

# ENGLISH FOR TODAY

## Class Three



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh as a textbook  
for Class Three as an experimental edition from the academic year 2024

# English For Today

## Class Three

(Experimental Edition)

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## Preface

Every child creates a beautiful world of boundless imagination in his/her mind. Many colourful images flock there. To invigorate this world of imagination with proper education philosophers, development psychologists, child specialists and educationists are working relentlessly. They are making constant effort to address how a child's mind and brain work. Effective education ensures a child's all-round development through the proper use of their unlimited sense of wonder, curiosity, enjoyment, interest and enthusiasm. In keeping with the effort to ensure a balanced development of the children through active and experiential learning the National Curriculum of Bangladesh has been revised in the year 2021.

According to the instructions of Hon'ble Prime Minister Sheikh Hasina, National Curriculum and Textbook Board (NCTB) has been distributing free textbooks to the learners of pre-primary to grade ten level since 2010. As per her directions, NCTB has also arranged the learning competencies in the new revised curriculum emphasizing creating learning experiences considering global and local needs, the 4<sup>th</sup> Industrial Revolution, SDG 4 (Sustainable Development Goals) and Bangladesh's Vision 2041. The English language textbook "ENGLISH FOR TODAY" has also been produced addressing all the requirements.

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

The dedication of the contributors-- writers, editors, evaluators, reviewers, coordinators, and personnel supporting its printing and publication has enriched the textbook. As the book has been produced within a very short time, any constructive suggestions for further improvement of the textbook will be highly appreciated. I believe that the use of this textbook will be proved effective and impactful for all the children of our primary education system.

**Professor Md. Farhadul Islam**  
Chairman

National Curriculum and Textbook Board, Bangladesh



## নির্দেশনা

আমাদের শিক্ষা ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা ব্যবহার করে এই ভাষার চারটি দক্ষতা অর্জন করতে পারে, অর্থাৎ শিক্ষার্থীরা ইংরেজি শুনে বুঝতে পারে এবং ইংরেজি বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে সক্ষম হবে।

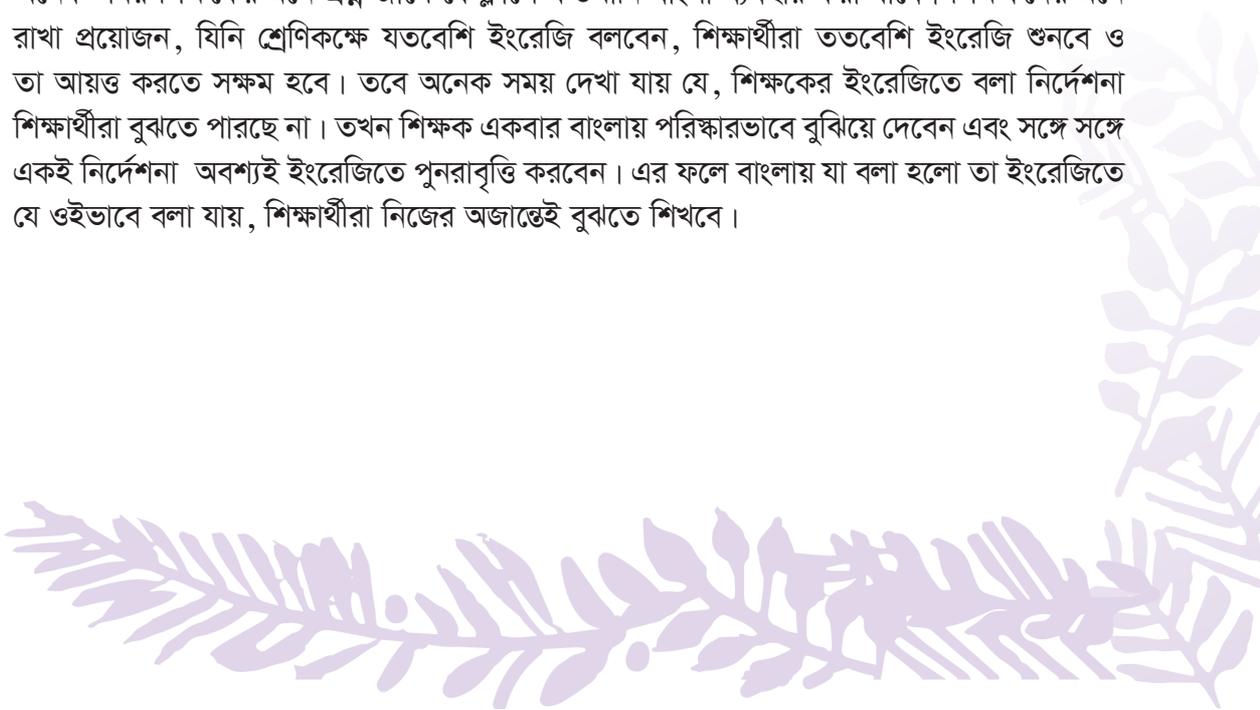
আমাদের মনে রাখতে হবে, শিক্ষার্থীরা সে ভাষাই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সব সময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যিক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু ইংরেজি কথাবার্তা যেমন- greetings, farewells, commands, instructions ইত্যাদি শ্রেণিকক্ষে নিয়মিত ব্যবহার করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথোপকথন ইত্যাদি বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে জোরে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (Intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English For Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, যিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা নিজের অজান্তেই বুঝতে শিখবে।



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## Hello

### A. Listen and say.



Fatiha: Good morning. What's your name?

Sanjoy: Good morning. My name's Sanjoy.

Fatiha: How are you?

Sanjoy: I'm good, thanks. And you?

Fatiha: I'm also good.

**B. Listen and say.**



**C. Pairwork. Introduce yourself.**

**A. Chain drill.**



S1: Alex is my name.  
Football is my game.  
Red is my colour.  
Rose is my flower.

S2: (Name) is my name.  
\_\_\_\_\_ is my game.  
\_\_\_\_\_ is my colour.  
\_\_\_\_\_ is my flower.

Continue.....

**B. Listen and say.**



Sakiba: Hello, Zahid. What's your favourite game?

Zahid: Hi, Sakiba! Cricket is my favourite game. And yours?

Sakiba: I like to play football.

Zahid: What's your favourite subject, Sakiba?

Sakiba: English is my favourite subject.

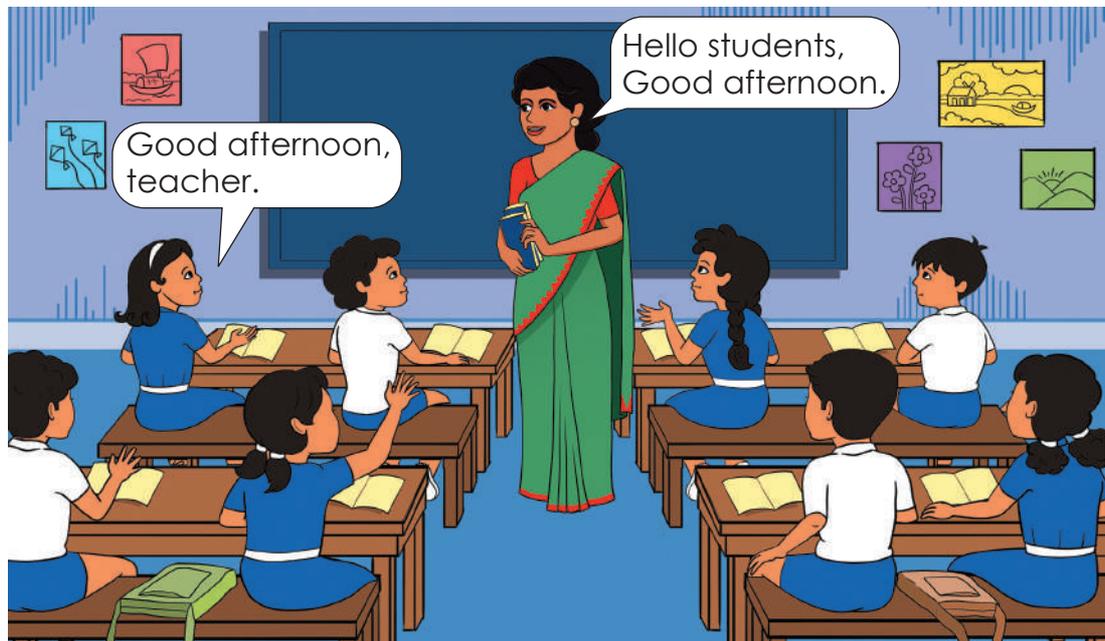
Zahid: Oh, I like English, too.

**C. Act out the dialogue in activity B with your friend.**

**A. Listen and say.**



**B. Listen and say.**



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



Rahat: Good evening, Faria.

Faria: Good evening, Rahat.

Rahat: Who is she?

Faria: She is my cousin, Rita. And Rita, he is my friend, Rahat.

Rita: Nice to meet you.

Rahat: Nice meeting you, too.

## A. Look, listen and say.



## B. Listen and say.



**C. Listen and say.**

Rahat: Hello Namira, how are you?

Namira: I'm fine, thanks. And you?

Rahat: I'm good. Where are you going?

Namira: I'm going to buy some medicines.

Rahat: Okay, goodbye. See you later.

Namira: Goodbye!



**D. Act out the dialogue in activity C with your friend.**

**A. Listen and say.**

Good night, see you tomorrow.



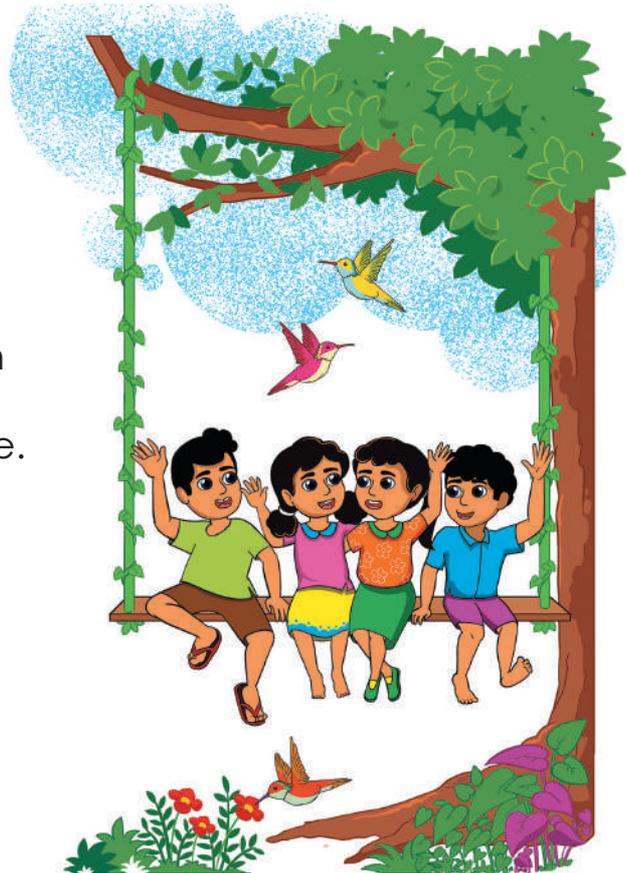
Good night,  
see you in the morning.

**B. Listen and sing.**

It's time to go home  
It's time to go home  
It's time to go home  
It's time to say goodbye.

I had so much fun  
And you had so much fun  
We all had so much fun  
And now we say goodbye.

Goodbye  
Goodbye  
See you again  
Goodbye  
Goodbye  
See you again.



**C. Group work. Sing the song in groups.**

A. Look at the calendar page. Read the numbers.

April - 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

B. Read and write the numbers in words.

1	6	10	7	2
8	3	4	5	9

**C.** Write the numbers in the calendar page for the month of June.  
One is done for you.

June - 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1

**A. Read.**



Hello! I'm Jerin. I'm 8 years old. I'm in class 3 at Mohonpur Primary School. I live with my family in Mohonpur.

**B. Pairwork. Ask and answer the questions. Look at the information in Activity A.**

1. What is the girl's name?
2. How old is she?
3. Where does she live?
4. What class is she in?

**C. Complete the table with the information from Activity A.**

Name	
Age	
Class	
School's name	

**A. Listen, say and read.**



Zabed: Hello! Sabiha.

Sabiha: Hi, Zabed! How are you?

Zabed: Fine, thanks. Sabiha, meet my friend, Mahmud Hasan. And Mahmud, this is Sabiha.

Sabiha: Hello, Mahmud. Nice to meet you.

Mahmud : Nice meeting you, too.

**B. Introduce a friend.**

## A. Read and say.



## B. Trace and write.



## C. Game.

**Group 1:** Every student picks a number card or wooden or plastic number in figure from 11 to 20. They show their numbers and then make a line in an order from 11 to 20.

