

# ENGLISH FOR TODAY

Class Two



National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh as a textbook  
for Class Two from the academic year 2024

# English For Today

Class Two



National Curriculum and Textbook Board, Bangladesh

Published by  
National Curriculum and Textbook Board, Bangladesh  
69-70, Motijheel Commercial Area, Dhaka-1000

---

[All rights reserved by the publisher]

### **First Edition Writers and Compilers**

M S Hoque  
Dr. Md. Zulfeqar Haider  
Sofiqul Islam  
Md. Babul Akhter  
Naina Shahzadi  
Mohd. Golam Mostafa

### **Art Director**

Hashem Khan

### **Illustrators**

Mamun Hossain

First edition : October 2023  
Revised edition : October 2024

### **Design**

National Curriculum and Textbook Board, Bangladesh

For free distribution under PEDP-4 of Ministry of Primary and Mass Education  
by the Government of the People's Republic of Bangladesh.

---

Printed by:

## Preface

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

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

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

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

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

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

**Unit-1****Greetings, Introductions, and Farewells**

Lesson 1: Greetings	2
Lesson 2: Introductions	4
Lesson 3: Farewells	5

**Unit-2****The Alphabet, Words and Numbers**

Lesson 1: Words with aA - eE	7
Lesson 2: Numbers 1-5	10
Lesson 3: Words for f F—j J	12
Lesson 4: Numbers 6-10	15
Lesson 5: Rhyme- Little seed	17
Lesson 6: Words for k K—o O	18
Lesson 7: Numbers 11-15	21
Lesson 8: Words for p P—t T	22
Lesson 9: Numbers 16-20	25
Lesson 10: Words for u U—z Z	26
Lesson 11: Numbers 21-25	29
Lesson 12: Eating vegetables	30
Lesson 13: Numbers 26-30	31

**Unit-3****Commands, Instructions, and Requests**

Lesson 1: Classroom commands	32
Lesson 2: Instructions	34
Lesson 3: Making requests	36

**Unit-4****Asking and Answering Questions**

Lesson 1: Good and bad habits 1	37
Lesson 2: What do you like? 1	39
Lesson 3: What do you like? 2	40
Lesson 4: Good and bad habits 2	41
Lesson 5: Living place	42

**Unit-5****Days of The Week**

Lesson 1: Days	43
Lesson 2: Seven days in a week	45
Lesson 3: What day is today?	47
Lesson 4: Rima and the seed	49
Lesson 5: How does a plant grow?	50
Lesson 6: Two little birds	53

**Page****Unit-6****Let's Play with Sounds**

Lesson 1: Say the initial (beginning) sounds 1	56
Lesson 2: Say the initial (beginning) sounds 2	58
Lesson 3: Say the final (end) sounds 1	60
Lesson 4: Say the final (end) sounds 2	62

**Unit-7****Colours, Shapes, and Signs**

Lesson 1: Colours	64
Lesson 2: Rainbow	66
Lesson 3: Shapes and sizes	68
Lesson 4: More about shapes	70
Lesson 5: Sizes	71
Lesson 6: Road signs	73

**Unit-8****My Family, friends and I**

Lesson 1: Myself	76
Lesson 2: My mother	78
Lesson 3: My father	80
Lesson 4: My brother	82
Lesson 5: A rhyme- Family	84

**Unit-9****Animals and Birds**

Lesson 1: Their living places	85
Lesson 2: Their food	88
Lesson 3: Domestic animals and birds	90
Lesson 4: A rhyme	92

**Unit-10****Story Time**

Lesson 1: The crow and the jar	94
Lesson 2: The boys and the frog	97





## Greetings

- A.** Warm up. Stand in a circle and play the game 'Hello'. Follow the instructions of your teacher.



- B.** Listen to the conversation between the two students Fatiha, and Ashim. Then listen and repeat.

Fatiha: Good morning. What's your name, please?

Ashim: Good morning. My name's Ashim.

Fatiha: Thank you. Where do you live, Ashim?

Ashim: I live near the Town Hall.

How about you?

Fathia: I live in Ukil para.

Ashim: Oh, that's quite far away.



**C. Listen and repeat. Use your information in the blanks.**

A: Hello!

B: Hello!

A: I'm ..... What's ..... name?

B: My name is .....

A: Where do you live?

B: I live in .....



**D. Work in pairs.**

**Complete the conversation below.**

A: Good morning. What's your name?

B: Good morning. My name's . . . . .

A: Thank you. And where do ..... live?

B: I live in .....?



**A. Listen and repeat**

Fatiha: Hello Ashim. How are you today?

Ashim: Hi, Fatiha. I am good. And you?

Fatiha: I am fine. Thank you.

Ashim: That's great!

Fathia: How old are you?

Ashim: I am eight. How about you?

Fatiha: I am seven.

**B. Now complete the following dialogue. Use your name or age in the blanks.**

A: Hello, .....How are you today?

B: Hi, ..... . I am good. And you?

A: I am just fine.

B: That's great!

A: How old are you?

B: I am ..... (age).

How about you?

A: Umm...I am .....



**C. Now, in pairs act out the dialogue.**

**A. Listen and repeat.**

Ahona : Hello Hridi. How are you?

Hridi : I am good. And you?

Ahona : I am okay. But I have a class now.

Hridi : Really!

Ahona : Yes. I think I have to go now.

Hridi : Goodbye, Ahona.

Ahona : Goodbye, Hridi.

Hridi : See you again. Bye.

**B. Now, complete and act out the dialogue in pairs. Use your real name.**

A : Hello ..... How ..... you?

B : Hi ..... I ..... good. And you?

A : I am ..... I have a class now.

B : Oh, really.

A : Yes. I think I ..... to go now.

B : Sure. Goodbye.

A : See you again..... !

**C.** Now recite the rhyme, and learn some more farewell words.

## Bye Bye

Bye bye, butterfly.



Take care, Polar bear!

After a while, crocodile.



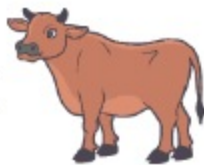
Got to go, buffalo!

See you later, Alligator.



See you soon, Penguin.

Take a bow, brown cow!



Give me a hug, lady bug.

Out the door, dinosaur.



On the bus, octopus.

So long, King Kong!





