly*, *sometimes*, *often*, *usually* are used to **describe how frequently (time)** they take their food. Again, the words *properly*, *hastily*, *slowly* are used to **describe how they take** their food. These words are adverbs.

Adverb describes or gives more information about adjective, verb or adverb. Adverbs are easy to identify because they usually end in **-ly**, but not always.

Examples:

- a) I **always** go to school on time.
- b) He **usually** eats bread and eggs at breakfast.
- c) She **sometimes** watches cartoons on television.
- d) He attends the debate class **regularly**.
- e) She **often** plays cricket with his brother.
- f) Do not walk **hastily** in a crowded place.
- g) Could you speak **slowly**, please?

3.2.1 Fill in the blanks. Use the appropriate adverbs from the box to make the text meaningful.

always	properly	soon	sometimes	safely
never	quickly	usually	hastily	late

Sarah enjoys preparing her tiffin box. _____ she packs noodles and eggs for her tiffin. _____, she also takes biscuits and fruits for tiffin. She _____ carries a water bottle with her to school. Before having her tiffin, she washes her hands _____. She _____ takes her food _____. One morning, Sarah woke up _____. She _____ packed some snacks in her tiffin box. _____ she left home. She arrived at school _____.

3.3 Language Focus: Modal Verbs (should, shouldn't, must)

Read the following sentences used in the conversation:

- You **shouldn't** eat them too often.
- You also **should** try.
- We **should** take time and eat slowly.
- We **must** wash foods properly before cooking.

Here the words— **should**, **shouldn't**, **must** are **modal** verbs.

We use **should** or **shouldn't** to give advice. We use **must** when it is compulsory to follow.

Examples:

- You should eat vegetables regularly.
- You shouldn't eat junk food.
- You must always drink pure water.

Eating Healthy

3.3.1 Nusair wrote a letter to his friend Sarah. Read the letter and choose the appropriate modal verbs (should/shouldn't/must) to make it meaningful.

44, Mohammadpur
Dhaka-1207

01 August 2026

Dear Sarah,

I am sorry to hear that you are not feeling well. We missed you during tiffin time.

My mom says that we _____ try to stay strong and healthy. We _____ eat junk food because it can make us sick. We _____ take plenty of fruits and vegetables because they give us energy. We _____ drink pure water. You _____ try to grow a healthy food habit. It can keep you away from the diseases.

Get well soon, Sarah.

Your friend,
Nusair

4.1 Suppose, your cousin Mamun loves to eat junk food and gets sick most often. Now, write a letter to your cousin telling him about the benefits of eating healthy foods and advise him to avoid unhealthy foods. [Note: Use adjectives, adverbs and modal verbs you have learnt.]

1.1 Read the following story.



Naima and Masuk were twins. They were in Class Five. Naima loved to play badminton and Masuk loved to play football. They were also very good students at school. Their parents, Naeem Hasan and Mina Begum, loved them very much. Naima

and Masuk often played with their parents when they had free time. Their home was always full of happiness!

One day, a special box arrived. It was from their close relative, Mr. Rakib, who lived in Italy. There was a black tablet inside the box. When they turned it on, the screen showed many bright colours. ‘Wow!’ They were both surprised.

At first, the tablet was so much fun. They played video games after finishing their study.



And soon, the tablet became more exciting than playing outside. ‘Naima! Masuk!’ their friend Rana called from the gate. ‘Let's play!’

Quality Time Together

‘Not now!’ Naima replied. Her eyes were stuck to a YouTube video. Masuk was also watching the video with his sister.

The twins slowly started to change. Often they became grumpy and got angry. ‘Time for dinner!’ their mom called one evening. ‘Just five more minutes, Ma!’ Masuk shouted. His voice was sharp and annoying. Mother noticed it and took the tablet away. Then, Masuk started to cry. ‘You’re so unfair!’ he screamed.

The situation became worse. At night, they couldn’t sleep properly. Naima rubbed her eyes all the time, and Masuk felt sleepy all day long. Their parents, Naeem Hasan and Mina Begum were very worried and unhappy. They understood that their children were spending too much time on screens. So, they decided to talk to Naima and Masuk.

‘This tablet is wasting your precious time,’ their dad said softly. ‘It’s taking away your sleep, affecting your school work and keeping you away from your friends.’ The twins saw the sadness in their parents’ eyes. They felt ashamed. They realised that they were using the tablet too much and became tired and grumpy.

