



ALOKITO HRIDYOY SCHOOL (MIRZAPUR, TANGAIL)

English Workbook

Class 4

Name: _____

Roll No: _____

আলোকিত হৃদয় ফাউন্ডেশন কর্তৃক প্রকাশিত

পরীক্ষামূলক সংস্করণ

প্রথম মুদ্রণঃ ২০১৮

সম্পাদক

খালেদা সিদ্দিকা

নির্দেশনা

আজওয়া নাঈম

সমন্বয়ক

আজওয়া নাঈম

প্যাট্রিসিয়া তৃষ্ণা গমেজ

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TEXTBOOK



Date: _____

Unit 1: About me, Unit 2: Greetings

1. Write answers to the questions given below:

a) What do we say when we meet someone? Why?

b) What do you understand by greeting?

c) What would happen if we do not greet?

Unit 4: Family tree

1. Answer to questions given below:

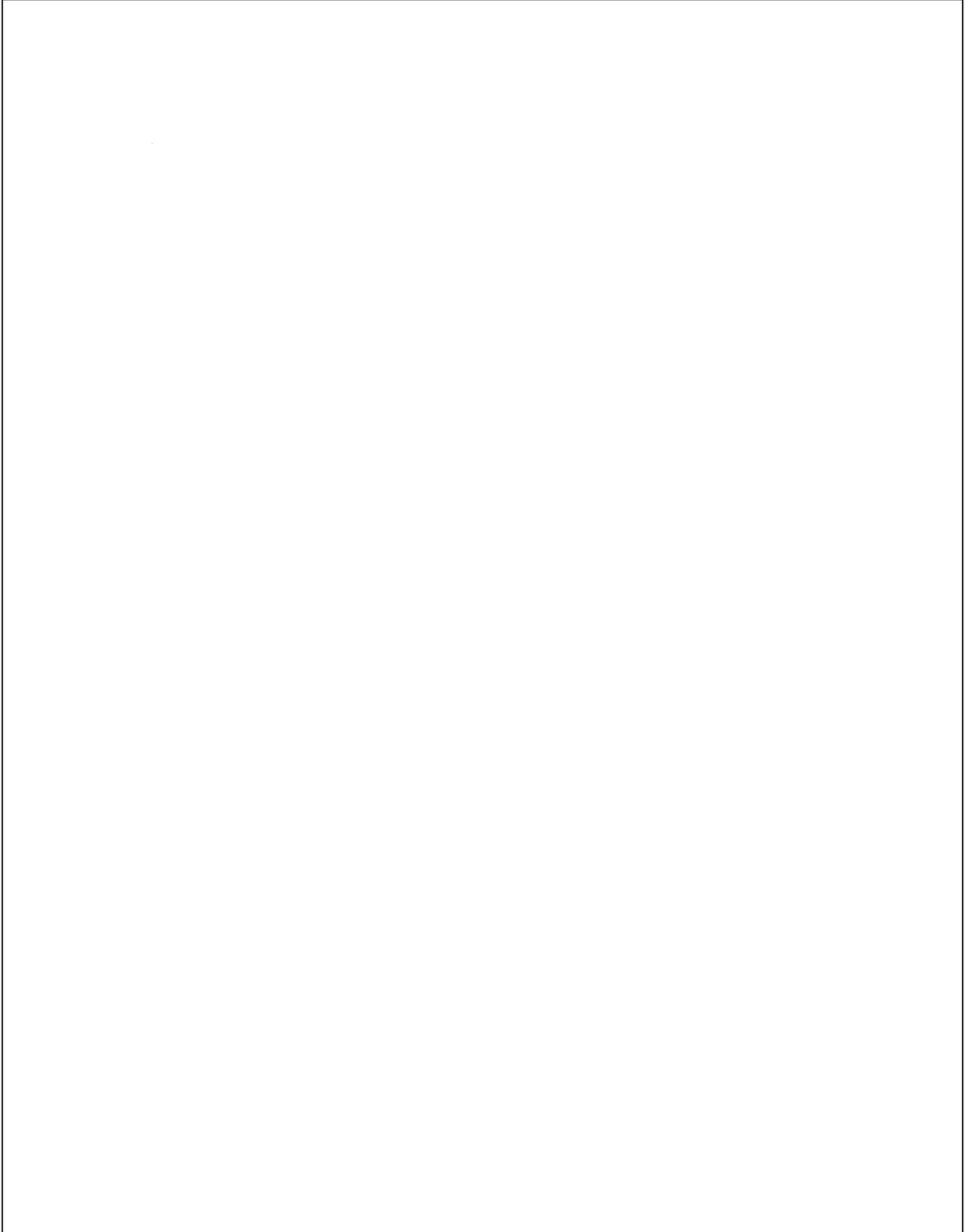
a) What is a 'family'?

b) Why do we need family?

c) What do you understand by a 'family tree'?

Date: _____

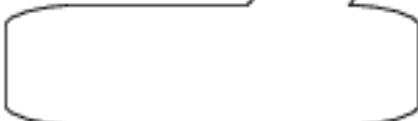
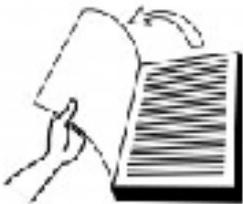
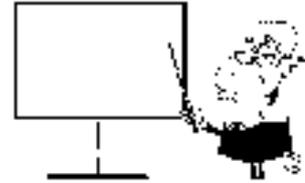
2. Draw your own family tree here:



Unit 5: Classroom Language, Sound practice 1

1. Choose the correct command and instruction then write below the correct picture:

- Raise your hand close your book stand up close the door sit down
 Silence line up open the door look at the board open your book



2. Write correct sentence in the correct column:

1. Draw an apple on the board.
2. Play on the field nicely.
3. Take the story book and read.
4. Clean the field.
5. Stand up and answer my question.
6. Cross the road carefully.

Outside Classroom	Inside Classroom

3. Write 10 words using the sound 'sh' and make sentences with them:

Word	Make sentence

Unit 7: Making requests

1. Answer to the questions below:

a) What do you understand by 'request'? Give example.

b) Why should we request? Give example.

c) What will happen if we don't request while asking some help? Give example.

2. Write correct sentence in the correct column:

- a) Can you close the door?
- b) Close the window.
- c) Get inside the classroom.
- d) Can I have a pen?
- e) Could I take this story book?
- f) Read the instructions.

Commands	Requests

Unit 9: Traffic rules

1. Answer to the questions below:

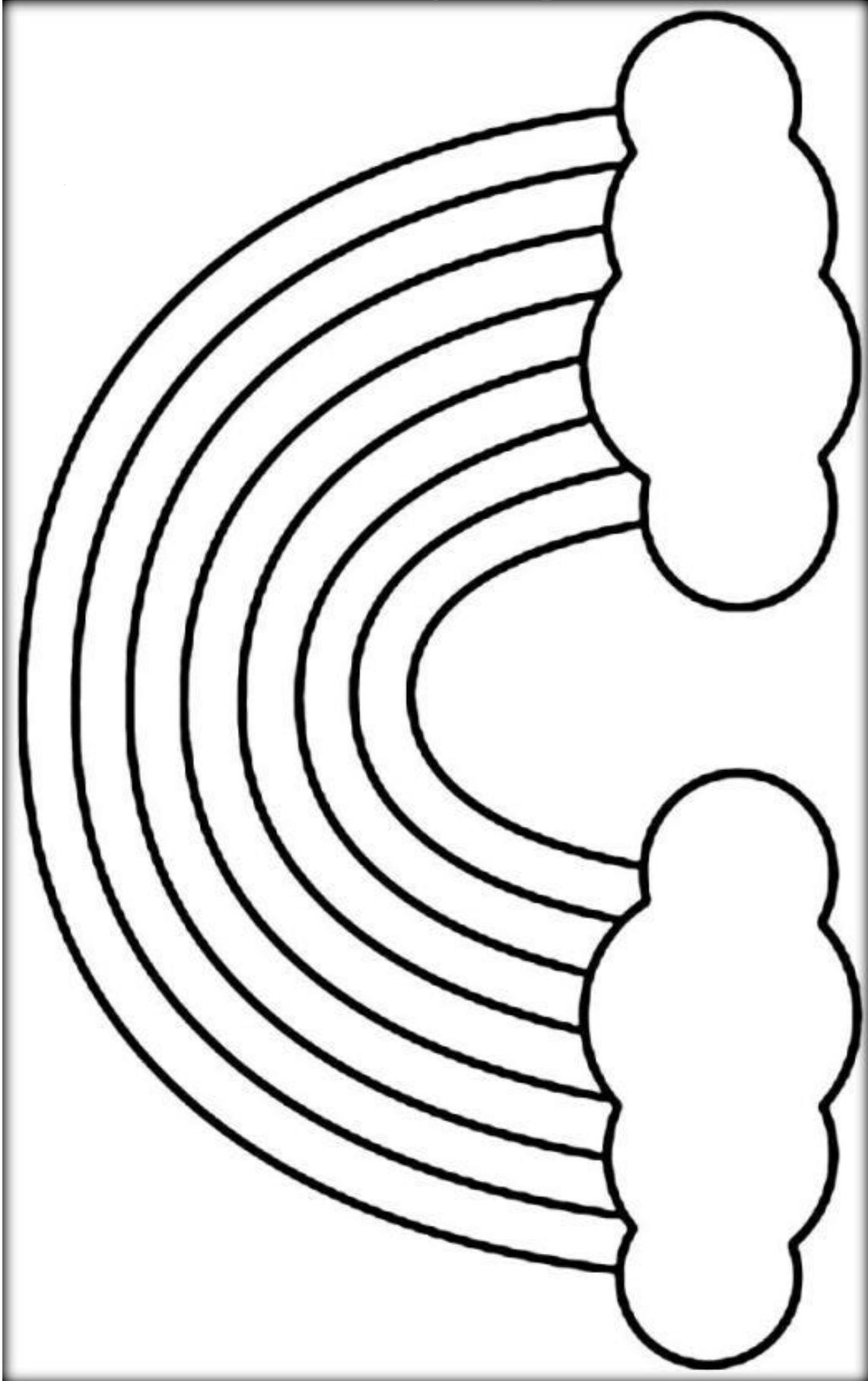
a) What do you understand by 'traffic rules'?

b) Write some traffic rules that you see on the road.

c) Why should we need to obey those traffic rules? Give example.

d) How will you inform other people about those traffic rules? Why?

2. Colour the rainbow and answer the question given below:



2. Write the words correctly:

unasyd	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										
nomyad	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										
esutady	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										
dwesenayd	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										
srthdyua	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										
irdfya	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										
yasarudt	<table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 12.5%; height: 30px;"> </td> </tr> </table>										

3. Write answers to the questions given below:

a) How many days are there in a week?

b) What day is it today?

c) What day was it yesterday?

d) What day will it be tomorrow?

e) What is the first day of the week?

f) What is the last day of the week?

Unit 13: Telling the time

1. Answer to the question below:

a) Why do we need to know the time?

b) What will happen if we don't follow the time?

2.

Draw the Hands on the Clock



three o'clock



twelve o'clock



ten o'clock



six o'clock



one o'clock



nine o'clock

Unit 16: Sagar's week

1. Write answers to the questions given below:

a) When does Sagar get up on weekdays?

b) What does Sagar do at 8 o'clock?

c) When does he leave home for school?

d) When does he go to bed?

Unit 19: Food and meals 1

1. Answer to the question below:

a) Why do we eat food?

b) How many times should we need to eat and why?

c) What would happen if we don't eat fruits? Why?

Unit 23: Write well 1, Unit 24: Write well 2

1. Answer to the question given below:

a) What do you understand by 'Punctuation mark'?

b) Why do we need to use 'Punctuation mark'?

c) What do you understand by 'Capital letters'?

d) What would happen if we don't use capital letters?

e) What is the connection between 'Punctuation mark' and 'Capital letters'? And why?

2. Re-write sentences using Punctuation and capital letters:

a) bob has a pet dog

b) the dog is big and brown

c) the dog has spot

d) john ran to the cat

e) john likes the cat

3. Re-write sentences using Punctuation and capital letters

a) what is your name

b) my name is alo

c) where do you live

d) i live in tangail

e) how old are you

f) hi i am going to school

g) i am 9 years old

h) oh its a good idea

i) theyre playing in the field

j) alo hridoy and pretty are going to school together

Unit 25: The Hen and the Chicks

1. Put correct Punctuation mark:

1. I wish you would stop bothering me _____
2. My brother has been grounded for two weeks _____
3. Do you have any more gum _____
4. I am so tired _____
5. Help _____ My dog is missing _____
6. Soon, it will be time to return to school _____
7. Stop bothering me _____
8. I wish it would stop raining _____
9. Is it still raining out _____
10. Can you lend me your notes to study from _____
11. I can't find anyone to help me with my math _____
12. Would you like to go to the park with me _____
13. I tried out for the soccer team.
14. Awesome _____ I made the soccer team _____
15. It's time to do your homework _____

2. Find the name of animals:

G E S U O M H N W R B W C W L
 X D A Q H J X O O M L T H W J
 B W S H N L H T P I C R A W M
 Y W M E F F A R I G L K D O G
 R C K R R R S Y K T H I P P O
 J T O W I E F B X X L Q R J E
 D R O T A G I L L A E B Z H X
 T H N X P I C L F C R V Z S Z
 V N H R S T H E T D R I B I Q
 N Z A C S T Y X L W I N H F L
 W U Q H K L J A E A U F A H F
 V Q Q D P O Y K N V Q Z A T V
 X M T L Q E T J Y E S Y R C H
 T A C K Q C L K M O N K E Y R
 P T S H W L Y E T D R A H T L

- | | | | |
|----------|----------|-----------|-------|
| CAT | HIPPO | MOUSE | TIGER |
| DOG | SQUIRREL | MONKEY | |
| BIRD | GIRAFFE | ALLIGATOR | |
| ELEPHANT | FISH | LION | |

2. Write the name of months correctly:

uyjnara	<input type="text"/>
ryfbeura	<input type="text"/>
hcmra	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
lapir	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
yam	<input type="text"/> <input type="text"/> <input type="text"/>
enju	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
yjlu	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
gtsuua	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
tmesperbe	<input type="text"/>
tcobore	<input type="text"/>
vonmerek	<input type="text"/>
cedmeerb	<input type="text"/>

3. Write the name of months in correct order:

January	
March	
July	
October	
August	
February	
June	
December	
November	
April	
September	
May	

Unit 32: Days of the week

1. Look at the calendar of 2018 and answer the questions below:

2018

January

S	M	T	W	T	F	S
	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	31			

February

S	M	T	W	T	F	S
				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			

March

S	M	T	W	T	F	S
				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	31

April

S	M	T	W	T	F	S
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					

May

S	M	T	W	T	F	S
		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	31		

June

S	M	T	W	T	F	S
					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

July

S	M	T	W	T	F	S
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	31				

August

S	M	T	W	T	F	S
			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	31	

September

S	M	T	W	T	F	S
						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						

October

S	M	T	W	T	F	S
	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	31			

November

S	M	T	W	T	F	S
				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	

December

S	M	T	W	T	F	S
						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	31					

Q: How many days are there in January?