## Words with a A— e E

**A.** Look at the picture. Listen and say the names.



**B.** Look, listen and say. Read.

**a A    b B    c C    d D    e E**



ant

boat

crow

deer

ear

**C.** Read. Trace and write.

ant ant

boat boat

crow crow

deer deer

ear ear

**D.** Rearrange the letters to make words. Or rearrange the wooden / plastic letters to make the following words.



t a n



l b a l



a r e



b a o t

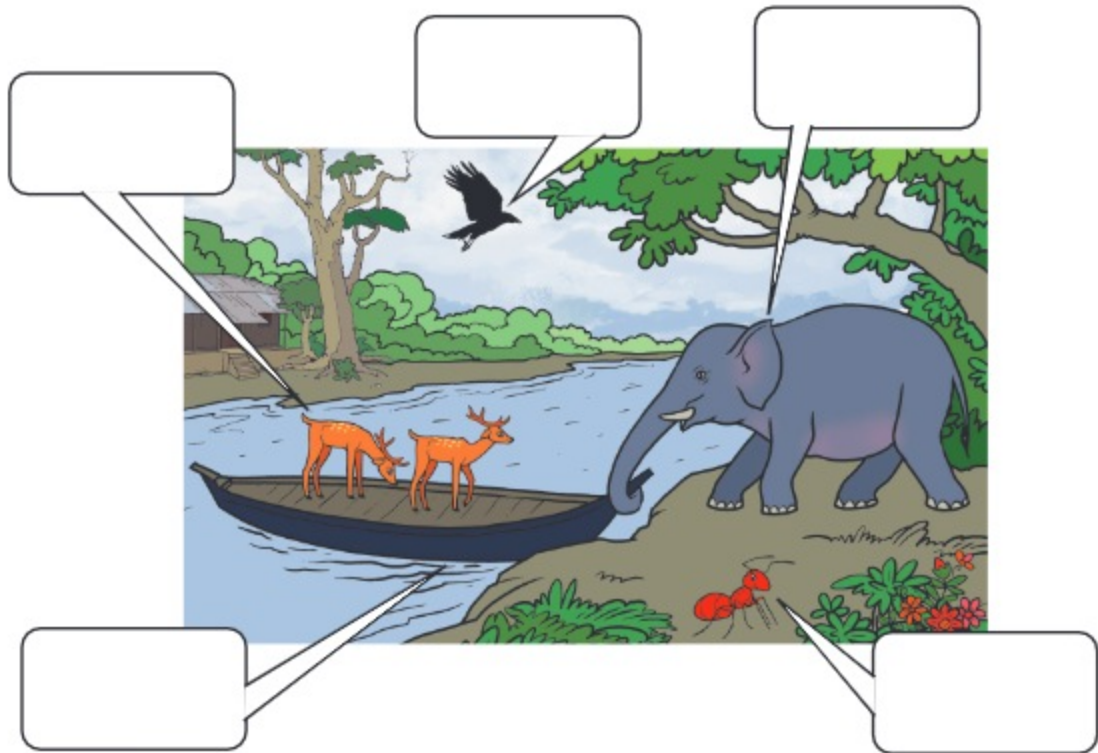


c w o r



e d e r

**E.** Write the names beside the pictures.



**F.** Read the words and match them with the pictures you like.



deer

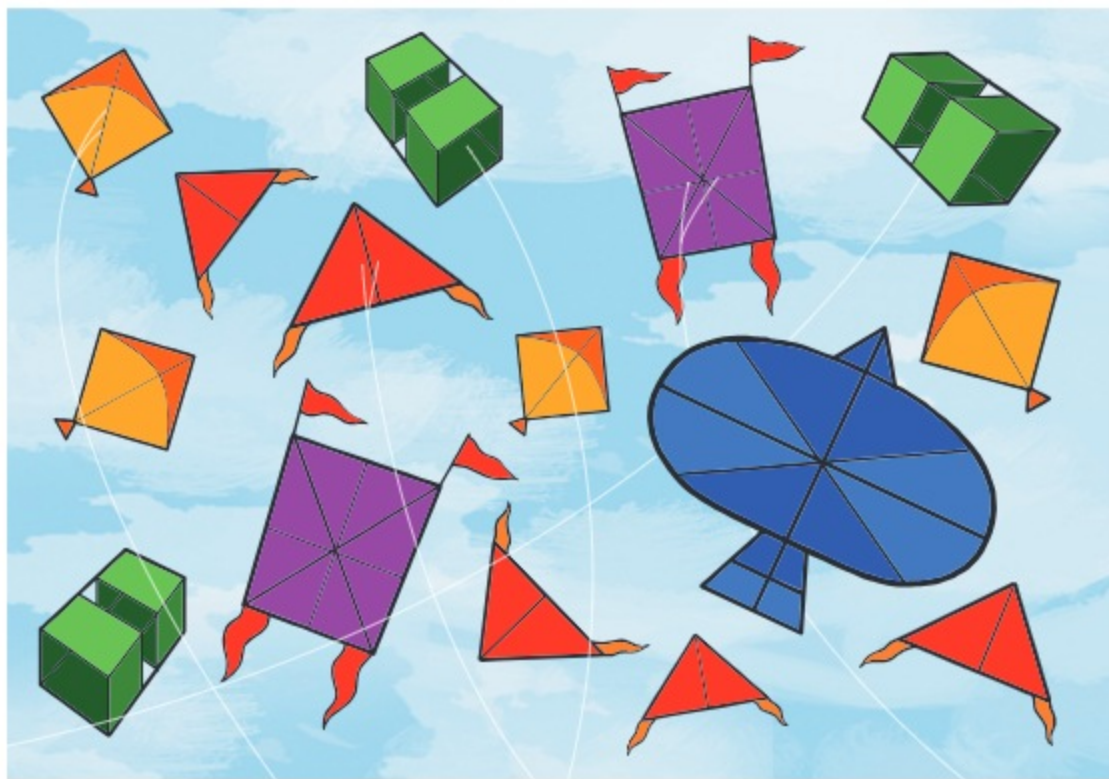


boat



**G.** Play the game in groups. Every student takes in hand a letter card or wooden/plastic letter. Stand in a line and show your letters to make a word like dog, cat and crow. Then make that animal's sound and movement.

**A.** Look at the picture. Count the different types of kite.



**B.** Look, listen and say. Count and read.



1

one



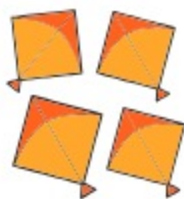
2

two



3

three



4

four



5

five

**C. Read. Trace and write.**

one one

two two

three three

four four

five five

**D. Read, count and match. Write the numbers in words.**  
Circle your favourite flowers.



5 .....



3 .....



4 .....



1 .....



2 .....

**E. Match the number cards or wooden or plastic numbers 1-5 with their word cards.**



**A.** Look at the picture. Listen and say the names.



**B.** Look, listen and say. Read.

f F

g G

h H

i l

j J



frog



garlic



honey



island



jute

**C.** Read. Trace and write.

frog frog

garlic garlic

honey honey

island island

jute jute

**D.** Rearrange the letters to make words. Or rearrange the wooden / plastic letters to make the following words.



h o e y n



i s a l d n



r f g o



u e t j



g r a i l c



i h f s

**E.** Read and match. Circle your favourite animal/ animals.



fish



jute



hen



island



goat



insects



garlic



frog



jug



honey

**F.** Write the names of the pictures.



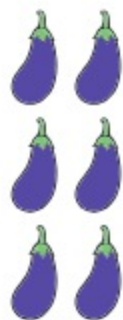
**G.** Play the game in groups.

Every student takes in hand a letter card or wooden/ plastic letter. Stand in a line and show your letters to make a word like frog, insects, goat, hen. Then make that animal's sound and movement.

**A.** Look at the picture. Tell what you see.

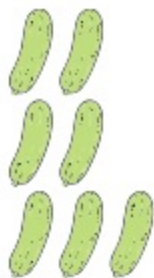


**B.** Look, listen and say. Count and read.



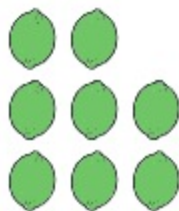
6

six



7

seven



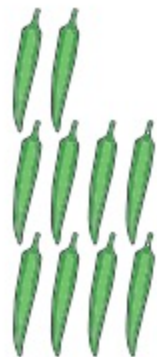
8

eight



9

nine



10

ten

**C.** Read. Trace and write.

six six

seven seven

eight eight

nine nine

ten ten

**D.** Read and rearrange the letters (or wooden/ plastic letters) to make words. Then match them with the figures.

6      eitgh      .....

7      nein      .....

9      etn      .....

8      isx      .....

10      seevn      .....

**D.** Write the numbers from 1 to 10 in word. Read.

**A.** Look at the pictures. Say what you see.



**B.** Look, listen and recite.



**Little Seed**

I plant a little seed  
In the ground.

Out comes the sun,  
Big and round.

Down come the rain drops,  
Soft and slow.

Up comes a flower,  
Grow, grow, grow!



**C.** Recite the rhyme and act it out.

**D.** Project work: Plant a seed in the ground or in a tub.  
Take care and draw pictures of different stages.

**A.** Look at the picture. Listen and say the names.



**B.** Look, listen and say. Read.

**k K    l L    m M    n N    o O**



kitten    ladder    monkey    nest    orange

**C.** Read. Trace and write.

kitten kitten

ladder ladder

monkey monkey

nest nest

orange orange

**D.** Rearrange the letters to make words in the box. Or rearrange the wooden / plastic letters to make the following words.



t n s e

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



m o n o

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



k t i t n e

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



o a r g e n

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



l d d a r e

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



m o k n e y

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**E.** Read and match. Then draw which one you like.



moon

lotus

net

kite

owl

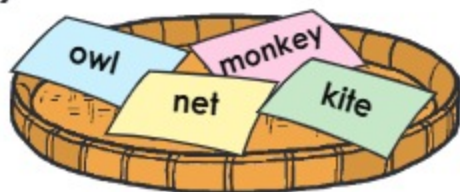
monkey



**F.** Write the names beside the pictures.



**G.** Game. Pick up a word card from the basket. If you pick up the word “monkey”, show what it is by miming.  
(Continue .....



**A.** Listen, say and count after your teacher. Read.



**11**



**12**



**13**



**14**



**15**

**B.** Read and write.

**11**

**12**

**13**

**14**

**15**

**C.** Game.

Pairwork : Every student takes a number card or wooden or plastic number in figures 1 to 5. They make numbers like 11/12/13/14/15 and write them down.

(Continue.....)

.....

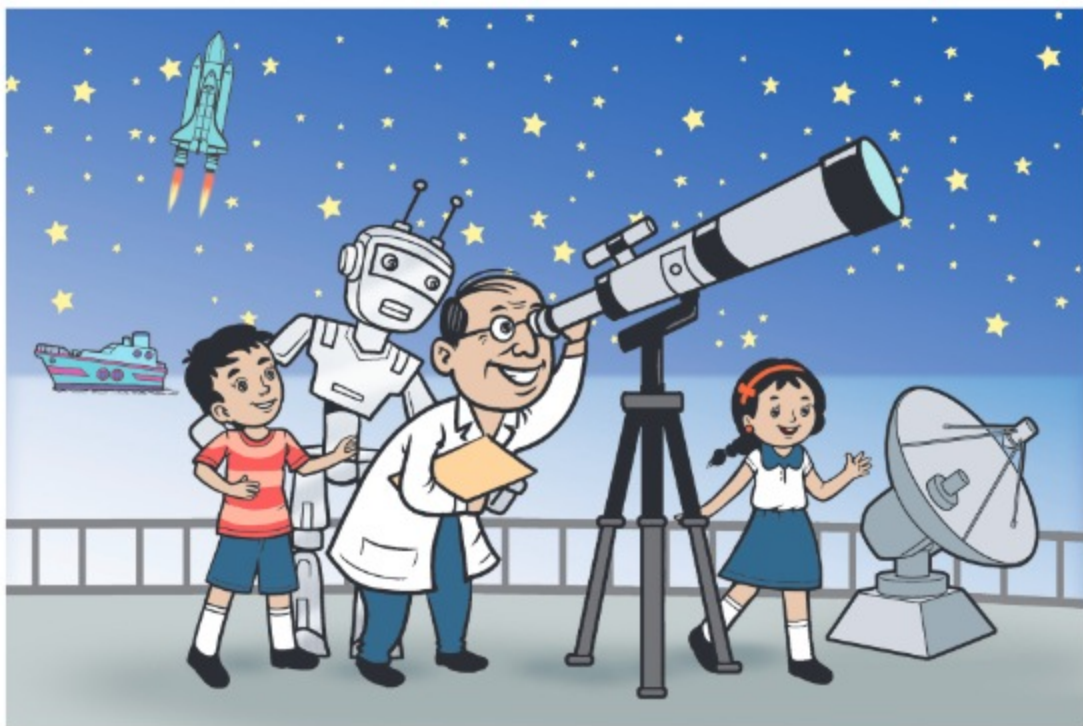
.....

.....

.....

.....

