Prescribed by the National Curriculum & Textbook Board as a Textbook for Class Three from the academic year 2013

ENGLISH
FOR TODAY

Writers
M S Hoque
Yasmin Banu
Md Abdur Razzaque
Naina Shahzadi

Illustrator Editor
Hashem Khan

Revised by
Chowdhury Musarrat Hossain Juberi
Md. Shaiduzzaman
Md. Babul Akhter
Abu Hena Mashukur Rahman

National Curriculum and Textbook Board, Bangladesh
The Primary Curriculum has been revised in the light of the National Education Policy 2010 which emphasizes learning English as an international language for communicating locally and globally. The ‘English for Today’ textbooks have been developed to help students attain competencies in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given to listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real-life situations, but would also inculcate human values in them as well as broaden their mental horizon. Grammar points and planned activities to develop students’ competence in all four language skills have been presented within contexts in a systematic and graded way.

The ‘English for Today’ textbook is accompanied by a Teacher’s Edition. However, we are aware that to conduct teaching and learning of English most effectively and fruitfully, particularly at the primary stage the textbook needs to be complemented with audio-visual materials. We sincerely hope to do so in the near future.

Curriculum development is a continuous process. Textbook is developed based on curriculum. To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government under the dynamic leadership of the Honourable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colours, and make interesting, sustainable and distributed free of cost since 2009. The distribution of textbooks for all Students of Pre-primary, Primary, Secondary, Ibtidaie, Dhaikil, Dhakhil Vocational and S.S.C Vocational level have been taken free of cost across the country which is a historical initiative of the present government. In this continuation, NCTB has developed and printed textbooks with quality papers and four colours illustration according to revised curriculum within a short time in this year as well.

It is to be mentioned here that this textbook was tried out during the school calendar year of 2013 in 32 Government primary schools in different locations throughout the country to ensure its appropriateness to the students. The contents and the illustrations have been refined based on the feedback of the try-out and on critical review. I offer my sincere thanks to all concerned in this complex and significant process.

I also sincerely thank all who have been involved with the production and publication of this textbook.

Professor Narayan Chandra Saha
Chairman
National Curriculum and Textbook Board, Bangladesh
নির্দেশনা

আমাদের শিক্ষা-ব্যবস্থার প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধামুক্ত করা হয়েছে বেশ ছোটবোলা থেকেই শিক্ষার্থীরা ব্রেকিং ইংরেজি ভাষা চার্টর মাধ্যমে জ্ঞানজাগীকরণের জন্য এই ভাষার চারটি দক্ষতা অর্জন করার সুযোগ বুঝাতে বলতে পারে। এই সুযোগ বিষয়ে বিষয়বস্তুতে দেখানো হবে। এই বিষয়ে বিষয়বস্তুতে দেখানো হবে।

শিক্ষক একটি প্রায়শঃ যে কিছু অভিব্যক্তি যেমন greetings, farewells, commands and instructions ইত্যাদি ব্যবহার ইংরেজিতে ভাষায় প্রশিক্ষিত করবেন এবং তার মাধ্যমে শিক্ষার্থীরা সেই সু ইংরেজি শিখে ও বলার চার্টর সুযোগ করে দেবেন।

পাঠ্যপুস্তকের জড়তা, কবিতা, গল্প, কথোপকথন ও অন্যান্য বেশিরভাগ ভাষার বিষয়গত শিক্ষা প্রথম হতে পারে শ্রম ও তদৃশ উক্তি নিয়ে। এই প্রশিক্ষন ভাষায় করা পাঠানো রকম শিখার্থীরা তা অনুষ্ঠান করে বলার মাধ্যমে উদ্ভিদিত বিষয়গুলো আয়তন করতে পারবে।

English For Today। পাঠ্যক্রমের পারামিতিক শিখন-পাঠানোর কাঠামো। এই কাঠামো করার সময় শিক্ষার্থীরা ব্যবহারের বিভিন্নভাবে interact করতে পারে, শিক্ষক তার অবশ্যই নিজের করবেন।

