

বৃত্তি পরীক্ষার প্রশ্নের ধরনভিত্তিক অনুশীলন

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বৃত্তি পরীক্ষায় সাফল্যের জন্য নির্দিষ্ট প্রশ্নকাঠামো অনুযায়ী প্রস্তুতি নেওয়া জরুরি। এখানে NAPE প্রদত্ত প্রশ্নের ধরনভিত্তিক প্রতিটি প্রশ্ন আইটেমের ওপর গুরুত্বপূর্ণ প্রশ্ন ও উত্তর দেওয়া হয়েছে। সবশেষে সর্বাধিক গুরুত্বপূর্ণ প্রশ্নের নম্বর উল্লেখ করে সুপার সাজেশন দেওয়া হয়েছে। এগুলো ভালোভাবে অনুশীলন করলেই তোমার বৃত্তি পরীক্ষার প্রস্তুতি সম্পন্ন হবে।

Question
Types

1-3

Seen Comprehension

5 + 5 + 18 = 28

প্রশ্ন পরিচিতি

এ অংশে তোমাদের ইংরেজি পাঠ্যবই (English For Today) থেকে একটি text অথবা dialogue দেওয়া থাকবে, যা পড়ে তোমাদের Question Nos. 1-3 উত্তর করতে হবে।

Question No. 1 Match the given words to their meanings.

1×5=5

প্রদত্ত seen passage থেকে পাঁচটি words/phrases এবং এদের meaning নিয়ে এই প্রশ্নটি উপস্থাপন করা হবে। বাম দিকের কলাম বা Column A-তে ৫টি words বা phrases দেওয়া থাকবে। ঐ ৫টি word-এর অর্থগুলো এলোমেলোভাবে ডান দিকের কলাম বা Column B-তে দেওয়া থাকবে। Column B-তে distractor হিসেবে ২টি অতিরিক্ত অর্থ দেওয়া থাকতে পারে। প্রদত্ত word-এর সাথে সঠিক meaning মিল করতে হবে। এক্ষেত্রে প্রতিটি উত্তরের জন্য ১ নম্বর করে মোট নম্বর থাকবে ৫।

Question No. 2 Make meaningful sentence with the given words.

1×5=5

এ প্রশ্নে seen passage থেকে কিছু words দেওয়া থাকবে। এ সকল word দিয়ে ইংরেজিতে বাক্য রচনা করতে হবে। লেখার সময় অবশ্যই grammar ও spelling-এর বিষয়টি খেয়াল রাখবে। প্রদত্ত Passage থেকে যুবক কোনো বাক্য লেখা যাবে না। এক্ষেত্রে প্রতিটি উত্তরের জন্য ১ নম্বর করে মোট নম্বর থাকবে ৫।

Question No. 3 Answer the following questions in sentence(s).

3×6=18

এ প্রশ্ন আইটেমটির মাধ্যমে মূলত শিক্ষার্থীদের অনুধাবন ক্ষমতা যাচাই করা হয়। প্রদত্ত seen passage থেকে ৬টি Short Constructed Questions দেওয়া হবে। Passage-টি ভালোভাবে পড়ে to the point-এ প্রশ্নগুলোর উত্তর করতে হবে। প্রদত্ত Passage থেকে কোনো লাইন বা বাক্য কপি করে উত্তর লেখা যাবে না। উত্তরগুলো নিজের ভাষায় লেখার চেষ্টা করতে হবে। প্রতিটি প্রশ্নের জন্য ৩ নম্বর করে মোট নম্বর থাকবে ১৮।

Seen Comprehension-1

Read the text and answer the following questions no. 1, 2 and 3.

Rina and Omar are in the public library. They have come to the library to read books. Today, they have seen a new girl in the library. She is looking for some books on the bookshelves. On their way back home, they become introduced and have a conversation.

Rina : Hello! My name is Rina. Are you new here?

Rupa : Hi! I'm Rupa. My family has just moved to this neighbourhood.

Omar : Hi Rupa! I'm Omar. It seems you like reading books.

Rupa : Yes, I love reading books.

Rina : What kind of books do you like to read?

Rupa : I love to read storybooks. What about you, Omar?

Omar : I enjoy reading biographies of famous people.

Rupa : That sounds wonderful! Would you like to share your choice, Rina?

Rina : Sure! I find science fiction very interesting.

Rupa : Yes, I'm also fond of reading science fiction.

Rina : Have you borrowed any books today?

Rupa : No, I couldn't. I am waiting for the library card.

Rina : It is nice meeting you, Rupa.

Rupa : Pleased to meet you, too. Will you come to the library tomorrow?

Omar : Yes, hopefully after school we will be here.

Rina : Great! See you tomorrow, Rupa and Omar.

[Unit-1]

বঙ্গানুবাদ: রিনা এবং ওমর একটি গণ গ্রন্থাগারে রয়েছে। তারা গ্রন্থাগারে বই পড়তে এসেছে। আজকে তারা গ্রন্থাগারে একজন নতুন মেয়েকে দেখেছে। সে বই রাখার আলমারিতে কিছু বই খোঁজ করছিল। বাড়ি ফেরার পথে তারা একে অপরের সাথে পরিচিত হয় এবং তাদের মাঝে একটি কথোপকথন হয়।

রিনা : হ্যালো! আমার নাম রিনা। তুমি কি এখানে নতুন?

রূপা : হাই! আমি রূপা। আমার পরিবার সদ্য এই পাড়ায় এসেছে।

ওমর : হাই! আমি ওমর। মনে হচ্ছে তুমি বই পড়তে পছন্দ করো।

রূপা : হ্যাঁ, আমি বই পড়তে ভালোবাসি।

রিনা : তুমি কী ধরনের বই পড়তে পছন্দ করো?

রূপা : আমি গল্পের বই পড়তে ভালোবাসি। তোমার কী বই পড়তে ভালো লাগে, ওমর?

ওমর : আমি বিখ্যাত ব্যক্তিদের জীবনী পড়া উপভোগ করি।

রূপা : দারুণ শোনাচ্ছে। তুমি কি তোমার পছন্দটা বলবে, রিনা?

রিনা : অবশ্যই। আমার কাছে বৈজ্ঞানিক কল্পকাহিনি খুবই আকর্ষণীয় মনে হয়।

রূপা : হ্যাঁ, আমিও বৈজ্ঞানিক কল্পকাহিনি পড়তে খুব পছন্দ করি।

রিনা : তুমি কি আজ কোনো বই ধার নিয়েছ?

রূপা : না, আমি ধার করতে পারিনি। আমি গ্রন্থাগার কার্ডের অপেক্ষায় রয়েছি।

রিনা : তোমার সাথে দেখা হয়ে ভালো লাগল।

রূপা : আমারও ভালো লাগল দেখা করে। তুমি কি আগামীকাল গ্রন্থাগারে আসবে?

ওমর : হ্যাঁ, আশা করি বিদ্যালয় ছুটি হবার পর এখানে আসব।

রিনা : দারুণ! রূপা এবং ওমর কাল দেখা হবে।



1. Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) neighbourhood	(i) known by many people
(b) biography	(ii) to take something from other for a certain time
(c) public	(iii) to let someone use something
(d) famous	(iv) a person's life story written by another
(e) borrow	(v) open to all people
	(vi) a specific local area and its residents
	(vii) own life story

► **More Questions**

i.

Column A	Column B
(a) library	(i) extremely good
(b) introduce	(ii) to make a person known by name
(c) wonderful	(iii) a place where you can buy books
(d) choice	(iv) having a strong liking for something
(e) fond of	(v) a dedicated space to read and borrow books
	(vi) feeling sad or unhappy
	(vii) the ability to select something

ii.

Column A	Column B
(a) bookshelf	(i) written stories about people and events
(b) fiction	(ii) a rack for storing books
(c) meet	(iii) books about real facts and events
(d) hopefully	(iv) very good or excellent
(e) great	(v) in a positive manner
	(vi) to avoid seeing or talking to someone
	(vii) to see someone

iii.

Column A	Column B
(a) conversation	(i) to change the place where you live
(b) move	(ii) to stay where
(c) sure	(iii) moving very fast
(d) wait	(iv) an informal talk between two or more people
(e) pleased	(v) kept secret from others
	(vi) without any doubt
	(vii) happy at/with something

iv.

Column A	Column B
(a) new	(i) to take pleasure in doing something
(b) enjoy	(ii) the day after today
(c) share	(iii) recently made, bought, or arrived
(d) interesting	(iv) to have or use something with others
(e) tomorrow	(v) keeping your attention and curiosity
	(vi) to keep everything to yourself
	(vii) the day before today

2. Make meaningful sentences with the given words. $1 \times 5 = 5$

(a) Conversation; (b) Neighbourhood; (c) Biography; (d) Interesting; (e) Borrow.

► **More Questions**

(f) Famous; (g) Meet; (h) Wonderful; (i) Hopefully; (j) Fiction; (k) Enjoy; (l) Introduce; (m) Library; (n) Move; (o) Tomorrow.

3. Answer the following questions in sentence(s).

$3 \times 6 = 18$

- Why could Rupa not borrow any book from the library?
- How can reading biographies be helpful for a student like Omar?
- Why do you think children generally enjoy science fiction?
- If Omar wants to give Rupa a book as a gift, what kind of book should he choose and why?
- Why is it a good idea to visit the library regularly?
- How do bookshelves help a reader in a library?
- Why is it a good idea to read books after school time?
- Describe the benefits of reading in a public library in three sentences.
- Rupa has to wait for her library card to borrow books. What does this teach us about the rules of a place?
- How did a common interest in reading books help Rina, Omar, and Rupa?
- Why do we need a library card to borrow books?

Answer

1. **Matching**

(a + vi); (b + iv); (c + v); (d + i); (e + ii).

► **More Questions**

- (a + v); (b + ii); (c + i); (d + vii); (e + iv).
- (a + ii); (b + i); (c + vii); (d + v); (e + iv).
- (a + iv); (b + i); (c + vi); (d + ii); (e + vii).
- (a + iii); (b + i); (c + iv); (d + v); (e + ii).

2. Making Sentences

- (a) Conversation – The students have a friendly conversation on their way home.
- (b) Neighbourhood – Rupa's family came to live in this neighbourhood.
- (c) Biography – Omar likes to read the biography of famous people.
- (d) Interesting – Rina thinks that science fiction is very interesting.
- (e) Borrow – Rupa needs a library card to borrow books from there.