**A.** Look at the picture. Listen and say the names.



**B.** Look, listen and say. Read.

p P

q Q

r R

s S

t T



pen

quilt

robot

star

telescope

**C.** Read. Trace and write.

pen pen

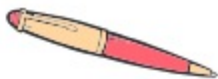
quilt quilt

robot robot

star star

telescope telescope

**D.** Rearrange the letters to make words in the box. Or rearrange the wooden / plastic letters to make the following words.



e p n

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



q u t i l

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



r s a t

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



t e e l s c o e p

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



k y s

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



r o t b o

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E.** Read and match. Then draw which one you like.



robot



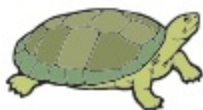
rat



turtle



sun



telescope

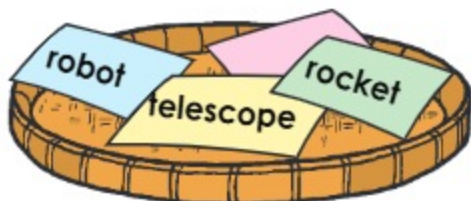


queen

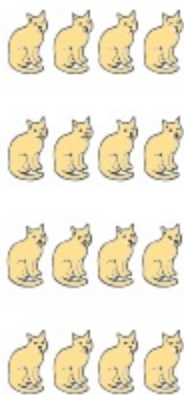
**F.** Write the name of the objects.



**G.** Game. Pick up a slip of paper from the basket. If you pick up a word “robot/telescope/rocket”, you will act out its uses. (Continue .....)



**A.** Listen, say and count after your teacher. Read.



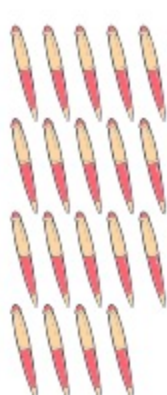
16



17



18



19



20

**B.** Read and write.

16

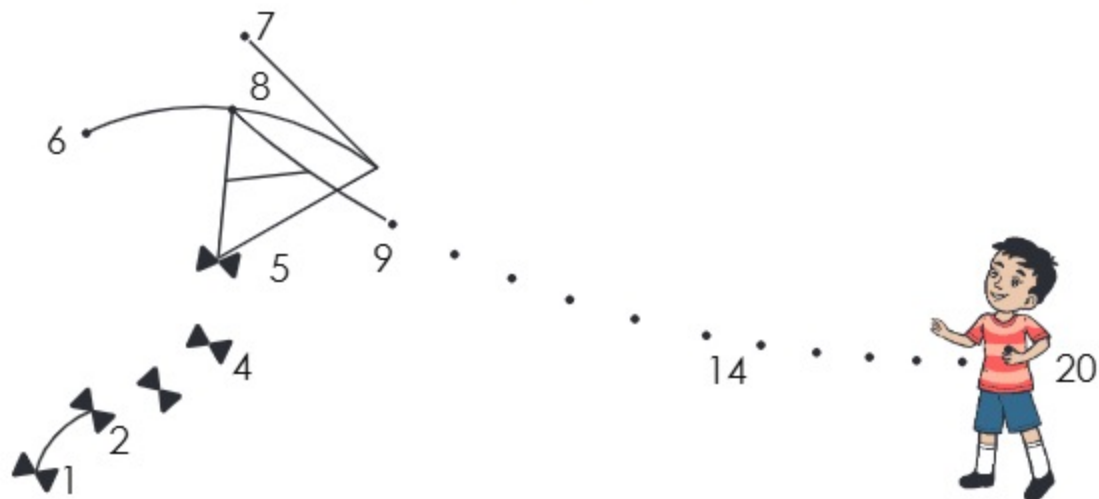
17

18

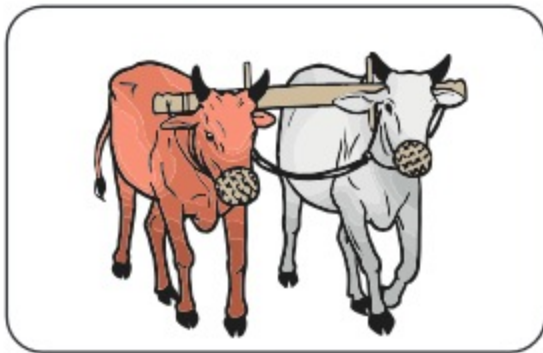
19

20

**C.** Write the missing numbers in the correct order. Connect the dots and lines to draw a picture. Colour the picture.



**A.** Look at the picture. Listen and say the names.



**B.** Look, listen and say. Read.

**u U**

**v V**

**w W**

**x X**

**y Y**

**z Z**



uniform

vase

whale

x-ray

yoke

zebra

**C.** Read. Trace and write.

uniform uniform

vase vase

whale whale

x-ray x-ray

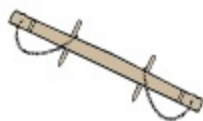
yoke yoke

zebra zebra

**D.** Rearrange the letters to make words. Or rearrange the wooden / plastic letters to make the following words.



v a e s



o k y e



w l e a h



x - a y r



u i n f o m r



e z b a r



**E.** Read and match. Draw which one you like.



uniform



x-ray

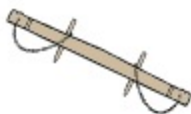


whale



yoke

water



zebra



**F.** Read the words and circle your favourite picture/pictures. Share with your friends.



village



town



uniform



no uniform

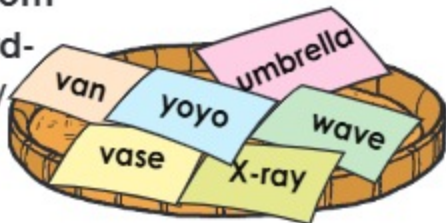


fast foods



vegetables

**G.** Game. Pick up a slip of paper from the basket. If you pick up a word—"umbrella/van/vase/wave/X-ray/yoyo", you will act out its uses. (Continue .....)



**A.** Listen, say and count after your teacher. Read.



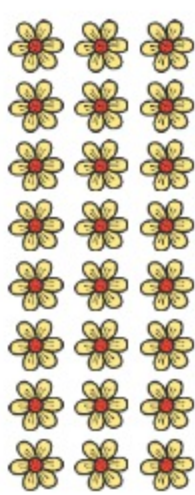
21



22



23



24



25

**B.** Read and write.

21

22

23

24

25

**C.** Read the following numbers and then write the numbers in the circles in order.

23

21

25

22

24



- A.** Look at the picture. Ask and answer the names of the vegetables you know.



- B.** Rhyme. Look, listen and say.

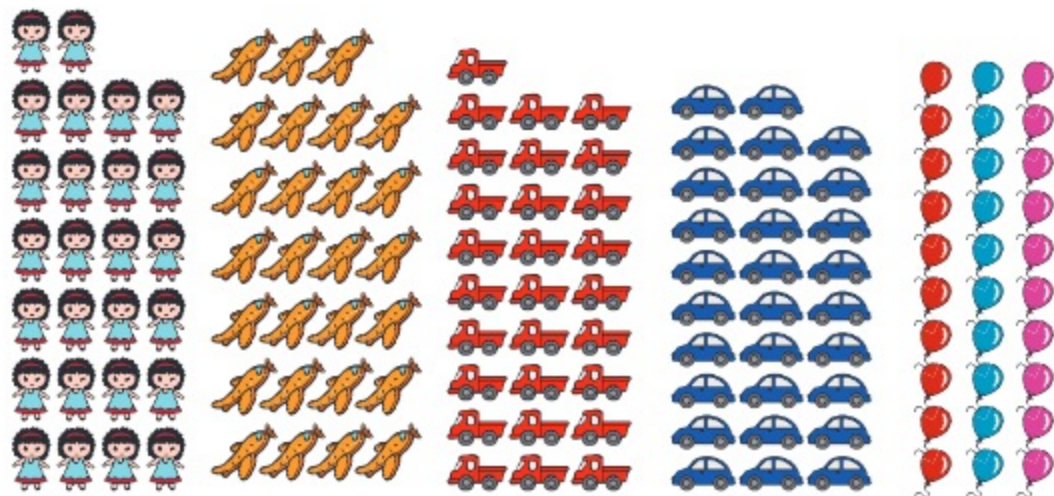
### Vegetables

Tomatoes and carrots  
Cabbage and peas  
Look so yummy  
All red and green.

So little children  
Eat them everyday  
To make you grow  
Strong and smart.

- C.** Recite the rhyme and act out.

**A.** Listen, say and count after your teacher. Read.



**26**

**27**

**28**

**29**

**30**

**B.** Read and write.

**26**

**27**

**28**

**29**

**30**

**C.** Game.

Teacher will distribute number cards or wooden or plastic numbers like 0, 2, 3, 6, 7, 8, 9. Then teacher will say any number like 28. Students who get these two cards (2 and 8) will make the number and show it in the class.

(Continue.....)

**D.** Write the numbers from 1 to 30. Read.



## Classroom Commands

- A.** Look at the pictures. Can you guess the commands for each picture? In pairs, try to say the commands for each picture.



- B.** Now, listen and repeat the following commands. Role play.

- |                     |                     |
|---------------------|---------------------|
| a. Raise your hand. | f. Close your book. |
| b. Sit down.        | g. Come here.       |
| c. Stand up.        | h. Write your name. |
| d. Clean the board. | i. Clap your hands. |
| e. Be quiet.        | j. Open your book.  |

**C.** Work in pairs. Match each of the commands (a-j) in section B with the pictures in section A.

**D.** Listen and repeat the dialogues in the boxes.

Teacher : Hello, students! Listen carefully.

Students : Sure, teacher.

Teacher : Hello Noboni, show me your book.

Noboni : Here it is, teacher.

Teacher : Hello, Abeer, come here. Write your name on the board.

Abeer : Sure, I will.

Teacher : Well done, Abeer. Clean the board and go back to your seat.

Abeer : Thank you, teacher.

Teacher : Monali, come to the front. Now, draw a circle on the board.

Monali : Here we go, teacher.

Teacher : Good job Monali. Thank you.

Monali : You're welcome, teacher.