Ans: _____

Q: How many days are there in October?

Ans: _____

Q: How many days are there in March?

Ans: _____

Q: How many days are there in April?

Ans: _____

Q: How many days are there in June?

Ans: _____

Q: How many days are there in August?

Ans: _____

Q: How many days are there in December?

Ans: _____

Q: How many days are there in May?

Ans: _____

Q: How many days are there in November?

Ans: _____

Q: How many days are there in July?

Ans: _____

Q: How many days are there in September?

Ans: _____

Q: How many days are there in February?

Ans: _____

Q: What day is the first day of March?

Ans: _____

Q: How many Mondays are there in May?

Ans: _____

Q: What is the first Friday of August?

Ans: _____

Q: How many weekends are there in November?

Ans: _____

Unit 35: My trip

1. Look at the picture. Describe what you see.



2. Answer to the questions given below:

a) Where do you want to go for your next holiday trip? Why?

b) Who will go with you?

c) What will you take with you?

d) Is it a tourist place?

e) Do you think that, the place needs improvement? If yes, what type of improvement does the place need?

Unit 40: A garment worker's day

1. Answer to the questions given below:

a) Who is a garment worker? What does he/she do?

b) How he/she is contributing in our country's economy?

c) Why should we respect all occupations?

2. Read the paragraph and answer to the questions given below:

This is Dr. Tom. He is a doctor. He gets up early in the morning. He does physical exercise for 40 minutes in the morning. After exercise, he eats breakfast with his family. He has egg, milk and bread in his breakfast. Then he goes to the hospital to serve his patients.

Q: Who is this man?

Ans: _____

Q: What does he do?

Ans: _____

Q: When does he get up?

Ans: _____

Q: What does he have for breakfast?

Ans: _____

Q: What does he do for 40 minutes in the morning?

Ans: _____

Story: Baa Baa Black Sheep

1. Read the story given below and answer the questions:

There lived a black sheep in a nearby village. Every spring, he shaved his black wool and sold it to the villagers. The villagers made sweaters and socks from his black wool.

One day, the black sheep noticed that he had some more wool left. He thought, 'It would be such a waste if nobody wants to buy the wool.'

That afternoon, an old man came over to his wooden shed to see him. He wanted one bag full of the black sheep's wool. Then an old woman came over. She also wanted a bag full of wool. A short while later, a little boy arrived. He also wanted one bag full of wool.

Therefore, the black sheep prepared three bags full of wool for them. He was happy that all of his wool was sold off.

Answer to the following questions:

Q: Who lived in a nearby village?

Ans: _____

Q: What did he do with his wool?

Ans: _____

Q: What are the things villagers make with his black wool?

Ans: _____

Q: How many people wanted bag full of wool, that afternoon and who are they?

Ans: _____

Q: How many bags full of wool did the black sheep prepare?

Ans: _____

Q: Why was black sheep happy?

Ans: _____

Q: What is the moral of this story?

Ans: _____

Vocabulary

1. Find the meanings and make sentences with the words given below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Accident		
2. Across		
3. Afraid		
4. After		
5. Age		
6. Airlines		
7. Angry		
8. Animal		
9. Apple		
10. Ask		
11. Aunt		
12. Baby		
13. Bad		

14. Bag		
15. Bath		
16. Be careful		
17. Be quiet		
18. Beach		
19. Bean		
20. Beautiful		
21. Because		
22. Bed		
23. Bee		
24. Before		
25. Begin		
26. Best		
27. Between		
28. Big		

29. Bike		
30. Birthday		
31. Board		
32. Boat		
33. Boatman		
34. Book		
35. Born		
36. Borrow		
37. Both		
38. Both ways		
39. Box		
40. Boy		
41. Bread		
42. Breakfast		
43. Bring		

44. Brother		
45. Brown		
46. Brush		
47. Bun		
48. Buried		
49. Bus		
50. Buy		
51. Car		
52. Calendar		
53. Careful		
54. Carelessly		
55. Carrot		
56. Catch		
57. Cereal		
58. Chair		

59. Change		
60. Cheese		
61. Chicken		
62. Chicks		
63. Children		
64. Circle		
65. Clap		
66. Class		
67. Clean		
68. Cleaner		
69. Close		
70. Coconut		
71. Colour		
72. Come again		
73. Cook		

74. Country		
75. Cousin		
76. Crayon		
77. Cry		
78. Cucumber		
79. Cup		
80. Cut		
81. Daily routine		
82. Day		
83. Delicious		
84. Dentist		
85. Dialogue		
86. Died		
87. Different		
88. Dine		

89. Dinner		
90. Dirty		
91. Dish		
92. Doctor		
93. Dog		
94. Down		
95. Draw		
96. Drink		
97. Drive		
98. Driver		
99. Duck		
100. Ear		
101. Early		
102. Eat		
103. Egg		

104. Elephant		
105. Eraser		
106. Evening		
107. Everyday		
108. Everyone		
109. Everything		
110. Example		
111. Except		
112. Excited		
113. Excuse me		
114. Extra		
115. Face		
116. Fall		
117. Family		
118. Farmer		

119. Fast		
120. Father		
121. Favourite		
122. Fear		
123. Fine		
124. Finish		
125. Fish		
126. Fisherman		
127. Flower		
128. Fly		
129. Food		
130. Forest		
131. Free		
132. Fresh		
133. Friday		

134. Fridge		
135. Fried egg		
136. Friend		
137. Frog		
138. Fruit		
139. Fun		
140. Game		
141. Garden		
142. Get dressed		
143. Get up		
144. Girl		
145. Glass		
146. Go down		
147. Go up		
148. Good		

149. Good afternoon		
150. Good morning		
151. Good evening		
152. Good night		
153. Goodbye		
154. Governmen t		
155. Grandfather		
156. Grandmoth er		
157. Grass		
158. Great		
159. Green		
160. Grow		
161. Guard		
162. Habit		
163. Hand		

164. Happy		
165. Hard		
166. Head		
167. Hear		
168. Heavy		
169. Hello		
170. Help		
171. Hen		
172. History		
173. Holiday		
174. Home		
175. Homemaker		
176. Horn		
177. Hospital		
178. Hot		

179. Hour		
180. House		
181. Housewife		
182. How		
183. Hurt		
184. Husband		
185. Hut		
186. Ice-cream		
187. Ill		
188. Intersection		
189. Jeep		
190. Job		
191. Juice		
192. Jump		
193. Kangaroo		

194. Know		
195. Laugh		
196. Leap year		
197. Learn		
198. Leave		
199. Lentil		
200. Letter		
201. Lettuce		
202. Lift		
203. Light		
204. Like		
205. Lion		
206. Little		
207. Live		
208. Long		

209. Look		
210. Love		
211. Lovely		
212. Lunch		
213. Make		
214. Mango		
215. Many		
216. Married		
217. Meet		
218. Midday		
219. Midnight		
220. Milk		
221. Minute		
222. Mix		
223. Monday		

224. Month		
225. Money		
226. Morning		
227. Mother		
228. Mouse		
229. Move		
230. Near		
231. Need		
232. Neighbourhood		
233. Net		
234. New		
235. Next		
236. Nice		
237. Nose		
238. Nurse		

239. Officer		
240. Often		
241. Old		
242. Open		
243. Orange		
244. Others		
245. Overtake		
246. Paint		
247. Painter		
248. Papaya		
249. Paper		
250. Parents		
251. Park		
252. Patient		
253. Pen		

254. Pencil case		
255. People		
256. Photographer		
257. Picture		
258. Pilot		
259. Place		
260. Plant		
261. Play		
262. Please		
263. Pond		
264. Poor		
265. Postman		
266. Pray		
267. Proud		
268. Quiet		

269. Quilt		
270. Race		
271. Raise		
272. Read		
273. Really		
274. Red		
275. Relative		
276. Reporter		
277. Remember		
278. Rice		
279. Ride		
280. Rise		
281. River erosion		
282. Roar		
283. Run		

284. Same		
285. Sandwich		
286. Saturday		
287. Say		
288. School		
289. Seed		
290. Sell		
291. Sew		
292. Sharpener		
293. Sheep		
294. Ship		
295. Shirt		
296. Shoe		
297. Short		
298. Show		

299. Sick		
300. Sing		
301. Singer		
302. Sister		
303. Sit		
304. Size		
305. Sky		
306. Sleep		
307. Slow down		
308. Small		
309. Smart		
310. Smell		
311. Snake		
312. Sometimes		
313. Song		

314. Sorry		
315. Special		
316. Spend		
317. Spinning top		
318. Sport		
319. Stand up		
320. Start		
321. Stay		
322. Still		
323. Stitch		
324. Stone		
325. Stop		
326. Story		
327. Strawberry		
328. Street		

329. Strong		
330. Student		
331. Subject		
332. Suddenly		
333. Sun		
334. Sunday		
335. Sure		
336. Swim		
337. Tailor		
338. Take care		
339. Talk		
340. Tall		
341. Teach		
342. Teacher		
343. Teeth		

344. Thank you		
345. Thin		
346. Throw		
347. Thursday		
348. Time		
349. Tried		
350. Today		
351. Together		
352. Tomato		
353. Tomorrow		
354. Too		
355. Traffic light		
356. Trap		
357. Travel		
358. Tree		

359. Triangle		
360. Trip		
361. Tuesday		
362. Uncle		
363. Under		
364. University		
365. Up		
366. Use		
367. Usually		
368. Vegetables		
369. Village		
370. Visit		
371. Voice		
372. Wait		
373. Walk		

374. Wash		
375. Watch		
376. Wednesday		
377. Weekday		
378. Weekend		
379. Well		
380. What		
381. Where		
382. When		
383. Who		
384. Why		
385. Window		
386. Wonderful		
387. Work		
388. Worker		