শিক্ষকের মনে। অনেক সময় শিক্ষকের মনে প্রথম ক্ষেপে এটাকে করে বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা উচিত, তাদের অ্যাকোর্ডেন শিক্ষকের মেসেজ ইংরেজিতে বলার করে, শিক্ষার্থীরা তাদের ভাষায় ইংরেজিতে মনে ও তা আয়তন করতে সুযোগ হবে। তবে অনেক সময় এটা হয় যে, শিক্ষকের ইংরেজিতে বলা শিক্ষার্থীরা বুঝতে পারে না। তখন শিক্ষক একটি বাংলার পরিচালিত ব্যবহার শুরু করে। এই ফরমাট বাংলায় এটা হল, তা অনুষ্ঠান করে বলা যায়। শিক্ষার্থীরা তাই নির্দেশনার অনুসারে বুঝতে শিখবে।
# Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings and introductions, Introducing a student</td>
</tr>
<tr>
<td>2</td>
<td>Introducing a teacher, Introducing someone</td>
</tr>
<tr>
<td>3</td>
<td>Dialogue: Keya, Riya and Mashuk</td>
</tr>
<tr>
<td>4</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>5</td>
<td>Commands and instructions: inside the classroom, Commands and instructions</td>
</tr>
<tr>
<td>6</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>7</td>
<td>Commands and Instructions</td>
</tr>
<tr>
<td>8</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>9</td>
<td>Commands and instructions: outside the classroom, Commands, instructions and requests: at home and at school</td>
</tr>
<tr>
<td>10</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>11</td>
<td>Commands, instructions and requests</td>
</tr>
<tr>
<td>12</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>13</td>
<td>Letters and sounds</td>
</tr>
<tr>
<td>14</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>15</td>
<td>Names of the days and months</td>
</tr>
<tr>
<td>16</td>
<td>Numbers, Cursive small letters</td>
</tr>
<tr>
<td>17</td>
<td>Names of the months, Number of days of the month</td>
</tr>
<tr>
<td>18</td>
<td>Numbers, Cursive capital letters</td>
</tr>
<tr>
<td>19</td>
<td>Occupations</td>
</tr>
<tr>
<td>20</td>
<td>Numbers, Cursive capital letters</td>
</tr>
<tr>
<td>21</td>
<td>Occupations</td>
</tr>
<tr>
<td>22</td>
<td>Numbers, Cursive capital letters</td>
</tr>
<tr>
<td>23</td>
<td>What do they do?</td>
</tr>
<tr>
<td>24</td>
<td>Numbers, Cursive capital letters</td>
</tr>
<tr>
<td>25</td>
<td>What sounds do they make?</td>
</tr>
<tr>
<td>26</td>
<td>Numbers, What are they doing?</td>
</tr>
<tr>
<td>27</td>
<td>What are they doing?, Numbers</td>
</tr>
<tr>
<td>28</td>
<td>Story: The cow and the frog</td>
</tr>
<tr>
<td>29</td>
<td>Where is it?</td>
</tr>
<tr>
<td>30</td>
<td>Punctuation and capital letters, Numbers</td>
</tr>
<tr>
<td>31</td>
<td>Punctuation and capital letters</td>
</tr>
<tr>
<td>32</td>
<td>Punctuation and capital letters, Numbers</td>
</tr>
<tr>
<td>33</td>
<td>Story: The boys and the frogs</td>
</tr>
<tr>
<td>34</td>
<td>My family, Numbers</td>
</tr>
<tr>
<td>35</td>
<td>My friend, Letters and sounds</td>
</tr>
<tr>
<td>36</td>
<td>Food we need, Numbers</td>
</tr>
<tr>
<td>37</td>
<td>What food should we eat?</td>
</tr>
<tr>
<td>38</td>
<td>Cleanliness, At the shop</td>
</tr>
<tr>
<td>39</td>
<td>Story: The Crow</td>
</tr>
</tbody>
</table>
A. Listen and say.

Hi! I’m Riya.

Hello! I’m Mashuk.

B. Listen and say.

Hello! Mrs. Fareha.
How are you?

Hello! Riya and Mashuk. I’m fine, thanks.

C. Pairwork. Introduce yourself.
Introducing a student  Lessons 4-6

A. Read.

Hello! I’m Riya Islam. I’m 8 years old. I’m a student. I’m in Class 3 at Rajbari Primary School.

B. Read the sentences. Write T for True or F for False.

1. The girl’s name is Rima. _____
2. She is 9 years old. _____
3. She is a student. _____
4. She is in Class 2. _____
5. She is at Mirpur Primary School. _____

C. Which sentences in Activity B are False? Say sentences that are true.

The girl’s name isn’t Rima. Her name is Riya.
A. Read.

This is Mahbub Alam. He’s 30 years old. He’s an English teacher. He works in a primary school in Narail.

B. Complete the table with Mahbub’s information.

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td></td>
</tr>
<tr>
<td>Work place</td>
<td></td>
</tr>
</tbody>
</table>

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

1. What is the Person’s name?
2. How old is he?
3. What does he do?
4. Where does he work?
Introducing someone

Lessons 4-6

Unit 2

A. Think about a person you know. Draw a picture of the person. Complete the table.

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
</tr>
<tr>
<td>Job:</td>
</tr>
<tr>
<td>Work place:</td>
</tr>
</tbody>
</table>

B. Complete the sentences with the information from Activity A. Underline He or She.

This is ____________________.