**E** In pairs, practice the dialogues in D by role play.  
Use real name where possible.

**A.** Listen the instructions and draw.  
(The first one is done for you)

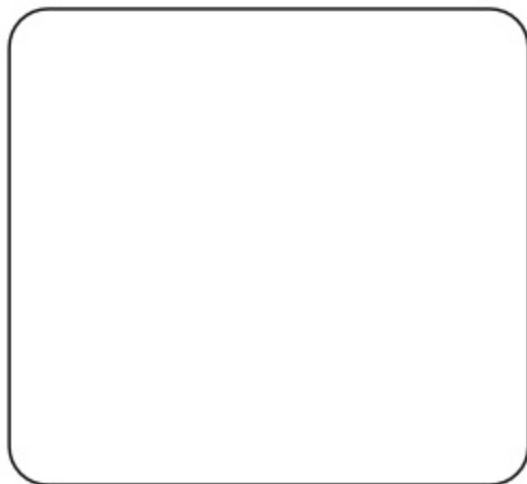
1. Draw a straight line.



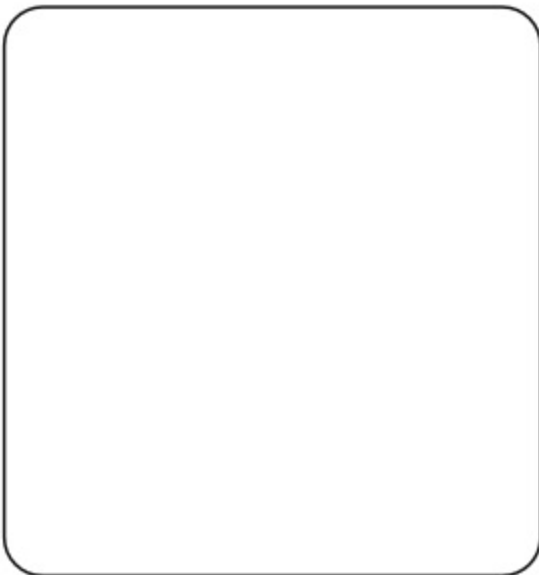
Draw an arrow below the line.



2. Draw a circle.



3. Draw a flower.  
Colour it green and red.



**B.** Look at and listen to the classroom instructions.

Now, in pairs, read the rules aloud.

1. Come on time.



2. Prepare for class.



3. Listen to others.



4. Raise hand to speak.



5. Be kind.



6. Say 'please'.



7. Say, 'Thank you'.



8. Clean up and help out.



**C.** Project: Make a poster with five Golden Rules below.

Display your poster in your class.

**Rule 1**

**try  
hard**



**Rule 2**

**listen**



**Rule 3**

**share**



**Rule 4**

**care**



**Rule 5**

**be  
safe**





**A. Listen and act out the dialogues.**

**Dialogue 1: In the library**

Hillol : Excuse me Rita.

Can I borrow your eraser, please?

Rita: Oh, yes. Why not? Here it is.

Hillol: Thank you so much.

Rita: My pleasure.



**B. Listen and follow the requests given in the box.**

**Match each request with a sign.**



Please show your ticket.



No littering, please.



Please turn off your phone here.



Please wash your hands clean.



## Good and bad habits 1

**A.** Look and say. What is the boy doing?



go to school



go to bed



play football



brush teeth



read book



get up



have breakfast

**B.** Group work. Is the boy doing the activities in section A in the right order? If not, rearrange the activities by putting the numbers in the boxes properly. Share with other groups.

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



Tasin : When do you get up?

Teacher : I get up early in the morning.

S1 : Hello, Mahin. When do you brush your teeth?

S2 : I brush my teeth after breakfast and dinner.

Continue .....

**D. Ask and answer in pairs.**



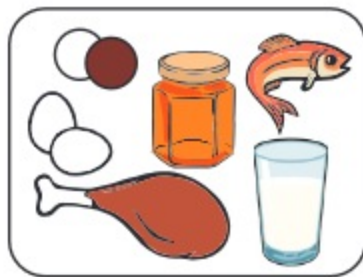
(Continue ....)

**E. Role play. Close your eyes and point to any picture in section A.**

Open your eyes and act out according to the picture.

(Continue .....

**A.** What do you see in the pictures? Choose one favourite item from each box.



**B.** Look, listen and say.



a guava



a banana



an orange



a papaya



S1 : Do you like banana?

S2 : Yes, I do. Or No, I don't. I like mango.

(Continue ....)

**C.** Ask and answer in pairs.

S1 : Do you like mango?

S2 : Do you like orange?

S2 : Yes, I like.

S1 : No, I don't.

(Continue ....)

**A.** What do you see in the pictures? Circle your favourite picture.



**B.** Look, listen and say.



S1: Do you like cricket?

S2: Yes, I do. Or No, I don't. I like football.

(Continue ....)

**C.** Pair work. Show a picture of activity A and ask a question on the picture. Your partner will answer the question.

S1 : Do you like to go on a picnic?

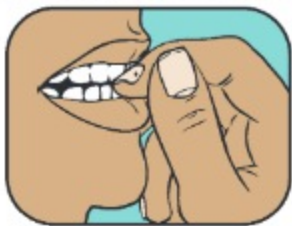
S2 : Yes, I like to. Or, no, I don't. I like to go on a study tour.

S2 : Do you like dancing?

S1 : Yes, I do. Or, no, I don't. I like singing.

(Continue .....

**A. Look and say. Circle the good habits.**



**B. Look, listen and say.**

What do you do in the evening?

S1: What do you do in the morning?

S2: I have breakfast in the morning.

S2: How do you cross a road?

S1: I cross a road using the foot over-bridge.

(Continue ....)



**C. Pair work. Show a picture of activity A and ask a question about the picture. Your partner will answer the question.**

S1: How do you cross a road?

S2: I cross a road using the foot over-bridge.

S2: How do you cut your nails?

S1: I cut my nails by a nail cutter.

(Continue .....)

**A. Look and say. Circle the picture where you live.**



a village



a city



a small town

**B. Look, listen and say.**

Where do you live?



I live in a village.



(Continue ....)

S1: Where do you live?

S2: I live in a village.

S2: Where do you live?

S1: I live in a small town.

(Continue ....)

**C. Ask and answer questions in pairs.**

S1 : Where do you live?

S2 : I live in Kushtia town.

S2 : Where do you live?

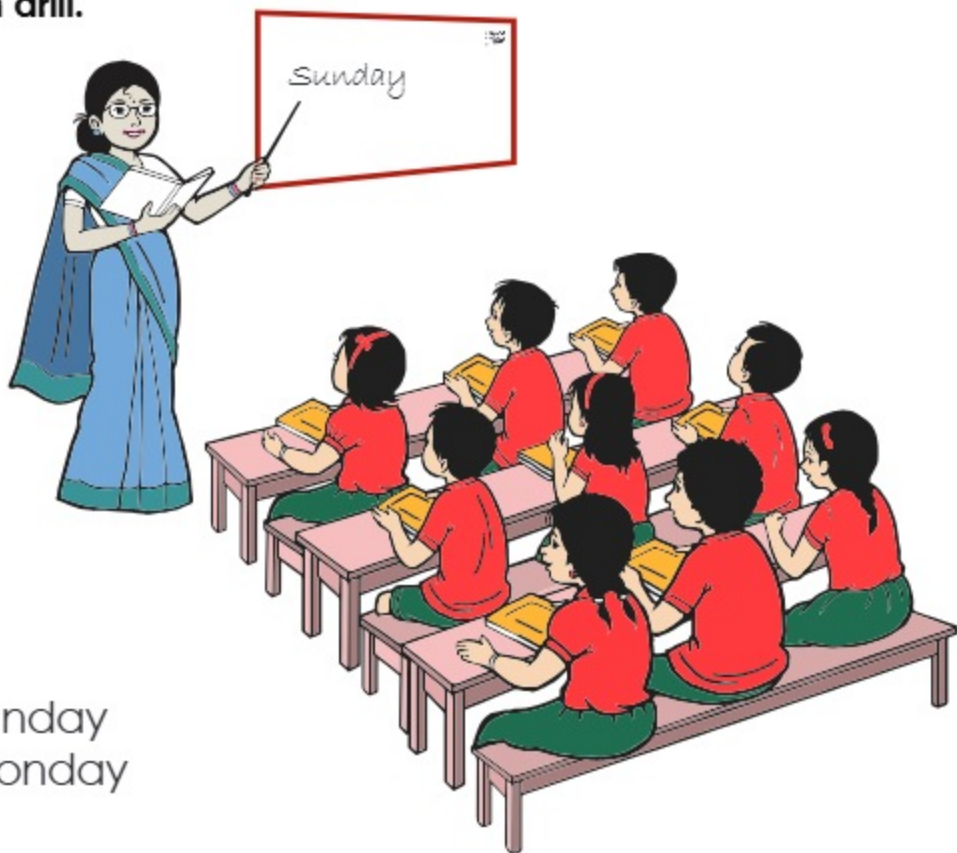
S1 : I live in a city.

(Continue .....)

**Days****A.** Listen and say.**Days of the week****Sunday****Monday****Tuesday****Wednesday****Thursday****Friday****Saturday**



**B. Chain drill.**



S1: Sunday

S2: Monday

S3:

S4:

S5:

S6:

S7:

S8 : Sunday \_\_\_\_\_

S9: \_\_\_\_\_

(Continue .....)

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



JANUARY 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## Seven Days in a Week

I look at my calendar and what do I see?

There are seven days in a row for me.

Sunday, Monday, Tuesday too

Wednesday, Thursday is next true.

Friday, Saturday come and then

Sunday comes around again.

**B.** Trace and write.

Sunday

Handwriting practice lines for Sunday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Monday

Handwriting practice lines for Monday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Tuesday

Handwriting practice lines for Tuesday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Wednesday

Handwriting practice lines for Wednesday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Thursday

Handwriting practice lines for Thursday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Friday

Handwriting practice lines for Friday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Saturday

Handwriting practice lines for Saturday: a solid red top line, a dashed blue middle line, and a solid red bottom line.