**Group 2:** Every student picks a number card in words. They show their cards and make a line from eleven to twenty. Finally, group-2 members choose their respective numbers from group-1 and make pairs. Continue.....



## Talking about friends and family

### A. Read and say.



Rishat: Hello, Sujana! How are you?

Sujana: Fine, thanks. And you?

Rishat: I'm fine too. Would you like to play with me?

Sujana: Yes, I'd like that, thank you.

**B. Listen and say.**



Faria: Hello! I'm Faria.

Farzana: Hi, I'm Farzana. I'm a new student here.

Faria: Where are you from, Farzana?

Farzana: I'm from Rajshahi. And you?

Faria: I'm from Sylhet. My family lives near the school.

Farzana: My family also lives here.

**C. Act out the dialogue in activity A and B with your friend.**

**A. Count, listen and say the numbers.**

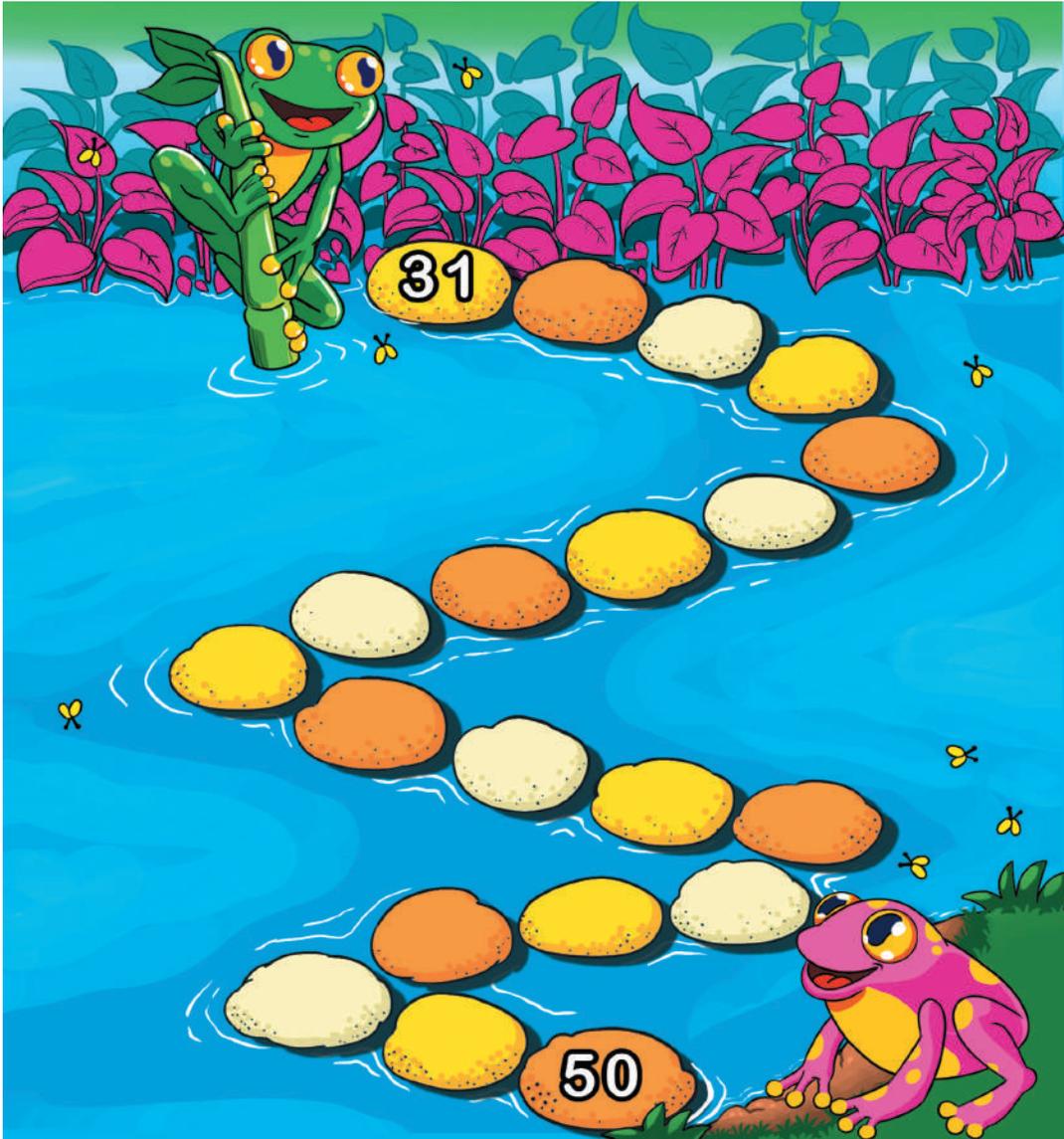
	31
	38
	47

**B. Read and say the numbers.**

**C. Game.**

**Pairwork:** Every student picks up a number card or wooden/plastic number in figure from 0 to 9. Now, in pairs, show two number cards together to make the numbers from 31 to 50. Continue.....

D. Write the numbers. Two are done for you.



E. Write the missing numbers or arrange the wooden or plastic numbers.

31, 32, ....., ....., 35, ....., ....., ....., 39, 40, 41, ....., ....., 44,  
....., 46, ....., 48, ....., 50

## A. Read and say.



I'm Sabiha. I'm a student. I'm in class 3. There are four members in my family. My father Mr. Aminul Islam is a teacher. My mother is Mrs. Afroza Begum. She works in a bank. My brother is only one year old.

## B. Read the sentences. Write T for True and F for False.

1. The girl's name is Samia. \_\_\_\_\_
2. She is in class 3. \_\_\_\_\_
3. She is a student. \_\_\_\_\_
4. There are four members in her family. \_\_\_\_\_
5. Her brother is 3 years old. \_\_\_\_\_

## C. Pairwork. Ask and answer.

1. What is the girl's name?
2. How many members are there in her family?
3. What does her mother do?
4. What does her father do?
5. How old is her brother?

## D. Write three sentences about your family.

**A.** Listen and read the poem below.

## It's a Happy House

It's a house,  
It's a happy house,  
It's a happy house,  
Can you see?  
Here's a window,  
Here's a door,  
Here's a roof,  
And here's a floor!  
It's a house,  
It's a happy house,  
It's a happy house,  
For you and me!



**B.** Draw a house in your notebook. Now recite the rhyme again and point to each part of the house when you say that.

**C.** Make a list of all the parts of a house mentioned in the rhyme. Can you add some more parts?

Share your completed list with your friend.

**Grammar focus:** Here's = Here is

**Personal pronoun:** you and me

**Vocabulary:** window, door, roof, floor

**A. Read and say.**



I'm Sunil. I'm eight years old. I have many friends, and Rahat is my best friend. He is also eight years old. He lives near my house and we go to the same school. Rahat is good at English. In the afternoon, we play football.

**B. Pairwork. Ask and Answer.**

1. How old is Sunil?
2. What is his best friend's name?
3. Where does Rahat live?
4. What do they do in the afternoon?

**C. Answer the questions about your friend. Use complete sentences.**

1. What is your friend's name?

\_\_\_\_\_

2. How old is your friend?

\_\_\_\_\_

3. Do you go to the same school?

\_\_\_\_\_

4. Do you play together?

\_\_\_\_\_

5. What game do you play?

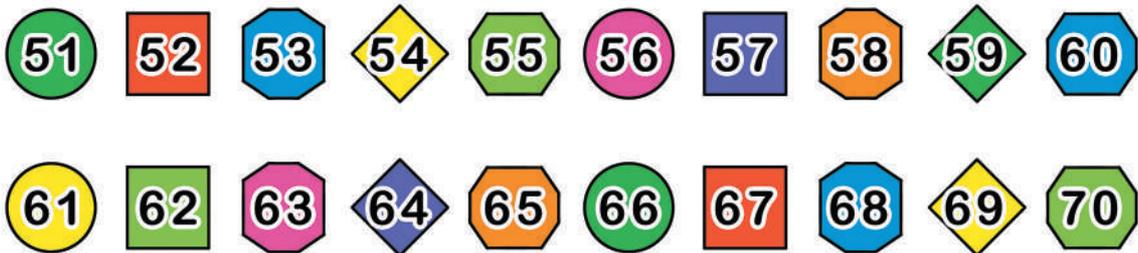
\_\_\_\_\_

**D. Write four sentences about your friend.**

A. Count, listen and say the numbers.

	52
	59
	70

B. Listen, say and read the numbers.



C. Game.

**Pairwork:** Every student takes a number card or wooden or plastic number in figure from 0 to 9. Every pair makes a numbers (from 51 to 70) and say the number.

Continue.....

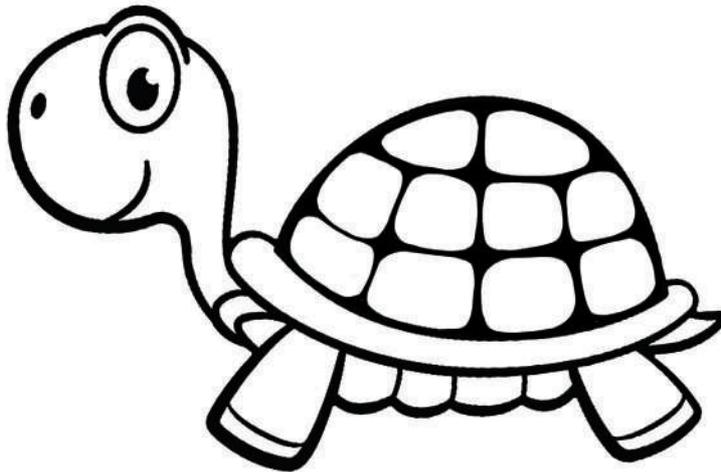
**D. Write the next numbers.**

50 ..... 58 ..... 54 .....

68 ..... 62 ..... 66 .....

64 ..... 60 ..... 52 .....

**E. Write the even numbers from 51 to 70. Colour the turtle. One is done for you.**



**F. Say the numbers. How many even and odd numbers are there in the circles or flashcards? Colour the even numbers in the circle.**

12	19	31	22	62	37	33	51	70
56	42	43	69	34	55	67	38	39
45	68	26	63	44	66	36	65	53



### Simple commands, and numbers

#### A. Games: Do this/Do that

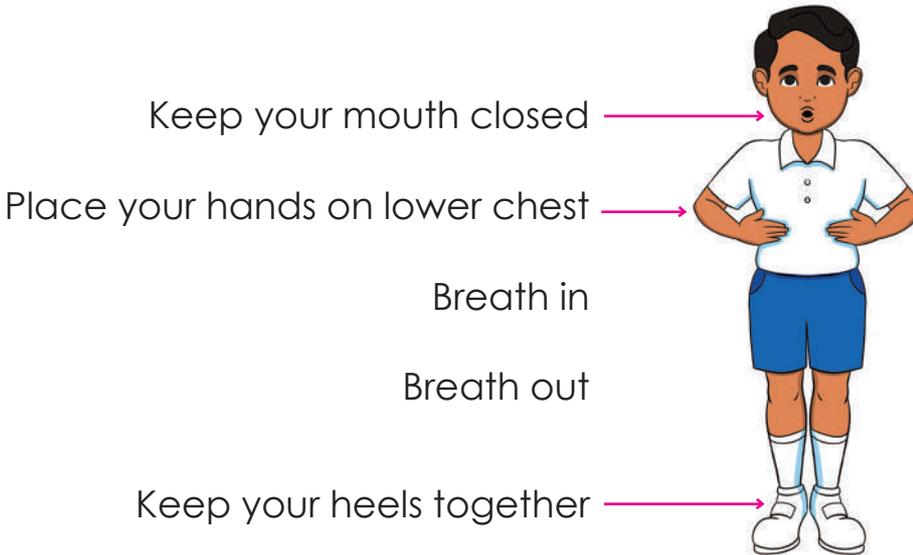
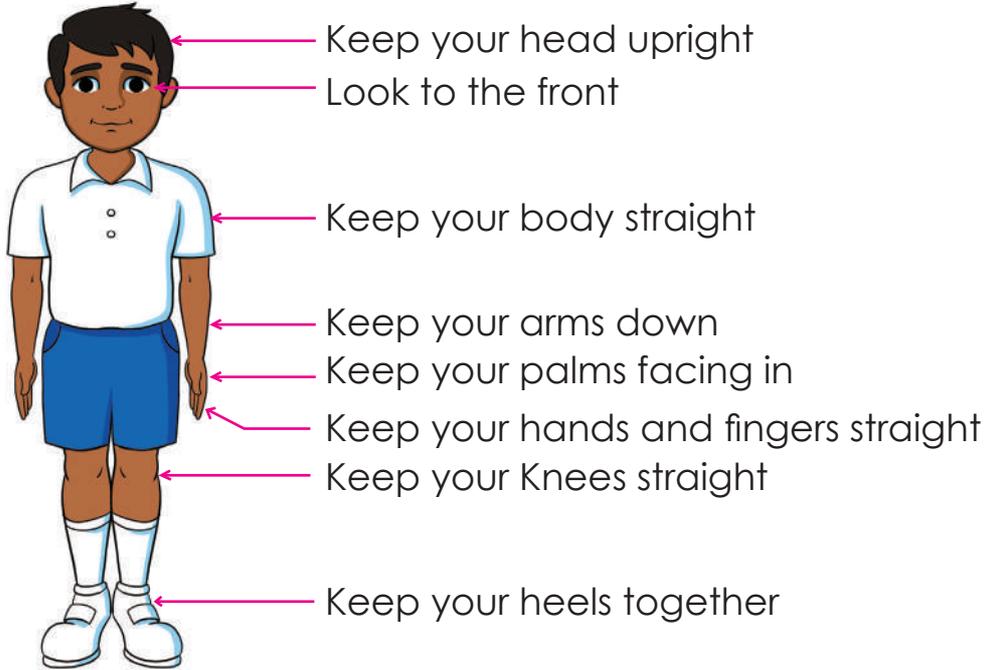
Follow your teacher's instruction and play the game "Do this/Do that".