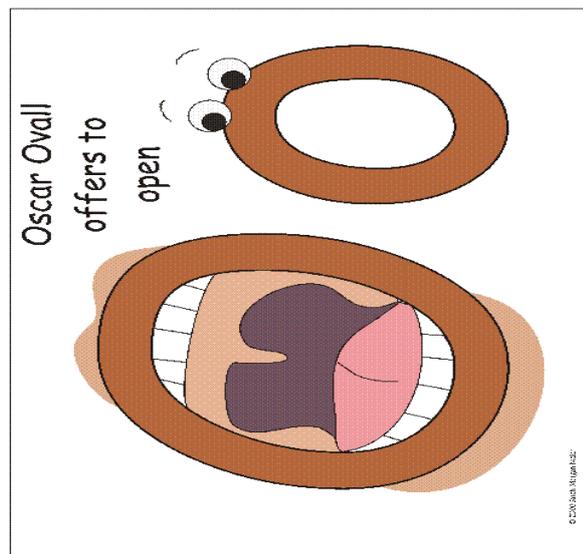
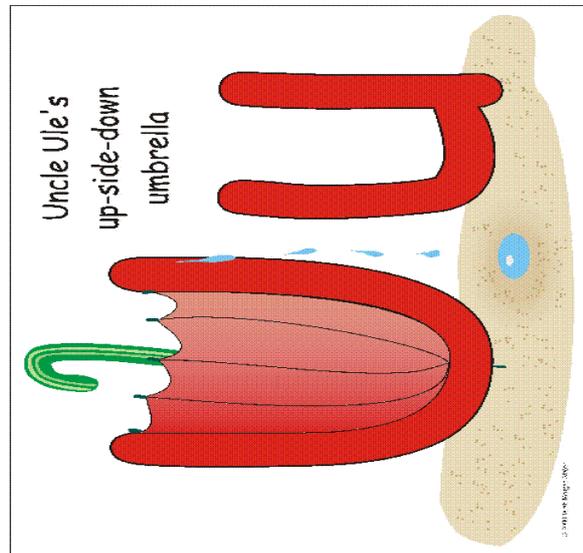
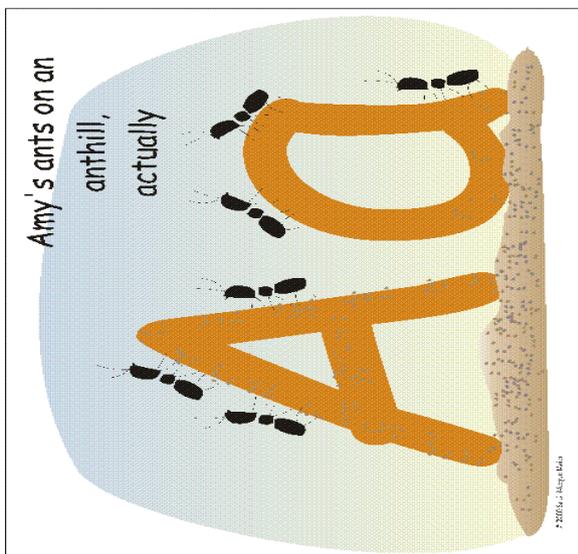
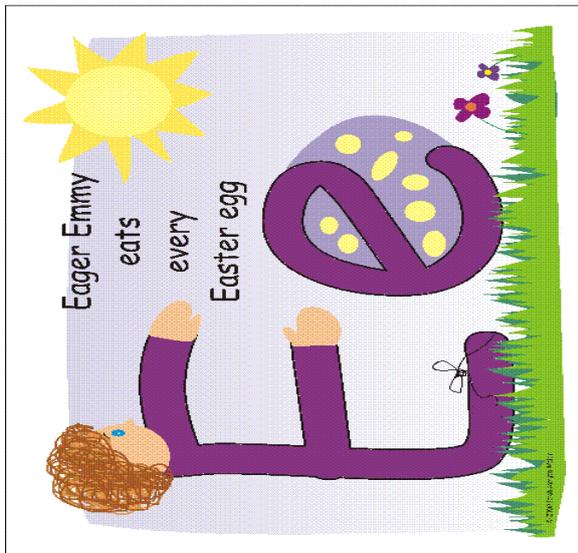
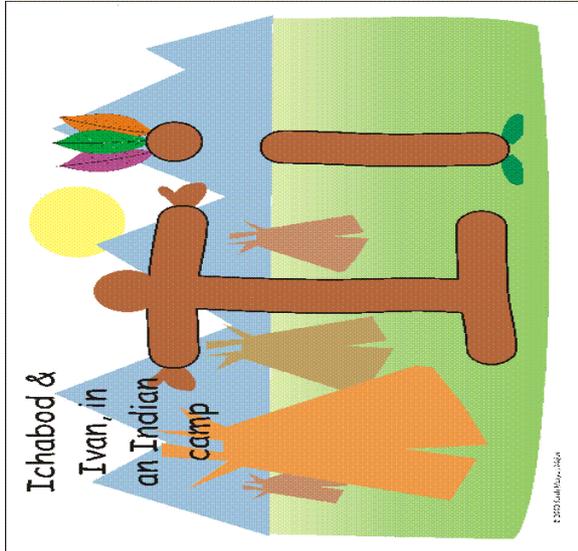
389. Working days		
390. World		
391. Write		
392. Year		
393. Yellow		
394. Yesterday		
395. Young		
396. Zebra		
397. Zebra crossing		
398. Zoo		



GRAMMAR

Vowels

A vowel is a speech sound made with your mouth open and your tongue in the middle of your mouth, not touching your teeth or lips. The letters A, E, I, O and U are vowels.



Exercise:
1. Read out and pay attention to the vowel difference in each word pair:

she <u>e</u> p	sh <u>i</u> p	pe <u>n</u>	pa <u>i</u> n	be <u>t</u>	ba <u>t</u>
he <u>e</u> l	hi <u>l</u> l	w <u>e</u> t	wa <u>i</u> t	pe <u>n</u>	pa <u>n</u>
se <u>a</u> t	si <u>t</u>	te <u>l</u> l	ta <u>i</u> l	me <u>n</u>	ma <u>n</u>
che <u>e</u> k	chi <u>ck</u>	te <u>s</u> t	ta <u>s</u> te	sa <u>i</u> d	sa <u>d</u>
fe <u>e</u> l	fi <u>ll</u>	pe <u>pp</u> er	pa <u>p</u> er	le <u>g</u>	la <u>g</u>
bi <u>ll</u>	be <u>ll</u>	ca <u>p</u>	cu <u>p</u>	du <u>g</u>	do <u>g</u>
pi <u>n</u>	pe <u>n</u>	ba <u>g</u>	bu <u>g</u>	cu <u>t</u>	ca <u>u</u> ght
chi <u>ck</u>	che <u>ck</u>	sac <u>k</u>	suc <u>k</u>	cu <u>ff</u>	cou <u>g</u> h
fi <u>ll</u>	fe <u>ll</u>	ba <u>n</u>	bu <u>n</u>	bu <u>s</u>	bo <u>ss</u>
wri <u>s</u> t	re <u>s</u> t	ra <u>g</u>	ru <u>g</u>	lu <u>ng</u>	lo <u>ng</u>

2. Add a vowel in the blanks to make words:

1. s__t
2. h__t
3. r__ck
4. r__ck
5. l__ng
6. l__ng
7. b__ll
8. b__ll
9. b__s
10. b__ss
11. b__g
12. b__t

Articles

There are only three articles: **the**, **a** and **an**. They are very small words which cause very large problems if used incorrectly.

There are two kinds of articles, definite and indefinite articles.

Definite article

The is the **definite article**. We use **the** with nouns that name:

- people or things when the hearer or reader knows who or what we mean- when the meaning is **definite**.

Example:

I have been talking to **the** head teacher. (We know which head teacher)

- a person or thing that is the only one

Example:

We get light from **the** sun.

Indefinite article

We call **a** and **an** the **indefinite article**. We use **a** or **an** with common nouns when we mention somebody or something for the first time.

We use **a** before common nouns that start with any letter but the vowels.

We use **an** before common nouns that start with vowels.

Example:

Meena is reading *a good book*.

If we mention the person or thing again, we know which one, so we use **the**.

Meena is reading *a good book*. *The book* is about Aliens.

***If the word begins with a consonant sound we use *a*, but if it begins with a vowel sound we use *an*.**

Exercise:

1. Cross-out the incorrect article in each sentence below:

- a) We had to hurry to catch **the/an** train.
- b) I entered **an/the** poetry contest.
- c) Mom visited **a/an** friend in the hospital.
- d) We packed **a/an** lunch for our hike.
- e) **A/An** orange towel was on the sink to dry your hands.
- f) I tied the present with **a/an** bow.
- g) We earned **an/the** pizza party for reading one hundred books.
- h) My brother and I saw **a/an** good movie on Saturday.
- i) The Eskimo was living in **a/an** igloo.
- j) I could see **a/an** owl sitting in the tree outside my bedroom window.

2. Read each sentence below. If the article(s) are correct, write "correct" on the line below the sentence. If the article(s) are incorrect, rewrite the entire sentence to make it correct. (Use the articles a, an, or the):

- a) We saw a alligator in the swamp.

- b) The band director handed a music sheets to the trumpet player.

- c) I planted a rose bush in our garden.

- d) My brother got a clean plate out of the cupboard.

e) Grandpa gave me an huge hug when he left!

f) My sister and I shared a big bowl of popcorn.

g) The kids on my street held a awesome dance contest!

h) We carried a cooler with our lunch in it to the pool.

i) The polar bears were snuggled in a icy cave.

j) Dad made a cheeseburger on the grill.

Parts of speech

We use **words when** we speak or write a language. In English grammar we study the use of English words. We see how we change the words and how we arrange them to make **sentences** that other people understand.

We say that English words are of eight kinds. If we want to decide which kind a word is, we ask ourselves: 'What work does this word do in the sentence? The answer tells us which 'box' the word comes from. These eight 'boxes' are the eight **parts of speech**.



- **Nouns**- names of things
- **Pronouns**- words standing instead of nouns
- **Adjectives**- words limiting the meaning of nouns, also they describe the noun
- **Verbs**- words expressing an action or state of being
- **Adverbs**- words limiting the meaning of verbs
- **Conjunctions**- joining words
- **Prepositions**- words used with nouns and pronouns to make phrases
- **Interjections**- words used to express a sudden feeling

These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, we use concrete to make the foundations or base. We use

bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each part of the house has its own job. And when we want to build a sentence, we use the different types of word. Each type of word has its own job.

If you are asked, 'What part of speech is *watch?*' or 'What part of speech is *iron?*', the right answer is, 'I don't know. But if you put the word into a sentence, then I can give you the answer.'

Now why is this? It's because **you tell what part of speech a word is by the work it is doing**. So you must see (or hear) the word at work in a sentence.

Example

Parts of speech	Function or "job"	Example words	Example sentences
<u>Verb</u>	action or state	(to) be, have, do, like, work, sing, can, must	Nobodhara is a School. I like Nobodhara School.
<u>Noun</u>	thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in Dhaka .
<u>Adjective</u>	describes a noun	a/an, the, 2, some, good, big, red, well, interesting	I have two dogs. My dogs are big . I like big dogs.
<u>Adverb</u>	describes a verb, adjective or adverb	quickly, silently, well, badly, very,	My dog eats quickly . When he is very hungry, he

		really	eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Bengali. She is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

Here is a sentence that contains every part of speech:

Interjection	Pron.	Conj.	Adj.	Noun	Verb	Prep.	Noun	Adverb
Well,	she	and	young	John	Walk	to	school	slowly.

Exercise:

1. Write what part of speech are the words in italics:

- a) Turn to the right at the *corner*.
- b) The crocodile is *under* the water.
- c) The motorcycle is *old*.
- d) Cricket is a fun sport. I like to play *it*.
- e) The man wearing a *blue* suit is *young*.
- f) He did *rather* well on the test.
- g) *Raju, Meena, and Mithu* are my best friends.
- h) We are *in* English class.
- i) The *car* is old and is missing one *door*.
- j) The dog *runs* and *jumps*.
- k) The mouse ran *across* the room.
- l) The tennis player is going to *hit* the ball.
- m) Astronauts are *really* cool.
- n) *Careful*, the tiger is hungry!
- o) He told us to talk *quietly* in the library.
- p) We are *studying* English.
- q) Meena made a cake *before* the dinner party.
- r) He is a good basketball player *because* he is very tall.
- s) Raju lives in Dhanmondi. *She* is my best friend.
- t) Today is *cloudy, hot, and humid*.
- u) *Whew*, that was close.

2. Read the following sentences and underline the word or words that belong to the part of speech specified in the bracket:

- a) My cat jumped onto the table. (preposition)
- b) She went to the market and bought some eggs. (verb)

- c) I want to go now. (adverb)
- d) My father is an architect. Sometimes, I go to work with him. (pronoun)
- e) What are you doing there? (adverb)
- f) There is a mouse underneath the piano. (preposition)
- g) Happiness is the best feeling. (noun)
- h) My family live in different parts of Bangladesh. (noun)
- i) That was a difficult question. (adjective)
- j) She was very impressed with her results. (adverb)
- k) Although she is poor, she is happy. (conjunction)
- l) Have we bought enough chairs? (adjective)
- m) Raju is my best friend. (noun)
- n) The policeman didn't run fast enough to catch the thief. (adverb)
- o) Are you going to see the movie? (pronoun)
- p) Thanks, I needed that. (interjection)

Noun

A noun is a word for a person, place, or thing. (You might like to think of nouns as naming words.) Everything we can see or talk about is represented by a word which names it. That "naming word" is called a noun.

Sometimes a noun will be the name for something we can touch (e.g., lion, cake, computer), and sometimes a noun will be the name for something we cannot touch (e.g., bravery, mile, joy).

Everything is represented by a word that lets us talk about it. This includes people (e.g., man, scientist), animals (e.g., dog, lizard), places (e.g., town, street), objects (e.g., vase, pencil), substances (e.g., copper, glass), qualities (e.g., heroism, sorrow), actions (e.g., swimming, dancing), and measures (e.g., inch, ounce).

Types of Nouns

1. Proper Nouns and Common Nouns

- ✓ **Common nouns** are nouns which describe an entire group of entities. Common nouns as a general rule are not capitalized. **Example:** boy, girl, town, city, river.
- ✓ **Proper nouns** are nouns that represent a unique entity (like a specific person or a specific place). As a general rule proper nouns are capitalized in the English language. **Example:** Meena, Raju, Dhaka, Bangladesh, Padma
- ✓ Sometimes the same word can function as both a common noun and a proper noun, where one such entity is special. For example the common noun god refers to all religious idols, while the proper noun God specifically refers to the monotheistic God.

Exercise:

1. Identify 'Proper Noun' and 'Common Noun':

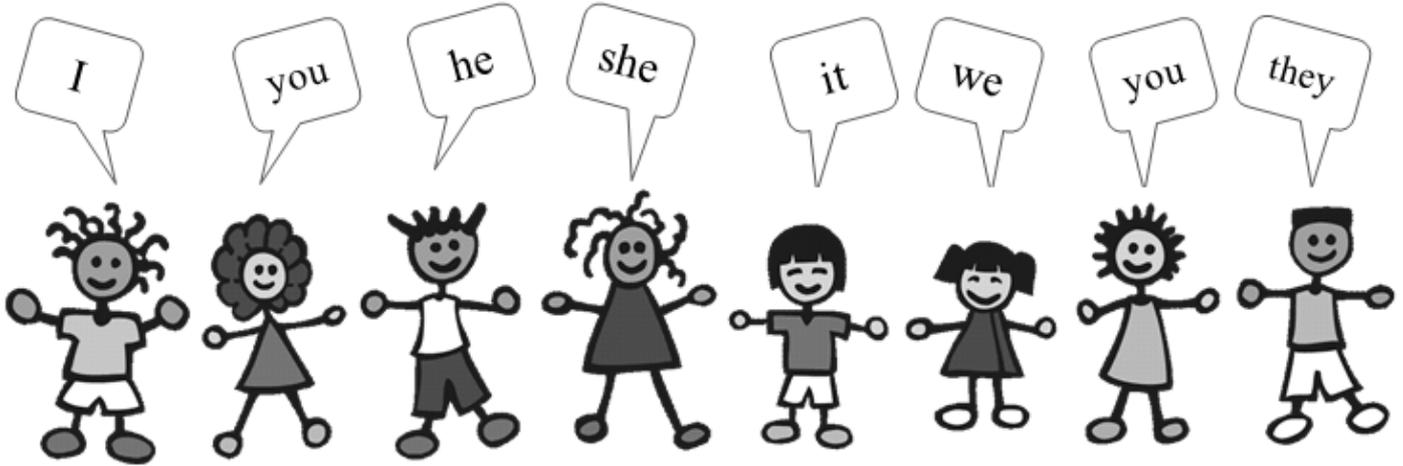
- a) We live in Dhaka.
- b) I see a bird.
- c) The Padma is a river.
- d) London is a big city.
- e) We drink water.
- f) Mr. Akbar is a wise man.
- g) He likes mango.
- h) Bangladesh is our country.
- i) Hasan writes a letter.
- j) He has a cow.
- k) Ali is a boy.
- l) Rumi and Sumi are friends.
- m) The Quran is a holy book.
- n) Hasan is a doctor.
- o) She is my sister.
- p) Rina is her daughter.
- q) I go to school.
- r) Nawmi reads in class 3.
- s) Dr. Hasan is my brother.
- t) I like flower.
- u) He lives in village.
- v) Kamal is a farmer.
- w) The baby has many toys.
- x) Every mother loves her child.
- y) The cat likes milk.