Today is

Handwriting practice lines for Today is: a solid red top line, a dashed blue middle line, and a solid red bottom line.

**C.** Now, copy the names of the days in your exercise book.

**A. Listen and say.**

How many days are there in a week?



7 days



What day is today?



It's .....



**B. Pairwork. Ask and answer.**

S1: How many days are there in a week?

S2: .....

S1: What are they?

S2: .....

S1: What day is today?

S2: .....

( Continue .....

**C. Chain drill.**

S1: What day is today?

S2: .....(name of the day, say, it is Monday)

S2: What day comes after Monday?

S3: Tuesday. What day comes after Tuesday?

S4: .....

(Continue .....)

- D. Look for the days in the box and say their names. Colour the days you have found. Use seven different colours. One is done for you.**

				<b>W</b>						
		<b>T</b>	<b>u</b>	<b>e</b>	<b>s</b>	<b>d</b>	<b>a</b>	<b>y</b>		
	<b>M</b>	<b>o</b>	<b>n</b>	<b>d</b>	<b>a</b>	<b>y</b>				
		<b>S</b>	<b>u</b>	<b>n</b>	<b>d</b>	<b>a</b>	<b>y</b>			
				<b>e</b>						
<b>T</b>	<b>h</b>	<b>u</b>	<b>r</b>	<b>s</b>	<b>d</b>	<b>a</b>	<b>y</b>			
	<b>F</b>	<b>r</b>	<b>i</b>	<b>d</b>	<b>a</b>	<b>y</b>				
			<b>S</b>	<b>a</b>	<b>t</b>	<b>u</b>	<b>r</b>	<b>d</b>	<b>a</b>	<b>y</b>
				<b>y</b>						

- E. Now, close your book and write the names of the days.**

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



a seed



a flower pot



the sun



a water can



a plant

**B.** Look at the pictures. Now number the pictures 1-4 according to order.



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



On Sunday, Rima's father gives her a seed.



On Monday, Rima puts soil in a pot.



She then puts the seed into the soil.



Rima waters the seed on Tuesday.

**B. Look, listen and say.**



On Wednesday, Rima puts the pot in the sun.



Rima waters the seed again on Thursday.



On Friday, Rima waits.



On Saturday, Rima sees something in the pot. It's a small plant with two leaves!



**C.** Put the sentences in the correct order. Number them from 1-4

- Rima puts the pot in the sun.
- Rima's father gives her a seed.
- There's a small plant!
- Rima puts the seed in the pot.

**D.** Say and write the missing days.

Sunday .....

Tuesday .....

Thursday .....

.....

- A.** Listen, repeat after your teacher and enjoy the rhyme. Colour the pictures.

Two little birds



On Sunday, I saw  
two eggs in the nest.



On Monday, there were  
two little birds instead.



On Tuesday, as the day began  
the little birds twittered and sang.



On Wednesday, the little birds hopped and danced.



On Thursday, the little birds sat on a branch.



On Friday, the little birds began to play.



On Saturday, the little birds happily, flew away.

**B.** Copy the rhyme neatly in your exercise book.

**C.** Work in pairs. Read the rhyme again. Ask and answer the following questions.

1. What was in the nest on Sunday?
2. When did the two birds come out of the eggs?
3. What did the birds do on Thursday?
4. When did the birds fly away?

**D.** Now, write the answers in your exercise book.





## Say the initial (beginning) sounds 1

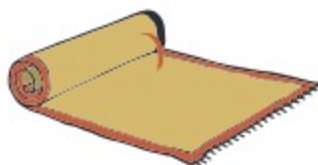
**A.** Look at the pictures. Listen and say.



ant



apple



mat



man

**B.** Listen and say the initial sounds and the words.

a (/æ/)—ant    a—apple    m (/m/)—mat    m—man

Example:

T: a

Ss: a

T: a—ant

Ss: a—ant

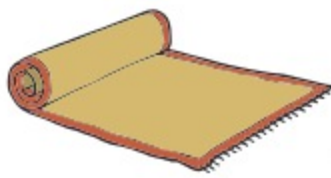
T: ant

Ss: ant

**C.** Listen to the words and circle the initial sounds.  
 One is done for you.



(a) pple



mat



ash



milk

- D.** Look at the pictures and say the words. Then write the words and say them in groups and then individually again. One is done for you.



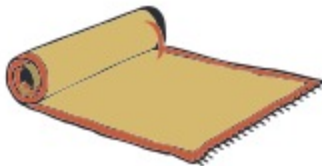
\_ant\_\_\_\_\_

Example:

SS: ant

S1: ant

Continue...



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

- E.** Say each pairs of the words. Then write S (same) against the pair with the same initial sounds. Write D (different) against the pair with the different initial sounds. One is done for you.

1. apple

mat

 D

2. man

mat

3. apple

fan

4. ant

ash

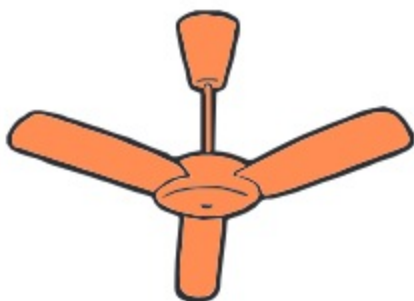
5. man

fan

**A.** Look at the pictures. Listen and say the words.



bag



fan



top



cake

**B.** Listen, say the initial sounds and the words.

b—bag

f—fan

t—top

c—cake

**C.** Say each pair of the following words. Then write S (same) against the pair with the same initial sounds, and write D (different) against the pair with different initial sounds. One is done for you.

1. cot                      cat                       S

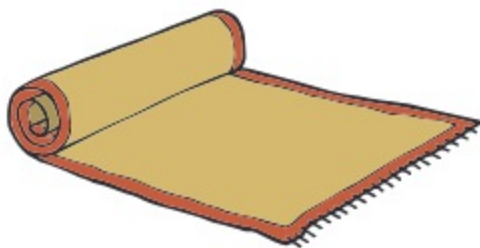
2. fan                      apple                     

3. bag                      bed                     

4. cake                      take                     

5. man                      men

D. Look at the pictures and say the words in groups and then say the words individually. One is done for you.



SS: mat  
S1: mat



tap



book



cap

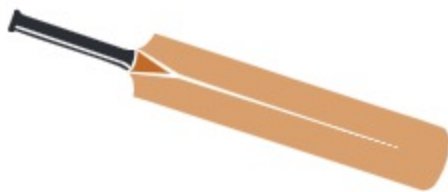
Continue . . . . .



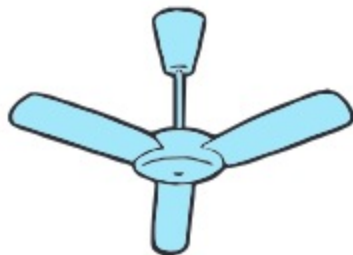
**A.** Look, listen and say the words.



cat



bat



fan



van

**B.** Listen and say the words, and then say the final sounds.  
Now, say the words again.

cat    bat    fan    van

Example:

T: cat—t

Ss: cat—t

T: t

Ss: t

T: cat

Ss: cat

T: bat

Ss: bat

(Continue .....)

**C.** Look at the pictures and complete the words.



fa—



ca—



va—



ba—

Then say the words and their final sounds.

Example :

T: fan      Ss: fan

T: n        Ss: n

S1: n

Continue .....

**D.** Say each pair of the following words. Then write S (same) against the pair with the same final sounds, and write D (different) against the pair with the different final sounds.

- |        |     |                          |
|--------|-----|--------------------------|
| 1. bat | van | <input type="checkbox"/> |
| 2. vat | rat | <input type="checkbox"/> |
| 3. fan | fat | <input type="checkbox"/> |
| 4. mat | hat | <input type="checkbox"/> |
| 5. pan | pet | <input type="checkbox"/> |

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



red



ball



dog



bus

**B.** Listen and say the final sounds.

red—d

ball—l

dog—g

bus—s

Example:

T: red—d

Ss: red—d

T: bus

Ss: s

T: bus

S1: s

Continue.....

**C.** Look at the pictures and write the words. Then say the words.



ba—



re—



bu—



do—

**D. Read these words aloud.**

road frog net shop jeep goat pass make

Now say the final sounds of the above words.

Example:

T: road

Ss: d

S1 d

Continue . . . . .

**E. Say each pair of the following words. Then write S (same) against the pair with the same final sounds, and write D (different) against the pair with different final sounds.**

jug flag

mug map

lotus bus

rod cot

goat road

tall bell



## Colours

### A. Look, listen and say.



Red, red, red  
The rose is red.



Green, green, green  
The parrot is green.



Blue, blue, blue  
The sky is blue.



Violet, violet, violet  
The balloon is violet.



Orange, orange, orange  
The carrot is orange.



Yellow, yellow, yellow  
The banana is yellow.



Indigo, indigo, indigo  
The kite is indigo.

### B. Look, listen and say.

This colour is red.

**red**

This colour is green.

**green**

This colour is yellow.

**yellow**

This colour is violet.

**violet**

This colour is blue.

**blue**

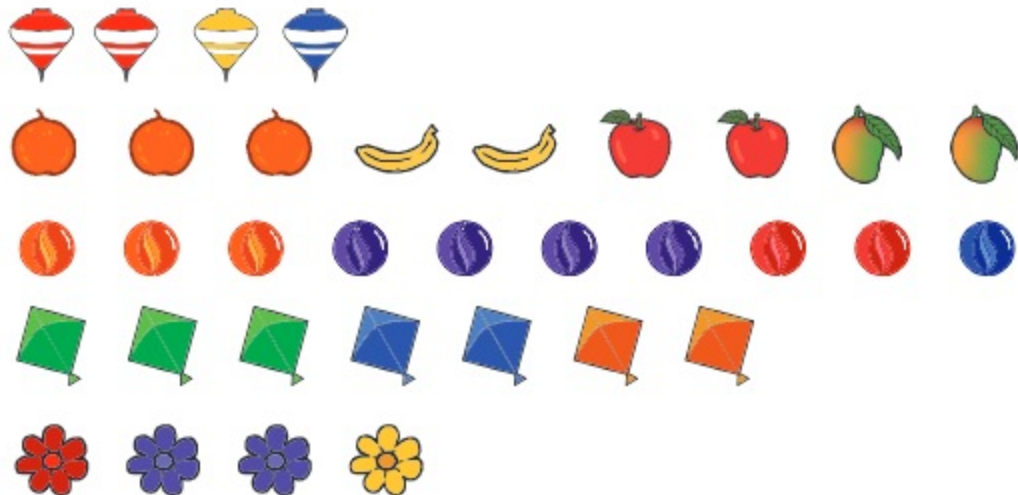
This colour is orange.