► More Questions

- (f) Famous – Omar reads about famous people.
- (g) Meet – Rina and Omar meet a new girl today.
- (h) Wonderful – Rupa thinks Omar's choice of reading is wonderful.
- (i) Hopefully – Omar will hopefully visit the library after school.
- (j) Fiction – Both Rina and Rupa love to read science fiction.
- (k) Enjoy – Omar likes to enjoy his free time by reading about famous people.
- (l) Introduce – Rina and Omar introduce themselves to the new girl.
- (m) Library – The students visit the public library to read their favorite books.
- (n) Move – Rupa and her family move to a new place.
- (o) Tomorrow – The new friends plan to meet again tomorrow after school.

3. Short Questions

- (a) Rupa could not borrow any book from the library because she did not have any library card and the library did not issue a book without it.
- (b) Reading biographies helps students learn about the hard work of great people. It inspires students like Omar to do good things in life. It also helps them build a good character.
- (c) Children enjoy science fiction because it has exciting space adventures. It lets them dream about amazing things that do not exist yet. This makes reading very exciting for them.
- (d) Omar should choose a storybook or a science fiction if he wants to gift Rupa a book. Because Rupa clearly said she loves reading these types of books. Giving a book of her choice will make her very happy.
- (e) Visiting the library regularly helps students build a strong reading habit. It keeps them connected to books and learning outside of class.
- (f) Bookshelves keep all the books neatly arranged by their names or topics. This makes it very easy to find the exact book a reader wants. It saves a lot of time for the readers.

► More Questions

- (g) Reading after school helps relax our minds. It is a great way to learn new things besides school lessons. It also keeps students busy with good habits instead of wasting time.
- (h) A public library is a quiet place where we can read peacefully. It has many different books that we cannot always buy. Seeing others read also inspires us to read more.
- (i) Rupa's waiting for a library card teaches us that we cannot get everything instantly. Every place has some proper rules to keep things safe. We must be patient and follow those rules.
- (j) Their shared love for reading gave them a good topic to talk about. It helped them become friends very quickly. Because of this, they planned to meet here again the next day.
- (k) A library card helps the library to keep a record of borrowed books. It makes sure people return books on time. So, We need a library card to borrow books from the library.

Seen Comprehension-2

Read the text and answer the following questions no. 1, 2 and 3.

Our school has a lovely garden in front of the big playground. A fence encloses the garden. In the garden, there are many beautiful flowers like roses, sunflowers, jasmines and marigolds. A swarm of butterflies dances on the flowers. It makes the garden look very beautiful. There is a ditch near the corner of the garden. A group of frogs live there. Sometimes, we see a flock of birds sitting on the nearby trees, singing sweet songs.

We take care of the garden regularly. On a selected day, students from each class work together to clean the garden. We use a set of gardening tools like spades, rakes, and sickles. We water the plants and remove the weeds regularly. We also add compost to the soil for making it fertile.

The garden is full of plants and flowers. They give us joy and happiness. We love working in our school garden.

[Unit-2]

বঙ্গানুবাদ: আমাদের স্কুলের বিশাল খেলার মাঠের সামনে একটি সুন্দর বাগান আছে। বাগানটি একটি বেড়া দিয়ে ঘেরা। বাগানে গোলাপ, সূর্যমুখী, জুঁই এবং গাঁদা ফুলের মতো অনেক সুন্দর ফুল রয়েছে। ফুলের উপর এক ঝাঁক প্রজাপতি নেচে নেচে উড়ে বেড়ায়। এর ফলে বাগানটি খুব সুন্দর দেখায়।

বাগানের কোণায় একটি নালা আছে। সেখানে একদল ব্যাঙ বাস করে। কখনও কখনও আমরা পাখিদের ঝাঁক দেখি, আশেপাশের গাছগুলোতে বসে মধুর গান গাইতে।

আমরা নিয়মিত বাগানের যত্ন নিই। নির্ধারিত দিনে প্রতিটি শ্রেণির শিক্ষার্থীরা মিলে বাগান পরিষ্কার করে। আমরা বাগানের জন্য কোদাল, গাছড়া এবং কাস্টের মতো সরঞ্জাম ব্যবহার করি। আমরা নিয়মিত গাছগুলোতে পানি দিই এবং আগছা পরিষ্কার করি। মাটি উর্বর করার জন্য আমরা এতে সারও দিই।

বাগানটি গাছপালা ও ফুলে ভরা। এগুলো আমাদেরকে আনন্দিত ও সুখী করে তোলে। আমরা আমাদের স্কুলের বাগানে কাজ করতে ভালোবাসি।

Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) Enclose	(i) able to grow many plants
(b) Swarm	(ii) a long, narrow hole dug in the ground
(c) Ditch	(iii) a group of birds or sheep
(d) Flock	(iv) to surround on all sides
(e) Fertile	(v) to separate or divide things
	(vi) a large group of insects
	(vii) unwanted plants

► **More Questions**

i.

Column A	Column B
(a) Fence	(i) organic matter used to make soil rich
(b) Selected	(ii) a sweet-sounding musical tune
(c) Sickle	(iii) chosen or picked out from a group
(d) Weed	(iv) a barrier enclosing an area of ground
(e) Compost	(v) any unwanted or wild plant
	(vi) to water plants
	(vii) a tool with a curved blade used for cutting

ii.

Column A	Column B
(a) Lovely	(i) to take away
(b) Marigold	(ii) beautiful or very pleasing
(c) Sometimes	(iii) always working hard
(d) Regularly	(iv) a yellow or orange flower
(e) Remove	(v) now and then
	(vi) frequently
	(vii) to plant something new

iii.

Column A	Column B
(a) Playground	(i) not far away
(b) Corner	(ii) an outdoor area for children to play
(c) Nearby	(iii) every single one of a group
(d) Each	(iv) a device used to do a specific job
(e) Tool	(v) the place where two sides or edges meet
	(vi) a large field for growing crops
	(vii) to work together in a team

iv.

Column A	Column B
(a) Beautiful	(i) a feeling of joy or pleasure
(b) Together	(ii) very pretty or attractive
(c) Rake	(iii) to pull out wild weeds
(d) Plant	(iv) with each other
(e) Happiness	(v) a living thing with leaves and roots
	(vi) a garden tool used to smooth soil
	(vii) a heavy stone wall

2. Make meaningful sentences with the given words. $1 \times 5 = 5$

(a) Enclose; (b) Ditch; (c) Regularly; (d) Weed; (e) Sickle.

► **More Questions**

(f) Swarm; (g) Flock; (h) Together; (i) Remove; (j) Compost; (k) Playground; (l) Nearby; (m) Clean; (n) Fertile; (o) Happiness; (p) Lovely; (q) Fence; (r) Sweet; (s) Spade; (t) Soil.

3. Answer the following questions in sentence(s). $3 \times 6 = 18$

- Where is the school garden located? How is it protected?
- What things are found in the school garden?
- What makes the garden look beautiful?
- What do the students do to take care of the garden?
- Why do you think the school garden is an important part of the school?
- Why do you think a fence is built around the school garden, and what might happen if it wasn't there?

► **More Questions**

- How do the students work together as a team to maintain the school garden?
- In what ways does the school garden benefit the emotional well-being and mindset of the students?
- How do the butterflies help make the garden more attractive?
- What might happen if the students stopped taking care of the garden?
- Why do the students add compost to the soil?
- How do the birds and frogs make the garden environment special?
- How does the garden contribute to the students' happiness?
- How does the garden show a connection between humans and nature?
- In what ways does the garden teach students practical skills?

Answer**1. Matching**

(a + iv); (b + vi); (c + ii); (d + iii); (e + i).

► More Questions

i. (a + iv); (b + iii); (c + vii); (d + v); (e + i).

ii. (a + ii); (b + iv); (c + v); (d + vi); (e + i).

iii. (a + ii); (b + v); (c + i); (d + iii); (e + iv).

iv. (a + ii); (b + iv); (c + vi); (d + v); (e + i).

2. Making Sentences

(a) Enclose – A protective fence is built to enclose the school garden.

(b) Ditch – A group of frogs lives in the small ditch near the corner of the garden.

(c) Regularly – The students take care of the plants regularly.

(d) Weed – They remove every unwanted weed from the garden.

(e) Sickle – The students use tools like a sickle, rakes, and spades to clean the area.

► More Questions

(f) Swarm – A swarm of butterflies dances beautifully over the roses.

(g) Flock – We can see a flock of birds sitting on the nearby trees.

(h) Together – Students from each class work together on a selected day.

(i) Remove – We always remove the weeds to keep the garden neat and clean.

(j) Compost – The students add rich compost to the soil to make it fertile.

(k) Playground – The garden is situated in front of the playground.

(l) Nearby – A flock of birds sits on the nearby trees and sings sweet songs.

(m) Clean – The children work as a team to clean the garden.

(n) Fertile – Adding compost to the soil helps in making it very fertile.

(o) Happiness – Working in the school garden always gives the students joy and happiness.

(p) Lovely – Our school looks wonderful because of the lovely garden in the front.

(q) Fence – The garden is safe because a strong fence encloses it completely.

(r) Sweet – The birds on the trees entertain the students by singing sweet songs.

(s) Spade – A spade is one of the gardening tools we use for our work.

(t) Soil – We add compost to the soil to make the plants grow better.

3. Short Questions

(a) The school garden is located in front of the big playground. It is protected by a fence.

(b) Many beautiful flowers, plants, and butterflies are found in the garden. Besides, sometimes, a flock of birds can be seen sitting on the nearby trees.

(c) The dancing of a swarm of butterflies on the flowers makes the garden look very beautiful.

(d) To take care of the garden, students from each class work together on a selected day. Besides, they water the plants and clean the weeds regularly.

(e) The garden makes the school beautiful and pleasant. It also gives the students joy and teaches them how to care for plants and nature. That's why I think the school garden is an important part of the school.

(f) A fence encloses the garden to protect the beautiful flowers and plants from being accidentally damaged or stepped on by students playing in the playground. If the fence were not there, animals or playground activities could ruin the garden, and the soil might get trampled. Therefore, the fence makes the garden safe and beautiful.

► More Questions

(g) On a selected day, students from each class work together to clean the garden effectively. They share tools like spades, rakes, and sickles to do different jobs. They water the plants, remove weeds and add compost. This teamwork teaches them to cooperate. It also helps to make their school environment beautiful.

(h) Working in the school garden gives the students a strong sense of joy, pride, and happiness. They love to see the results of their hard work. Regular care for nature gives them a peaceful break from their classrooms and teaches them responsibility. Ultimately, it makes their school a more cheerful place that they truly love.