2. Underline the proper nouns with a blue colour pencil and the common nouns with a red colour pencil:

- a) Raju came to our house on Friday.
- b) Meena has a birthday in October.
- c) Sheela is her cousin.
- d) I bought some papers from Daily Star.
- e) Annie played with her brother.
- f) Mrs. Chowdhury bought her baby to the park.
- g) Dhaka is the capital city of Bangladesh.
- h) Paris is one of the most beautiful cities in Europe.
- i) Our new classmate came from Egypt.
- j) We went to the zoo in Mirpur.
- k) Mila likes her new dress.
- l) Peter has a bag of lollipops.

Pronoun

Pronoun is a word that stands instead of nouns.



Pronouns can do all the things that nouns can do. They can be subjects, direct objects, indirect objects, objects of the preposition and more.

Exercise:

1. Use pronouns and rewrite the sentences below:

a) Raju put on Raju's helmet and got on Raju's bicycle to go to school.

b) The old woman opened the door to the old woman's house and placed an envelope in the old woman's mailbox.

c) Mira visited her brother Mike with Mira's son and Mira's daughter.

d) Andrew lost Andrew's notebook when Andrew visited Marie at Marie's house.

e) The farmer milked the farmer's cows and then carried the cows' milk in a pail.

f) Paul's sister opened Paul's sister's pencil box, took out Paul's sister's pencil, and started drawing on Paul's sister's paper.

g) Jennifer's grandfather gave Jennifer a coin from Jennifer's grandfather's pocket, and Jennifer gave Jennifer's grandfather a big hug.

h) While talking on Peter's cell phone, Peter dropped Peter's cell phone, and Peter's cell phone had to be replaced.

i) The dog shook after taking the dog's bath, throwing water off the dog's fur and onto the dog's owner, who was trying to dry the dog off.

j) Jenny made a cheese sandwich, and then Jenny ate the cheese sandwich.

2. Fill in the blanks with 'Pronoun':

- a) What is _____ name?
- b) What class do _____ read in?
- c) This was _____ pen.
- d) Those were _____ dolls.
- e) _____ am Mina.
- f) _____ cow is ours.
- g) Ruma is a girl. _____ goes to school every day.
- h) _____ love _____ country.
- i) This is Mr. Ali. _____ is a doctor.
- j) _____ are sisters.
- k) _____ is a good boy.
- l) _____ is her toy.

Adjective

Adjective of Quality:

An **adjective** is a word that describes a noun or a pronoun.

If I say to you: A man came into the room

The noun "man" doesn't make a clear picture in your mind.

If I say: A thin man came into the room.

In your mind, you don't see a fat man or even a man of ordinary shape, but a thin man. The word "thin" is an **adjective**. It tells us what kind of a man we mean. We use an adjective with a noun to limit the meaning of the noun. Here are some examples:

a *thin* man

a *white* dog

a *young* girl

a *long* journey

You will notice that the **adjective** usually goes before the **noun**.

The adjectives which tell us "what kind" a certain thing is, are **adjectives of quality**.

Adjective of Quantity:

There are several other kinds of adjectives besides adjectives of quality. There are, for example, adjectives that tell you "how much" or "how many". For example:

I have *two* eyes.

There are *ten* books on the desk.

There are *few* apples left on the tree.

There were *several* books on the table.

These are called **adjectives of quantity**.

Much and *many* are also adjectives of quantity. They tell us the quantity, but not so precisely as the numbers *one, two, three*, etc. *Much* is used with **uncountable nouns**; *many* with **countable nouns**. For example:

I don't have *many* friends in Dhaka.

We didn't have *much* rain this morning.

There are not *many* apples on the tree.

I have *many* dresses.

Exercises:

1. Put suitable adjectives before each of the following nouns:

- a) a _____ house
- b) the _____ car
- c) the _____ book
- d) the _____ lion
- e) a _____ flower
- f) the _____ river
- g) a _____ tree
- h) the _____ boy
- i) a _____ day
- j) the _____ bottle

2. Underline the adjectives in the following sentences:

- a) They live in a big red house.
- b) Mary has a new green dress.
- c) Litu is a clever boy.
- d) Lions are strong, fierce animals.
- e) Dhaka is a busy city.
- f) Mr. Hossain is a kind man.
- g) She has a nice smile.
- h) Camels are useful animals.
- i) The plant has small pink flowers.
- j) The oranges are very sweet.

3. Complete these sentences with adjectives from the box:

cold favourite warm tasty new big small easy black smart

- a) The man bought a _____ car.
- b) The teacher gave us an _____ lesson.
- c) An elephant is a _____ animal, a mouse is a _____ one.
- d) Have you seen a _____ dog? We have lost it.
- e) Rehan is a _____ boy.
- f) Heena lost her _____ pen.
- g) The chocolates were very _____.
- h) In Dhaka we have _____ weather in summer and _____ weather in winter.

4. Complete the sentences with an adjective of quantity:

- a) There were _____ pens on the table.
- b) There were not _____ pictures in the book.
- c) I have _____ eyes and _____ nose.
- d) There are _____ months in a year.
- e) We don't have _____ time.
- f) There were too _____ people at the party.
- g) Only a _____ items were left at the end of the sale.
- h) There were _____ books on the shelf.
- i) He hasn't done _____ work.

5. Fill in the blanks with given 'Adjectives':

Two, clever, sweet, cold, new, strong, some, hot, much, old, many.

- a) This is a _____ pen.
- b) He will buy _____ books.
- c) Honey is _____.
- d) The water is hot.
- e) We have _____ hands.
- f) The water is _____ in the pond.
- g) The girl is _____.
- h) Give me _____ water.
- i) The baby has _____ toys.
- j) The coffee is so _____.
- k) The boy is so _____.
- l) Dhaka is an _____ city.

6. Describe yourself using 5 'Adjective'

Verb

We use **verbs** to say what people and things do. Verbs express an action. For example:

The woodcutter *sat* on the bank. (What did he *do*?)

They *go* to school every day. (What do they *do*?)

The girl *opened* the box. (What did she *do*?)

Sometimes we use two words for a **verb**. For example:

The woodcutter *was cutting* a piece of wood.

They *were going* to school.

Some **verbs** do not express an action. They just say people or things are something. The most important of these is the verb **be** (*am, is, are, was, were*). These **verbs** often have an **adjective** after them.

The woodcutter *was* (verb) very *sad* (adjective).

You *are* (verb) *honest* (adjective).

Exercises:

1. Underline the verbs expressing an action in the following sentences:

- a) The boy ran out of the house.
- b) The camel carries a load.
- c) I wrote a letter.
- d) The girls danced.
- e) We learn grammar.
- f) A bird flew into my room.
- g) The train started again.
- h) The sun shines.
- i) The man smoked a pipe.
- j) Fish swim in the sea.
- k) He has a doll.
- l) They play football.
- m) I eat banana.
- n) Rattan is my brother.
- o) She goes to school.
- p) Ali was a doctor.
- q) Rina sings a song.
- r) They were happy.
- s) We went school.
- t) Birds fly in the sky.
- u) They had a dog.
- v) I have a pen.

2. Circle the parts of the verb *be* in these sentences. Remember that this verb says what people or things *are* (or *were*):

- a) The man was wise.
- b) Ruma is tired.
- c) Mr. Jones is strong.
- d) My cat is naughty.
- e) The teacher is kind.
- f) The children were hungry.
- g) The movie is funny.
- h) I am thirsty.
- i) Mala was happy.
- j) My grandmother is kind.
- k) My brother is very clever.

3. Complete these sentences with parts of the verb *be*:

- a) My sister _____ hardworking.
- b) The flowers _____ pretty.
- c) I _____ glad that you are here.
- d) He _____ sad.
- e) You _____ very smart.
- f) My father _____ a good cook.
- g) They _____ in Rangpur.
- h) We _____ in Sylhet.
- i) The pot _____ on the mat.
- j) The lessons _____ easy.

4. Complete these sentences with verbs from the box. Use each verb only once:

goes gave wrote jumps opened painted bought cooks go washed

- a) The boy _____ the door.
- b) The dog _____ over the gate every morning.
- c) Tipu _____ a good dinner every evening.
- d) The woman _____ the dirty clothes.
- e) The bus _____ from Dhaka to Chittagong.
- f) I _____ these apples at the shop.
- g) We _____ to school every day.
- h) The chemist _____ a bottle of medicine to the boy.
- i) The teacher _____ the words on the blackboard.
- j) I _____ a picture on the paper.

5. Put a word from the box into the blank spaces:

was am are has were have is

- a) I _____ doing my homework.
- b) She _____ done her work.
- c) Tina's father _____ cooking.
- d) She _____ playing with her dog.
- e) They _____ making a sandcastle.
- f) _____ you going home?
- g) The children _____ been waiting.
- h) We _____ drawing on the wall.
- i) Naurin _____ seen the play.
- j) Meeta _____ going to the party.

Adverb

An **adverb** is a word that describes a verb or other adjectives.

Adverbs of Manner

Some adverbs tell how an action is done. These are called **adverbs of manner**. For example:

John works (verb) *hard* (adverb).

The train goes (verb) very *fast* (adverb).

They played (verb) *happily* (adverb).

Adverbs are often formed by adding *-ly* to an **adjective**. For example:

He walked *slowly*. (adjective-slow)

The girl behaved badly. (adjective-bad)

Note that when the adjective ends in *-y*, the adverb changes the *-y* to *-i*.

The bird sang a *merry* (adjective) song (noun).

The bird sang *merrily* (adverb).

But there are some adverbs that are not formed like this. Here are some examples:

John is a *hard* (adjective) worker.

John works *hard* (adverb).

Her behaviour was *good* (adjective).

She behaved *well* (adverb).

Adverbs usually follow the verb they go with; adjectives usually come before the noun they go with.

Adverbs of Time

A few adverbs tell us *when* (not *how*) an action was done. These are called **adverbs of time**. For example:

Shomi lost his book *yesterday*.

You must come to school *tomorrow*.

I have *never* been to Nepal.

I *often* go to the movies.

Adverbs of Place

A few adverbs tell us *where* an action happened. These are called **adverbs of place**. For example:

I sat down *there*.

We are sitting *here*.

The girl ran *away*.

He is going *upstairs*.

Exercises:

1. Underline the adverbs in these sentences:

- a) The birds sang sweetly.
- b) How often do you go to your village?
- c) The children played happily.
- d) All the soldiers fought bravely.
- e) You must work hard.
- f) The school team played well.
- g) Why did you go there?
- h) I finished the work yesterday.
- i) The bird flew away.
- j) He quickly finished his work.

2. Use the adverbs from the box to fill the blank spaces. Write whether your adverb shows the manner, time, or place of the action. We have done number 1 for you:

tonight well never quickly tomorrow downstairs here brightly carefully out

- a) The boy wrote carefully. (*manner*)
- b) He finished his work _____.
- c) I am going _____ for a walk.
- d) I didn't know you could sing so _____.
- e) I will have dinner with Hannah _____.
- f) The sun is shining _____.
- g) I keep my keys _____.

- h) Sasha will finish her homework _____.
- i) I _____ go to the park.
- j) Sajib is going _____.

