

# ENGLISH FOR TODAY

Dakhil Class Six



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board as  
a textbook for Dakhil Class Six from the academic year 2013

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# **ENGLISH FOR TODAY**

**Dakhil**

**Class Six**

**Revised for the year 2026**

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**NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH**

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## Preface

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The importance of formal education is diversified. The prime goal of modern education is not only to impart knowledge but also to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of developing a society that is free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education as per the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organisation also works to review and revise the curriculum, textbooks, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

Due to globalization, rapid communication, and digitalization, the need and importance of English is increasing. English is one of the powerful tools for pursuing higher study, using technology, developing interpersonal communication, and accessing local and global job markets. The curriculum makes it explicit that language learning will be graded and contents will replicate real-life contexts to enhance language learning for communication. The English For Today textbooks have been developed to help students attain communicative competence in English with particular attention to the development of the four language skills i.e. listening, speaking, reading and writing.

It may be mentioned here that the textbook has been reviewed and revised for the academic year 2026. It is mentionable here that the last version of the textbook developed according to the curriculum of 2012 has been taken as the basis. Meticulous attention has been paid to the textbook to make it more learner-friendly and free from errors. However, any suggestions for further improvement of this book will be appreciated.

Finally, I would like to thank all of those who have contributed to the book as writers, editors, reviewers, illustrators and graphic designers.

October 2025

**Professor Robiul Kabir Chowdhury**  
Chairman (Additional Charge)  
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## Lesson 1

# Going to a New Madrasah

After completing the lesson students will be able to

- read and understand texts
- talk about people, places and familiar objects in short and simple sentences
- write short paragraphs

- A. Tamim has moved to a new city with his parents. He is going to a new madrasah and his new teacher has given him the following form to fill out. His teacher wants to know more about him.

Read the form and see what Tamim has written about himself.

1. My name is Tamim Chowdhury.

2. I am 11 years old.

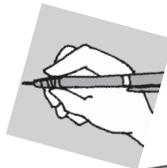
3. I have brown eyes, brown hair, and I am 4 feet, 3 inches tall.

4. I am good at playing football and drawing.

5. My hobbies are collecting stamps and reading.

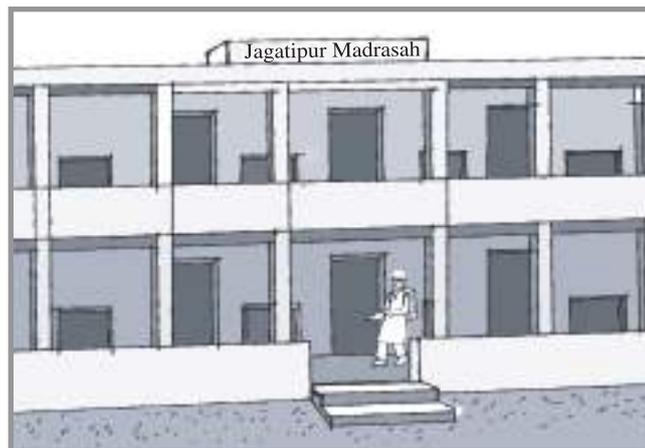
6. I like to read comic books and eat peanuts.

7. I really don't like any kind of soft drinks.



**A1. Now, write down similar information about yourself.**

1. My name is \_\_\_\_\_.
2. I am \_\_\_\_\_ years old.
3. I have \_\_\_\_\_ eyes, \_\_\_\_\_ hair, and I am \_\_\_\_\_ , \_\_\_\_\_ tall.
4. I am good at \_\_\_\_\_ and \_\_\_\_\_.
5. My hobbies are \_\_\_\_\_ and \_\_\_\_\_ .
6. I like to \_\_\_\_\_ and \_\_\_\_\_ .
7. I really don't like \_\_\_\_\_ .

**B. Read the following passage about Tamim's first day at the new madrasah.**

My first day at the new madrasah was interesting. I was going to madrasah with my father in a rickshaw. We reached madrasah after fifteen minutes. My father said good bye and left me at the madrasah gate. I went in and found that everyone had gone to class. I walked into my classroom and found a seat. After some time, a teacher came and warmly greeted us. I found the students very friendly in my new class.

**B1. Choose the right answer :**

The passage is about

- a. who took Tamim to school on the first day.
- b. how Tamim felt on the first day in madrasah and why he felt so.
- c. what happened in the madrasah on the first day.

**B2. Match a word from Column A with a word (or words) from Column B that has (or have) similar meaning.**

Column A	Column B
interesting	lovingly
frightened	amusing
happy	afraid
excited	glad
warmly	thrilled

**B3. Talk about your first day at madrasah and how you felt - happy, frightened, thrilled or shy. Work in groups.**

**B4. Now, write a paragraph on how you felt on your first day at madrasah and why you felt so.**

**C. Read the following poem and complete this lesson with fun and laughter.**

**Let's Play**

*- Kate Greenaway*

School is over,  
 Oh, what fun!  
 Lessons finished,  
 Play begun.  
 Who'll run fastest,  
 You or I?  
 Who'll laugh loudest?  
 Let us try.



**C1. Notice the use of punctuation marks in the poem. Why are the exclamation marks (!), the question marks (?), and the full stops (.) used in these places?**

After completing the lesson students will be able to

- ask and answer questions
- read and understand written instructions
- participate in short dialogues and conversations on familiar topics

**A. We often use some routine expressions in our everyday conversations. Read the following conversations and see some of the different ways in which we can respond to good or bad news.**

*i) Lily goes to a madrasah in Dhaka and her parents live in a small town in Tangail district. Lily is talking to her father over telephone.*

**Lily** Assalamu alaikum, Baba!

**Baba** Lily? How are you?

**Lily** Fine, Baba. I just got my exam result. I've got an A in my English test!

**Baba** Well done, daughter! I'm so proud of you!

**Lily** Thanks, Baba. By the way, I have to go now. I'll call you again.

**Baba** Bye, daughter. Take care.

**Lily** You too, Baba. Bye !

*ii) Rahul is a good singer. He loves to sing folk songs and is quite popular with the young generation. His new album has just come out.*

**Nina** Hello, Rahul! You look very happy today!

**Rahul** : I am happy. I just heard that my new album  
of Kazi Nazrul Islam's Hamd and Nath songs has been a hit!

**Nina** : Oh, great! Congratulations!

**Rahul** : Thanks, Nina. I can't tell you how happy I am!

**iii)** *Manzoor is a student of class six in a Madrasah in Rajbari. Recently, there was an inter-school essay competition on the occasion of our Independence Day. Manzoor had participated and got a prize.*

**Raj** : Assalamu alaikum, Manzoor! What's the matter?  
You look excited!

**Manzoor** : Do you remember the competition I took part?

**Raj** : Yes, I do. What happened?

**Manzoor** : I am happy that I've won the competition!  
In fact, I've won the first prize!

**Raj** : Oh, that's marvelous! congratulations!

**Manzoor** : Thanks, Raj.

### Language Focus

When we are glad or happy to hear about any good news, we usually express our happiness with these expressions: **Congratulations!** **Well done!** That's **marvelous!** That's **wonderful!** **Great!**, etc. In return, the other person usually says, 'Thanks' or 'Thank you'.

**A1. Discuss with a partner the meanings of: *generation, album, hit* as they have been used in the conversations above.**

**The words *album* and *hit* can be used in more than one meaning. Discuss in groups and see if you can guess the other meanings.**

**A2. Practise the conversations above in pairs.**

**B. Let's now see what we say when we hear about something not good or not happy. Read the following dialogues.**

- i) **Monir** : Hi, Sujan! Why didn't you come to madrasah last week?  
**Sujan** : I had the flu. I was in bed most of the time.  
**Monir** : Oh, I'm sorry to hear that. How do you feel now?
- ii) **Shakil** : Hello, Manik! Why are you so quiet today?  
**Manik** : Did you see that pen my father gave me? I've lost it. It was very dear to me!  
**Shakil** : Oh, I'm so sorry! How did you lose it?  
**Manik** : I don't know! I think I dropped it somewhere.
- iii) **Shanu** : Hi, Munira! Have you seen the result?  
**Munira** : Yes. I've failed in my math test.  
**Shanu** : Oh, that's bad luck!  
**Munira** : I don't know how to tell my parents.  
**Shanu** : I think they will understand.  
I know you'll do better next time.

**Language Focus**

When we hear about any bad news, we say, 'I'm sorry to hear that' or 'That's **bad luck**', etc. In response, the other person usually doesn't say anything.

**B1. Practise saying the above conversations in pairs.**

**B2. Answer the following questions.**

What would you say to somebody who:

- a has won a lottery?
- b has lost a football match?
- c has just congratulated you on your good result?
- d has been ill?
- e has been selected for a music programme on TV?

**B3. Work with a partner. Make short conversations on the situations given in B2.**

Lesson 3

**At a Railway Station**

After completing the lesson students will be able to

- talk about people, places and familiar objects in short and simple sentences
- read and understand texts

**A. Read the following passage.**

My friend Sajjad and I were sitting at the railway station. I came to see him off. Sajjad was going to Dhaka to his elder sister's house. It was very crowded in the station. There was a long line of people at the ticket counter. A woman was standing in the queue. She was holding her child's hand tightly. A group of young people was talking loudly and drinking tea in front of a tea stall. An old couple was trying to find a quiet place to sit down and rest. The waiting room was crowded, too. I saw a man who was trying to carry three heavy suitcases. A young lady was sitting on a bench with her luggage at one corner. She was reading a magazine.

My friend and I stood near a newspaper stall talking and watching the crowd around. Soon my friend's train started to leave. As the train whistled, he picked up his suitcase and we said goodbye to each other.

**A1. Talk about what the speaker saw and did at the railway station. Use your own words.**

**A2. Match a word from Column A with a word in Column B that has an opposite meaning. One is done for you.**

Column A	Column B
see off	light
long	busy
quiet	receive
heavy	drop
pick up	short

- A3. Look at the picture below. Talk about what things you see and what are happening.**



- A4. Suppose, you went to one of the places listed below. Describe what you saw, what were happening and what you did there.**

- i)** A shopping place
- ii)** A bus station
- iii)** A fair

## Where are You From?

After completing the lesson students will be able to

- recognise words and stress on words in sentences
- talk about people, places and familiar objects in short and simple sentences
- ask and answer questions

It is natural that when two persons meet they would engage in a conversation. They may want to know where the other comes from, or what the other person does and so on. Here are some conversations in such everyday situations.

**A. Listen to and then practise the conversations below with your class friends.**

i) Mamun and his friend Akash have gone to a book fair. A lot of people have also come. They are all talking, laughing and buying books. Mamun introduces Akash to someone. Akash cannot hear his name. Because of the noise around,

Mamun : Akash, I'd like you to meet .....

Akash : Hello! My name is Akash. I'm sorry, I couldn't catch your name.

The stranger : James. James Collins. Nice to meet you.

Akash : Nice to meet you, too. Where are you from, James?

James : I'm from England.



**A1. Imagine that you are at a bus/railway station. A friend introduces you to somebody. You couldn't hear his/her name properly for the sound around. Now, make a conversation among you, your friend and the new person.**

**ii)** Sometimes the same questions can be asked in a different way. Here is a conversation between an immigration officer and a passenger at the Shahjalal International Airport, Dhaka. Listen to the conversation first and then practise it with a partner.

Officer : Your name, Sir?

Passenger : Robert Smith.

Officer : Where do you come from, Mr. Smith?

Passenger : Australia.

Officer : And where are you coming from now?

Passenger : I'm coming from London.

Officer : Welcome to Bangladesh, Sir.  
Have a nice stay.

Passenger : Thank you.



**A2.** In the above conversation the officer asks the passenger first time "Where do you come from?" and again he asks the passenger "And where are you coming from now?" Why?

**iii)** It's the first day in the new class after the annual exam. The boy sitting next to Rahim is a new student. Listen to and practise the conversation below.

Rahim : Hello! I'm Rahim.  
I'm the class captain.

New student : Hi! My name is Sajed.

Rahim : Where do you come from, Sajed?

Sajed : I'm from Sylhet.  
My father got transferred here. That's why I'm here in Khulna.

Rahim : Well, I'm sure you will like Khulna and your new school.



Sajed : I know I will. Will you be my friend?  
 Rahim : I'm already your friend!

**A3. Rahim asks Sajed "Where do you come from, Sajed?" What could Rahim ask him instead?**

**iv) Mamun and Akash are talking about Mamun's cousin Ruma. Listen to and practise the conversation in pairs.**

Akash : What does your cousin do, Mamun?

Mamun : She is an architect. She mostly designs offices and shopping complexes.



Akash : What is she doing at the moment?

Mamun : Well, at the moment she is designing something different. She is designing a school building on the outskirts of Dhaka.

**v) Tahmina and her mother are sitting in their living room. Tahmina's mother Rabeya Begum is watching TV and Tahmina is reading a story book. Their neighbour's little boy is crying at the top of his voice.**

Rabeya : I just don't understand! That boy is screaming so much! Maybe he is hungry.

Tahmina : I don't think so. Maybe he is crying for his mother.

Rabeya : Why, what does she do?

Tahmina : She works part-time at the Town Hall Library.



- A4. Listen to the conversation between Akash and Mamun, and between Rabeya and Tahmina again. What difference do you find in the questions "what is she doing at the moment?" and "what does she do?"**

### Language Focus

Notice that sometimes the answer to "*Where do you come from?*" or "*Where are you from?*" is the name of the country one belongs to. But when both the speakers are from the same country, the question would obviously mean what part of the country one belongs to.

Notice the difference between "*What do you do?*" and "*What are you doing?*" "*What do you do?*" means the same as 'What's your profession?' On the other hand, 'What are you doing' refers to what you are doing at the moment, or something you are doing around that time.

- B. Look at the pictures below. Ask and answer questions about what each person's profession is, and what he or she is doing at the moment.**

#### Follow this model:

What's his/her name? What does he/she do?

What is he/she doing now?

At the moment he/she is \_\_\_\_\_.

He/she is not \_\_\_\_\_. (not doing what he/she usually does, e.g. He is not seeing a patient)



Captain Harun, Pilot



Nadia Sultana, Student



Rashid Ahmed, Doctor



Sumana Chowdhury, Lawyer

## Lesson 5

# Thanks for Your Work

After completing the lesson students will be able to

- talk about people, places and familiar objects in short and simple sentences
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- read and understand texts
- write short paragraphs

A. Look and say. Use suitable words from the box to describe the occupation of each person below.

newspaper hawker	nurse	cleaner
rickshaw-puller	waitress	postman



1



2



3



4



5



6

**A1. Choose appropriate words from the box to complete the dialogue below. Then act out the dialogue in pairs.**

letters	restaurant	streets	place	morning
---------	------------	---------	-------	---------

- A : What does a cleaner do?  
 B : A cleaner cleans our houses, office and ..... etc.  
 A : What does a newspaper hawker do?  
 B : A hawker gives us newspapers every ..... .  
 A : What does a postman do?  
 B : A postman delivers ..... and other items to us.  
 A : What does a rickshaw-puller do?  
 B : A rickshaw-puller takes us from one ..... to another.  
 A : What does a waiter do?  
 B : A waiter serves food at the ..... .