**B.** In pairs, make a list of the commands you hear in your drill class.

**C. Look at the picture below. It shows a student in 'attention' position.**

Listen and repeat the commands given in the box.



**D. What other commands may your drill teacher give you?**

In pairs, take turns to give and follow the commands that go with the pictures.

1. Breathing Exercise: Commands



- Keep your head still
- Face your palms outward
- Keep your arms forward
- Keep your arms sideways
- Keep your arms downward
- Keep your body straight
- keep your heels together

Exercise 1



- Keep your head still
- Face your palms outward
- Keep your arms forward
- Keep your arms sideways
- Keep your arms downward

**E.** Now, complete the commands for the exercises shown in the pictures. Then, in pairs, give and follow the commands.

Exercise 2



.....your Head upright

Look ..... front

Keep your Back straight

Place your ..... on Hip

.....

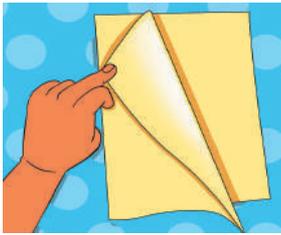
Raise your left ..... forward

Keep your right knee .....

Feet apart .....

- A.** Follow your teacher's demonstration of how to make a simple kite. In your notebook take a brief note of the major steps shown by your teacher.
- B.** Read the instructions on how to make a simple kite. In small groups one reads out the instructions and the others follow them to make the kite.

Instructions for making a simple kite



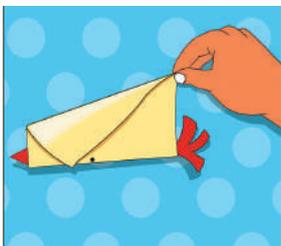
- 1) Fold your A4 paper in half (like you are folding a card).
- 2) Take the top corner and place it on the opposite side.
- 3) Do the same on the other side.



- 4) Staple them in place.
- 5) Make a tail for your kite.



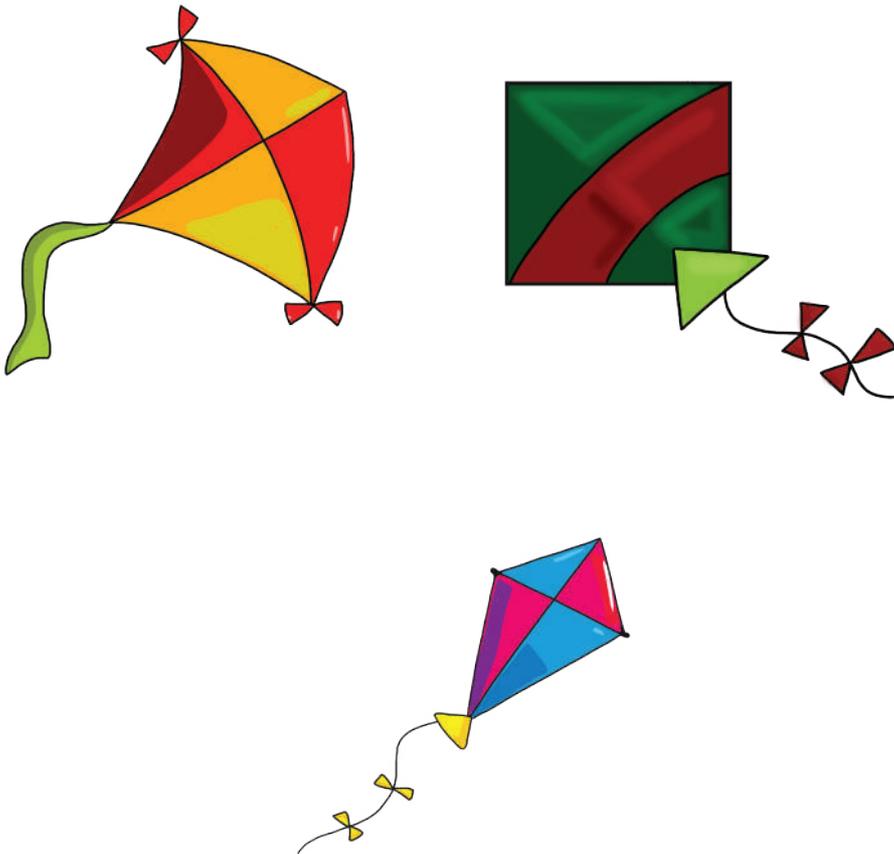
- 6) Put a hole punch around 1-2 cm from the staple.
- 7) Thread the string through the hole and tie in place.



- 8) Hold the end of the string and wave it around to fly it!

- C. Project:** Use the instructions given in the box above to make your own kite at home. You may decorate your kite with coloured papers, stickers and paint. You may use one of the following samples for decorating your kite.

Bring your kite to the class on the day fixed by your teacher. Your school/class may organise a “Kite Festival” with all the kites made by you.



## Rhyme

### Hello Hello

**A. Listen to the poem and repeat after your teacher.**



Hello, hello.  
Can you clap your hands?  
Hello, hello.  
Can you clap your hands?



Can you stretch up high?  
Can you touch your toes?  
Can you turn around?  
Can you say, "Hello"?



Hello, hello.  
Can you stamp your feet?  
Hello, hello.  
Can you stamp your feet?



Can you stretch up high?  
Can you touch your toes?  
Can you turn around?  
Can you say, "Hello"?



Hello, hello.  
Can you clap your hands?  
Hello, hello.  
Can you stamp your feet?



**B. Listen to each instruction given in the poem. In pairs ask and answer following the question.**

A: Can you clap your hand?

B: (Claps) Yes, I can.

**Grammar focus:** You may request someone to do something using the following structure-

- Can you + verb (action word) + ..... + please ?

Examples:

- Can you open the door, please?
- Can you move your seat, please?

- A.** Follow your teacher as she/he shows you how to use a simple thermometer. Take note of all the important steps followed by your teacher.
- B.** Now, listen and read the instructions for using a simple thermometer.
- 1) Shake the thermometer well.
  - 2) Put the tip under your armpit.
  - 3) Make sure the thermometer is touching skin.
  - 4) Press your arm to hold the thermometer.
  - 5) Leave it there for one minute.
  - 6) Remove the thermometer after one minute.
  - 7) Hold it at your eye level.
  - 8) Follow mercury line that shows your temperature.



- C.** In pairs, tell your partner the steps for taking someone's temperature using a simple thermometer.

**D.** These are the instructions on a school library card. Some of the instructions are 'Don'ts' and others are 'Dos'. Listen to the instructions and repeat after teacher. Then do the true/false activity below. Which 3 of these instructions are most important to you?

- 1) Use the books with maximum care
- 2) Please return the book timely.
- 3) Don't fold over the pages.
- 4) Don't write inside a book.
- 5) Always keep the book with face up.
- 6) Don't lose or damage a book.
- 7) Pay your library fees regularly.

**E.** In pairs, Use the grid given below and list the above instructions under the headings 'Dos' and 'Don'ts'.

Dos	Don'ts

**A. Look at the pictures and match each of them with a request given in the box.**

	<p>A. Hello, Can I borrow your pencil, please?</p> <p>B. Sure.</p>
	<p>A. Hi! Can I have an orange juice, please?</p> <p>B. Off course. I will make you one.</p>
	<p>A. Excuse me. Can I borrow this book, please?</p> <p>B. Sorry, this book is not for borrowing.</p>
	<p>A. Excuse me. Can you tell me the way to the Zainul Park, please?</p> <p>B. It's on Kachari road, next to the big playground.</p>
	<p>A. Hello. I would like to change my ticket, please?</p> <p>B. Well. Let me check your ticket first.</p>
	<p>A. Hi! Can you help me solve this puzzle, please?</p> <p>B. Hmmn. Let me give a try.</p>

**B. Now, in pairs, practice the dialogues given in section A.**

**C. Match the requests with suitable responses B. Write the responses under the requests. One is done for you.**

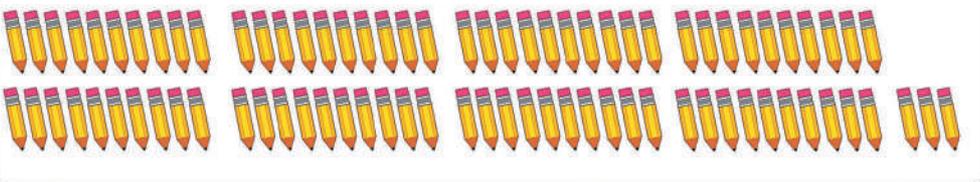
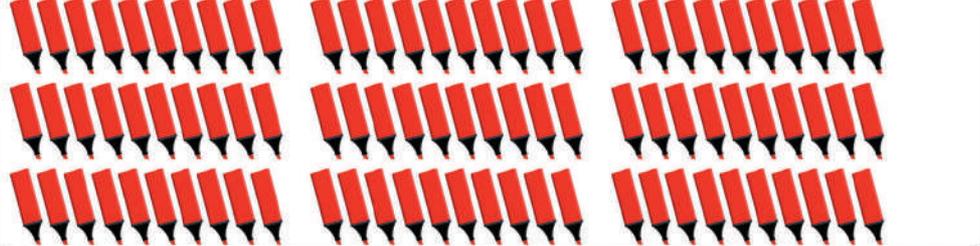
Requests	Responses
1. A: Could you please call me this evening? B: Of course. I have your phone number.	Sorry. I just have only one pen.
2. A: Can you repeat that, please? B: .....	Yes, please. I will see you at 9 a.m.
3. A: Can I take a break from my study now? B: .....	Yes, you have been studying for a long time.
4. A: Could I have a look at your newspaper? B: .....	Sure. I am saying it again.
5. A: Can I borrow a pen from you, please? B: .....	Sorry, but I am reading it now.
6. A: Can we meet at 9 a.m. in the morning? B: .....	Oh, yes. Sorry for your inconvenience.
7. A: Can you turn down the music, please? B: .....	Of course. I have your phone number.

**D. Guessing game**

Play the game in pairs. Partner A will request B for something. She/he will use gestures/miming to make the request and must not speak out. Partner B will guess and follow the request. A and B take turns and continue.

Example: A may request B (through gestures/mimes) for borrowing his/her pen/book/khata etc. B will try to guess the request and act follow it.

**A. Count, listen and say the numbers.**

	75
	83
	90

**B. Read and say the numbers.**





**C. Game.**

Pairwork: Every student takes a number card or wooden or plastic number in figure from 0 to 9. Every pair makes a number (from 71 to 90) and say the number.

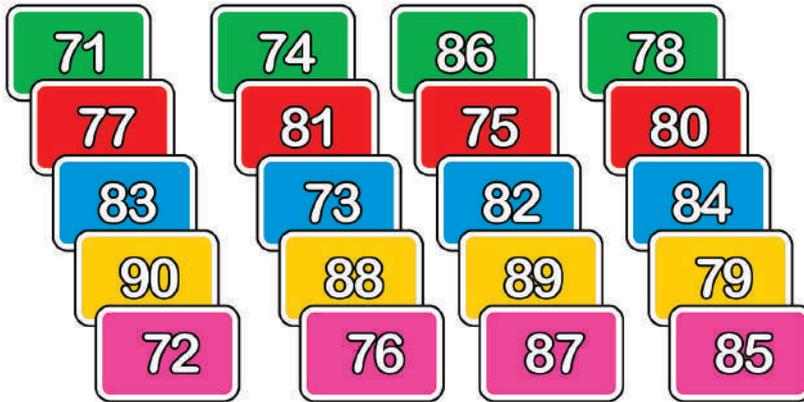
Continue.....