He / She is ____________ years old.

He / She is ________________.

He / She works ________________.

C. Groupwork. Read your sentences from Activity B.
A. Listen and say.

Who’s that?

That’s Keya. She’s a new student.

B. Listen and say.

Mashuk: Hello! Keya. I’m Mashuk. Where are you from?
Keya: I’m from Khulna. And you?
Mashuk: I’m from Sylhet, and so is Riya.

C. Pairwork. Talk about where you are from.
A. Listen and say.

Where do you live?

I live near the school.

B. Listen and say.

Would you like to come to my house?

I'd like that. Thank you.

Sorry, but I can't.

C. Act the dialogue. Invite a partner to do something.

Would you like to play with me?

Yes, I'd like that. Thank you.

Sorry, but I can't.
A. Say, count and write the numbers.

1  2  3  4  5

B. Say, trace and write.

1  2  3  4  5

one  two  three  four  five

C. Write the missing number or word.

1  ____  3  ____  5

_____  two  three  ____  ____
Cursive small letters

A. Look and say. Trace in the air.

a a b b c c d d

B. Trace and write.

a a a
b b b
c c c
d d d

C. Look and say. Trace. Write the missing letters.

ant ball cat dog

n t
A. Listen and say.

- board
- duster
- chalk
- flag

B. Listen and say.

- Take the chalk.
- Go to the board.
- Clean the board with the duster.
- Draw our flag.

C. Listen and do.
A. Listen and do.

Stand up.
Raise your hand.

Stand up.
Touch your ear.

B. Listen and say.

Exercise.

Eat fruit.

Drink water.

Go to sleep early.

C. Look at the pictures. Write the commands.

__________________________

__________________________
A. Say, count and write the numbers.

6 7 8 9 10

B. Say, trace and write.

6 7 8 9 10
six seven eight nine ten

C. Write the matching number or word.

6 Six_________ 7_________

_________ eight 9_________

_________ ten

12
Cursive small letters  Lessons 4-6

A. Look and say. Trace in the air.

\[ e \quad f \quad f \quad g \quad g \quad h \quad h \]

B. Trace and write.

\[
\begin{align*}
e & \quad e \quad e \\
f & \quad f \quad f \\
g & \quad g \quad g \\
h & \quad h \quad h
\end{align*}
\]

C. Look and say. Trace. Write the missing letters.

\[
\begin{align*}
ear & \quad fish & \quad goat & \quad hand \\
r & \quad i & \quad sh & \quad o & \quad t & \quad n
\end{align*}
\]
A. Listen and say.

- Stand up, Galib.
- Don't stand up, Sayeed.

B. Look and say.
A. Listen and say.

- bed
- shower
- uniform
- breakfast

B. Listen and say.

- Put on your uniform.
- Take a shower.
- Get out of bed.
- Eat your breakfast.

C. Pairwork. Look at the pictures in Activity B. Say the commands in order.
A. Say, count and write the numbers.

11 12 13 14 15 16 17 18 19 20

B. Write the missing numbers.

13 ____ 15 ____ 17

20 18 ____ ____ 12

11 ____ 15 ____ 19

____ ____ 17 16 15
Cursive small letters

Lessons 3-5

A. Look and say. Trace in the air.

i  ii
j  jj
k  kk
l  ll

B. Trace and write.

i  ii  j  jj
k  kk  l  ll

C. Look and say. Trace. Write the missing letters.

[Images of igloo, jar, kite, lion]

igloo  jar  kite  lion

oo  rr  tt  on
A. Listen and say.

Stand in a line.

Please don’t talk.

Listen to the national anthem.

Sing the song.

B. Read the sentences. Put them in order from 1 to 4.

___ Sing the song.
___ Stand in a line.
___ Listen to the national anthem.
___ Please don’t talk.

A. Listen and say.
- Put your bag down.
- Change your clothes.
- Help me in the kitchen.
- Wash these eggs, please.

B. Read and act.
- Take a shower.
- Get out of bed.
- Clean the board.
- Sing the national anthem.
- Put on your uniform.
- Write on the board.

C. Groupwork. Which sentences from Activity B do you do at school? Which do you do at home?
A. Say, count and write the numbers.

21 22 23 24 25 26 27 28
29 30

B. Write the next number.

21____ 24____ 28____
29____ 22____ 20____
26____ 23____ 27____
Cursive small letters  Lessons 3-5

A. Look and say. Trace in the air.

m m n m o o p p

B. Trace and write.

m m m m n n n n

o o o o p p p p

C. Look and say. Trace. Write the missing letters.

mat  net  orange  pot

m a t  n e t  o r a n g e  p o t

t  t  t  r  t
A. Look, listen and say.