**B. Read the text about Bulbul and answer the questions below:**

Bulbul collects rubbish from the Sankar area in Dhaka. Every morning, he wakes up at 5 o'clock and walks along the streets of Sankar to collect rubbish. People of Sankar put their rubbish in plastic bins and leave them in front of their houses. Bulbul walks from door to door to collect them. Sometimes the bins are very dirty and they smell bad. But Bulbul does not mind. He takes out everything from the bins and puts them in his van. He believes that all jobs are important. He works hard every day to keep this area clean.



Last month Bulbul was sick for two days. So, he could not come to collect the rubbish. The people of Sankar were in great trouble. They got piles of rubbish waiting in front of their houses. The whole area became dirty and unhygienic. When Bulbul got well, he came back to Sanker. He collected everything from all the bins. Bulbul does not want to fall sick again. He realises, if he stops working even for a few days only, the whole area will turn into a big dustbin.

**B1. Now, ask and answer the questions in pairs.**

- a) What time does Bulbul wake up?
- b) Where do the people of Sankar put their rubbish?
- c) Why does Bulbul think that all jobs are important?
- d) What happened when Bulbul became sick?
- e) What will happen if Bulbul falls sick again?
- f) What will you say to Bulbul if you meet him?

**B2. Think of a person who helps you live well. Write a composition on this person. Now, answer the following questions:**

- a) What does he/she do?
- b) How does his work help you live well?
- c) What time does he/she start his/her work?
- d) How does he/she do the work?
- e) Does he/she like the job? Why/why not?
- f) What will happen if he/she stops working?
- g) What do you think about his/her job?

**Language Focus:**

Notice the verbs in the italics in the following sentences.

- a) Bulbul *collects* rubbish from the Sankar area in Dhaka
- b) Every day he *wakes* up at 5 o'clock and *walks* along the streets of Sankar.

*We talk about usual routines in simple present tense. In simple present tense, the verb takes an 's' or 'es' if the subject is any one person/he/she, etc.*

Notice the verbs in the following sentences in *italics*.

- a) The people in Sankar area *became* very upset.
- b) They *got* piles of rubbish waiting outside their house.

*All the sentences here talk about the past. So, they are in simple past tense. In simple past tense, the verb is always in its past form (e.g. got, became, etc.).*

**B3. Underline all the verbs in text on Bulbul (B). Write down the past form of the verb in the present tense. Also write down the present form of the verb in the past tense.**

One is done for you.

wakes up—————woke up.

## Lesson 6

## It Smells Good!

After completing the lesson students will be able to

- ask and answer questions
- participate in short dialogues and conversations on familiar topics

### A. Read the passage and the dialogue below:

It's Saturday. Mila's madrasah is open. But Friday and Saturday are father's weekly holidays. Father sometimes loves to cook special dishes for everybody on Saturdays. It's 2 o'clock - time for Mila to come back from madrasah. Mother is setting the table. Mila's two younger sisters are playing in the living room. The doorbell rings. Mila comes in.

**Mila** Assalamu alaikum, Mom! I'm back!  
Where's Baba?

**Mom** In the kitchen. Today is  
Saturday, remember?

**Mila** Right! Baba's cooking  
day! Hi, Baba! What are  
you cooking today? It  
smells good!

**Baba** It's 'moragpolau', dear,  
your favourite dish.

**Mila** Can I try some?

**Baba** No, you can't. You know the rule, don't you?  
Go and wash your hands first.

**Mila** Please, Baba. I'm coming soon.

**Baba** Ok. Here is your dish.

**Mila** Ummm! It tastes so delicious!

**A1. Work with a partner. Ask and answer the following questions.**

- a. What's your favourite food?
- b. Where do you usually have it?
- c. Who prepares it?
- d. How does it taste?

**A2. Practise the conversation in section A with a friend. Remember to use proper stress and intonation (up and down movement of your voice).****A3. Fill in the blanks in the following sentences with the verbs in the box with their correct forms.**

smell	see	look	know	like	want
-------	-----	------	------	------	------

- a. I \_\_\_\_\_ him very well.
- b. The new dress \_\_\_\_\_ great!
- c. Rina \_\_\_\_\_ to collect stamps.
- d. I can \_\_\_\_\_ a butterfly near the flowers.
- e. The flower \_\_\_\_\_ sweet.
- f. Murad \_\_\_\_\_ to buy a dictionary.

**A4. Read the passage below and choose which verb form is appropriate. Underline the word you choose.**

Shikha Banu *works/is working* as a waitress in a restaurant in Chattogram. She takes orders and serves food to customers. But today, the chief cook has suddenly fallen ill. So, she *helps /is helping* the other cooks in the kitchen. She *makes /is making* 'pudding'. She *thinks/is thinking* of her son, Priyam. How he *loves/is loving* pudding! She *wants/is wanting* to make a pudding for Priyam when she goes back home today. Suddenly she *hears/is hearing* someone says, "The pudding is done, apa. Shall I take it off the oven?" With a start Shikha Banu *says/is saying* "Oh, yes. Please do."

Lesson 7

**Holding Hands**

After completing the lesson students will be able to

- recognise word and stress on words in sentences
- recognise intonation in sentences
- understand and enjoy stories and poems

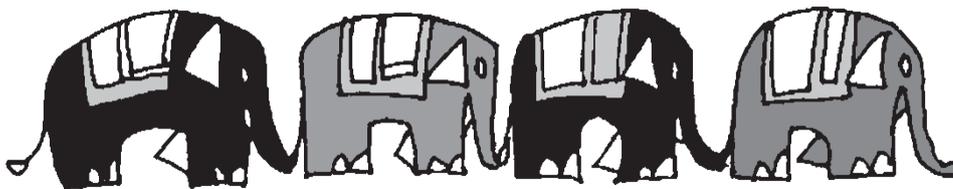
A. Listen and read.

**Holding Hands**

*-Leonore M Link*

Elephants walking  
Along the trails  
Are holding hands  
By holding tails  
Trunks and tails.  
Are handy things  
When elephants walk-  
In Circus rings.  
And when they walk  
It never fails  
They're holding hands  
By holding tails.

(Abridged)



A1. Recite the poem in groups, in pairs and then individually.

- A2. Look at the following words.**  
**Each word has more than one meaning. The meaning in which a word has been used in the poem is given. Can you think of any other meaning or meanings?**

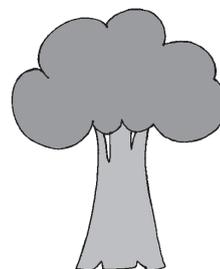
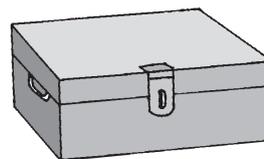
*Trunk* : The long nose of an elephant

*Ring* : A round confined area in which animals or people perform or compete. There are seats around the outside of the ring for the audience.

For example : *a circus ring or a boxing ring.*



- A3. Now, match the words above with the picture below.**



- A4. Make sentences with each of the words.**

After completing the lesson students will be able to

- use word stress and stress on words in sentences
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- read and understand texts

A. Some guests will visit Imran's house tonight. So Imran's mother will cook dinner for them. She asks Imran to go to the local market. He often forgets to buy the necessary items. So his mother is making a shopping list for him. He is helping his mother make the list.

Read the conversation between the mother and son.

**Imran** Maa, what do I need to buy?

**Maa** Well, see if we have enough potatoes?

**Imran** We have some potatoes but I don't think it's enough.

**Maa** Then get half kg. of potatoes. How about tomatoes?

**Imran** I don't see any tomatoes.

**Maa** Are there any other vegetables?

**Imran** Yes, there are some beans, carrots, cucumber and eggplants....That's all.

**Maa** Well, I'll need one kg. of tomatoes. Half kg. of beans and two cauliflowers.... Are there any eggs, dear?



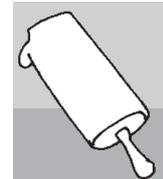
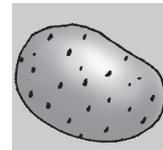
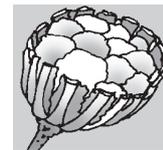
- Imran** : There are only three eggs. May be I'll buy a dozen more?
- Maa** : Humm..... oh, yes.... get some sugar and milk and one litre of oil, too.
- Imran** : OK. One litre of milk and.... one kg. of sugar.
- Maa** : One more thing, dear. You are forgetting your list! Here it is.
- Imran** : Oh! Thanks, Maa.

**A1. You have read the conversation above. Now, put a tick mark (✓) against the items that Imran will buy and put a cross mark (×) against the items he won't. Write the quantity of the items in the last column. (The first one is done for you.)**

No.	Items	√/x	Quantity
1	Potatoes	√	½ kg
2	Tomatoes		
3	Onions		
4	Cauliflower		
5	beans		
6	Eggplants		
7	Eggs		
8	Oil		
9	Salt		
10	Sugar		
11	Milk		
12	Carrots		
13	Cucumber		

**B. Listen to and read the dialogue below:**

- Salesperson : Hello, how can I help you?
- Imran : Do you have any beans?
- Salesperson : Yes, we do. How much would you like?
- Imran : I would like half a kg. And I'll also need one kg. of tomatoes, two kg. of potatoes, two cauliflowers, a dozen of eggs and some salt.
- Salesperson : Do you need oil, sir?
- Imran : Yes, I need a litre of oil.
- Salesperson : Do you need anything else?
- Imran : Umm..... let me check. (looks at the list).  
Oh, yes, could I have some sugar and milk?
- Salesperson : Sure. How much milk do you want?
- Imran : Just one litre, ...and one kg of sugar, please.
- Salesperson : Ok, let me find all the items for you.
- Imran : Thanks. Please put them in a paper or jute bag.
- Salesperson : Sure! We don't use plastic bags here.  
Here you go! I've put all the items here.
- Imran : Thank you. How much is the total?
- Salesperson : The total comes to taka five hundred and thirty-five.
- Imran : Here is five hundred and fifty.
- Salesperson : Thank you. Here is the change, fifteen taka.  
Have a good day!
- Imran : Thanks, Bye.



**B1. Discuss the following questions in pairs.**

- a. How many items did Imran buy?
- b. What varieties of vegetables were available in the market?
- c. Why do you think Imran asked the salesman to use a paper bag?  
Discuss with your class friends and then write down one or two reasons.
- d. "Thank you, here is the change,...". What does the word 'change' mean here?

**B2. Read the sentences/phrases in the eight speech bubbles. Put them in the right order (1 to 8) to write down the conversation in your notebook.**

I want to buy an ice-cream

Yes, how can I help you?

How much is it?

20 taka.

Here you are.

Thank you!

Excuse me!

Sure! There you go.

**C. Discuss in pairs how you talk about quantities when you go shopping. Match the phrases in column A and the items in column B below to make an imaginary shopping list. Write down the list in your notebook. (One phrase may match more than one items.)**

A	B
a can of .....	poster paper
a loaf of.....	bread
a packet of.....	paint
a tube of.....	facial tissue
half a kilo of.....	cake
a dozen of.....	honey
a box of .....	eggs
a roll of .....	chocolates
a .....	toothpaste
a jar of .....	note book
a sheet of .....	pencils
	coke

**C1. Look at your shopping list again. Can you say which items are available in what kind of shops? There are different shops such as the grocer's, baker's, stationer's, etc. selling different things. Put the items under the proper headings in the table below.**

Grocer's	Baker's	Stationer's
a dozen of eggs	A loaf of bread	A tube of paint
.....	.....	.....

- D. Work in groups. Create a mini market in the classroom. Put some signs like the Baker's, the Grocer's, the Stationer's, etc. Some of you play the roles of shop assistants and some others will be customers. Now the customers move round the room from one shop to the other asking the prices of the items shown in the pictures below. Use the following model:**

**A shopping day:**

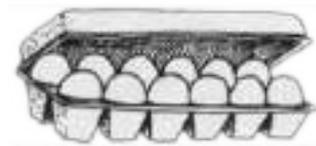
- A : Have you got any noodles? / Do you have any noodles?  
 B : Yes, I have. / Yes, I do.  
 A : How much are they?  
 B : Taka twenty-five a packet.  
 A : Can I have two packets, please?  
 B : Here you are. That's taka fifty altogether.  
 A : Thank you.



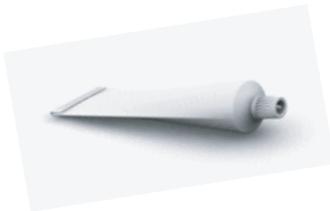
pencil box: Tk. 180



Biscuits: 35/pack



Eggs: Tk. 110/dozen



Toothpaste: Tk. 40/tube



Pencil set: Tk. 90



A calculator: Tk.250



A loaf of Bread: Tk. 35



Onions: Tk 40/Kg



Cake: Tk. 400/kg

**Language Focus: some and any**

We use 'some ' with positive statements.

Example:

*I've got some photographs. I need some milk.*

We use 'any' with negative statement.

Example:

*I haven't got any photographs. I don't see any student there.*

We use 'any' with questions.

Example:

*Have you got any photograph? Is there any water in the jug?*

**E. Fill in the blanks with 'some' or 'any'.**

- 1) Are there \_\_\_\_\_ flowers in the garden?
- 2) Yes, these are \_\_\_\_\_ roses and \_\_\_\_\_ lilies.
- 3) What about jasmine? Are there \_\_\_\_\_ jasmines?
- 4) No, there aren't \_\_\_\_\_ jasmines.
- 5) Do you have \_\_\_\_\_ idea why I'm asking you all these?

## Lesson 9

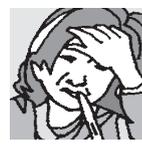
# Health is Wealth

After completing the lesson students will be able to

- ask and answer questions
- participate in dialogues and conversations on familiar topics
- read and understand written instructions
- read and understand texts

A. Choose a health problem from the box and write next to the appropriate picture. There are names of more problems in the box than are necessary.

a fever, a backache, a cough, a headache, a toothache, a skin injury, a stomachache, a cold, a burn



A1. Work in pairs. Ask and answer the following question.

- Have you had any of these or any other health problems recently? Which ones? or what?
- How many times have you been sick in the last year?
- What do you do when you have a headache or a cold or a toothache?

- B. Look at some health problems. Choose several pieces of good advice for each problem. There are more pieces of advice than problems.**

*Problems*

1. a cough.....
2. a backache.....
3. a fever.....
4. a toothache.....
5. a headache .....
6. a burn.....
7. the flu .....