(i) The butterflies fly and dance among the flowers. Their colorful presence adds beauty and makes the garden look lively.

(j) If the students stopped taking care of the garden, weeds would grow and the plants might not get enough water and nutrients. As a result, the garden would become less healthy and beautiful.

(k) Compost makes the soil fertile and helps plants grow better. Healthy soil allows flowers and plants to bloom properly. That's why the students add compost to the soil.

(l) The birds fill the area with sweet songs and the frogs add life to the garden ecosystem. Together, they make the garden more interesting and natural.

(m) The colorful flowers, butterflies, and birds create a pleasant environment. Spending time in such a beautiful place makes students feel happy and relaxed.

- (n) Students care for the plants, and in return, the garden provides beauty and happiness. This shows how people and nature can benefit each other.
- (o) Students learn how to water plants, remove weeds, and use gardening tools. These activities teach them useful gardening skills.

Seen Comprehension-3

Read the following dialogue and answer the questions 1, 2, and 3 below.

Fatiha is a student of class five at Tomaltola Government Primary School in Kishoreganj. One day she asked her grandfather about the naming of her home district.

- Fatiha : Hello, grandpa. Are you free to talk now?
- Grandfather : Yes, you can talk to me now.
- Fatiha : Could you tell me how our district was named Kishoreganj?
- Grandfather : Well, that's an interesting story.
- Fatiha : Please tell me, grandpa. I want to know.
- Grandfather : In the 6th century, there was a landlord known as Brojakishore Pramanik or Nandakishore Pramanik. He established a 'ganj' (business centre) on the bank of the Brahmaputra river. Most people believe that the name 'Kishoreganj' came from the two words 'Kishore' and 'ganj'.
- Fatiha : That's really interesting! Thanks for sharing the story.
- Grandfather : You are welcome. There are some books about Kishoreganj. These will help you know more about your home district.
- Fatiha : Oh, sure. I'll certainly read them and try to know more. [Unit-4 (1.3)]

বঙ্গানুবাদ: ফাতিহা কিশোরগঞ্জের তমালতলা সরকারি প্রাথমিক বিদ্যালয়ের পঞ্চম শ্রেণির একজন ছাত্রী। একদিন সে তার দাদাকে তার নিজ জেলার নামকরণ সম্পর্কে জানতে চাইল।

- ফাতিহা : হ্যালো, দাদা। তোমার কি এখন কথা বলার মতো সময় হবে?
- দাদা : হ্যাঁ, তুমি এখন আমার সাথে কথা বলতে পারো।
- ফাতিহা : আমাদের জেলার নাম কিশোরগঞ্জ কীভাবে রাখা হয়েছিল বলতে পারবে?
- দাদা : আচ্ছা, এটি একটি মজার গল্প।
- ফাতিহা : দয়া করে বলো, দাদা। আমি জানতে চাই।
- দাদা : ষষ্ঠ শতাব্দীতে ব্রজকিশোর প্রামাণিক কিংবা নন্দকিশোর প্রামাণিক নামে একজন জমিদার ছিলেন। তিনি ব্রহ্মপুত্র নদীর তীরে একটি 'গঞ্জ' (ব্যবসাকেন্দ্র) স্থাপন করেন। অনেকেই মনে করেন, 'কিশোরগঞ্জ' নামটি 'কিশোর' ও 'গঞ্জ' — এই দুটি শব্দ থেকে এসেছে।
- ফাতিহা : এটি সত্যিই মজার! গল্পটি বলার জন্য ধন্যবাদ।
- দাদা : স্বাগতম। কিশোরগঞ্জ নিয়ে কিছু বই আছে। সেগুলো পড়লে তুমি তোমার জেলা সম্পর্কে আরও জানতে পারবে।
- ফাতিহা : ওহ, অবশ্যই। আমি অবশ্যই এগুলো পড়ব এবং আরও জানার চেষ্টা করব।

1. Match the words in Column A with the similar meaning in Column B. 1×5=5

Column A	Column B
(a) free	(i) accepting something as true
(b) interesting	(ii) very fine to see
(c) know	(iii) expressing complete agreement
(d) believe	(iv) arousing curiosity
(e) certainly	(v) not subject to engagements
	(vi) getting something easily
	(vii) be aware of through information

More Questions

i.

Column A	Column B
(a) student	(i) the point of an activity
(b) ask	(ii) want to know
(c) district	(iii) set up on a firm basis
(d) center	(iv) one pursuing knowledge in an institution
(e) establish	(v) say something to get an answer
	(vi) an area of a country
	(vii) be aware of something

ii.

Column A	Column B
(a) story	(i) make a request polite
(b) please	(ii) having a desire to possess or do
(c) want	(iii) desire to get something
(d) century	(iv) an account of past events
(e) landlord	(v) a period of one hundred years
	(vi) a very rich man
	(vii) a person who rents out land

2. Make meaningful sentences with the given words. 1×5=5

(a) Interesting; (b) Tell; (c) Want; (d) Establish; (e) River..

More Questions

(f) Now; (g) Talk; (h) How; (i) Name; (j) Know; (k) Landlord; (l) Establish; (m) Believe; (n) Word; (o) Really; (p) Share; (q) Story; (r) Help; (s) Welcome; (t) District; (u) Certainly; (v) Read.

3. Answer the following questions in sentence(s). 3×6=18

- (a) How did Kishoreganj get its name?
- (b) What was Fatiha's reaction to the story?
- (c) What does the conversation show about Fatiha's character?
- (d) Why do you think Fatiha wants to know the naming of her district from her grandfather?
- (e) What does the sentence 'Are you free to talk now' indicate?

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- (f) Why does grandfather say 'that's an interesting story'?

► **More Questions**

- (g) What does Fatiha's grandfather suggest her and why?
 (h) What aspects of Fatiha's character get revealed here?
 (i) Fatiha's grandfather tells her 'These will help you know more about your home district.' What does he indicate here?

Answer

1. Matching

(a + v); (b + iv); (c + vii); (d + i); (e + iii)

► **More Questions**

- i. (a + iv); (b + v); (c + vi); (d + i); (e + iii)
 ii. (a + iv); (b + i); (c + ii); (d + v); (e + vii)

2. Making Sentences

- (a) Interesting – I had an interesting discussion with my friend yesterday.
 (b) Tell – Telling stories while working has become a part of his habit.
 (c) Want – Who does not want to be happy in life?
 (d) Establish – Our school was established in 1896.
 (e) River – Bangladesh is known as a land of rivers.

► **More Questions**

- (f) Now – The weather is better now than it was 30 minutes ago.
 (g) Talk – Can I talk to you about our English homework?
 (h) How – Can you tell me how you did it, please?
 (i) Name – The school was named after his grandfather.
 (j) Know – We still don't know what happened here yesterday.
 (k) Landlord – The system of landlord was introduced by the British in this sub-continent.
 (l) Establish – My uncle established a college in our union/upazila.
 (m) Believe – There is a saying - 'Seeing is believing'.
 (n) Word – Soothing words bring comfort to ailing heart.
 (o) Really – I really don't know what has happened to him.
 (p) Share – Sharing ideas increases one's knowledge.
 (q) Story – My grandmother knows a lot of interesting stories.
 (r) Help – Helping the poor means satisfying God.
 (s) Welcome – Guests are always welcome to our house.
 (t) District – The name of my home district is Barishal.
 (u) Certainly – You will certainly know the answer of this question from your Bengali teacher.
 (v) Read – Reading science fiction is my hobby.

3. Short Questions

- (a) There was a landlord, named Brojakishore Pramanik or Nandakishore Pramanik, who built a 'ganj' by the Brahmaputra river. It is believed that the name 'Kishoreganj' comes from the two words 'Kishore' and 'ganj'.
 (b) Fatiha found the story really interesting and thanked her grandfather for sharing it with her.
 (c) The conversation shows that Fatiha is curious and eager to learn about the history of her home district.
 (d) Fatiha is curious by nature, and so she wants to learn the naming of her home district. She is intelligent also as she thinks her grandfather being an aged man must be able to satisfy her curiosity.
 (e) It indicates that Fatiha knows courtesy to talk to someone. This is why she first wants to know whether her grandfather is able to talk at this moment.
 (f) Fatiha's grandfather says so because the naming of Kishoreganj has not originated from a short event or not come from any simple name. Rather, there is a historical background behind the naming of the district.

► **More Questions**

- (g) As Fatiha is more interested in knowing about the naming of their home district, and her grandfather can easily detect it, he suggests her to read more books about Kishoreganj.
 (h) Fatiha is aware of her surroundings. She is very inquisitive and a good reader. She reads books beyond her own textbooks and it is not usual for a student of class five to think of the origin of naming of her own district.
 (i) Here 'these' indicate some books about Kishoreganj that discuss about the history of naming of Kishoreganj.

Seen Comprehension-4

Read the text and answer the following questions no. 1, 2, and 3.

Fatiha has collected more information about Kishoreganj with help from her grandfather. She wants to share the information with others. She has written a small article on her home district.

I am from Kishoreganj. This is one of the largest districts in Bangladesh. It is situated in the northeastern part of Bangladesh. It has 8 municipalities and 13 upazilas. The total area of Kishoreganj district is 2,688 square kilometres.

Some rivers run through this district. They are the Old Brahmaputra, the Meghna, the Kaalni, the Suti and the Narasunda. The area of Kishoreganj municipality is about 10 square kilometres. The river Narasunda flows through the town.

This district has enriched the tradition of Bangla folk literature. Most of the lyrics of *Maimansingha Gitika* were composed in this land. The rivers, haors and green



fields of this region set the scene for many popular folk tales and palas. Kishoreganj is the home to the first female poet of Bangla literature Chandrabati. Upendrakishore Roy and Sukumar Roy are popular for children's literature. They are also from this district. Famous painter Zainul Abedin comes from Kishoreganj, too.

There are many tourist attractions in Kishoreganj. Solakia, the largest Eidgah of the country, is located in Kishoreganj Sadar.

The historical Shahidi Mosque, the Pagla Mosque and the Shiva Temple of Chandrabati are also located here.

The fort of Isha Khan in Jangalbari and the Shah Mahmud Mosque in Egarosindur are also some historical places of my home district.