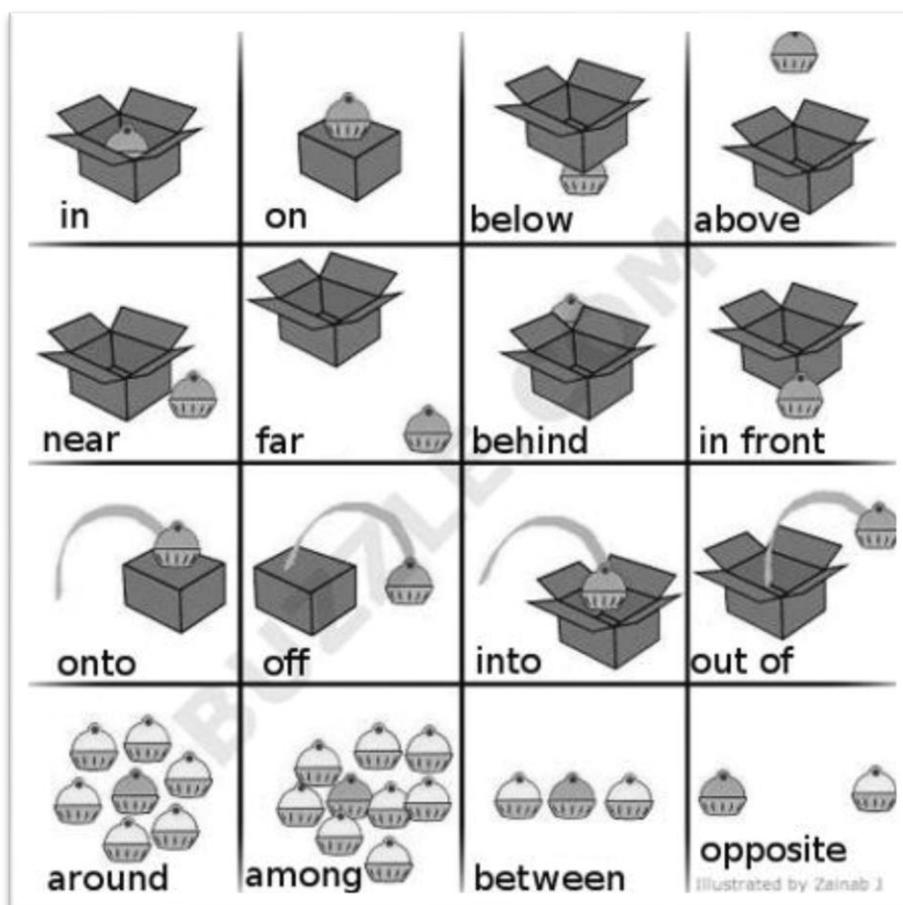
3. Fill in the blanks with given 'Adverbs':

Never, now, here, always, well, slowly, tomorrow, very, badly, early, fast, loudly, quickly, attentively

- a) Mr. Ali lives _____.
- b) He writes _____.
- c) Do it _____.
- d) He is _____ ill.
- e) The horse runs _____.
- f) An old man walks _____.
- g) He raises _____.
- h) _____ tell a lie.
- i) He speaks _____.
- j) She came _____.
- k) Listen to your teacher _____.
- l) The baby wants to play ____.

Preposition

A preposition is a word which precedes a noun or a pronoun, to show the noun's (or the pronoun's) relationship to another word in the sentence. The word preposition comes from the idea of being positioned before.



Examples of prepositions are: above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, next to, of, off, on, since, to, toward, through, under, until, up, upon, with and within.

You can sit **before** the desk (or **in front of** the desk). The professor can sit **on** the desk (when he's being informal) or **behind** the desk, and then his feet are **under** the desk or **beneath** the desk. He can stand **beside** the desk (meaning **next to** the desk), **before** the desk, **between** the desk and you, or even **on** the desk (if he's really strange). If he's clumsy, he can bump **into** the desk or try to walk **through** the desk (and stuff would fall **off** the desk). Passing his hands **over** the desk or resting his elbows **upon** the desk, he often looks **across** the desk and speaks **of** the desk or **concerning** the desk as if there were nothing else **like** the desk. Because he thinks of nothing **except** the desk, sometimes you wonder **about** the desk, what's **in** the desk, what he paid **for** the desk, and if he could live **without** the desk. You can walk **toward** the desk, **to** the desk, **around** the desk, **by** the desk, and even **past** the desk while he sits **at** the desk or leans **against** the desk. All of this happens, of course, in time: **during** the class, **before** the class, **until** the class, **throughout** the class, **after** the class, etc.

Those words in **bold font** are all prepositions.

Exercise:

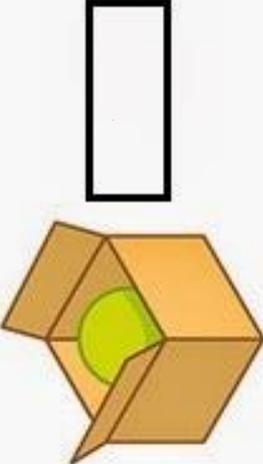
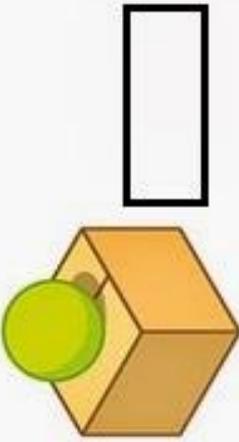
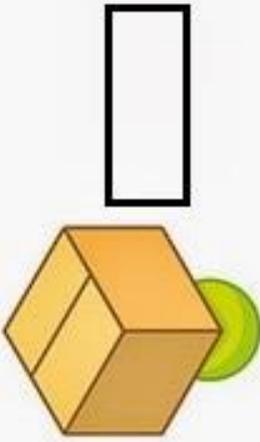
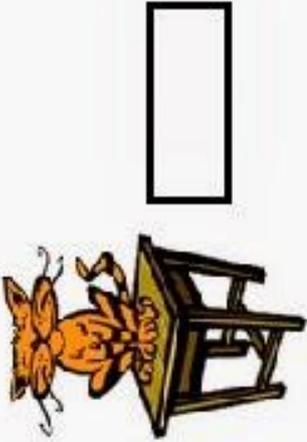
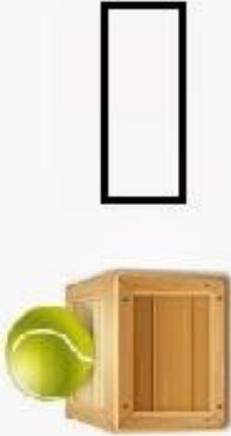
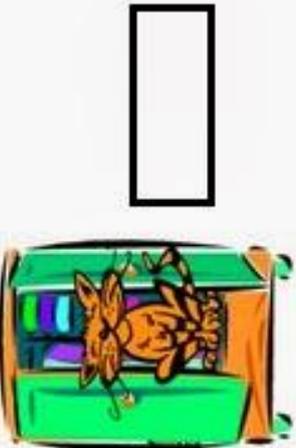
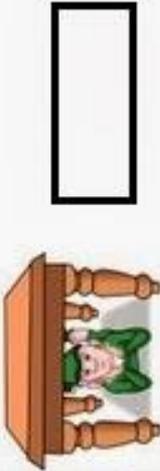
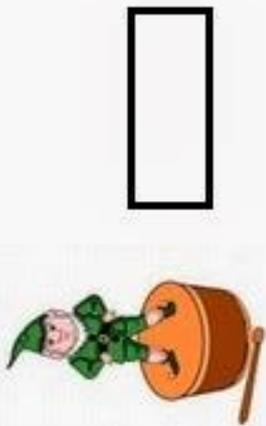
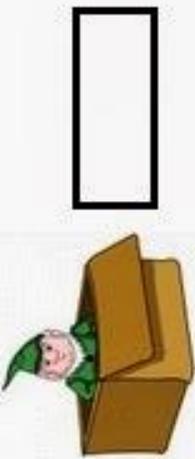
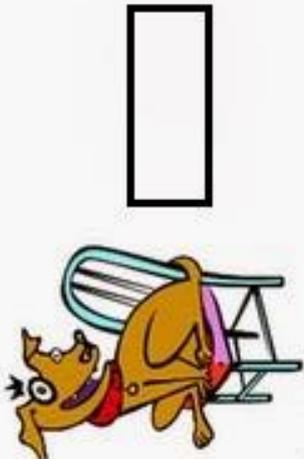
1. Circle the preposition that best completes each sentence:

- a) I went (aboard / across) the cruise ship just in time.
- b) My mom looks (beyond / after) me.
- c) I stood (over / between) my two best friends at the assembly.
- d) Someone tapped my shoulder, so I looked (past / behind) me.
- e) My father had to crawl (about / under) the table to look for the mouse.
- f) I leaned (against / down) the wall because my legs were hurting.
- g) I ran (round / towards) the light because I was scared.
- h) (Around / Before) the ceremony starts, we must all say a prayer.
- i) John looked (along / across) the lake at the houses on the other side.
- j) Since I am tall, I can see (under / over) many people in the audience.
- k) I went (above / to) school early in the morning.

2. Identify the preposition:

- a) The book is on the table.
- b) The cat is under the bed.
- c) He lives in Dhaka.
- d) He goes to school every day.
- e) Lily is studying at home.
- f) Johnny is sitting by my side.
- g) The sky is above us.
- h) Mina lives with her grandmother.
- i) We got into the bus.
- j) He came from Khulna.
- k) I am very fond of cake.
- l) This gift is for you.

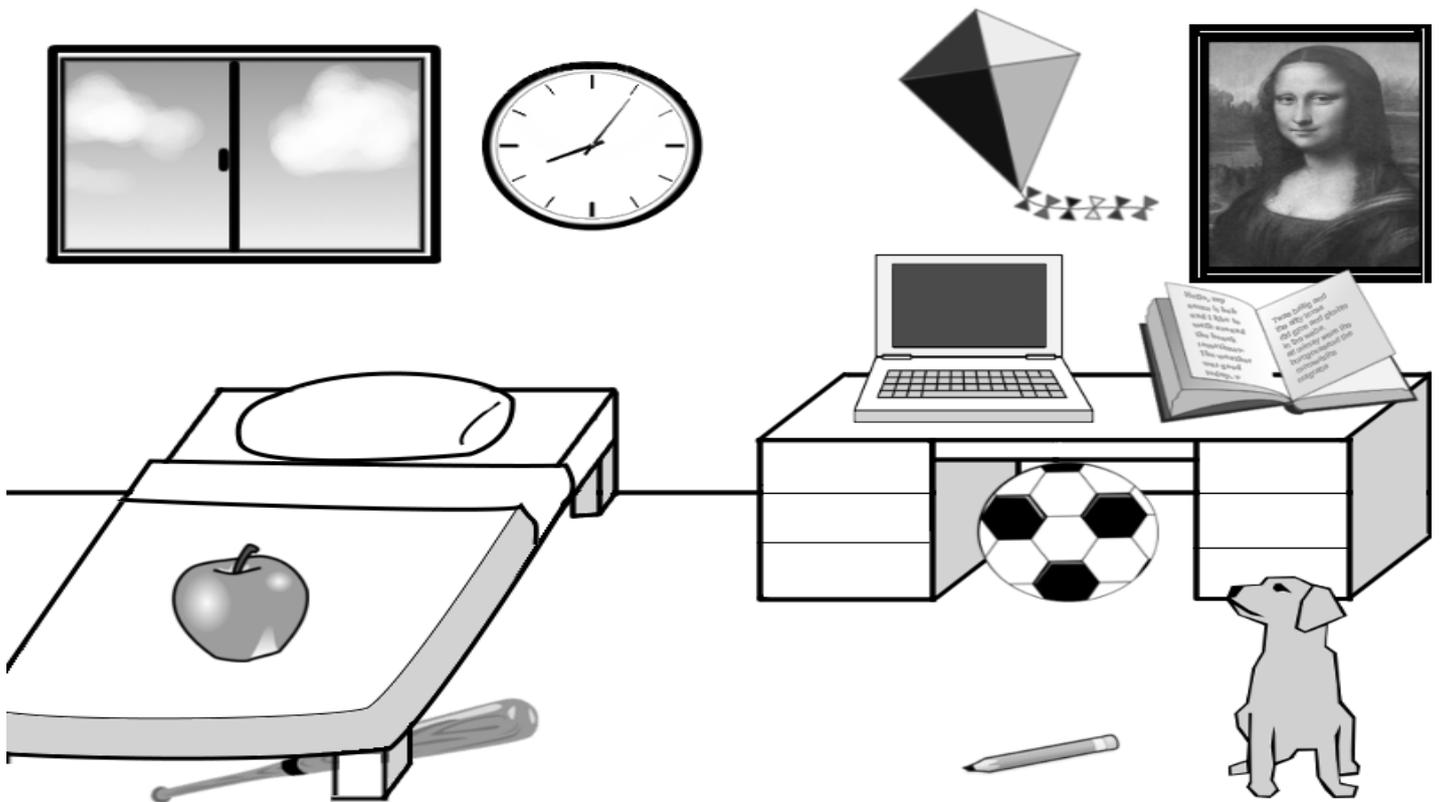
3. Look at the picture and write correct preposition in the box:

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

4. Choose the appropriate 'Preposition':

1. What did you think _____ the concert?
a. after b. about c. around. d. under
2. Her shoes barely fit _____ her feet.
a. onto b. toward c. inside d. under
3. I can't wait _____ the movie starts.
a. onto b. after c. before d. until
4. She baked the cookies _____ she mixed them.
a. before b. during c. after d. until
5. My phone fell _____ my desk.
a. after b. beneath c. except d. since
6. The train station is _____ the street.
a. between b. onto c. across d. behind

5. Look at the picture and answer the questions



Answer to the following questions:

Q: Where is the apple?

Ans:

Q: Where is the clock?

Ans: _____

Q: Where is the ball?

Ans: _____

Q: Where is the book?

Ans: _____

More exercise:

- A. Find and make list of Noun, Pronoun, Adjective, Verb, Adverb, Preposition from the story given in Unit 42 (textbook)

Tenses

Simple Present Tense

Teacher: What day *is* it today?

Pupil: Today is Tuesday.

Teacher: What day *was* it yesterday?

Pupil: Yesterday was Monday.

Teacher: What day *will* it *be* tomorrow?

Pupil: Tomorrow will be Wednesday.

In the above questions and answers, we have been talking about three different times. The first question and its answer are about the **present** time: *today*. The second pair is about the **past**: *yesterday*. The third pair is about the **future**: *tomorrow*. The verbs have a different form to show these different times.

Present	Past	Future
Am	Was	will be
Have	Had	will have
do	Did	will do

These different forms are called **tenses**.

The **present tense** is used for actions in present time.

The **past tense** is used for actions in the past.

The **future tense** is used for actions in the future.

Here is the **simple present tense**, the **simple past tense** and the **future tense** of the verbs *be* and *have*.