*Advice*

- a. take some vitamin C
- b. put some ointment on it
- c. drink lots of liquid
- d. take enough rest
- e. put a heating pad on it
- f. put it under cold water
- g. take some paracetamol
- h. gargle with warm and salt water
- i. see a dentist
- j. see a doctor

- C. Work in groups. Talk about the problems in section B and give advice. Try to give more than one piece of advice for each problem. Follow the model shown.**

- A : What should you do for a cough?  
 B : You should gargle with warm water.  
 C : It's a good idea to take some vitamin C.  
 D : Yes. And if it continues for long, you should see a doctor.  
 E : Well, I think it's good to avoid cold drink or ice-cream.  
 F : Sometimes it helps to .....

**D. Work with a partner. Make a short conversation about each problem and its remedy in the box below.**

<b>Problem</b>	<b>Remedy</b>
<i>an insect bite</i>	<i>antiseptic</i>
a stomachache	an antacid
a burn	Burnol ointment
a skin injury	antiseptic

A : Have you ever had an insect bite?

B : Oh, yes! I had one just last night, actually.

A : What did you do?

B : I put some antiseptic on it.

**E. Read the text.**

A proverb says 'Health is Wealth'. To keep healthy is to keep free from disease and anxiety. Good health is proper functioning of all body organs. It is also feeling well both in body and in mind. People in good health are active, cheerful and happy. If you are healthy, you can be happy and can help others in society as well.

To keep in good health we should be careful about hygiene. The rules and practices of keeping good health are called hygiene. We must practise the rules of hygiene. Proper food and nutrition, physical exercise, rest and sleep, cleanliness, and proper medicare are essential for good health.

Some important rules of good personal health are as follows :

- a. *Balanced diet:* Our food should contain correct proportion of carbohydrates, fat, protein, vitamins, minerals and water in it.
- b. *Personal hygiene:* We should follow the personal health practices, such as,
  - Wash your hands before eating
  - Bathe regularly and wear clean clothes
  - Brush your teeth twice regularly
  - Do not let your nails grow long. Cut them regularly.
  - Wash your feet and hands before going to bed.
- c. *Cleaning household:* We should keep our household and environment clean.
- d. *Taking clean food and water:* Our food should be fresh, clean and properly cooked, and water should be pure.
- e. *Taking regular exercise:* We should take part in games and sports and take physical exercise regularly.
- f. *Taking regular sleep and rest:* We should sleep properly and take proper rest.

**E1. Answer the following questions.**

- 1 What do we mean by hygiene?
- 2 What are essential for good health?
- 3 What do we mean by balanced diet?
- 4 What are the rules of personal hygiene?

**F. Listen to the conversation and fill in the blanks with suitable words.**

- Sohan : Hi, Simon! You look so fit! Do you exercise regularly?  
 Simon : Yes, I do. I'm quite ..... about fitness.  
 Sohan : So, how ..... do you exercise?  
 Simon : Well, I do jogging every day in the ..... . Then I play  
 table tennis in the afternoon.  
 Sohan : I like table tennis, too.  
 Simon : Oh, will you come to play ..... then?  
 Sohan : Sure. But ..... do you play?  
 Simon : Pretty well, I guess.  
 Sohan : All right. But I'm not very good.  
 Simon : No problem, Sohan. I won't play .....

**F1. Listen to the conversation again and then practise saying it in pairs.****F2. Read what Simon says about his physical exercise programme.**

I'm Simon. I love to exercise. I usually exercise every day. I get up early in the morning and do jogging for half an hour. Almost regularly, I play table tennis in the afternoon. Sometimes, I play football. Once a week, I do yoga.

**F3. Now, write about what you usually do or would like to do to keep yourself fit.****G. Write a short paragraph on the rules of good health. Take your cues from E.**

Lesson 10

**Remedies: Modern and Traditional**

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts
- ask and answer questions
- participate in short dialogues and conversations on familiar topics
- write short paragraphs

A. Look at the following pictures. Discuss with your partner what they are. Match them with their names given in the box.

paracetamol	holy basil/tulsi	antacid	honey
neem	savlon	turmeric	aloe vera



**B. Read the following text:**

People around the world are slowly changing their attitude towards medicine. More and more they are turning to natural cures. Natural cures are made of natural things, most often herbs and plants. History says that natural or herbal remedies are nothing new. People used them all along in different ages. Herbal medicines were used in ancient civilisations like India, China, Greece, Egypt and Rome. Some ancient treatment systems are still in practice today. They have come down through generations.

For a minor burn injury the doctor may prescribe you a tube of ointment. But for the same, your grandma may put some aloe vera or use cold water. If children have cold in our country, grandmas give them honey and tulsi leaves to eat. And it works too. If you have a minor cut or wound, grown-ups may put some turmeric, marigold or aloe vera on it. Rural people usually use garlic, neem or turmeric to cure skin problems. With experience they have seen that these remedies work. Moreover, they are easy to get, are cheap and most often are without any side effects.

**B1. Find out the items for natural cures and chemicals. Write the names of natural cures in column A. In the column B, write the items that are chemicals.**

Column A (Natural cures)	Column B (Chemicals)
honey	savlon

**B2. Answer the questions:**

1. What are natural cures made of?
2. Are herbal cures modern inventions? Explain your reasons.
3. Which civilisations are known for herbal treatments?
4. What natural remedies are used for cold? Can you add any more natural treatment for cold?
5. What herbal cures are used for skin problems?

**C. Work in pairs. Complete the following expressions with words from the box.**

bottle	box	can	package	tube
--------	-----	-----	---------	------

1. a ..... of ointment
2. a ..... of aspirin
3. a ..... of bandage
4. a ..... of foot spray
5. a ..... of tissue

**Now, write down some sentences using these phrases.**

**D. Read the dialogue and practise in pairs.**

**Pharmacist** : Good morning. Can I help you?  
**Mr Arman** : Do you have anything for dry skin?  
**Pharmacist** : Well, you may try this new body lotion. It's good.  
 Or, you can try this brand of olive oil. Olive oil is also good for dry skin.  
**Mr Arman** : Well, I think I'll take the lotion. How much is it?

**D1. Work in pairs. Read the following situations and then make short conversations for each situation using *can, could, may, should, etc.* where necessary.**

1. You want your teeth to be strong. Ask for a good toothpaste. Your partner will suggest or offer one.
2. Decide first what you want to buy and ask for it. Your partner does not have what you want but he/she has something similar.
3. You have slightly cut your finger. You ask for something to put on it. Your partner suggests 'Bandaid'.
4. Your mother has a headache. You ask for a medicine. Your partner gives you 'Vicks'.

**E. People with a cold, a fever, or the flu often go to the doctor for help. But many people in our country also use home remedies for common illnesses. Read about some simple home remedies and answer the following questions:**

***Cough***

For children's cough, grandmas give two tea-spoons of basil leaf/tulsi juice with one spoon of honey. It works excellent.

Some people take grape juice and honey too. It is also good for dry cough. Hot milk with honey is also useful in cough problems. You can take ginger tea which is also a useful home remedy for cough.

***Cold***

Lemon juice is good for any cold because it contains vitamin C. Vitamin C increases body resistance. Lemon juice, hot water and honey together work well in healing common cold.

***Toothache***

In normal toothache, keep a clove in your mouth. Place it in between the aching teeth and suck on it. You can even apply clove oil on the affected tooth.

Garlic also cures toothache. Place a clove of garlic on the aching tooth and munch mildly. Its juice will work as a relief.

A pinch of pepper powder mixed with common salt works well on the aching tooth. It's especially effective against the increased sensitiveness of the teeth.

***Headache***

Eating apples give good result in headaches. While eating, add a little salt to it.

When headache is caused by cold winds, cinnamon works the best. Make a paste of cinnamon by mixing in water and apply it on your forehead.

**E1. Learn these words:**

ginger, resistance, clove, garlic, pepper, cinnamon, sensitive, munch, pinch (as used in the text).

**E2. Do you know any other home remedies that people use in our country? Ask your parents / relatives and make a list of such remedies other than the items given in your text.**

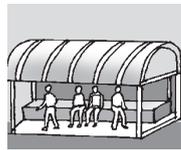
Lesson 11

**Are You Listening?-1**

After completing the lesson students will be able to

- recognise English sounds
- recognise word and stress on words in sentences
- recognise intonation in sentences
- read aloud texts with proper pronunciation, stress and intonation

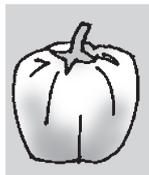
A. Listen to and read the following words:



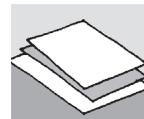
shed



shade



pepper



paper



test



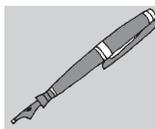
taste



wet



wait



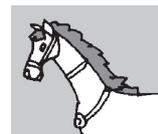
pen



pain



man



mane

**A1. Do you notice any difference between the vowel sounds in the words on the left column and the vowel sounds in the words on the right?**

**Listen to and repeat the sounds in Section- A again.**

**A2. Read the following sentences first. Notice the underlined words carefully.**

**Then listen to and repeat the sentences pronouncing the underlined words properly using the vowel sounds you just practised in section A.**

- a. I met Benu and her room-mate in the book store.
- b. They were buying some papers and pens.
- c. I remember her friend's face, but I can't remember her name.
- d. Later, I met them again the same day at the bus station.
- e. They were waiting for some friends to come.

**A3. Practise saying the following words.**

west	waste
debt	date
let	late
get	gate
tell	tail

**A4. Read the following sentences. Add 'e' to the underlined word in each sentence to make a new word. Now, fill in the blank in the sentence with the new word. One is done for you.**

- a. Can you please buy me a new *cane*?
- b. I ..... to ask you, but can you buy me a hat, too?
- c. I lost both at the canteen where I ..... lunch yesterday.
- d. Sam, my friend, was having lunch at the ..... canteen.
- e. He was mad at me because I ..... him go back and look for my things later.

After completing the lesson students will be able to

- ask and answer questions
- read and understand texts
- write short paragraphs

**A. Discuss the following questions in pairs.**

1. Have you ever visited any interesting tourist spot in Bangladesh?

If you have, what was that place. What special attractions did you see there?

If you haven't, what places do you wish to visit? What special attractions will you see there?

2. Which of the following activities would you like to do while visiting a tourist spot?

sight-seeing, taking photos, having picnic, shopping, collecting souvenirs, others .....

**B. Now, read the text on Birishiri, a quiet and less known tourist spot located in the north-eastern border of Bangladesh.**

Bangladesh is a small country but it is gifted with unlimited natural attractions. Only some of these eye-catching destinations are known to us. But there are many other areas lying in the green, remote countryside that are less-known to us. Shusong Durgapur of Birishiri is one such place.

Shusong Durgapur has an amazing landscape. It is located on the bank of crystal clear Someshwari river and is close to the Garo hills. You can see the hills of Indian state of Meghalaya from here. The nature has unfolded its glory in this small, rural landscape. Here you can see the ceramic mountain leaning against the sky, the blue water of the pictorial

mountain-valley, the modest movement of the river Someshwari, and the abandoned coal mines. There is another river here called Kangsa which is also known as old Someshwari.

Shusong Durgapur is located under Netrokona district about 170 km north from Dhaka. Along with its scenic beauty this place is home to diverse indigenous groups: Hajong, Garo, Achik and Mandi. The cultural academy in Durgapur is responsible for preserving and promoting the culture and traditions of these indigenous groups.



The main attraction of Birishiri is the ceramic hill of Durgapur and the charming landscape along the Shomeswari River. The river changes its colour as the seasons change. Among other attractions are the palace of the Susang king, the Dasha Busha Temple, Orange Gardens, Shal forests and the Ramkrishna and Loknath Baba Temples.

The best way to get to Birishiri is by road from Dhaka. You can find direct bus to Birishiri from Mohakhali bus stand, Dhaka. It usually takes 5 to 6 hours to get there. When you are there, you can go around the town by rickshaws. The rickshaw-pullers know all the places very well.

**B1. Complete the dialogue below and act it out in pairs.**

A : Are there any rivers in Birishiri?

B : Yes, there are. There are two rivers, the Shomeswari and Kangsa.

A : Are there any hills in Birishiri?

B : Yes, ..... is. It's called ....

A : Can I see any other hills from there?

B : Yes, you ..... You can see the hills of .....state from there.

A : Are there any temples there?

B : Yes, there ..... You can see the Dasha Busha Temple and the .....  
temples there.

**B2. Discuss the following questions in pairs.**

1. In which district is Shusong Durgapur located?
2. How far is Shusong Durgapur from Dhaka?
3. What is the function of the cultural academy of Durgapur?
4. How can you get to Shusong Durgapur from Dhaka?
5. Why is Shusong Durgapur called 'an unseen beauty of Bangladesh?'

**C. Match the phrases with the meanings.**

Phrases	Meanings
1. eye-catching destinations	a. see-through
2. green, remote countryside	b. means of travelling from one place to another
3. crystal clear	c. places that draw one's attentions
4. pictorial mountain-valley	d. gentle flow
5. modest movement	e. a rural and distant place full of plants and trees
6. alluring natural loveliness	f. a plain land between two hills that looks like a picture
7. modes of transportation	g. the loveliness of nature that appeals to a viewer

**D. Write a passage on a place of tourist attraction that you know.**

After completing the lesson students will able to

- read and understand texts
- ask and answer questions
- write short paragraphs
- participate in short dialogues and conversations on familiar topics

**A. Read the following passage:**

December 16 is a remarkable day for Bangladeshi people. On this day in 1971, Bangladesh got independence after a nine-month-long blood-soaked battle against the Pakistani army. It is a day of national pride as well as a day of commemorating the sacrifices of the millions of Bangladeshi people. Pakistani army killed three million people and assaulted thousands of women.



The Victory Day is celebrated with great enthusiasm across the country. The day begins with a 31-gun salute at dawn, followed by the hoisting of the national flag at government buildings and private institutions. Different political, cultural and educational programmes are organised to pay homage to the martyrs of the war. The entire nation celebrates the day with colourful flags, banners and parades.

The National Parade ground hosts a grand military parade where the president, the prime minister and dignitaries from government and non-government sectors join. The National Martyrs' Memorial in Savar, our

monument dedicated to the soldiers and civilians who lost their lives during the war, becomes a focal point for citizens to pay their respect. People from all walks of life gather to offer flowers, recite patriotic songs, and recall the sacrifices made by the nation's heroes.

**A1. Write the meanings of the following words:**

Homage, Martyrs, Dedicate, Patriotic, Sacrifice, Commemorate

**A2. Answer the following questions:**

- What is the significance of our Victory Day?
- Why do we pay homage to our martyrs?
- What is the name of the monument situated at Savar?
- How many people have sacrificed their lives for our country's liberation?

