



ALOKITO HRIDOY SCHOOL (MIRZAPUR, TANGAIL)

English Workbook

Class 5

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

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Introduce		
2. Myself		
3. Holiday		
4. United Kingdom		
5. Train		
6. Leaving		
7. Journey		
8. Meeting		
9. Practice		

10. Listen		
11. Watch		
12. Speak		
13. Young		
14. Gentleman		
15. Please		
16. Chat		

Unit 2: See you!, Sound practice 1

International Mother Language Day:

'International Mother Language Day' is on 21st February. This is a very significant day in the political and national history of Bangladesh (তৎপর্যপূর্ণ) because, on this day in 1952, many heroic (বীর) souls- Salam, Jabbar, Barkat, Safique and many others died to establish (প্রতিষ্ঠা) 'Bangla' as the official language of the country. They protested (প্রতিবাদ) against the declaration (ঘোষণা) of 'Urdu' as the state (রাষ্ট্র) language (ভাষা) of the 'Then East Pakistan'. In the present time, it has also been titled, 'Language Martyred Day' ('ভাষা শহীদ দিবস) or 'Shaheed Day'. People wear a black badge to mark the day as a day of mourning (শোক) for them. They wake up early in the morning and walk to the 'Shaheed Minar' on barefeet (খালি পায়ে) with flowers and wreaths (পুষ্পসুবক অর্পণ) in hands. They offer flowers and show respect to martyrs.

Ekushey Book Fair:

Ekushey Book Fair is the national book fair of Bangladesh which is arranged (আয়োজন) each year by 'Bangla Academy' and takes place for the whole month of February in Dhaka. This event is dedicated (উৎসর্গ) to the martyrs (শহীদ) who died on 21 February 1952 for the establishment of Bengali as one of the state language. In this fair, many publishers around Bangladesh come to sell author's (লেখক) books. Many authors also publish books during this fair, come to meet their readers and give autograph. Thousands of people including children visit this fair and buy books of their choice.

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Fine		
2. Thanks		
3. Book fair		
4. Like		
5. Sorry		
6. Medicine		
7. Grandmother		
8. Great		
9. Later		

10. Colleague		
11. Everybody		
12. Nice		

Unit 3: Saikat's family, Sound practice 2

1. Answer to questions given below:

a) Why do we live in a family?

b) What is the role of your family in your life?

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Live		
2. Parents		
3. Flat		

4. Banker		
5. Free time		
6. Music		
7. Homemaker		
8. Enjoy		
9. Sew		
10. Makes		
11. Dress		
12. Often		
13. Order		

14. Neighbours		
15. Improve		
16. Cartoon		
17. Animals		
18. Especially		
19. Zoo		
20. Lost		
21. Treasure		
22. Measure		
23. Leisure		

Unit 4: Leisure time, Sound practice 3

1. Answer to the questions below:

a) What do you understand by leisure time?

b) What do you like to do in your leisure time? Why?

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Reporter		
2. Club		
3. Magazine		

4. Mind		
5. Sure		
6. Problem		
7. Pleasure		
8. Spend		
9. Walk		
10. Park		
11. Sing		
12. Cousin		

13. Friend		
14. Internet		
15. Keep		
16. Connecte d		
17. Ask		
18. Swim		
19. Fit		
20. Painting		
21. Happy		

22. Funny		
23. Fashion		
24. Travel		
25. Health		
26. Business		
27. Sports		
28. Wildlife		

Unit 5: Days in a calendar, Stressed syllables 1

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

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Seconds		
2. Minute		
3. Day		
4. Week		
5. Month		
6. Year		
7. Together		
8. Jump		
9. Clap		

10. Bend		
11. Knee		
12. Forward		
13. Go back		
14. Again		
15. Nod		
16. Head		
17. Turn		
18. Left		
19. Right		

20. Touch		
21. Somethin g		
22. Sit		
23. Floor		
24. Arms		
25. Up		
26. Down		
27. Door		

Unit 6: Eat healthy

1. Answer to the questions below:

a) What do you like to eat? Why?

b) What did you have in breakfast?

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Oranges		
2. Fries		
3. Dairy		
4. Bean		

5. Lentil		
6. Grains		
7. Healthiest		
8. Important		
9. Vitamins		
10. Protein		
11. Bone		
12. Delicious		
13. Choice		

Unit 7: Be healthy

1. Answer to the questions below:

a) What do they mean by healthy food?

b) Why do we need to eat healthy food?

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Put		
2. Lot		
3. Of course		

4. Regularly		
5. Pineapples		
6. Favourite		
7. Cucumber		
8. Quickly		
9. Melt		
10. Soon		
11. Weather		

12. Slowly

13. Loudly

14. Quietly

15. Politely

16. Carefully

17. Carelessly

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Cough		
2. Sore throat		
3. Fever		
4. Flu		
5. Medicine		
6. Advice (noun)		
7. Hungry		
8. Sneeze		
9. Illness		

10. Runny nose		
11. Headache		
12. Stomach ache		
13. Chill		
14. Awful		
15. Because		
16. Strange		

Unit 9: Occupation

1. Answer to the questions below:

a) What does your mother do?

b) What does your father do?

c) What do you know about his occupation?

d) What do you want to be? Why do you like this occupation?

3. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Afraid		
2. Panicked (Past participle of Panic)		
3. Leave		
4. Safely		
5. Firefighter		
6. Yard		
7. Join		

8. Volunteer		
9. Department		
10. Mind (Verb)		
11. Job		

Unit 10: My Home District

1. Answer to the questions given below:

a) Why are there divisions?

b) Is it important to you now your home district? Why?

c) Which division or district are you from? Write some special things about your district.

2. Interview your parents and ask the questions given below:

3. What is the name of your home district?

4. How did it get its name?

5. How many villages are there?

6. What is the name of your village?

7. Do you have any river near your village? Write the names.

8. Do you have any river near your village? Write the names.

9. Do you have any important/interesting place to visit in your district? Name it.

10. Why do you like your home district?

11. Name some famous people from your district? And write why they are famous?

3. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. District		
2. Headquarter		
3. Municipality		
4. Landlord		
5. Flow		
6. Famous		
7. Literature		

Unit 11 – Where’s The Library

1. Answer to the questions below:

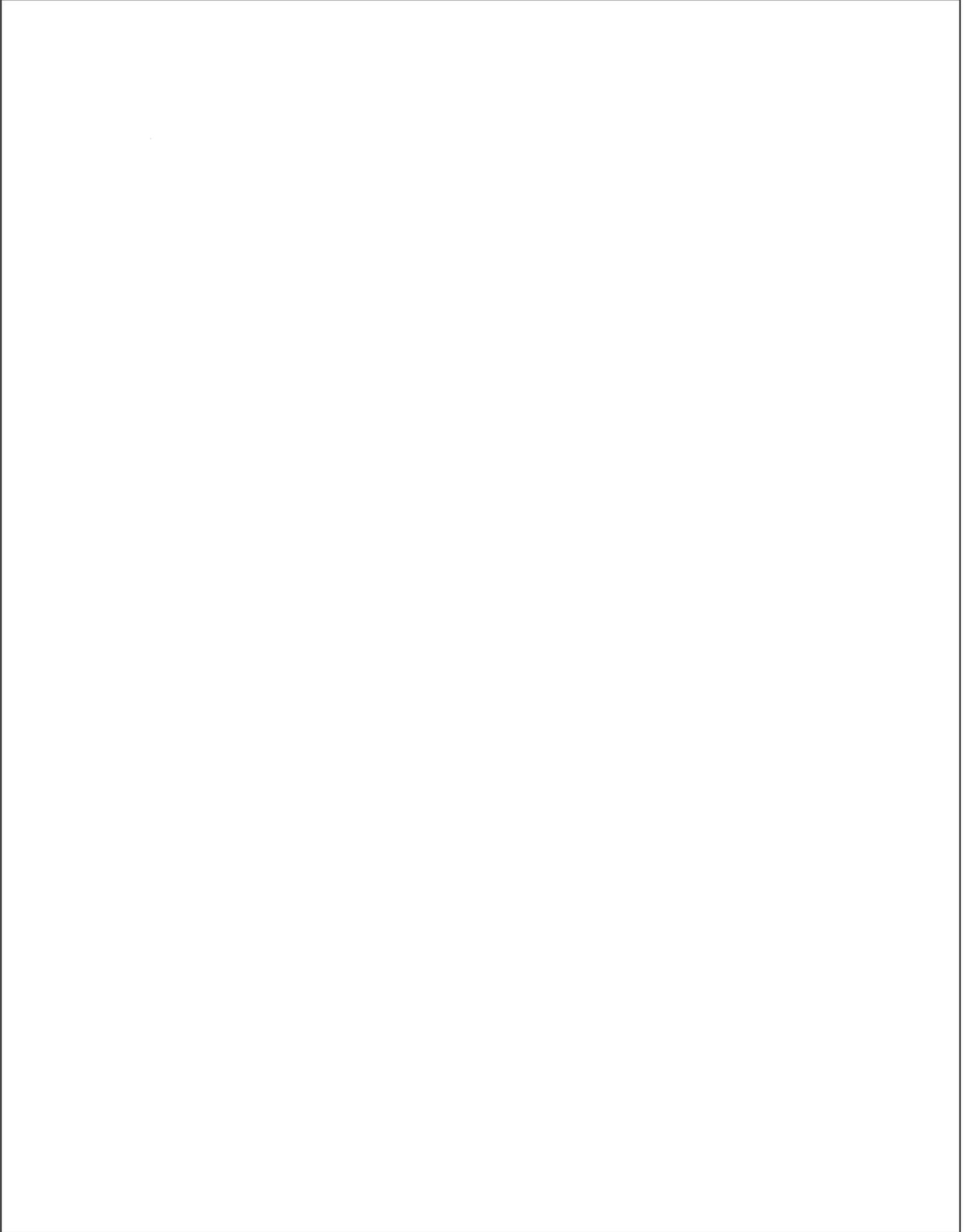
a) What do you understand by a map?

b) Why do we need a map?

c) Why are there maps?

d) Imagine a world with no maps and boundaries.

3. Draw a map, which shows the direction from the school to your home:



4. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Excuse me		
2. Library		
3. Straight		
4. Corner		
5. Near		
6. Toward		

Unit 12 – How far is Saint Martin’s?

1. Answer to the questions below:

a) What are the famous tourist spots in our country?

b) Have you been there? If yes, when? If no, do you want to? And why?

c) What interesting thing do you know about that place?

d) What can you do to keep your country beautiful?