**D.** Write the missing numbers before and after the following numbers.

..... 72 .....      ..... 80 .....      ..... 89 .....

..... 83 .....      ..... 77 .....      ..... 86 .....

**E.** Rearrange the numbers.



**F.** Game: Pick up a number card from the basket and say the number.

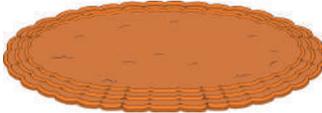


Continue (up to 90) .....

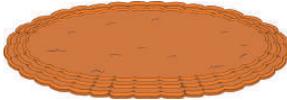


Say the middle sounds /æ/ and /e/

**A.** Look, listen and say the words.

			
bag	mat	hat	cat

**B.** Look and listen. Say the words and their middle sounds /æ/. Finally, say the words again, for example:

	<p>T: bag                      Ss: bag</p> <p>T: a (/æ/)                Ss: a (/æ/)</p> <p>T: a (/æ/)                S1: a (/æ/)</p> <p>T: bag                      S2: bag</p> <p>Continue .....</p>
	Continue as above
	Continue as above
	Continue as above

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

a cat on a mat	
a hat on a cat	
a bag on a mat	

**D. Look, listen and say the words.**

			
pen	hen	red	net

**E. Look and listen. Say the words and their middle sound /e/, and then say the words again, for example:**

T: pen

Ss: pen

T: 'e'

Ss: 'e'

T: pen

Ss: pen

Continue .....

**F. Look, listen and say.**

a den and a hen  
Ten men look into  
a tiger's den.  
They see no tiger,  
But a fat red hen.



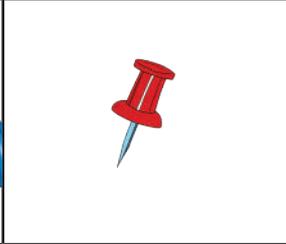
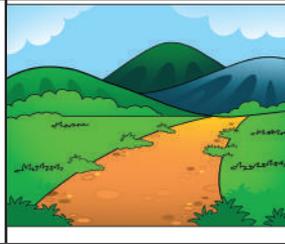
**G. Listen to each of the following pairs of words. Write S (same) if the middle sounds of a pair are the same. Write D (different) if the middle sounds of a pair are different. One is done for you.**

1. pen      pan      **D**
2. man      men
3. bag      mat
4. pen      ten
5. bed      cat

**H. Listen and say.**

T: (writes on board) pen      T: fan  
S1: .....      S2: .....

**A. Look, listen and say.**

			
tin	pin	hill	pill

**B. Look, listen and say each word. Then say the middle sound. Finally, say the word again, for example:**

T: tin      Ss: tin

T: 'i'      Ss: 'i'

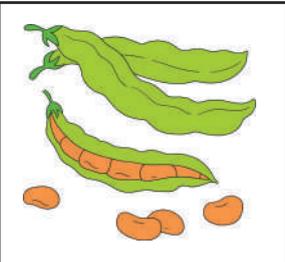
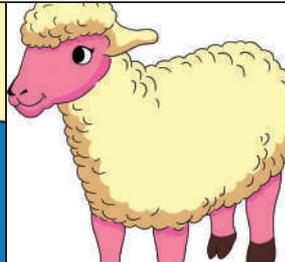
T: tin      pin      Continue .....

**C. Listen to a word and say its middle sound, for example:**

T: pin      Ss: 'i'

T: hill      Ss: 'i'      Continue .....

**D. Look, listen and say the words.**

			
bean	sleep	sheep	feed

**E.** Look, listen and say the words in D above. Then say their middle sounds. Finally say the words again, for example:

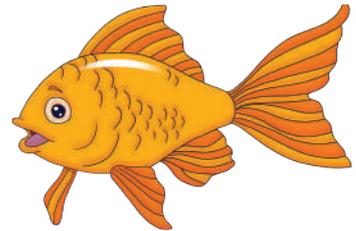
T: bean Ss: bean

T: ea (/i:/) Ss: ea (/i:/)

T: bean Ss: bean Continue.....

**F.** Listen and say the following pairs of words. Now read the pairs aloud.

- |         |       |          |       |
|---------|-------|----------|-------|
| 1. slip | sleep | 5. ship  | sheep |
| 2. feed | fin   | 6. hit   | heat  |
| 3. bean | bin   | 7. sheep | sheep |
| 4. slip | slip  | 8. bin   | bin   |

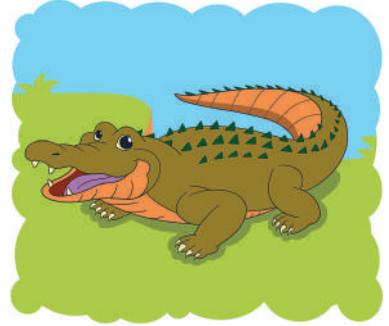


**G.** Listen to each of the pairs of words in F above. Write S (same) if the middle sounds of a pair are the same. Write D (different) if the middle sounds of a pair are different.

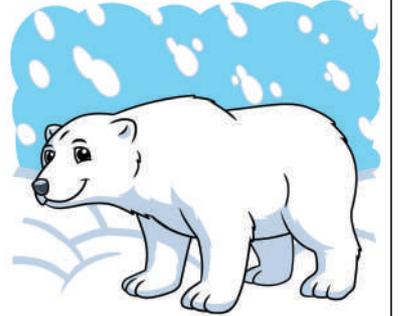
**Row, Row, Row Your Boat**

**A. Match the pictures with the names of the animals.**

Polar bear



Lion



Crocodile



**B. Listen to the rhyme. When you listen to the name of an animal, make the sound made by that animal.**

**C. Now, read aloud the rhyme below.**

### **Row, Row, Row Your Boat**

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream.  
Row, row, row your boat  
Gently up the creek.  
If you see a crocodile  
Don't forget to shriek!  
Row, row, row your boat  
Gently down the river.  
If you see a polar bear  
Don't forget to scream!  
Row, row, row your boat  
Gently to the shore  
If you see a lion there  
Don't forget to roar!



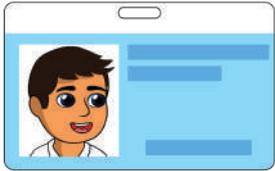
**D. Do you have a similar rhyme in your own language? If so please share it in whole class.**

**Vocabulary:**

stream= small river  
merrily= happily

creek= bay  
scream=shout

**A. Look, listen and say the words.**

			
cart	heart	bard	card

**B. Listen and say the words in A above and their middle sounds. Finally, say the words again, for example:**

T: cart

Ss: cart

T: a (/ɑ:/)

Ss: a (/ɑ:/)

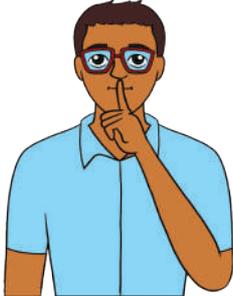
T: cart

Ss: cart

T: Say the middle sound in hard. S1: .....

Continue .....

**C. Look, listen and say the words.**

			
cut	hut	bud	hush

**D. Listen and say the words with their middle sound /ʌ/ (short).**

T: bud

Ss: bud

T: u (/ʌ/)

Ss: u (/ʌ/)

T: bud

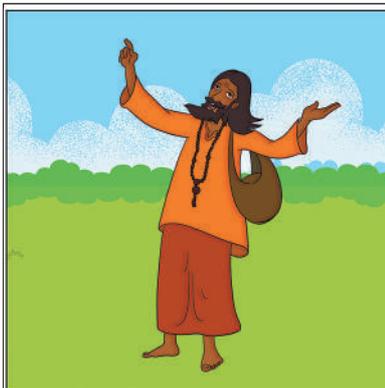
Ss: bud

T: cut

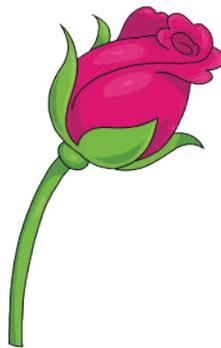
S1: cut / u (/ʌ/)

Continue .....

**E. Look, listen and say.**



The bard sings.



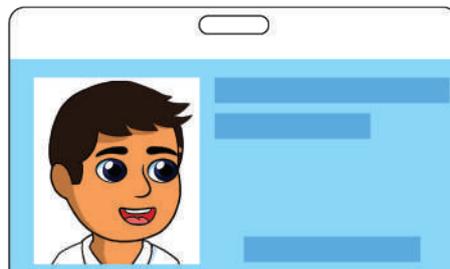
The rose is in bud.



The cut in his finger is bad.



They live in a hut.



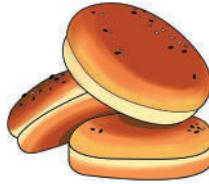
Show me your ID card.

**F.** Listen to each of the following pairs of words. Write S (same) if the middle sounds of a pair are the same. Write D (different) if the middle sounds of a pair are different.

- |    |       |      |
|----|-------|------|
| 1. | heart | hut  |
| 2. | bud   | bud  |
| 3. | cut   | cart |
| 4. | mug   | mug  |
| 5. | bard  | bud  |



6. barn

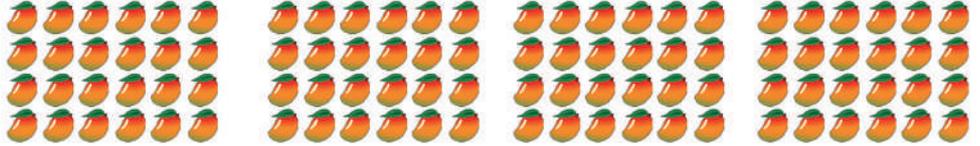
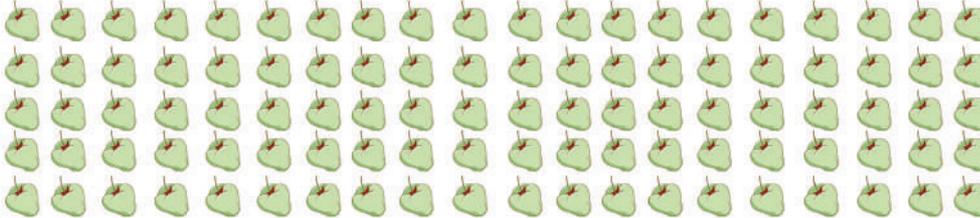


bun

**G.** Listen. Then write the word you hear. Finally, say the words you have written.

hut, cart, jug, bard, tub, heart, nut

**A. Count, listen and say the numbers.**

	91
	96
	100

**B. Listen, say and read the numbers.**

91

92

93

94

95

96

97

98

99

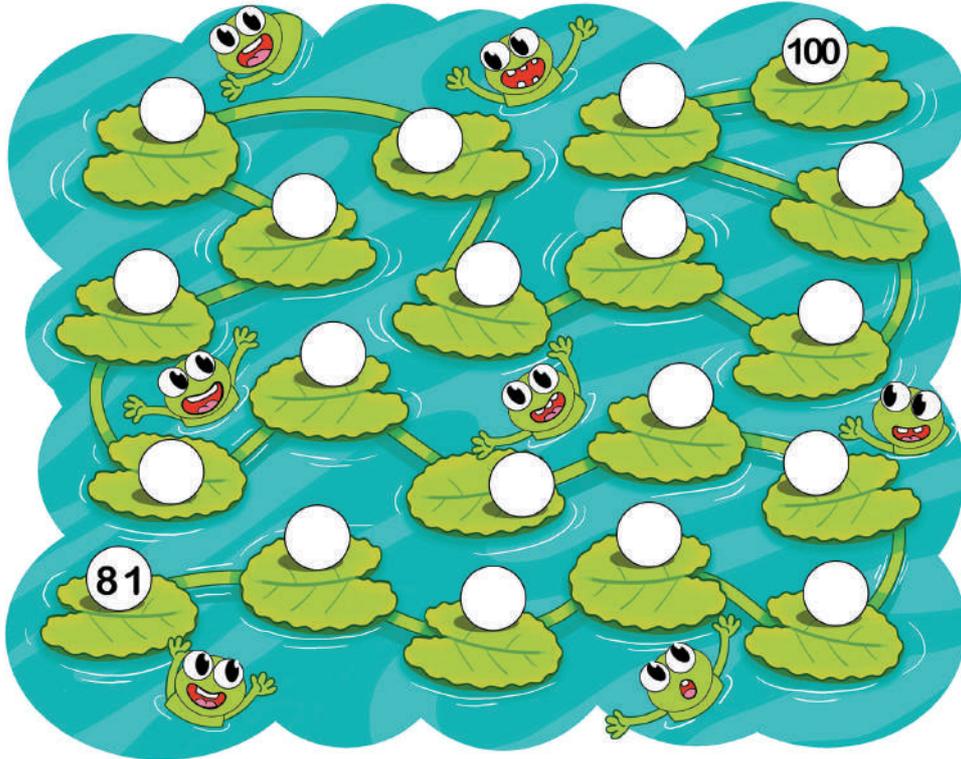
100

**C. Game.**

**Pairwork:** Every student takes a number card or wooden or plastic number in figure from 0 to 9. Every pair makes a number (from 91 to 100) and say the number.