I feel proud that I was born in Kishoreganj. [Unit-4 (2.1)]

বঙ্গানুবাদ: ফাতিহা তার দাদার সাহায্যে কিশোরগঞ্জ সম্পর্কে আরও তথ্য সংগ্রহ করেছে। সে এই তথ্য অন্যদের সাথে শেয়ার করতে চায়। সে তার নিজ জেলা সম্পর্কে একটি ছোট প্রবন্ধ লিখেছে।

আমার বাড়ি কিশোরগঞ্জ জেলায়। এটি বাংলাদেশের অন্যতম বৃহৎ জেলা। এটি বাংলাদেশের উত্তর-পূর্বাঞ্চলে অবস্থিত। এখানে ৮টি পৌরসভা এবং ১৩টি উপজেলা রয়েছে। কিশোরগঞ্জ জেলার মোট আয়তন ২,৬৮৮ বর্গকিলোমিটার।

এই জেলার মধ্য দিয়ে কয়েকটি নদী প্রবাহিত হয়েছে। এগুলো হলো পুরাতন ব্রহ্মপুত্র, মেঘনা, কালনী, সুতি এবং নরসুন্দা। কিশোরগঞ্জ পৌরসভার আয়তন প্রায় ১০ বর্গকিলোমিটার। নরসুন্দা নদী শহরের মধ্য দিয়ে বয়ে গেছে।

এই জেলা বাংলা লোকসাহিত্যের ঐতিহ্যকে সমৃদ্ধ করেছে। ময়মনসিংহ গীতিকার অধিকাংশ গান এই অঞ্চলে রচিত হয়েছে। এই অঞ্চলের নদী, হাওর এবং সবুজ মাঠ অনেক জনপ্রিয় লোককাহিনী এবং পালার দৃশ্যপট তৈরি করেছে। কিশোরগঞ্জ বাংলাদেশের প্রথম মহিলা কবি চন্দ্রাবতীর জন্মস্থান। উপেন্দ্রকিশোর রায় এবং সুকুমার রায় শিশুসাহিত্যের জন্য জনপ্রিয়। তারাও এই জেলার। বিখ্যাত চিত্রশিল্পী জয়নুল আবেদীনও কিশোরগঞ্জের সন্তান।

কিশোরগঞ্জে অনেক দর্শনীয় স্থান রয়েছে। দেশের বৃহত্তম ঈদগাহ শোলাকিয়া কিশোরগঞ্জ সদরে অবস্থিত।

ঐতিহাসিক শহীদী মসজিদ, পাগলা মসজিদ এবং চন্দ্রাবতীর শিব মন্দিরও এখানে অবস্থিত। জঙ্গলবাড়িতে ঈশা খাঁর দুর্গ এবং এগারসিন্দুরে শাহ মাহমুদ মসজিদও আমার নিজ জেলার কিছু ঐতিহাসিক স্থান।

কিশোরগঞ্জে জন্মগ্রহণ করে আমি গর্বিত।

1. Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) information	(i) about the past
(b) municipality	(ii) a kind of story
(c) tradition	(iii) a small town area
(d) lyric	(iv) facts or details
(e) historical	(v) words of a song
	(vi) a type of building
	(vii) old customs

► More Questions

1.

Column A	Column B
(a) article	(i) to create or write
(b) situated	(ii) a nice place
(c) compose	(iii) located in a place
(d) region	(iv) a piece of writing
(e) popular	(v) related to population
	(vi) liked by many people
	(vii) a particular area

ii.

Column A	Column B
(a) enrich	(i) a story
(b) literature	(ii) a strong building for defense
(c) fort	(iii) a place of worshi
(d) temple	(iv) to say something
(e) tale	(v) written works like stories and poems
	(vi) to improve or make something better
	(vii) literal meaning of something

iii.

Column A	Column B
(a) collect	(i) to move like water
(b) folk	(ii) cultural heritage
(c) painter	(iii) to gather things
(d) flow	(iv) a person who paints
(e) attraction	(v) related to common people and their culture
	(vi) an old custom
	(vii) a place people love to visit

iv.

Column A	Column B
(a) poet	(i) a unit of distance
(b) located	(ii) a place for learning
(c) famous	(iii) solid surface of the world
(d) mosque	(iv) a building where Muslims say their prayers
(e) kilometre	(v) well-known to most of the people
	(vi) situated in a particular place
	(vii) a person who writes poems

2. Make meaningful sentences with the given words.

$1 \times 5 = 5$

(a) Information; (b) Tradition; (c) Compose; (d) Municipality; (e) Historical.

► More Questions

(f) Enrich; (g) Region; (h) Popular; (i) Fort; (j) Temple; (k) Famous; (l) Literature; (m) Folk; (n) Painter; (o) Article; (p) Tale; (q) Tourist; (r) Attraction; (s) Collect; (t) Locate; (u) Share; (v) Situated; (w) Flow; (x) Town; (y) Lyric; (z) Proud.

3. Answer the following questions in sentence(s).

$3 \times 6 = 18$

- What did Fatiha write an article on?
- How does the natural environment of Kishoreganj influence its folk culture?
- Why did Fatiha write an article about Kishoreganj?
- Write three sentences about the natural beauty of Kishoreganj.
- How do the natural features (rivers, haors, green fields) influence the culture and literature of Kishoreganj?

- (f) Which tourist place mentioned in the passage is the most significant in your opinion? Give reasons for your choice.

► **More Questions**

- (g) What religious and historical sites are found in Kishoreganj? What do they reflect?
 (h) Why do you think so many famous people were born in Kishoreganj? What factors might have influenced this?
 (i) Where was Chandrabati born and why is she important in the history?
 (j) How does Fatiha feel about her birthplace? How do you know this?
 (k) What role do rivers play in the identity of Kishoreganj?
 (l) If you were a visitor, which place would you visit first in Kishoreganj and why?
 (m) Why should we protect historical places in Kishoreganj?

Answer

1. **Matching**

(a + iv); (b + iii); (c + vii); (d + v); (e + i).

► **More Questions**

- i. (a + iv); (b + iii); (c + i); (d + vii); (e + vi).
 ii. (a + vi); (b + v); (c + ii); (d + iii); (e + i).
 iii. (a + iii); (b + v); (c + iv); (d + i); (e + vii).
 iv. (a + vii); (b + vi); (c + v); (d + iv); (e + i).

2. **Making Sentences**

- (a) Information – Fatiha gives us useful information about Kishoreganj.
 (b) Tradition – Kishoreganj has a rich cultural tradition.
 (c) Compose – Local artists used to compose beautiful folk songs in this region.
 (d) Municipality – Kishoreganj municipality is well organized.
 (e) Historical – The fort is a historical place.

► **More Questions**

- (f) Enrich – Literature can enrich our knowledge.
 (g) Region – This region is famous for its rivers.
 (h) Popular – The Pagla Mosque is very popular.
 (i) Fort – The fort of Isha Khan is very old.
 (j) Temple – The Shiva Temple is a holy place.
 (k) Famous – Zainul Abedin is a famous painter.
 (l) Literature – Bangla literature is very rich.
 (m) Folk – Folk songs are very interesting.
 (n) Painter – He is a skilled painter.
 (o) Article – She wrote an article about her district.
 (p) Tale – Grandmother told me a folk tale.
 (q) Tourist – Many tourists visit Kishoreganj.
 (r) Attraction – Solakia is a big tourist attraction.
 (s) Collect – She collected information from her grandfather.

- (t) Locate – Many historical places are located in Kishoreganj.
 (u) Share – She shared her ideas with friends.
 (v) Situated – Kishoreganj is situated in the northeast.
 (w) Flow – A beautiful river flows through our village.
 (x) Town – Kishoreganj is a peaceful town.
 (y) Lyric – The lyric of the song is beautiful.
 (z) Proud – I am proud of my district.

3. **Short Questions**

- (a) Fatiha wrote a small article on her home district, Kishoreganj. The article includes facts about the place.
 (b) The rivers, haors, and green fields of Kishoreganj provide scenic beauty and elements for folk tales and palas.
 (c) Fatiha wrote the article to share information about her home district, Kishoreganj, with others. She wanted people to know more about Kishoreganj's history, culture, and significance.
 (d) Kishoreganj has natural beauty with its many rivers. The haors and green fields of this district create beautiful scenery. These fascinating sceneries have served as the inspiration for many popular folk tales and palas.
 (e) The rivers, haors, and green fields create beautiful natural scenery. This inspires people to write songs, stories, and poems. That is why many popular folk tales and *palas* are written based on nature.
 (f) I think Solakia Eidgah is the most significant because it is the largest Eidgah in the country and attracts many people during Eid prayers.

► **More Questions**

- (g) The religious and historical sites like the Shahidi Mosque, the Pagla Mosque, the Shiva Temple of Chandrabati, the Fort of Isha Khan, and the Shah Mahmud Mosque are found in Kishoreganj. These sites reflect the district's rich history and religious diversity.
 (h) Many famous people were born in Kishoreganj because it has a rich tradition of Bangla folk literature. The rivers, haors, and green fields of the region inspired creativity and folk stories. This cultural and natural environment helped people develop literary and artistic talent.
 (i) Chandrabati was born in Kishoreganj. She is important in the history because she is the first female poet of Bangla literature.
 (j) Fatiha feels proud to be born in Kishoreganj. Her love and admiration for the place make it clear.
 (k) Rivers like the Old Brahmaputra, the Meghna, and the Narasunda shape the district's geography and culture. They also inspire folk literature and provide natural beauty.

- (d) Shihab warns against eating hastily because it can cause digestion problems. This teaches us that we should eat slowly and carefully to stay healthy.
- (e) If I were Sarah, I would eat fewer burgers and more fruits and vegetables. In a word, I would choose healthy foods because they help us stay fit and prevent diseases.
- (f) Fruits and vegetables are important because they contain vitamins and minerals. They give us energy and help keep our bodies healthy. For example, bananas, apples, carrots, and spinach are good for health.

► **More Questions**

- (g) Shihab said, "Mong is quite reasonable." He said this because Mong gave sensible advice that eating burgers regularly can make a person fat and sick.
- (h) Yes, sugary foods like sweet and cake are harmful if we eat them too much. They may cause many health problems.
- (i) We should take time and eat slowly because it helps food digest properly. Eating slowly also reduces the risk of stomach problems.
- (j) Sarah thinks that Mong's tiffin is healthy because it contains a fresh banana. She knows that bananas have vitamins and provide energy.
- (k) According to the dialogue, eating sugary and fast food regularly may make a person fat and sick. It can also lead to other health problems.
- (l) Friendship plays a positive role in the dialogue. Shihab and Mong give Sarah friendly advice. They also encourage/tell her to choose healthier foods.
- (m) If everyone followed Sarah's food habit, many people would become unhealthy. Regular eating of junk food could cause many health problems.
- (n) The dialogue shows that healthy foods like fruits, vegetables, bread, and bananas provide vitamins and energy, and junk foods like burgers and sugary foods may harm health.
- (o) If I were the teacher, I would advise the students to eat healthy foods, avoid too much junk food, wash food properly, and eat slowly for better health.