Map of Bangladesh:





2. Draw a table and make list of the divisions and districts:

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3. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Tourist spot		
2. Popular		
3. Sea		
4. Beach		
5. Waterfall		
6. Bay of Bengal		
7. Coral island		

8. Turtle		
9. Sailing		
10. Cruise		
11. Information		

Unit 13 – Telling the time

1. Answer to the questions below:

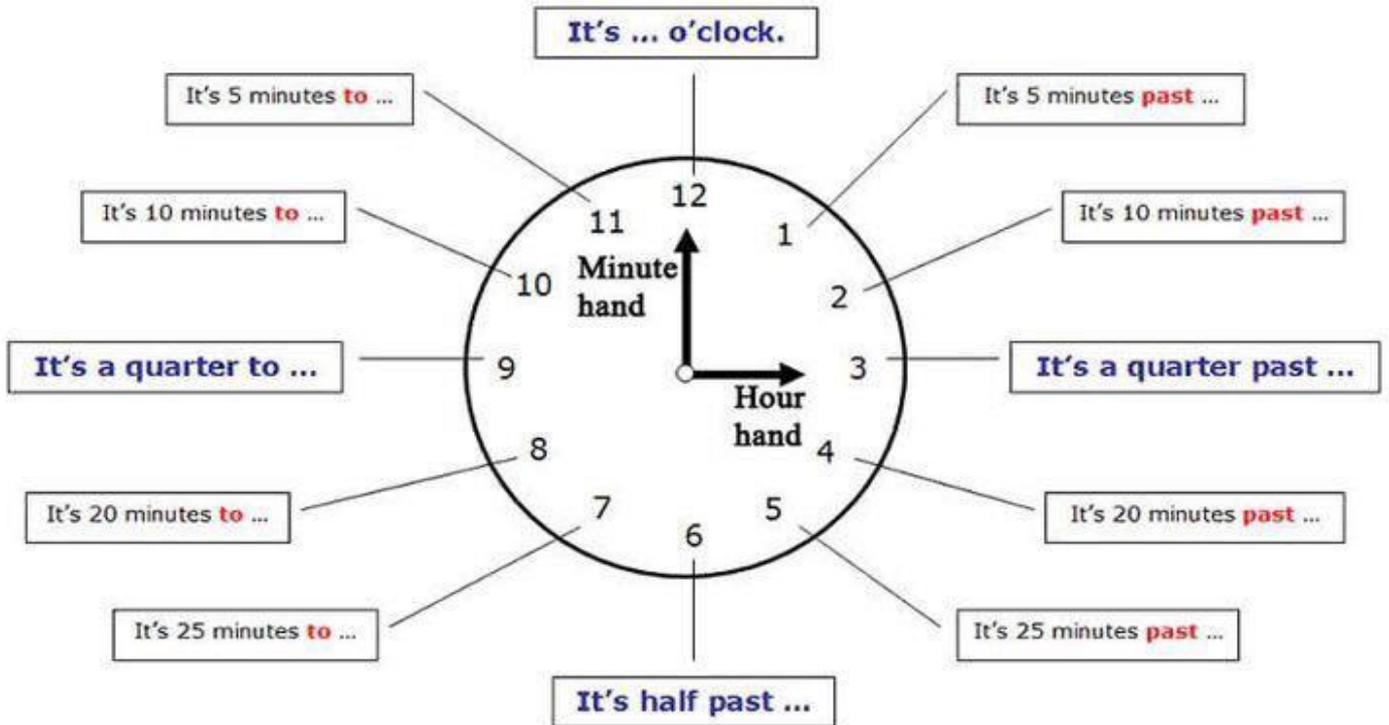
a) Do you think there was always a clock to tell the time from the very beginning?

b) How did people tell time before clock was invented?

c) What would happen if there was no clock?

d) What is the significance of a clock in your life?

Clock:



Minute hand is bigger

Minute hand is 1 so we say five past

Hour hand is smaller

and is pointing to 9 so we say

Five past nine

The minute hand is said first then the hour hand

1 = 5 past

2 = ten past

3 = quarter past

4 = twenty past

5 = twenty five past

6 = half past

7 = twenty five minutes to

8 = twenty to

9 = quarter to

10 = 10 minutes to

11 = 5 minutes to

12 = o'clock



It's five past nine.



It's half past eleven.



It's ten past eight.



It's twenty-five past seven.



It's six o'clock.



It's twenty past one.



It's twenty-five to three.



It's a quarter past four.



It's twenty to eleven.

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Hare		
2. Forest		
3. Tortoise		
4. Fastest		
5. Animal		
6. Slowest		
7. Hurry up		

8. Slow		
9. Race		
10. Sight		
11. Behind		
12. Nap		
13. Asleep		
14. Path		

15. Steadily		
16. Late		
17. Cross		
18. Competition		
19. Furious		
20. Sure		
21. Agree		

Unit 15 – Happy birthday

1. Answer to the questions below:

a) What is a birthday?

b) Why do we celebrate birthdays?

c) How did you celebrate your birthday?

d) Do you know the happy birthday song?

3. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Born		
2. Celebrate		
3. Countries (plural of country)		
4. Candle		
5. Blows out		
6. Wrapped		
7. Martyr		
8. Mother language		

Unit 16 – May I come in?, Birds on strings

1. Answer to the questions below:

a) What is a request?

b) Why do we need to request someone?

c) When should we ask for permission?

d) What is wrong with not requesting?

e) How and where this practice has come from?

2. Write dialogue on the given situations:

1. You forgot to bring your pencil to school and you need to write something.

2. You are very thirsty but you are in class and there is a teacher.

3. You need to ask permission from your parents to go to the school picnic.

4. You are having trouble in understanding a difficult math and there is no teacher to help you.

5. Your mother is sick and she is asking you to help her cook food.

6. Shyla is your friend. She is having trouble understanding English, so she is asking you for help.

7. You are having difficulty in understanding a lesson and you asked your father for help.

8. You love to eat cake and your friend brought cake in school. You want to have a share of this cake. Now you have to ask her/his permission.

9. You are working in a group and you have some opinion on the topic. You must share with your group members.

10. You went to a shop and couldn't open the door. Now you have to ask for help.

5. Twice		
6. Lay		
7. Across		
8. Tie		

Unit 17: Sport

1. Answer to the questions below:

a) Do you like to play? Why?

b) Do you watch sports in TV? Why?

c) What is your favorite sport? Why?

4. Answer the questions given below:

1. In your opinion, what is the situation and position of Bangladesh cricket/football team in the world?

2. If you were the captain of the team what you would do?

Unit 18 – City and country, I meant to do my work

1. Answer to the questions below:

a) What is the difference between city and village? And why?

b) If you are not Bangladeshi, which nationality you would want and why?

In the city one sees
Big trams rattle by,
And the breath of the chimneys
That blot out the sky.
And all down the pavements
Stiff lamp-posts one sees-
But the country has hedgerows,
The country has trees.
As sweet as the sun
In the country is rain:
Oh, take me away
To the country again!

Song lyrics - "What A Wonderful World":

**"What a Wonderful World"
Louis Armstrong**

I see trees of green
Red roses too
I see them bloom
For me and you
And I think to myself
What a wonderful world

I see skies of blue
And clouds of white
The bright blessed day
The dark sacred night
And I think to myself
What a wonderful world

The colors of the rainbow
So pretty in the sky
Are also on the faces
Of people going by
I see friends shaking hands
Saying, "How do you do?"
They're really saying
"I love you"

5. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Cart		
2. Load		
3. Hay		
4. Mangold		
5. Grain		
6. Away		
7. Tram		
8. Rattle		
9. Chimney		
10. Blot out		

11. Pavement		
12. Stiff		
13. Hedgerows		
14. Flit		
15. Sigh		
16. Tossing		
17. Fro		
18. Held out		

Unit 19 – The Liberation War Museum

1. Answer to the questions below:

a) What is a magazine?

b) Have you ever seen or read a magazine?

c) What is the liberation war?

d) Can you write something about the liberation war?

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Field trip		
2. Museum		
3. Guide		
4. Warmly		
5. Gallery		
6. Exhibit		

7. Rare		
8. Freedom fighters		
9. Liberation war		
10. Attentively		
11. Belongings		
12. Intellectual		

Unit 20 – Life is Beautiful!

1. Answer to the questions below:

a) Have you ever seen/met any disabled person? what was his/her disability?

b) How should one's behavior be towards them?

c) Will you help them do something in their lives? Why?

2. Plan income source for a disabled person:

Disability:

Plan:

3. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Spring		
2. Neighbourhood		
3. Visually impaired		

Unit 21 – It Was a Great Day!

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

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Campore e		
2. Tent		
3. Recite		
4. Hill		
5. Gibbon		
6. Flavour		

2. Make / Write a story about "A trip" in your copy

Unit 22 – Completing Forms

1. Answer to the questions given below:

a) Why do we need to use forms?

b) What other way can we give information? Explain.

c) What information does the most important part in a form contain?

2. Complete the form given below:

COMPUTER CLUB

Tangail

Name: _____

Date of Birth: _____

Nationality: _____

Religion: _____

Father's Name: _____

Father's Occupation: _____

Mother's Name: _____

Mother's Occupation: _____

Home Address: _____

School Name: _____

School Address: _____

Class: _____ Roll No.: _____

Hobbies: _____

Date: _____

Signature

- 3.2. Write a story in your copy about your personal experience, where you have made a difference by doing something very small.

Unit 23 – Stay safe!

1. Answer to the questions below:

- a) What do you understand by the term natural disaster?

- b) Name some different kinds of natural disasters.

- c) How can we use technology to prepare for natural disaster?

Importance of first aid kit:

First aid kits are a must have for every home. First aid kits are necessary so that you can treat illnesses and injuries that happen at home. From the minor illness to the more serious injury a first aid kit can help reduce the risk of infection or the severity of the injury. Another good place to have a first aid kit is when you go out with your family. You can store it in your vehicle so if something happens when you are out somewhere you can start treating the problem immediately.

First aid kits include a variety of items that will help treat cuts, scrapes, and injuries including sprains, burns, and supplies for a variety of illnesses that are common. You can either buy a prepared first aid kit from the internet or you can prepare your own first aid kit using a list of common items that are in first aid kits. If you make your own first aid kit, make sure to put it in an easy to access place so that anyone can access the kit in the case of an injury. Also make sure the first aid kit is easy for everyone to open so when an emergency occurs it is not about where the kit is but that it can be used for the situation.

2. Find the meanings and make sentences with the words below:

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Terrible		
2. Disaster		
3. River erosion		

4. Leaflet

Unit 24 – Cyclone Aila

1. Answer to the questions below:

a) What do you know about cyclone?

—

b) What will you do if there is a cyclone?

—

c) How can we use technology to deal with the situation after the disaster has occurred?

d) As a socially responsible individual, what should be your role in preparing for and recovering from cyclone?

2. **Story writing:** Write a story on a situation given below- "Imagine you and your friends are in the school when a dangerous storm hit the area."