Continue.....

**D.** Let's write the numbers from 81 to 100 and say. Two are done for you.



**E.** Pick up a number card from the basket and say the numbers 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19 and 90.



**F.** Say and write the numbers from 1 to 100.

**A. Look. Read the name of the months.**

**Calendar 2024**

January							February							March						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3						1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31	25	26	27	28	29	24	25	26	27	28	29	30					
													31							

April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29					
													30							

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31	25	26	27	28	29	30	31	29	30								

October							November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31	24	25	26	27	28	29	30	29	30	31						

**Grammar focus:** We use capital letter for the first letter in the names of the months.

**Example:** **F**ebruary, **M**arch, **D**ecember, etc.

**B. Read and say as the months come one after another.**



January is the **first** month of the year.

February is the **second** month of the year.

March is the **third** month of the year.

April is the **fourth** month of the year.

May is the **fifth** month of the year.

June is the **sixth** month of the year.

July is the **seventh** month of the year.

August is the **eighth** month of the year.



September is the **ninth** month of the year.

October is the **tenth** month of the year.

November is the **eleventh** month of the year.

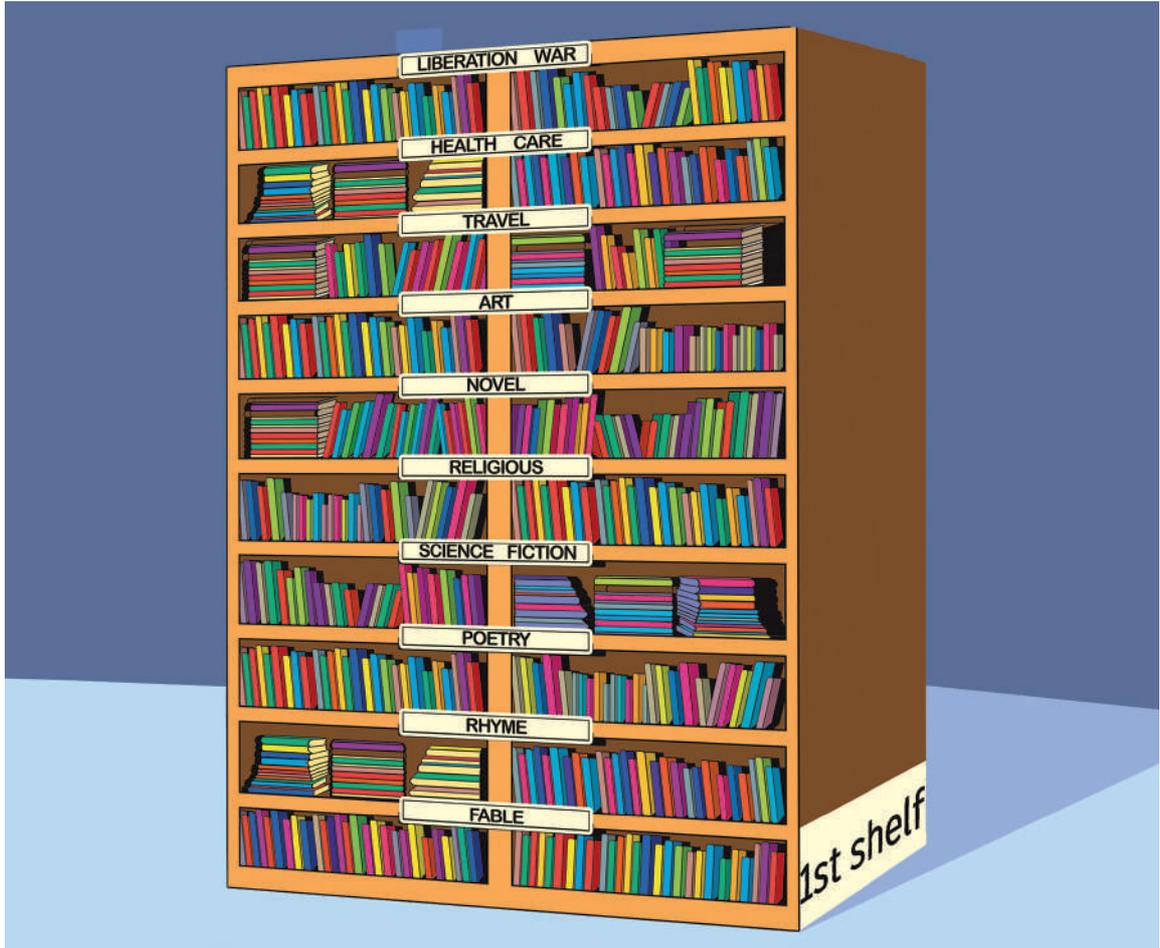
December is the **twelfth** month of the year.



**C. Read. Write the ordinal numbers.**

cardinal number		ordinal number		cardinal number		ordinal number	
1	one	first	1 <sup>st</sup>	6	six	sixth	6 <sup>th</sup>
2	two	second	2 <sup>nd</sup>	7	seven	seventh	7 <sup>th</sup>
3	three	third	3 <sup>rd</sup>	8	eight	eighth	8 <sup>th</sup>
4	four	fourth	4 <sup>th</sup>	9	nine	ninth	9 <sup>th</sup>
5	five	fifth	5 <sup>th</sup>	10	ten	tenth	10 <sup>th</sup>

D. Look at the school library. Fill in the blank with the ordinal number following the book shelf. One is done for you.



Book name	Shelf no.	Book name	Shelf no.
Health care		Novel	
Liberation war		Art	
Travel		Religious	
Poetry		Rhyme	
Science fiction		Fable	(1st shelf)

### **E. Project work.**

Every student will create a home library. They will consider the availability of book shelf, suitable space, sufficient light, comfortable seating, numbering (ordinal) of the shelves. The student will invite the teachers and friends to visit the home library.



### Joyful school time 1

**A.** Look at the picture. What are they doing?



**B.** Read.

Porshi lives in Kushtia. She goes to Chechua Government Primary School. She is in class three. There are some student groups in the school. Every group includes students of classes 3, 4 and 5. A teacher leads a group. The Headteacher also leads a group and supervises an others. Every Thursday, the groups clean the school by turns. They clean the play ground, wash block, classrooms, the garden, etc. They always use bins. Students help each other. Porshi joins one of the groups and enjoys the following cleaning activities.

group name	week	area
Padma	1 <sup>st</sup>	classroom
Meghna	2 <sup>nd</sup>	play ground
Jamuna	3 <sup>rd</sup>	wash block
Surma	4 <sup>th</sup>	garden

**Grammar focus:** We use capital letter for the first letter in the names of the persons, places and things. We also use capital letter for the first letter of the first word in a sentence.

Example: **P**orshi lives in **K**ushtia. **S**he loves her school.

**C. Ask and answer the following questions.**

1. Where does Porshi live in?
2. What does Porshi clean in the 1st week?
3. Who supervises the groups of students?
4. How many classes are there in a group of students?
5. Where does Porshi work in the 4th week?

**D. Fill in the blanks with the words from the boxes.**

love    teacher    roof    3<sup>rd</sup>    primary    Jamuna    2<sup>nd</sup>

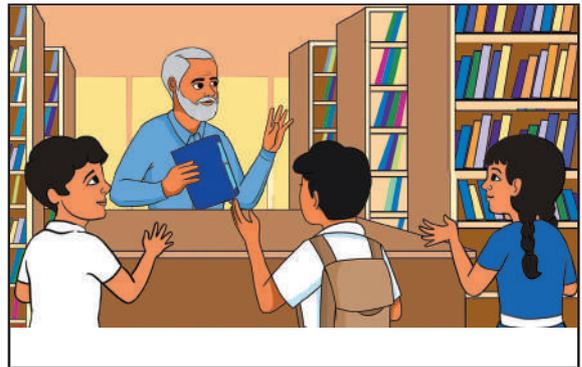
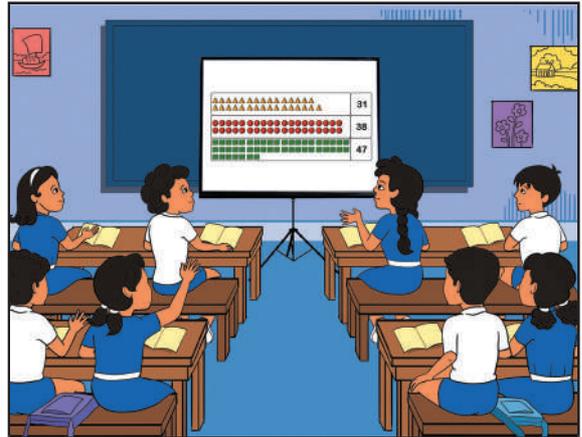
1. Porshi goes to a ..... school.
2. A ..... leads a students' group.
3. In the ..... Week, ..... group cleans the wash block.
4. I like a ..... garden.
5. Do the students ..... their school?

**E. Project work: Make a cleanliness plan for yourself and share with others. One is done for you.**

week	day	clean
1 <sup>st</sup>	Friday	dress

Finally, follow the plan at home and invite your teacher and friends.

**A. Look at the picture. What are they doing?**



**B. Read.**

Rani and Porshi are neighbours. Rani is a special need student. Every day, she goes to school with Porshi. They are attentive in the class. Every **S**unday, students change their seats. But Rani always sits in the same chair. The students follow the sitting plan in the class. Rani and her friends enjoy their classes. They like group work, pairwork, role play, project work, etc. in the classes. Sometimes, teachers give lessons outside the classroom. Rani joins these classes in a wheel chair. Rani and her friends enjoy these classes very much. They also like audio and video clips which are shown in the classes. Every **T**hursday, students borrow story books from the school library.

**Grammar focus:**

We use capital letters for the first letter in the names of the days.  
 Example: Rani borrows story books on **T**hursday.

**C. Read the text in section B again. Ask and Answer the following questions. Now write the answers.**

1. Who is a special need student?
2. How does Porshi help Rani?
3. Where do the students borrow story books from?
4. Why do you read story books?

**D. Correct the sentences using the capital letters.**

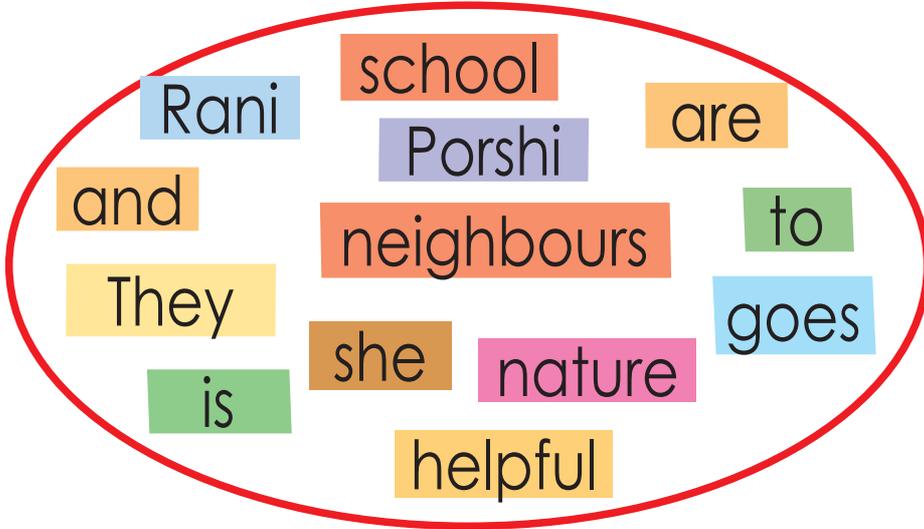
porshi and rani go to school. moloy is their friend. his village is fulbari. the river padma flows by his village. friday and saturday are their holidays.

**E. Pairwork: Read the text in section B. Find out the parts of speech with the help of teacher. One is done for you.**

Noun	Pronoun	Verb
Rani	she	goes

- F. Game:** Let's make sentences with the words from the circle. You can use a word more than once. One is done for you. Finally, write the sentences in your notebook.

Rani enjoys the school time

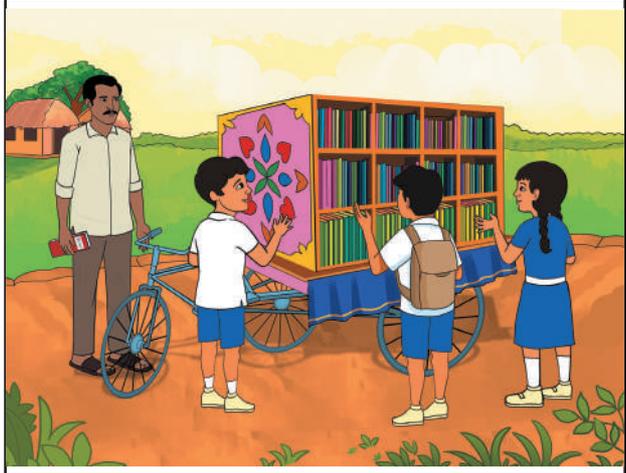


**A. Look and read.**



Osman lives in a village. He gets up early in the morning. First, he gets ready for breakfast. Then he brushes his teeth and studies for some time. After study, he prepares for school. Osman returns home in the afternoon. Again, he studies in the evening.

In the afternoon, Osman plays with his friends. Sometimes, he goes fishing in the river with his father. Every Friday, he borrows story books from the village library. In the free time, Osman goes around the village to see birds, trees, paddy fields, etc. Osman is proud of his village.



**B. Read the text in the section A. Choose the correct answer.**

1. Osman borrows story books from ....  
 a. the school    b. his father    c. the village library
2. Osman brushes his teeth .....  
 b. after breakfast    b. before breakfast    c. early in the morning
3. Osman studies in the ....  
 c. afternoon    b. free time    c. morning and the evening

**C. Match the words in column A with the words of similar meaning in column B. One is done for you.**

A	B
get up	learn
beautiful	support
help	rise
breakfast	pretty
study	morning meal

**D. Pairwork: Let's read the text in section A again. Write the parts of speech in the following table.**

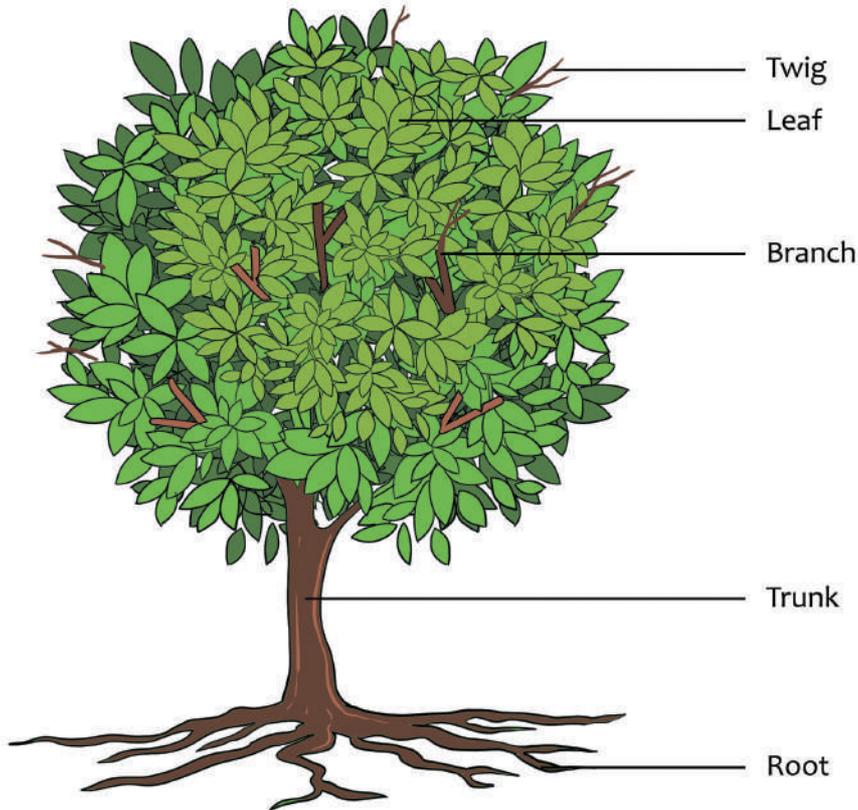
Noun	Pronoun	Verb

**E. Write a short paragraph on "My village life" by answering the following questions.**

1. What is the name of your village?
2. Where is your village?
3. How beautiful is your village?
4. How do you spend your time in the village?
5. Do you love your village?

**F.** Let's go outside the classroom with your teacher. Observe a tree and write the names of the different parts of that tree. You can use the following words from the box.

root   leaf   branch   trunk   twig



**G.** Project work: Let's look at a fish and write the names of the different parts of it.

### A. Look and read.



Oyshi and her family live in a city. Oyshi goes to school with her father. After school, she returns home with her mother. They always use the zebra crossing and foot overbridge. Oyshi plays with her brother in the afternoon.

They have a beautiful roof top garden. Oyshi helps her parents with gardening. She waters the plants in their garden. Oyshi likes to live in a green city. Every Friday and Saturday, Oyshi attends an art class at 'Bangladesh Shishu Academy'.



She borrows story books from the 'Mobile Library of Bishwo Shahitto Kendro' on Wednesday. Oyshi loves her city very much.



**B. Read the text in section A. Choose the correct answer.**

1. Oyshi goes to school with her ....
  - a. father.
  - b. brother.
  - c. mother.
2. How many days does Oyshi attend the art class in a week?
  - a. one day
  - b. two days.
  - c. three days
3. Green city is a city where we can see more ....
  - a. schools.
  - b. zebra crossings.
  - c. trees.

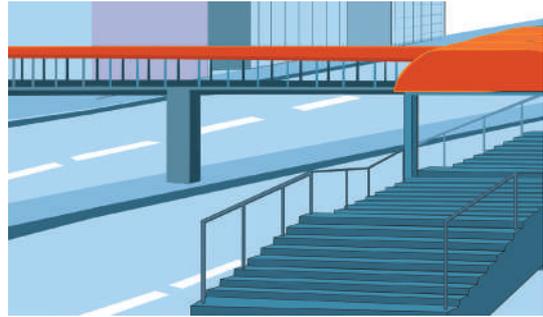
**C. Match the words in column A with the words with similar meaning in column B.**

A	B
return	take something from someone
parents	school
borrow	back
academy	mother and father

**D. Pairwork: Let's rearrange the words to make sentences. One is done for you.**

book a she borrows	She borrows a book.
he group work his presents	
shirt my is beautiful	
want a city we green	
Titu his city clean keeps	
holiday Friday is a	

**E. Write a sentence about each picture.**



**F. Write a short paragraph on "My city life" using the following cues.**

-school name    - garden    - zebra crossing    -shopping

**G. Make a list of the things and activities you like in your village or city. One is done for you.**

- H. Project work:** Let's go to the vegetable shop with your mother. Make a list of different types of vegetables. Finally, Share your list with others in the next class. You can use the following words from the box.

cabbage, cauliflower, pumpkin, chilly, ginger, gourd, cowpea, turnip, parble, bottle gourd, bean, turmeric, lady's finger



## Rain Rain Go Away

- A.** Make a list of all the members in your family. Then share your list with a partner in pair.
- B.** Listen to the rhyme. Clap every time you hear of a family member.
- C.** Read the rhyme aloud, first individually, then in pairs.

## Rain Rain Go Away



Rain, rain, go away  
Come again another day.  
Our daddy wants to play  
Rain, rain, go away.  
Rain, rain, go away  
Come again another day.  
Sweet mommy wants to play  
Rain, rain, go away.  
Rain, rain, go away  
Come again another day.  
Dear brother wants to play  
Rain, rain, go away.

Rain, rain, go away  
Come again another day.  
Lovely sister wants to play  
Rain, rain, go away.  
Rain, rain, go away  
Come again another day.  
Little baby wants to play  
Rain, rain, go away.  
Rain, rain, go away  
Come again another day.  
All the family wants to play  
Rain, rain, go away.



Note: "Rain Rain Go Away" is a popular English language nursery rhyme that was published in the 17th century or earlier. Since then, a wide variety of alternatives have been recorded.



### Good habits

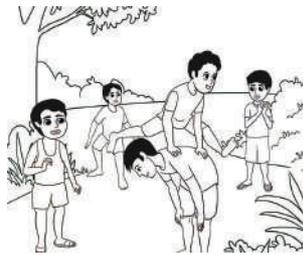
#### A. Look and say.



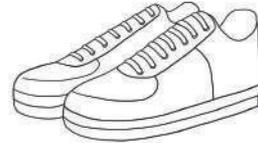
#### B. Read and colour.



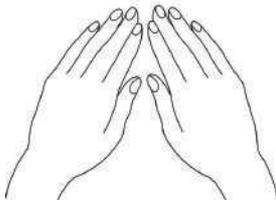
clothes



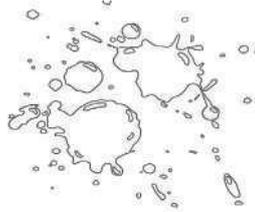
Playing



shoes



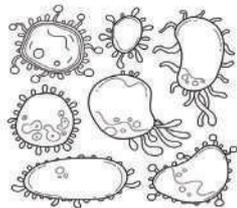
fingernails



dirt



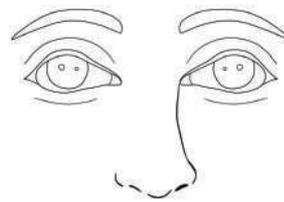
washing hands



germs



soap



eyes

**C. Read the text.**

Little boy Nusair loves to play with his friends. He enjoys playing in the field. Sometimes, he comes back home with dirty clothes and shoes.

Nusair's mother is Jesmin Akter. One day she notices some dirt under Nusair's fingernails. She tells him, "There are germs in the dirt. Don't touch your mouth, nose or eyes with dirty hands. Dirt can make you sick. So, wash your hands properly to clean the germs."

Nusair does not know how to wash his hands properly. His mother shows him how to clean hands with soap and water. She then tells Nusair, "Always wash your hands before eating and after playing." From that day Nusair never forgets to wash his hands regularly. This good habit makes him healthy.

**D. Write the word under each picture.**



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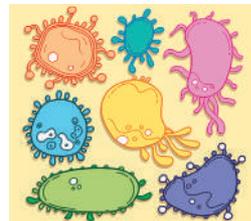
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**E. Circle True or False for the sentences below.**

- |  |      |       |
|--|------|-------|
| a) Nusair loves to play alone.                 | True | False |
| b) Nusair plays in the field with his friends. | True | False |
| c) He comes from the field with dirt.          | True | False |
| d) Germs are found in dirt.                    | True | False |
| e) Nusair follows what his mother says.        | True | False |

**F. Look and read.**

Singular		Plural	
cloth		clothes	
shoe		shoes	
eye		eyes	
hand		hands	

**Grammar focus:**

To make plurals, we usually add **s** to the end of a word. For words ending in **ch, sh, x** or **z**, add **es**. For words ending in **y**, change the **y** to **i** and add **es**.

**G. Write and say the plural forms for each word.**

apple .....

door .....

book .....

baby .....

box .....

fish .....

bench .....

plate .....

**H. Read the text again. Ask and answer in pairs.**

- a) Who loves to play with friends?
- b) How does Nusair look when he comes back home?
- c) Who notices dirt under Nusair's fingernails?
- d) What can make us sick?
- e) Why do we need to wash hands properly?
- f) What should we use to wash hands?
- g) What advice does Jesmin Akter give to Nusair?
- h) What habit makes Nusair healthy?

**I. Write the answers to the questions given in Activity H.**

a) .....

b) .....

c) .....

d) .....

e) .....

f) .....

g) .....

h) .....

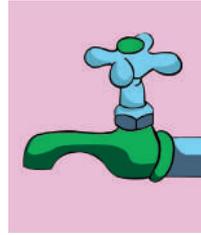
## A. Look and say.



water



soap



tap



towel

## B. Read and say.

Dirty hands can spread germs. So, washing hands is important. It is the best way to prevent germs.

### Follow the steps to wash your hands properly.

1. Open the tap. Wet your hands with clean water.



2. Apply soap on your hands.



3. Turn the tap off. Rub your hands for at least 20 seconds.



4. Clean the back of your hands, fingers and under the nails.



5. Open the tap. Rinse your hands well with clean water.



6. Turn the tap off again.



7. Dry your hands with a clean towel.



**C. Look at the steps of washing hands. Put the steps in order. Number them from 1 to 6.**

	Rinse your hands with clean water.
	Rub your hands for at least 20 seconds.
	Put soap on your hands.
	Open the tap. Wet your hands with clean water.
	Dry your hands with a clean towel.
	Rub the back of your hands, between fingers and under the nails.