Seen Comprehension-10

Read the text and answer the following questions no. 1, 2, and 3.

Naima and Masuk were twins. They were in Class Five. Naima loved to play badminton and Masuk loved to play football. They were also very good students at school. Their parents, Naeem Hasan and Mina Begum, loved them very much. Naima and Masuk often played with their parents when they had free time. Their home was always full of happiness!

One day, a special box arrived. It was from their close relative, Mr. Rakib, who lived in Italy. There was a black tablet inside the box. When they turned it on, the screen showed many bright colours. 'Wow!' They were both surprised.

At first, the tablet was so much fun. They played video games after finishing their study. And soon, the tablet became more exciting than playing outside. 'Naima! Masuk!' their friend Rana called from the gate. 'Let's play!'

'Not now!' Naima replied. Her eyes were stuck to a YouTube video. Masuk was also watching the video with his sister.

[Unit-13]

বঙ্গানুবাদ: নাইমা ও মাসুক ছিল যমজ। তারা পঞ্চম শ্রেণিতে পড়ত। নাইমা ব্যাডমিন্টন খেলতে ভালোবাসত আর মাসুক ফুটবল খেলতে ভালোবাসত। তারা স্কুলে খুব ভালো শিক্ষার্থীও ছিল। তাদের বাবা-মা নাইম হাসান ও মিনা বেগম তাদের খুবই ভালোবাসেন। নাইমা ও মাসুক অবসর সময়ে প্রায়ই তাদের বাবা-মায়ের সাথে খেলত। তাদের ঘর সব সময় আনন্দে ভরে থাকত।

একদিন, একটি বিশেষ বাক্স এলো। এটি তাদের নিকটাত্মীয়, জনাব রাকিবের কাছ থেকে এসেছিল, যিনি ইতালিতে থাকতেন। বাক্সটির ভেতরে একটি কালো রঙের ট্যাবলেট কম্পিউটার ছিল। যখন তারা এটি চালু করল, তখন স্ক্রিনে অনেক উজ্জ্বল রং দেখা গেল। 'বাহ!' তারা দুজনেই অবাক হয়ে গেল।

প্রথমে, ট্যাবলেট কম্পিউটারটি অনেক মজার ছিল। তারা পড়া শেষ করার পর ভিডিও গেম খেলত। আর শীঘ্রই ট্যাবলেট কম্পিউটারটি বাইরে খেলার চেয়েও বেশি রোমাঞ্চকর হয়ে উঠল। 'নাইমা! মাসুক!' তাদের বন্ধু রানা দরজার বাইরে থেকে ডাকল। 'চলো খেলি!'

'এখন না!' নাইমা উত্তর দিল। তার চোখ ইউটিউবের একটি ভিডিওতে আটকে ছিল। মাসুকও তার বোনের সাথে ভিডিওটি দেখছিল।

1. Match the words in Column A with the similar meaning in Column B. 1×5=5

Column A	Column B
(a) twins	(i) that makes someone feel very happy
(b) bright	(ii) happens many times
(c) exciting	(iii) strong and noticeable colour
(d) stuck	(iv) very intelligent
(e) often	(v) two siblings born on the same day
	(vi) fixed in a position
	(vii) rarely happens

► **More Questions**

i.

Column A	Column B
(a) tablet	(i) a feeling of astonishment
(b) surprised	(ii) a small flat computer operated by touching the screen
(c) relative	(iii) to cause an equipment run
(d) turn on	(iv) a person connected by blood
(e) parents	(v) a small round piece of medicine
	(vi) father and mother
	(vii) blood connected guardians

ii.

Column A	Column B
(a) fun	(i) all the time
(b) free time	(ii) look at something for a period of time
(c) watch	(iii) to complete a task
(d) always	(iv) the time when one has no work to do
(e) finish	(v) a clock worn in hand
	(vi) a joke
	(vii) an activity that is pleasant and enjoyable

2. Make meaningful sentences with the given words.

1×5=5

(a) Badminton; (b) Parents; (c) Box; (d) Bright; (e) Study.

► More Questions

(f) Play; (g) Student; (h) Always; (i) Special; (j) Close; (k) Live; (l) Screen; (m) Surprised; (n) Friend.

3. Answer the following questions in sentence(s).

3×6=18

- (a) Who were Naima and Masuk, and what did they love to do? Write in three sentences.
- (b) How would you describe Naima and Masuk's family life before the tablet arrived?
- (c) What special item did the twins receive, and who sent it?
- (d) How did Naima and Masuk react when they first turned on the tablet?
- (e) How did the tablet change the twins' daily habits gradually?
- (f) What happened when their friend Rana came to invite them out to play?

► More Questions

- (g) When did the twins play video games, and how did it change their habits?
- (h) Who called Naima and Masuk to play from the gate, and why did they refuse?
- (i) How did Naima and Masuk spend their free time before the tablet arrived?
- (j) How did Naima and Masuk feel after turning on the tablet?
- (k) What happened when Naima and Masuk started using the tablet more?
- (l) Why didn't Naima and Masuk go out to play? What do you think the story teaches us?
- (m) How was Naima and Masuk's home before the tablet arrived?

Answer

1. Matching

(a + v); (b + iii); (c + i); (d + vi); (e + ii)

► More Questions

- i. (a + ii); (b + i); (c + iv); (d + iii); (e + vi)
- ii. (a + vii); (b + iv); (c + ii); (d + i); (e + iii)

2. Making Sentences

- (a) Badminton – My sister loves to play badminton.
- (b) Parents – Our parents often play with us in their free time.
- (c) Box – There was a special gift in the box.
- (d) Bright – The screen of the tablet showed bright colours.
- (e) Study – Naima and Masuk played video games after completing their study.

► More Questions

- (f) Play – Rana called his playmates to play outside.
- (g) Student – Naima and Masuk were good students at school.
- (h) Always – Nacem Hasan and Mina Begum's home was always full of happiness.
- (i) Special – Once Naima and Masuk got a special box from their relative, Mr. Rakib.
- (j) Close – Mr. Rakib was their close relative.
- (k) Live – Mr. Rakib lived in Italy.
- (l) Screen – The screen of the tablet showed many bright colours.
- (m) Surprised – Both Naima and Masuk were surprised to see the colours on the tablet screen.
- (n) Friend – Rana is Naima and Masuk's friend.

3. Short Questions

- (a) Naima and Masuk were twins who studied in Class Five. Naima loved to play badminton, while Masuk preferred playing football. They were also very good students at school and enjoyed playing with their parents.
- (b) Before the tablet arrived, the twins lived in a very happy home with their parents. Their parents loved them very much and often played with them during their free time. Also they used to play with their friend.
- (c) The twins received a special box containing a black tablet. This gift was sent by their close relative, Mr. Rakib. He was living in Italy at the time he sent the package.
- (d) When they turned the device on, the screen displayed many bright colours. Both Naima and Masuk were highly surprised and shouted, "Wow!" They found the tablet to be a lot of fun.
- (e) Initially, the twins only played video games on the tablet after finishing their studies. However, the device gradually became more exciting to them than playing outside. Eventually, it completely captured their attention and kept them indoors.
- (f) Rana called out to Naima and Masuk from the gate to join him for a game outside. Naima refused his invitation immediately because her eyes were glued to a YouTube video. Masuk ignored the invite as well to watch the video with his sister.

► **More Questions**

- (g) The twins played video games after finishing their studies, but soon the tablet became more exciting and changed their habits.
- (h) Their friend Rana called Naima and Masuk from the gate to go to play outside, but they refused because they were watching a YouTube video.
- (i) Before the tablet arrived, Naima and Masuk spent their free time playing with their parents and friends. Also, they used to play with their friend.
- (j) Both Naima and Masuk were surprised after turning on the tablet. The bright colours on the screen of the tablet amazed them.
- (k) When Naima and Masuk started using the tablet more, they became more interested in the tablet than playing outside.
- (l) Naima and Masuk didn't go out to play, because they were busy watching a YouTube video on the tablet. I think the story teaches us that technology should not replace outdoor games or family time.
- (m) Naima and Masuk's home was full of happiness before the tablet arrived. They often played with their parents in their free time. Also, they used to play with their friend.

Seen Comprehension-11

Read the text and answer the following questions no. 1, 2 and 3.

The twins slowly started to change. Often they became grumpy and got angry. 'Time for dinner' their mom called one evening. 'Just five more minutes, Ma!' Masuk shouted. His voice was sharp and annoying. Mother noticed it and took the tablet away. Then, Masuk started to cry. 'You're so unfair!' he screamed.

The situation became worse. At night, they couldn't sleep properly. Naima rubbed her eyes all the time, and Masuk felt sleepy all day long. Their parents, Naeem Hasan and Mina Begum, were very worried and unhappy. They understood that their children were spending too much time on screens. So, they decided to talk to Naima and Masuk.

'This tablet is wasting your precious time,' their dad said softly. 'It's taking away your sleep, affecting your school work and keeping you away from your friends.' The twins saw the sadness in their parents' eyes. They felt ashamed. They realised that they were using the tablet too much and became tired and grumpy.

Then, they promised not to use the tablet without their parents' permission. Every weekend, the family members used to sit together and shared funny stories. Naima and Masuk also started playing outside with their friends again. Their home became full of joy!