Can you give me your English book?
Sure. Here it is.
Can you close the window, please?
It's raining.
Yes, of course.

B. Look and say. Use Can.

C. Pairwork. Act the dialogues from Activity B.
A. Look, listen and say.

Could I have a cup of water? Yes, here you are.

Could I open the window, please? It’s hot.

Yes, sure.

B. Look and say. Use Can or Could.

..............I have a mango, please?

..............you close the door, please?

..............you clean the board, please?

..............you give me my uniform, please?

C. Pairwork. Act the dialogues from Activity B.
A. Say, count and write the numbers.

31 32 33 34 35 36 37 38
39 40

B. Write the missing numbers.

31 ____ 33 ____ 35
36 37 ____ ____ 40

40 ____ 38 ____ 36
____ 34 ____ 32 ____
A. Look and say. Trace in the air.

q q r r s s t t

B. Trace and write.

q q q r r r

s s s t t t

C. Look and say. Trace. Write the missing letters.

quilt rat sun tiger

u u u
A. Look, listen and say.

pan  pen  man  men

B. Look and say. Circle the sound in the middle of the word.

hand  bed

26
A. Look, listen and say.

- tiger
- tigers
- rat
- rats

B. Look and say. Are the ending sounds the same? Circle Yes or No.

- Yes  No
- Yes  No
- Yes  No
- Yes  No
A. Say, count and write the numbers.

41  42  43  44  45  46  47  48
49  50

B. Write the number before each of the numbers.

____ 42   ____ 49   ____ 44
____ 41   ____ 50   ____ 48
____ 46   ____ 47   ____ 43
Cursive small letters

A. Look and say. Trace in the air.

u m u v v u w w

B. Trace and write.

u u u
v v v
w w w

C. Look and say. Trace and write.

umbrella vase window
A. Listen and say.

B. Rhyme. Listen and say.
  Saturday, Sunday
  Monday, Tuesday
  Wednesday, Thursday
  Friday.
  Raise your hand if you know the day.

C. Ask and answer.
  What day is it today?
  What day is tomorrow?
  What day was yesterday?
A. Listen and say.

B. Ask and answer.
   What month is it now?
   What day is it today?

C. Write the day.
   Today is ____________.
   The day after Monday is ____________.
A. Say, count and write the numbers.

51 52 53 54 55 56 57 58
59 60

B. Write the missing numbers.

51 52 ____ 54 ____
____ 57 ____ 59 ____

60 ____ 58 ____ 56
55 ____ 53 ____ ____
Cursive small letters  Lessons 3-5

Unit 16

A. Look and say. Trace in the air.

\[ x \ x \quad y \ y \quad z \ z \]

B. Trace and write.

\[ x \ x x \]

\[ y \ y y \]

\[ z \ z z \]

C. Look and say. Trace and write.

\[ x \ - \ r \ - \ a \ y \quad y o \ - \ y o \quad z e b r a \]
A. Say the names of the months.

B. Rhyme. Look, listen and say.

There are 30 days in September,
April, June and November.
All the rest have 31,
Not February, it’s a different one.
It has 28, that’s fine.
A Leap Year makes it 29.

C. Groupwork. Use your hands to count the days of the months.
A. Say the number of days for each month.

CALENDAR 2017

B. Ask and answer.
What month is it now?
How many days are there in this month?
What is the next month?
How many days are in the next month?

C. Complete the sentences. Write the numbers.
January has _______ days.
September has _______ days.
April has _______ days.
November has _______ days.
May has _______ days.
December has _______ days.
A. Say, count and write the numbers.

61 62 63 64 65 66 67 68 69 70

B. Write the next number.

63____ 65____ 67____
69____ 61____ 64____
68____ 62____ 66____
A. Look and say. Trace in the air.

A   B   C   D

E   F   G   H

B. Trace and write.

A B C D

E F G H

C. Trace and write the missing letters.

Bangladesh   angladesh

Dhaka   haka

Asia   sia
A. Look and say. Write.

farmer  doctor  pilot  blacksmith

B. Read and match with the picture. Write the correct number in the box.

1 A farmer grows food.
2 A doctor helps people.
3 A pilot flies a plane.
4 A blacksmith makes metal things.
A. Look and say. Write.

cobbler  tailor  driver  teacher

B. Read. Write the occupations.

1. A cobbler mends shoes.
2. A tailor makes clothes.
3. A driver drives a bus.
4. A teacher teaches at school.
A. Say, count and write the numbers.