Then, they promised not to use the tablet without their parents’ permission. Every weekend, the family members used to sit together



and shared funny stories. Naima and Masuk also started playing outside with their friends again. Their home became full of joy!

2.1 Match the words from Column A with their meanings in Column B.

Words	Meanings
i) twins	a) to feel bad or embarrassed about something
ii) tablet	b) to tell someone that you will definitely do something
iii) grumpy	c) two children born at the same time to the same mother
iv) ashamed	d) a device with a screen used for connecting to the internet, watching videos, reading books etc.
v) promise	e) easily annoyed or unhappy

2.2 Read the story carefully and fill in the blanks with the correct words.

grumpy, YouTube, screen, stories, ashamed

- When their friend Rana called, Naima's eyes were stuck to a _____ video.
- The twins became _____ and angry very easily because of their addiction to the tablet.
- Their parents realised that their children were spending too much time on the _____.
- Naima and Masuk felt _____ when their dad talked to them.
- The family members sat together, shared funny _____.

Quality Time Together

2.3 Ask and answer the following questions. Then write the answers in the exercise book.

- Where did Mr. Rakib live?
- Why were Naima and Masuk surprised when they turned on the tablet?
- How did the twin's behaviour change after they started using the tablet?
- What were the main problems faced by Naima and Masuk using the tablet too much?
- Imagine, you are Naima or Masuk. Write two sentences about what you would like to do in your free time now.

3.1 Language Focus: Prefix and Suffix

To make new words, prefixes or suffixes are added with the root words. For example:

Prefix	Root word with meaning	Suffix	Newly formed word with meaning
un	happy (joyful)	___	unhappy (sad)
___	sing (to sing)	er	singer (the person who sings)
dis	agree (accept)	ment	disagreement (difference of opinion)

More examples: Using **prefix**: dislike, upload, rewrite, incomplete

Using **suffix**: sadness, sleepy, helpful, quickly

3.1.1 Choose prefixes and suffixes from the box. And make new words from the words below. The first one is done for you.

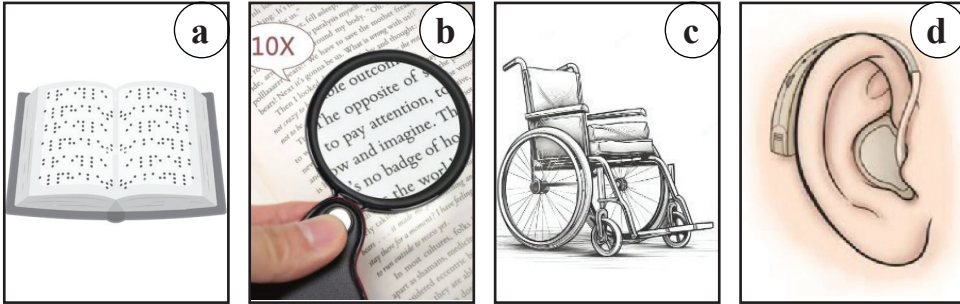
Prefixes	Suffixes
un, re, ir, dis	al, cal, ly, ment, tion, ed, er, ier, est, ness

- a) happy : unhappy, happily, happiness
- b) magic : _____
- c) agree : _____
- d) create : _____
- e) appear : _____
- f) act : _____

4.1 Work in groups. Search for the words with prefixes and suffixes in your English for Today textbook. Now, make a list and discuss their meanings.

The Champion Girl

1.2 Look at the pictures. Ask and answer the following questions.



- Have you seen these things before?
- Do you know anyone who uses any of them?
- Why do people use these things?

1.3 Listen and read.



Lipi lives with her grandparents in a small village. She studies in a nearby primary school. She has a bright smile and a heart full of dreams. She talks nicely and wins everyone's heart. She is a lot like any other girls in her neighbourhood. But, Lipi cannot walk like her friends. Instead, she uses a wheelchair to move.