Simple Present Tense	Simple Past Tense	Future Tense
Be		
<i>I am</i>	<i>I was</i>	<i>I will be</i>
<i>he, she, it is</i>	<i>he, she, it was</i>	<i>he, she, it will be</i>
<i>we are</i>	<i>we were</i>	<i>we will be</i>
<i>you are</i>	<i>you were</i>	<i>you will be</i>
<i>they are</i>	<i>they were</i>	<i>they will be</i>
Have		
<i>I have</i>	<i>I had</i>	<i>I will have</i>
<i>he, she, it has</i>	<i>he, she, it had</i>	<i>he, she, it will have</i>
<i>we have</i>	<i>we had</i>	<i>we will have</i>
<i>you have</i>	<i>you had</i>	<i>you will have</i>
<i>they have</i>	<i>they had</i>	<i>they will have</i>

The **simple present tense** is generally used for an action that is done regularly, for an action that happens, perhaps, every day. So you often find words like *usually, generally, every day, sometimes, always* with it. It is used for a repeated or habitual action. For example:

- The train to Berlin leaves *every hour*.
- Karim sleeps eight hours *every night*.
- It rains a lot *in winter*.
- Shumi brushes her teeth *twice a day*.

In the **simple present tense**, the **3rd person singular** ends in **-s**.

1st person singular	3rd person singular
I sit	he sits
I get	she gets
I read	he reads

Sometimes, the **3rd person singular** ends in **-es**.

1st person singular	3rd person singular
I wash	he washes
I go	she goes

Sometimes, the **3rd person singular** changes from **-y** to **-ies**.

1st person singular	3rd person singular
I try	he tries
I cry	she cries

Exercises:

1. Write the simple present tense of the following verbs like the following example:

Example: eat

Simple Present Tense	
Eat	
I, we, you	<i>eat</i>
he, she, it	<i>eats</i>
they	<i>eat</i>

Now write the **simple present tense** of the following verbs like the above example:

Simple Present Tense	
1.	Get
	I, we, you
	he, she, it
	they
2.	Sit
	I, we, you
	he, she, it
	they
3.	Go
	I, we, you
	he, she, it
	they
4.	jump
	I, we, you
	he, she, it

	they	
5.	Try	
	I, we, you	
	he, she, it	
	they	

2. Write verbs correctly: (Simple present tense)

- a) Fahim always _____ the guitar well. (play)
- b) I like to _____ story books before going to bed. (read)
- c) It usually _____ in July. (rain)
- d) Milly _____ to school every day. (go)
- e) John generally _____ to school. (walk)
- f) A cat _____ four legs. (have)
- g) Careless students never _____ their work properly. (do)
- h) The sun always _____ in the west. (set)
- i) Lata _____ five times a day. (pray)
- j) He _____ Spanish fluently. (speak)

Present Continuous Tense

All actions that are going on or continuing in the present time are called **present continuous tense**. For example:

- He *is watching* a movie.
- Father *is reading* a book.
- The soldiers *are fighting*.

The *watching*, *reading* and *fighting* are still going on now; they are all continuing.

Words which end with an *e* get rid of the last letter before adding *-ing* when they change to **present continuous tense**. Here is a list of such words:

come	coming
write	writing
improve	improving
save	saving
dance	dancing
argue	arguing

Others add another letter before *-ing*.

swim	swimming
run	running
dig	digging
quarrel	quarrelling
rot	rotting
sit	sitting

Exercises:**1. Write down the *-ing* form of these verbs:**

a)	walk	
b)	sing	
c)	talk	
d)	eat	
e)	save	
f)	dance	
g)	write	
h)	run	
i)	dig	
j)	meet	

2. Change the verbs in these sentences from the simple present tense to the present continuous tense:a) I *write* a letter.

b) Richard *walks* to school.

c) The gardener *cuts* down a tree.

d) My mother *works* in the garden.

e) Ms. Rita *teaches* us mathematics.

f) She *bakes* a wonderful cake.

g) Nafis *plays* cricket.

h) He *uses* a typewriter.

i) Leela *sings* a lot these days.

j) The children *play* tirelessly.

3. Re-write the sentences with the correct form of verbs:

- a) You _____ a teacher. (am/are)
- b) The boy _____ a student. (is/are)
- c) They _____ happy. (are/am)
- d) Helen _____ nine years old. (am/is)
- e) I _____ one brother and one sister. (has/have)
- f) The boy _____ to school. (go/goes)
- g) Helen _____ her friends. (like/likes)

- h) How old _____ you? (am/are)
- i) What _____ the name of your sisters? (are/am)
- j) Abu Mia is a farmer. He _____ crops. (grow/grows)
- k) I _____ my prayers regularly. (say/says)
- l) I _____ now in class five. (am/is)
- m) Where _____ you from? (am/are)
- n) One day he _____ a goose. (buy/bought)
- o) Food _____ us energy. (give/gives)
- p) We _____ food. (need/needs)
- q) He _____ a hat on his head. (has/have)
- r) It _____ a nice sunny day. (am/is)
- s) She _____ a small basket in her hand. (has/have)
- t) She is _____ a picture. (draw/drawing)

Simple Past Tense

The **simple past tense** is used to express the idea that an action started and finished at a specific time in the past. It can also be used to describe a habit which stopped in the past, or to describe past facts. For example:

I saw a movie yesterday.

Last year, I traveled to Japan.

She washed her car.

He ran home.

I lived in Khulna for two years.

Here is a list of words and their past tenses:

Present Tense		Past Tense	
is	was	run	ran
are	were	break	broke
have	had	do	did
give	gave	ride	rode
save	saved	fetch	fetches
love	loved	open	opened
dive	dived	catch	caught
drive	drove	buy	bought
tie	tied	bring	brought
lie	lied	fight	fought
like	liked	teach	taught
bake	baked	light	Lit
wake	woke	send	sent
pull	pulled	cut	cut
roar	roared	burst	burst
press	pressed	hurt	hurt

Exercises:

1. Add -d to change these verbs to simple past tense, and then use them in the sentences below:

save like bake tie dive

- b) My mother _____ delicious cakes.
- c) The cruel boy _____ his dog up all day.
- d) The swimmer _____ into the pool.
- e) He _____ a dog from getting beaten up by its owner yesterday.
- f) Pinky _____ animals a lot.

2. Add -ed to change these verbs to simple past tense then use them in the sentences below:

pull rain roar press open

- a) The lion _____ fiercely.
- b) Riya _____ the door.
- c) It _____ all night.
- d) My sister _____ a button on the remote.
- e) I _____ the rope.

3. Use the words in the sentences below:

pat-patted wag-wagged hum-hummed clap-clapped sip-sipped

- a) Shreya _____ a tune as she worked.
- b) He _____ his tea slowly.
- c) The happy dog _____ its tail.
- d) We _____ loudly after the performance.

- e) The woman _____ her son's head.

4. Use the above words in the sentences below:

build-built keep-kept give-gave hide-hid tell-told
lose-lost fly-flew know-knew do-did buy-bought

- a) The bird _____ away.
b) I _____ my slippers at the mosque.
c) She _____ the work very quickly.
d) Zinia _____ a new bicycle.
e) Nobody _____ who the stranger was.
f) Nanu _____ us a funny story.
g) This house was _____ in 1920.
h) Mother _____ her jewelry in the safe.
i) The thief _____ from the policeman.
j) Chadni _____ her mother a hug.

5. Use the simple past tense form of the verbs given in brackets:

- a) Sheela _____ the kettle on the fire. (put)
b) We _____ to school because we were late. (run)
c) Jake _____ the ball. (catch)
d) What _____ you say? (do)
e) My aunt _____ me a toy from Italy. (bring)
f) Anil _____ a horse for the first time. (ride)
g) My uncle _____ me a parcel. (send)
h) Where _____ you? (are)
i) I _____ to bring my books. (forget)
j) Who _____ the window pane? (break)

Past Continuous Tense

Sometimes we want to speak of an action that was going on or continuing in the past time. In that case, we use the **past continuous tense**.

For example:

We were playing cricket.

They were going to Khulna.

The girl *was looking* at the flower.

Here is the **past continuous tense** of the verb *go*.

Singular	Plural
I was going	we were going
you were going	you were going
he, she, it was going	they were going

Exercises:
1. Write out the past continuous tense of the following verbs:

1.	Do	
2.	rise	
3.	pay	
4.	have	
5.	speak	
6.	hold	
7.	give	
8.	dance	
9.	sing	
10.	write	

2. Change the verbs in the brackets into the past continuous tense:

- a) Rahim got off the train while it was _____. (go)
- b) It was _____ when we went out. (rain)
- c) I was _____ in the factory. (work)
- d) Sarah was _____ the violin. (play)
- e) Joshim was _____ all day yesterday. (study)
- f) She was _____ in Iraq when the war began. (live)
- g) The baby was _____ when I came home. (sleep)
- h) The man fell down as he was _____ for the bus. (run)
- i) The boys were _____ hockey. (play)
- j) He was _____ home when it started raining. (walk)

3. Complete each sentence by changing the verb to past tense:

- a) I (ask) _____ a lot of questions.
- b) She (talk) _____ too fast.
- c) Kumar (turn) _____ on the light.
- d) Frank (answer) _____ the phone.
- e) My mom (bake) _____ the best brownies.
- f) Who (go) _____ to the shop?
- g) Zubair (toss) _____ the Frisbee onto the roof.
- h) The dog (bark) _____ at the mailman.
- i) The band (play) _____ bangla music.
- j) I (like) _____ that cake.
- k) I try not to break the rules, but yesterday I (bend) _____ them a bit.
- l) It was Farida's turn so she (throw) _____ the ball.
- m) I (ask) _____ my mother if I could stay over at Nasima's home after the game.
- n) I (buy) _____ some apples to eat.
- o) We never (discuss) _____ what we would do if we ran out of pure water.

Simple Future Tense

The **simple future tense** is used for an action that will occur in the future. For example:

I think I *will go* to the gym tomorrow.

I don't think I *will buy* that bag.

Exercises:

1. Write these sentences with *will* in the blank spaces:

- a) I _____ be twelve next month.
- b) We _____ be late if we don't hurry.
- c) _____ you arrive on time?
- d) She _____ not be at school tomorrow.
- e) Jessie _____ go to the doctor this evening.
- f) We _____ stay at a hotel.
- g) _____ you ask him to come?
- h) _____ he open the door for us?
- i) The doctor _____ arrive soon.
- j) _____ you go to the gym tomorrow?

2. Change these sentences to simple future tense:

- a) She prepares dinner for us.

b) Asha writes to her friend.

c) The girls go out together.

d) Rony paints in the afternoon.

e) He jogs every day.

f) The teacher arrives before everyone else.

g) It rains a lot.

h) He stays with his sister.

i) Rahim plays the guitar.

j) Mou takes care of the house.

Future Continuous Tense

The **future continuous tense** expresses an ongoing action in the future. For example:

I *will be going* for a walk.

He *will be studying* in the evening.

The verbs are formed by using the simple form (*I will, you will, etc*) with *be* and the *-ing* form of the verb.

Here are all the forms of the **future continuous** of *walk*:

Positive	Interrogative	Negative
I will be walking.	Will I be walking?	I will not be walking.
You will be walking.	Will you be walking?	You will not be walking.
He will be walking.	Will he be walking?	He will not be walking.
We will be walking.	Will we be walking?	We will not be walking.
They will be walking.	Will they be walking?	They will not be walking.

Exercises:

1. Write out the future continuous tense (positive, interrogative and negative) of the verb *write*.

write			
	Positive	Interrogative	Negative
I			
You			
She/He			
We			
They			

2. Change the future continuous tense from *positive to negative*:

Example: I will be playing cards.

Answer: I will not be playing cards.

a) I will be working.

b) You will be reading.

c) Jane will be cooking.

d) She will be studying.

e) It will be snowing.

f) They will be sleeping.

g) Runa will be watching television.

h) Anika will be playing.

i) Asif will be doing his homework.

j) Tania will be dancing.

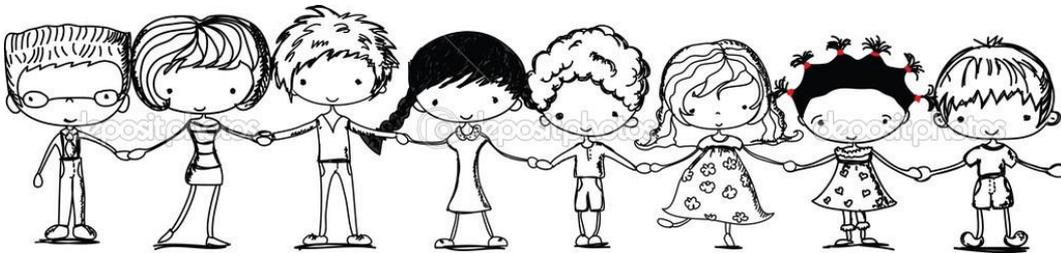
Singular – Plural

Look at these pictures.

Here is only one boy and one girl.



In the next picture, you can see more than one boy and more than one girl. There are four boys and four girls.



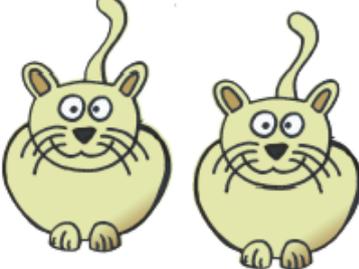
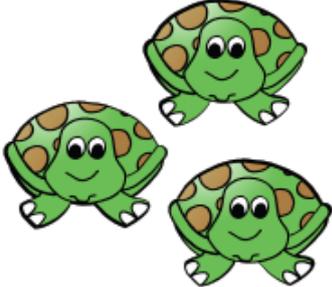
We know *boy* and *girl* are **nouns**. Notice the little change in a noun when we mean "more than one".

Singular	Plural
boy	Boys
girl	girls

What is the difference? Nouns that mean “only one” are **singular**. Nouns that mean “more than one” are **plural**. With most of the nouns in English, we make the plural by adding *-s* to the singular.

TEACHER



 pumpkin	 cat	 turtle
 pumpkins	 cats	 turtles

For the **plural** of most nouns, we add *s* to the singular. However, there are some that make their **plural** differently.

1. Nouns that end in a “hissing” sound (*-sh, -ch, -x, -z*) make their plurals by adding *-es*.

Singular	Plural
brush	brushes
box	boxes
bus	buses

boss	bosses
------	--------

2. Some nouns that end in *-o* form their plurals by adding *-es*.

Singular	Plural
potato	potatoes
hero	heroes
cargo	cargoes
mosquito	mosquitoes

3. Nouns that end in *-f* or *-fe* generally change the ending to *-ves* for the plural.

Singular	Plural
leaf	leaves
half	halves
thief	thieves
knife	knives
wife	wives

4. Nouns that end in *-y* change into *-ies* for plural. (Not nouns that end in *-ay*, *-ey*, *-oy*. They add *-s*: *trays*, *donkeys*, *boys*).

Singular	Plural
baby	babies
lady	ladies
army	armies
City	cities
body	bodies

5. A few nouns don't follow any of these rules. Here are the most common of them:

Singular	Plural
man	men
woman	women
child	children
foot	feet
tooth	teeth
goose	geese
mouse	mice
sheep	sheep
deer	deer

Exercises:

1. Fill the space with the plural form of the noun:

- a) One book. Three _____.
- b) A goat. Three _____.
- c) One pen. A lot of _____.
- d) An eye. Two _____.
- e) A bottle. Several _____.
- f) The pot. Many _____.
- g) A horse. All the _____.
- h) One turtle. Five _____.
- i) An apple. A lot of _____.
- j) One letter. Seven _____.
- k) A house. Many _____.

2. Fill in the singular form of the noun:

- a) Five names. One _____.
- b) Some houses. A _____.
- c) A lot of pumpkins. One _____.
- d) Five animals. Only one _____.
- e) Lots of books. A _____.
- f) Several names. One _____.
- g) Naughty boys. A naughty _____.
- h) All the countries. One _____.
- i) Two bags. A _____.

- j) The songs. The _____.
- k) Many ducks. One _____.

3. Make two columns, singular and plural:

Singular	Plural

Now write in the **singular** column, all the **nouns** in these sentences that mean "only one", and write in the **plural** column the **nouns** that mean "more than one". We have done number 1 for you.

Singular	Plural
windows	room

- a) There are many windows in this room.
- b) The children are playing in the field.
- c) My books are in my bag.
- d) There are spiders on the wall.
- e) How many children are in the class?

4. Complete the following sentences with singular nouns:

- a) There is a _____ on the _____.
- b) She goes to the _____ every _____.
- c) Give me your _____.
- d) She has a _____.
- e) The _____ is naughty.

5. Complete the following sentences with plural nouns:

- a) The _____ are playing with the _____.
- b) How many _____ have you got?
- c) There are three _____ on the shelf.
- d) The _____ are singing.
- e) In the zoo, he saw _____ and _____.

6. Change the nouns in the following sentences from singular to plural.

Notice that plural nouns don't have *a* or *an*.

Example: The farmer had a dog.

Answer: The farmers had dogs.

- a) The child came into the room.

- b) The cat caught the mouse.

- c) The leaf fell from the tree.

- d) Meena has a new car.

- e) The soldier had a sword.

7. Change the nouns in the following sentences from plural to singular:

Example: Soldiers stood outside the houses.

Answer: A soldier stood outside the house.

a) The nurses worked in hospitals.

b) The children rode on horses.

c) We saw geese and foxes.

d) The babies laughed.

e) The thieves stole the watches.

8. Fill in the blanks:

a) I have a _____. (cat/cats)

b) Shayla has two _____. (dog/dogs)

- c) I want to play with this _____. (ball/balls)
- d) Can I have two _____ of cake? (piece/pieces)
- e) _____ are crying. (baby/babies)
- f) There are many _____ spending time in the park. (family/families)
- g) I like to read _____ books. (story/stories)
- h) There are so many _____. (mango/mangoes)
- i) I would like to have _____ pen. (this/these)
- j) _____ are playing in the field. (child/children)
- k) Can you bring me _____ balls? (that/those)
- l) There is a mad _____ dancing in the rain. (man/men)

Grammatical Person

Grammatical person shows the relationship between the speaker and other participants in an event.

More specifically, it is a reference to a participant in an event, such as the speaker, the addressee (recipient of the speaker's communication), or others. Grammatical person usually defines the set of personal pronouns used by the speaker. It also frequently affects verbs, sometimes nouns, and possessive relationships as well.

There are three grammatical persons in English:

- 1) **First person:** This is **I** when used to talk about yourself. **I** is always singular. This is **we** when used to talk about a group in which **I** is a member. **We** is plural.

- 2) **Second person:** This is **you**. Second person is used when referring to the addressee.
The addressee may be singular or plural, depending on how many individuals are being addressed.

- 3) **Third person:** This is **he, she, it, and they**. Third person is used when referring to any person, place, or thing other than the speaker and the addressee.

Here is a table outlining personal pronouns and their grammatical persons:

<i>Pronoun</i>	<i>Person</i>	<i>Plurality</i>	<i>Gender</i>
I	first person	singular	-
You	second person	singular / plural	-
He	third person	singular	masculine / neutral
She	third person	singular	Feminine
It	third person	singular	Neutral
We	first person	plural	-
They	third person	plural / singular	-
You all	second person	plural	-

Exercise:

1. Write the grammatical person used in each sentence in the space to the right:

Example: He walked to the grocery store.

third person singular

1) I want to go shopping.

2) They were very tired.

3) We did not go to the park.

4) You can use my calculator.

5) Jane watched a movie last night.

6) It is going to be a nice day.

7) You are so funny!

8) I thought he was joking.

9) I wonder why they didn't come to the meeting.

10) Olivia knew John was in trouble.

11) "You are nice," Mark said.

12) If one were to break the law, he should go to jail.

13) "I'm leaving!" she yelled.

14) "Are y'all coming to the football game?" I asked.

2. Now write one sentence in the first person, second person, and third person:

1) _____

2) _____

3) _____

3. Underline the person and write which person it is:

a) He is talking on the phone.

b) She went the shop.

c) The dog is barking.

d) We are playing.

e) You are eating rice.

f) I want to read a story book.

g) They are good friends.

h) You can take this pen.

Homophones

Homophones are words that have exactly the same sound (pronunciation) but different meanings and (usually) spelling.

Example, the following two words have the same sound, but different meanings and spelling:

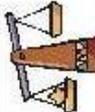
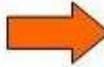
- hour
- our

In the next example, the two words have the same sound and spelling, but different meanings:

- bear (the animal)
- bear (to carry)

Usually homophones are in groups of two (our, hour), but very occasionally they can be in groups of three (to, too, two) or even four. If we take our "bear" example, we can add another word to the group"

- bare (naked)
- bear (the animal)
- bear (to tolerate)

 <p>Which way should I go?</p>	 <p>I weigh fruit at the supermarket.</p>	 <p>I dry my hair.</p>	 <p>A rabbit is also called a hare.</p>	 <p>A heroic act is called a feat.</p>	 <p>You walk on your feet.</p>	 <p>The knight rode his horse.</p>	 <p>The moon comes out at night.</p>
 <p>Use the stairs to go up and down.</p>	 <p>The cat stares at the mouse.</p>	 <p>Dad helped his son to read.</p>	 <p>The sun shined brightly.</p>	 <p>To go forth is to go forward.</p>	 <p>After third comes fourth.</p>	 <p>Mail is delivered by a postman.</p>	 <p>A man is called a male.</p>
 <p>A rose is a beautiful flower.</p>	 <p>Flour is used in baking.</p>	 <p>Six, seven, eight, nine.....</p>	 <p>Sally ate a sandwich.</p>	 <p>I hear with my ears.</p>	 <p>Here it is!</p>	 <p>Use a needle and thread to sew.</p>	 <p>So? What is the answer?</p>
 <p>The man was very bored.</p>	 <p>A carpenter cuts a board.</p>	 <p>The deer ran through the forest.</p>	 <p>Dear Max. How are you?</p>	 <p>The man climbed out of the hole.</p>	 <p>All parts together equal a whole.</p>	 <p>Mary measured her waist.</p>	 <p>Put all of your waste in the bin.</p>
 <p>The first number is one.</p>	 <p>I won the race!</p>	 <p>Dust blew into my eye.</p>	 <p>'I' is another way of saying 'me'.</p>	 <p>When I feel sick I groan.</p>	 <p>The plant has grown.</p>	 <p>I can write my name.</p>	 <p>That is correct! You are right.</p>

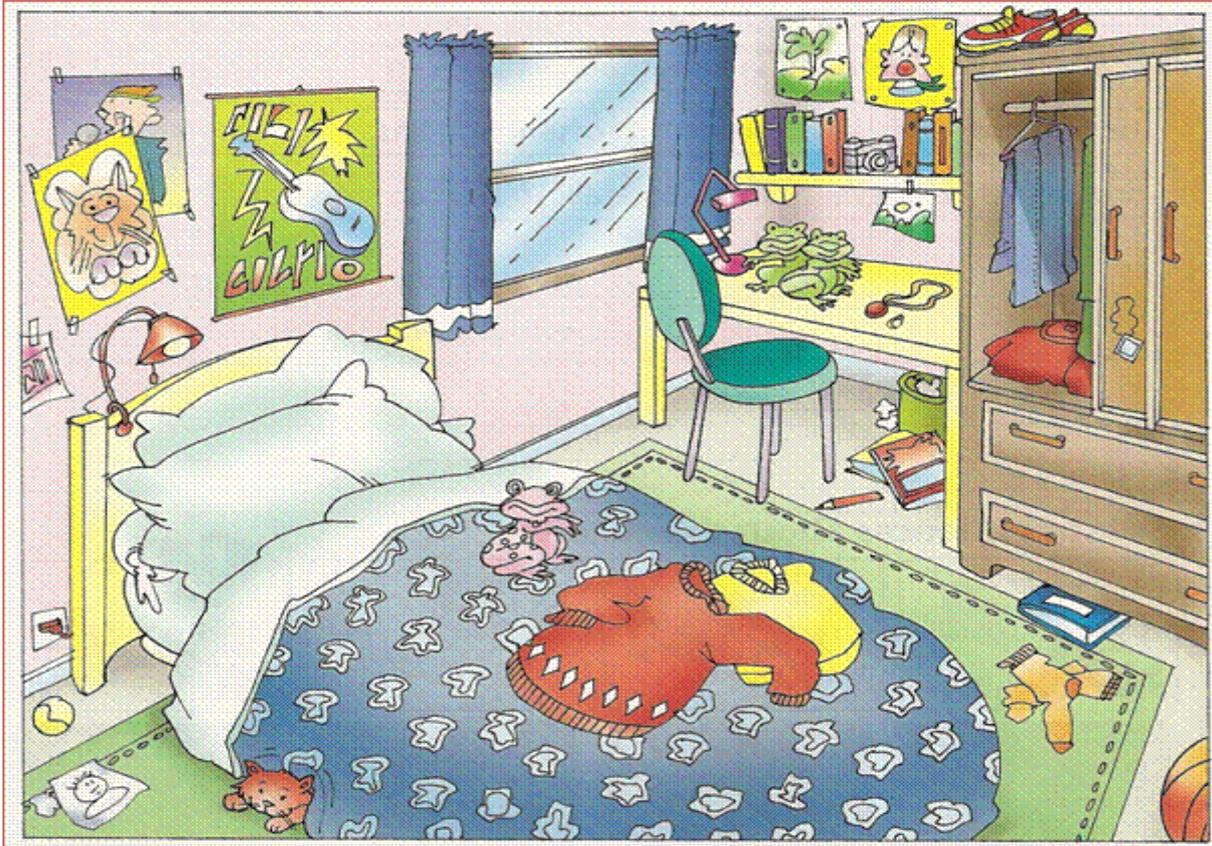
Exercise:

1. Choose the correct word to complete each sentence and write it on the line:

- a) Have you read the story about the tortoise and the _____?
(hair, hare)
- b) _____ going to be freezing cold outside today.
(Its, It's)
- c) _____ your teacher this year?
(Who's, Whose)
- d) Can please you help me find _____ picture book?
(their, they're)
- e) There is a _____ in my left sock.
(hole, whole)
- f) I won the basketball game _____ only four points.
(by, buy)
- g) I would like _____ have a fresh oatmeal cookie.
(to, two)
- h) Crystal _____ a prize in the sweepstakes.
(one, won)
- i) Please make sure you _____ a coat when you go outside.
(wear, where)
- j) _____ sister's dance recital is tomorrow evening.
(You're, Your)

Picture Description

A. Look at the picture below:



Now answer the following questions:

1. Name two school items.

2. Where is the cat?

3. Is the room messy or tidy?

4. Do you think it's a boy's room or a girl's room?

5. Do you think the owner of the room likes sports or music? Why?

6. What do you like about this room?

7. Would you like this room to be yours?

B. Look at the picture below:



2581032
© Carla F. Castagno | Dreamstime.com

Download from
Dreamstime.com
This watermark comp. image is for previewing purposes only.

