



# ENGLISH FOR TODAY

Class **2**



**National Curriculum and Textbook Board, Bangladesh**

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

# ENGLISH FOR TODAY



## Writers

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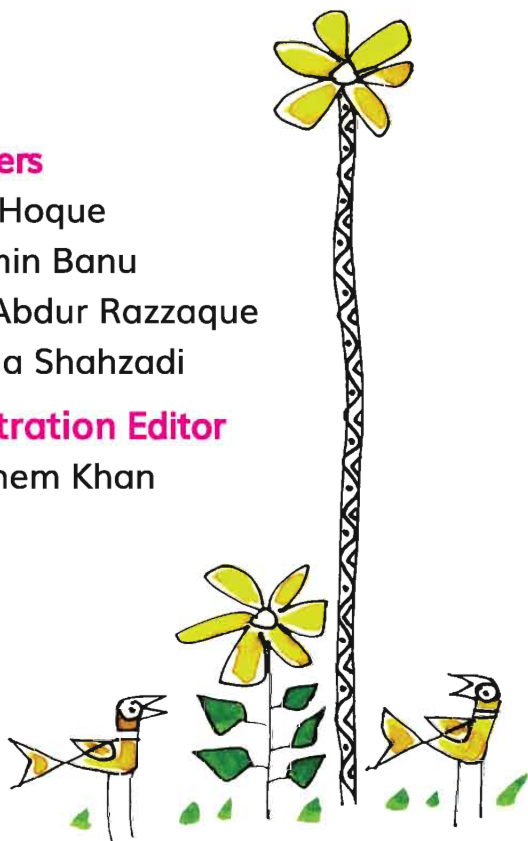
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## Preface

A child is a great wonder. There is no end to the thinking about his/her world of wonder. He/She is a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of child education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of his/her innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials.

The **English for Today** textbooks have been developed to help students attain competencies in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given to listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real-life situations but would also inculcate human values in them as well as broaden their mental horizon. Grammar points and planned activities to develop student's competence in all four language skills have been presented within contexts in a systematic and graded way.

To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government, under the dynamic leadership of the Honorable Prime Minister Sheikh Hasina, has taken initiatives to change the textbooks into four colours, and make them interesting, sustainable and distributed free of cost since 2009. The textbook of all students of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and S.S.C Vocational levels are being distributed free of cost across the country which is a historical initiative of the present government.

My sincere acknowledgement and thanks to all who helped in different stages of composition, editing, rational evaluation, printing and publication of the textbook. Though all cares have been taken by those concerned, the book may contain some errors/lapses. Therefore, any constructive and rational suggestions will be highly appreciated for further improvement and enrichment of the book. We will deem all our efforts successful if the young learners for whom it is intended find it useful to them.

**Professor Narayan Chandra Saha**

Chairman

National Curriculum and Textbook Board, Bangladesh

# নির্দেশনা

আমাদের শিক্ষা-ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা চর্চার মাধ্যমে ক্রমান্বয়ে ওই ভাষার চারটি দক্ষতা অর্থাৎ শুনে বুঝতে, 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 সেই ভাষাই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সবসময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যিক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের জন্য এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু অভিব্যক্তি যেমন greetings, farewells, commands and instructions ইত্যাদির ব্যবহার ইংরেজি ভাষায় শ্রেণিকক্ষে নিয়মিত সম্পন্ন করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার চর্চার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথপোকথন ও অন্যান্য বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে 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 যত বেশি ইংরেজি বলবেন, শিক্ষার্থীরা তত বেশি 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 তা নিজের অজান্তেই বুঝতে শিখবে।



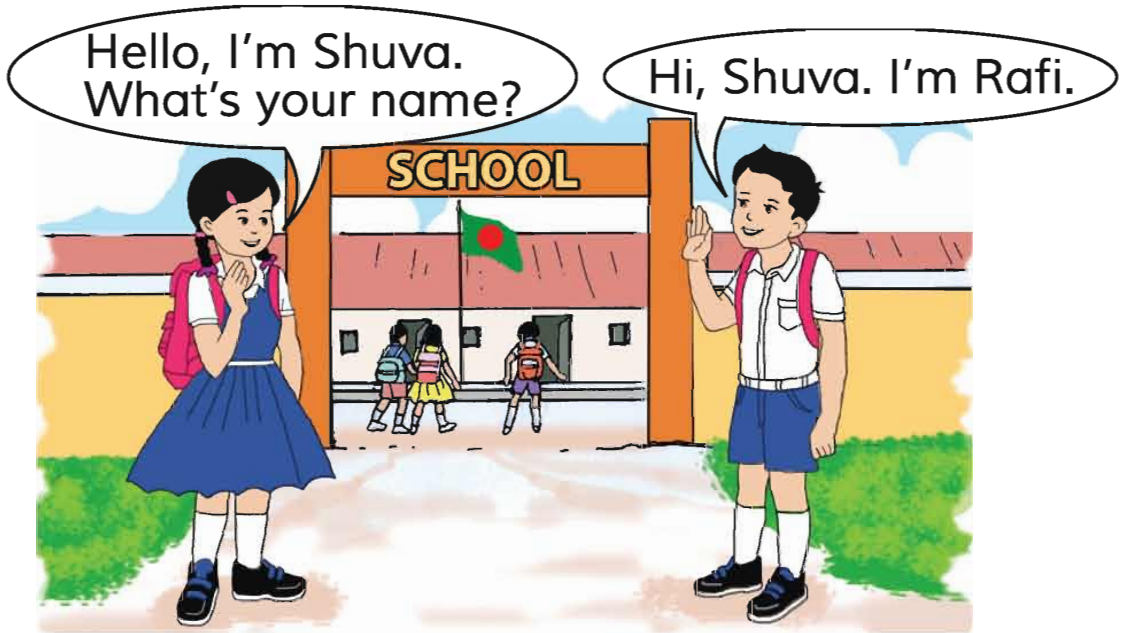
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A. Look, listen and say.



B. Listen and say.



C. Say and do.



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

Aa

Bb

Cc

Dd

Ee



ant



bat



cup



doll

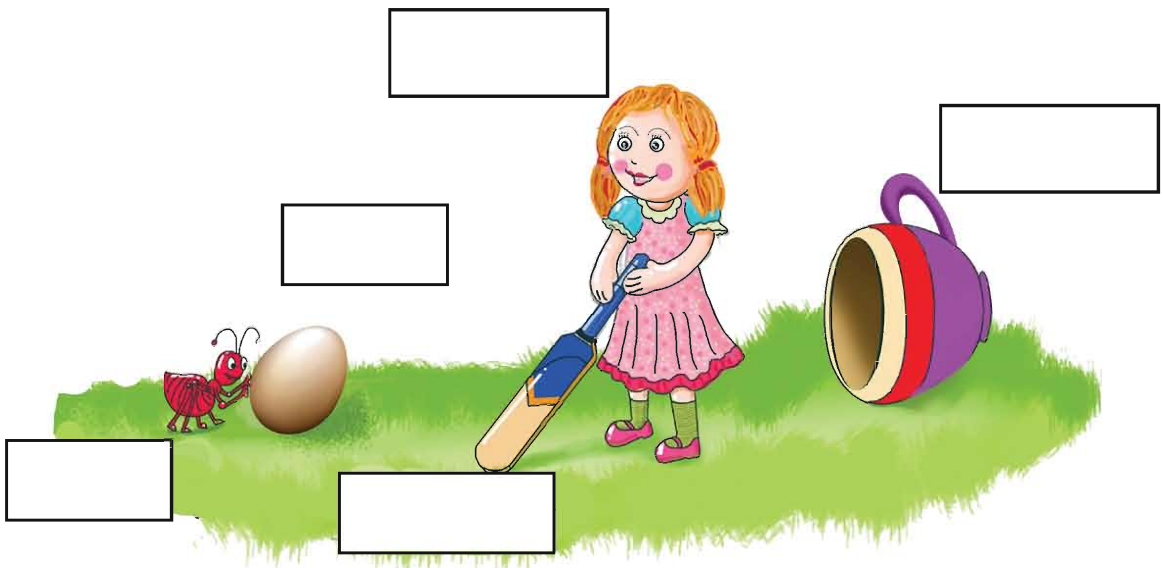


egg

**B.** Read and say. Trace and write.

ant bat cup doll egg

**C.** Look and say. Write.





**A.** Look and say.

1



one

2



two

3



three

4



four

**B.** Say, trace and write.



one

two

three

four

**C.** Count and write the numbers.



A. Look, listen and say.

Ff



farmer

Gg



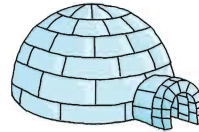
girl

Hh



hut

Ii



igloo

Jj



jeep

B. Read and say. Trace and write.

farmer girl hut igloo jeep

C. Look and say. Write.



## A. Listen and say.



Stand up.  
Come here.



Look at the  
board.



Draw a flower.  
Colour it.



Show me your book.



Go to your seat.



Open the door.