[Unit-13]

বঙ্গানুবাদ: যমজ ভাইবোনরা ধীরে ধীরে বদলে যেতে শুরু করল। প্রায়ই তারা খিটখিটে হয়ে উঠত এবং রেগে যেত। 'রাতের খাবারের সময় হয়েছে' বলে এক রাতে তাদের মা ডাকলেন। 'আর মাত্র পাঁচ মিনিট, মা!' মাসুক চিৎকার করে বলল। তার কণ্ঠস্বর ছিল কর্কশ ও বিরক্তিকর। মা এটি লক্ষ্য করলেন এবং ট্যাবলেটটি নিয়ে নিলেন। এরপর, মাসুক কান্দতে শুরু করল। 'তুমি খুব খারাপ।' সে কঁদে কঁদে বলল।

পরিস্থিতি আরও খারাপ হতে লাগল। রাতে তারা ঠিকভাবে ঘুমাতে পারছিল না। নাইমা সারাক্ষণ তার চোখ ঘষতে থাকত, আর মাসুক সারাদিন ঘুম ঘুম ভাব অনুভব করত। তাদের বাবা-মা, নাইম হাসান ও মীনা বেগম, খুবই চিন্তিত এবং মনক্ষুণ্ণ হলেন। তারা বুঝতে পারলেন যে তাদের সন্তানরা স্ক্রিনে খুব বেশি সময় কাটাচ্ছে। তাই, তারা নাইমা ও মাসুকের সাথে কথা বলার সিদ্ধান্ত নিলেন।

'এই ট্যাবলেট কম্পিউটারটি তোমাদের মূল্যবান সময় নষ্ট করছে', তাদের বাবা নরম স্বরে বললেন। 'এটি তোমাদের ঘুম কেড়ে নিচ্ছে, স্কুলের কাজকে প্রভাবিত করছে এবং তোমাদের বন্ধুদের থেকে দূরে রাখছে।' যমজরা তাদের বাবা-মায়ের চোখে কষ্ট দেখল। তারা লজ্জিত বোধ করল। তারা বুঝতে পারল যে তারা ট্যাবলেট কম্পিউটারটি খুব বেশি ব্যবহার করছে এবং তার ফলে ক্লান্ত ও খিটখিটে মেজাজি হয়ে পড়েছে।

এরপর, তারা তাদের বাবা-মায়ের অনুমতি ছাড়া ট্যাবলেট কম্পিউটারটি ব্যবহার না করার প্রতিশ্রুতি দিল। প্রতি সপ্তাহান্তিক অবকাশে, পরিবারের সদস্যরা একসাথে বসে মজার মজার গল্প শেয়ার করত। নাইমা আর মাসুক আবার তাদের বন্ধুদের সাথে বাইরে খেলতেও শুরু করল। তাদের ঘর আনন্দে ভরে উঠল।

1. Match the words in Column A with the similar meaning in Column B. 1×5=5

Column A	Column B
(a) Grumpy	(i) to smile at someone
(b) Annoying	(ii) to talk in a low voice
(c) Scream	(iii) bad-tempered and easily irritated
(d) Precious	(iv) causing irritation or anger
(e) Ashamed	(v) of great value
	(vi) to cry out loudly
	(vii) feeling guilt and shy

► **More Questions**

i.

Column A	Column B
(a) Shout	(i) not right and affectionate
(b) Tablet	(ii) to press and move hands over a part of the body
(c) Unfair	(iii) an official paper
(d) Rub	(iv) to say something very loudly
(e) Permission	(v) a small, portable touchscreen computer
	(vi) the act of allowing someone to do something
	(vii) to sit quietly in a room

ii.

Column A	Column B
(a) Change	(i) in a correct or suitable way
(b) Sharp	(ii) with a mild voice
(c) Situation	(iii) to become different
(d) Properly	(iv) having a piercing tone
(e) Softly	(v) a heavy garden tool
	(vi) to run very fast
	(vii) a set of conditions

iii.

Column A	Column B
(a) Often	(i) feeling drowsy
(b) Weekend	(ii) many times or frequently
(c) Notice	(iii) to observe, or become aware of
(d) Worse	(iv) more unpleasant
(e) Sleepy	(v) the end of the week
	(vi) days of the week
	(vii) a happy condition

iv.

Column A	Column B
(a) Twins	(i) to make a plan
(b) Slowly	(ii) anxious about something
(c) Worried	(iii) a heavy storm
(d) Decide	(iv) at a low speed
(e) Realise	(v) to understand a fact
	(vi) to forget something completely
	(vii) two children born at the same time to one mother

v.

Column A	Column B
(a) Voice	(i) to spend something carelessly
(b) Understand	(ii) the sound made when speaking
(c) Waste	(iii) to produce impact on something
(d) Affect	(iv) the feeling of being deeply unhappy
(e) Sadness	(v) to know the meaning of what someone says
	(vi) to construct a fence around a yard
	(vii) a funny story

2. Make meaningful sentences with the given words.

1×5=5

(a) Grumpy; (b) Sharp; (c) Tablet; (d) Worse; (e) Precious.

► More Questions

(f) Change; (g) Angry; (h) Annoying; (i) Unfair; (j) Rub; (k) Notice; (l) Scream; (m) Sleepy; (n) Worried; (o) Permission; (p) Spend; (q) Sadness; (r) Ashamed; (s) Promise; (t) Share.

3. Answer the following questions in sentence(s).

3×6=18

- Why did twins' parents become worried about their children?
- What changes in the twins' behaviour showed that excessive screen time was affecting them negatively?
- How did the father's approach help Naima and Masuk realise their mistake?
- What lesson did Naima and Masuk learn from their experience with the tablet?
- How did the family's lifestyle change after the twins promised to limit their tablet use?

- What does Masuk's reaction "You're so unfair!" tell us about his relationship with the tablet at that moment?

► More Questions

- How did the overuse of the tablet ruin the peace of the entire household?
- Why did the twins feel "ashamed" when they saw the sadness in their parents' eyes?
- Imagine, you are Naima or Masuk. Write three sentences about what you would like to do in your free time now.
- Why did Masuk shout in a sharp and annoying voice?
- Why were Naima and Masuk's parents worried?
- Why did the twins promised not to use the tablets without their parents' permission?
- How did the family spend their weekends later?
- What happened when Mother took the tablet away from Masuk?
- How did too much screen time affect Naima and Masuk's sleep?
- How did the twins' behaviour change after they started using the tablet?
- What does the story teach us?

Answer

1. Matching

(a + iii); (b + iv); (c + vi); (d + v); (e + vii).

► More Questions

- (a + iv); (b + v); (c + i); (d + ii); (e + vi).
- (a + iii); (b + iv); (c + vii); (d + i); (e + ii).
- (a + ii); (b + v); (c + iii); (d + iv); (e + i).
- (a + vii); (b + iv); (c + ii); (d + i); (e + v).
- (a + ii); (b + v); (c + i); (d + iii); (e + iv).

2. Making Sentences

- Grumpy – The twins became very grumpy when they were asked to turn off their screen.
- Sharp – Masuk spoke in a sharp tone that upset his mother during dinner.
- Tablet – The twins spent too many hours playing games on their new tablet.
- Worse – Day after day, the situation became worse.
- Precious – Their father said that they were wasting their precious time with the tablet.

► More Questions

- Change – Their parents noticed a sudden change in the behaviour of the twins.
- Angry – Masuk got angry when his mother took away the electronic device.
- Annoying – The sharp and annoying voice of the boy showed his bad mood.
- Unfair – The crying boy screamed that his mother was treating very unfair to him.
- Rub – Naima began to rub her tired eyes all through the day.
- Notice – The mother was the first to notice the bad habits of her children.

- (l) Scream – The angry child began to scream loudly after the tablet was taken away.
- (m) Sleepy – Masuk felt incredibly sleepy during daytime because he stayed up late.
- (n) Worried – Naeem Hasan and Mina Begum were worried about their children's health.
- (o) Permission – The twins agreed never to use the tablet without their parents' permission.
- (p) Spend – The twins now spend all day looking at screens.
- (q) Sadness – Seeing the deep sadness in their parents' eyes the children felt bad.
- (r) Ashamed – Both Naima and Masuk felt ashamed of their wrong activities.
- (s) Promise – The siblings made a promise to change their daily habits.
- (t) Share – Every weekend, the happy family sat together to share funny stories.

3. Short Questions

- (a) Their parents became worried because the twins were spending too much time on the tablet, which made them grumpy and angry. It also affected their sleep, reduced their interest in schoolwork, and kept them away from friends.
- (b) The twins became easily irritated and angry. Masuk shouted at his mother and cried when the tablet was taken away. Naima rubbed her eyes constantly, and Masuk felt sleepy throughout the day.
- (c) Instead of scolding them, their father spoke gently and explained how the tablet was harming their health, studies, and relationships. Seeing the sadness in their parents' eyes, Naima and Masuk felt ashamed and confessed their mistake.
- (d) They learned that using electronic devices excessively can have harmful effects on health, behaviour, education, and social life. They also realised that technology should be used responsibly and with parental guidance.
- (e) According to their promise, the twins used the tablet only with their parents' permission. The family spent weekends sharing funny stories together. Naima and Masuk began playing outside with friends again, and their home became joyful and happy.
- (f) Masuk's reaction shows that he had developed a strong attachment with the device. His sharp, annoying voice indicates that screens were dominating his emotional state.

► More Questions

- (g) The tablet caused a negative chain reaction. Lack of sleep made the twins exhausted. This physical tiredness directly ruined their behaviour. They became angry, grumpy, and disrespectful toward their mother. Their poor attitude and failing health created deep worry and unhappiness for their parents.

- (h) The twins felt ashamed because their parents' quiet sorrow made them realize how much their screen addiction was hurting the family.
- (i) If I were Naima or Masuk, I would like to spend my free time playing outside with my friends. It would help me to stay active and healthy. I would also read various books to enhance my knowledge.
- (j) Masuk shouted in a sharp and annoying voice, because he didn't want to stop using the tablet. He was too busy with it and it became an addiction.
- (k) Naima and Masuk's parents were worried because their children were spending too much time on screens. It was making them grumpy and affecting their sleep and school work.
- (l) The twins promised not to use the tablets without their parents' permission because they realized their mistake. They felt ashamed seeing their parents' sadness.
- (m) Later, the family spent their weekends sitting together and sharing funny stories. Naima and Masuk also played outside with their friends.
- (n) When Mother took the tablet away from Masuk, he became very upset and started to cry. He screamed, saying his mother was unfair.
- (o) Because of spending too much time on screens, Naima and Masuk couldn't sleep properly at night. Naima rubbed her eyes constantly, and Masuk felt sleepy during the day.
- (p) After the twins started using the tablet, they often became grumpy and angry. They didn't study well. They also stopped playing outside with their friends.
- (q) The story teaches us that spending too much time on tablets or screens affect the children's health, study, and relationships. It also shows the importance of family time and playing outside.

Seen Comprehension-12

Read the text and answer the following questions no. 1, 2 and 3.

Lipi lives with her grandparents in a small village. She studies in a nearby primary school. She has a bright smile and a heart full of dreams. She talks nicely and wins everyone's heart. She is a lot like any other girls in her neighbourhood. But, Lipi cannot walk like her friends. Instead, she uses a wheelchair to move.