**A3. Make a list of the patriotic songs that encouraged our people during the Liberation War of Bangladesh.**

**B. Listen to the dialogue from a CD or as your teacher reads it out and fill in the gaps.**

Teacher Well students, how do we celebrate our national days?

Shanta We go to the ..... on .....  
We go to the Jatiya Smritisaudha at ..... on ..... and .....



Teacher Great! But do you know the English of Jatiya Smriti Saudha?

Shanta Yes, sir/ma'am. It's ..... Mausoleum.

Teacher Very good. Have you ever been to our National .....?

Shanta Oh yes, I went there last year on the ....., on 16 December.

- Teacher           What did you do there?
- Shanta            Well, I went there with my ..... and my brother.  
Many people were there! Everybody went there  
to pay ..... to the Liberation War martyrs. We were  
in a long queue. We had flowers with us.  
We ..... wreaths of flowers  
before the mausoleum. My parents took me to the  
mass graveyards. They told us about the sacrifice of  
our people for our ..... I was  
very ..... to see the mass graves. I  
prayed for the souls of the martyrs.
- Teacher           Yes, we should never forget their .....  
What else did you see there, Shanta?
- Shanta            I saw all kinds of people there- old and young, men, women,  
and children, politicians, workers, teachers, diplomats,  
..... . All came to  
pay ..... to the freedom fighters.  
I saw some .....
- Teacher           Really? Were you excited?
- Shanta            Oh, yes! I shook hands with them and gave  
them some flowers.
- Teacher           You must have felt very ..... We all should love  
and respect them. They are our source of inspirations.

**C. Read the words in Column A. They are used in the text above. Match them with their meanings in the Column B.**

Column A	Column B
celebrate	cemetery
wreath	freedom
graveyard	to give up
independence	observe
martyr	garland
sacrifice	encouragement
inspiration	a person who died for a religious or political belief or cause

**D. Work in pairs and take an interview of your partner. Use these cues.**

- i) Do you have any experience of a great day?  
.....
- ii) What was it for?  
.....
- iii) Where did you go?  
.....
- iv) Who accompanied you?  
.....
- iv) What did you do?  
.....
- v) Why was it great/special to you?  
.....

**E. Use the cues in Section D and write a small paragraph on how your partner celebrated a national day.**

**F. Write your own experience about the day. Mention what day you celebrated; what exactly you, your teachers, and your friends did; and what your feelings were on that day.**

## Lesson 14

**The Lion's Mane**

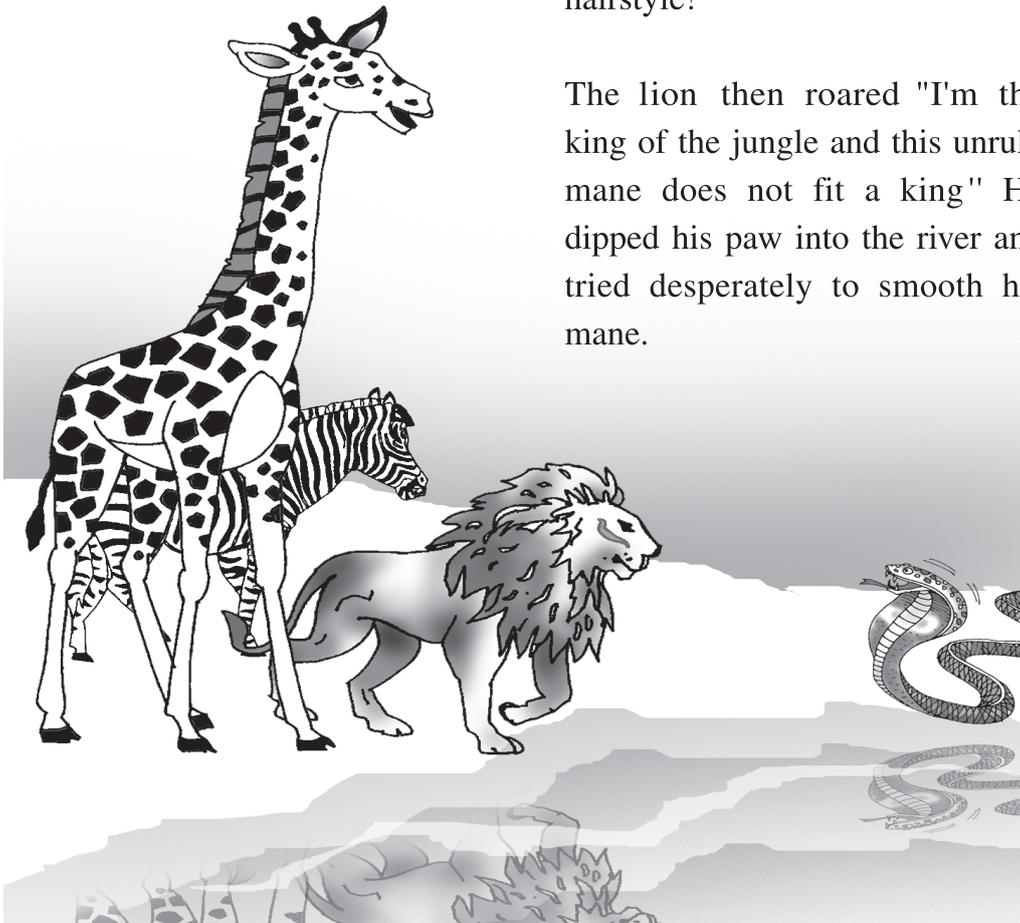
After completing the lesson students will be able to

- read and understand texts
- talk about people, places and familiar objects in short and simple sentences

**A. Read the story:**

Once, a lion was sitting beside a river. Suddenly, he looked at his own reflection and thought "My mane is too old. I need a new hairstyle!"

The lion then roared "I'm the king of the jungle and this unruly mane does not fit a king" He dipped his paw into the river and tried desperately to smooth his mane.



"Flap it all up. That will suit you!" the zebra said. "Yes, it will even look better with a bit of colour to match your moustache," the giraffe added. "What about a few ribbons?" the vulture asked. Then cried the hyena, "I know, a paper crown is what you need!" A snake was passing by silently. Seeing the king there he simply raised his head.

"What do you think I should do, snake?" The king asked.

"If a king is a wise king, nobody cares about his hairstyle," the snake said with a hissing sound.

The king stared at the snake for some time. then he smiled and kissed the snake.

"Oh, why am I so vain? Am I not the king of the jungle?" roared the lion. He shook his head from side to side to shake his mane back into place. "From now on, I promise to be a wise king and not bother about my looks!" the lion roared.

*(Written by Janet Allison Brown)*

**A1. Match the words in Column A with the meanings given in column B.**

Column A	Column B
mane	a line of hair that some people have on their upper lip
roar	move quickly
unruly	lift or move upwards
flap	a sound like a long 's'
moustache	the long hair on the neck of a horse or a lion
raise	to make a very loud, deep sound
hissing sound	difficult to control or manage

**A2. Answer the following questions:**

1. Why did the lion want to change his hairstyle?
2. What was the giraffe's suggestion?
3. Do you agree with the snake's comment? Why/Why not?

**A3. Every animal has something that makes it different from others. Now, match the words in column A with the words in Column B to know the different marks of some animals. One is done for you.**

Column A	Column B
lion	wool
elephant	trunk
zebra	stripes
sheep	horns
buffalow	pony tail
horse	curved tail
dog	scale
fish	mane

**B. Here is a puzzle for you:**

**Can you say which baby animal is born with a moustache?**

## Lesson 15

**An Old People's Home**

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- write short paragraphs

**A. Read the text below:**

Mariam is a student of Class Six in a government school in Rajshahi. Her mother works in an office and her father is a businessman. Mariam is very fond of her aunt, her father's sister, Suraiya Begum who lives in another part of the same town. On Fridays she often goes to her aunt's place and spends time with her.



Suraiya Begum is a retired school teacher. She is a widow and lives alone. Her husband died three years ago. Her two daughters are married and live with their families abroad. They talk to her over telephone and come to visit her whenever they get time.

Suraiya Begum has a lot of free time. She spends her time in reading books, watching TV, visiting friends and relatives. Sometimes she writes letters to her old colleagues. But now a days she often gets bored of doing all these things. She wants to do something more meaningful, something that would do good to others. She is planning to establish an old people's home in her locality. She knows some elderly people live all alone. They have no one to take care of them. They often feel helpless and miserable. They need care and support.

As part of her plan, Suraiya Begum starts to visit families. She talks to a number of people. She tries to find out the problems of elderly people in their families. She understands that old people are lonely and often they become sick. They have nobody to look after them.

On Fridays, she often takes Mariam with her on these visits. Mariam

has already become very friendly with some of the old men and women. They all love her very much. She tells them about her school and friends, her studies, her family. And they often tell her funny stories, fairy tales and ghost stories.

**A1. Read the text carefully again and match the words on the left with the words on the right that have similar meanings.**

bored	woman whose husband has died and who hasn't married again
miserable	a person with whom one works in a profession
colleague	feeling tired because one does not find interest in something
widow	help
support	very unhappy

**A2. Read the following sentences and say if they are true or false. If false, then give the right answers.**

- a. Suraiya Begum spends most of her time taking care of her family.
- b. She wants to set up a school for adults who cannot read or write.
- c. There is already an old people's home in the town.
- d. Mariam enjoys spending time with her aunt.
- e. The old people Mariam visits do not like children's presence.

**B. Read the following letter:**

Suraiya Begum needs many people's help to make her dream come true. She sits down to write a letter to a friend who was her colleague and who now lives in the next town.



170, Gulshan  
Dhaka-1212  
17 April, 2025

Dear Sharmila,

How are you? I'm writing to share with you a plan that I have. I know some old, physically weak and lonely people in our town. Some of them are quite well-off and some are not. But they all share one common thing that is they live alone and have no one to take care of them in sickness. Sometimes they don't have anybody to talk to.

I have a plan. I want to set up a home for the old people where they would live like a family and we can be a part of that family, too. I need your help because I know that together we can do a lot.

Write to me soon. I'll wait eagerly for your reply.

Your friend,  
Suraiya

**B1. Answer the following questions:**

- a. Who is the writer of the letter?
- b. Who is she writing to? What is the relationship between the two?
- c. Does the writer have any particular reason for writing this letter?
- d. Do you think what Suraiya Begum wants to do is her profession, or is it a community work? Why do you think so?

**B2. Work in groups. Think of some good work that you can do for someone around you. What are they? Now, write two or three sentences about what you can do for them.**

Cues: teach, help in doing something, clean, etc.

## Lesson 16

**Boats Sail on the Rivers**

**After completing the lesson students will be able to**

- recognise English sounds
- recognise intonation in sentences
- understand and enjoy stories and poems

**A. Listen to, read and then recite the poem.**

**Boats sail on the rivers**

*- Christina Georgina Rossetti*

Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky  
Are prettier far than these.

There are bridges on the rivers,  
As pretty as you please;  
But the bow that bridges heaven,  
And overtops the trees,  
And builds a road from earth to sky,  
Is prettier far than these.



**A1. What bow is the poet talking about when she says, 'But the bow that bridges heaven'?**

**After completing the lesson students will be able to**

- recognise English sounds
- recognise word stress and stress on words in sentences
- recognise intonation in sentences
- use English sounds appropriately
- use proper intonation in sentences
- read aloud texts with proper pronunciation, stress and intonation

**A. Read the following poem out loud. Be careful about how you pronounce each word, as the spellings and sounds can be quite tricky!**

### **The Chaos**

I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble, but not you  
On hiccough, thorough, slough and through?  
Beware of heard, a dreadful word  
That looks like beard and sounds like bird.  
And dead: it's said like bed, not bead --  
For goodness' sake, don't call it 'deed'!  
Watch out for meat and great and threat,  
They rhyme with suite and straight and debt.  
A moth is not the moth in mother,  
Nor both in bother, broth, or brother.  
And here is not a match for there,  
Nor dear and fear for bear and pear.  
And then there's dose and rose and lose -  
Just look them up -- and goose and choose.  
A dreadful language? Why, sakes alive!  
I'd learned to speak it when I was five.  
And yet, to write it, the more I tried,  
I hadn't learned it at fifty-five.

Gerard Nolst Trenité  
(Abridged)

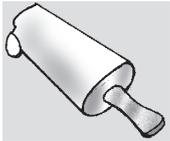
**A1. Underline the words in the poem which have the same letter combinations in their spelling, but different pronunciation. Practice saying them with a friend.**

**A2. The words “alive”, “five”, and “write” from the poem have the same vowel sound. Now, read and listen to some other words that have the same sound as these.**



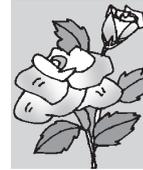
try

cry



ice-cream

nice



ride

drive



sky

fly



child

light



**A3. Read the sentences below and choose the right words from the list of words in the box to fill in the blanks.**

nine time fine five ride shore bicycle night tide rise

Mike is a \_\_\_\_\_ young accountant. He works from \_\_\_\_\_ to \_\_\_\_\_ in a government office. In his free \_\_\_\_\_ he loves to \_\_\_\_\_ his \_\_\_\_\_ along the sea \_\_\_\_\_. He often comes to the sea beach at \_\_\_\_\_. He loves to watch the moon \_\_\_\_\_ in the sky and the \_\_\_\_\_ come in.



**A4. Read the sentences in the passage above loudly. Pay careful attention to the vowel sounds.**

## Lesson 18

**Make Your Snacks**

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts

- A. Mrs. Nilufar Ahmed is teaching her son Adib how to make easy snacks at home. She is reading a set of instructions from a recipe book. First, look at the pictures of the things you will need to make a chicken sandwich and match them with their names in the list of ingredients below.



a



b



c



d



e



f



g

**List of ingredients:**

1. Two slices of bread
2. Cucumber- 2/3 slices
3. Tomato- 1/2 slices
4. Butter or mayonnaise
5. Egg (boiled/fried)
6. Lettuce
7. One slice of cheese

**How to make it:**

1. First, take two slices of bread.
2. Spread the butter thinly on one side of each slice.
3. Then, put a slice of cheese on the buttered side of the bread.
4. After that, put egg on top of the cheese.
5. Next, arrange slices of cucumber and one tomato on the egg.
6. Later, place the other slice of bread on top.

Your sandwich is ready now.

If you want, you can cut the sandwich into two halves and serve.



**Handy Hints**

1. Remember to wash and dry all vegetables before preparing them.
2. Be extra careful when handling sharp knife.
3. You may wish to choose a variety of fillings. For example, 4 slices of cucumber, 1 slice of meat such as chicken loaf or meat loaf, mustard and so on.