**D. Complete the sentences. Use the right words from the box.**

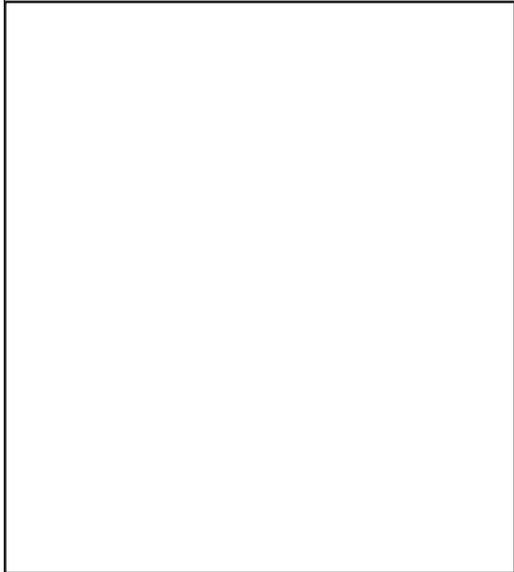
rub	use	rinse	wash	dry	turn
-----	-----	-------	------	-----	------

- a) .....your hands for at least 20 seconds.
- b) ..... soap on your hands.
- c) ..... your hands with the soap.
- d) ..... your hands with clean water.
- e) .....the tap off.
- f) ..... your hands with a clean towel.

## E. Write and draw.

Washing hands helps you to be healthy. What other things can you do to be healthy? Draw a picture and write about them.

Example: Physical exercise.

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**F. Let's wash our hands in the wash block. Follow the steps given in Activity B to wash hands.**

**A.** Look at the pictures. Match them with the phrases. One is done for you.



eating food



touching a wound



using a toilet



sneezing



touching garbage

## B. Read and say.

Washing hands is a good habit. Read about when we should wash hands:

<ul style="list-style-type: none"> <li>before and after eating food</li> </ul>	
	<ul style="list-style-type: none"> <li>before touching the nose, the mouth and eyes</li> </ul>
<ul style="list-style-type: none"> <li>before touching a wound</li> </ul>	
	<ul style="list-style-type: none"> <li>after using the toilet</li> </ul>
<ul style="list-style-type: none"> <li>after coughing or sneezing</li> </ul>	
	<ul style="list-style-type: none"> <li>after touching a pet or an animal</li> </ul>
<ul style="list-style-type: none"> <li>after playing outside</li> </ul>	
	<ul style="list-style-type: none"> <li>after touching garbage</li> </ul>

Wash your hands during these times to stay healthy.

**C. Read the text again. List the activities in the right column. One is done for you.**

Washing hands	
Before	After
<ul style="list-style-type: none"> <li>• eating food</li> </ul>	

**D. Pairwork: Look at the pictures. Say when you should wash your hands. One is done for you.**



We should wash our hands after using toilet.

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.....

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.....

**E. Read the text in B again. Ask and answer in pairs.**

1. How do you wash your hands?
2. Why should you wash your hands?
3. When should you wash your hands?

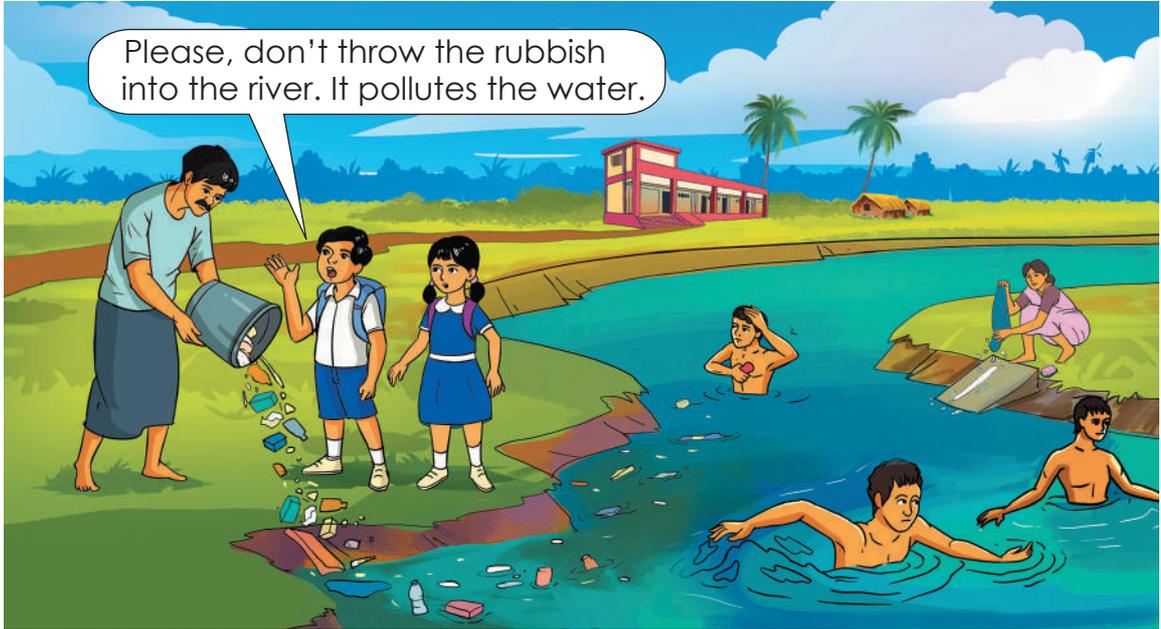
**F. How do you advise others to wash hands properly? Use the following clues to write about it.**

- Use clean water and...
- Rub your hands ...
- Dry your hands ...
- Wash hands before ...
- Wash hands after ...



### Water pollution

#### A. Look and say.



#### B. Read and say.



danger



riverside



bathing



washing clothes



kitchen rubbish



swimming

### C. Read the text.

Shihab and Kaniz are walking to school along the riverside. At one place, they stop to see some things. Some people are bathing in the river. Some are washing their clothes. A man throws some kitchen rubbish into the river. Shihab and Kaniz become upset. They request the man, "Please, don't throw the rubbish into the river. It pollutes the water."

Shihab and Kaniz also see some polythene bags, plastics bottles and some other things floating on the river. They start talking about it.

Kaniz: Look, Shihab, the water is so dirty!

Shihab: Yes, Kaniz. We can't bathe in this polluted water.

Kaniz: Fishes also can't swim easily.

Shihab: Yes. Sometimes, the fishes get caught into polythene bags. It puts their lives in danger.

Kaniz: You are right. We should save them.

Shihab: Sure. We must keep the water clean.

Kaniz and Shihab reach school and share this story with their friends. They discuss how to keep the water clean and safe.

**D. Circle True or False for these sentences.**

- |  |      |       |
|--|------|-------|
| a) Shihab and Kaniz go to the same school.         | True | False |
| b) Shihab stops beside the river.                  | True | False |
| c) Kaniz sees people catching fishes in the river. | True | False |
| d) Rubbish makes the river water dirty.            | True | False |
| e) Fishes can swim easily in dirty water.          | True | False |

**E. Correct the false sentences from Activity E. Write them in your exercise book.**

**F. Read the text in C again. Ask and answer in pairs.**

- What do Shihab and Kaniz see in the river?
- Why do they feel upset?
- What things do they see floating on the river?
- Why are the lives of fishes in danger?
- How is the water polluted?
- How can you keep the water clean?

**G. Write the answers to the questions in Activity F in your exercise book.**

**A. Look and say.**



humans

plant

rain

cooking



bathing

soil

farmer

crops

**B. Read the text.**

Water is called life. All humans, animals and plants need water to live. Oceans, rivers, rain and ponds are the main sources of water. We need water every day. We use water for drinking, cooking, bathing and cleaning. Animals drink water every day. Plants and trees also take water from the soil for their growth. The farmers use water to grow crops. So, we cannot live without water.

Sometimes, we do not get clean water for our everyday uses. We pollute the water sources. This pollution decreases water quality. Polluted water is also dangerous for our life. So, we must save water from pollution. We should not throw any rubbish, plastics, etc. into ponds, rivers and oceans. We must keep the rubbish in a fixed place.

**C. Complete the sentences with the right words.**

soil	damages	life	dangerous	water
------	---------	------	-----------	-------

- a) Water is a part of our.....
- b) Animals need .....to live.
- c) Plants take water from the .....
- d) Pollution .....the water quality.
- e) Polluted water is .....for our life.

**D. Read the text again in B. Ask and answer in pairs.**

- a) What are the main sources of water?
- b) What do we do with water in our everyday life?
- c) Why do trees take water from the soil?
- d) How can you save water from pollution?
- e) Why should you keep all rubbish in a fixed place?

**E. Write the answers to the questions in Activity G in your exercise book.**

## A. Read the text.

The world population is increasing. The need for clean water is also increasing. One day, we may not have enough clean water. So, we should start saving water now!

Here are some tips to save water in our everyday lives.



1. Turn off the tap when you brush your teeth.
2. Turn off the tap after you wash your face.
3. Do not use too much soap to wash your hands.
4. Do not use too much water when you take a bath.
5. Finish all the water in the glass, when you drink water.
6. Do not misuse when you water the plants in your garden.

We use water in the wash block and toilet at school. Sometimes, we water the plants in our school garden. We must follow these tips when using water.

**B. Read the text in A again. Tick the best answer.**

- 1) What should you do when you brush your teeth?
  - a) Brush quickly
  - b) Turn off the tap
  - c) Turn on the tap
  
- 2) When you use too much soap to wash your hands, you ...
  - a) save water.
  - b) feel better.
  - c) misuse water.
  
- 3) When you leave half a glass of water after drinking, you ...
  - a) save water.
  - b) help others to drink.
  - c) waste water.

**C. Read the text in A again. Ask and answer in pairs.**

- a) Why may we not have clean water one day?
- b) What should we do while we take a bath?
- c) Why do we water the plants carefully?
- d) How should we use water during school time?
- e) Why do we follow the tips for using water?

**D. Write the answers to the questions in Activity C in your exercise book.**

**E. How can you and your family save water? The following questions will help you to write the answers.**

a) When do you use water at home?

b) When do your family members use water?

c) How do you save water at home?

d) What tips do your family members follow to save water?

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**Sing a Rainbow**

- A. Look at the picture of rainbow. In pairs, discuss how many colours are there in a rainbow.**
- B. Now listen to the rhyme below. Underline the name of each colour when you hear it.**



**Sing a Rainbow**

Red and yellow and indigo and green  
Violet and orange and blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too.

Listen with your eyes  
Listen with your eyes  
And sing everything you see  
You can sing a rainbow  
Sing a rainbow  
Sing along with me.

Red and yellow and indigo and green  
Violet and orange and blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too.



- C. Read aloud the poem first individually then in chorus.**
- D. Draw a rainbow using all the colours mentioned in the poem.**

### Grammar focus:

“Can” is a modal verb that can be used to express ability.  
Example: I can sing.

### Vocabulary:

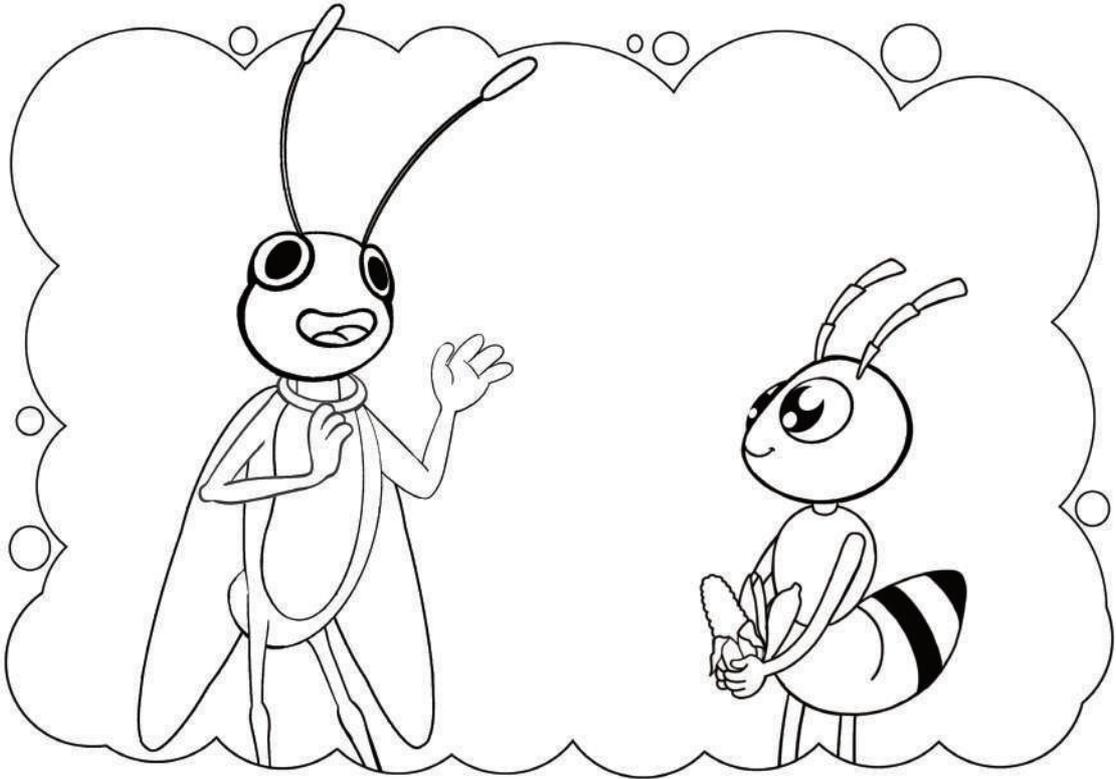
red, yellow, indigo, green, violet, orange, blue

Note: “Sing a Rainbow” is a popular song written by Arthur Hamilton and sung by Peggy Lee in 1955 in the film *Pete Kelly’s Blues*. Two of the seven colours mentioned in the original song (pink and purple) are not actually colours of the rainbow. In the current version, these two colours are replaced with indigo and violet.]