3. **Find the meanings and make sentences with the words below:**

<u>Word</u>	<u>Word Meaning</u>	<u>Make Sentence</u>
1. Island		
2. Grocery shop		
3. Shelter		
4. Survivor		
5. Bridge		

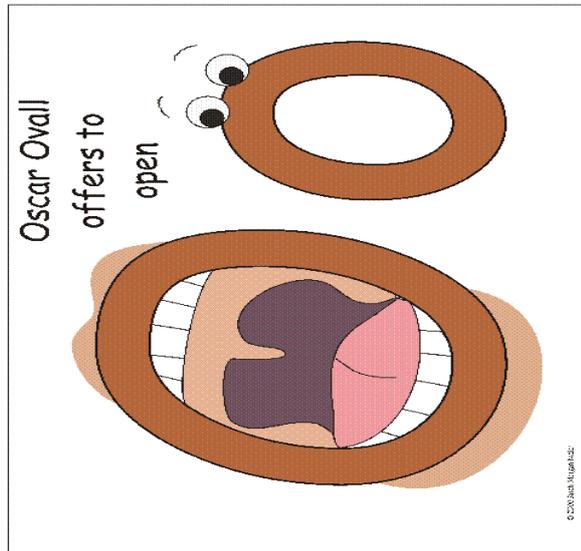
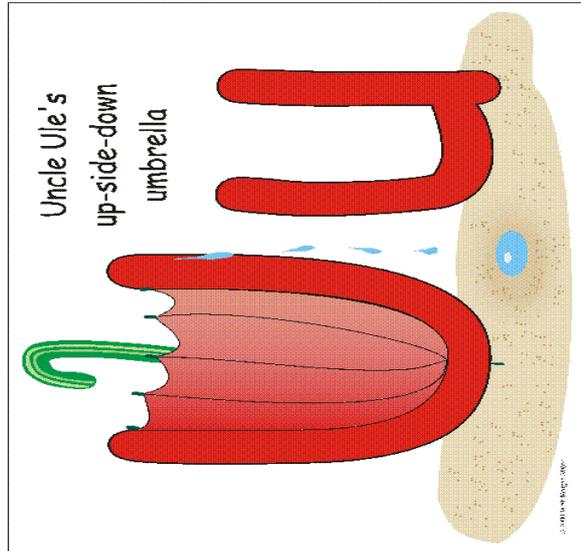
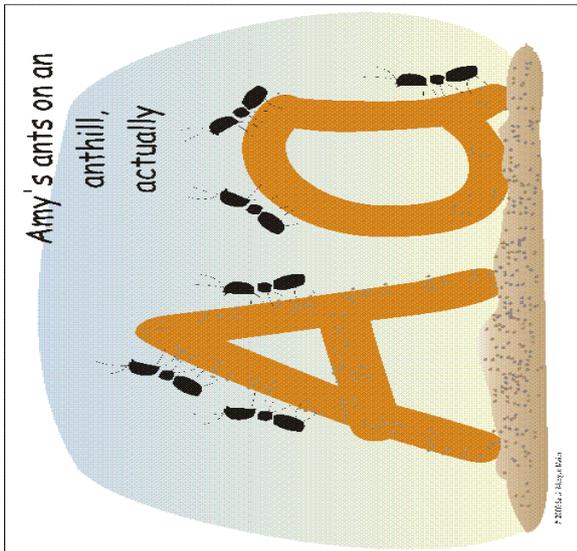
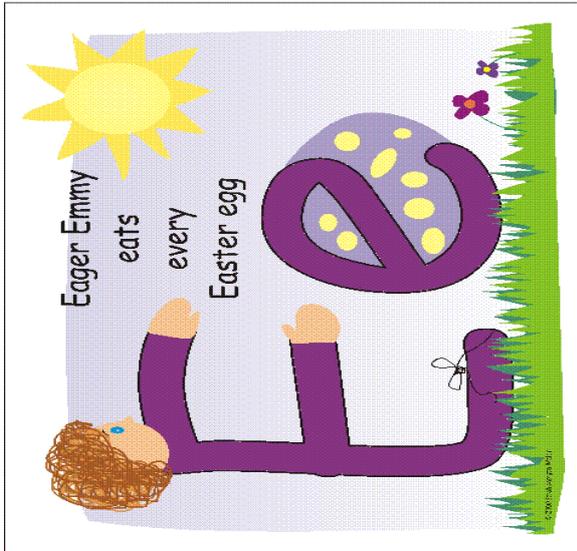
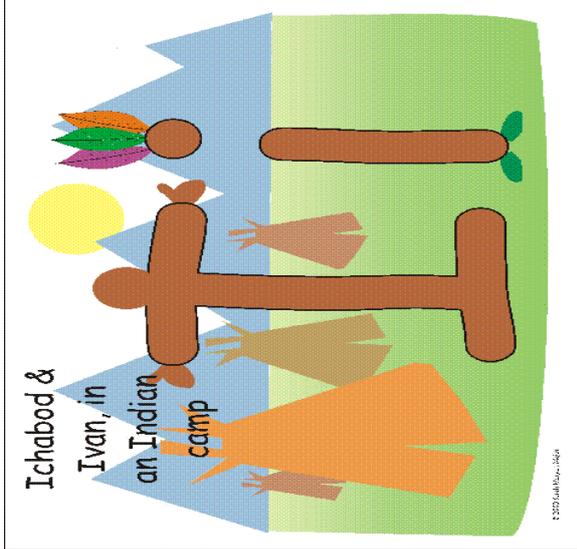
Date: _____

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GRAMMAR

Vowels

Vowels are the letters A, E, I, O and U.



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>	pai <u>n</u>	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.

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.

(ইংরেজি ভাষায় কোন sentence এ ব্যবহৃত প্রতিটি word ই ভিন্ন ভিন্ন কাজ করে থাকে।

অতএব, sentence এ ব্যবহৃত প্রত্যেকটি অংশ বা word কে parts of speech বলে।)

We say that English words are of eight kinds. (ইংরেজিতে parts of speech আট প্রকার।)



- **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

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	Alokito Hridoy is a School. I like Alokito Hridoy 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, really	My dog eats quickly . When he is very hungry, he eats really quickly.
<u>Pronoun</u>	replaces a noun	I, you, he, she, some	Tara is Bengali. She is beautiful.
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went to school on Monday.
<u>Conjunction</u>	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.
<u>Interjection</u>	short	oh!, ouch!, hi!, well	Ouch! That hurts!

exclamation,
sometimes
inserted into a
sentence

Hi! How are you?

Well, I don't know.

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.

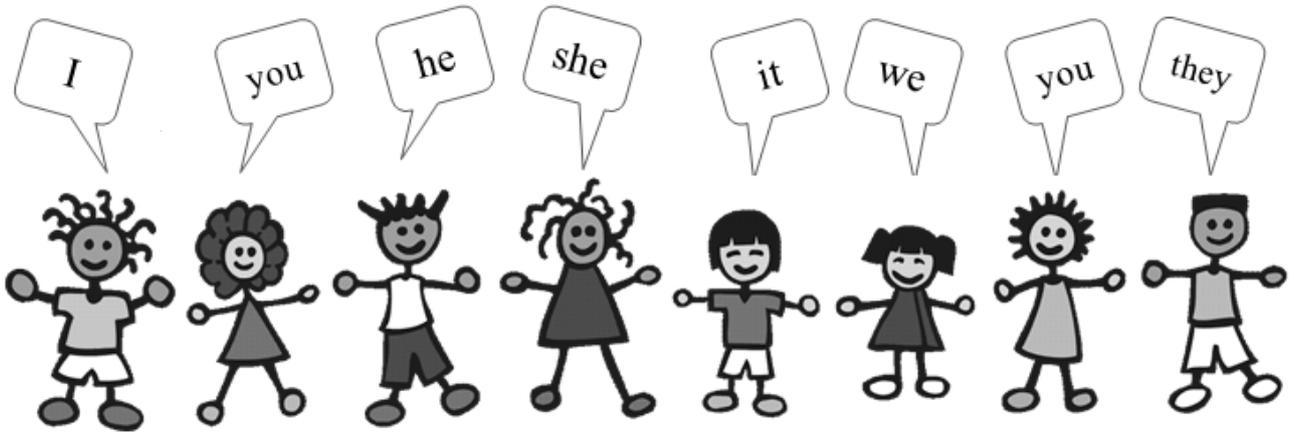
Exercise:

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.

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. Re-write sentences with correct pronoun:

- a) Alo and Hridoy went to play football.
- b) Mina is a good girl.
- c) Alom and Sadia's picture was broken.
- d) Nafi's toy looked so cute.
- e) Simon is a naughty boy.
- f) I will prepare notes for my students.

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 create 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.

Exercise:

1. 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 _____.
- 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.

2. 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 are doing 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).

Exercise:

1. Find 'Verb' from the sentences below:

- a) He has a doll.
- b) They play football.
- c) I eat banana.
- d) Raju is my brother.
- e) She goes to school.
- f) Alif was a doctor.
- g) Rita sings a song.
- h) They were happy.
- i) We went school.
- j) Birds fly in the sky.
- k) They had a dog.
- l) I have a pen.

2. 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 names 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)

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.

Adverb

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

Adverbs of Manner

Some adverbs tell us 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*.

Exercise:

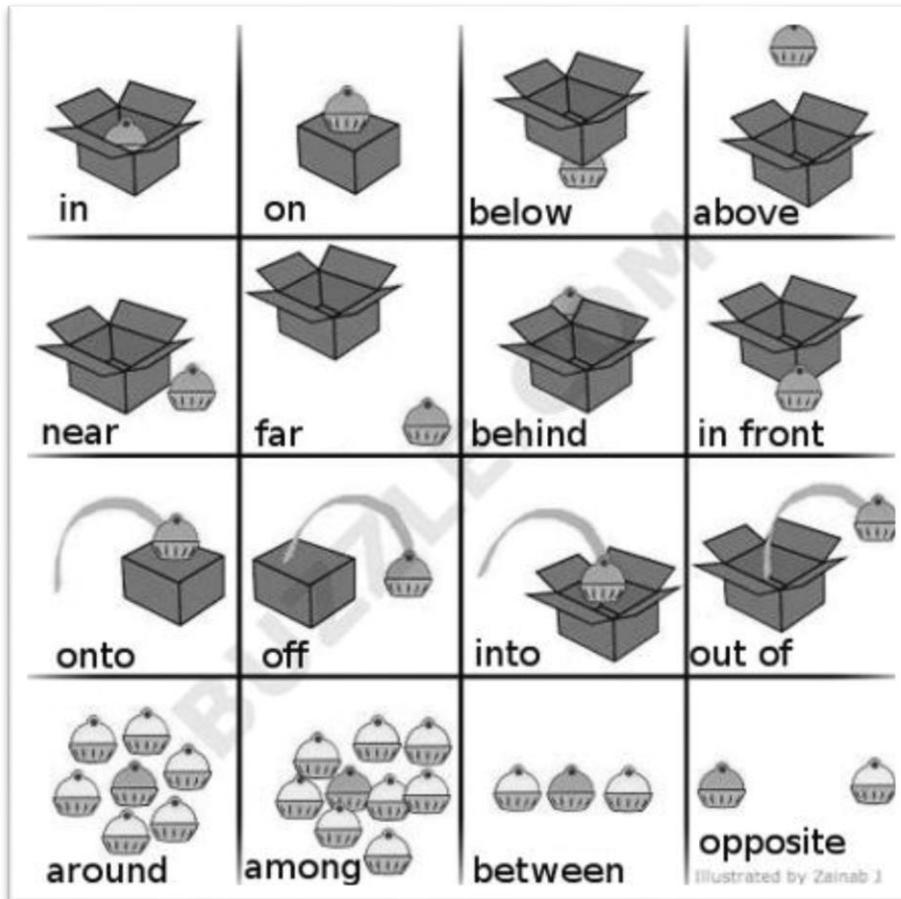
1. Fill in the blanks with given 'Adverbs':

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.

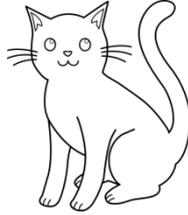
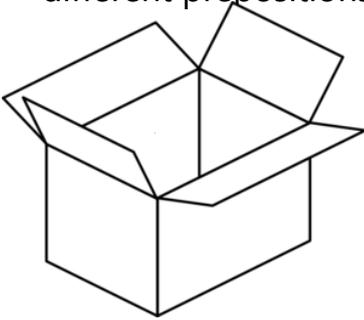
You can sit **before** the desk (or **in front of** the desk). The professor can sit **on** the desk (when he's being informal) or **behind** the desk, and then his feet are **under** the desk

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 letters** are all prepositions.

Exercise:

1. Make 12 sentences with these two things and add prepositions with them (12 different prepositions in 12 different sentences)



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. Choose the appropriate 'Preposition':

- a) What did you think _____ the concert?
a. after b. about c. around. d. under

- b) Her shoes barely fit _____ her feet.
a. onto b. toward c. inside d. under
- c) I can't wait _____ the movie starts.
a. onto b. after c. before d. until
- d) She baked the cookies _____ she mixed them.
a. before b. during c. after d. until
- e) My phone fell _____ my desk.
a. after b. beneath c. except d. since
- f) The train station is _____ the street.
a. between b. onto c. across d. behind

Conjunction

Let's read these sentences.

- Dia wanted to drive her car to the mall. Her car would not start.
- My grandparents live in village. They have plenty of land.
- I want to be a doctor. I want to be a software developer.

Now read these sentences. Do you see any difference?

- Dia wanted to drive her car to the mall, **but** her car would not start.
- My grandparents live in village, **and** they have plenty of land.
- I want to be a doctor or a software developer.

In the above sentences, we combined two sentences using the words "**and**", "**but**", and "**or**". Words that are used to combine two sentences, phrases or words are called **conjunctions**. In case, new sentence contains two complete sentences, use a comma before the conjunction.

Examples of 'Conjunction': and, but, or, yet, either, neither, so, as, because, if, unless, though, although, whether, since, that, so that, until, before, after, as well as, for, than, then, when, while, each other, as soon as; so on.

Exercise:

1. Fill in the blanks in the sentences below using conjunctions: and, but, or

- a) Alif allowed his friends to play with his toys _____ not with his football.
- b) Would you study Hindi _____ English first?
- c) The teacher wanted children to do both English _____ Math project.
- d) Would you like to have pineapple juice _____ orange juice in your breakfast today?
- e) Mita cannot watch television _____ play until she finishes her homework.
- f) This book contains 500 pages _____ I read the whole book.
- g) I looked under the table _____ I could not find my pencil box.
- h) I wanted to play outside _____ it was raining heavily.
- i) Dia loves to play badminton _____ basketball.
- j) Tuli bought spinach _____ cooked it for the dinner.
- k) Today was Diya's birthday _____ Raju forgot to bring gift for her.
- l) Raju _____ Alif are brothers.

2. Fill in the blanks using suitable conjunctions:

- a) This is a small interesting story.
- b) I was a child, I lived in Dubai.
- c) Make hay the sun shines.
- d) We will visit Paris Rome during the summer.
- e) Let us wait here the rain stops.
- f) he worked hard, he failed.
- g) I regard my mother my best friend.
- h) I was suffering from fever I couldn't attend the class.
- i) Do your duty you live.
- j) He was treated a guest.

Interjection

An interjection is a word which expresses sudden joys, sorrows, wonder, hatred and emotions. Example- hurrah, alas, oh, bravo, hello, hi, hey, ouch, ugh, huh, phew, whoops, bye, please, no, wow, great and so on.

Interjection is followed by an exclamation mark.

Examples:

1. **Hurrah!** We have won the game.
2. **Alas!** I have failed.
3. **Hi!** How are you doing?
4. **Oh!** What a beautiful flower.

Exercise:

1. Identify the interjection and underline it:

- a) Hi, I'm glad that you could make it to my party.
- b) That was the best performance that I have ever seen, bravo!
- c) I can't believe you broke my favorite toy, bah.
- d) Hmm, I wonder where I put my keys and wallet?
- e) I guess that's the end of the movie, darn.
- f) Stop! You should always wear a helmet when riding a bike.
- g) Yippee, I made this picture all by myself.

2. Fill in the gaps with appropriate 'Interjection':

- a) _____! Do not interrupt the teacher.
- b) _____! What a fabulous experience for students.
- c) _____! So you have finally decided to go.
- d) _____! I can't take it anymore.
- e) _____, you look great in those shoes!
- f) _____! The police are coming.
- g) _____, get out of here!
- h) _____, I love this class!
- i) _____! Stop that TV.
- j) _____! Come and help me.
- k) _____, the earth is shaking!
- l) _____, I need more time!

More exercise:

- A. Find and make list of Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection from the story given in Unit 14 (textbook)

- B. Find and make list of Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection from the story (Section D) given in Unit 24 (textbook)
 - B.1. Write the meaning of Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection found from the story.
 - B.2. Make sentences with Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection found from the story.

3. Find and make list of Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection from the story (Section A) given in Unit 25 (textbook)
 - C.1. Write the meaning of Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection found from the story.
 - C.2. Make sentences with Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection found from the story.
 - C.3. Write the form of Verb and make 5 sentences with each form of verb.

Number

Number: যে word দ্বারা কোন ব্যক্তি, বস্তু বা প্রাণীর সংখ্যা বোঝায়, তাকে number বলে। Number দুই প্রকার। i) Singular Number ii) Plural Number

Singular Number: যে noun বা pronoun দিয়ে কেবলমাত্র একজন ব্যক্তি, একটি বস্তু বা একটি প্রাণীকে বোঝায় তাকে Singular Number বলে। যেমন- man, boy, pen, apple ইত্যাদি।

Plural Number: যে noun বা pronoun দিয়ে একের অধিক ব্যক্তি, বস্তু বা প্রাণীকে বোঝায় তাকে Plural Number বলে। যেমন- men, boys, pens ইত্যাদি।

Singular Number কে Plural Number করার নিয়মঃ

1. সাধারণত Singular noun এর শেষে s, es যোগ করে করা

Singular	Plural
1. Book	Books
2. Dog	Dogs
3. Cat	Cats
4. Ball	Balls
5. Star	Stars
6. Piece	Pieces
7. Box	Boxes

2. Singular শব্দের শেষে y থাকলে Pluralএ y এর পরিবর্তে ies হয়। যেমন- Baby-Babies, Story-Stories। নিম্নে আরও কিছু শব্দ দেয়া হলো-

Singular	Plural
1. Baby	Babies
2. Story	Stories
3. Fly	Flies
4. Lady	Ladies
5. Family	Families
6. Fry	Fries

3. কিছু noun এর শেষে o থাকলে এবং o এর পূর্বে consonant থাকলে সেই noun এর plural এ শব্দের শেষে es যুক্ত হয়। যেমন- mango-mangoes। নিম্নে আরও কিছু শব্দ দেয়া হলো-

Singular	Plural
1. Mango	Mangoes
2. Potato	Potatoes
3. Echo	Echoes
4. Hero	Heroes
5. Tomato	Tomatoes

4. নিয়মের মধ্যে পড়ে না এরকম কিছু singular-plural নিম্নে দেয়া হলো-

Singular	Plural
This	These
That	Those
Child	Children
Man	Men
Woman	Women
Foot	Feet

Exercise:

1. 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)

Gender

Gender: Gender ৪ ধরণের। i) Masculine Gender ii) Feminine Gender
iii) Common Gender iv) Neuter Gender

1. **Masculine Gender:** যে noun বা pronoun দিয়ে পুরুষ জাতি বোঝায় তাকে Masculine Gender বলে। যেমন- boy, father, brother ইত্যাদি।

2. **Feminine Gender:** যে noun বা pronoun দিয়ে স্ত্রী জাতি বোঝায় তাকে Feminine Gender বলে। যেমন- girl, mother, sister ইত্যাদি।

3. **Common Gender:** যে noun বা pronoun দিয়ে স্ত্রী পুরুষ উভয়কে বোঝায় তাকে Common Gender বলে। যেমন- child, friend, person, student, they ইত্যাদি।

4. **Neuter Gender:** যে noun বা pronoun দিয়ে স্ত্রী বা পুরুষ কোনটিকে না বুঝিয়ে অচেতন পদার্থকে বুঝায় তাকে Neuter Gender বলে। যেমন- chair, table, bench, pen, door ইত্যাদি।

Masculine থেকে Feminine করার নিয়মঃ

1. বেশির ভাগ ক্ষেত্রে সম্পূর্ণ নতুন শব্দ ব্যবহার করে Feminine Gender এ রূপান্তর করা হয়।

Masculine	Feminine	Masculine	Feminine
Boy (বালক)	Girl (বালিকা)	Hero (নায়ক)	Heroine (নায়িকা)
Brother (ভাই)	Sister (বোন)	Husband (স্বামী)	Wife (স্ত্রী)
Bull (বলদ)	Cow (গাভী)	King (রাজা)	Queen (রানি)
Bridegroom (বর)	Bride (কনে)	Lad (বালক)	Lass (বালিকা)
Buck (হরিণ)	Doe (হরিণী)	Lord (সম্ভ্রান্ত পুরুষ)	Lady (সম্ভ্রান্ত মহিলা)
Bachelor	Maid/Spinster	Male(পুরুষ)	Female (স্ত্রীলোক)

(অবিবাহিত)	(অবিবাহিতা)		
Bullock (দামড়া বাছুর)	Heifer (বকনা বাছুর)	Man (পুরুষ)	Woman (স্ত্রীলোক)
Cock (মোরগ)	Hen (মুরগি)	Nephew (ভাগ্নে/ভাইপো)	Niece (ভাগ্নি/ভাইঝি)
Colt (বাচ্চা ঘোড়া)	Filly (বাচ্চা ঘোটকী)	Monk (সন্ন্যাসী)	Nun (সন্ন্যাসিনী)
Ram (ভেড়া)	Ewe (ভেড়ি)	Drake (পুরুষ পাতিহাঁস)	Duck (মহিলা পাতিহাঁস)
Sir (মহাশয়)	Madam (মহাশয়া)	Drone (পুরুষ মৌমাছি)	Bee (স্ত্রী মৌমাছি)
Father (বাবা/পিতা)	Mother (মা/মাতা)	Stag (হরিণ)	Doe (হরিণী)
Fox (খেকশিয়াল)	Vixen (খেকশিয়ালি)	Son (পুত্র)	Daughter (কন্যা)
Gentle-man (ভদ্রলোক)	Gentle-woman (ভদ্রমহিলা)	Tailor (দর্জি)	Seamstress (মহিলা দর্জি)
Gander (রাজহংস)	Goose (রাজহংসী)	Uncle (চাচা)	Aunt (চাচী)
Horse (ঘোড়া)	Mare (ঘোটকী)	Widower (বিপত্নীক)	Widow (বিধবা)
Hart (হরিণ)	Hind (হরিণী)	Wizard (জাদুকর)	Witch (জাদুকরী)

2. Masculine Gender- এর মূল শব্দের কোনরূপ পরিবর্তন না করে শেষে 'ss' বা 'ess' যোগ করে Feminine Gender করা হয়।

Masculine	Feminine	Masculine	Feminine
Steward (পুরুষ তত্ত্বাবধায়ক)	Stewardess (মহিলা তত্ত্বাবধায়ক)	Prince (রাজকুমার)	Princess (রাজকুমারী)
Baron (সম্ভ্রান্ত পুরুষ)	Baroness (সম্ভ্রান্ত মহিলা)	Peer (সম্ভ্রান্ত পুরুষ)	Peeress (সম্ভ্রান্ত মহিলা)
Count (সম্ভ্রান্ত ব্যক্তি)	Countess (সম্ভ্রান্ত মহিলা)	Patron (পুরুষ পৃষ্ঠপোষক)	Patroness (মহিলা পৃষ্ঠপোষক)
Lion (সিংহ)	Lioness (সিংহী)	Host (অতিথি সেবক)	Hostess (অতিথি সেবিকা)
Shepherd (পুরুষ রাখাল)	Shepherdess (মহিলা রাখাল)	Heir (উত্তরাধিকারী)	Heiress (উত্তরাধিকারিণী)

3. Masculine gender – এর শেষে syllable এর vowel এ পরিবর্তন এনে ess যোগ করে feminine করা হয়। যেমনঃ

Masculine	Feminine	Masculine	Feminine
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Actor (অভিনেতা)	Actress (অভিনেত্রী)	Benefactor (হিতকারী)	Benefactress (হিতকারিণী)
Tiger (বাঘ)	Tigress (বাঘিনী)	Waiter (পরিচারক)	Waitress (পরিচারিকা)

4. Masculine gender- এর শেষে অনিয়মিতভাবে ess যোগ করে। যেমনঃ

Masculine	Feminine	Masculine	Feminine
Duke (সম্রাট ব্যক্তি)	Duchess (সম্রাট মহিলা)	Emperor (সম্রাট)	Empress (সম্রাজ্ঞী)
Master (মালিক)	Mistress (গৃহকর্ত্রী)	God	Goddess
Mr.	Miss/Ms/Mrs	Marquis/ Marquess(সম্রাট ব্যক্তি)	Marchioness (সম্রাট মহিলা)

5. Masculine gender- এর প্রথম অংশটি পরিবর্তন করে। যেমনঃ

Masculine	Feminine	Masculine	Feminine
Father-in-law (শ্বশুর)	Mother-in-law (শাশুড়ি)	Son-in-law (জামাতা)	Daughter-in-law (পুত্রবধূ)
Brother-in-law (শ্যালক)	Sister-in-law (শ্যালিকা)		

6. Masculine gender- এর দ্বিতীয় অংশটি পরিবর্তন করে। যেমনঃ

Masculine	Feminine	Masculine	Feminine
God-father (ধর্ম পিতা)	God-mother (ধর্ম মাতা)	Foster-father (পালক পিতা)	Foster-mother (পালক মাতা)
Step-brother (সৎভাই)	Step-sister (সৎ বোন)	Grandfather (দাদা/নানা)	Grandmother (দাদি/নানি)
Pea-cock (ময়ূর)	Pea-hen (ময়ূরী)	Landlord (জমিদার)	Landlady

7. কতগুলো Noun সর্বদা common gender রূপে ব্যবহৃত হয়। যেমনঃ

Baby (ছেলে বা মেয়ে)	Cousin (চাচাতো, মামতো, ফুফাতো ভাই ও বোন)	Orphan (অনাথ বালক/বালিকা)	Friend (বন্ধু/বান্ধবী)
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Pupil (ছাত্র/ছাত্রী)	Parent (পিতা/মাতা)	Infant (ছোট বাচ্চা)	Person (পুরুষ/স্ত্রীলোক)
Spouse (স্বামী/স্ত্রী)	Relative (আত্মীয়/আত্মীয়া)	Child (খোকা/খুকি)	Student (ছাত্র/ছাত্রী)
Beggar (ভিখারি/ভিখারিনী)	Enemy (শত্রু)	Writer (লেখক)	Teacher
Citizen	Lawyer (আইনজীবী)	Fool (বোকা)	Elephant

Exercise:

1. Choose the best answer:

- How many types of Gender are there?
i) 2 ii) 3 iii) 4 iv) 5
- Which one is Masculine Gender?
i) Parent ii) Father iii) Mother iv) House
- Which one is Feminine Gender?
i) Chair ii) Friend iii) She iv)
- Which one is Common Gender?
i) Baby ii) Man iii) Woman iv) Table
- Which one is Neuter Gender?
i) Student ii) Dog iii) Sister iv) Book
- What is the Feminine Gender of 'Tiger'?
i) Tigress ii) Lady-tiger iii) Vixen iv) Lioness

2. Fill in the gaps with correct gender:

- She is a good _____. (boy/girl)
- A mother loves _____ children. (his/her)
- She is a great _____. (actor/actress)
- She is my _____. (nephew/niece)
- _____ gives us milk. (the cow/the ox)
- Babor was a great _____. (king/queen)
- Mr. Ahmed is her _____. (wife/husband)
- _____ lays egg. (the hen/the cock)
- My _____ is a good lady. (father/mother)
- She is a famous _____. (hero/heroine)

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:**

2) I is used when talking about yourself

3) We is used we talking about a group, we is plural.

4) **Second person: You** is used when referring to the addressee.

The addressee may be singular or plural, depending on how many individuals are being addressed.

5) **Third person: 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) It is going to be a nice day.

6) You are so funny!

7) I thought he was joking.

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

9) Osman knew Jahanara was in trouble.

10) "You are nice," Mamun 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 using 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 to 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.

Syllable

Syllable: Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

There are four kinds of syllable. 1. Mono-syllable 2. Di-syllable 3. Tri-syllable 4. Poly-syllable

1. **Monosyllable:** A word that consists of a single syllable (like dog) is called a **monosyllable**.
2. **Disyllable:** A word that consists of two syllables (like Poem: Po-em) is called **disyllable**.

Word	Syllable	Name Syllable
Eat Run Book	Eat Run Book	Mono-syllable
Football Faithful Muslim	Foot-ball Faith-ful Mus-lim	Di-syllable

Punctuation and Capitalization

Punctuation marks are the marks, such as period (full stop), comma and semicolon, used in writing to separate words in sentences and to clarify their meaning.

When we are writing, punctuation marks are essential. They show us (the reader or the speaker) where sentences start and finish. And if they are used properly, they make our writing or sentences easy to understand.

Rules of using capital letters:

1. To start a sentence- This means that, after a full stop, you always use a capital letter. If the previous sentence ends with a question mark or exclamation mark, you should also use a capital letter. Example: I was playing in the field with friends. We were enjoying a lot.
2. For proper nouns- Use capitals for proper nouns. In other words, capitalize the names of people, specific places, and things. Example: I would love to visit China.
3. Titles- Titles of movies, books, and other publications should be capitalized. Example: I am reading a book named 'A Dog's Purpose'.
4. Quotation- Capitalize the first word in quotations provided the quoted material is a complete sentence. Example: Ralph Waldo Emerson said, "The only way to have a friend is to be one."

Exercise:

1. Put capital letters and correct punctuation marks:

- a) what is the capital of bangladesh
- b) long ago there was a great musician in greece
- c) hurrah bangladesh has won the match
- d) rice jute sugarcane and tea are the main crops of bangladesh
- e) my brother in law is an engineer
- f) our class teacher's name is suraiya akter
- g) my favorite fruits are mangoes bananas pineapples and guavas
- h) his sister in law is a teacher
- i) alas her father is dead
- j) what class do you read in
- k) i have visited london france and many european countries
- l) his name was amin hasan chowdhury
- m) he will go to cox's bazar
- n) my parents love me so much and I also love them a lot
- o) liza reads in dhanmondi girls' school
- p) can i come with you
- q) today is sunday
- r) where do you live
- s) the quran is the holy book of muslims
- t) alo lives in comilla
- u) he loves english but hates mathematics
- v) what are you eating
- w) wow look at the nice flower
- x) the main rivers are padma meghna jamuna and karnaphuli
- y) the first month of the year is january and the last is december

2. Story Telling and Correcting (Punctuation mark) :

Story Name: A Priceless Lesson-

- a) once upon a time, a student named raju lived in a hostel
- b) every night he used to jump over the hostel's boundary wall and roam around
- c) he used to return before dawn
- d) no one knew that ratan went out at night
- e) one night as usual, ratan found everyone asleep

- f) he peeped into hostel manager's room and saw him sleeping
- g) then raju crept out towards the wall
- h) he climbed up a ladder he had and jumped over the wall
- i) but actually hostel manager was awake and had seen raju going out
- j) he got up and took away the ladder from the spot
- k) a few hours later, raju returned
- l) in the dark, he tried to climb down from the wall
- m) but manager stood where the ladder was
- n) he helped raju to get down and said, "son, at least take a warm shawl, when you go out at night"
- o) manager's gentle manner made raju realize his own stupidity
- p) he apologized and never went out at night again

3. Rewrite Sentences with correct punctuation mark:

- a) i have a duck a dog and a cat
- b) i like math history and grammar
- c) where are we going alo
- d) hridoy you look very nice today
- e) lisa please sit down
- f) ruma my sister is taller than my mom
- g) yes you may have another cookie
- h) our postman rashed smiles a lot
- i) hey why are you laughing

4. Put correct Punctuation Mark:

- 1. hooray i won the game
- 2. i think you did fantastic
- 3. what is the name of your friend
- 4. please brush your teeth
- 5. what a fantastic job
- 6. where do you want to eat
- 7. wow such a pretty flower
- 8. what a great ending of the story
- 9. ouch that really hurt
- 10. alas he died

Tense

Tense: The tense of a verb shows the time of an action or event that denotes the time of a verb.

Example:

- I eat rice. (present)
- I ate rice. (past)
- I will eat rice. (future)

Types of Tense: The concept of time (tense) can be differentiated into three categories.

1. The present tense. (What are you presently doing)
2. The past tense. (What you did some time back)
3. The future tense. (What you will do some time later)

1. Present Tense - The present tense is used to describe things that are happening right now.

Example-

The girl sings sweetly.

Tuhin is reading a book.

Jahid has seen a bird.

2. Past Tense - The past is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago).

Example-

Nisa was singing a song.

Nayma was preparing her lessons.

Rumi had told a story.

3. Future Tense - The future tense describes things that have yet to happen (e.g., later, tomorrow, next week, next year, three years from now).

Example-

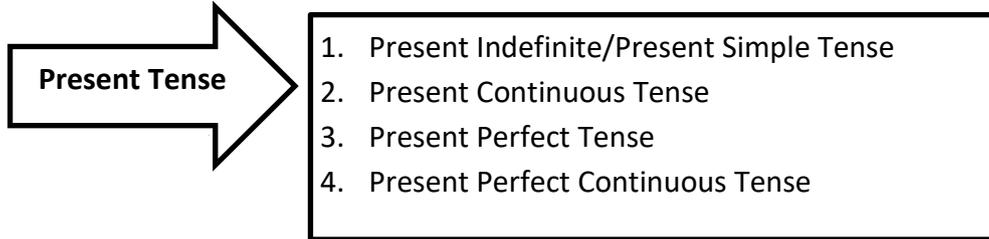
Bristy will go to school.

Nijhum will be making a plan.

They will make a study tour.

Present Tense

There are four types of present tense.



1. Present Indefinite/Simple Tense – Present indefinite/simple tense is used to state an action which occurs on regular basis in present, which includes habitual or repeated actions, scheduled actions occurring on regular basis and facts that stand true all the time.

Structure: Subject + Main Verb + Object.

Singular	Plural	Singular	Plural	Singular	Plural
I walk	we walk	I sleep	we sleep	I am	we are
you walk	you walk	you sleep	you sleep	you are	you are
he/she/it walks	they walk	he/she/it sleeps	they sleep	he/she/it is	they are

Example:

- I **eat** rice.
- I **go** to school.
- He **goes** to school every day.
- You **read** a book.
- He **goes** to bed at ten pm every day.
- The sun **rises** in the East.
- I **walk** to work every day.
- She **talks** slowly.
- We **work** really hard to make this a success.

***Note** – If the subject is third person singular number (he, she, it, any person, thing, place or animal's name) then we have to add 's' or 'es' after verb.

2. Present Continuous Tense – Any present action that is still happening.

Structure: Subject + be verb + verb + ing + object.

Singular	Plural	Singular	Plural	Singular	Plural
I am walking	we are walking	I am sleeping	we are sleeping	I am being	we are being
you are	you are	you are	you are	you are	you are

walking	walking	sleeping	sleeping	being	being
he/she/it is walking	they are walking	he/she/it is sleeping	they are sleeping	he/she/it is being	they are being

Example:

I am eating rice.

I am going to school.

He is going to school.

You are reading book.

I am going to Dhaka tonight. (Near future)

Are you coming to the meeting this afternoon? (Near future)

3. Present Perfect Tense- Present perfect tense denotes the action of a verb that happened or finished just now.

Structure: Subject + have/has + past participle + object.

Singular	Plural	Singular	Plural	Singular	Plural
I have walked	we have walked	I have slept	we have slept	I have been	we have been
you have walked	you have walked	you have slept	you have slept	you have been	you have been
he/she/it has walked	they have walked	he/she/it has slept	they have slept	he/she/it has been	they have been

Example:

I have eaten rice.

I have gone to school.

He has gone to school.

I have not eaten rice.

They have done the work.

He/she has studied for hours.

They have just played football.

He has just played football.

***Note –** If the subject is third person singular number (he, she, it, any person, thing, place or animal's name) then we will use 'has'. If the subject is I, we, you, they and other plural number then we will use 'have'.

4. Present Perfect Continuous Tense- Present perfect continuous tense is used for an action which began at some time in the past and is still continuing.

Structure: Subject + has been/have been + main verb + ing + since/from/for + object.

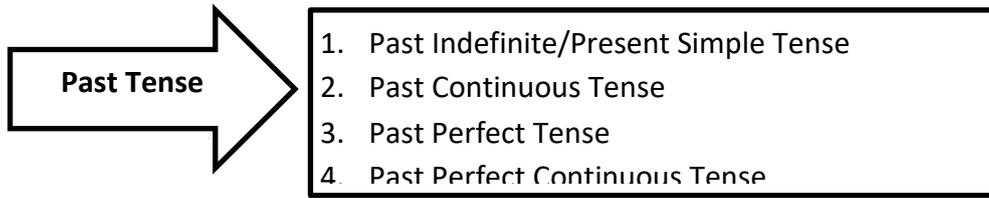
Singular	Plural	Singular	Plural	Singular	Plural
I have been walking	we have been walking	I have been sleeping	we have been sleeping	There is no present perfect progressive for the "to be" verb. "Have been being" is expressed simply as "have been": "We have been being successful in the past."	
you have been walking	you have been walking	you have been sleeping	you have been sleeping		
he/she/it has been walking	they have been walking	he/she/it has been sleeping	they have been sleeping		

Example:

- I have been doing this work for two days.
- He has been reading for two hours.
- He has been reading since morning.
- He/She has been reading in this school for three years.
- He has been living here from his boyhood.
- Fahim has been suffering from fever since sunday last.

Past Tense

There are four types of past tense.



1. **Past Indefinite/Simple Tense** – Past indefinite/simple tense expresses an action that occurred in past.

Structure: Subject + past form of main verb + object.

Singular	Plural	Singular	Plural	Singular	Plural
I walked	we walked	I slept	we slept	I was	we were
you walked	you walked	you slept	you slept	you were	you were
he/she/it walked	they walked	he/she/it slept	they slept	he/she/it was	they were

Example:

- I ate rice.
- I went to school.
- He went to school.
- You did the work.
- He spent his boyhood in London.
- Luna sang a song.
- He played football.

2. **Past Continuous Tense** - The past continuous describes actions or events in a time before now, which began in the past and is still going on at the time of speaking.

Structure: Subject + was/were + main verb + ing + object.

Singular	Plural	Singular	Plural	Singular	Plural
I was walking	we were walking	I was sleeping	we were sleeping	I was being	we were being
you were walking	you were walking	you were sleeping	you were sleeping	you were being	you were being
he/she/it was walking	they were walking	he/she/it was sleeping	they were sleeping	he/she/it was being	they were being

Example:

I was eating rice.

He was going to school.

They were playing football.

I was singing a song alone.

3. Past Perfect Tense- The past perfect tense denotes an action that completed before another past action.

Structure: 1st subject + had + verb's past participle + 2nd subject + verb's past form + 2nd object.

Singular	Plural	Singular	Plural	Singular	Plural
I had walked	we had walked	I had slept	we had slept	I had been	we had been
you had walked	you had walked	you had slept	you had slept	you had been	you had been
he/she/it had walked	they had walked	he/she/it had slept	they had slept	he/she/it had been	they had been

Example:

He had come home before I ate rice.

He had cried before I went to school.

They had reached the station before the bell rang.

The patient had died before the doctor came.

The doctor had come before the patient died.

I had shut the door before I got into bed.

4. Past Perfect Continuous Tense- Past perfect continuous tense is used for an action that began before a certain point in the past and continued up to that time.

Structure: 1st subject + had been + main verb + ing + 1st object + 2nd subject + verb এর past form + 2nd object.

Singular	Plural	Singular	Plural	Singular	Plural
I had been walking	we had been walking	I had been sleeping	we had been sleeping	There is no past perfect progressive for the "to be" verb. "Had been being" is	
you had been	you had	you had	you had		

walking	been walking	been sleeping	been sleeping	expressed simply as "had been": "We had been being successful before, but we somehow lost our knack."
he/she/it had been walking	they had been walking	he/she/it had been sleeping	they had been sleeping	

Example:

I had been eating rice when he came.

We had been playing before the bell rang.

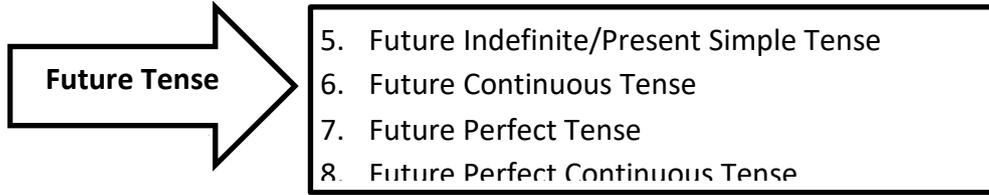
He had been reading book when I went to meet him/her.

Your mother had been waiting for you when you went to your friend's home.

I had been sleeping when he saw the game.

Future Tense

There are four types of future tense.



1. Future Simple Tense- The future simple tense denotes the time of an action of a verb or an event that will happen in future.

Structure: Subject + shall/will + verb + object

Singular	Plural	Singular	Plural	Singular	Plural
I will walk	we will walk	I will sleep	we will sleep	I will be	we will be
you will walk	you will walk	you will sleep	you will sleep	you will be	you will be
he/she/it will walk	they will walk	he/she/it will sleep	they will sleep	he/she/it will be	they will be

Example:

I will/shall do the work.

They will/shall do the work.

I shall go to the school.

He will go to the school.

They will go to the market.

2. Future Continuous Tense- Future continuous tense is used when an action is thought to be going on in the future.

Structure: Subject + shall be/will be + main verb + ing + object.

Singular	Plural	Singular	Plural	Singular	Plural
I will be walking	we will be walking	I will be sleeping	we will be sleeping	There is no future progressive for the "to be" verb. "Will be being" is expressed simply as "will be": "We will be being happy."	
you will be walking	you will be walking	you will be sleeping	you will be sleeping		
he/she/it will be walking	they will be walking	he/she/it will be sleeping	they will be sleeping		

Example:

I shall be reading the book.
 I shall be singing the song.
 They will be playing football.
 He will be doing the work.
 They will be going to school.
 He will be going to office.

3. Future Perfect Tense- Future perfect tense indicates that an action will have been completed (finished or "perfected") at some point in the future.

Structure: 1st subject + shall have/will have + verb's past participle + 1st object + before + 2nd subject + main verb + 2nd object.

Singular	Plural	Singular	Plural	Singular	Plural
I will have walked	we will have walked	I will have slept	we will have slept	I will have been	we will have been
you will have walked	you will have walked	you will have slept	you will have slept	you will have been	you will have been
he/she/it will have walked	they will have walked	he/she/it will have slept	they will have slept	he/she/it will have been	they will have been

Example:

I shall have done the work before my father comes.
 I shall have finished reading the book by 4. P. M.
 I shall have sung a song before you leave.
 I shall have finished my lesson before they come.

4. Future Perfect Continuous Tense- The future perfect continuous, also sometimes called the future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future.

Structure: Subject – 1st subject + shall have been/will have been + main verb + ing + 1st object + 2nd subject + main verb + 2nd object.

Singular	Plural	Singular	Plural	Singular	Plural
I will have been walking	we will have been walking	I will have been sleeping	we will have been sleeping	There is no future perfect progressive for the "to be" verb. "Will have been being" is expressed simply as "will have been": "By this time next year we will have been being on this committee for a decade."	
you will have been walking	you will have been walking	you will have been sleeping	you will have been sleeping		
he/she/it will have been walking	they will have been walking	he/she/it will have been sleeping	they will have been sleeping		

Example:

We shall have been waiting for you until you come back.

I shall have been doing the work before my father comes.

I shall have been playing before they come.