## B. Say and do the actions in Activity A.

## C. Look and say. Circle the things beginning with (b). Underline the things beginning with d.





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

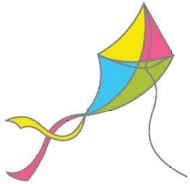
Kk

Ll

Mm

Nn

Oo



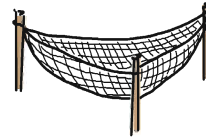
kite



lion



mango



net

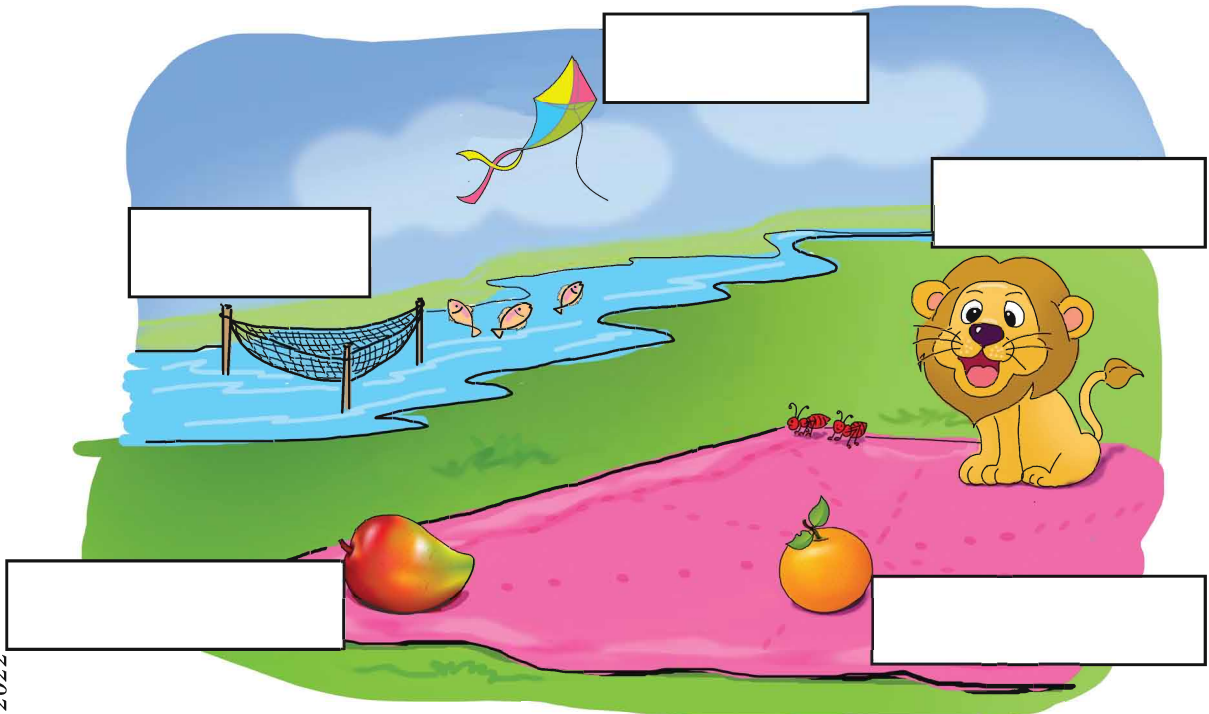


orange

**B.** Read and say. Trace and write.

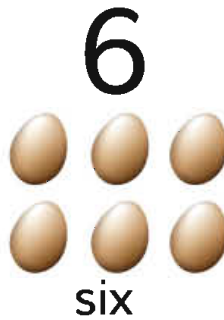
kite lion mango net orange

**C.** Look and say. Write.

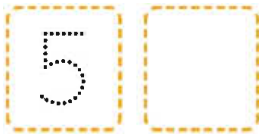




**A.** Look and say.



**B.** Say, trace and write.



five

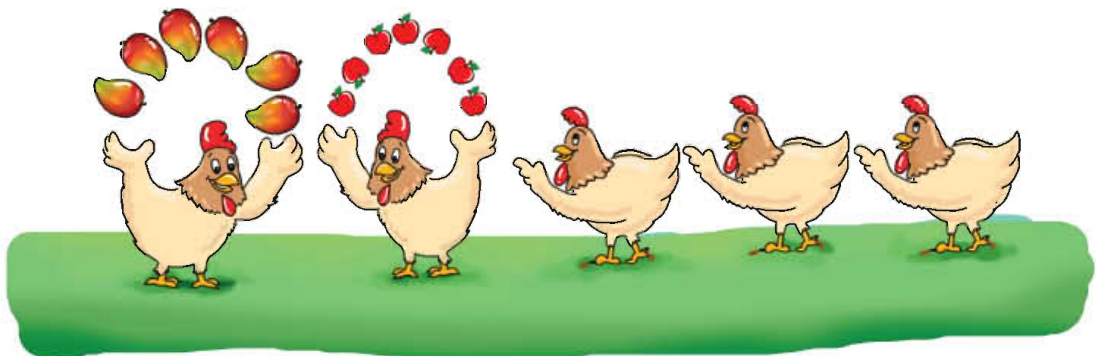


six



seven

**C.** Count and write the numbers.





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

Pp



pot

Qq



quail

Rr



rose

Ss



sun

Tt

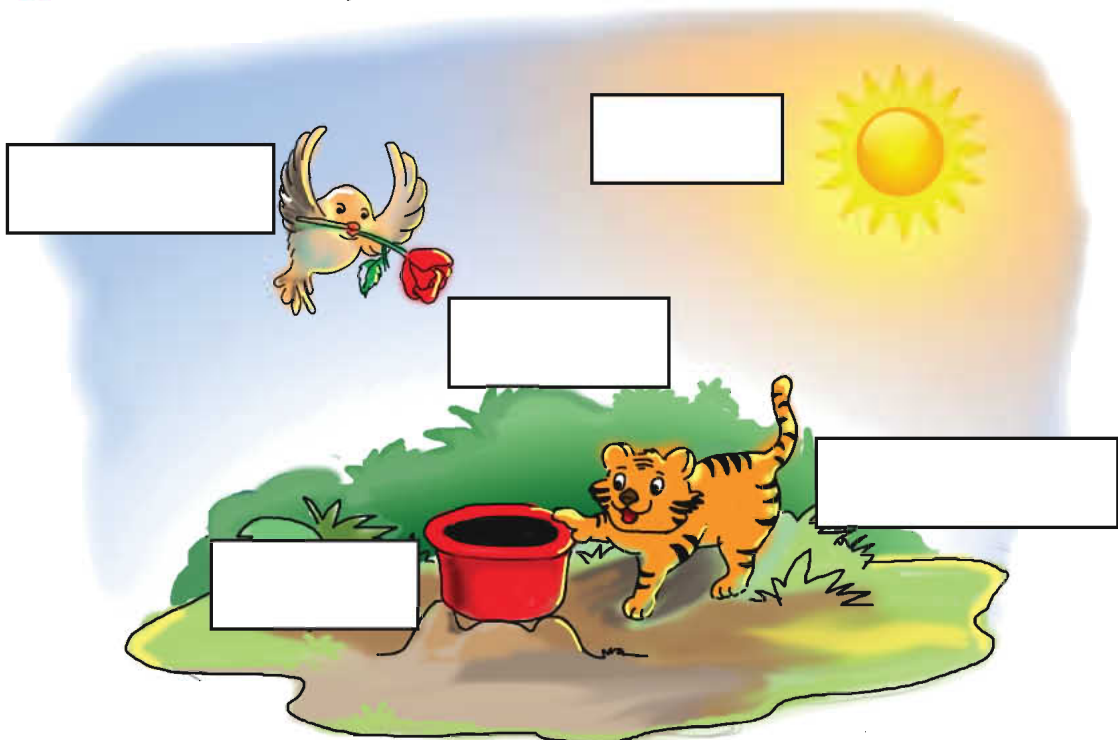


tiger

**B.** Read and say. Trace and write.

pot quail rose sun tiger

**C.** Look and say. Write.





A. Look, listen and say.



B. Look, listen and say.



C. Look and say.



He's      He is



She's      She is

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

Uu

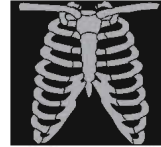
Vv

Ww

Xx

Yy

Zz



umbrella

vase

window

x-ray

yo-yo

zebra

**B.** Read and say. Trace and write.

umbrella

vase

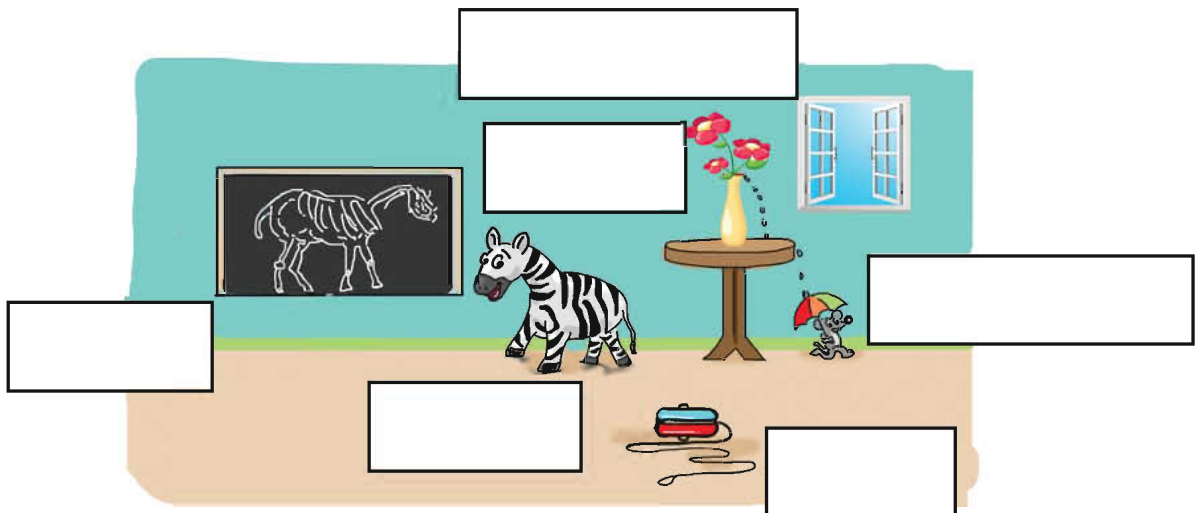
window

x-ray

yo-yo

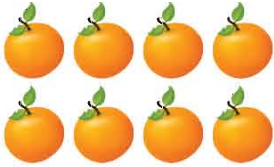
zebra

**C.** Look and say. Write.



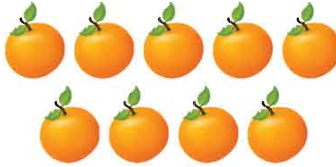
A. Look and say.