Every morning, Lipi wakes up early, gets dressed and takes her breakfast on time. Lipi's mother helps her put books in the school bag. Lipi's classmates help her to sit at the front bench of the class. They also help her to move around the school. Whenever her classmates play, they invite Lipi to join them. Their class teacher Ms. Anita makes sure that Lipi feels comfortable in the class. Her teacher arranges Lipi's table so that she can see the blackboard clearly.

১৯২ . পাঞ্জেরী প্রাথমিক বৃত্তি পরীক্ষা সহায়িকা। পরীক্ষা ২০২৬

Lipi cannot move as quickly as her classmates, but she remains happy. School is her favourite place. Lipi loves to go to school on time. She loves listening to stories, drawing pictures, and learning about the world. She also loves playing chess. While her classmates play football or cricket, Lipi becomes busy with her chessboard.

One day, the school arranged a chess competition. Her opponent welcomed her warmly. She remained focused and attentive throughout the game and finally won. The whole school cheered. Ms. Anita congratulated her. The school arranged a prize giving ceremony. Lipi received a crest and a set of beautiful wooden chess.

Lipi wants to be a teacher. Ms. Anita is her inspiration. Lipi dreams of setting up a school for the local children. She believes that people with special needs can achieve amazing things in their lives. [Unit-14 (1.3)]

বঙ্গানুবাদ: লিপি তার দাদা-দাদির সঙ্গে একটি ছোট গ্রামে থাকে। সে কাছেই একটি প্রাথমিক বিদ্যালয়ে পড়ে। তার মুখে উজ্জ্বল হাসি এবং হৃদয়ে অনেক স্বপ্ন। সে খুব চমৎকারভাবে কথা বলে এবং সবার মন জয় করে নেয়। সে তার পাড়ার অন্যান্য মেয়েদের মতোই। তবে, লিপি তার বন্ধুদের মতো হাঁটাচলা করতে পারে না। পরিবর্তে, সে চলাফেরার জন্য হুইলচেয়ার ব্যবহার করে।

প্রতিদিন সকালে লিপি ভোরে ঘুম থেকে ওঠে, পোশাক পরে এবং সময়মতো নাস্তা করে। লিপির মা তাকে স্কুল ব্যাগে বই গুছিয়ে রাখতে সাহায্য করেন। লিপির সহপাঠীরা তাকে ক্লাসের প্রথম বেঞ্চে বসতে সাহায্য করে। তারা তাকে বিদ্যালয়ে এদিক-সেদিক যেতেও সাহায্য করে। যখনই তার সহপাঠীরা খেলাধুলা করে, তারা লিপিকেও তাদের সঙ্গে যোগ দিতে আমন্ত্রণ জানায়। তাদের শ্রেণি শিক্ষিকা মিস. আনিতা নিশ্চিত করেন লিপি যেন ক্লাসে স্নানোদ্যবোধ করে। তার শিক্ষিকা লিপির টেবিল এমনভাবে সাজিয়ে দেন যাতে সে ব্ল্যাকবোর্ড স্পষ্টভাবে দেখতে পারে।

লিপি তার সহপাঠীদের মতো দ্রুত চলাফেরা করতে পারে না, তবুও সে সব সময় খুশি থাকে। বিদ্যালয়ই তার প্রিয় জায়গা। লিপি সময়মতো বিদ্যালয়ে যেতে পছন্দ করে। সে গল্প শুনতে, ছবি আঁকতে এবং পৃথিবী সম্পর্কে জানতে ভালোবাসে। সে দাবা খেলতেও খুব ভালোবাসে। যখন তার সহপাঠীরা ফুটবল কিংবা ক্রিকেট খেলে, লিপি তখন তার দাবার বোর্ড নিয়ে ব্যস্ত হয়ে পড়ে।

একদিন বিদ্যালয়ে একটি দাবা প্রতিযোগিতার আয়োজন করা হলো। তার প্রতিদ্বন্দ্বী তাকে আন্তরিকভাবে স্বাগত জানায়। পুরো খেলায় সে মনোযোগী ও একাগ্র ছিল, এবং অবশেষে সে জয়লাভ করে। পুরো বিদ্যালয় উল্লাসে ফেটে পড়ে। মিস. আনিতা তাকে অভিনন্দন জানান। বিদ্যালয়ে একটি পুরস্কার বিতরণী অনুষ্ঠানের আয়োজন করা হয়। লিপি একটি ক্রেস্ট এবং সুন্দর একটি কাঠের তৈরি দাবার সেট পুরস্কার পায়।

লিপি একজন শিক্ষিকা হতে চায়। মিস. আনিতা তার অনুপ্রেরণা। লিপি স্থানীয় শিশুদের জন্য একটি বিদ্যালয় স্থাপন করার স্বপ্ন দেখে। সে বিশ্বাস করে, বিশেষ চাহিদাসম্পন্ন মানুষরাও জীবনে অসাধারণ কিছু অর্জন করতে পারে।

1. Match the words in Column A with the similar meaning in Column B. 1×5=5

Column A	Column B
(a) opponent	(i) source of encouragement
(b) inspiration	(ii) very surprising and wonderful
(c) comfortable	(iii) to succeed in reaching a goal
(d) amazing	(iv) feeling physically relaxed

(e) achieve	(v) something that makes you feel very tired
	(vi) a person playing against someone
	(vii) to fail to do something

► More Questions

i.

Column A	Column B
(a) invite	(i) an event where people try to win
(b) crest	(ii) very pleasing to look at
(c) quickly	(iii) to tell someone to leave immediately
(d) competition	(iv) to ask someone to join or take part in something
(e) beautiful	(v) at a fast speed
	(vi) a special shield given as a prize
	(vii) doing things very slowly

ii.

Column A	Column B
(a) nearby	(i) to plan or organize something
(b) arrange	(ii) not far away
(c) warmly	(iii) to lose something completely
(d) attentive	(iv) to get or be given something
(e) receive	(v) listening or watching carefully
	(vi) feeling very hot
	(vii) in a kind and friendly way

iii.

Column A	Column B
(a) dream	(i) to think that something is true
(b) believe	(ii) to leave a place immediately
(c) ceremony	(iii) having a lot to do
(d) busy	(iv) to praise someone for success or achievement
(e) congratulate	(v) a formal public event
	(vi) a strongly desired goal or purpose
	(vii) showing no care or interest

iv.

Column A	Column B
(a) help	(i) at the end
(b) join	(ii) made of wood from trees
(c) welcome	(iii) to support someone in doing something
(d) finally	(iv) to greet someone in a glad and friendly way
(e) wooden	(v) to take part in
	(vi) made of heavy metal
	(vii) to stop trying to do something

2. Make meaningful sentences with the given words.

1×5=5

- (a) Neighbourhood; (b) Opponent; (c) Attentive;
(d) Inspiration; (e) Amazing.

► More Questions

- (f) Comfortable; (g) Competition; (h) Achieve;
(i) Set up; (j) Quickly; (k) Warmly; (l) Cheer;
(m) Bright; (n) Busy; (o) Favourite; (p) Congratulate;
(q) Win; (r) Beautiful.

3. Answer the following questions in sentence(s).

3×6=18

- (a) Why is the support of classmates and teachers important for a student like Lipi?
(b) How can Lipi's story inspire other children who also face physical challenges?
(c) How will you help a person like Lipi?
(d) Why is school Lipi's favourite place?
(e) Why do you think Lipi wants to be a teacher in the future?
(f) How did Lipi prove that people with special needs can achieve amazing things?

► More Questions

- (g) What is the most important lesson you have learned from Lipi's life story?
(h) How does Lipi's family play a role in helping her maintain her regular school life?
(i) The story says Lipi has a "heart full of dreams." Why is it important for every student to have dreams?
(j) Why is it important to help people with special needs?
(k) What makes Lipi similar to the other girls in her neighbourhood, even though she uses a wheelchair?
(l) Imagine you are Lipi's classmate. How would you celebrate her victory in the chess competition?

Answer

1. Matching.

- (a + vi); (b + i); (c + iv); (d + ii); (e + iii).

► More Questions

- i. (a + iv); (b + vi); (c + v); (d + i); (e + ii).
ii. (a + ii); (b + i); (c + vii); (d + v); (e + iv).
iii. (a + vi); (b + i); (c + v); (d + iii); (e + iv).
iv. (a + iii); (b + v); (c + iv); (d + i); (e + ii).

2. Making Sentences

- (a) Neighbourhood – Lipi is a sweet girl in her neighbourhood.
(b) Opponent – Lipi's chess opponent was very kind to her.
(c) Attentive – She is always attentive during a chess game.
(d) Inspiration – Ms. Anita is a big inspiration for Lipi.
(e) Amazing – Special children can do amazing work.

► More Questions

- (f) Comfortable – The class teacher keeps Lipi comfortable in the classroom.

ইংরেজি। সুপার সাজেশনসহ প্রায়ের ধরনভিত্তিক অনুশীলন

- (g) Competition – Lipi took part in a chess competition.
(h) Achieve – People with special needs can achieve big goals.
(i) Set up – She hopes to set up a new school.
(j) Quickly – Lipi cannot move very quickly.
(k) Warmly – The other player greeted Lipi warmly.
(l) Cheer – The students cheer for her success.
(m) Bright – Lipi always has a bright smile on her face.
(n) Busy – She stays busy with her chess game.
(o) Favourite – The school is Lipi's favourite place to spend her time.
(p) Congratulate – Ms. Anita likes to congratulate Lipi.
(q) Win – Lipi can easily win the hearts of others.
(r) Beautiful – The school gave her a beautiful prize.

3. Short Questions

- (a) The support of classmates and teachers is important for a student like Lipi because they help her move, sit, and see the board. Their care makes her feel safe and happy to learn.
(b) Lipi believes that people with special needs can achieve amazing things. Her story will inspire other children to work hard, focus on their unique talents, and never give up on their dreams.
(c) I will help a person like Lipi by helping him/her move safely. I will carry his/her school bag or other things. I will also spend time with him/her so that he/she never feels lonely in the classroom.
(d) Lipi's school is her favourite place because her teachers and classmates are very kind. They help her and make sure she enjoys learning and playing there.
(e) Lipi wants to be a teacher because she is deeply inspired by her own teacher, Ms. Anita, who is very caring and supportive. Lipi wants to spread the same love to local children and help people with special needs succeed in life.
(f) Lipi proved this by winning the school chess competition. She used her deep focus and intelligence to beat her opponent. It shows that physical limits cannot stop a person's real talent.