**A1. Fill in the blanks and complete the instructions for making a sandwich.**

1. First, take two slices of \_\_\_\_\_.
2. Second, spread \_\_\_\_\_ on one side of them.
3. Then, put one slice of \_\_\_\_\_.
4. After that, put \_\_\_\_\_.
5. Later, arrange one slice of \_\_\_\_\_ and \_\_\_\_\_.
6. Finally, place the remaining slice of \_\_\_\_\_ on top of another and serve.

**B. Here is a recipe for making an omelette. Complete the recipe by replacing the pictures with words from the box.**

***A recipe: how to make the perfect Omelette***

Use a minimum of  per omelette. Break the eggs

in a small . Put one  of water and just

a little salt in the bowl. Add slices of  and .

Beat the mix with a  well. You need a little bit of .

Put oil in a . Then  the oil. When the oil

is hot,  the egg, onion and chilli mix into it. Spread the mix

round the pan. Leave the mix in the pan for 2/3 minutes. As it thickens turn it

in folds with a flat spoon. Your  is ready. Take the pan and turn off the 

omelette	pour	cooking oil	fork	frying pan	heat
spoon	four eggs	onion	stove	pour	chilli

**B1.** Notice some of the words that you have used in the omelette recipe above e.g, heat, beat, pour, etc. We use these words to describe what we do while preparing food. Look at some more examples of them. Can you match each action word in the box with a picture?



break

beat

boil

chop

fry

pour

stir

slice

**C. Now, use some of the verbs above to write a simple recipe for making instant noodles.**

1. First, \_\_\_\_\_ water into a pot.
2. Put your pot on a stove and \_\_\_\_\_ the water for two minutes.
3. \_\_\_\_\_ some onions and a green chilli thinly.
4. Then, add noodles into the water.
5. \_\_\_\_\_ gently with a spoon.
6. Add the spices that come with the noodles.
7. Add the onions and green chilli.
8. Serve the noodles in a dish.
9. \_\_\_\_\_ an egg and add it on top if you want.

## Lesson 19

# Stop, Look and Listen

After completing the lesson students will be able to

- read aloud texts with proper pronunciation, stress and intonation
- read and understand texts

**A. Read the following verse:**

"Stop, Look, and Listen"  
Is a very good rule to use  
Not just before you cross a street,  
But when you look for clues.

**A1. Did you enjoy the poem? Discuss with a partner about what the poet is trying to say here.**

**B. Quickly, read the following text with blank spaces only once. Then, listen to the audio file or what your teacher reads out to fill in the blank spaces.**



Last week, for my \_\_\_\_\_, I got a little white-board and a package of coloured \_\_\_\_\_. I took it to school and \_\_\_\_\_ to my teacher. I said that if I \_\_\_\_\_ on the little white-board at my desk, I could \_\_\_\_\_ more carefully. My teacher said there are \_\_\_\_\_ ways to improve one's \_\_\_\_\_. But she said it would be all \_\_\_\_\_ to try it out. I had a terrible \_\_\_\_\_ trying to write as \_\_\_\_\_ with chalk as the other children were writing with \_\_\_\_\_. I held the chalk so \_\_\_\_\_, it kept breaking in \_\_\_\_\_. When the lesson was over, I was totally \_\_\_\_\_. My wrist felt numb. I wrote this \_\_\_\_\_ on my whiteboard and left it on my desk. The chalk was too \_\_\_\_\_ and holding it was too \_\_\_\_\_! I'll try to find some easier to improve my writing.

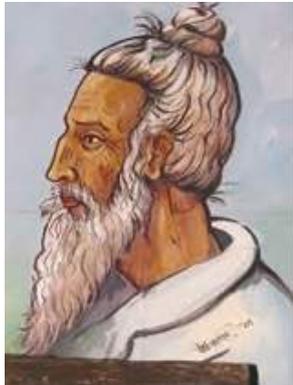
## Lesson 20

## Hason Raja: The Mystic Bard of Bangladesh

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- read aloud with proper pronunciation, stress and intonation

**A. Look at the pictures below. Do you know who they are or anything about them?**



A “bard” is one who writes poems and songs. A “mystic” is one who seeks truth and strives to become united with God through prayer and meditation.

The pictures above are of three renowned mystic bards of Bangladesh: Lalon Shah, Hason Raja, and Shah Abdul Karim. They all wrote beautiful poems and songs to express their deep thoughts and feelings about God, life, and love for humankind.

**B. Let us know more about the mystic poet Hason Raja. Read the following text:**

Hason Raja was born in 1854, into a wealthy landlord family in Sylhet. He did not receive much formal education as a child. In his youth, he lived a life of luxury. He had everything- money, comfort and pleasure.

However, at one point in his life, he began to feel that these material possessions were meaningless. He gave away all his property, and started to think deeply about the creator, life, death and humankind. He

wrote about a thousand songs which reflected his thoughts. In 1906, he published a book called Hason Udash. The book had 206 songs in it. In his songs, he called himself ‘Crazy Hason Raja’, or ‘Pagla Hason Raja’.

Another volume called Hason Raja Samagra (Complete Works of Hason Raja) was also published, which contained 500 poems and songs. Hason Raja’s songs had always been popular in Sylhet, but very soon they spread all over Bangladesh and beyond. As you grow older, try to learn more about this great mystic poet through reading and listening to his songs.



**Hason Raja**

**B1. Answer the following questions:**

- a. When was Hason Raja born?
- b. Where was he from?
- c. What was his youth like?
- d. Why did Hason Raja leave his life of comfort and pleasure?
- e. What was the other name by which Hason Raja was known?

**B2. Practise reading the passage loudly giving proper attention to pronunciation, pause and intonation.**

**B3. Learn the meanings of the words:**

comfort, luxury, pleasure, volume, crazy, contain, beyond, eminent

After completing the lesson students will be able to

- follow instructions, commands, requests accordingly
- read and understand texts

**A. Look at the pictures. What are they called?**



**B. Now, listen to the audio and fill in the gaps of the following text:**

The pyramids are huge ..... for the ancient kings and queens of Egypt. These kings and queens are known as the ..... . It needed a few thousand ..... to build the pyramids. The most famous ..... are the Giza pyramids. Giza is a place near Cairo, the ..... of Egypt. The pyramids of ..... at Giza is the largest Egyptian pyramid. It is the only one of the ..... still in existence.

**C. Read the following text.**

The **Taj Mahal** is also known as "the Taj". It is a white marble tomb located in Agra in India. Do you know the story behind the Taj Mahal? The Mughal emperor, Shah Jahan loved his wife Mumtaz Mahal more than his life. Mumtaz died at an early age. Shah Jahan was very shocked at her death. So he built the Taj Mahal as a token of love for his wife. It is the place where Mumtaz is sleeping for ever.

The Taj has an area of about 1003 acres or 405 hectares. The Taj Mahal is the finest example of Mughal architecture. It combines the art of Persia, Turkey and India. It took 21 years and thousands of artisans and craftsmen to complete the Taj Mahal. The Taj is universally admired as one of the wonders of the world.

**C1. Now, make some questions based on the passage you read, using the cues given below:**

- a. What is.....?
- b. Where is.....?
- c. How much.....?
- d. When.....?
- e. Why.....?
- f. How many.....?

**C2. Complete the following table with the information given in the passage:**

Shah Jahan	built	
Taj Mahal	is	
Its area	is	
Mumtaj	died	
To complete the Taj	it took	

**D. Read the text about one of the wonders of the world, the Eiffel Tower. Put the verbs in brackets into the correct tense.**

The **Eiffel Tower** is a lattice tower in Paris. It ..... (be) built in 1889. Now it is ..... (consider) a cultural icon of France. It stands as one of the most recognisable structures in the world too. The tower ..... (be) famous as the tallest construction in Paris and the most-visited paid monument in the world. Millions of people ..... (ascend) it every year. It is 320 metres (1,050 ft) tall, about the same height as an 81-storey building. The tower ..... (have) three levels for visitors. A visitor .....(have) to walk over 300 steps to go from ground level to the first level. The distance .....(remain) the same between the first and the second level. The third and highest level can be ..... (access) only by a lift. The tower is ..... (name) after the engineer Gustave Eiffel, whose company ..... (design) and ..... (build) the tower.

**E. Now, read the dialogue. What is it about?**

- Mong Pru      Nira, I'm really surprised to know about these wonders. What do you think?
- Nira            They are amazing! But the wonders of the present time are also amazing. They are not as huge as the super structures of the past but they are also incredible!
- Mong Pru      What do you mean?
- Nira            Just wait for now! Let me only say that some of the wonders of the modern world are truly incredible! I mean, they are really unbelievable! We'll read about them in the next lesson.

After completing the lesson students will be able to

- read and understand texts
- write short paragraphs

**A. Nira and Mong Pru are excited! They are waiting eagerly for their teacher to come and start the lesson. They are going to read about the wonders of the modern world. Read the text below:**

People often speak about the wonders of the past. Mostly they were huge buildings and constructions. They are awesome and fabulous, no doubt. But the wonders of the present world are also unbelievable. Read about the following recent inventions.

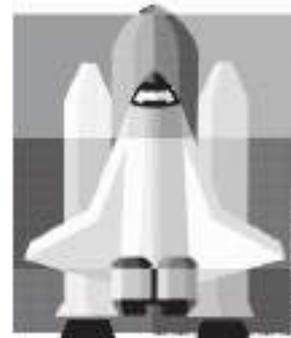
### **Computers**

The invention of the computer is very important in human life. It has changed the life style of people in the world. We use it in every sphere of our life. We can use it for studies, communication, watching movies, listening to music, playing games, etc. In a moment we can get information from any part of the world on the computer. People do not feel lonely as they can send emails to their friends and relatives. Some of their friends and relatives also live in far off countries. Even they can talk to them face to face on different social media. With computer a person can always keep themselves updated. Everybody should learn to use the computer. In fact, the computer has made people's work easier and faster. At present, it has become a part of our daily life.



### **Space travel**

Just a hundred years ago, people dreamed of having wings like birds to fly high in the sky. That dream came true when the Wright brothers built the first aeroplane that could fly. Now, people can



travel much faster and higher than birds. Not only do we travel from one country to another, but we have also invented spacecraft that can travel from one planet to another. Humans have set foot on the moon, and are even exploring Mars! Advancements in space travel technology have enabled scientists and astronauts to explore distant planets and moons. Who knows, maybe one day we'll be able to spend a vacation on a planet in a different galaxy, several thousand light-years away!

### Mobile phones

Mobile phone is another useful invention of the world. Like computers mobile phones help us greatly in our daily life. Through mobiles we can connect the whole world. Only a few years ago we had difficulty to contact our near and dear ones. That was very costly too. Mobile phones are very handy and we can use them for communication with people at a very low cost. Mobile phones have different functions such as making calls, listening to music, taking photographs, storing information, etc. Even it can be used for distance learning.



**A1. Read the words in Column A and match them with the meanings in Column B.**

Column A	Column B
lonely	influence
sphere	a vehicle that travels in space
impact	surprise
wonder	feeling alone
spacecraft	area

**A2. Read the words in Column A and match the opposite meanings given in Column B.**

Column A	Column B
unbelievable	simple
awesome	backdated
fabulous	ordinary
tremendous	believable
updated	tiny

**B. Now, read the following dialogue and fill in the gaps with suitable words. You can use some of the words from the earlier exercises in activity A1 & A2**

- Asif : Have you finished reading, Habib? What do you think?  
 Habib : Thank you, Asif. I must say they are really .....  
 Asif : Habib, you see, most of the time we have access to mobile phones or computers. But perhaps we often do not feel the ..... of these .....s.  
 Habib : You are right. By the way, do you have a computer?  
 Asif : Sometimes I use my parents' laptop. I play games, or watch movies or browse the internet. I must say it is a good way to avoid .....iness.  
 Habib : So do you agree that it is not a luxury?  
 Asif : Oh, no! Not at all! Anyway, what's your opinion about mobile phones and spacecraft?  
 Habib : Well, I always ..... how this tiny device works without any cable and do so many things! It's a ..... surprise for us, isn't it?  
 Asif : No doubt about it! And spacecraft?  
 Habib : After reading the article we must say that it's .....!

**C. What innovation around you surprises you the most? Write a small paragraph stating what it is, how it benefits you, and why you are surprised.**

After completing the lesson students will be able to

- read and understand the texts
- follow instructions, commands, request and act accordingly
- understand and enjoy stories and poems

**A. Look at the pictures and discuss with your partner what you see in them.**



**B. Sohan has received a letter from his uncle, who is a captain in the Bangladesh Army. At present, he is in Congo on a US Peacekeeping Mission. Read his letter and do the activities that follow:**

Dear Sohan,

I hope you are doing well and focusing on your studies. I received your letter last week, but did not have the time to write back. Things are really busy here in Congo. I am glad to know that you read up about this country. You're right—Congo is a country in Central Africa. It is rich in natural resources and its people are in redible. However, there are several regions in this country which face problems like political and ethnic conflict, often resulting in violent incidents. We try to maintain peace and security in those areas. We distribute food, water and medicine to people, and sometimes even build houses for them. We also teach children in small schools.

Enough about the work I do here. Today, I'd like to tell you about an interesting young man I met here. His name is Ashar Santoso. He was born in Indonesia. When he was eight, he moved to Singapore with his parents and

went to a Singaporean school. After a few years, he went to Denmark and completed his schooling there. For higher studies, he enrolled in a university in the US, and completed both his bachelor's and master's degrees there. Since then, he has travelled to many other countries around the world.

Ashar is now in Congo as a member of a voluntary organisation. His main job is to take care of children's education in a community school. His group has ten other members, all from different countries. Ashar is a nice fellow and has become a good friend of ours. We call him 'Mr Global Citizen'.

I was talking to him the other day, and mentioned how impressed I am that he has been to so many countries. I asked him how he felt about that, and he said:

"It's really nice to work with different people. I get to know so much about them — their language, family life, culture, their thoughts and aspirations. I sometimes think I belong to all."

"Well, Ashar, you're a true global citizen," I said.

"Aren't you too, Reza?" smiled Ashar Santoso. "We're all part of the same human race, aren't we?"

I've thought a lot about what Ashar said. I guess we can all be global citizens if we look at the world and its people the way he does. How do you feel about it?

Well, that's all for today. I hope your final exams go well. Write to me soon.

With love,  
Uncle Reza

**B1. Now, match the words in column A with their meaning in column B.**

A	B
challenging maintain graduation clash global	keep up international difficult university degree fight

**B2. Answer the following questions:**

- a. Where is Congo?
- b. Who called Ashar Santoso 'Mr Global Citizen'? Why?
- c. Would you like to be a global citizen?