## The ant and the grasshopper

- A.** Look at the pictures. Discuss in groups what you see in the pictures.



An ant and a grasshopper are two good friends. They live in a grassy field.

It is a sunny summer morning. The grasshopper is enjoying the sun. He is dancing and singing happily. He does not usually like to work.



Now the ant is passing by the grasshopper. She is carrying an ear of corns to her house. She is storing food for the winter. The grasshopper laughs at her and says,

“Hey Ant! Why do you work hard all the time? Come and join me. Let’s enjoy the sun.”

The ant goes her way and continues her work.



After the summer, the winter begins. The days become very cold. The leaves are falling down everywhere. The grasshopper finds no food to eat. He starves, and he becomes weak and sad.

On the other hand, the ant has plenty of food. She is passing her time happily at her cozy home.



**B. Listen to the story, one sentence at a time. Then read it in groups. If necessary, help each other.**

**C. Read the story individually and tick the correct answer.**

1. What is the grasshopper doing in the summer morning?

He is . . . . .

- a) carrying corns.
- b) enjoying the sun.
- c) making fun with the ant.

2. What is the ant doing in the summer?

She is . . . . .

- a) playing in the sun.
- b) singing in the field.
- c) carrying an ear of corns.

3. How does the grasshopper pass the winter?

He .....

- a) makes fun and sings all day.
- b) finds no food and starves.
- c) works hard.

4. How does the ant pass the winter?

She passes her time

- a) happily at her cozy home.
- b) starving.
- c) working hard.

**D. Ask and answer the following questions in pairs.**

- 1. Where do the ant and the grasshopper live?
- 2. What does the ant carry to her house?
- 3. What does the grasshopper say to the ant?
- 4. What happens to the grasshopper in the winter?

**E. Write the words Summer and Winter in your exercise book in two columns – Column A and Column B. Now write the following words/phrases in the right column. Words/phrases: dry leaves, sunny, enjoying the sun, gloomy, warm day, cold.**

**F. Role play: In pair, play the roles of the ant and the grasshopper in the class.**

- G. Draw a picture of a sunny summer morning and a cold, gloomy winter morning and display them in the classroom.**

### Grammar focus :

Use of punctuation mark.

For a surprise, an exclamation mark (!) is used. For making a question, a question mark (?) is used; and for a short pause in a sentence, a comma (,) is used.

### Example:

What a beautiful bird! Who is he? I read, write and play.

- H. In pairs read the story B above and underline question mark, exclamation mark and comma.**
- I. Put punctuation marks.**

What a bright day The grasshopper is dancing singing and playing in the sun What is the ant doing She is carrying an ear of corns

- A.** Listen to the story and read each line of the story in groups.  
Help each other if necessary.





Hello! I am Anika. I live in the plain land. I like to attend the hill festivals. So I am here in the hills to visit my friend.



She is Sangma. She welcomes me to her house, spraying water upon me.

The house is decorated with colours and flowers. Her parents greet me.



They entertain me with various food items.



Today is phulbiju. On this day hill girls float flowers wishing a happy new year.



The next day is mulbiju. On this occasion, young boys and girls spray water on each other. They believe that spraying water washes away sorrows in life.



Then comes the new year's day. It is called gajjya pajjya.



Cultural shows and carnivals are arranged to celebrate the day.



I am here almost the whole day with my friend. I enjoy the festival very much.

**B. Look at the pictures. Discuss the questions in small groups.**

1. Where is the festival taking place?
2. What are the hill girls doing in the water?
3. What are the boys and the girls doing?
4. How are the two girls dancing?

**Grammar focus :**

Continuous tenses : actions or events continuing in the present.

Structure: subject + be + verb + ing. Example: He is reading. She is writing.

**C. Read the story and say if the sentences are true or false. If false write the correct answers.**

1. The name of the hill girl is Sangma.
2. Sangma welcomes a chakma girl to her house.
3. On the day of phulbiju hill girls float flowers in the water.
4. Young boys and girls throw flowers on each other.
5. The new year's day is called mulbiju.

**D. Read the story individually and write answer to each of the questions.**

1. Where does Anika live?
2. What is the name of the hill girl?
3. How does the hill girl welcome Anika?
4. Why do the hill people float flowers in the water?
5. What do hill people do on the day of mulbiju?

## Grammar focus :

### Verbs

Verbs are words that tell us of actions. They are known as 'doing words'.

Example: go, read, float, spread, dance

### Simple present:

For any general statement, and for habits and facts the simple present tense is used.

Example: He is a good boy. She goes to school every day. The moon shines at night.

## **E. Act out in groups the scenes of floating flowers in the water and spraying water on each other.**

## Grammar focus:

### Declarative Sentences

Declaratives are simple statements.

Examples: She goes. He reads a book.

Negative form of declarative sentences: Auxiliary verb +(Be/ do, does) not + principal verb.

Examples: He does not read. She is not present.

## **F. Read the following declarative sentences in groups and make them negative.**

1. Anika and Sangma are two friends.
2. Anika lives in the plain land.
3. Sangma is a hill girl.
4. The hill girl float flowers in the water.

## **G. Draw a picture of the festival, colour it and display it in the class room.**



- A.** Look at the pictures, discuss in groups and say the names of the persons. If you do not know any or some of them, ask your teacher.





A baby boy is born after a long time. With him happiness comes down to the family. A few minutes later, the baby is put on the lap of his elder sister.



The newborn baby looks like a shining star. Everybody is amazed to see him. He gets love and affection from everybody around him. Yet life is not easy and smooth for him.

He first visits the prison at the age of one and a half years.



After that he often visits the prison to see his father. His father is put there for his fight for the freedom of the nation. In the jail gate the kid never smiles before seeing his father. Only when his father comes to the meeting room, he jumps into his arms and smiles.



At their home, mother raises pigeons. The little boy feeds the birds with his mother. He plays with them. He likes pigeons. So, he never eats the meat of the birds he loves. The boy is very kind, like his mother.



He has a great heart like his father. Can you guess who the boy is? He is Sheikh Russel, the youngest son of the Father of the Nation, Bangabandhu Sheikh Mujibur Rahman.

**B. Listen to the story and repeat after teacher. In pairs read the sentences aloud.**

**C. Read the story again and answer the questions in groups.**

1. Who is this little boy?
2. Who is his father?
3. Who is his elder sister?
4. Why does the boy often visit the prison?
5. Who raises pigeons?

**D. Read the story individually and fill in the gap in each sentence with the right word.**

1. With the birth of the baby the family becomes -----.
2. The newborn baby looks like a ----- star.
3. The baby never-----at the jail gate.
4. His father is put in jail for his fight for the ----- of the nation.
5. The name of the boy is -----.

**E. Read the story again and write answers to the following questions.**

1. What happens to the family when the baby boy is born?
2. What does the newborn baby look like?
3. Why is the father of the baby put in jail?
4. What does the baby do when his father meets them in the prison meeting room?
5. Why doesn't the boy eat pigeons' meat?

**F. Write a few lines about your birth and early childhood.**

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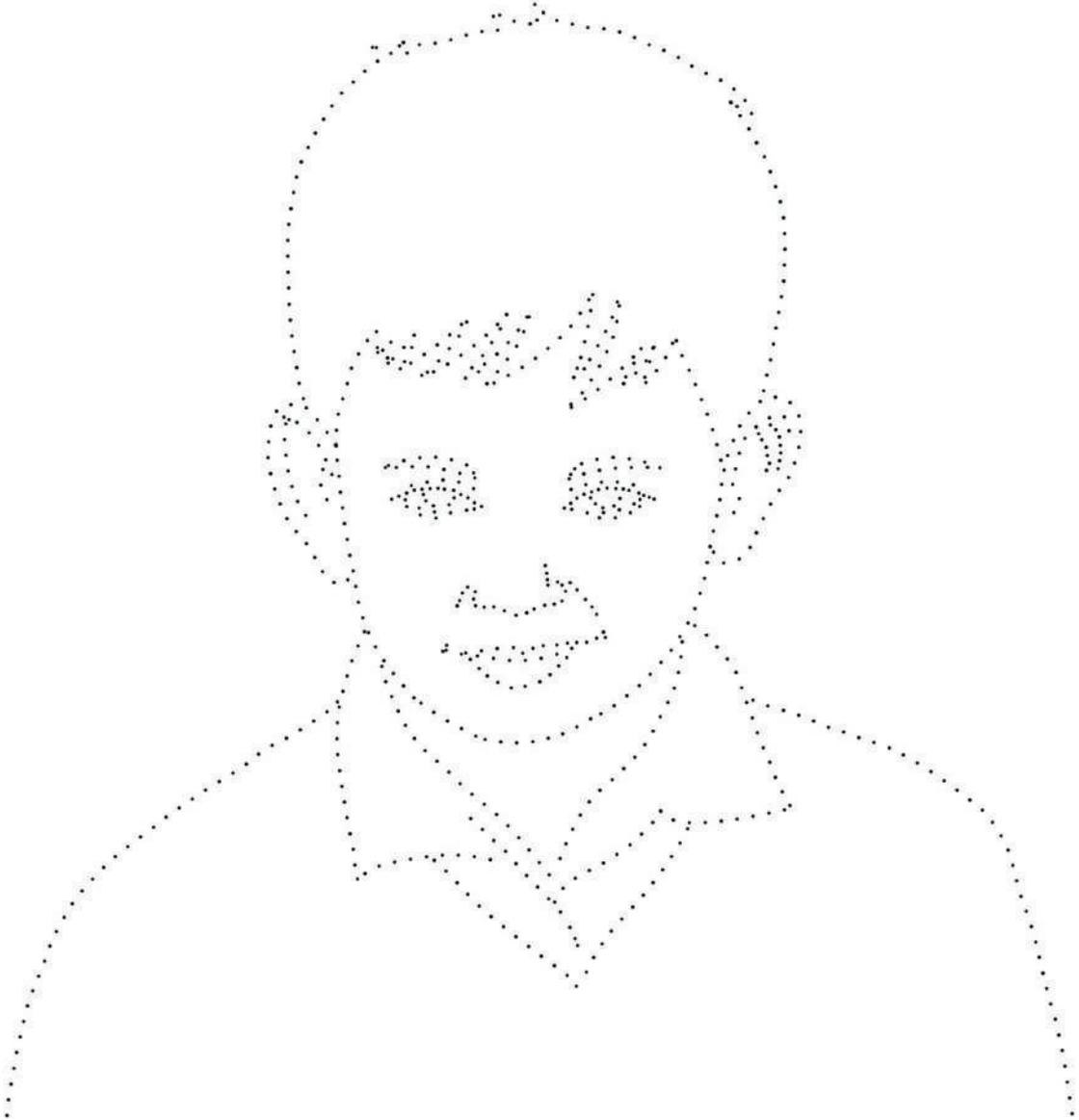
**G.** Listen to the rhyme, read each line in groups. Recite it in chorus.

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.



**H.** Draw the picture from the dots.



1. Colour the picture given below and write the name of the person under the picture.



**The End**

# Academic year 2024, English-3



**Respect the elders.**

Call **333** (Call Centre) for information, services and remedy of social problems.

Call **109** (Toll free, 24 hours) National Help Centre to redress and prevent violence against women and children.



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