71 72 73 74 75 76 77 78
79 80

B. Write the number before each of the numbers.

_____71  _____80  _____73
_____79  _____72  _____75
_____77  _____74  _____78
Cursive capital letters

Lessons 3-4

A. Look and say. Trace in the air.

I I J J K K L L

M M N N O O P P

B. Trace and write.

I I K L

M N O P

C. Trace and write the missing letters.

Meena eena

Krishna rishna

Joya oya

Nabil abil
A. Look and match. Write the correct word.

tailor    cobbler    pilot    teacher

1

2

3

4

B. Read and match. Write the correct number from Activity A next to each rhyme.

I make clothes.
Stitch, stitch, stitch,
My machine goes.

I mend shoes.
Tap, tap, tap,
Now they look new.

In my plane,
I can fly
very high
in the sky.

I write on the board,
I read to my students.
We speak in English.
We rhyme and play.
A. Look and match. Write the correct word.

   doctor    farmer    blacksmith    driver

1. ....................................................
2. ....................................................
3. ....................................................
4. ....................................................

B. Read and match.

1. A blacksmith drives a bus.
2. A doctor grows food.
3. A driver makes things from metal.
4. A farmer helps people.

C. Pairwork. Ask and answer.

Do you know a farmer? Yes, I do.
What does he do? He grows food.
A. Say, count and write the numbers.

81 82 83 84 85 86 87 88
89 90

B. Write the missing numbers.

81 ____ 83 84 ____
86 ____ 88 ____ ____

90 89 ____ 87 ____
____ 84 ____ 82 ____
A. Look and say. Trace in the air.

Q Q R R R S S
T T U U

B. Trace and write.

Q R S
T U

C. Trace and write the missing letters.

Riya riya
Trishna rishna
Sujon ujon
Uttam uttam
A. Listen and say.

quick / slow   early / late  clean / dirty  active / lazy

B. Read.

I’m a cat. In the morning, I’m lazy and slow. I get up late. In the afternoon, I’m active. I catch rats. I’m quick! I’m a clean animal. I wash myself everyday.

C. Read again. Say True or False.

1. The cat gets up early in the morning.
2. The cat is lazy in the morning.
3. The cat is active in the afternoon.
4. The cat washes rats.
5. The cat is a clean animal.
6. The cat doesn’t wash itself.
A. Read.

I’m a crow. I live in a tree. I get up early in the morning. I’m active all day. I fly in the sky and look for food. Sometimes I take food from people. I’m very quick. Sometimes I eat dirty things.

B. Read again. Say True or False.
1. The crow lives in a tree.
2. The crow gets up late in the morning.
3. The crow is lazy.
4. The crow takes food from people.
5. The crow is slow.
6. The crow doesn’t eat dirty things.

C. Look at the picture. Circle the answers.

I’m a cow / goat. I live in a stream / shed. I get up early / late. I am a slow / quick animal.
A. Say, count and write the numbers.

91  92  93  94  95  96  97  98
99  100

B. Write the next number.

91____  94____  98____
96____  99____  93____
97____  95____  90____
Cursive capital letters

A. Look and say. Trace in the air.

V V  W W  X X
Y Y  Z Z

B. Trace and write.

V   W   X

Y   Z

C. Trace and write the missing letters.

Wassif  assif
Yasmin  asmin
Zarah  arah
What sounds do they make? Lessons 1-3

A. Listen and say.

- A cat mews.
- A frog croaks.
- A crow caws.
- A duck quacks.
- A dog barks.
- A goat bleats.

B. Read and match.

dog    caw
cat    bark
crow   quack
goat   croak
duck   bleat
frog   mew

C. Read and write in your exercise book.

- A______ _______  A______ _______
- A______ _______  A______ _______
What sounds do they make?  Lessons 4-5

A. Listen and say.


B. Pairwork. Point and say the animal or the sound.

<table>
<thead>
<tr>
<th></th>
<th>moo</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>croak</td>
<td>roar</td>
</tr>
<tr>
<td></td>
<td>cluck</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quack</td>
<td>caw</td>
</tr>
</tbody>
</table>
A. Join the dots. Say the missing numbers.

B. Say the number. Say the number before and after it.

29  33  38  45  47  50  52
64  67  71  78  84  90  99
What are they doing? Lessons 1-3

A. Listen and say.

They’re planting seeds. They’re watering plants.

They’re washing their hands. They’re eating oranges.

B. Look and say. What are they doing?

C. Groupwork. Act and say.

What am I doing?

You’re drinking water.

They are → They’re
A. Listen and say. Read.

11 eleven  
12 twelve  
13 thirteen 
14 fourteen 
15 fifteen  
16 sixteen 
17 seventeen 
18 eighteen 
19 nineteen 
20 twenty

B. Write the matching number or word.

15 ___ nineteen  
12 ___ fifteen  
11 ___ seventeen  
13 ___ twenty

C. Count and write the numbers in words.

There are ___ pens and ___ pencils.
A. Listen and read.