**B3. If you got the chance to meet Ashar Santoso, what questions would you ask him? Make a list of five questions.****C. Listen to the audio and fill in the following gaps:**

The term 'global village' was ..... used by Marshal McLuhan. In 1962 and ..... he wrote two books on media and communication. In his books he said that telephone, TV and electronic media have brought all mankind close to one another. For example, if we see the news of floods in a distant country on TV, we feel that we are also ..... there. We can see what is happening at the same moment. We can share the same suffering with the people who are in the real ..... at the moment. McLuhan believed that electronic ..... would make the world a global village. When he first said about the idea of global village, the Internet was not invented. But now, personal computers and the Internet have made McLuhan's idea more ..... than ever. Now the entire globe is ..... in a world-wide web called 'The Internet'.

After completing the lesson students will be able to

- ask and answer questions
- read and understand texts
- participate in short dialogues and conversations on familiar topics

A. Look at the pictures and the words in the following box. Discuss and say which words are related with the pictures.



wage earner, skilled worker, economy, job, tourists, pleasure, abroad, foreign

B. Answer the following questions in pairs, then read the text below:

- Do you know anyone who has gone abroad to earn a living?
- Which countries do Bangladeshi workers go to?
- How much money do you think they earn?

A large number of Bangladeshis go abroad for work. There is always a high demand for workers in countries like the UAE, Oman, Saudi Arabia, Qatar, Bahrain, etc. These countries prefer Bangladeshi workers because they are hard-working. However, it is unfortunate that many of our workers are forced to do "odd" jobs in those countries, and as a result, they are not paid well. One reason for this is that Bangladeshi workers are often not good at English, Arabic or other languages which are required abroad. Therefore, it is important for workers to develop their language skills before going to other countries for work. This will help them secure better jobs and receive the pay and benefits they deserve. In this way, they will be able to support their families better, as well as contribute more effectively to the development of our economy.

**B1. Complete column B of the table below with information from the text you have read.**

Column A	Column B
Countries which prefer Bangladeshi workers	
Skills required for good jobs abroad	
Advantages of developing language skills	
Advantages of getting better jobs	

**C. Sohan had a conversation with a Bangladeshi doctor, Mr Arman who works in a hospital in Cairo, Egypt. Read and practise the dialogue in pairs.**

Sohan Can you tell me a little about Cairo?

Dr. Arman Sure. What would you like to know?

Sohan Well, what's a good time to visit there?

Dr. Arman I think you can visit any time. The weather is more or less the same.

Sohan Good! And what should I see there?

Dr. Arman Well, you can visit the Cairo Museum and you should see the mummies. And you mustn't leave Cairo without visiting the Pyramids.

Sohan Anything else?

Dr. Arman Oh yes. If you have time, you may visit Port Suez. You could have an excellent night view of the Red Sea.

Sohan It all sounds exciting! Thank you very much.

**Language Focus**

Modal verbs : can/can't, could/couldn't, may, should, must/mustn't:	
Can you tell me something about Cairo?	Yes, I can. /No, I can't.
What else could I see there?	You could enjoy the night view of Port Suez. But you couldn't go across the Red Sea without valid visa.
What can I have for dinner?	You can have traditional Egyptian dishes or Continental European, as you wish.
What should I see in Cairo museum?	You should see the mummies. But you mustn't leave Egypt without visiting the Pyramids.

**D. Complete the sentences about what a tourist can do and see in Dhaka. Use the verbs from the box.**

**can see, may spend, can go, could (even) taste, shouldn't miss, should visit, should go for, mustn't drink, may try**



1. You ..... to Sonargaon.
2. You..... the capital of ancient Bengal there.
3. You..... the Lalbagh Fort in the old part of Dhaka.
4. You..... a couple of hours at the Baldha Garden.
5. You..... the Ahsan Manzil too.
6. You..... a boat ride on the Buriganga river.
7. You..... the taste of *Mughlai Khana* once you're in Dhaka.
8. You..... a Tom Tom ride from Sadarghat to Gulistan.
9. You..... Chatpati or *Fuchka* on the footpath.
10. But you ..... tap water in a restaurant.

**E. Read the sentences in Section D (1-10) again. Suppose, a foreign traveller wants to visit Dhaka. He wants some information from you, such as, when to visit, what to see, where to eat, what to do in Dhaka, etc. Complete the following dialogue taking the cue from D.**

- Foreign traveller     Can you tell me a little about Dhaka?
- You                     Sure. What ..... to know?
- Foreign traveller     Well, what's .....?
- You                     I think you can visit in winter. The weather is .....
- Foreign traveller     Good! And what ..... there?
- You                     Well, you can visit Sonargaon Folk Art Museum and you ..... the handicrafts. But you ..... Dhaka without visiting the Lalbagh Fort.
- Foreign traveller     .....?
- You                     Oh yes. If you have time, you .....Ahsan Manjil.  
You ..... have an excellent experience of the Mughal and the British architecture by visiting it.

## The Concert for Bangladesh

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- participate in short dialogues and conversations on familiar topics

A. It's Friday evening. Mr. Farhad is watching television in the sitting room. His daughter Fahmida comes in. A tall, bearded man with long hair is playing a guitar and singing a song, "Bangladesh, Bangladesh..." on the television screen. Fahmida is thrilled to watch a foreigner singing a song on Bangladesh. She has the following conversation with her father about the song and the singer:

Fahmida Father, who is this singer? He is not a Bangladeshi, is he?

Mr. Farhad You are right! He is not. He is a famous singer from England. His name is George Harrison.

Fahmida George Harrison! Why did he sing the song on Bangladesh?

Mr. Farhad That's a huge story. Harrison was not only a famous singer but also a great humanist. He helped us during our Liberation War of 1971.

Fahmida Did he come to Bangladesh to take part in the Liberation War?

Mr. Farhad No, my child, he didn't come to Bangladesh, but he fought for our cause by organising the historic *Concert for Bangladesh*.

Fahmida *Concert for Bangladesh!* Please, father. Tell me more about it.



Mr. Farhad Well, the *Concert for Bangladesh* was held on the 1st August, 1971 at the Madison Square Garden, New York. George Harrison and some other famous musicians performed in that live concert in front of an audience of about forty thousand people. It was organised to make the world aware of the sufferings of Bangladesh during our liberation war.

Fahmida Wasn't that great!

Mr. Farhad Yes, it was great! The concert won huge support for the millions of war victims of Bangladesh. At the same time it raised millions of dollars for UNICEF relief fund.

Fahmida I'm really glad that you told me all this, Father. I think we should be grateful to George Harrison and his friends who organised the Concert for Bangladesh.

Mr. Farhad You are right, dear! G. Harrison was posthumously honoured by the people of Bangladesh in 2012

**A1. In pairs, discuss if the following statements are True or False. If false, correct the statement.**

- a. George Harrison was from the United States.
- b. In 1971, George Harrison visited Bangladesh to take part in the Liberation
- c. A huge audience attended the Concert for Bangladesh.
- d. George Harrison was the only well-known musician to take part in the Concert for Bangladesh.
- e. The people of the world became aware of the crisis in Bangladesh following the Concert for Bangladesh.

**B. Read the lyrics of the song aloud. Here are some parts of the song 'Bangladesh'.**

**Bangladesh**

My friend came to me, with sadness in his eyes

He told me that he wanted help

Before his country dies

Although I couldn't feel the pain, I knew I had to try

Now, I'm asking all of you

To help us save some lives

Bangladesh, Bangladesh  
 Where so many people are dying fast  
 And it sure looks like a mess  
 I've never seen such distress  
 Now, won't you lend your hand and understand  
 Relieve the people of Bangladesh  
 Bangladesh, Bangladesh  
 Such a great disaster - I don't understand  
 But it sure looks like a mess  
 I've never known such distress  
 Now, please don't turn away, I want to hear you say  
 Relieve the people of Bangladesh  
 Relieve Bangladesh.

**B1. Now, complete the summary of the first three stanzas of the song "Bangladesh" with suitable words from the box below the passage:**

My friend came to me with sad eyes and requested me to help his country before it died. Though I could not feel the pain, but I think I should try to help. I also appeal to you all to (1) \_\_\_\_\_ us to save the lives of those people. The country is facing (2) \_\_\_\_\_ and I have never seen such sufferings. Now, won't you (3) \_\_\_\_\_ beside the people of Bangladesh and (4) \_\_\_\_\_ forward to reduce their sufferings?

support	stand	come	problems
---------	-------	------	----------

**B2. Do you know of any Bangla song that inspired the people of Bangladesh during the War of Liberation in 1971? Discuss in groups and write down the first line or a few lines of the song in Bangla.**

- What is the first line of the song?
- What is the song about?
- Who is the singer of the song?
- Where did you hear the song first?
- How do you feel when you listen to this song?

After completing the lesson students will be able to

- ask and answer questions
- read and understand texts

**A. Match the words with the pictures of clothes.**



1



2



3



4



5



6



7



8



9



10



11



12

trousers	jacket	saree	panjabi	shorts	blouse/top
polo shirt	frock/dress	jeans	T-shirt	shoes	salwar-kameez

**B. In pairs, discuss the following questions about you.**

1. Have you ever been to a clothes shop?
2. If no, then who buys your clothes?
3. If yes, then who did you go with to the clothes shop?
4. Which new clothes would you like to buy right now?
5. What is your favourite colour?

**C. Mrs. Urmila Karim is going to buy some clothes for her son Imran. They are now at a clothes shop. Read the conversation between Imran and the shop assistant.**

- Imran : Excuse me, where are the polo shirts?  
 Assistant : They're over there in the boy's section. Let me show you.  
 Imran : Thanks. Do you have one without a chain?  
 Assistant : Yes, quite a few, sir. What size do you wear?  
 Imran : May be a medium?  
 Assistant : Here you are! This one is in medium size.  
 Imran : A medium! But it's too big!  
 Assistant : How about this? This is small.  
 Imran : Yeah, I think this size is OK. Do you have it in a different colour?  
 Assistant : What colour would you like?  
 Imran : Blue, I guess.  
 Assistant : Just a moment please, I'll check. How about this one? It's a nice sky blue.  
 Imran : Yes, this is a nice colour. Can I try this on?  
 Assistant : Sure! the trial room is at the back.  
 Imran : Thank you. It's just perfect! How much is it?  
 Assistant : It's taka three hundred. This shirt is on sale this week.  
 Imran : Mom, can I buy this one?  
 Mom : Sure, dear! Shall we go and pay at the cash counter?  
 Salesman : Yes, Ma'am. Would you follow me, please?

**C1. Complete the sentences using the words from the conversation in B.**

1. Imran does not like polo shirts with a .....
2. A ..... size shirt fits Imran perfectly.
3. The shirt that Imran chose finally is ..... in colour.
4. He wants to ..... the polo shirt on before buying it.
5. The polo shirt that Imran likes is on ..... this week.

**C2. Look at the useful expressions that Imran uses at the shop. Use the words below each incomplete sentence to make a complete sentence.**

1. Excuse me, where are the ..... ?  
polo shirts/trousers/socks/shoes
2. Do you have the kinds without ..... ?  
buttons/lace/hooks
3. Do you have these in a different ..... ?  
colour/size/design
4. How much is/are..... ?  
this/these/the shirt/these socks/the trousers, etc.

**D. Read the conversations between Mrs.Masuda Karim and Imran. Which clothes do they choose? Tick the correct picture for each conversation.**

**Dialogue 1:**



a



b



c

- Mrs.Karim : Look at these jeans.  
 Imran : No, mom. That is too narrow. I want some baggy ones.  
 Mrs. Karim : Flat, you mean?  
 Imran : No, not flat. Just baggy, you know, loose fitting with pockets on the sides.

**Dialogue 2 :**



a



b



c

Mrs. Karim : I need some shoes.  
 Imran : How about these?  
 Mrs. Karim : No, the heels are too high.  
 Imran : Do you want flat shoes then?  
 Mrs. Karim : No, not flat, something in between.  
 A bit of heel but not too high.

**Dialogue 3 :**



a



b



c

Mrs. Karim : What about this T-shirt, Imran?  
 Imran : No, mom. I don't like the cartoon on the front.  
 Mrs. Masuda : Well, what about that one, with writings on the chest?  
 Imran : No, I don't really like that either. I want something completely plain, like this one, no writings, just plain.

**Dialogue 4:**



a



b



c



## Lesson 27

## Andre

After completing the lesson students will be able to

- read aloud texts with proper pronunciation, stress and intonation
- read and understand written instructions
- understand and enjoy stories and poems

### A. Read the following poem:

#### André

-Gwendolyn Brooks

I had a dream last night. I dreamed  
I had to pick a mother out.  
I had to choose a father too.  
At first, I wondered what to do,  
There were so many there, it seemed,  
Short and tall and thin and stout.

But just before I sprang awake,  
I knew what parents I would take.  
And this surprised and made me glad:  
They were the ones I always had!



**A1. Underline all the verbs in the poem above. Then, list them in two columns: present tense and past tense. Next, change the verbs in the past tense to their present form, and the present tense ones to their past form.**

Example:

Present tense	Past tense
have	had
choose	

**A2. Read the poem aloud with proper pronunciation, stress and intonation.**

After completing the lesson students will be able to

- recognise English sounds
- recognise word and stress on words in sentences
- read aloud with proper pronunciation, stress and intonation

**A. Listen to and say the following words. Notice the letter 'o' is pronounced in words in List 1 and List 2.**

**List 1**

hop  
rob  
not  
rod

**List 2.**

hope  
robe  
note  
rode

**A1. Listen to and practise saying some more words with the two vowel sounds together (diphthong) as in the word 'hope' or 'note'.**



bowl



boat



coke



coat



bone



phone



throw



snow



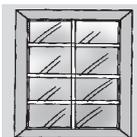
old



gold



window



closed

**A2. Read the following passage. Choose a word from the list of words below to fill in each of the blanks in the sentences.**

phone	bowl	hope	home	stove	close	coke	note
-------	------	------	------	-------	-------	------	------

I was waiting for my friend Shila. But since she was late, I thought I would just go to the bookstore and get some stationery from there. But before leaving \_\_\_\_\_, I left the following \_\_\_\_\_ next to the \_\_\_\_\_.

Sorry, I'm going out. Won't take long.  
I've left two cans of \_\_\_\_\_ and a \_\_\_\_\_  
of fruits on the table.  
There is a box of biscuits near the bed.  
Don't forget to \_\_\_\_\_ the lid of the box tightly.  
If you want tea, the kettle is on the \_\_\_\_\_.

**A3. Read the note for Shila loudly with proper pronunciation, stress and intonation.**

After completing the lesson students will be able to

- read and understand written instructions
- read and understand texts

**A. Read the passage below:**

Hena and her twin sister Rehana both study in class six. They are having the half-yearly examination at madrasah. Today they are going to take the English test. Their teacher Ms. Shima Chowdhury enters the classroom. Before the test starts, she gives some instructions to the class.