**orange**

This colour is indigo.

**indigo**

- C.** Look at the objects in different pictures. Point to the objects and say what colour they are.



- D.** Match the pictures with the names of the colour. One is done for you.



violet

green

indigo

orange

blue

red

yellow

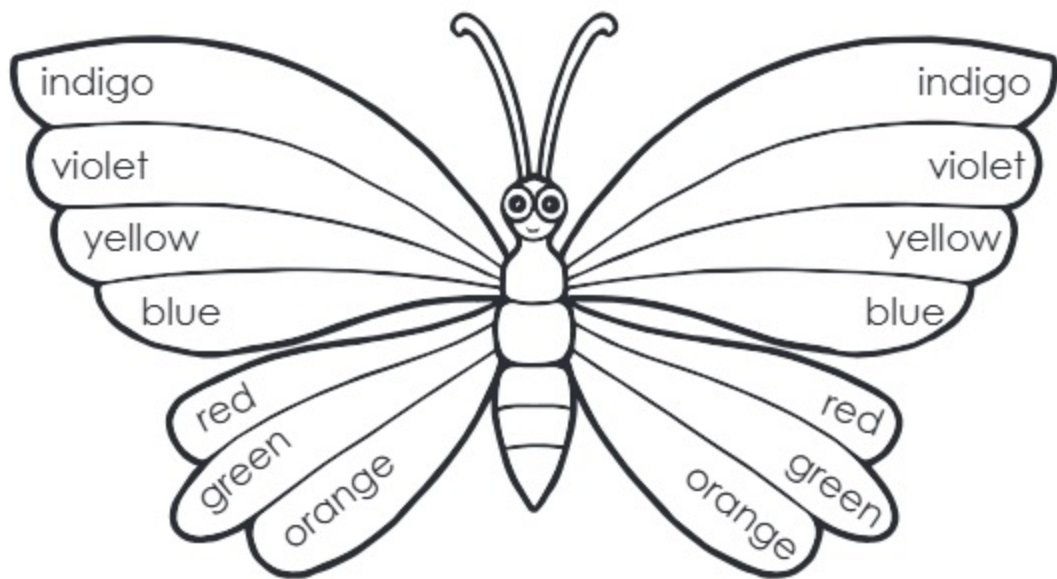
**A.** Look, listen and repeat after your teacher.



**Seven Colours  
Make a Rainbow**

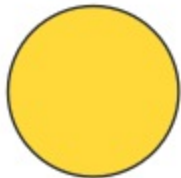
Do you know? Do you know?  
Seven colours make a rainbow?  
Red, orange and yellow,  
Green and blue,  
Violet, indigo too!  
Raindrops and sunlight  
Make the colours look so bright!

**B.** Look at the picture. Read and colour .



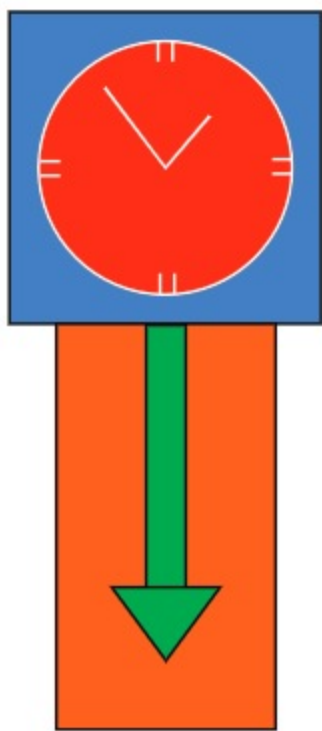
**C.** Draw a rainbow and colour it. As you draw, recite the rhyme.

**D.** Write the name of the colour in the box.





A. Look at the picture and say what you see.



B. Draw the grand clock and colour it.

C. Look, listen and say. Trace the shapes in air.



circle



square

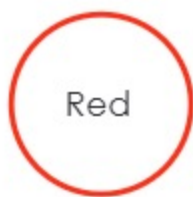


triangle



rectangle

- D.** Write A under the circle, B under the square, C under the triangle and D under the rectangle. Colour them.



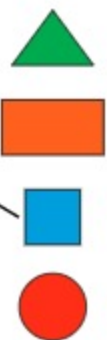
- E.** Read and match them with the pictures.  
One is done for you.

square

triangle

circle

rectangle

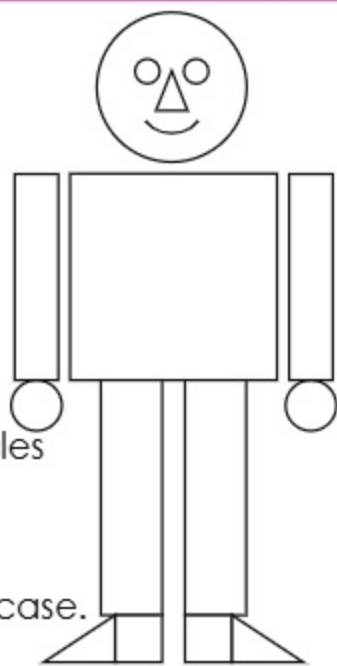


- F.** Look for the different shapes in your classroom and say what shapes they are.
- G.** Say, draw and colour.

- A.** Look at Mr. Shape and talk about it.  
Why the picture is called Mr. Shape?

**Mr. Shape**

I am Mr. Shape, look at me.  
I have circles, squares, triangles and rectangles  
As many as there could be.  
My eyes are round and so is my face,  
My body is square if you haven't noticed, in case.  
My arms are rectangles and so are my legs.  
My hands are circles and my feet are triangles, you see.



**Now, can you colour me?**

- B.** Look at Mr. Shape, count the different shapes and write.

Mr. Shape has:

- ..... circles.  
..... squares.  
..... triangles.  
..... rectangles.

- C.** Project work. Make the grand clock with paper, colour it and display it on the wall of your classroom.

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



tall



short

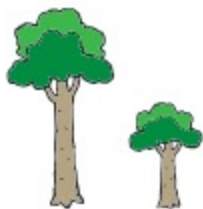


big small



fat thin

**B.** Point and say.



**C.** Listen and circle the picture.



a tall man



a short man



a big pot



a small pot

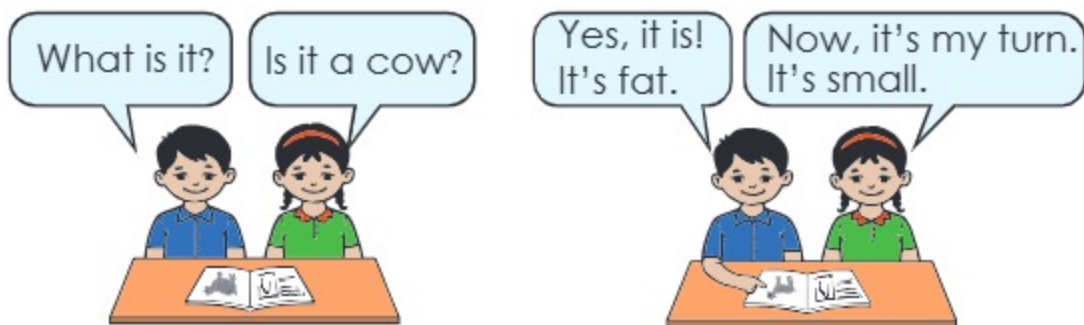
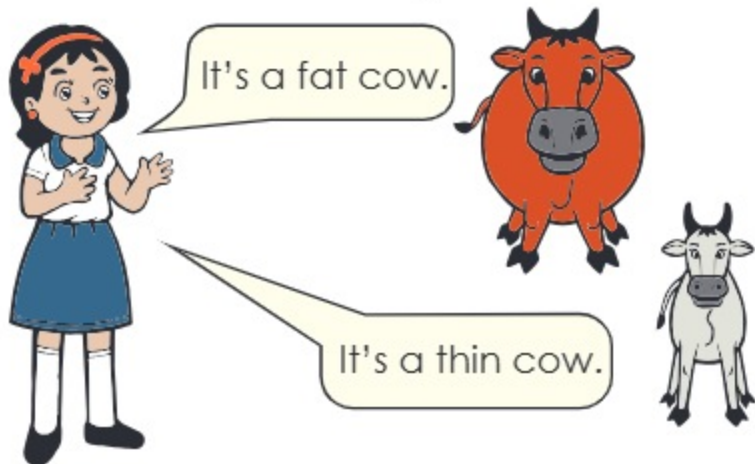


a fat cow



a thin cow

**D.** Look at the pictures in Section C and say what things are big and what are small. Also say who is tall and who is short.



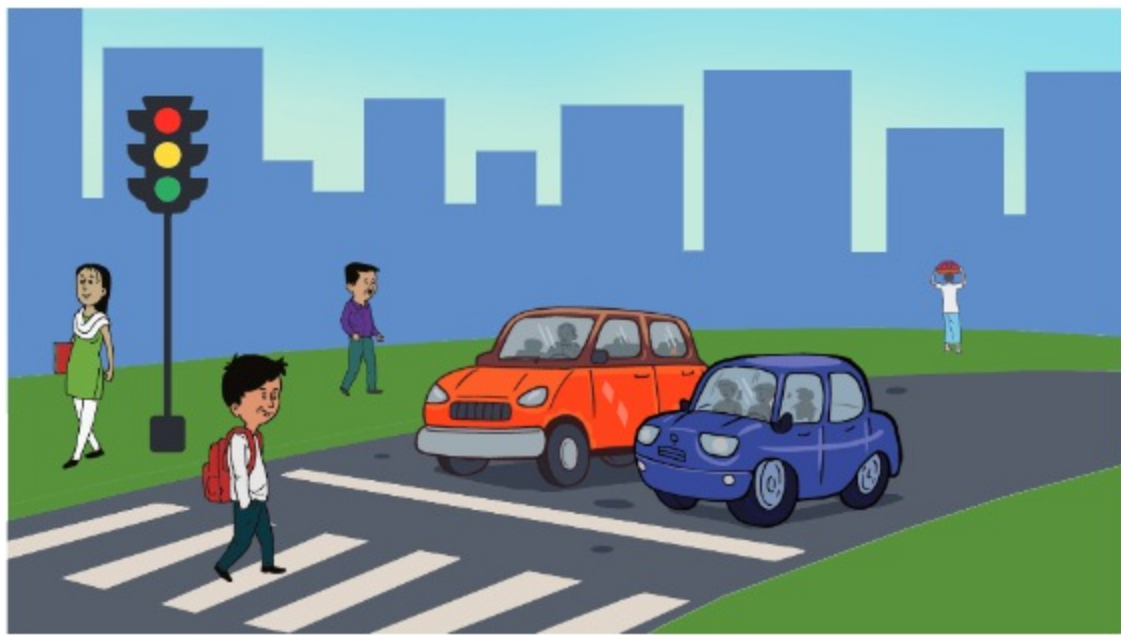
**E.** Say, draw and colour.

continue. . . .



It's a big tree

A. Look, listen and say.



Red light, red light,

What do you say?

I say stop, and stop right away.

Yellow light, yellow light,

What do you mean?

I mean wait, till the light is green.

Green light, green light,

What do you say?

I say go, go right away.

**B. Look, read and say.**

Say what the car will do?

 Green light says

go

 Red light says

stop

 Yellow light says

wait

**C. Ask and answer .**

1. Which sign tells a car to stop?
2. Which sign tells a car to wait?
3. Which sign tells a car to go?

**D. Now write the answers in your exercise book.**

**E. What do you see in the picture? Make flash card with the signs.**



Signal Ahead



No horn



Do not enter



School ahead



U-Turn



No U-Turn



No parking



Turn right  
Turn left



Zebra crossing

**F.** Game. S1 will drive a car along the road and S2 will show the flash cards of various road signs. S1 will follow the signs as they drive along the imaginary road. In this way, S1 and S2 will take turns and play the game until all the signs are used.





**Myself**

- A.** Look at the picture. What do you see?



- B.** Chain drill. Ask and answer about yourselves (your name, age and what you do).

S1: Hello, I am ..... (name). I am 7 years old.  
I am a student. Who are you?

S2 : Hello, I am ..... (name) . I am 6 years old.  
I am a student too. Who are you?

S3: Hello, I am ..... .

S4: ..... Continue.....

- C.** Listen to the text and repeat after your teacher.

**Myself**

My name is Mita. I am seven years old. I am a student. I am in class 2. I go to school everyday. I do my homework in the evening. I like to draw pictures and colour them. I have a brother. I love to play with him.

**D.** Read the above text in section C.

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

1. Who is Mita?
2. How old is she?
3. Which class is she in?
4. When does she do her homework?
5. What does she like to do?

**F.** Ask and answer the following questions. Write them in your exercise book.

1. What's your name?
2. Which class are you in?
3. When do you do your homework?
4. What do you like to do?
5. Who do you play with?

**A. Look at the picture. What do you see?**



1. How many people are there?
2. Name the animals.
3. How many are they?
4. Where are the cows?
5. What are the goats doing?

**B. Listen to the teacher and repeat after him/her.**



**My mother**

My mother's name is Rahela Khatun. She is a health worker. She rides a motorbike. She goes from one house to another to monitor the health of the women in the village. She takes care of our family. She is a very good person. I love my mother.

**C. Read the text in section B. Ask and answer the following questions.**

1. Who is Mita's mother?
2. What does she do?
3. What does she ride on?
4. What does she take care of?



**D. Pairwork.**

S1: What's your mother's name? What does she do?

S2: My mother's name is . . . . . (name of the student's mother).

She is a . . . . . ( name of the profession/work).

S3: What's your mother's name? What does she do?

S4: (will answer)...

Continue....

**E. Read the text in B again. Now fill in the blanks with suitable word/s.**

- (a) Rahela Khatun is .....
- (b) She ..... motorbike.
- (c) She monitor the health of the .....
- (c) Rahela Khatun takes care of her .....

**A.** What do you see in the picture?



**B.** Read the text below.



**My father**

My father's name is Akbar Ali. He is a farmer. He works in other people's field. He helps my mother to look after us. He also cooks for us. He takes care of the animals too.

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

1. What's the name of Mita's father?
2. What does he do?
3. Where does he work?
4. How does he help mother?

**D. Ask and answer questions. Write them in your exercise book.**

1. What's your mother's name? (Student's mother's name)
2. What does she do?
3. What's your father's name?
4. What does he do?
5. How does he help in the family?

**A.** Look at the picture. What do you see?



**B.** Read the text below.

### **My brother**

This is my brother Kamal. He is ten years old. He is in class five. He helps me with my homework. He loves to play. We play together. My brother helps our parents. Our parents love us very much. We are a happy family.

**C.** Read the above text and fill in the blanks.

1. Kamal is..... old.
2. He is in class..... .
3. He helps Mita with her..... .
4. He loves to play..... .

**D. Pair work. Ask and answer these questions about yourselves.**

1. How many brothers and sisters do you have?
2. How old is your brother / sister?
3. What does your brother / sister do?
4. Who helps you with your homework?

**E. Now write down the answers to the questions in D above.**

**F. Fill in the blanks with *a*, *an*, *the*.**

Mita is .... girl. She has .... brother. Mita has ...egg every morning. Their mother is .... health worker. Their father is .... farmer. He needs .... umbrella to go to work.

**G. Put , (coma), . (full stop), and ? (question mark).**





**A.** Listen to the rhyme and recite with your teacher.

### Family

Come with me, and meet my family  
Mother, father, sister, brother and me.  
There are some more members I tell you  
Grandpa, grandma, uncle, aunt and cousins too  
We spend time together  
And help one another.  
I love them, and they love me  
We are all a happy family.



**B.** Group work . Read the rhyme and find out how many members there are in the family.

**C.** Recite the rhyme in chorus.



## Their living places

**A.** Look at picture and answer the following questions.



1. What do you see in the picture?
2. How many animals and birds are there?
3. Which animal and bird do you like most?

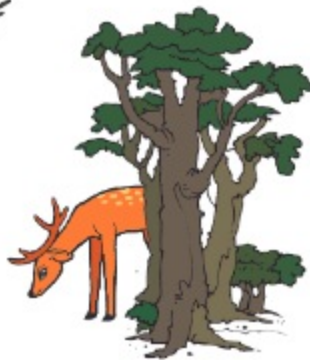
**B.** Match the picture with the name.



tiger  
 dog  
 monkey  
 cow  
 deer  
 parrot  
 crow



- C.** Listen to the names of the animals and the birds, point to the right pictures and say the names.



- D.** Look at the pictures in section C. Listen, say and read after your teacher.

A dog lives in a kennel or doghouse.

A cow lives in a shed or a cowshed.

A monkey lives in a tree.

A parrot lives in a nest or a tree hole.

A tiger lives in a lair.

A crow lives in a nest.

A deer lives in a forest.

**E.** Read the words and match them with the right pictures.  
One is done for you.



a crow



a monkey



a cow

a parrot



a dog



a dog

















a tiger



**F.** Read each of the following sentences and say true or false. If false, give the right answer.

1. The monkey lives in a tree hole.
2. The cow lives in a forest.
3. The crow lives in a nest.
4. The parrot lives in a tree.

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

	meat	
	grass	
	fruits, nuts, etc.	
	fruits.	
	meat	
	grains, insects, etc.	
	grass, leaves, etc.	

**B.** Group work. Make seven meaningful sentences and read them aloud.

A dog	eats	meat.
A cow		grass, leaves, etc.
A monkey		grass.
A parrot		fruits.
A tiger		meat.
A crow		fruits, nuts, etc.
A deer		grains, insects, etc.

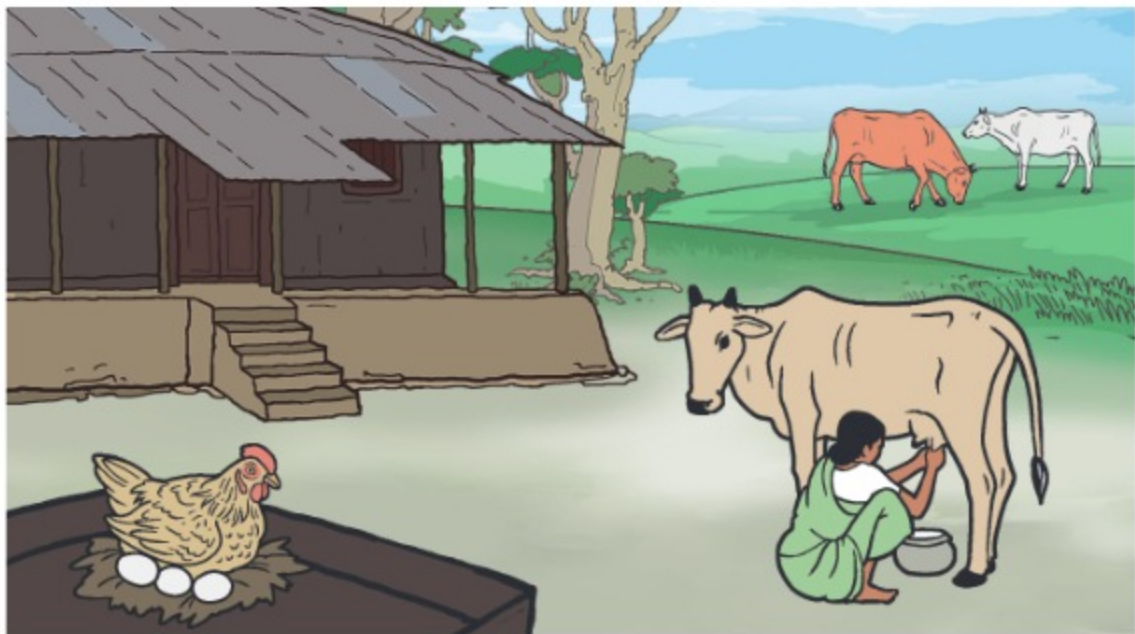
**C.** Read each of the following sentences and say true or false. If false, give the right answer.