► More Questions

- (g) The most important lesson is that physical difficulties cannot stop us if we have a strong mind and a positive attitude. Like Lipi, if we focus on our strengths and work hard, we can achieve great things in life.
(h) Lipi's family is very supportive of her education. Her mother helps her put books in her school bag every morning. This ensures Lipi can easily get ready and attend her classes on time.

- (i) Having dreams gives us a specific goal to work towards in our lives. It keeps us hopeful, strong, and motivated to learn, even when we face difficult challenges.
- (j) Helping the people with special needs makes their daily lives easier and more comfortable. It makes them feel loved and supported by society. When we help them, they get the chance to show their real talents.
- (k) Just like the other girls, Lipi has a bright smile, loves playing games, and enjoys going to school every day. Her physical condition does not change her happy nature and her wish to do great things.
- (l) I would clap loudly for her and bring her some beautiful flowers. I would also tell everyone how proud I am of her great success.

Seen Comprehension-13

Read the text and answer the following questions no. 1, 2, and 3.

Once there was a tree and she loved a little boy. Every day the boy would gather leaves and make them into crowns. He would play king of the forest wearing the crown. He would climb up her trunk and swing from her branches. When he was tired, he would sleep in her shade. The boy loved the tree very much. And the tree was happy. But time went by. The boy grew older. He stopped playing with the tree. And the tree was often alone.

Then one day the boy came to the tree. The tree said, 'Come, Boy, come and climb up my trunk. Swing from my branches and eat apples. Play in my shade and be happy.' 'I am too big to climb and play,' said the boy. 'I want to buy things. I want some money. Can you give me some money?' 'I'm sorry,' said the tree. 'I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in the city'. And so, the boy climbed up the tree and gathered her apples. And the tree was happy.

[Unit-16]

বঙ্গানুবাদ: একদা একটি গাছ ছিল আর সে একটি ছোট্ট ছেলেকে ভালোবাসত। প্রতিদিন ছেলেটি পাতা কুড়িয়ে মুকুট বানাত। মুকুট পরে সে বনের রাজা সেজে খেলত। সে তার কাঁধে উঠে শাখায় বসে দোল খেত। ক্লান্ত হলে সে গাছের ছায়ায় ঘুমিয়ে পড়ত। ছেলেটি গাছটিকে খুব ভালোবাসত। আর গাছটিও খুশি ছিল। সময় পড়িয়ে যায়। ছেলেটিও বড় হতে থাকে। সে গাছের সঙ্গেও খেলা করা বন্ধ করে দেয়। আর গাছটিও একা হয়ে পড়ে।

একদিন ছেলেটি আবারও গাছের কাছে এলো। গাছটি বলল, 'এসো বাছা, এসো আমার কাঁধে এসে বসো। আমার ডালে দুলতে দুলতে আপেল খাও। আমার ছায়ায় খেলো আর খুশি হও'। ছেলেটি বলল, 'আমি এখন বড় হয়েছি, ডালে চড়ার আর খেলার বয়স নেই আমার।' 'আমি কিছু জিনিস কিনতে চাই। আমার টাকা দরকার। তুমি কি আমায় কিছু টাকা দিতে পারবে?' গাছটি বলল, 'দুঃখিত বাছা'। 'আমার কাছে তো কোনো টাকা নেই। আমার কাছে শুধু পাতা আর আপেল আছে। তুমি আমার আপেলগুলো নিয়ে শহরে বিক্রি করো।' এই শুনে ছেলেটি গাছে উঠে অনেক আপেল পাড়ল। গাছটিও খুশি হলো।

1. Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) little	(i) going to a tree
(b) gather	(ii) woody stem of a tree
(c) crown	(iii) to collect
(d) climb	(iv) headdress worn by king
(e) trunk	(v) a younger person
	(vi) leaves and branches
	(vii) to go upward

More Questions

i.

Column A	Column B
(a) tired	(i) for a long time
(b) happy	(ii) come to an end
(c) shade	(iii) in need of rest
(d) stop	(iv) feeling pleasure
(e) often	(v) many times
	(vi) dark and cool place under something
	(vii) not allowing something

ii.

Column A	Column B
(a) swing	(i) green parts of trees
(b) branch	(ii) move back and forth
(c) sorry	(iii) have a desire to possess
(d) want	(iv) part of a tree
(e) leaves	(v) feeling sad or distressed
	(vi) walk and run
	(vii) thick green forests

iii.

Column A	Column B
(a) alone	(i) offer something to someone
(b) give	(ii) too old or too large
(c) buy	(iii) uncountable amount
(d) sell	(iv) without anyone else
(e) big	(v) get exchanging payment
	(vi) give in exchange for money
	(vii) get forcibly

2. Make meaningful sentences with the given words. $1 \times 5 = 5$

(a) Gather; (b) Crown; (c) Trunk; (d) Branches; (e) Shade.

More Questions

(f) Happy; (g) Alone; (h) Apples; (i) Play; (j) City; (k) Climb; (l) Swing; (m) Leaves; (n) Money; (o) Sell; (p) Big.

3. Answer the following questions in sentence(s). $3 \times 6 = 18$

- (a) Why did the boy stop playing with the tree when he grew up?
- (b) When the boy gathered apples, the tree became happy. Why?
- (c) From your reading of the passage, what can you say about the character of the boy?



- (d) If you think of the tree as a human being, how can you evaluate her character?
 (e) What sacrifices did the tree make for the boy and why?
 (f) Do you think the tree helped the boy to remove his tiredness? How?

► **More Questions**

- (g) How did the relationship between the boy and the tree change as the boy grew older?
 (h) What does the tree's willingness to give away her apples reveal about her character?
 (i) What did the boy pretend to be while wearing the crown?
 (j) Why did the tree give the boy apples?
 (k) What happened when the boy grew older?
 (l) Do you think the boy truly loved the tree? Explain.
 (m) What does the tree teach us about love and kindness?
 (n) What would you do if you were the boy?

Answer

1. **Matching**

(a + v); (b + iii); (c + iv); (d + vii); (e + ii)

► **More Questions**

- i. (a + iii); (b + iv); (c + vi); (d + ii); (e + v)
 ii. (a + ii); (b + iv); (c + v); (d + iii); (e + i)
 iii. (a + iv); (b + i); (c + v); (d + vi); (e + ii)

2. **Making Sentences**

- (a) Gather – He gathered some dry leaves to make fire.
 (b) Crown – The king's crown sparkled with diamonds and emeralds.
 (c) Trunk – The trunk of this tree is very strong.
 (d) Branches – The branches of the banyan tree swayed gently in the wind.
 (e) Shade – We rested in the cool shade of the tall building.

► **More Questions**

- (f) Happy – She felt happy when her friends surprised her with a birthday cake.
 (g) Alone – He preferred to walk alone, enjoying the silence of the forest.
 (h) Apples – The farmer sold fresh apples at the market every evening.
 (i) Play – The children love to play football after school.
 (j) City – The city was alive with lights and music during the festival.
 (k) Climb – The mountaineers prepared to climb the dangerous cliff.
 (l) Swing – She liked to swing on the old rope tied to the tree.
 (m) Leaves – The green leaves turn yellow during winter.
 (n) Money – He saved money for years to buy his dream car.

- (o) Sell – The shopkeeper decided to sell handmade crafts to tourists.
 (p) Big – The big boy could not climb trees.

3. **Short Questions**

- (a) When the boy was little his nature of playing was different. He used to do it just for pleasure. When he grew up, his taste became different. His necessity also became different and so he stopped playing with the tree like his childhood days.
 (b) The tree became happy when the boy gathered apples because it loved the boy very much and was glad that its apples could help him. The tree's happiness came from giving and helping the boy.
 (c) The boy was kind and playful when he was young. He loved the tree and enjoyed playing with her. But when he grew older, he changed. He became a bit selfish and thought more about money and his own needs. He forgot the tree's love and care. He did not value the tree as much as before.
 (d) The tree shows unconditional love, selflessness, and sacrifice just like a human being. She also shows us how to maintain true friendship.
 (e) The tree gave her leaves and fruits to the boy, showed him the way how to earn money in response to his demand. All these she did just for the sake of friendship and because of her sacrificial nature.
 (f) Yes, whenever the boy got tired, he used to seek comfort and mental peace being in close touch with the tree. He slept in the shade of the tree and felt refreshed.

► **More Questions**

- (g) As a child, the boy spent his time playing with the tree. As he grew older, he stopped playing with the tree. Again, he started visiting the tree mainly to ask for things that could satisfy his needs, such as money.
 (h) The tree's willingness to give away her apples shows that she is generous, selfless, and caring. She is happy to help the boy even when she receives nothing in return.
 (i) While wearing the crown, the boy pretended to be the king of the forest.
 (j) The tree gave the boy her apples so that he could sell them in the city and get the money with which he could buy things.
 (k) When the boy grew older, he stopped visiting and playing with the tree.
 (l) The boy loved the tree in his childhood, but he later became selfish. He only returned when he needed something. It proves that his love was not as deep as the tree's.
 (m) The tree teaches us to love and help others. It also teaches kindness and selfless giving.
 (n) If I were the boy, I would always care for the tree. I would not forget her love and kindness.

Seen Comprehension-14

Read the text and answer the following questions no. 1, 2, and 3.

But the boy stayed away for a long time. And then one day the boy came back. The tree shook with joy. She said, 'Come, Boy, climb up my trunk. Swing from my branches and be happy.' 'I am too busy to climb trees,' said the boy. 'I want a house to keep me warm,' he said. 'Can you give me a house?' 'I have no house,' said the tree. 'The forest is my house. But you may cut off my branches and build a house. Then you will be happy.' So, the boy cut off her branches and carried them away to build his house. And the tree was happy.

But the boy stayed away for a long time. And when he came back, the tree was very happy. 'Come, Boy,' she whispered, 'Come and play.' 'I am too old and sad to play' said the boy. 'I want a boat that will take me far away from here. Can you give me a boat?'

'Cut down my trunk and make a boat,' said the tree. And be happy.'

And so, the boy cut down her trunk and made a boat to sail away. And the tree was happy, but not really.

And after a long time, the boy came back again. 'I am sorry, Boy' said the tree, 'but I have nothing left to give you.' My apples are gone, my branches are gone, my trunk is gone. I am just an old stump,' said the tree. 'I don't need very much now. Just a quiet place to sit and rest. I am very tired,' said the boy. 'Well,' said the tree, 'