

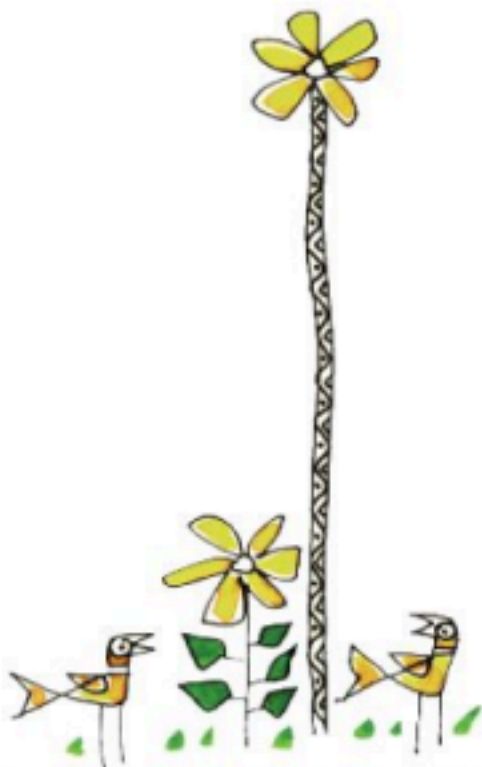
Prescribed by the National Curriculum and Textbook Board, Bangladesh
as a textbook for class four from the academic year 2013



ENGLISH FOR TODAY



Revised for the year 2025



National Curriculum and Textbook Board, Bangladesh

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Preface

Primary level constructs the foundation of education. A well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

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

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook, written under the curriculum 2012, has been revised to address the need in the changed context of 2024. Due to time constraints, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

October 2024

Professor Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

নির্দেশনা

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

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

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

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

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

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

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A. Look, listen and say.



B. Pairwork. Ask and answer.

- What's your name?
- What class are you in?
- How old are you?
- Where are you from?
- Where do you live?
- What is the name of your school? (Ask more questions)



C. Write the answers to the questions from Activity B in your exercise book.



A. Look, listen and sing.



B. Listen, read and say.



Mita: Hello, I'm Mita. I'm in Class 4.

Salam: I'm Salam. I'm in Class 4, too. Nice to meet you.
Who's your friend?

Mita: This is Ayesha. She's in Class 3.

Salam: Hello, Ayesha. Nice to meet you.

Ayesha: Hello. Nice to meet you, too. How are you?

Salam: I'm fine, thanks.

C. Groupwork. Act the dialogue from Activity B.

A. Look, listen and say.



B. Read the following sentences. Circle either *Hello*, *Morning*, *Good afternoon* or *Goodbye* as necessary.

- | | |
|-----------------|--------------------------|
| Good morning. | Morning!/Goodbye! |
| Good evening. | Hello!/Goodbye! |
| Good afternoon. | Good afternoon!/Goodbye! |
| Good night. | Hello!/Goodbye! |



A. Look, listen and say.



B. Look, listen and say.



Hasan: Good afternoon, Sabina.

Sabina: Good afternoon, Hasan.

Hasan: Where are you going?

Sabina: I'm going to buy some books.

Hasan: OK. Bye!

Sabina: Bye!

C. Pairwork. Act dialogues as in Activity B. Use the pictures.



- A. Look at the picture of the family. How many people are in the family? What do you think the people do?



- B. Read.



Farzana and Jamil are from Kushtia. They go to Chachua Government Primary School. Farzana is nine years old. She is in Class 4. Jamil is seven years old. He is in Class 2. They like school and they are good students.

Farzana and Jamil's mother is Rehana Parvin. She is 33 years old. She works at a hospital in Kushtia. She is a doctor. She takes care of many patients everyday. She likes her job very much.



Aziz Ahmed is Farzana and Jamil's father. He is a pilot of Biman Bangladesh Airlines. He flies to other countries. He travels to India, Thailand and China often. He loves to travel. He is 39 years old.



Aziz Ahmed's parents also live with the family. His father Altaf Uddin is 68 years old. He doesn't work now, but he was a government officer. Jahanara Begum is Aziz Ahmed's mother. She is 64. She is a homemaker. She reads stories to Farzana and Jamil. They both play carrom and ludu with their grandchildren.

A. Read and complete the chart with information about the family.

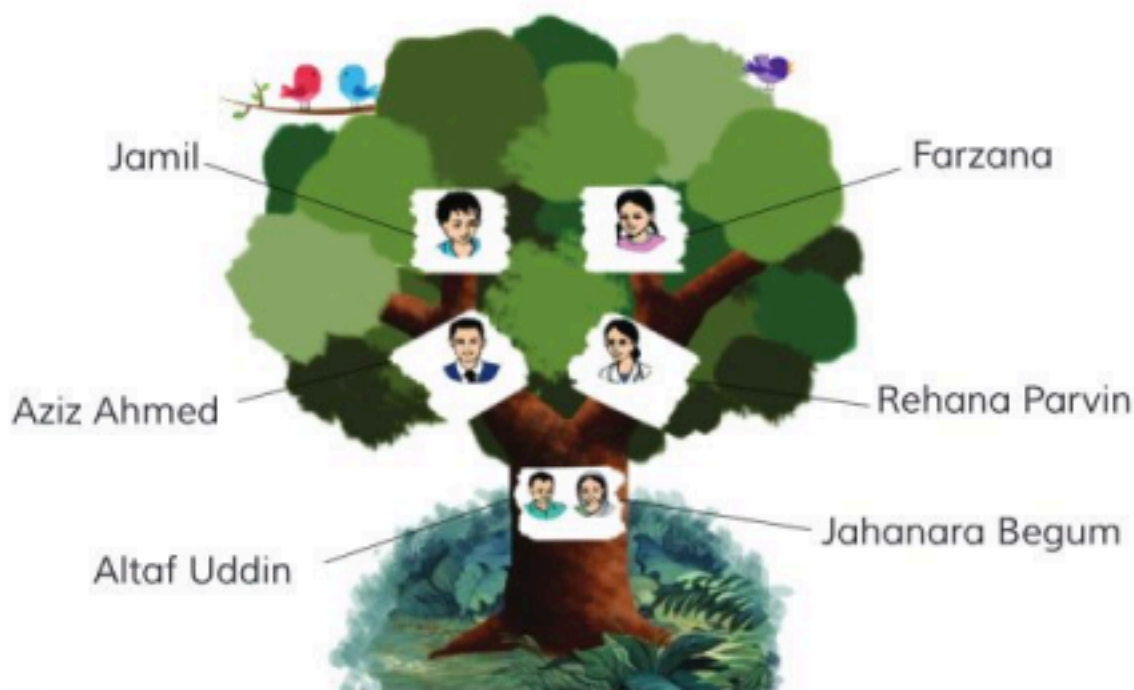
Name	Age	Job	Workplace
Farzana	9	student	Chachua Government Primary School
Jamil			
Rehana Parvin			
Aziz Ahmed			
Altaf Uddin			
Jahanara Begum			

B. Complete the chart with information about your family.

Name	Age	Job	Workplace

C. Write a paragraph about your family in your exercise book. Use the information in Activity B.

A. Look at the family tree of Farzana and Jamil.



B. Answer the questions about the family tree.

- 1 Who is Jahanara Begum? Who is her husband?
- 2 Who is Jamil and Farzana's father? Who is their mother?
- 3 Who is Aziz Ahmed's father? Who is his mother?

Language Focus

C. Subject pronouns and the verb **be** in the present simple

I am	I'm	I'm not
You are	You're	You're not
He / She / It is	He's / She's / It's	He's not / She's not / It's not
We are	We're	We're not
They are	They're	They're not



A. Write the words by the correct pictures.

big

old

short

small

tall

young













B. Match the pairs of opposites in Activity A.

C. Read the poem aloud. Then underline the pronouns and the verb *be* in the present simple.

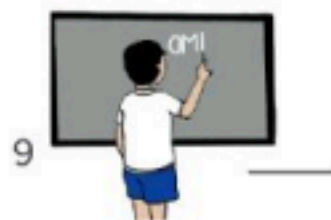
1 We're girls and boys.
We're big and small.
We're young and old.
We're short and tall.
We're everything
that we can be.
And still we are a family.

2 We laugh and cry.
We work and play.
We help each other
everyday.
The world's a lovely
place to be,
because we are a family.



A. Match the instructions and the pictures. Write the letters next to the pictures.

- | | | |
|---------------------|-----------------------|--------------------|
| a. Sit down. | e. Clean the board. | i. Be quiet. |
| b. Write your name. | f. Stand up. | j. Stand in line. |
| c. Close your book. | g. Get your book out. | k. Open your book. |
| d. Raise your hand. | h. Take the chalk. | l. Draw a circle. |



B. Pairwork. Say and follow the instructions from Activity A.

A. Look, listen and say.

s is for sun.

s s s



sh is for shoe.

sh sh sh



B. Look, listen and say. Circle the sound that you hear.



s sh



s sh



s sh



s sh



s sh



s sh

C. Read the sentence aloud. Underline the words with the s sound. Circle the words with the sh sound.



A snake and a sheep are sleeping on a ship in the sun.































































































