**A1. Read the following sentences and write down the instructions that Ms. Chowdhury may give in each situation. Use 'Do not' or 'cannot', if necessary. One is done for you.**

write down	talk	put away	read	copy	start	go	be quiet
------------	------	----------	------	------	-------	----	----------

a. Teacher comes into the class and finds the students making a lot of noise.

Answer : Be quiet, please! Do not make any noise.

- b. Teacher sees books and papers on students' desks. She tells them, \_\_\_\_\_ all books and papers from your desks.
- c. She gives scripts to the students and says, \_\_\_\_\_ your name, class, section, roll number, subject and date.
- d. She gives the question papers and tells them, \_\_\_\_\_ the questions carefully.
- e. \_\_\_\_\_ from someone else's script.
- f. \_\_\_\_\_ with others.
- g. You \_\_\_\_\_ out before one hour is over.
- h. \_\_\_\_\_ writing.

**B. Look at the following signs.**



1



2



3



4



5

**B1. Fill in the blanks in the following sentences to complete the instructions for the above signs. Use the words in the box. Add 'Do not' if necessary.**

use	walk	pay	throw	drive	blow
-----	------	-----	-------	-------	------

- i. Hospital ahead! \_\_\_\_\_ horns.
- ii. \_\_\_\_\_ on the grass.
- iii. \_\_\_\_\_ litter in public places. \_\_\_\_\_ the waste bin.
- iv. \_\_\_\_\_ for your goods at the cash counter.
- v. \_\_\_\_\_ carefully. Children's playground ahead!

After completing the lesson students will be able to

- read and understand texts
- read and understand written instructions
- write questions and answers
- write short paragraphs

**A. Read the following dialogue:**

Bahar, Azim, Salam and Shujan are classmates. They are planning a vacation.

Bahar : We have a week's vacation next week.  
What should we do?

Azim : Let's go somewhere we haven't been before.

Salam : Right! I saw an ad for an interesting place.  
Hmm... well, here it is!

Bahar : Let me see! Ah! A two day trip to Kuakata!  
That sounds interesting! Look at the picture of  
the sea- beach and the sunrise! It looks fantastic!

Azim : Well, I've always wanted to climb a mountain.  
Why don't we go to the Chimbuk Mountains  
in Bandarban?

Shujan : I've an idea! How about going to the Sunderbans?  
We can see some wild animals and can also  
take pictures of the forests and the sea.

Bahar : Well... well... calm down everybody!  
We can't go to all the places and do all  
the things at a time, right?

Salam : Yeah. Let's think about all the options and then decide.

- A1. Make a list of the places the friends wanted to go to. Why did they want to go to these places?**
- A2. Think of a place you would like to go to. Now, write down a few sentences about where you want to go, why you want to go there, who you want to go with.**

### Language Focus

For suggestions, we often use these expressions:

What should we do?

Why don't we .....

How about..... ?

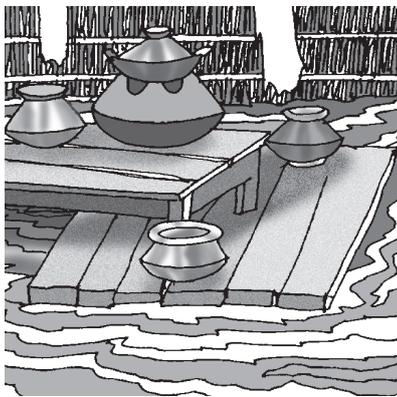
Let's ....., etc.

- A3. Write short dialogues for the following situations. Use the expressions in the Language Focus.**
- a. You and your friends want to do a class project. Discuss and decide what you want to do.
- clues:** *poster, drawing, wall magazine, drama, etc.*
- b. You and your friends want to buy a gift for your teacher on his/her birthday. Discuss and decide what gift to get.

After completing the lesson students will be able to

- read and understand texts
- write short paragraphs

**A. Look at the pictures.**



**A1. Discuss in groups what you see in the pictures.**

**A2. Read the following passage:**

Sometimes it rains so heavily that floods occur. Because of heavy rainfall, river water overflows its banks and floods vast areas of land, towns and villages.

**A3. Write down a few sentences about how people suffer if there is too much water.**

**B. Read the following passage:**

Sometimes we really are short of water. This can happen if there is no rainfall for a long period of time. Sometimes rivers dry up, or the water level underground may sink very low. If there is too little water, that causes a lot of suffering to the people.

**B1. Look at the pictures below and discuss what you see.****B2. Look at the pictures above and talk about how people suffer if there is too little water.**

After completing the lesson students will be able to

- read and understand texts
- ask and answer questions
- write short paragraphs
- write simple informal letters

**A. Read the following passage and the letter.**

Ibrahim received a letter. He read the letter over and over. He was very excited. It came from his aunt Amina. Aunt Amina and her family live in the countryside forty miles away from Dhaka. Ibrahim ran to his mother and said, "Mom, listen to this letter." He then read it to her.

Master Bari  
Banchharampur  
B. Baria  
10 June, 2025



Dear Ibrahim,

We are happy to know that your summer holiday is starting from the next week. We would like you to come and stay with us for a few days.

We know you'll like the country. We have four ducks, six chickens and a cow that gives fresh milk every day.

Your cousin Maher is just about your age. He's very excited and is making a lot of plans to do together.

Let us know when you will arrive. We have already talked to your parents. Tell them not to worry. We'll be at the bus station to receive you.

Your Aunt Amina and  
Uncle Karim

**Language Focus**

For requests and invitations we often use the following expressions:

'Would like you to' to mean, 'Would you please' or just 'Please do'

'Let us know' to mean, 'inform us', or simply 'tell us'

**A1. Read the letter again and then answer the following questions:**

- a. Why was Ibrahim excited?
- b. How would he go to the country?

**A2. Write a few sentences of your own with the following expressions:**

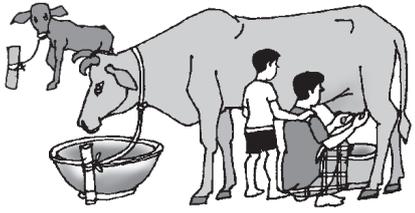
- a. I would like you to \_\_\_\_\_
- b. Would you please \_\_\_\_\_

**A3. Write a similar invitation letter to a friend. Tell him /her about some of the things you plan to do together.****B. A few days after Ibrahim came back home from his aunt's house, he wrote the following letter to his Aunt Amina. Read the letter.**

69-70, Motijheel  
Dhaka-1000  
15 April, 2025

My dear Aunt,

I really enjoyed my stay with you in the country. For a city boy, it was a whole new world to see. I was so proud when I first milked your cow 'Dulari'. Uncle and you have taught me things that I didn't know before. And please tell Maher that I already miss him. I hope you'll invite me to stay with you again next summer.



Thanks again for inviting me.  
Robin

**B1. What do you think is the main idea of the letter? Choose the best answer:**

- a. To ask his aunt to invite him again.
- b. To thank his aunt for inviting him.
- c. To tell his aunt that he learned many things in the country.

**B2. Discuss in groups what is meant by the following expressions:**

a city boy, a whole new world, miss someone

After completing the lesson students will be able to

- read and understand texts
- use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks in sentences
- understand and enjoy a story

**A. Read the story below:**

**The Garden**

*Arnold Lobel*

Frog was in his garden. Toad came walking by.

"What a fine garden you have, Frog," he said.

"Yes," said Frog. It is very nice, but it was hard work."

"I wish I had a garden," said Toad.

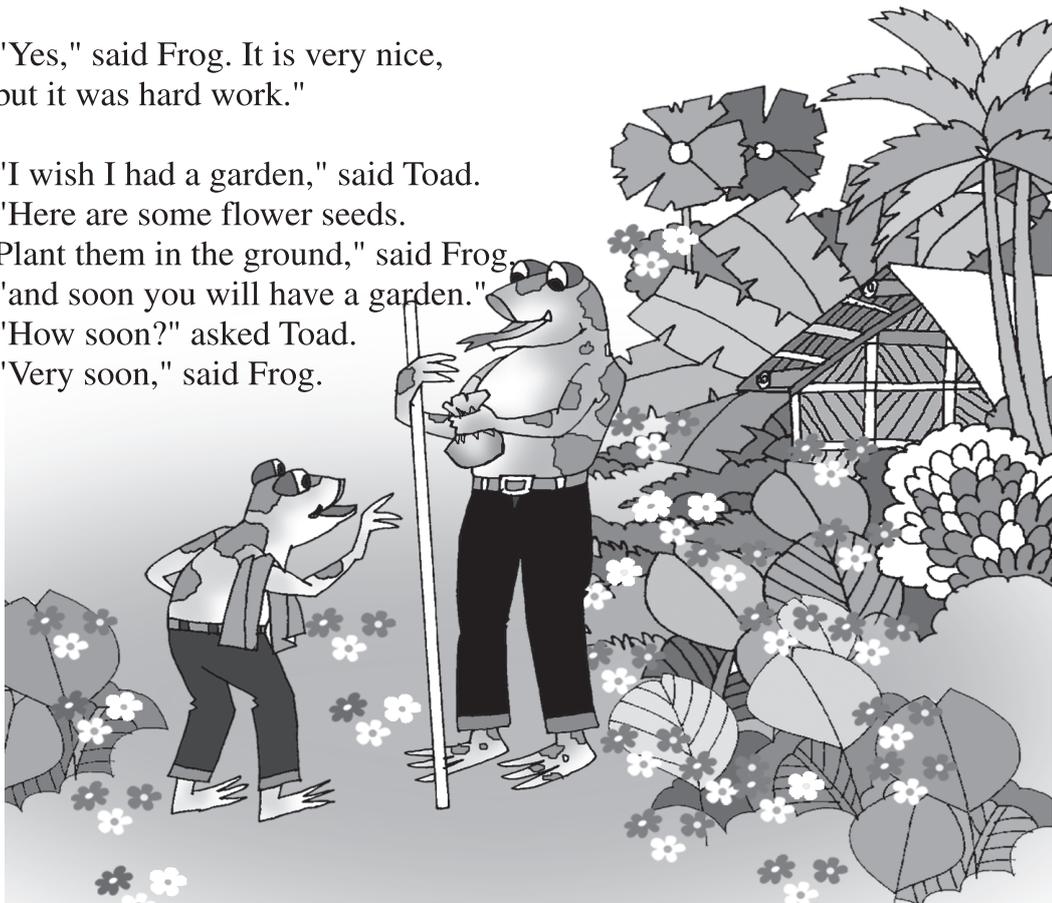
"Here are some flower seeds.

Plant them in the ground," said Frog

"and soon you will have a garden."

"How soon?" asked Toad.

"Very soon," said Frog.



Toad ran home. He planted the flower seeds.

"New seeds," said Toad, "start growing."



Toad walked up and down a few times. The seeds did not start to grow.

Toad put his head close to the ground and cried, "Now seeds, start growing!"

The seeds did not start to grow.

Toad put his head very close to the ground and shouted, "NOW SEEDS START GROWING!"

Frog ran up the path. "What is going on?" he asked.

"My seeds will not grow," said Toad.

"You are shouting too much," said Frog.  
"These poor seeds are afraid to grow."

"My seeds are afraid to grow?" asked  
Toad.



"Yes," said Frog. "Leave them alone  
for  
a few days. Let the sun shine on  
them, let  
the rain fall on them. Soon your  
seeds will  
start to grow."

That night Toad looked out his  
window.

"Oh, no!" cried Toad. "My seeds  
have  
not started to grow. They must be  
afraid of  
the dark."

Toad went out to his garden.

"I will read the seeds a story," said Toad.

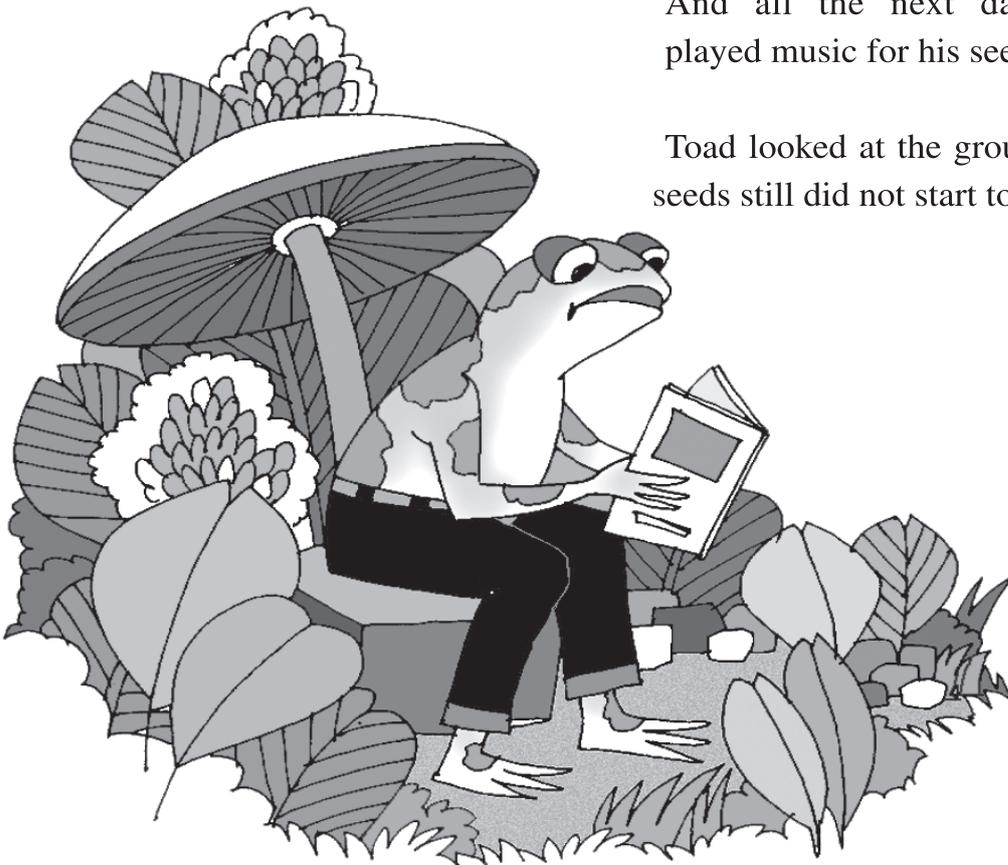
Toad read a long story to his seeds.  
All the next day Toad sang songs to his seeds.

And all the next day Toad read poems to his seeds.



And all the next day Toad played music for his seeds.

Toad looked at the ground. The seeds still did not start to grow.



"What shall I do?" cried Toad. "These seeds are still afraid to grow."

Then Toad became very tired, and he fell asleep.

"Toad, Toad, wake up," said Frog. "Look at your garden!"

Toad looked at his garden. Little green plants were growing up out of the ground.

"At last," shouted Toad, "my seeds are not afraid anymore."





"And now you will have a nice garden, too," said Frog.

"Yes," said Toad, "but you were right, Frog. It was very hard work."