He will have been studying at Dhaka university for four years before he gets degree.

Exercise:

1. Write the correct form of verb and fill in the blanks: (Verbs given below)

Work, cook, watch, eat, walk,

- I _____ rice.
- Mom was _____ biriyani.
- Sohel _____ in the field every day.
- Grandmother was _____ TV.
- Mrs. Rahima _____ khichuri yesterday.
- He _____ in the bank last year.
- I am _____ a football match.

2. Write the correct form of verb and fill in the blanks: (Verbs given below)

Build cook go have stand stay swim work

- Please be quiet. I am _____.
- 'Where is John?' 'He's in the kitchen. He is _____.'
- 'You are _____ on my foot.' 'Oh, I'm sorry.'
- Look! Somebody is _____ in the river.
- We are here on holiday. We will _____ at the Central Hotel.
- 'Where is Ann?' 'She is _____ a shower.'
- They _____ a new theatre in the city centre at the moment.

h) I am _____ now. Goodbye.

3. Put the verbs in correct form, past continuous or past simple:

- a) Carol _____ (break) her arm last week. It _____ (happen) when she _____ (paint) her room. She _____ (fall) off the ladder.
- b) The train _____ (arrive) at the station and Paula _____ (get) off. Two friends of hers, John and Jenny, _____ (wait) to meet her.
- c) Yesterday Sue _____ (walk) along the road when she _____ (meet) Jim. He _____ (go) to the station to catch a train and he _____ (carry) a bag. They _____ (stop) to talk for a few minutes.

4. Write the correct form of verb and fill in the blanks: (Verbs given below)

Break	buy	decide	finish	forget	go	invite	se	not/see	take	tell
-------	-----	--------	--------	--------	----	--------	----	---------	------	------

- a) 'Can I have this newspaper?' 'Yes, I _____ with it.'
- b) I _____ some new shoes. Do you want to see them?
- c) 'Where is Liza?' 'She _____ out.'
- d) I am looking for Paula. _____ you _____ her?
- e) Look! Somebody _____ that window.
- f) 'Does Lisa know that you are going away?' 'Yes, I _____ her?'
- g) I can't find my umbrella. Somebody _____ it.
- h) I know that woman but I _____ her name.
- i) Sue is having a party tonight. She _____ a lot of people.
- j) 'Where are my glasses?' 'I don't know. I _____ them.'

5. Which one is right?

- a) We will go/We are going to the theatre tonight. We have got tickets.
- b) 'What will you do/are you doing tomorrow evening?'
- c) They will go/They are going away tomorrow morning. Their train is at 8.40 am.
- d) I am sure she will lend/she is lending us some money. She is very rich.
- e) 'Why are you putting on your coat?' 'I will go/I am going out.'
- f) Do you think Claire will phone/is phoning us tonight?
- g) Steve can't meet us on Saturday. He will work/He is working.
- h) Will/Shall you be at home tomorrow evening?

Conjugation of Verbs

There are three forms of Verb. They are: Present, Past and Past Participle. Depending on how verb is forming in Past and Past Participle form it can be divided in two category.

1. Strong Verb
2. Weak Verb

Strong Verb

Strong verbs (usually called irregular verbs) form the past tense or the past participle (or both) in various ways but most often by changing the vowel of the present tense form (for example, give, gave and stick, stuck).

Present	Past	Past Participle	Present	Past	Past Participle
Awake (জাগ্রত করা/হওয়া)	Awoke	Awoken, Awaked	Arise (উঠা)	Arose	Arisen
Bear (বহন করা)	Bore	Borne, Born	Be (হওয়া)	Was, Were	Been
Become (হওয়া)	Became	Become	Beat (প্রহার করা)	Beat	Beaten
Beget (উৎপন্ন করা)	Begot	Begot, Begotten	Befall (ঘটা)	Befell	Befallen
Behold (দেখা)	Beheld	Beheld	Begin (আরম্ভ করা বা হওয়া)	Began	Begun
Bind (বাঁধা)	Bound	Bound	Bid (আদেশ করা, নিলাম ডাকা)	Bade	Bidden
Blow (বাতাস বহা)	Blew	Blown	Bite (কামড়ান)	Bit	Bitten
Chide (তিরস্কার করা)	Chided	Chidden, chided	Break (ভাঙ্গা)	Broke	Broken
Cling (লেগে থাকা)	Clung	Clung	Choose (পছন্দ করা)	Chose	Chosen
Dig (খনন করা)	Dug	Dug	Come (আসা)	Came	Come
Draw (টানা)	Drew	Drawn	Do (করা)	Did	Done
			Drink (পান করা)	Drank	Drunk

Drive	Drove	Driven	Eat	Ate	Eaten
Fall	Fell	Fallen	Fight	Fought	Fought
Find	Found	Found	Fling	Flung	Flung
Fly	Flew	Flown	Forbear	Forbore	Forborne
Forbid	Forbade	Forbidden	Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven	Forsake	Forsook	Forsaken
Freeze	Froze	Frozen	Get	Got	Gotten
Go	Went	Gone	Grind	Ground	Ground
Grow	Grew	Grown	Hang	Hung	Hung
Hide	Hid	Hidden	Hold	Held	Held
Know	Knew	Known	Lie	Lay	Lain
Mistake	Mistook	Mistaken	Partake	Partook	Partaken
Ride	Rode	Ridden	Ring	Rang	Rung
Rise	Rose	Risen	Run	Ran	Run
See	Saw	Seen	Sew	Sewed	Sewed, sewn
Shake	Shook	Shaken	Shave	Shaved	Shaved, shaven
Shine	Shone	Shone	Shrink	Shrank	Shrunk, shrunken
Sing	Sang	Sung	Sink	Sank	Sunk, Sunken
Sit	Sat	Sat	Slay	Slew	Slain
Sling	Slung	Slung	Slide	Slid	Slid
Slink	Slunk	Slunk	Smite	Smote	Smitten
Speak	Spoke	Spoken	Spin	Spun	Spun
Spring	Sprang	Sprung	Stand	Stood	Stood
Steal	Stole	Stolen	Stick	Stuck	Stuck
Stink	Stank	Stunk	Sting	Stung	Stung
Strew	Strewed	Strewn	Stride	Strode	Stridden
Strike	Struck	Struck, Stricken	String	Strung	Strung
Strive	Strove	Striven	Swear	Swore	Sworn
Swell	Swelled	Swollen, Swelled	Swim	Swam	Swum
Swing	Swung	Swung	Take	Took	Taken
Tear	Tore	Torn	Thrive	Throve, Thrived	Thriven, Thrived
Throw	Threw	Thrown	Tread	Trod	Trod, Trodden
Wake	Woke, Waked	Woken, Waked	Wear	Wore	Worn

Weave	Wove	Woven	Win	Won	Won
Wind	Wound	Wound	Wring	Wrung	Wrung
Write	Wrote	Written			

Weak Verb

Weak verbs (more commonly called regular verbs) form the past tense by adding -ed, -d, or -t to the base form—or present tense form—of the verb (for example, call, called and walk, walked).

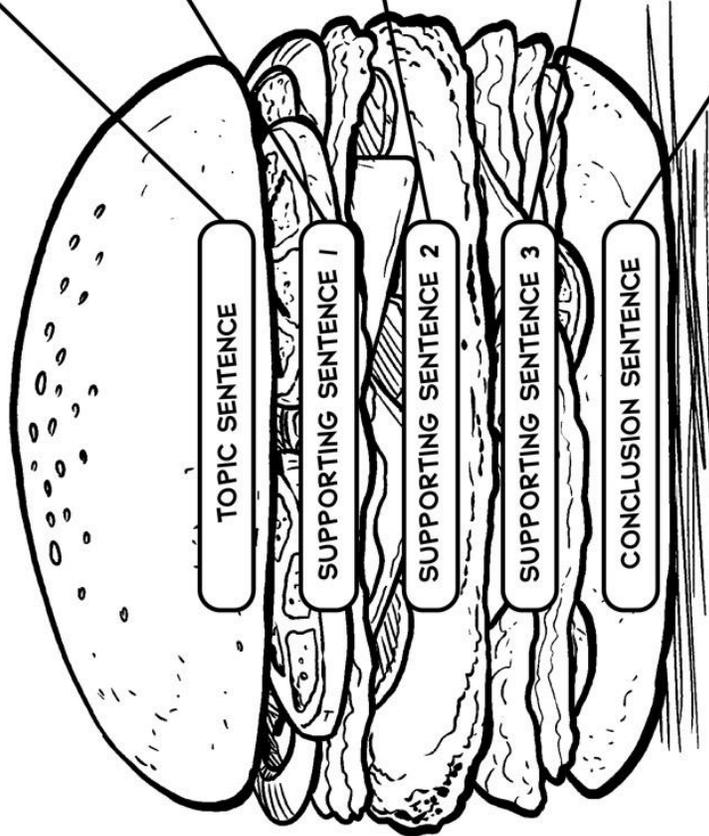
Present	Past	Past Participle	Present	Past	Past Participle
Agree	Agreed	Agreed	Allot	Allotted	Allotted
Believe	Believed	Believed	Bend	Bent	Bent
Bleed	Bled	Bled	Boil	Boiled	Boiled
Borrow	Borrowed	Borrowed	Breed	Bred	Bred
Build	Built	Built	Burn	Burned, Burnt	Burned, Burnt
Buy	Bought	Bought	Call	Called	Called
Cast	Cast	Cast	Chew	Chewed	Chewed
Clap	Clapped	Clapped	Clothe	Clothed, Clad	Clothed, Clad
Cost	Cost	Cost	Cut	Cut	Cut
Dance	Danced	Danced	Dare	Dared	Dared
Deal	Dealt	Dealt	Die	Died	Died
Dream	Dreamt	Dreamt	Dwell	Dwelt	Dwelt
Dye	Dyed	Dyed	Feed	Fed	Fed
Feel	Felt	Felt	Fell	Felled	Felled
Flow	Flowed	Flowed	Found	Founded	Founded
Gild	Gilt, Gilded	Gilt, Gilded	Grave	Graved	Graved, Graven
Hang	Hanged	Hanged	Hear	Heard	Heard
Hew	Hewed	Hewed, Hewn	Hit	Hit	Hit
Hurt	Hurt	Hurt	Kneel	Knelt	Knelt
Knit	Knit, Knitted	Knit, Knitted	Knock	Knocked	Knocked
Lead	Led	Led	Lean	Leant, Leaned	Leant, Leaned
Learn	Learnt	Learnt	Lend	Lent	Lent

Lie	Lied	Lied	Light	Lighted, Lit	Lighted, Lit
Load	Loaded	Loaded, Laden	Loose	Loosed	Loosed
Lose	Lost	Lost	Make	Made	Made
Mean	Meant	Meant	Meet	Met	Met
Melt	Melted	Melted	Mow	Mowed	Mowed, Mown
Nip	Nipped	Nipped	Owe	Owed	Owed
Pass	Passed	Passed, Past	Pen	Penned	Penned
Put	Put	Put	Quit	Quit, Quitted	Quit, Quitted
Read	Read	Read	Rid	Rid	Rid
Rent	Rent	Rent	Send	Sent	Sent
Shall	Should	Should	Shed	Shed	Shed
Shoot	Shot	Shot	Shut	Shut	Shut
Sleep	Slept	Slept	Slip	Slipped	Slipped
Smell	Smelt	Smelt	Sow	Sowed	Sowed, Sown
Speed	Sped	Sped	Spell	Spelt	Spelt
Spend	Spent	Spent	Spit	Spit	Spit
Spill	Spilt	Spilt	Spoil	Spoilt	Spoilt
Spread	Spread	Spread	Sweep	Swept	Swept
Teach	Taught	Taught	Thrust	Thrust	Thrust
Wake	Waked	Waked	Wed	Wedded	Wedded
Work	Worked	Worked	Bet	Bet	Bet
Burst	Burst	Burst	Let	Let	Let
Set	Set	Set	Slit	Slit	Slit
Stroke	Stroked	Stroked			

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. Who do you have in your family?
 - 2.2. What do they do?
 - 2.3. Why you love your family?
 - 2.4. What would happen if any of your family members get in trouble?