Now answer the following questions:

1. Write three sentences about the picture.

2. How many people are in the picture?

3. Name three animals that you see.

4. Do they look friendly or scary?

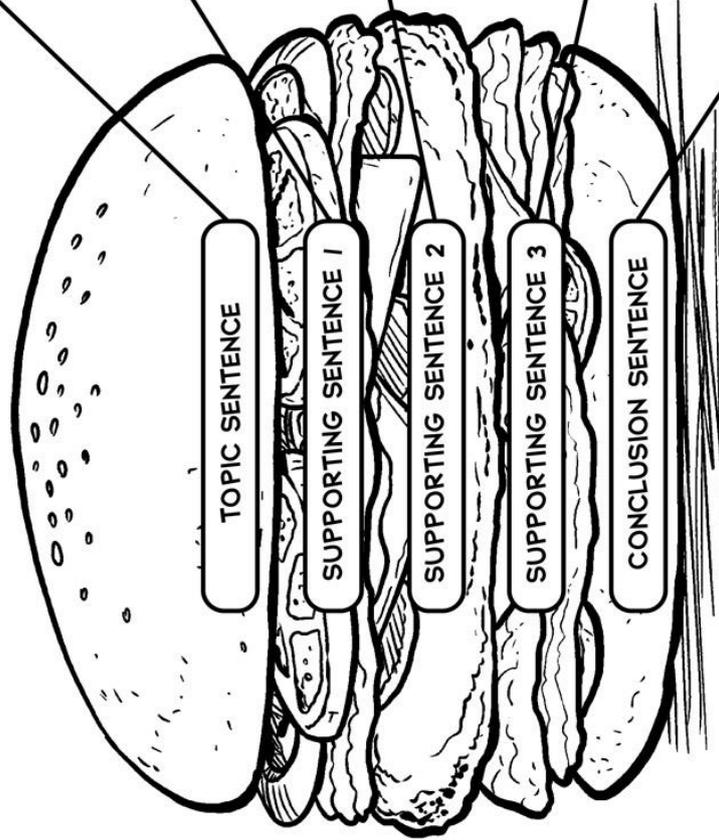
5. Name three insects that you see.

6. Do you like to go to parks?

PARAGRAPH

The Hamburger Paragraph

Five vertical rectangular boxes for writing, each containing three horizontal lines. These boxes are connected by lines to the corresponding layers of the hamburger illustration below.



Exercise:

1. **Write a paragraph about “Yourself”:** While writing this paragraph try to answer the questions given below-
 - 1.1. What is your name?
 - 1.2. How old are you?
 - 1.3. Which class do you read in?
 - 1.4. What do you want to be?
2. **Write a paragraph about “Your family”:** While writing this paragraph try to answer the questions given below-
 - 2.1. How many family members are there?
 - 2.2. Who do you have in your family?
 - 2.3. What do they do?
 - 2.4. What is their characteristic?
 - 2.5. What is their hobby?
 - 2.6. Why you love your family?
 - 2.7. What would happen if any of your family members gets in trouble?
 - 2.8. What do you like about them & why?
3. **Write a paragraph on “What you were doing yesterday”:** While writing this paragraph try to answer the questions given below-
 - 3.1. Do you think it was necessary?
 - 3.2. How you could spend the day better than this?
4. **Write a paragraph about “Your leisure time”:** While writing this paragraph try to answer the questions given below-
 - 4.1. Why do you love to do this?
 - 4.2. Do you think it added any value in your life?
 - 4.3. What else can you do in your leisure time?
 - 4.4. Why you should need a leisure time?
5. **Write a paragraph on “Your favorite fruit”:** While writing this paragraph try to answer the questions given below-
 - 5.1. Why do you like this fruit?
6. **Write a paragraph on “Your mother’s occupation”:** While writing this paragraph try to answer the questions given below-
 - 6.1. How your mother manages everything?
 - 6.2. Describe the occupation.
7. **Write a paragraph on “Your father’s occupation”:** While writing this paragraph try to answer the questions given below-
 - 7.1. How your father manages everything?
 - 7.2. Describe the occupation.

- 8. Write a paragraph about “Your daily routine”:** While writing this paragraph try to answer the questions given below-
- 8.1. Are you happy about your daily routine? Why?
 - 8.2. Do you want to change the routine? Why?
- 9. Write a paragraph about “Your birthday”:** While writing this paragraph try to answer the questions given below-
- 9.1. Why was it your special day?
 - 9.2. Did you enjoy the day? Why?
 - 9.3. Describe what you did on your birthday?
- 10. Write a paragraph about “In future, what you would like to be”:** While writing this paragraph try to answer the questions given below-
- 10.1. Why you want to be _____?
 - 10.2. How will you serve the country?
- 11. Write a paragraph about “A great day”:** While writing this paragraph try to answer the questions given below-
- 11.1. Why do you consider it as a great day?
 - 11.2. What special/memorable thing happened on that day?
- 12. Write a paragraph about “Your friend”:** While writing this paragraph try to answer the questions given below-
- 12.1. Why do you consider him/her as your friend?
 - 12.2. How close are you with your friend?
- 13. Write a paragraph about “Your breakfast habit”:** While writing this paragraph try to answer the questions given below-
- 13.1. What do you like to have in your breakfast? Why?

LETTER

Parts of a Letter

Oct. 18, 2012

Dear Mrs. Jackson,

I really think you should consider letting our class get a class pet. Pets teach kids about taking responsibility. Do you agree? I bet everyone in the class would like to take care of the pet. ds? If not, maybe you d. No fur=no allergies. I have done research about how to take care of lizards and I would be happy to teach the class what I learned.

Hoping and hoping,

WORD BANK

Signature
Body
Greeting
Closing
Heading

Jenna

Parts of an Envelope

Postage
Adhere Stamp Here

Return Address
Your Mailing Address

Your Name
PO Box Number or Street
City State Zip Code



Delivery Address
Your Friend's Mailing
Address

Your Friend's Name
PO Box or Street
City, State Zip Code

Exercise:

1. Write a letter to your friend describing your sickness. (with envelope)
2. Write a letter to your friend describing your trip. (with envelope)
3. Write a letter to your friend about a holiday plan to 'Rangamati'. (with envelope)
4. Write a letter to your friend by inviting him/her to have mangoes, lychees and jackfruit of your grandfather's garden. (with envelope)

Comprehension

Comprehension: 01

A Restaurant

You can go to a restaurant to eat breakfast, lunch, or dinner and even a snack when you want. Restaurants serve food to you and to other people who go and eat at them. First, you look at a menu that lists all of the foods and drinks that you can order from the restaurant.

Then you tell the waiter or waitress what you want to eat and drink. A 'waiter' is the word you use for a man and a 'waitress' is the word you use for woman. Those are the people who take your order and bring you your food.

Restaurants cook the food you order. Some restaurants have lots of foods and some have few foods like only salads or soups, singara, shomucha or sweets. Some restaurants are open part of the day and only serve food at some times of the day. Other restaurants are open all day and serve food all the time.

The waiter or waitress brings your food to the table you are sitting at. You eat the food. After you eat the food, you need to pay for the food. The waiter or waitress gives you a bill that tells you how much money you need to pay for the food. You also need to leave a tip. A tip is some extra money you give for good help, good food, and good service.

1. Word meaning and make sentences:

- a) Breakfast
- b) Lunch
- c) Snack
- d) Lunch
- e) Serve
- f) Dinner
- g) Waiter
- h) Waitress
- i) Service

2. Identify that the following sentences are True or False, if True you have to write 'True' and if the sentence is False, you have to write 'False' and write the correct sentence:

- a) A 'waiter' is a man.

- b) You should call the owner of the restaurant "waitress".
- c) All restaurants are open all day.
- d) A tip is the cost of the food.

3. Answer to the questions below:

- a) What kinds of food can we have in a restaurant?
- b) Who will serve food in a restaurant? What are their activities?
- c) What is the difference between 'waiter' and 'waitress'?
- d) What do we need to do after eating food? And why?
- e) Why and when should we give tip?
- f) Why do we need to visit restaurants?

Comprehension: 02

The Blackbird and The Cherry Tree

Once upon a time there was a blackbird that lived in a cherry tree outside my window. Every day, the blackbird would sing and sing. When I ate my breakfast, the blackbird ate his breakfast. When I ate my lunch, the blackbird ate his lunch. When I ate my dinner, the blackbird ate his dinner. When I had a snack, the blackbird had a snack, too. The blackbird always ate the cherries off the cherry tree outside my window.

One day, mother was going to make a cherry pie. We picked all the cherries off the cherry tree outside my window. Mother made the pie.

Mother washed the cherries, and then she put them in the crust to bake. When it was baked, she put the pie by the window to cool off. She opened the window.

I was eating my breakfast. I saw the blackbird fly around the tree. There were no cherries on the tree. I saw the blackbird fly in through the window to sit by me. He flew over to the window by the pie.

I smiled. The blackbird looked at me. He smiled. The blackbird said, 'I'll have my pie without ice cream!'

And with that, the blackbird took the pie under his wing and flew out the window. He flew up to the cherry tree to hide. I saw him as he hid the cherry pie in a little hole in the tree.

'That blackbird stole the cherry pie!' I shouted. 'That blackbird stole the pie!' When I looked outside, I saw the blackbird eating the whole pie! He was eating the crust! He was eating the cherries! Soon, it was all gone.

Now, we both smiled.

1. Word meaning and make sentences:

- a) Washed
- b) Crust
- c) Flew
- d) Hole
- e) Stole
- f) Whole
- g) Hide

2. Write the answer of the questions given below:

- a) Who lived in the cherry tree?
- b) What did mother bake?
- c) What happened to the pie?
- d) What have we learn from this story?
- e) What could mother have done so the blackbird had something to eat?

3. Match 'Present tenses' with 'Past tenses':

<u>Present Tense</u>	<u>Past Tense</u>
Wash	Stole
Steal	Flew
Fly	Washed
Hide	Hid

Comprehension: 03

The Day I Tried to Cook

Mom is a great cook. She started cooking when she was three years old! I know that sounds silly, but she would help her mother cook. And, now I'm helping my mom cook. I like to make chicken the best. Baked chicken is my most favorite thing to make. It is also my favorite food to eat.

One day, when mom was sick, I tried to make the chicken all by myself. I washed the chicken and put it in a pan in the oven to bake. When the bell rang to tell me the chicken was done, I opened the oven door. Guess what? The chicken was not cooked!

I started to laugh. I laughed and laughed and laughed! Did you know what I did? I forgot to turn on the oven! The oven!

Did you know what I did next? I called on the telephone for pizza to come to our house. Mom was happy that I 'cooked' by myself. She was happy that we could eat the pizza together.

Guess what? We will have chicken some other night.

1. Word meaning and make sentences:

- a) Silly
- b) Favorite
- c) Guess
- d) Laugh
- e) Laughed
- f) Pizza
- g) Cook

2. Answer to the questions given below:

- a) What do you like to cook? Why?
- b) What do you like to eat? Why?
- c) Why could not they have chicken?
- d) What did they eat finally?
- e) Does cooking at early age is a good thing? Why or why not?

3. Summarize the story in your words

Comprehension: 04

Kitten's Choice

Kitten plays with her new toy. She loves her new toy. Her brother likes her new toy, too. When Kitten isn't playing with it, her brother takes it to play. Kitten is having fun. Then, she sees a mouse! She wants to chase the mouse. If she chases the mouse, her brother will take her toy. Kitten thinks. She can only choose one thing to play with. If she picks the mouse, her toy will go away with her brother. If she picks the toy, the mouse will run away. Which one should Kitten pick? Kitten runs after the mouse. She does not see a lot of mice, so that is more fun. She does not catch the mouse, but she has fun running after him. Kitten is happy with her choice.

1. Word meaning and make sentences:

- a) Kitten
- b) Chase
- c) Think
- d) Pick
- e) Run away
- f) Catch
- g) Choice

2. Answer to the question given below:

- a) Who are the characters?
- b) What is the problem?
- c) How does she solve the problem?
- d) What would you choose if you were the kitten?
- e) Why does Kitten pick the mouse?
- f) Do you think Kitten will make the same choice next time? Why?

3. Identify that the following sentences are True or False, if True you have to write 'True' and if the sentence is False, you have to write 'False' and write the correct sentence:

- a) Kitten does not like her new toy.
- b) Kitten wants to chase the mouse.
- c) Kitten's brother was also chasing the mouse.
- d) There were a lot of mice.
- e) Kitten could not catch the mouse.

Comprehension: 05**Monster Learns Rules**

One day, a monster came to our classroom. He didn't know any of the rules! We had to show him how to sit on the carpet. We had to show him how to use a quiet voice. We had to show him how to use supplies. We went to P.E. class. Monster tried to sit on the carpet. No, Monster! We don't have to sit on a carpet in the gym! Monster tried to use a quiet voice. No, Monster! We don't have to be quiet in the gym. Monster didn't know what to do with the supplies. We showed him how to throw a ball. We went to the lunchroom. Monster sat at a table. Good job, Monster! Monster used a loud voice. No, Monster! We can't be too loud in the lunchroom. Monster tried to throw his food. No, Monster! We can't throw food. Monster was confused. Poor Monster. We went to our classroom. We wrote the rules for the different places at school. Rules are different in different places. It is tricky but it keeps us safe!

1. Word meaning and make sentences:

- a) Monster
- b) Carpet
- c) Quiet
- d) Supplies
- e) Throw
- f) Loud
- g) Confused
- h) Tricky
- i) Safe

2. Answer to the questions given below:

- a) Who is the main character?
- b) Where is the setting?
- c) What is the problem?

- d) How do they solve the problem?
- e) What rules would you teach Monster if he came to your house?

3. Identify that the following sentences are True or False, if True you have to write 'True' and if the sentence is False, you have to write 'False' and write the correct sentence:

- a) Monster did not know any rules.
- b) Monster was loud in the gym.
- c) Monster knows how to throw a ball.
- d) Rules are always same.
- e) Rules keep us safe.