**A1. Choose the right answer.**

The first thing Toad did was he -----

- a. watered the seeds
- b. kept the seeds in the sun
- c. planted the seeds
- d. put the seeds in a box

- A2. Match a word in column A with a word in column B that goes together. One is done for you.**

Column A	Column B
play	seeds
water	hard
plant	music
read	plants
work	stories

**A3. Punctuation marks**

Punctuation marks are special symbols used in writing to separate sentences and phrases. They show how a piece of text should be read and understood. The most common punctuation marks in English are:

- o **Full stop (.)** – This shows that the sentence has ended.
- o **Comma (,)** – This indicates a short pause in the sentence.
- o **Question Mark (?)** – This is used when asking a question.
- o **Exclamation Mark (!)** – This shows excitement or surprise!
- o **Quotation Marks (“ ”)** – These are used to show that someone is speaking.

Now, read the story “The Garden” again carefully. Identify the punctuation marks in the story, and notice how they are used.

- A4. Read the following passage. All punctuation marks are missing in it. Put punctuation marks as necessary. Use capital letters where you should.**

bobby and farid were walking to madrasah one morning in february suddenly farid asked bobby did neel ask you to go to his house this afternoon bobby said yes he did it's his birthday today really said farid what should we give him on his birthday

- A5. Learn the meanings of these words:**

Toad, seeds, plant, grow, shout, dark

**Sample Question**  
**Subject: English First Paper**  
**Class : Six**

Time: 3 hours

Marks: 100

**[Marks for individual items are mentioned next to the test items]**

**Part A - Reading (Marks: 70)**

**Read the text and answer the questions 1 & 2:**

Bulbul collects rubbish from the Sankar area in Dhaka. Every morning, he wakes up at 5 o'clock and walks along the streets of Sankar to collect rubbish. People of Sankar put their rubbish in plastic bins and leave them in front of their houses. Bulbul walks from door to door to collect them. Sometimes the bins are very dirty and they smell bad. But Bulbul does not mind. He takes out everything from the bins and puts them in his van. He believes that all jobs are important. He works hard every day to keep this area clean. Last month Bulbul was sick for two days. So, he could not come to collect the rubbish. The people of Sankar were in great trouble. They got piles of rubbish waiting in front of their houses. The whole area became dirty and unhygienic. When Bulbul got well, he came back to Sankar. He collected everything from all the bins. Bulbul does not want to fall sick again. He realises, if he stops working even for a few days only, the whole area will turn into a big dustbin.

**1. Choose the best answer from the alternatives:**

1x7=7

**a) What time does Bulbul wake up every morning?**

- i. 4 o'clock
- ii. 5 o'clock
- iii. 6 o'clock
- iv. 7 o'clock

**b) Where does Bulbul collect rubbish from?**

- i. Gulshan
- ii. Mirpur
- iii. Sankar
- iv. Banani

**c) How do the people of Sankar dispose of their rubbish?**

- i. They throw it on the streets.
- ii. They keep it inside their homes.
- iii. They burn it in their yards.
- iv. They put it in plastic bins and leave them in front of their houses.

- d) Why was Sankar in great trouble last month?**
- i. Bulbul went on vacation.
  - ii. The people refused to throw away their rubbish.
  - iii. Bulbul was sick for two days and could not collect the rubbish.
  - iv. A storm scattered the rubbish everywhere.
- e) What does Bulbul believe about his job?**
- i. It is not important.
  - ii. Only educated people should do it.
  - iii. All jobs are important.
  - iv. He does it just for money.
- f) What happened when Bulbul could not collect the rubbish for two days?**
- i. The people of Sankar managed it themselves.
  - ii. The whole area became dirty and unhygienic.
  - iii. The rubbish disappeared on its own.
  - iv. The government cleaned the area.
- g) Why does Bulbul not want to fall sick again?**
- i. He enjoys his work.
  - ii. He fears losing his job.
  - iii. He wants to earn more money.
  - iv. He knows the area will turn into a big dustbin if he stops working.

- 2. Write short answers to the following questions:** 5x2=10
- a) Why does Bulbul wake up early in the morning?
  - b) How did the people of Sankar suffer when Bulbul was sick?
  - c) What does this story teach us about the importance of Bulbul's job?
  - d) Where do the people of Sankar leave their rubbish?
  - e) Why did Bulbul stop working?

**Read the text and answer the questions 3 & 4:**

A proverb says 'Health is Wealth'. To keep healthy is to keep free from disease and anxiety. Good health is proper functioning of all body organs. It is also feeling well both in body and in mind. People in good health are active, cheerful and happy. If you are healthy, you can be happy and can help others in society as well.

To keep in good health we should be careful about hygiene. The rules and practices of keeping good health are called hygiene. We must practise the rules of hygiene. Proper food and nutrition, physical exercise, rest and sleep, cleanliness, and proper medicare are essential for good health.

**3. Complete the passage with suitable words:** 1x5=5

Good health means proper functioning of body organs and feeling well in body and mind. Healthy people remain a) \_\_\_\_\_, cheerful, and happy. They can enjoy life and b) \_\_\_\_\_ others. To maintain health, follow hygiene principles, which include \_\_\_\_\_ rules and c) \_\_\_\_\_ for staying healthy. Proper food, d) \_\_\_\_\_ exercise, rest, cleanliness, and medical care are essential for e) \_\_\_\_\_ health.

**4. Read the passage carefully and replace the following words with their suitable synonyms or antonyms.** 1x5=5

- a) Wealth (Synonym)
- b) Cheerful (Synonym)
- c) Maintain (Synonym)
- d) Necessary (Antonym)
- e) Proper (Antonym)

**Read the text and answer the questions 5, 6 & 7:**

Bangladesh is a land of natural beauty. Its villages are full of green fields, rivers, and trees. Most people in Bangladesh live in villages. They work as farmers, fishermen or craftsmen. The air in the villages is fresh, and life is peaceful. People wake up early in the morning and start their daily work. Farmers grow rice, jute and vegetables in their fields. Fishermen catch fish from rivers and ponds.

The houses in villages are simple but comfortable. Many houses have gardens with fruit trees like mango, jackfruit and banana. The villagers celebrate different festivals like Pahela Boishakh and Nabanna Utsab with joy. They help each other in times of need. Life in rural Bangladesh is simple, but it is full of happiness. The natural beauty and fresh environment make the villages a wonderful place to live.

**5. Complete the table with information from the passage.** 1x5=5

**Topic Information from the passage**

- a) Main occupation of villagers      i) -----
- b) Freshness of village air      ii) -----
- c) Crops grown by farmers      iii) -----
- d) Fruits grown in village gardens      iv) -----
- e) Festivals celebrated in villages      v) -----

**6. Read the statements below. Write 'True' if the statement is correct and 'False' if it is incorrect. If false, write the correct answer.** 1x5=5

- a) Villages in Bangladesh are full of green fields, rivers and trees.
- b) Most villagers in Bangladesh work in factories
- c) Farmers in villages grow rice, jute and vegetables.

- d) There are no fruit trees in village gardens.  
 e) People in villages celebrate festivals like Pahela Boishakh and Nabanna Utsab.

7. Write a summary of the passage in your own words. **10**

8. Match the parts of sentences from the Columns A and B to make five complete sentences.

1x5=5

Column A	Column B
(a) Food is one of the basic	(i) without it
(b) It is essential	(ii) needs of human beings
(c) We cannot live	(iii) for our survival
(d) So, we must always	(iv) kind of food for good health
(e) Good food means the right	(v) have good food

9. Put the following parts of the story in the correct order to make the whole story. Only the corresponding numbers of the sentences need to be written.

1x8=8

- a) He lost his father in his childhood.  
 b) He was fond of adventures, music and jatra party.  
 c) He spent his early life in great hardship.  
 d) Nazrul Islam was born on the 20th May 1899.  
 e) As a boy being restless and absent-minded, he did not like the hard and fast rules of the school.  
 f) One day, Dukhu Mia became a great poet.  
 g) You will have heard the name of Kazi Nazrul Islam.  
 h) So he was called Dukhu Mia.

**10. Answer any five of the following questions from the poems in your text-book.****2x5=10**

- a) What is the main idea of the poem "Holding Hands"?
- b) What does the poet say about trunks and tails in the poem "Holding Hands"?
- c) What does the line "But bows cannot be built in heaven" suggest in the poem "Boats sail on the rivers"?
- d) What is the overall theme of the poem "Boats sail on the rivers"?
- e) How does the poem "The Chaos" highlight the challenges of English pronunciation and spelling?
- f) What is the main theme or purpose of the poem "The Chaos"?
- g) Who is the central character in the poem "Andre", and what is his story?
- h) What lesson do you learn from the poem "Andre"?

**Part B - Writing (Marks: 30)**

- 11.** Read the opening of a story below and complete it in at least ten new sentences. Give a suitable title to it. 10

*Once upon a time, there was a boy named Mamun. He was a student of class 6. One day, while he was returning from school, he found a purse on the road. As he was honest, .....*

- 12.** Write a paragraph on 'Your First Day at School' in 120 words. 10

- 13.** Suppose, you are Nadim/Nadia, you have a friend named Fahim/Fahima who does not read newspaper.

Now, write a dialogue between you and your friend about the importance of reading newspaper. 10

### Suggested Answers

1.
  - a) ii) 5 o'clock
  - b) iii) Sankar
  - c) iv. They put it in plastic bins and leave them in front of their houses.
  - d) iii. Bulbul was sick for two days and could not collect the rubbish.
  - e) iii. All jobs are important.
  - f) ii. The whole area became dirty and unhygienic.
  - g) iv. He knows the area will turn into a big dustbin if he stops working.
2.
  - a) Bulbul wakes up early in the morning to collect rubbish from the Sankar area and keep it clean.
  - b) The people of Sankar suffered because piles of rubbish gathered in front of their houses, making the area dirty and unhygienic.
  - c) The story teaches us that every job is important, and workers like Bulbul play a crucial role in keeping the environment clean and healthy.
  - d) They leave their rubbish in plastic bins in front of their houses.
  - e) Bulbul stopped working because he was sick.
3.
 

a) active	b) help
c) practices	d) physical
e) good	
4.
  - a) prosperity
  - b) joyful
  - c) preserve
  - d) unnecessary
  - e) improper
5.
  - a) Farmers, fishermen, and craftsmen
  - b) The air in villages is fresh
  - c) Rice, jute and vegetables
  - d) Mango, jackfruit and banana
  - e) Pahela Boishakh and Nabanna Utsab
6.
  - a) True
  - b) False

Correct Answer- Most villagers in Bangladesh work as farmers, fishermen, or craftsmen, not in factories.

- |         |          |
|---------|----------|
| c) True | d) False |
|---------|----------|

Correct Answer- Many houses in villages have gardens with fruit trees like mango, jackfruit and banana.

- e) True

7. Rural Bangladesh is full of natural beauty with green fields, rivers and trees. Most villagers work as farmers, fishermen, or craftsmen. They grow crops like rice, jute and vegetables. Many village houses have gardens with fruit trees. Villagers celebrate festivals such as Pahela Boishakh and Nabanna Utsab with joy. Life in the villages is simple but peaceful and happy.

8. a) (ii) needs of human beings                      b) (iii) for our survival  
 c) (i) without it    d) (v) have good food  
 e) (iv) kind of food for good health

9.

1	2	3	4	5	6	7	8
g	d	a	c	h	e	b	f

10. a) The main idea of the poem ‘Holding Hands’ is that it describes how elephants walk together by holding tails, showing their unity and coordination.
- b) In the poem “Holding Hands”, the poet says that trunks and tails are handy things for elephants when they walk.
- c) The line "But bows cannot be built in heaven" suggests that human creations, no matter how grand, cannot match the perfection or beauty of heavenly or natural wonders.
- d) The poem uses a series of rhyming couplets with words that look similar but are pronounced differently, emphasising the inconsistencies in English pronunciation rules.
- e) The overall theme of the poem “Boats sail on the rivers” is the contrast between the beauty and vastness of nature and the limitations of human achievements.
- f) The main theme of the poem is to illustrate the irregularities and complexities of English pronunciation and spelling, showcasing how challenging it can be to learn the language.
- g) The central character is Andre, a young boy. His story is a very touching reflection on love, choice and appreciation for family.
- h) We learn from the poem that we should love and appreciate our parents.

### 11. Mamun's Honest Heart

Once upon a time, there was a boy named Mamun. He was a student of class 6. One day, while he was returning from school, he found a purse on the road. As he was honest, he picked it up and opened it to see if he could find any clues about its owner. Inside, he found some money, a few cards, and a photo of a family. Mamun knew he had to return it to the rightful owner. He decided to take the purse to the nearby police station.

On his way, he noticed a woman searching frantically near the road. She looked worried and was asking people if they had seen a purse. Mamun approached her and asked, "Are you looking for something?" The woman explained that she had lost her purse, which contained her family photo and important cards. Mamun smiled and handed her the purse, saying, "I found this on the road. Is it yours?" The woman was overjoyed and thanked Mamun with tears in her eyes.

She rewarded him with a small gift, but Mamun felt the greatest reward was the happiness on her face. From that day on, Mamun became known in his village as the boy with an honest heart, and his story inspired others to always do the right thing.

## 12. My First Day at School

My first day at school is a memory I will never forget. I was both excited and nervous as I entered the colorful classroom filled with unfamiliar faces. The teacher welcomed me with a warm smile, which made me feel a little more at ease. I sat next to a friendly girl who later became my best friend. We introduced ourselves and shared crayons during the drawing activity. The classroom was vibrant with posters, toys and books, which fascinated me. Though I felt shy initially, the fun activities and games helped me settle in quickly. By the end of the day, I was eager to return and learn more. That day marked the beginning of my educational journey, filled with curiosity, friendship, and new experiences. It remains a cherished memory in my heart

13. Nadia : Hey Fahima, I noticed you don't read the newspaper. Any particular reason?
- Fahima : Well, I find it a bit boring and time-consuming. I usually get news from social media. Why should I read newspapers?
- Nadia : Newspapers are more reliable than social media. They provide accurate and well-researched information. Plus, they cover a wide range of topics like politics, sports, culture and even job opportunities.
- Fahima: But isn't it easier to just scroll through news online?
- Nadia : True, but newspapers help you develop a habit of reading and improve your language skills. They also offer in-depth analysis that you won't find in short social media posts.
- Fahima: Hmm, I never thought about it that way. Maybe I should give it a try.
- Nadia : Definitely! Start with a section you enjoy, like sports or entertainment. You'll see how informative and interesting it can be!
- Fahima: Okay, I'll give it a shot. Thanks for the suggestion, Nadia!
- Nadia : You're welcome! I'm sure you'll find it worthwhile.

**THE END**

# 2026 Academic Year Dakhil Class Six : English For Today

United we stand, divided we fall.



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