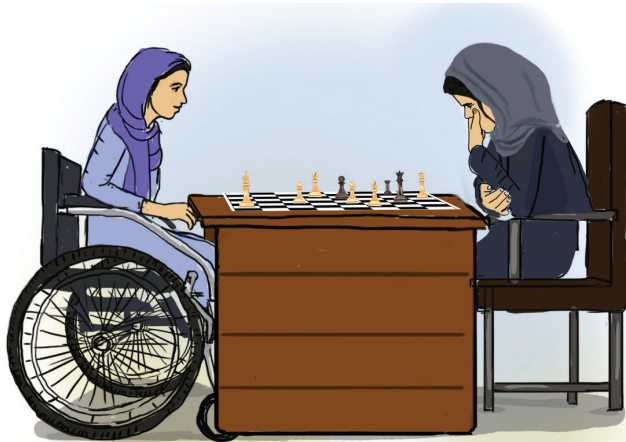
Every morning, Lipi wakes up early, gets dressed and takes her breakfast on time. Lipi's mother helps her put books in the school bag. Lipi's classmates help her to sit at the front bench of the class. They also help her to move around the school. Whenever her classmates play, they invite

The Champion Girl

Lipi to join them. Their class teacher Ms. Anita makes sure that Lipi feels comfortable in the class. Her teacher arranges Lipi's table so that she can see the blackboard clearly.

Lipi cannot move as quickly as her classmates, but she remains happy. School is her favourite place. Lipi loves to go to school on time. She loves listening to stories, drawing pictures, and learning about the world. She also loves playing chess. While her classmates play football or cricket, Lipi becomes busy with her chessboard.

One day, the school arranged a chess competition. Her opponent welcomed her warmly. She remained focused and attentive throughout the game and finally won. The whole school cheered. Ms. Anita congratulated her. The school arranged a prize giving ceremony. Lipi received a crest and a set of beautiful wooden chess.



Lipi wants to be a teacher. Ms. Anita is her inspiration. Lipi dreams of setting up a school for the local children. She believes that people with special needs can achieve amazing things in their lives.

The Champion Girl

2.1 Read the story again. Choose the best answers.

1. Where does Lipi live?
 - a) In a big city
 - b) In a small village
 - c) In a big flat
 - d) In a small town
2. Which is Lipi's favourite place?
 - a) The playground
 - b) Her house
 - c) The park
 - d) Her school
3. How does Lipi's teacher help her in the class?
 - a) By giving her extra homework
 - b) By making sure she can see the board
 - c) By letting her leave class early
 - d) By carrying her books
4. What activity does Lipi enjoy when her classmates play outside?
 - a) Reading books
 - b) Playing chess
 - c) Drawing pictures
 - d) Singing songs
5. Why does Lipi want to set up a school?
 - a) To be the principal
 - b) To help other children to learn
 - c) To win more chess competitions
 - d) To be famous in her village

2.2 Read the story again. Write the answers to the following questions in your exercise book.

- a) How does Lipi get ready for school every morning?
- b) How does Lipi get to her seat in the class?
- c) What competition has Lipi won at school?
- d) How did Lipi feel after winning the competition?
- e) Why does Lipi want to become a teacher?

3.1 Language Focus: want to be...

In the last section of the text, there is a sentence—

Lipi wants to be a teacher.

This means Lipi will be a teacher in the future and she likes the profession. When we want to talk about the profession that we want to be in the future, we use— **want to be ...**

Examples:

- I want to be a teacher.
- He wants to be a doctor.
- She wants to be a painter.

The Champion Girl

4.1 Talk with your classmates. Then, write their names and the profession they want to be in the future. Use ‘want to be/ wants to be’.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

4.2 You may have friends who have trouble in seeing, hearing, walking and/or understanding the lesson. How would you help them in school? Write your answer and then share it with your class.

Poem: The Secret Song

1.1 Ask and answer the following questions in pairs.

- a) What beautiful things do you see around?
- b) Do you like flowers? Which flower do you like most? Why?

1.2 Listen to the poem. Then read it aloud.

The Secret Song

Margaret Wise Brown

Who saw the petals
drop from the rose?

I, said the spider,
But nobody knows.

Who saw the sunset
flash on a bird?

I, said the fish,
But nobody heard.

Who saw the fog
come over the sea?

I, said the sea pigeon,
Only me.

Who saw the first
green light of the sun?

I, said the night owl,
The only one.

Who saw the moss
creep over the stone?

I, said the gray fox,
All alone.

Poem: The Secret Song

2.1 Listen and read the poem once again. Now, write answers to the following questions.

a) Who saw the petals drop from the rose?

_____ .

b) What did the fish see?

_____ .

c) Who was the only one to see the fog come over the sea?

_____ .

d) What did the night owl see?

_____ .

e) Who saw the moss creep over the stone?

_____ .

f) How do you feel after reading the poem?

_____ .

2.2 Match the rhyming words in column A with column B. The first one is done for you.

A	B
rose	heard
sea	one
sun	alone
bird	knows
stone	me

Poem: The Secret Song

3.1 Make a list of things that you can see, hear and smell when you are in nature. Then compare your list in pairs. One is done for you.

Things you can see	Things you can hear	Things you can smell
leaves	thunderstorm	flower

4.1 Make meaningful sentences with the following words:

- a) petals: _____ .
- b) sunset: _____ .
- c) fog: _____ .
- d) sea: _____ .
- e) gray: _____ .

4.2 In a group, design a poster titled ‘The Beautiful Things around Our School’ and present it to the class.

The Giving Tree

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



- a) What is your favourite tree? Why do you like it?
- b) How do trees help us?

1.2 Read the story.

The Giving Tree

Once there was a tree and she loved a little boy. Every day the boy would gather leaves and make them into crowns. He would play king of the forest wearing the crown. He would climb up her trunk and swing from her branches. When he was tired, he would sleep in her shade. The boy loved the tree very much. And the tree was happy.

But time went by. The boy grew older. He stopped playing with the tree. And the tree was often alone.

Then one day the boy came to the tree. The tree said, 'Come, Boy, come and climb up my trunk. Swing from my branches and eat apples. Play in my shade and be happy.' 'I am too big to climb and play,' said the boy. 'I want to buy things. I want some money. Can you give me some money?'

'I'm sorry,' said the tree. 'I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in the city'. And so, the boy climbed up the tree and gathered her apples. And the tree was happy.



The Giving Tree



But the boy stayed away for a long time. And then one day the boy came back. The tree shook with joy. She said, 'Come, Boy, climb up my trunk. Swing from my branches and be happy.' 'I am too busy to climb trees,' said the boy. 'I want a house to keep me warm,' he said. 'Can you give me a house?' 'I have no house,' said the tree. 'The forest is my house. But you may cut off my branches and build a house. Then you will be happy.' So, the boy cut off her branches and carried them away to build his

house. And the tree was happy.

But the boy stayed away for a long time. And when he came back, the tree was very happy. 'Come, Boy,' she whispered, 'come and play.' 'I am too old and sad to play' said the boy.

'I want a boat that will take me far away from here. Can you give me a boat?'



The Giving Tree

‘Cut down my trunk and make a boat,’ said the tree. And be happy.’

And so, the boy cut down her trunk and made a boat to sail away. And the tree was happy, but not really.



And after a long time, the boy came back again. ‘I am sorry, Boy’ said the tree, ‘but I have nothing left to give you.’ My apples are gone, my branches are gone, my trunk is gone. I am just an old stump,’ said the tree. ‘I don’t need very much now. Just a quiet place to sit and rest. I am very tired,’ said the boy. ‘Well,’ said the tree, ‘come, Boy, sit down and rest.’ And the boy did. And the tree was happy.

[Adapted from Shel Silverstein]

The Giving Tree

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

- a) The tree didn't love the little boy.
- b) The boy would sleep in the tree's shade when he was tired.
- c) The tree was often alone because the boy grew older.
- d) The tree gave the boy money.
- e) The boy cut off the tree's branches to build a house.
- f) The boy cut down the tree's trunk and made furniture.
- g) The tree was not really happy when the boy made a boat.
- h) The boy came back to the tree after a long time.
- i) The tree had more apples, branches, or trunk to give to the boy.
- j) The boy wanted a quiet place to rest when he was old and tired.

2.2 Read the story again. Answer the following questions.

- a) What things did the boy take from the tree?
_____.
- b) Was the tree really happy when the boy took her things?
_____.
- c) Did the boy give anything to the tree?
_____.
- d) Could the tree help the boy when it was just a stump?
_____.
- e) What can we learn from the story?
_____.

3.1 Language Focus: Wh-questions

Wh-questions are questions that start with the words 'Who', 'What', 'When', 'Where', 'Why', 'Which', 'Whom', 'Whose' and 'How'. We use them when we want to ask for specific information.

We use ...	Wh-Pronouns	Rules	Examples
	Who	to ask about people.	Who is your best friend?
	What	to ask about things or activities.	What is your favourite book?
	When	to ask about time.	When is your birthday?
	Where	to ask about places.	Where do you live?
	Why	to ask for reasons.	Why do you like ice-cream?
	Which	to ask for a specific choice from a set of options.	Which colour do you prefer, red or blue?
	How	to ask about manner, quantity, or quality.	How many pencils do you want?
	Whom	to ask about person.	Whom did you give the book?
	Whose	to ask question about ownership or possession.	Whose book is this?

The Giving Tree

3.1.1 Notice the underlined word(s) of the following statements. and make questions on them. The first one is done for you.

a) Statement: The boy loved the tree very much.

Question: Who loved the tree very much?

b) Statement: He would sleep in her shade.

Question: _____

c) Statement: The boy sold the apples in the city.

Question: _____

d) Statement: The tree felt happy helping the boy.

Question: _____

e) Statement: The boy made a boat.

Question: _____

f) Statement: The boy could not climb the tree because he grew up.

Question: _____

g) Statement: The boy came back to the tree after a long time.

Question: _____

3.1.2 Make questions taking word(s) from all the three columns.

Who	loved did didn't	the boy sleep in her shade?
What		the tree?
Where		the boy build his house?
When		the tree give the boy anything?
Why		the boy make?
How		the boy sell the apples?

3.1.3 Look at the questions in the following speech bubbles and write their answers in the speech bubble boxes.

What is your favourite book?	
When do you go to school?	
Where do you live?	
Why do you like ice cream?	
How do you go to school?	
Who is your English teacher?	

Now, practise the dialogues in pairs with proper stress and intonation.

The Giving Tree

4.1 Sit in a group of six and pass a small ball around. When you get the ball, select a topic from the box and ask Wh-questions on the topic.

school	hobby	family	pets	sports
favourite book	holidays	festivals	teacher	friends

One is done for you:

Student 1: favourite book What is your favourite book?

Student 2: My favourite book is ...



The Air We Share

1.1 Bidhan likes to read newspaper. He has found an interesting article in today's newspaper. Read the article.

Saturday, September 27, 2026

DAILY NEWS

NEWS - OPINION - SPORTS - WEATHER - LIFESTYLE

The Air We share

Air is all around us. We breathe air in and out every day. We cannot live without air. But do you know that sometimes the air can get dirty? This is what we call air pollution.

Smoke, dust and



chemicals cause air pollution. Burning fossil fuels is one of the main causes for air pollution. Fossil fuels are things like coal, oil and natural gas. Factories, power plants, and cars use fuel to make energy. When we burn these

fuels, they create smoke and harmful gases.

Breathing in polluted air can make us sick. It can cause diseases like asthma, bronchitis etc. Air pollution leads to global warming. Global warming means

rise in the Earth's temperature over time. Air pollution can also harm the ozone layer. It is a part of the atmosphere. It protects us from the harmful rays of the sun.

We all can reduce air pollution. Planting

The Air We Share

2

Saturday, September 27, 2026

trees is a great way of doing this. Trees absorb harmful gases and release oxygen. They also filter out harmful pollutants. Thus, trees help to clean the air. We can also walk or ride bicycles for a short



distance. It does not need to use fossil fuels. Remember, every effort helps and together we can make a big difference.



2.1 Choose the right answers.

1. What is air pollution?
 - a) The process of breathing in and out.
 - b) The mixture of smoke, dust and chemicals in the air.
 - c) The process of burning fossil fuels.
 - d) The act of saving energy.

2. What are fossil fuels?
 - a) coal, oil and natural gas
 - b) ash and soot
 - c) smoke and dust
 - d) trees and plants
3. What can air pollution cause?
 - a) It can make the air clean.
 - b) It can cause asthma diseases.
 - c) It can help in saving energy.
 - d) It can help in recycling trash.
4. What is a great way of reducing air pollution?
 - a) burning more fossil fuels
 - b) planting trees
 - c) breathing in and out every day
 - d) mixing smoke, dust and chemicals with the air
5. What is the role of trees in preventing air pollution?
 - a) Trees cause air pollution.
 - b) Trees burn fossil fuels.
 - c) Trees absorb harmful gases.
 - d) Trees create smoke and dust.

The Air We Share

3.1 Language Focus: Paragraph Writing

A paragraph is a group of sentences on a topic. The following steps will help you write a paragraph:

- First choose a topic.

My Favourite Sport

- The first sentence of a paragraph is topic sentence.

I love playing football.

- Then, we write supporting sentences to develop the topic.

Football is a fun sport. We get to run around and kick a ball.

- After that, we will add details to the supporting sentences.

Playing football is a teamwork. We pass the ball to our teammates. All players try to score goals.

- Finally, end the paragraph with a closing sentence.

That is why I like football the most.

Now, put the topic sentence, supporting sentences, details, and closing sentence together to make a paragraph.

My Favourite Sport

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The Air We Share

4.1 Imagine, you are a tree in a city affected by air pollution. Write a diary about your day. Think about the following questions to write the diary.



- a) What do you see, smell and feel?
- b) How does it affect you?
- c) What do you do to keep the air clean?

The Air We Share

You can start like this:

Date:

Today was another tough day in the city. As a tree, I stand tall. And I try to do my best to clean the air.

But the air around me was filled with smoke and dirt from the

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Nakshi Kantha

1.1 Look up the words of column A in the dictionary. Then, match the words with their meanings in column B.



Column A	Column B
a) stitch	i) a way of doing something that has existed for a long time
b) quilt	ii) to sew pieces of cloth
c) wrap	iii) a warm blanket made by sewing pieces of clothes together
d) pattern	iv) to put cloth over something to cover it
e) tradition	v) a design that repeats shapes, colours, lines etc

1.2 Read the following passage.



When Adiba was in class five, she moved to New York with her parents. Her grandmother lives in a village in Bangladesh. She is very fond of her grandmother. Adiba used to visit her grandmother once every year.

Last year, her grandmother wanted to give her something on her birthday. So, she

Nakshi Kantha

decided to sew a special *Nakshi Kantha* for her.

It is a traditional handmade quilt. She began by gathering colourful pieces of old *sarees*. With great care, she stitched them together. She made a beautiful pattern of flowers and birds on it. It took many days and nights to complete the *Kantha*. Before Adiba's



birthday, her grandmother sent her the *Nakshi Kantha*. Adiba was filled with joy after receiving it. Adiba heard from her father that the stitch, colour and pattern of the *Kantha* had a story to tell. From that day, Adiba wanted to learn more about the *Nakshi Kantha*. It was more than just a quilt.

It was a symbol of her grandmother's love. She felt happy when she wrapped herself with the quilt. It symbolises the rich tradition of her homeland.

2.1 Read the passage again and answer the following questions.

- What did Adiba's grandmother gather for sewing the *Kantha*?
- What patterns did she make on the *Kantha*?
- How long did it take to complete the *Kantha*?
- How did the *Kantha* tell a story?
- How did Adiba feel when she wrapped herself in the quilt?

3.1 Language Focus: Simple Past Tense

In English, **-d/-ed** is added to most verbs to tell/show what happened in the past. They are **regular verbs**.

But **irregular verbs** do not follow the usual rules for changing tenses.

Regular Verbs	Present	Past
	live	lived
	visit	visited
	decide	decided
	stitch	stitched
	fill	filled
	wrap	wrapped
	cherish	cherished

Irregular Verbs	Present	Past
	begin	began
	make	made
	take	took
	tell	told
	feel	felt
	have	had
	is/am	was

4.1 Now, fill in the blanks using correct form of the verbs (present simple/past simple) given below.

use	take	live	give	tell	make	visit
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Adiba _____ in New York. She _____ her grandmother once a year. Last year, her grandmother _____ a Nakshi Kantha for her. She _____ colourful pieces of old sarees to make it. It _____ many days to stitch beautiful patterns of flowers and birds. Her grandmother _____ her the quilt on her birthday. Adiba was very happy because the quilt was cozy and warm and it _____ a story through its designs.

The Wind and the Sun

1.1 Read the story.

The wind and the sun were having an argument about who was stronger than the other.

‘I am the most powerful!’ said the wind.

‘No, I am the most powerful!’ said the sun.



‘I can blow trees to the ground!’ said the wind. ‘I can push ships across the ocean. I can make tornadoes!’

‘Is that right?’ replied the sun. Just then, they saw a man walking along the road in his winter jacket.

‘Let's have a contest to see who is more powerful,’ said the wind. ‘He who can remove the man's jacket first will be the winner.’

The sun agreed.

The wind started first. He blew a gust of cold wind at the man.

The man kept shivering and zipped up his jacket. ‘Brrr! What a cold and windy day!’

The Wind and the Sun



It started raining. The wind blew even harder and turned the rain into a storm.

‘Well, look at that! There's a heavy storm!’ said the man.

The wind blew its strongest gust towards the man, but the man's jacket stayed on. He zipped the jacket higher to cover his nose.

‘Oh! This is impossible,’ said the wind. He stopped blowing.

‘My turn!’ said the sun.

First, the sun was shining enough to stop the rain and storm. The man unzipped his jacket. Then the sun pulled the clouds apart and gently shone down on the man. Suddenly, it felt like a beautiful sunny day.

‘Wow. The weather is strange around here!’ said the man.

The sun gently wiggled its fingers and increased the temperature.

The Wind and the Sun

‘What strange weather it is! Now, it feels like a hot summer!’ the man said as he began to sweat. ‘Oh, it's so hot!’



He removed his jacket and headed to a nearby tree. He took a rest for a while under the shade of the tallest tree.

‘I have made the man remove his jakcet. I have won!’ said the sun.

2.1 Fill in the blanks using the words from the box below.

snow, sweat, arguing, jacket, trees

- The wind and the sun were _____ about who is stronger.
- The wind claimed that it could blow _____ to the ground.
- The sun said it could melt all the _____ on the mountains.
- The contest was to see who could remove the man's _____ first.
- The man finally removed his jacket because he began to _____.

2.2 Write the answers to the following questions.

- What could the wind do to show its strength?
- What did the man do when the wind blew strongly?
- What did the sun do first before shining brightly?
- Why did the man finally take off his jacket?
- If you were the man in the story, how would you feel about the sudden change in weather?

3.1 Language Focus: Comparison of Adjective

Look at the following words used in the text.

stronger, powerful, harder, cold, beautiful, hot, tallest

The above words are used to talk about the qualities or characteristics of a person or thing. These are adjectives.

Adjectives are describing words. They tell us more about people, animals, places and things.

Adjectives can describe the **difference** between **two things**. For example,

a tall tree	a taller tree
an interesting story	a more interesting story

Adjectives can also describe something as the best or the greatest **among three or more things**. For example,

- The cheetah is **the fastest** animal in the jungle.
- This is **the most beautiful** picture in the gallery.

We use **-er** for one syllable word (tall)
We add **more** for more than one syllable word (in-ter-es-ting)

We use **-est** for one syllable word (fast)
We add **most** for more than one syllable word (beau-ti-ful)

The Wind and the Sun

3.1.1 Now write the forms of adjectives of the following. The first one is done for you.

Adjectives		
Positive	Comparative	Superlative
close	closer	closest
strong		strongest
warm	warmer	
weak		weakest
happy	happier	
fast		fastest
good	better	
careful		
colourful		most colourful
comfortable	more comfortable	

The Wind and the Sun

4.1 Choose five adjectives from the left column of the table in activity 3.1.1. Write sentences using those adjectives and their comparative and superlative forms. One is done for you.

strong	Sumon is strong.
	Kabir is stronger than Sumon.
	Farhan is the strongest boy in the class.

Adjectives	Your sentences

Writing a Story

1.1 Look at the pictures. What are they about? Discuss with your partner.



1.2 What happens in each picture? Write them below. The first one is done for you.



The crow was
looking for water.
The crow saw a jar.

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2.1 Read the story. The story is written based on the above pictures in order. Think about how the story follows each picture, one by one.

The Crow and the Jar

A crow was tired and thirsty. It flew here and there. It was looking for water. The crow suddenly saw a jar. The crow flew down to the jar. It sat on the edge of the jar and looked inside it. The water was at the bottom of the jar.

The crow looked around. It saw some pebbles near the jar. The crow picked up the pebbles one by one with its beak. Then, it dropped them into the jar. The water rose to the brim of the jar. The crow drank the water. Then, it flew away happily.

Writing a Story

3.1 Language Focus: Writing a Story

Writing a story is fun! You can use your imagination to create interesting stories. To write a good story, you should consider these questions:

Questions	Elements of the story
1. Who are in the story?	characters of the story
2. What happens: when, where, how-does it happen?	Plot or settings of the story
3. Are there any problems/challenges faced by the characters in the story? What are they?	problems or challenges of the story
4. How do you plan to solve the problems/challenges in your story?	solutions to the problems
5. How do you plan to conclude the story?	ending of the story
6. How to find a story title?	The main character, setting, an important event or the central theme can help to find a story title.