- 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 adds any value to 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 does your mother manage everything?
 - 6.2. Describe her occupation.
- 7. Write a paragraph on "Your father's occupation":** While writing this paragraph try to answer the questions given below-
- 7.1. How does your father manage everything?
 - 7.2. Describe his occupation.
- 8. Write a paragraph about "Saint Martine's Island":** While writing this paragraph try to answer the questions given below-
- 8.1. Describe the beauty of "Saint Martine's Island".
 - 8.2. Why this place is so popular in our country?
- 9. Write a paragraph on "The districts of Bangladesh":** While writing this paragraph try to answer the questions given below-
- 9.1. What do you feel about the districts?
 - 9.2. Should we divide everything based on different districts?
 - 9.3. Why should we treat the people from other districts equally?
- 10. Write a paragraph about "Your daily routine":** While writing this paragraph try to answer the questions given below-
- 10.1. Are you happy about your daily routine? Why?
 - 10.2. Do you want to change the routine? Why?
- 11. Write a paragraph about "Your birthday":** While writing this paragraph try to answer the questions given below-
- 11.1. Why was it your special day?
 - 11.2. Did you enjoy the day? Why?
 - 11.3. Describe what you did on your birthday?
- 12. Write a paragraph on "The cricket in Bangladesh":** While writing this paragraph try to answer the questions given below-
- 12.1. What do you think about the current situation? And why?

12.2. Do you see any room for improvement in this area? Why? And how?

13. Write a paragraph on “How should we interact with disable people”: While writing this paragraph try to answer the questions given below-

13.1. Why should we need to interact with them in a certain way?

14. Write a paragraph about “In future, what you would like to be”: While writing this paragraph try to answer the questions given below-

14.1. Why do you want to be _____?

14.2. How will you serve the country?

15. Write a paragraph about “A great day”: While writing this paragraph try to answer the questions given below-

15.1. Why do you consider it a great day?

15.2. What special/memorable thing happened on that day?

16. Write a paragraph about “Your friend”: While writing this paragraph try to answer the questions given below-

16.1. Why do you consider him/her as your friend?

16.2. How close are you with your friend?

17. Write a paragraph on Unit 23- Section E of your textbook.

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)

Comprehension

Comprehension: 01**Alien Money**

Zabir was hard at work growing food for himself and his neighbors. The food was floating, and as he walked by he looked at each plant, pointed his laser at it, and the laser gave the plant what it needed. That was the easy part. The hard part was how much walking he had to do! He heard a knock at his door. It was his neighbor Jules. She was holding some cleaning products.

“Hi, Zabir. I just finished making some cleaning products. Do you need any?” she asked. “Hi, Jules. I do. Can I get some cleaning spray? I can give you 4 breakfast plants for a bottle.” Jules said, “I have enough breakfast plants for this week. How about 4 lunch plants?” “They need a couple more hours to grow before I can give them to you. Is that OK?” asked Zabir. “I think that’s OK. It’s not too far of a walk for you, right?” “I will bring them by when they’re done growing, I promise,” Zabir said. Jules knew she could trust Zabir, so she left the cleaning spray with him and went home. When Zabir came by later with the plants, he started talking with Jules. “I wish there was an easier way to get and give our items. Trading isn’t always easy. Sometimes I don’t have enough plants ready to trade, or sometimes it’s hard to agree with someone how many plants I need to trade for their item.” Jules agreed. They went home thinking and wishing for a way to make their lives easier.

1. Word meaning and make sentences:

- a) Neighbor
- b) Float
- c) Laser
- d) Knock
- e) Clean
- f) Trust
- g) Enough
- h) Lives

2. Answer to the question below:

- a) Who are the characters in the story?
- b) What happens in the middle of the story?
- c) Why might Jules not want to leave her cleaning spray before she gets the plants from Zahir?
- d) Why did Jules leave the cleaning spray with Zahir? How do you know?
- e) How would it be easier for Zahir and Jules to exchange their items with their other neighbors, instead of trading?

3. Summarize the story:

Comprehension: 02**Going to the Movies**

My class is going to the movies on a field trip next week. We have to get permission slips signed before we go. We also need to ask our parents if they will drive to the movie theater. We are going to see a movie that tells the story from a book we read. We love it when movies are made from books. It is fun to compare the movie to the book. I usually like the book better.

We get to the movie early so we can buy popcorn. Some of us buy candy and chips too. We all enjoy watching the movie. When we return to school, we talk about things that were in the movie and the book. The movie and book are similar. We all agree that we like the book better though. Books let you picture the characters any way you want to picture them.

1. Word meaning and make sentence:

- a) Movie
- b) Field trip
- c) Permission
- d) Sign
- e) Usually
- f) Similar
- g) Agree
- h) Character**

2. Answer the questions:

- a) What do the students need to do before going to the movie?
- b) What is fun to compare?
- c) What do the students like better, the movie or the book?
- d) What do books let you do?

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) We do not need the permission slips for the field trip.
- b) We love the movies made from books.
- c) I do not like to compare the movie with the book.
- d) We wanted to buy chips.
- e) We argued that the movie is better than book.

Comprehension: 03**Cardboard Town**

Fine, I'll just do it all myself! I thought as I stomped away. My friends and I were trying to make the best cardboard town to play in. We had boxes that we were turning into stores and playgrounds and all sorts of other fun things! We weren't getting along very well, though. I could hear them talking as I was walking away. "Wow, I didn't think he'd get so mad," Katie said. "This was supposed to be fun," said Max. "Johnny can't do it all by himself. Maybe if we give him some space he'll want us to help again." Yeah, right. Since it was my idea, I would just do it without them. The only problem was that I wanted it done before Thanksgiving so that I could show all of my family when they came over. When Thanksgiving was two weeks away, I realized that it was just too big of a job. I couldn't make the buildings out of boxes, and put them around the town, and decorate them all by myself. It was taking way too long. I guess that's why people work together. When we each had a job, this was fun and went a lot faster. Maybe I should say sorry to Katie and Max, they were just trying to help and have fun with me. The next day at school I said sorry to Katie and Max. "I don't know why I got so mad, building a town was just supposed to be fun. Will you come back to my house today to play in our town?" I asked. "Sure, Johnny," they said. We all took on a role and the town was done in no time. It was great!

1. Word meaning and make sentences:

- a) Stomp
- b) Without
- c) Realize
- d) Decorate
- e) Guess
- f) Suppose
- g) Role

h) Great

2. Answer each question:

- a) Who are the characters in the story?
- b) What happens in the middle of the story?
- c) Why do you think Johnny got mad at the beginning of the story?
- d) What is the central message of the story?
- e) When was a time that you worked better with other people than when you worked by yourself?

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) We were trying to make cardboard town to play.
- b) Johnny wanted to make the town alone when became angry with his friends.
- c) He wanted to finish the town before Christmas.
- d) Working together is fun.
- e) Johnny finally realized his mistake.

Comprehension: 04**Pen Pals**

We are learning how to write friendly letters at school. I don't mind writing practice letters, but it would be more fun to write a real letter to someone. Just as I was thinking about it, our teacher, Mrs. Sonia said that we really are going to write a letter to someone! We all started talking at once. Mrs. Sonia asked us to quiet down again so that she could finish. She said we are going to write to someone in England to see what life is like in England. That sounds so cool! I couldn't wait to get started. Mrs. Sonia handed out the names of our pen pals, and asked us to use what we learned about friendly letters to write to our pen pal. My pen pal's name was Oliver. The only things Mrs. Sonia said we had to include in our letter were two questions: 1. Which holidays do you celebrate during the year? 2. What do you like to play? We also had to answer those questions in our letters. She said we could add any other details about things we like to do, and what school is like here, if we wanted to. It took a few weeks, but the day we got letters back from our pen pals was an exciting one! Oliver plays video games like we do over here. Their holidays are different from ours. Oliver also told me about a prank he was going to play on his dad. It was interesting to see what is different about living in different countries. I can't wait to learn more about my new pen pal!

1. Word meaning and make sentence:

- a) Quiet
- b) Finish
- c) Include
- d) Holiday
- e) Details
- f) Prank

2. Answer each question:

- a) Who are the characters in the story?
- b) What were the two questions the students had to include in their letters?

- c) Why do you think it is important to talk to people who live differently than you?
- d) How else could the main character communicate with his pen pal?
- e) Who would you like to write a letter to? 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) The write was not excited to write a letter to real person.
- b) Mrs. Sonia gave them the names of their pen pals.
- c) Oliver lives in Australia.
- d) Oliver's holidays are same with ours.
- e) Oliver will play a prank on his father.

Comprehension: 05**Playground**

Moni and her friend Bindu were playing at the playground. They were supposed to be taking turns on the swing. Moni counted to 100 while Bindu was on the swing. Bindu didn't get off the swing. "Bindu! I counted to 100, it's my turn!" said Moni. "You counted too fast, it's still my turn," Bindu said. Moni was upset. She wanted a turn on the swing, too! What could she do? Moni could tell the teacher, but her teacher always wanted them to try to solve the problem first. What could she try? She decided to try using an "I message". That means to tell the other person how you're feeling, why you feel that way, and what they can please do to make it better. "Bindu, I feel sad because we were supposed to take turns after 100 seconds. Will you please get off?" Moni asked. Finally, Bindu go off the swing. Moni was happy because she solved her problem all by herself!

1. Word meaning and make sentence:

- a) Playground
- b) Supposed
- c) Swing
- d) Turn
- e) Upset
- f) Always
- g) Solve
- h) Problem
- i) Decide
- j) Herself

2. Answer each question:

- a) Who are the characters in the story?
- b) What is the problem?
- c) Where does the story take place?
- d) How does Moni solve the problem?

e) Have you ever had a problem with a friend? How did you, or could you, solve it?

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) Moni and Bindu are friends.
- b) They take turns on the swing.
- c) Their teacher solved their problem.
- d) They take turns after 200 seconds.
- e) Bindu tried 'I message'.