8



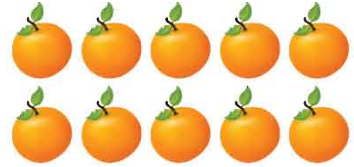
eight

9



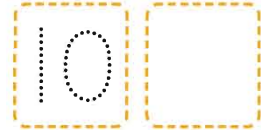
nine

10



ten

B. Say, trace and write.

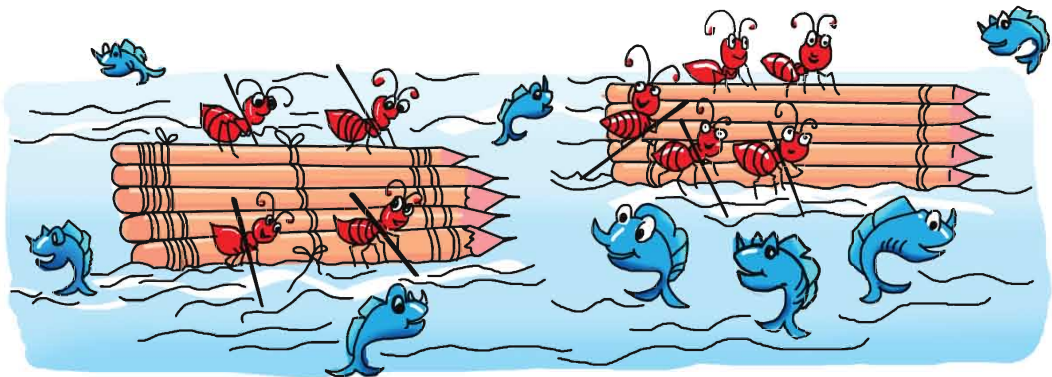


eight

nine

ten

C. Count and write the numbers.



**A.** Look and say.

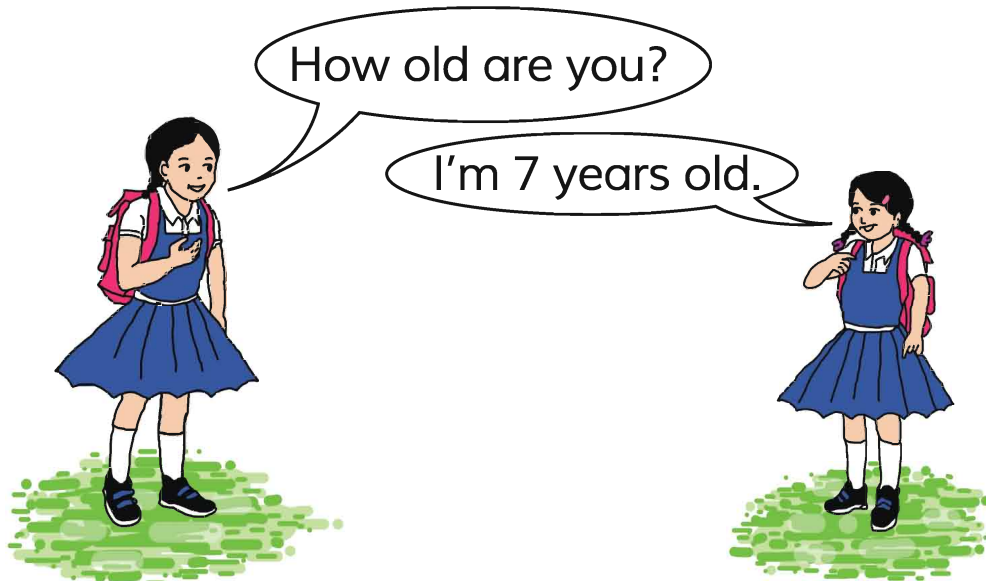


**B.** Say the names of the pictures.

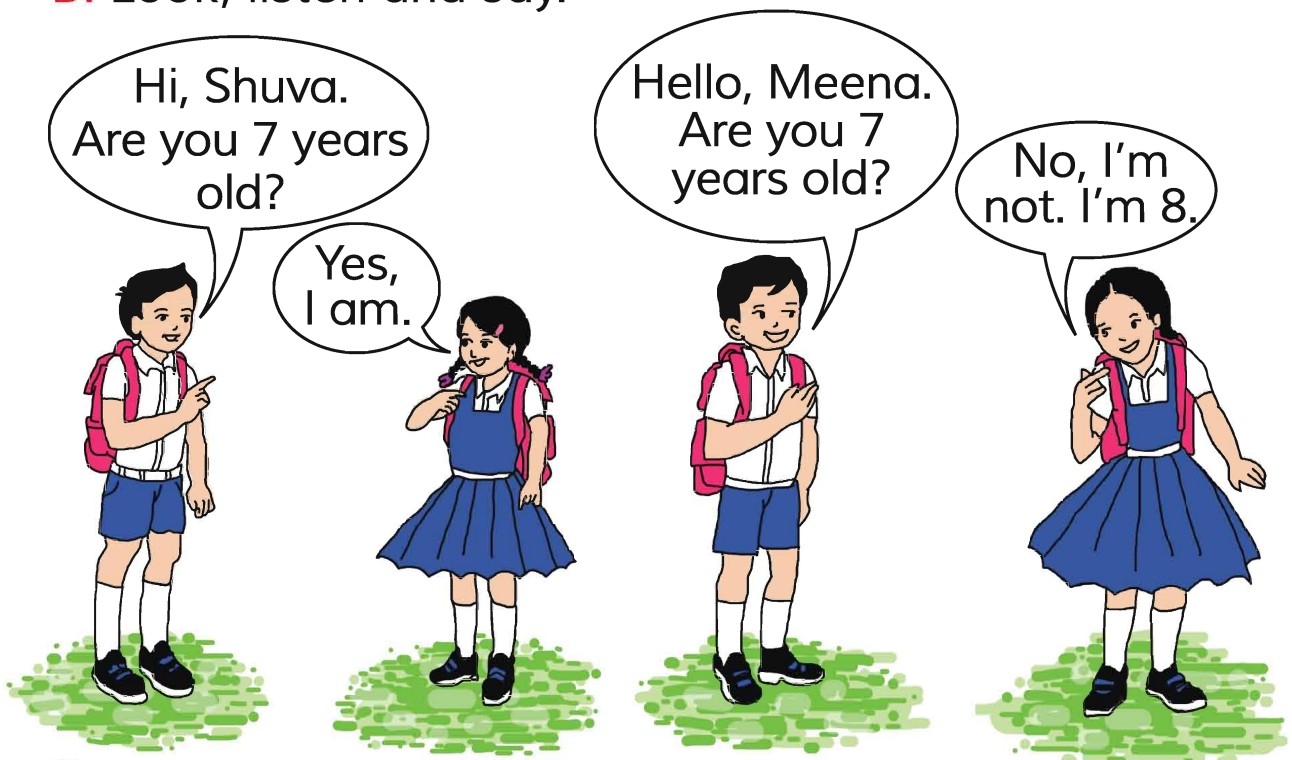
**C.** Pairwork. Say and point.



A. Look, listen and say.



B. Look, listen and say.



C. Say and do.



**A.** Write the first letter of the word for each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**B.** Look at the pictures above. Say the last sound of the word for each picture.

**C.** Write the capital letter for each letter.

a \_\_\_ b \_\_\_ c \_\_\_ d \_\_\_ e \_\_\_ f \_\_\_

g \_\_\_ h \_\_\_ i \_\_\_ j \_\_\_ k \_\_\_ l \_\_\_

m \_\_\_ n \_\_\_ o \_\_\_ p \_\_\_ q \_\_\_ r \_\_\_

s \_\_\_ t \_\_\_ u \_\_\_ v \_\_\_ w \_\_\_ x \_\_\_

y \_\_\_ z \_\_\_



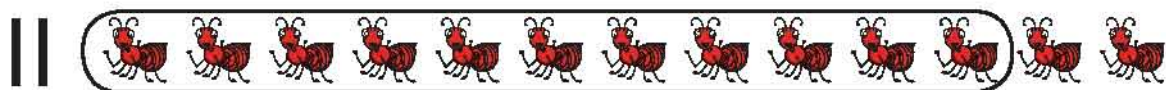
**A.** Look, count and say.



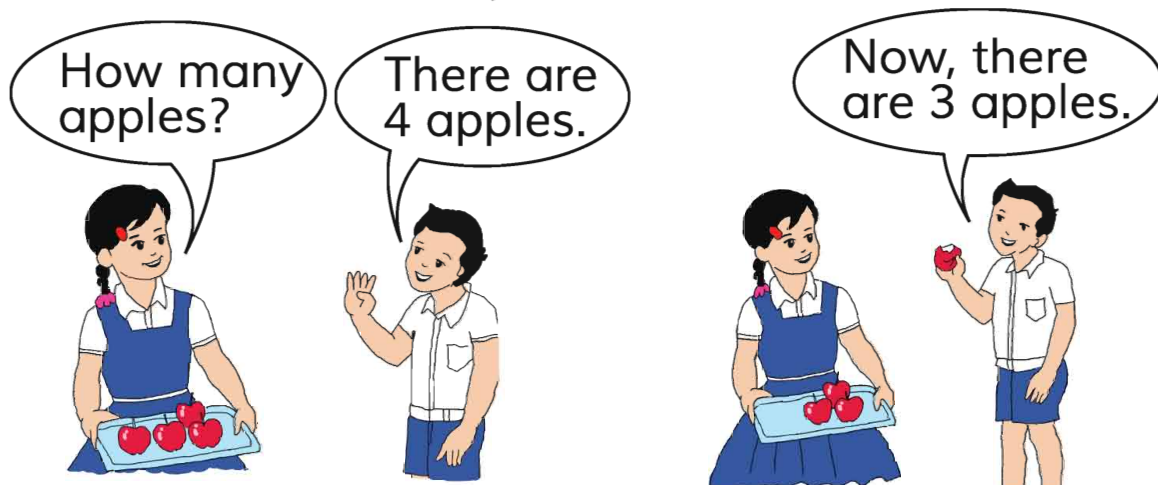
**B.** Say, trace and write.



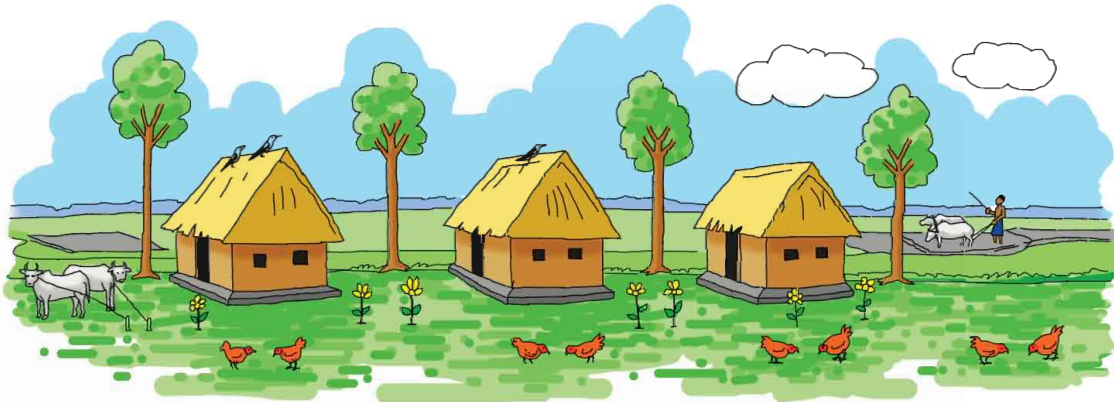
**C.** Say the number. Count and circle.



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



**B.** Count and write the numbers.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**C.** Look at the picture in Activity B. Ask and answer with *How many ... ?*

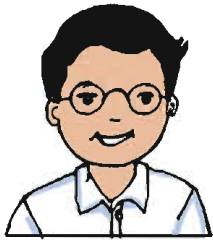
How many cows?

There are 4 cows.

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



**B.** Look and say.



Reza  
7 years old  
Class 2



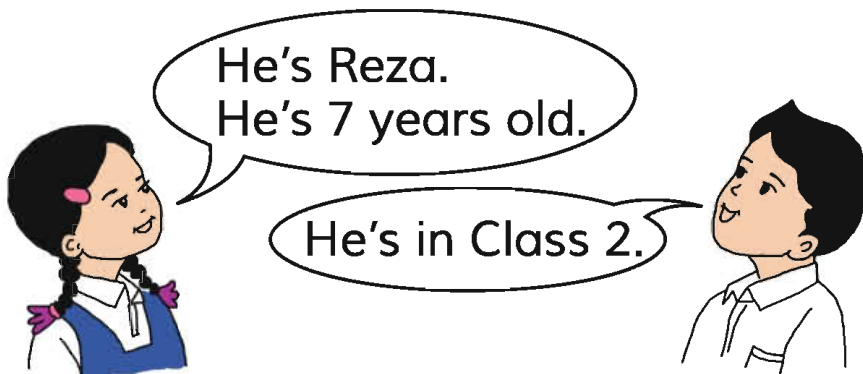
Zara  
6 years old  
Class 1



Sonabi  
7 years old  
Class 2



Ratul  
8 years old  
Class 3



**C.** Introduce yourself. Introduce a partner. Use the words in Activities A and B.



A. Say and write.

1 one

6 \_\_\_\_\_

2 \_\_\_\_\_

7 \_\_\_\_\_

3 \_\_\_\_\_

8 \_\_\_\_\_

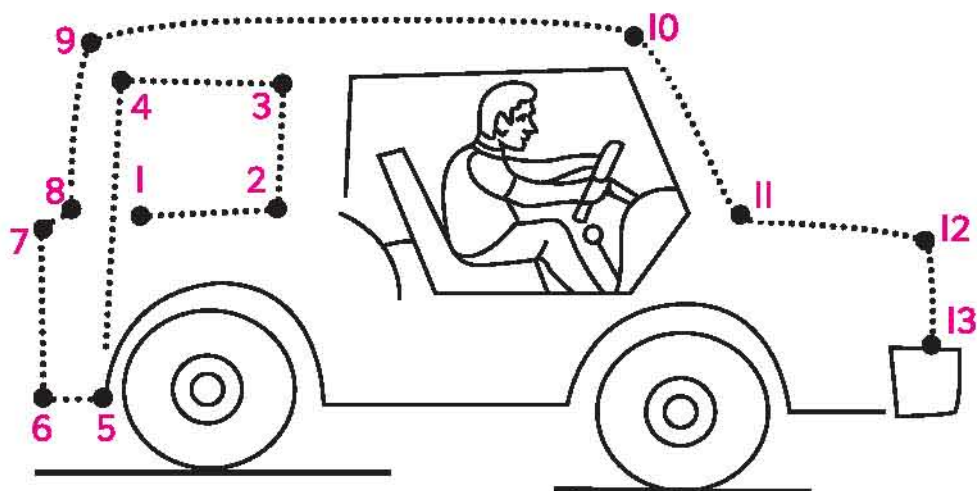
4 \_\_\_\_\_

9 \_\_\_\_\_

5 \_\_\_\_\_

10 \_\_\_\_\_

B. Join the dots. Colour.



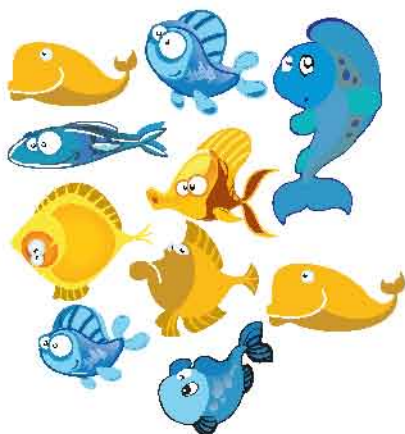
C. Listen and say.

1, 2, 3, 4, 5

Count the fish from 1 to 5.

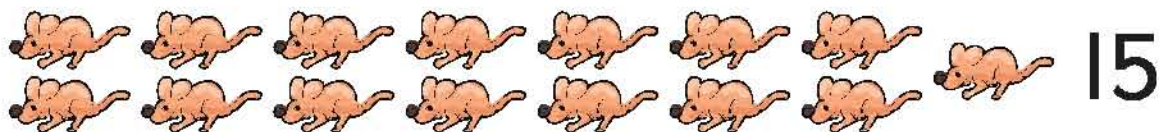
6, 7, 8, 9, 10

Count the fish from 1 to 10.





**A.** Look, count and say.



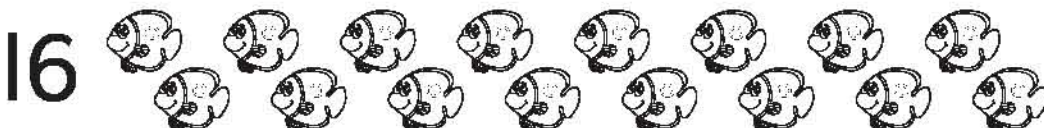
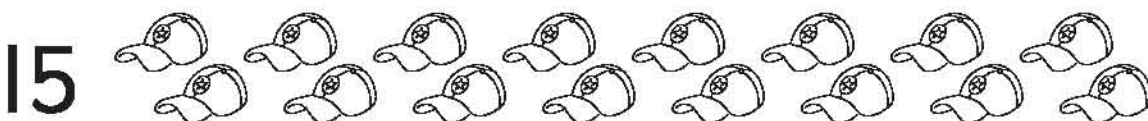
**B.** Say, trace and write.

14 \_\_\_\_\_

15 \_\_\_\_\_

16 \_\_\_\_\_

**C.** Say the number. Count and colour.





**A.** Look, listen and say. Draw and write about yourself.



Name: Meena  
Age: 8 Class: 3

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Class: \_\_\_\_\_

**B.** Write. Copy the sentences in your exercise book.

She's \_\_\_\_\_. I'm \_\_\_\_\_.

She's \_\_\_\_\_ years old. I'm \_\_\_\_\_ years old.

She's in Class \_\_\_\_\_. \_\_\_\_\_ in Class 2.

**C.** Read and match.

She's Shuva.  
She's 7 years old.  
She's in Class 2.



He's Rafi.  
He's 7 years old.  
He's in Class 2.

### A. Look, listen and say.



head



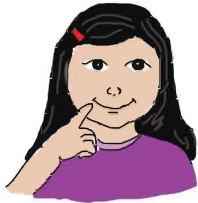
eyes



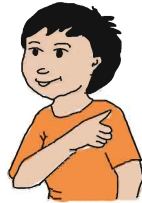
nose



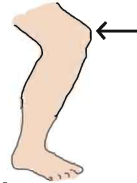
ear



mouth



shoulder



knee



toes

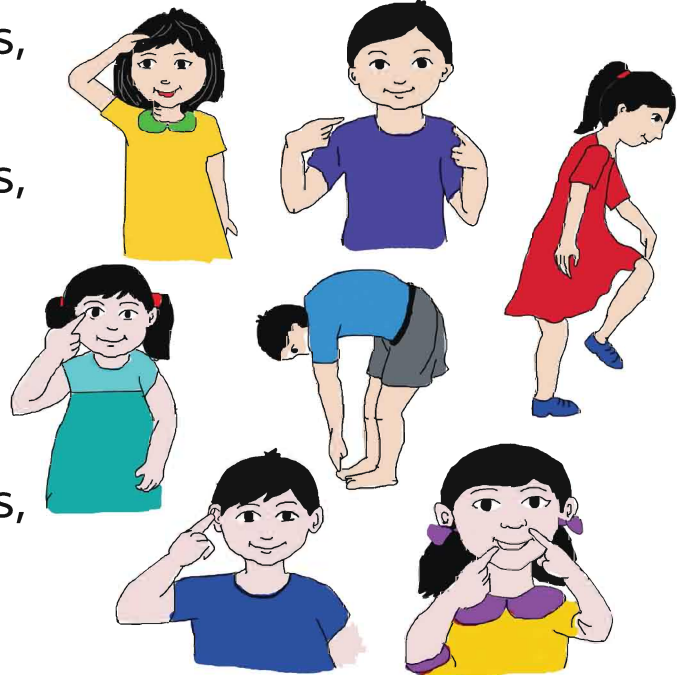
### B. Rhyme. Look, listen and say.

Head and shoulders,  
knees and toes.

Head and shoulders,  
knees and toes.

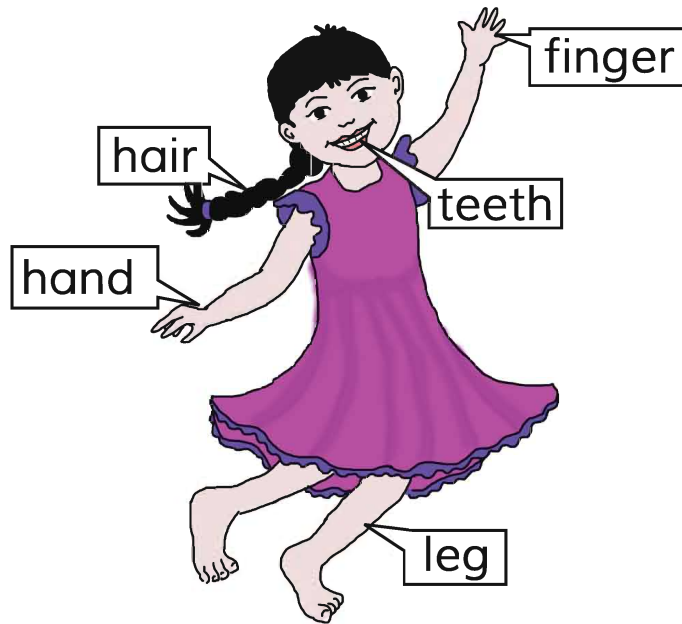
Eyes and ears,  
mouth and nose.

Head and shoulders,  
knees and toes.



### C. Say and do.

A. Look, listen and say.



B. Rhyme. Look, listen and say.

Put your hand on your head.



Touch your mouth.



Touch your nose.



Put your hand on your knee.



Touch your ear.



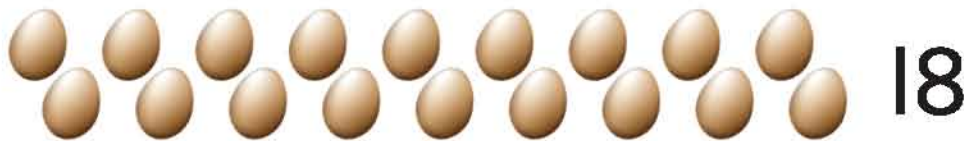
Touch your toes.



C. Say and do.



**A.** Look, count and say.



**B.** Say, trace and write.

17	_____	_____	_____	_____	_____	_____	_____
18	_____	_____	_____	_____	_____	_____	_____
19	_____	_____	_____	_____	_____	_____	_____

**C.** Say the number. Count and circle.













## A. Listen, say and do.

Touch your ..... Close your ..... Open your .....

mouth finger hair leg shoulder knee

toes hand nose ear tooth eyes

## B. Look at the pictures. Write the word under the picture.

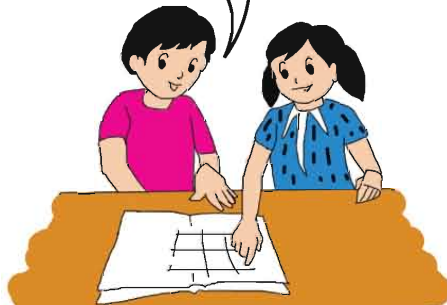
 ..... hand .....	 .....	 .....	 .....
 .....	 .....	 .....	 .....

## C. Play a game. Use the pictures in Activity B.

Point to the leg.

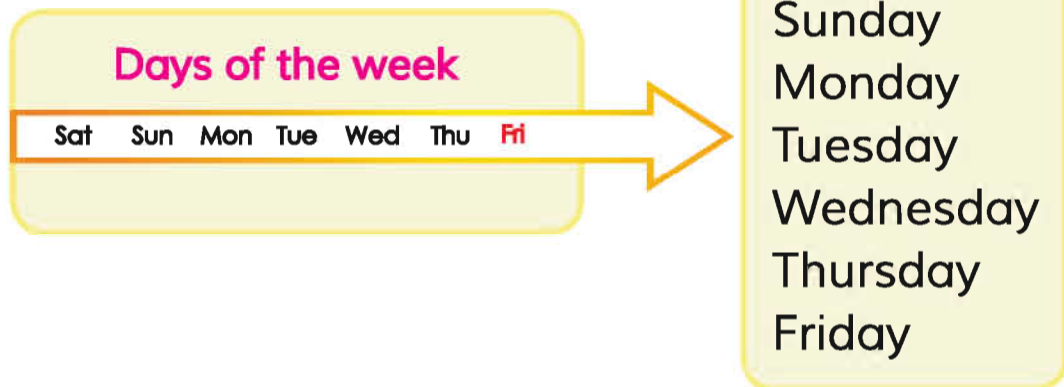


Point to the ear.

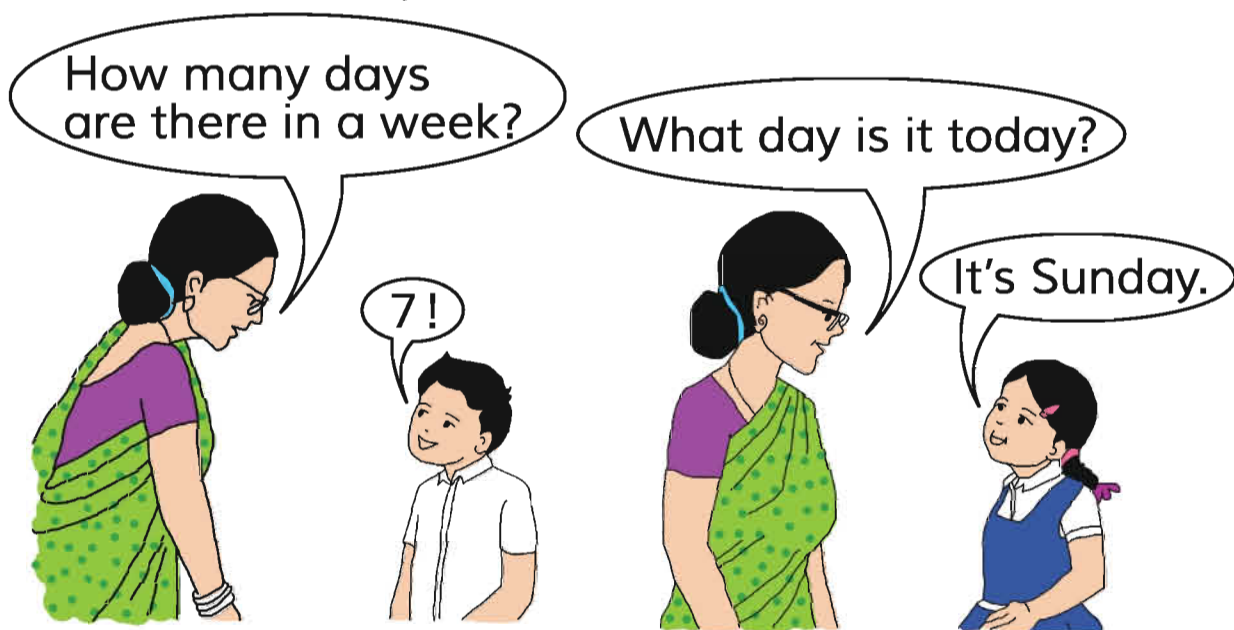




A. Look, listen and say.



B. Listen and say.



C. Listen and say.

Saturday Sunday Monday Tuesday  
Wednesday Thursday Friday

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

Saturday, Sunday, Monday,  
Tuesday, Wednesday,  
Thursday, Friday!  
What day is it today?  
It's .....  
It's a nice day!



**B.** Trace.

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Today is

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

Saturday \_\_\_\_\_ Tuesday

\_\_\_\_\_ Thursday \_\_\_\_\_ Saturday

A. Look, count and say.



20



21



22

B. Say, trace and write.

20

\_\_\_\_\_

21

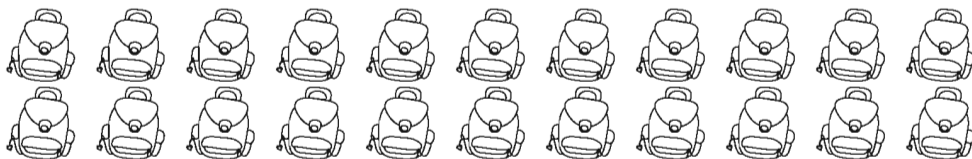
\_\_\_\_\_

22

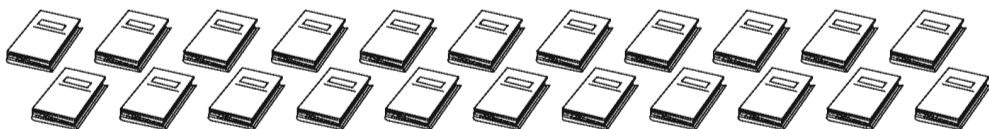
\_\_\_\_\_

C. Say the number. Count and colour.

21



20



22





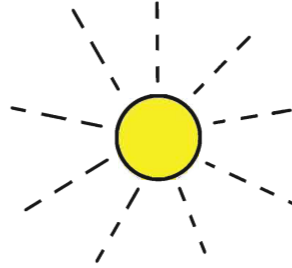
A. Look, listen and say.



seed



tub



sun



plant

B. Look, listen and say.



give



put



water



wait

C. Number the pictures from 1 to 3.



A. Look, listen and say.



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

On Sunday,  
Rima puts the  
seed in a tub.



On Monday,  
Rima waters  
the seed.

On Tuesday,  
Rima puts the  
tub in the sun.



**A.** Listen and say.



On Wednesday,  
Rima waters  
the seed again.

On Thursday,  
Rima waits.



On Friday,  
Rima sees something.  
There is a small plant.

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

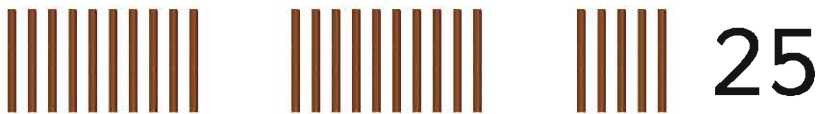
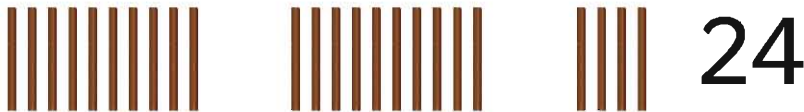
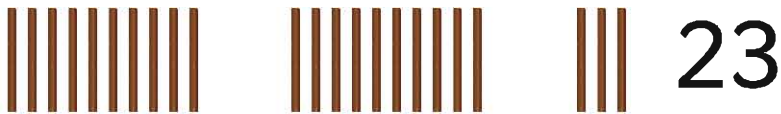
Rima puts the seed in a tub.

Rima's father gives her a seed.

There is a small plant.

Rima puts the tub in the sun.

**A.** Look, count and say.



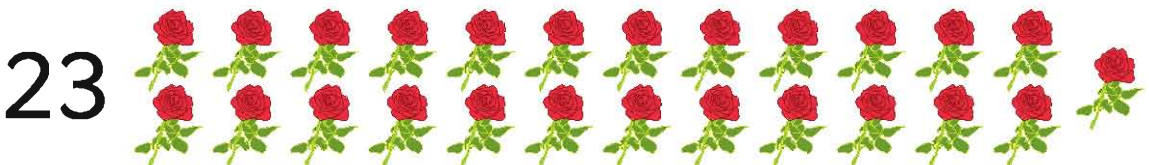
**B.** Say, trace and write.

23 \_\_\_\_\_

24 \_\_\_\_\_

25 \_\_\_\_\_

**C.** Say the number. Count and circle.



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



red



orange



yellow



green



blue



indigo



violet

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



Rainbow, rainbow,  
I see you!  
Red and orange,  
Yellow, green and blue,  
Indigo and violet, too!

**C.** Listen and say.

rainbow

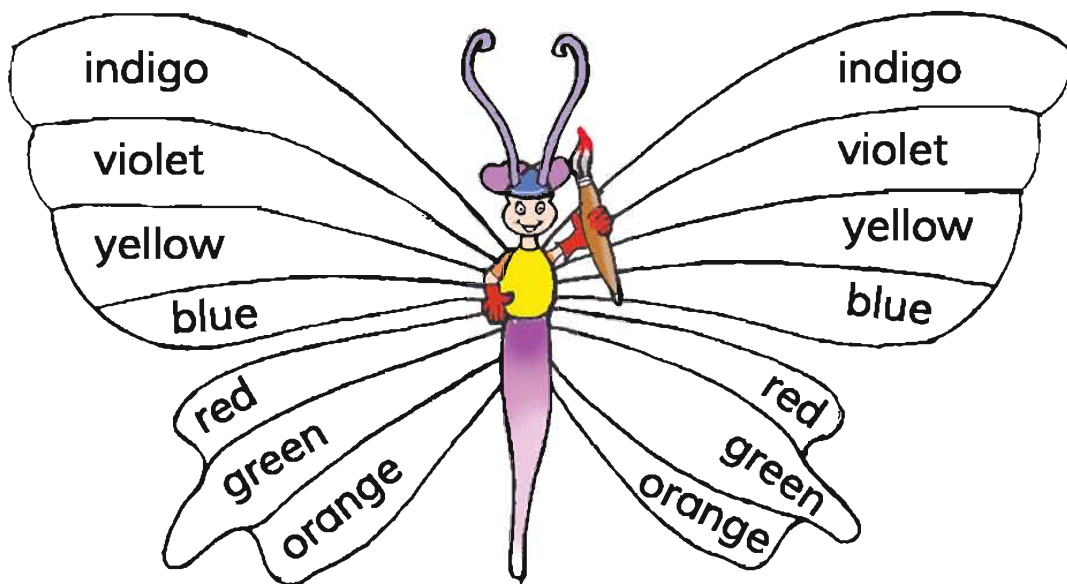
yellow

indigo

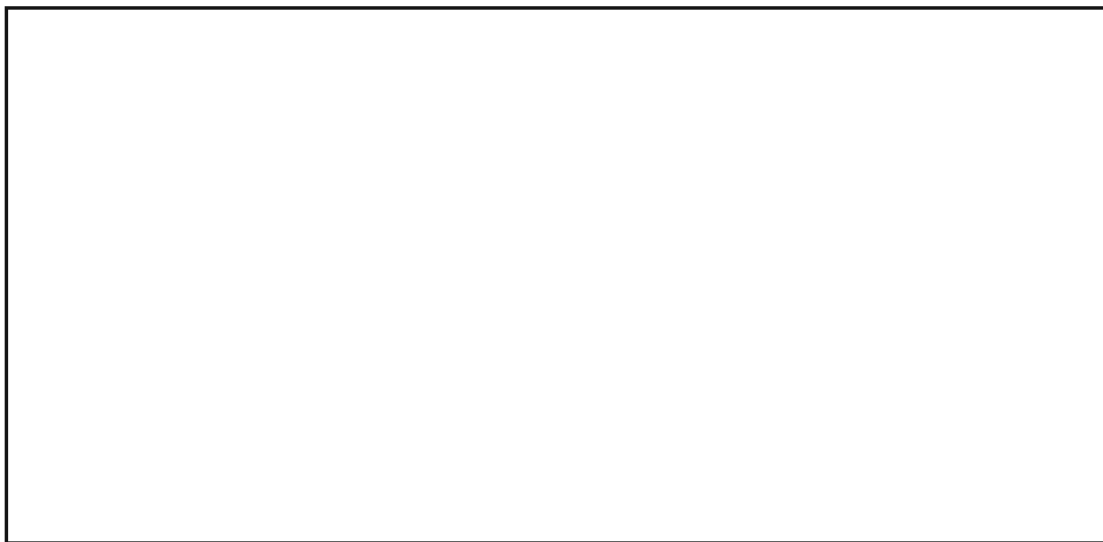
violet



- A.** Say the Rainbow rhyme on page 33.  
Name the colours in the rainbow.  
How many colours are there in the rainbow?
- B.** Read and colour.



- C.** Draw a rainbow. Colour it.





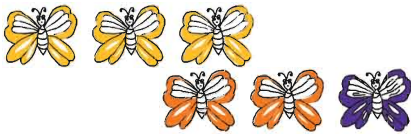
**A.** Count and write.



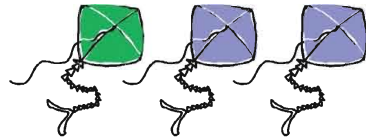
\_\_\_ roses



\_\_\_ bats



\_\_\_ butterflies



\_\_\_ kites

**B.** Look at the pictures in Activity A. Count and write the number.

\_\_\_ roses are violet.

\_\_\_ bats are brown.

\_\_\_ butterfly is indigo.

\_\_\_ kites are violet.

**C.** Look at the pictures in Activity A. Trace and write.

yellow      blue      green      red

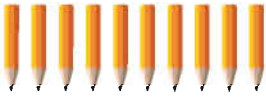
One rose is \_\_\_\_\_.

Two bats are \_\_\_\_\_.

Three butterflies are \_\_\_\_\_.

One kite is \_\_\_\_\_.

**A.** Look, count and say.



26



27



28

**B.** Say, trace and write.

26

\_\_\_\_\_

27

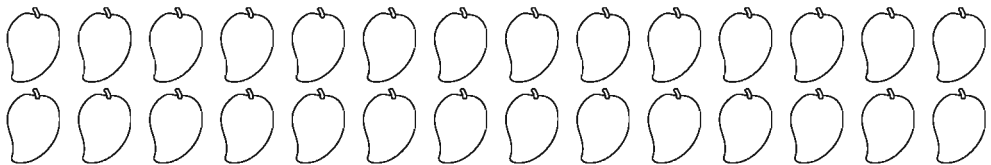
\_\_\_\_\_

28

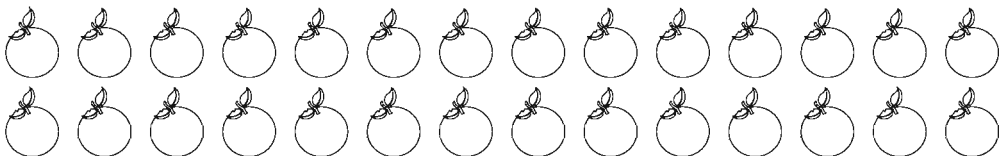
\_\_\_\_\_

**C.** Say the number. Count and colour.

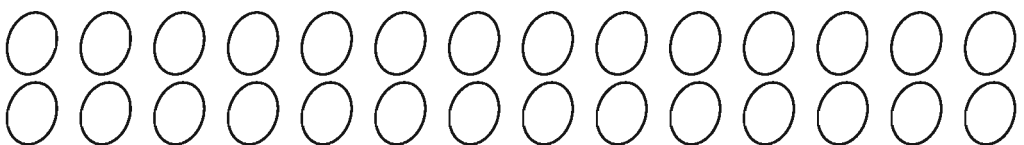
26



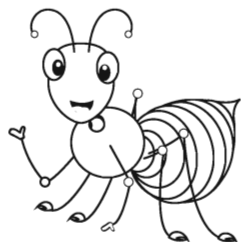
27



28



**A.** Read and say.



It's an ant.



It's a bag.



It's a hut.



It's a dog.

**B.** Read the sentences. Colour the pictures in A.

The ant is red



The bag is violet



The hut is yellow



The dog is brown



**C.** Look at the picture. Read the sentences. Circle **Yes** or **No**.

It's a kite.

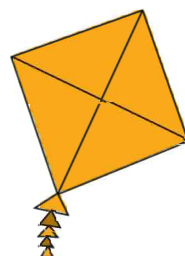
Yes

No

The kite is green.

Yes

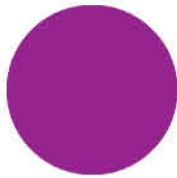
No



A. Look, listen and say.



square



circle



triangle



rectangle

B. Match.



C. Say, read and match.

square

triangle

circle

rectangle



triangle

rectangle

square

circle



A. Say and draw.

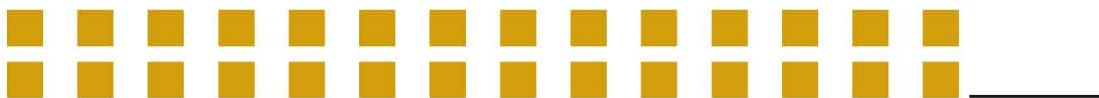
square

rectangle

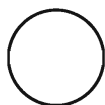
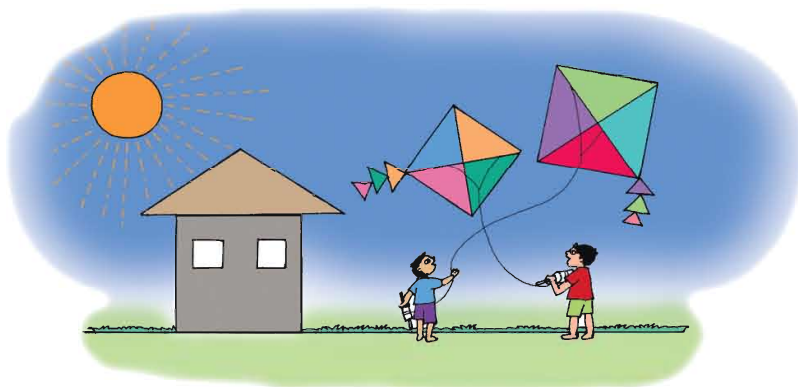
circle

triangle

B. Count and write.



C. Count and write the numbers.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**A.** Look, count and say.

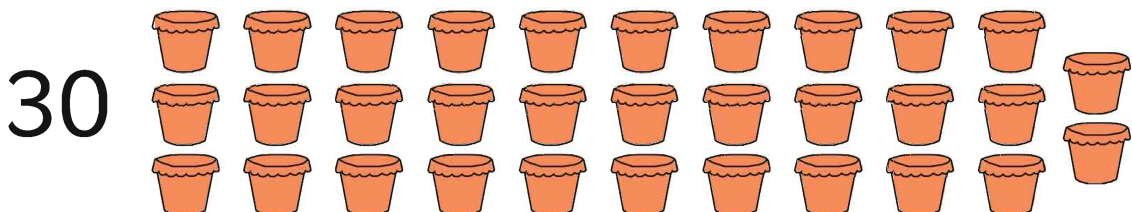
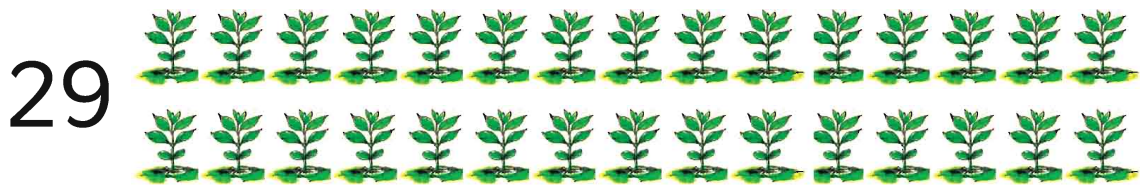


**B.** Say, trace and write.

29 \_\_\_\_\_

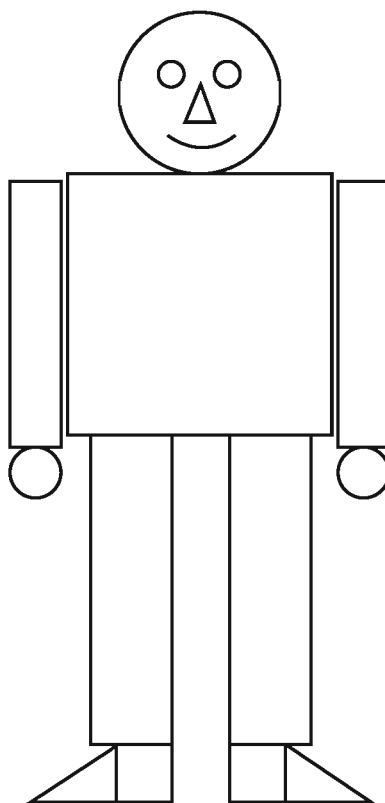
30 \_\_\_\_\_

**C.** Say the number. Count and circle.



**A.** Look, count and write.

\_\_\_\_\_ circles  
\_\_\_\_\_ triangles  
\_\_\_\_\_ rectangles  
\_\_\_\_\_ squares



**B.** Look at Mr. Shape in Activity A. Trace the words. Complete the sentences.

hands   head   legs   nose

His \_\_\_\_\_ is a triangle.

His \_\_\_\_\_ are circles.

His \_\_\_\_\_ are rectangles.

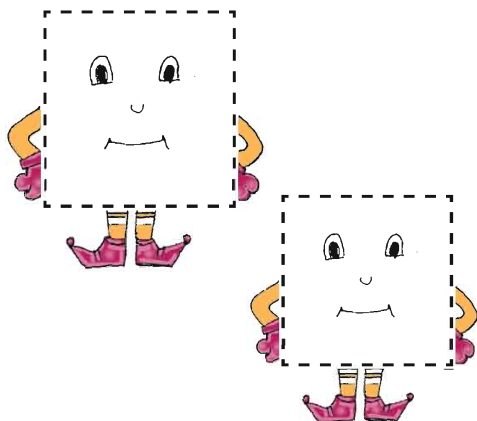
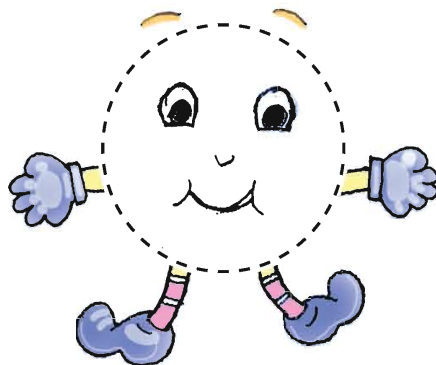
His \_\_\_\_\_ is a circle.

**C.** Colour Mr. Shape in Activity A.



### A. Listen and say.

My name's Lucky.  
I like you!  
I am round!  
Colour me blue.



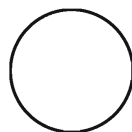
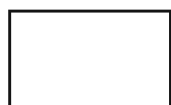
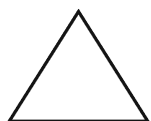
We're Sumon and Salam.  
Our sides are straight.  
Now count them  
from 1 to 8!

### B. Look at the picture in Activity A. Answer the questions.

What shape is Lucky?

What shapes are Sumon and Salam?

### C. Colour the shapes with straight sides.



A. Look, trace and write.

triangle    square    rectangle    circle



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

B. Look at the shapes in Activity A and answer.

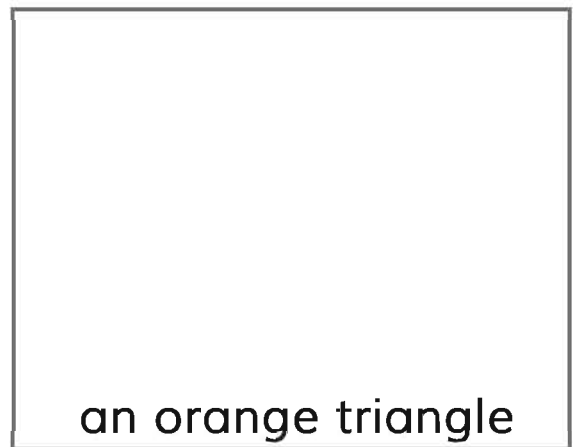
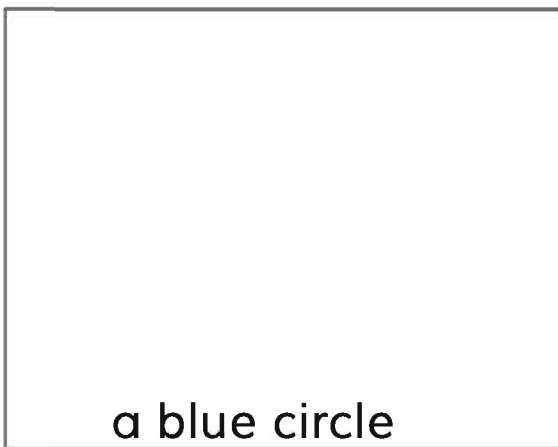
What shape has three sides?

What shapes have four sides?

What shape is round?

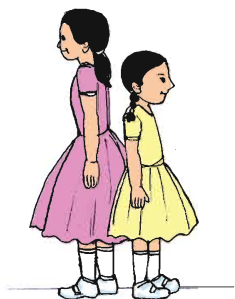
What shapes have straight sides?

C. Read, draw and colour.

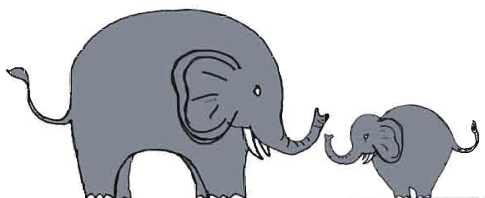




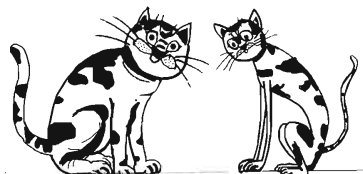
**A.** Look, listen and say.



tall short

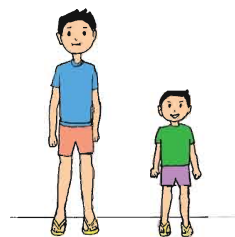


big small



fat thin

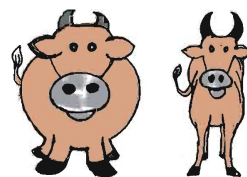
**B.** Read and circle.



a tall boy

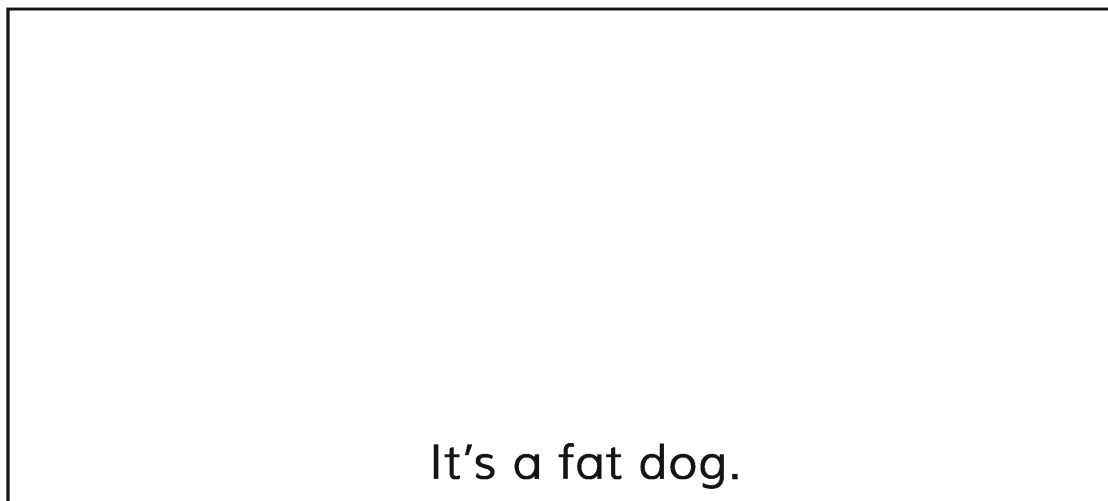


a big jeep



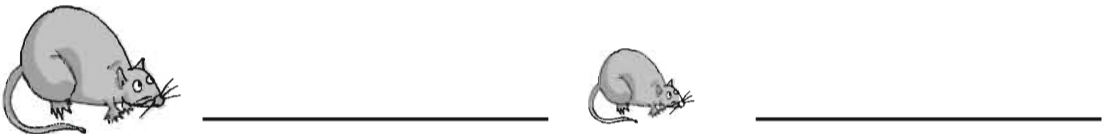
a fat cow

**C.** Read and draw.

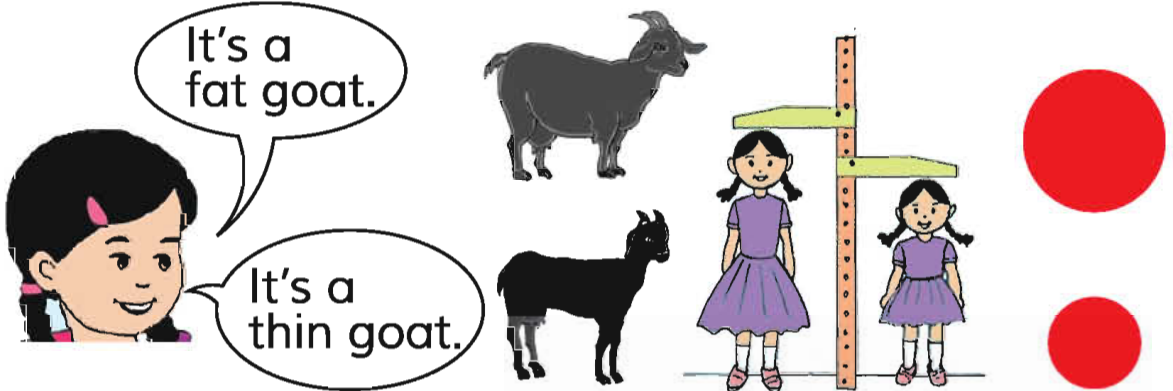


A. Look, trace and write.

short tall big small



B. Look and say.



C. Play a game. Use the pictures in Activity B.



A. Rhyme. Look, listen and say.



A black cat in a hat.

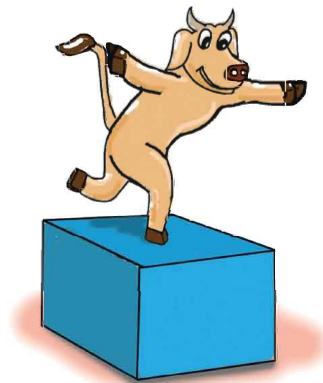


A blue bear with long hair.



A red rat under a mat.

A brown ox on a box.



B. Listen and say. Point.

A **red** rat under a mat.

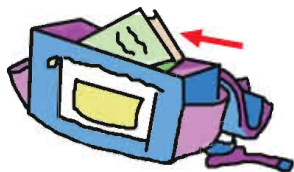
A **brown** ox on a box.

A **blue** bear with long hair.

A black cat in a hat.

C. Say the rhyme. Underline the rhyming words.

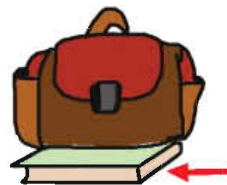
A. Look and say.



in



on



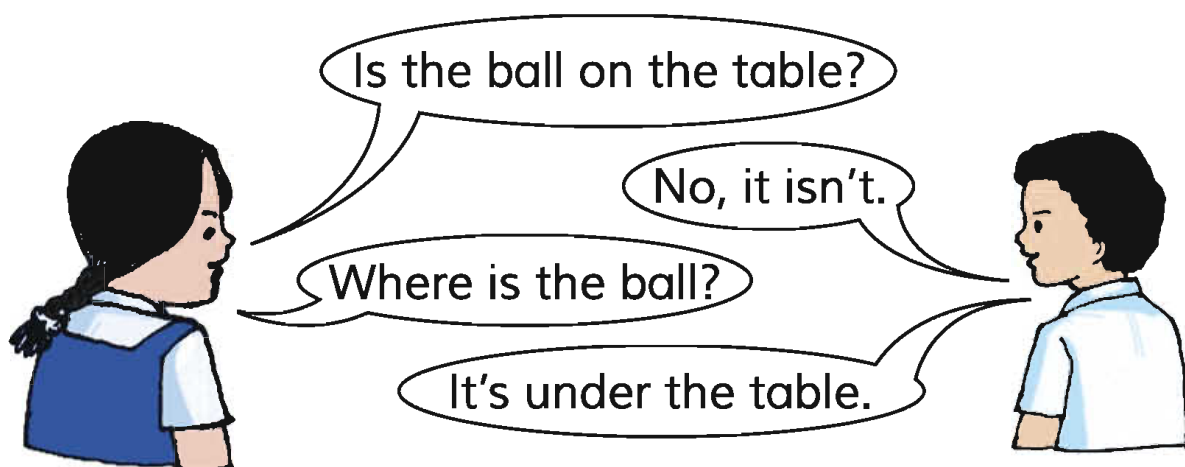
under

B. Look and say. Use **in**, **on** and **under**.



A doll is on the bed.      A ball is under the table.

C. Pairwork. Ask and answer about Activity B.



**A.** Look and say.



monkey



bear



tiger



deer



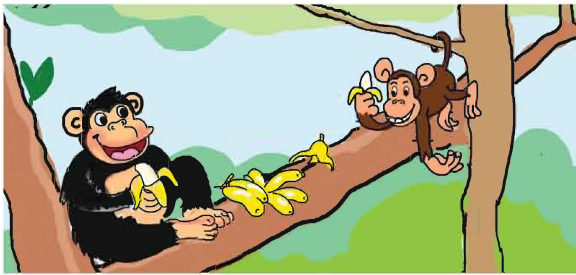
fox



lion

**B.** What can you see in the pictures? Use the words and colours you know.

I can see a monkey. It's small. It's brown.



**C.** Draw and colour another animal you know. Talk about it.





**A.** Look and say.



forest



shed



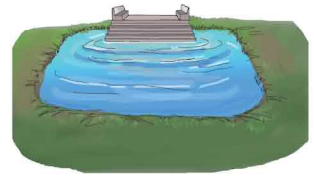
tree



den



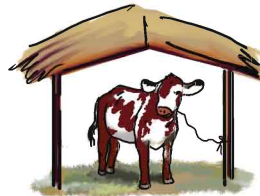
nest



pond

**B.** Look at the animals. Trace and write the words.

cow      fox      monkey      tiger



**C.** Look at the pictures in Activity B. Say where the animals live.

A tiger lives in a forest.

A. Look, listen and say.



get up



wash my face



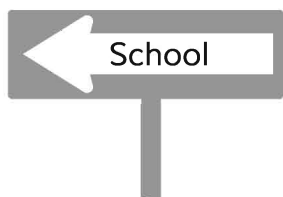
have breakfast



brush my teeth

B. Read.

I get up in the morning. I wash my face. Then, I have breakfast. After breakfast, I brush my teeth. Then, I go to school.



C. What do you do in the morning? Say.

A. Look, listen and say.



do my homework



read



play



watch TV



go to bed

B. Read.

In the afternoon, I do my homework. I play with my friends. Then, I read and watch TV. After dinner, I brush my teeth and go to bed.

C. What do you do in the afternoon? Say.



**A. Read.**

This is Kaniz. In the morning, she washes her face. Then, she has breakfast. She has eggs and mangoes. Then, she brushes her teeth.



She goes to school.

Miss Mariam is her teacher.  
Sujon and Joya are her friends.



**B. Answer the questions.**

Who is the girl?

What does she have for breakfast?

Who is her teacher?

Who are her friends?

**C. Complete with your information.**

My name is \_\_\_\_\_. In the morning,  
I \_\_\_\_\_ my face. I \_\_\_\_\_ my breakfast.  
Then, I \_\_\_\_\_ my teeth. I \_\_\_\_\_ to school.  
My teacher is \_\_\_\_\_.

A. Look, listen and say.

in the



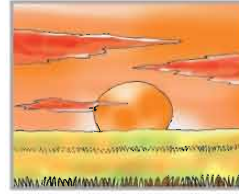
morning

in the



afternoon

in the



evening

at



night

B. Look at the pictures. Say.



C. Listen and say.

morning

breakfast

afternoon

evening

supper





### A. Read and say.



This is Anita Sarkar.  
She gets up early in the morning. She cooks breakfast for her family.

### B. Read and say.

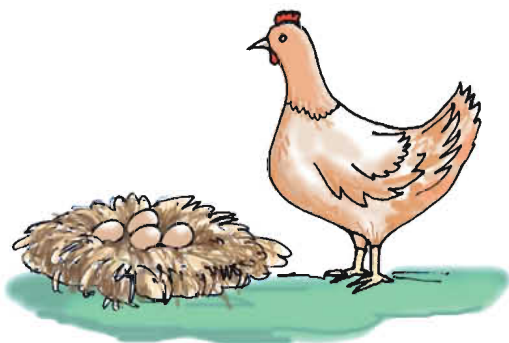
After breakfast, Anita goes to school. She is a teacher. She teaches Class 1 and Class 2.



### C. Ask and answer.

Who is the woman?  
When does she get up?  
What does she do for her family?  
Where does she go after breakfast?  
What does she do?

### A. Read and say.



This is a hen.  
It lives on a farm.  
It lays eggs.  
It eats seeds and grain.

### B. Read and say.

This is a tiger.  
It's big. It lives in a forest.  
It eats other animals.

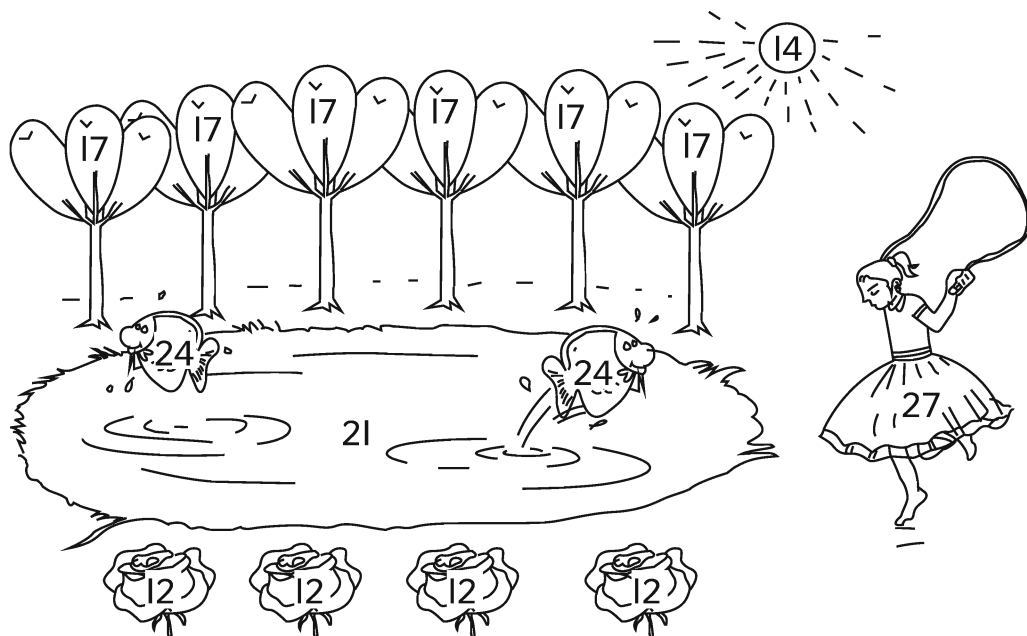
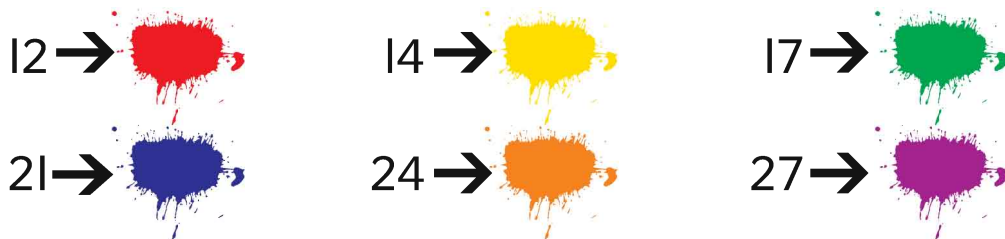


### C. Talk about another animal. Use the sentences in Activities A and B as a model.

**A.** Say. Write the missing numbers.

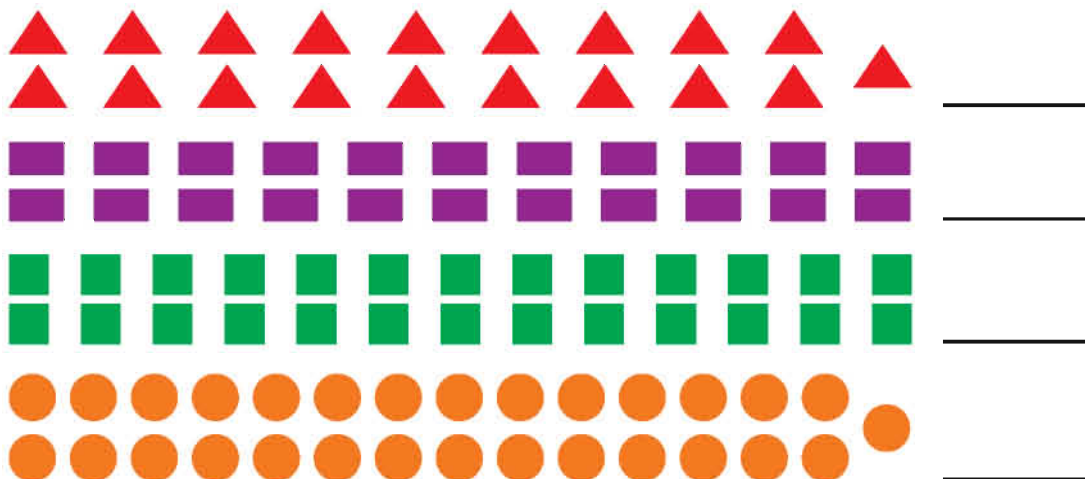
1	___	3	4	___	6	___	___
16	___	18	19	___	___	22	
18	20	___	___	26	___	___	

**B.** Look and colour.



**C.** Count the things you know in the picture.

## A. Count and write.



## B. Look at the shapes in Activity A. Trace and complete the sentences.

green      red      violet      orange

The  is \_\_\_\_\_.

The  is \_\_\_\_\_.

The  is \_\_\_\_\_.

The  is \_\_\_\_\_.

## C. Read the sentence. Draw and colour.

Three triangles are red.

A. Look, listen and say.



big



happy



rich



small



sad



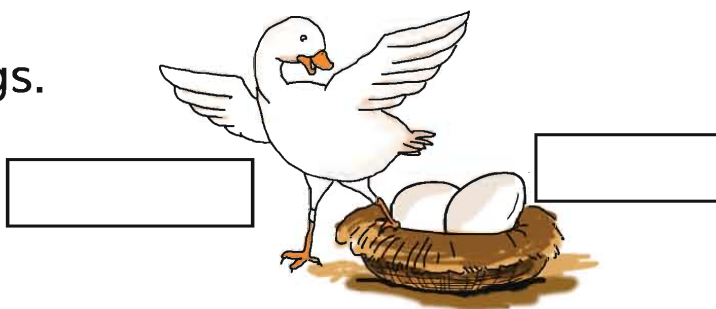
poor

B. Draw a happy cat. Draw a sad cat.



C. Read. Label the picture.

This is a goose.  
A goose lays eggs.





## A. Look and listen.



A poor farmer has a goose. Everyday, the goose lays an egg. It's a golden egg. Everyday, the farmer sells the egg.



The farmer thinks, "I want to be rich. I have an idea!"

The farmer thinks all the eggs are inside the goose.

He kills the goose. He opens its belly, but there are no eggs!

**A.** Look and listen.



The farmer has no goose. He has no money.  
He is sad.

**B.** Pairwork. Say true or false. If false, say the true answer.

- 1 The farmer sells the egg everyday.
- 2 The farmer buys eggs everyday.
- 3 The farmer is rich.
- 4 The farmer is sad at the end of the story.

**C.** Pairwork. What do you think the moral of the story is?

# Vocabulary

## A a

after  
afternoon  
again  
age  
angry  
animal  
ant  
apple  
and  
alphabet  
action  
activity  
are  
above  
ask  
answer  
about  
another

## B b

bag  
ball  
bat  
bear  
bed  
belly  
big

black  
blue  
board  
book  
box  
breakfast  
brown  
brush  
but  
butterfly  
buy  
bye  
begining  
body  
boy

## C c

cat  
circle  
class  
close  
colour  
come  
cook  
count  
cow  
crow

cup  
command  
capital  
copy  
complete  
can

## D d

day  
deer  
den  
dog  
doll  
door  
draw  
do  
dot  
dinner

## E e

ear  
early  
egg  
end  
evening  
everyday  
eye  
eight

each  
exercise  
eat

## F f

face  
family  
farm  
farmer  
fat

Fine, thank you.

finger  
fish  
flower  
forest  
fox  
Friday  
friends  
four  
five  
first  
for  
from  
father  
false

## G g

get up  
girl

give  
go  
goat  
golden  
goose  
grain  
green  
greetings  
game

## H h

hair  
hand  
happy  
hat  
head  
hen  
here  
homework  
How are you?  
hut  
hello  
how  
her  
his  
has  
have

## I i

idea  
igloo  
indigo  
inside  
introduction  
it  
is  
in  
introduce  
in order  
information

## J j

jar  
jeep  
join

## K k

kill  
kite  
knee  
know

## L l

lay  
leg  
like  
lion  
listen

lesson  
look at  
letter  
last  
life  
label

### M m

man  
mango  
mat  
Monday  
money  
monkey  
morning  
mouth  
me  
many  
match  
missing  
my  
miss  
model  
moral

### N n

name  
nest  
net  
nice  
night  
nose

now  
number  
nine  
no  
not

### O o

old  
open  
orange  
other  
ox  
one  
of  
on  
open  
our

### P p

pencil  
plant  
play  
point  
pond  
poor  
pot  
put  
picture  
pair work  
partner

part  
page

### Q q

quail  
quilt  
question

### R r

rainbow  
rat  
read  
rectangle  
red  
rich  
rose  
round  
review  
rhyme

### S s

sad  
same  
Saturday  
school  
seat  
see  
seed  
sell  
shape

shed  
shoe  
short  
shoulder  
show  
side  
sky  
sleep  
small  
something  
square  
stand up  
story  
straight  
sun  
Sunday  
supper  
say  
six  
seven  
she  
sound  
sentence  
size

## T t

table  
tall  
teach  
teacher  
teeth  
then  
thin  
think  
Thursday  
tiger  
today  
toes  
tooth  
touch  
tree  
triangle  
tub  
Tuesday  
thank  
trace  
two  
the  
this  
too  
ten  
there  
to  
them

they  
talk  
true

## U u

umbrella  
under  
unit  
underline  
use

## V v

vase  
violet

## W w

wait  
want  
wash  
watch  
water  
Wednesday  
week  
what  
white  
who  
window  
woman  
write

with  
word  
we  
where  
when

## X x

x-ray

## Y y

year  
yellow  
yoke  
yo-yo  
your  
you  
yes  
yourself

## Z z

zebra



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**God is kind**



**National Curriculum and Textbook Board, Bangladesh**

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