The cow is eating grass. The frog is sitting on the grass.

The frog looks at the cow and thinks, “The cow is big. I want to be big.” So the frog eats some grass.

The frog grows bigger. The cow looks at the frog and thinks, “How strange! The frog is eating grass!”

The frog is happy. The frog eats more grass.
The cow thinks, “How strange. The frog is flying away!”

The cow is not eating grass now.

B. Read the story again. Answer the questions.
1. Which animal is big? Which animal wants to be big?
2. Why does the cow say strange?
3. Why does the frog grow bigger?
4. What does the cow think?
5. What happens to the frog at the end of the story?

C. What is the best title for this story?
1. The happy cow.
2. The frog flies away.
3. The strange grass.
4. The cow and the frog are friends.
Where is it? Lessons 1-2

A. Listen and say.

- in
- under
- on
- in front of
- behind
- between

B. Look and say.

- The rat is ... the cats.
- The bag is ... the door.
- The fish is ... the net.
- The girl is ... the tree.
- The ant is ... the igloo.
- The elephant is ... the quilt.

C. Write the complete sentences from Activity B in your exercise book.
A. Listen and say.

above    near    next to    far from

B. Write the sentences in your exercise book.

The jeep is ... the hut.  The tiger is ... the farm.

The crow is ... my head.  The farmer is ... the tubewell.
A. Read and say.

It is Sunday morning. Riya and Mashuk are at school. They are in the school yard with their teachers, Mr. Mahbub and Mrs. Fareha.

B. Find the words with capital letters in Activity A. Underline them. What is at the end of each sentence? Circle it.

C. Correct the sentences. Then write them in your exercise book.

Today is Monday.

1. my name is ratul
2. my sister’s name is smeeta
3. miss salam is our teacher
4. i don’t have school tomorrow
5. tomorrow is friday
A. Listen and say. Read.

20  twenty  25  twenty-five
21  twenty-one  26  twenty-six
22  twenty-two  27  twenty-seven
23  twenty-three  28  twenty-eight
24  twenty-four  29  twenty-nine
30  thirty

B. Write the number or the word.

20  __________  26  __________
___ twenty-one  ___ twenty-eight
23  __________  29  __________
___ twenty-five  ___ thirty

C. Count and write the numbers in words.

There are ________________ days in February.
There are ________________ days in April.
A. Listen and say. Underline the full stops and the capital letters.

Hi! I’m Riya. What’s your name?

I’m Shanta.

I’m in Class 3. Are you in Class 3?

Yes, I am.

B. Underline the 2 questions in Activity A. What is at the end of the questions?

C. Correct the sentences. Then write them in your exercise book.

Are you Shanta?  Are you Shanta?

1. how old are you
2. is your father’s name anik
3. my father’s name is ahmad
4. where are you from
5. i’m from sylhet
A. Read and say.

Mrs. Moury is a teacher. Komol, Mariam and Fahmi are her students.

Komol, can you close the window, please?

Yes, Mrs. Moury.

B. What punctuation marks are in the middle of the sentences? Underline them.

C. Correct the sentences. Then write them in your exercise book.

we have school on Sunday, Monday, Tuesday, Wednesday and Thursday.

We have school on Sunday, Monday, Tuesday, Wednesday and Thursday.

1. the farmer has a goat an ox and a hen
2. can you draw a circle a triangle and a square please
3. yes i can
4. i have a pen a pencil and a notebook in my bag
5. give me a pencil please
A. Read and say.

Maliha is Bangladeshi. She comes from Dhaka. Dhaka is the capital of Bangladesh. Maliha lives near the Buriganga River. The river is very big. In June, July and August, there is a lot of rain in Bangladesh.

B. Find the words with capital letters in Activity A. Underline them.

C. Correct the sentences. Then write them in your exercise book.

dev lives in rangpur. Dev lives in Rangpur.

1 rahin is bangladeshi
2 he comes from chittagong
3 chittagong is a big city in bangladesh
4 it rains a lot in august september and october
5 barisal comilla and gaziipur are big cities in bangladesh
6 the jamuna river is very big
A. Write the missing numbers.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>__</td>
<td>__</td>
<td>25</td>
<td>__</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>__</td>
<td>40</td>
<td>__</td>
<td>60</td>
<td>__</td>
</tr>
<tr>
<td>12</td>
<td>24</td>
<td>__</td>
<td>48</td>
<td>__</td>
<td>__</td>
<td>84</td>
</tr>
<tr>
<td>22</td>
<td>33</td>
<td>__</td>
<td>55</td>
<td>__</td>
<td>__</td>
<td>88</td>
</tr>
</tbody>
</table>

B. Write the word for the numbers.

11 ________ 20 ________
13 ________ 24 ________
16 ________ 30 ________

C. Count and write the numbers.

There are ____ pens and ____ pencils.
A. Listen and read.