3.2 Now, read the story in 2.1 again. Find the elements of the story in the following table.

Elements	In the story, we found...
1. character(s) of the story	a crow
2. Plot or settings of the story	a hot day; there was a jar; in an open field, some pebbles were near the jar- these are the settings of the story.
3. problems or challenges of the story	The crow was thirsty and looked for water here and there. It found a jar but the water was at the bottom of the jar.
4. solutions to the problems	The crow saw some pebbles near the jar and dropped them into the jar. The water rose to the brim of the jar.
5. ending of the story	At last, the crow drunk water from the jar and flew away happily.
6. Title	The Crow and the Jar

Plan your story keeping in mind the four parts: the title, the beginning, the middle and the end

Title	Choose a suitable title for your story.
Beginning	Introduce the characters and setting.
Middle	Describe the problems and what the character does.
End	Solve the problems and show how the story ends.

Writing a Story

4.1 Work in groups. Look at the pictures and plan your story.



a



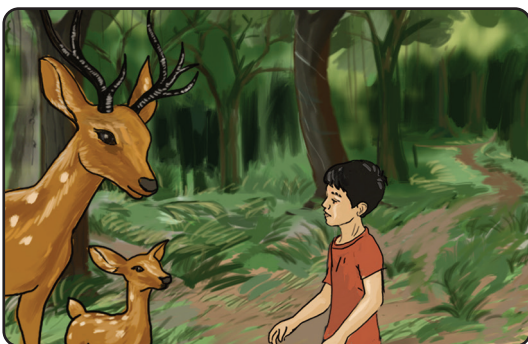
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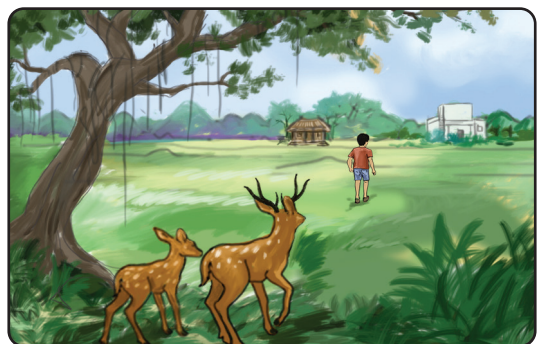
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e



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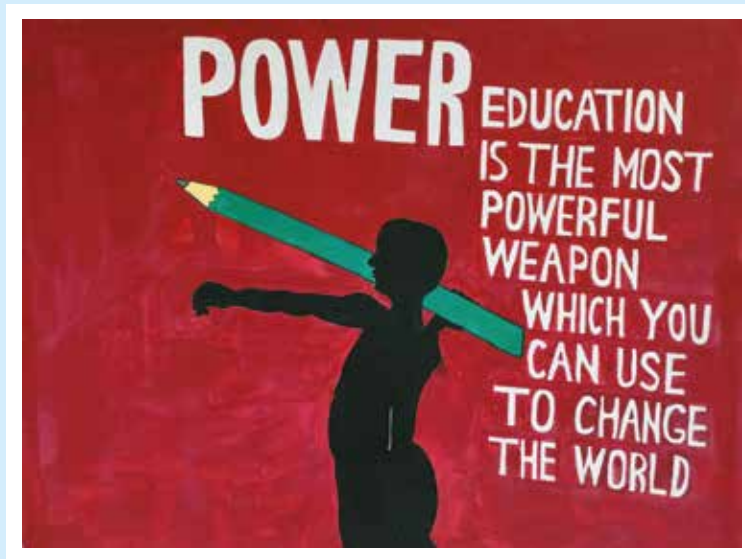
4.2 Now, write a story from the beginning to the end following the pictures in 4.1. Give a title to your story.

A large rectangular box with rounded corners, designed for writing a story. It features a horizontal line at the top for a title, followed by 15 horizontal lines for the story text. A small, empty rounded rectangle is positioned at the top center, above the first line, likely for a title.

The End

Academic Year 2026, Class Five–English

Slow but steady wins the race.



National Curriculum and Textbook Board, Bangladesh

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