1. A tiger eats grass.
2. A parrot eats ants.
3. A monkey eats apples.
4. A deer eats leaves.
5. A cow eats meat.

**D.** Pairwork. Write the sentences about the living place and the food of the following animals and birds. One is done for you.

1. A hen: A hen lives in a hen house.  
It eats rice, insects, etc.
2. A goat:
3. A cat:
4. A crow:
5. A lion:
6. A duck:

**A.** Look, listen, say, and then read after teacher.



A cow is a domestic animal. A hen is a domestic bird. We keep them in our houses. The cow gives us milk. We drink milk. The hen lays eggs for us. We eat eggs.

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

1. What kind of animal is the cow?
2. What does it give us?
3. What kind of bird is the hen?
4. What does it give us?

**C.** Write the missing words in the blanks from the box.

animal    house    lives    lays    eggs

A hen is a domestic \_\_\_\_\_. It lives in our \_\_\_\_\_. It \_\_\_\_\_ on grains and insects. It \_\_\_\_\_ eggs. We eat \_\_\_\_\_.

**D.** Group work. Write the names of the domestic animals and birds you know.

**E.** Put full stops and question marks in the blanks.  
Read them aloud in your group.

Orpa has a pet animal .....

It is a cat .....

Its name is Nini .....

Have you any pet animal .....

Do you love it .....

What is its name .....

**F.** Now write 4/5 sentences about your favourite bird or animal.



**A.** Look at the picture. Discuss in groups and answer the questions.



1. What do you see in the picture?
2. What is the cat doing?
3. Where is the cow jumping?

**B.** Listen to and recite the rhyme with teacher.

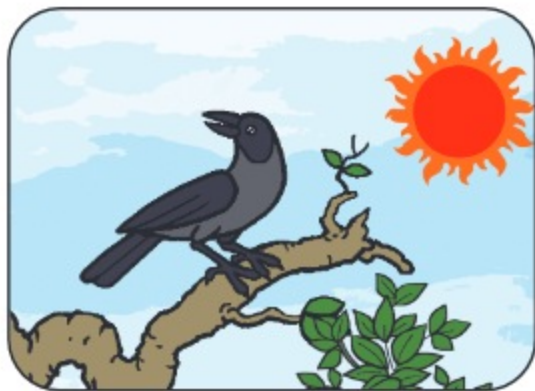
### **Hey Diddle, Diddle**

Hey diddle, diddle  
The cat, and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such sport,  
And the dish ran away with the spoon.

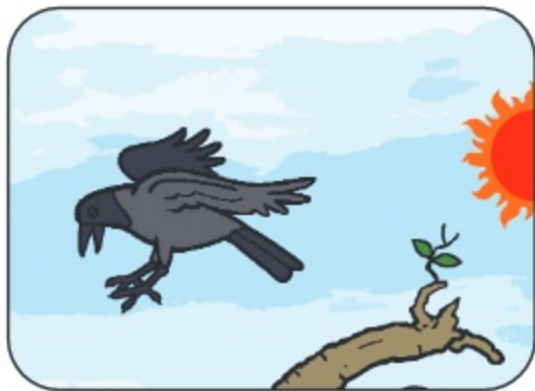
- C.** Chain drill. Say each line by turns after teacher.
- D.** Recite the whole rhyme. Act out the activities from the rhyme such as play the fiddle, jump, laugh, run etc.
- E.** Draw a picture of your favourite animal or bird. Colour it and display it in the class.
- F.** Name-game in chain drill. Divide into groups of 4/5. Say the name of an animal or bird each by turns. If you fail to say a name in time or if you repeat any name, you will be out of the game and another group member will continue. The student who will survive to the last will be the winner.


**The crow and the jar**

**A.** Look at the pictures. What do you see?



It is a hot summer day. A crow is sitting on a branch of a tree. It is tired and thirsty.



It flies here and there. It is looking for water.



The crow suddenly sees a jar. It is under a nearby tree.



The crow flies to it quickly.



## The crow and the jar



The crow flies down to it at last.



The crow sits on the edge of the jar. It looks inside the jar. The water is at the bottom of it.



The crow looks around.



It sees some pebbles near the jar. The crow picks up the pebbles one by one with its beak.



Then it drops them into the jar. The water rises to the brim of the jar.



The crow drinks the water.



Then it flies away happily.

**Moral of the story: If there is a will, there is a way.**

- B.** Work in groups and discuss what is happening in the pictures.
- C.** Listen to the story and repeat the sentences after teacher.
- D.** Look, listen and read one sentence each by turns.
- E.** Group work. Read the story again.

Underline the difficult words. Discuss with your partner and try to understand their meanings in the sentences. If none of you know the meaning, ask your teacher.

**A.** Look at the pictures. What can you see in them?



There is a pond in a village. Some boys are passing by the pond. They look at the frogs in the pond and stop there.



Some frogs are playing in the water. The boys find some stones near the road.



Taking the stones they begin to throw them at the frogs. They are laughing and clapping.



But their cruel play kills one of the frogs. The other frogs shout against the killing.



A brave frog raises its head and cries out, "Stop! Stop!" The boys say, "We are just playing." The frog says, "Look at the dead frog. What is play to you is death to us."



The boys become very sad. They say, "Sorry, dear Frog. We will never do it again."

**Moral of the Story: What is play to one can be death to other.**

**B. Look at the pictures again and answer the following questions.**

1. What are the frogs doing in the pond?
2. What are the boys doing?
3. Why is one frog lying dead?
4. Why are the boys clapping?
5. What do the other frogs do?

**C. Listen to the story, and repeat the sentences after your teacher.**

**D. Group work. Read each sentence individually in your group. Help each other, if needed.**

**E. Tick the correct answers.**

1. What do the boys see in the pond?
  - (a) some stones
  - (b) a dead frog
  - (c) some frogs
2. What do the boys do when they see the stones? They begin to
  - (a) clap their hands with joy.
  - (b) throw the stones at each other.
  - (c) throw the stones at the frogs.
3. When the boys kill a frog, the other frogs are
  - a) silent.
  - b) angry.
  - c) afraid.
4. What do the boys do before leaving the place at last? They
  - (a) clap their hands for the brave frog.
  - (b) say that they will never play anymore.
  - (c) say that they are sorry for killing the frog.
5. What is the moral of the story?
  - (a) Honesty is the best policy.
  - (b) Boys should not play any game.
  - (c) A thing can be good to you but bad to others.



**F.** Look at the pictures in A. Read the story again. Discuss the following questions in groups and write answers to them. One is done for you.

1. Where is the pond?

Ans: The pond is in a village.

2. What do the boys do with the stones?

3. Why do the boys throw stones at the frogs?

4. What happens when the boys throw stones to the frog?

5. What do the other frogs do?

6. What does the brave frog say to the boys?

7. What do the boys say in reply to the frog?

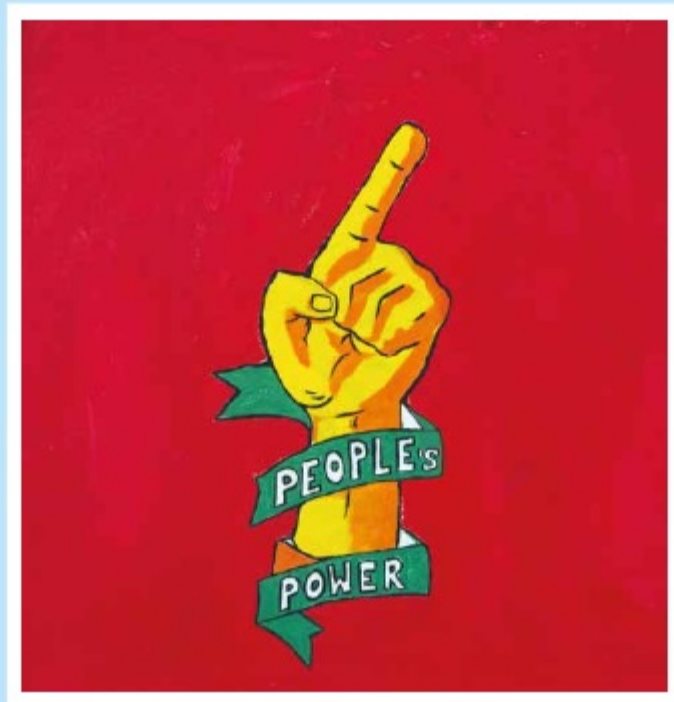
**G.** Re-write the following sentences using proper capitalization and punctuation marks.

at last the boys understand they become sad are you sad for the frogs what do you learn from the story

**H.** Look at the pictures again in A and choose any two. Colour the pictures and display them in the classroom.

**Academic Year 2025, Class Two –English**

Do not tell a lie.



**National Curriculum and Textbook Board, Bangladesh**

For free distribution by the Government of the People's Republic of Bangladesh