Fazle and Saiful are playing near the pond.

Fazle says, “Listen, Saiful. There are frogs here! Let’s see them!” Fazle is happy.

“Croak, croak!”

“I have an idea,” Saiful says. He throws a stone. “Stop!” Fazle says.

The frogs swim away. “Sorry,” Saiful says.
A. Tick the best answer.

A. What are the boys doing?
   1. They are throwing stones.
   2. They are swimming.
   3. They are playing.
   4. They are waiting.

B. The frogs swim away because ...
   1. they are sad.
   2. they like to swim.
   3. they are afraid.
   4. they are playing.

C. The moral of this story is:
   1. Don’t swim in ponds.
   2. Don’t throw stones at animals.
   3. Don’t play with frogs.
   4. Don’t play near ponds.

B. Pairwork. Ask and answer. Write.

How do you feel at the end of the story?
I feel ________________.
A. Listen and read.

I’m Tisha. I’m a student. I’m in Class 3. There are four people in my family. My mother is a teacher. My father is a banker. My brother is two years old.

B. Pairwork. Ask and answer.
   1. What is the girl’s name? What class is she in?
   2. How many people are there in her family?
   3. What does her mother do?
   4. What does her father do?
   5. How old is her brother?

C. Write a paragraph about your family. Use the paragraph in Activity A as a model. First answer the following questions in your exercise book.
   1. What is your name?
   2. What class are you in?
   3. How many people are in your family?
   4. What does your mother do?
   5. What does your father do?
   6. Do you have brothers or sisters?
   7. How old are your brothers and sisters?
A. Complete the sentences with the correct number.
   1. There are ____ days in a week.
   2. There are ____ days in January.
   3. There are ____ days in November.
   4. There are ____ weeks in February.
   5. There are ____ months in a year.

B. Write the number.
   eight ___
   twelve ___
   fifteen ___
   twenty-four ___
   twenty-seven ___
   twenty-eight ___

C. Count and write the numbers.

Sixteen rectangles have ____ sides.
Twenty-five triangles have ____ sides.
A. Listen and read.

I’m Radif. I’m eight years old. Anik is my friend. He’s eight years old, too. We go to Rajbari Primary School. We are in the same class. Anik sits next to me. In the afternoon, we play football.

B. Pairwork. Ask and answer.

1. How old is Radif?
2. What is his friend’s name?
3. How old is Radif’s friend?
4. What school do they go to?
5. Where does Radif sit in class?
6. What do they do in the afternoon?

C. Write a paragraph about a friend. Use the paragraph in Activity A as a model. First answer the following questions in your exercise book.

1. What is your friend’s name?
2. How old is your friend?
3. What school do you go to?
4. Where does your friend sit in class?
5. What do you do in the afternoon?
A. Listen and say.

ship
sheep
bin
bean
slip
sleep
sew
show

B. Look at the pictures. Say the words that begin with the same sound.

C. Look at the pictures. Say the words that have the same middle sound.
A. Listen and say.

banana  papaya  carrot  bread
ruti     rice     chicken  milk
juice    honey    lentils  tea

B. Write the food from Activity A in the correct list.

<table>
<thead>
<tr>
<th>Food from plants and trees</th>
<th>Food from animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Pairwork. Name other foods. Are they from plants and trees, or from animals?
A. Write the missing numbers.

| 100 | 80 | 60 | 40 | 95 | 85 | 70 | 60 | 80 | 78 | 74 | 68 | 74 | 70 | 62 | 54 |

B. Write the next word.

six ___________ twenty-four ___________

fourteen ___________ twenty-six ___________

nineteen ___________ twenty-nine ___________

C. Read and write the numbers.

Jahangir Alam
Age: 81

Sufia Begum
Age: 72

He is _____ years old. She is _____ years old.
A. Listen and say.

- tomato
- cucumber
- lettuce
- pineapple
- chips
- chocolate
- ice-cream
- burger

B. Read and say.

We should eat healthy food. Healthy foods are fruits, like pineapples and papayas. Vegetables, like carrots, lettuce and tomatoes are also healthy. We shouldn’t eat too much unhealthy food. Unhealthy foods are ice-cream, chocolate, chips and burgers. Burgers are meat, but they aren’t very healthy. We shouldn’t eat too many of them.

C. Underline foods in Activity B. Write them in correct lists in your exercise book.

<table>
<thead>
<tr>
<th>Healthy food</th>
<th>Unhealthy food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

74
A. Read and say. Circle the picture for the paragraph.
   I like fruit. Bananas and papayas are my favourite fruit. I also like vegetables. Cucumbers are my favourite vegetables. To drink, I like juice.

B. Write. Complete the paragraph with your information.
   I like fruit. ________________ and ________________ are my favourite fruit.
   I also like vegetables. ________________ are my favourite vegetables. To drink, I like ________________.

C. Listen and say.

   fish  dish  chips  carrots
A. Listen and say.

- soap
- nails
- clip
- toilet

B. Read and say.

**BE HEALTHY**

1. You should wash your hands with soap before and after meals.
2. You should brush your teeth every morning and every night.
3. You should clip your nails.
4. You should keep your nails clean.

C. Look and say.
At the shop

A. Listen and say.

Hello! How can I help you?

I’d like some soap, please.

Anything else?

No, thank you.

That’s 20 taka, please.

Here’s your change.

B. Pairwork. Act the dialogue from Activity A. Shop for the items below.

- Pencil
- Notebook
- Backpack
- Chalk
It is summer. Mother Crow and her young crows are living in a nest. The nest is above a corn field.

Every morning, Mother Crow flies away to get corn. She leaves the young crows.

One morning the farmer comes to check his corn. He does not see the nest. Mother Crow is not in the nest. But the young crows see the farmer. They are afraid.

In the afternoon Mother Crow comes back. The young crows say, “Is it time to leave the nest, Mother?” Mother Crow says, “No. It’s not time yet!”
The next morning the young crows see the farmer again. There is another man with him. The man sees the nest.

Mother Crow comes back. The young crows say to their mother, “Is it time to leave now?” Mother Crow says, “No. It’s not time yet!”

The next day, the young crows see the farmer and the man again. The man has a stick.

Mother Crow comes back. She sees the farmer and the man with the stick.
The young crows say, “Is it time to leave the nest now, Mother?”

“Yes,” Mother Crow says. “Now it’s time!”

B. Read the story again. Ask and answer.
   1  How many crows live in the nest?
   2  Where is the nest?
   3  Why does the Mother Crow leave every morning?
   4  How many people do the crows see?

C. Groupwork. Ask and answer.
   1  Why do the young crows want to leave the nest?
   2  Why does the man point to the nest?
   3  At the end of the story, why does Mother Crow say it is time to leave?
   4  How many days are there in the story?
Vocabulary

A a
above
active
afraid
after
afternoon
again
age
air
April
angry
animal
another
answer
ant
anything
August
activity
anthem

B b
bag
ball
banana
bark
bean
bed
before
behind

between
big
bigger
bin
blacksmith
bleat
board
book
bread
breakfast
brother
brush
burger
busy
back
but

C c
calendar
car
carrot
cat
catch
caw
chalk
change
check
chicken
children
chips
chocolate
circle
class
clean
clip
close
cloth
cluck
cobbler
colour
come
coo
cook
corn
cornfield
cough
count
country
cover
cow
croak
crow
cucumber
cup

Capital
city
command
complete
correct
each

day
December
different
dirty
dish
doctor
dog
door
down
draw
drink

drive
driver
duck
duster
dialogue

ear
early
eat
egg
elephant
end
everyday
exercise

each

gee
family
far from
farm
farmer
father
favourite
February
feel
field
find
fine
fish
flag
fly
food
friend
frog
fruit
false
from
front
get
get out
get up
people  picture  pigeon  pilot  pineapple  plant  play  please  pond  primary school  put  pairwork  paragraph  partner  person  plane  pot  Q q  quack  quick  quilt  question  R r  rain  raise  rat  read  rest  rice  ripe  river  roar  rhyme  S s  sad  safe  same  Saturday  school  see  seed  sentence  September  sew  shed  sheep  ship  shoe  show  shower  sing  sister  sit  sky  sleep  slip  slow  small  soap  some  sometimes  song  sorry  square  stand  stand up  stick  stitch  stone  stop  story  strange  stream  student  summer  sun  Sunday  sure  swim  self  sound  speak  T t  tailor  take  talk  tea  teacher  teeth  tell  thanks  that  these  thing  think  throw  Thursday  tiger  time  today  toilet  tomato  tomorrow  touch  trace  tree  triangle  tubewell  Tuesday  true  U u  umbrella  under  unhealthy  uniform  use  V v  vase  vegetables  very  W w  wait  want  wash  watch  water  Wednesday  what
who
window
word
work place
write
where
which
work

X x
x-ray

Y y
yard
year
yesterday
young
yo-yo

Z z
zebra

The End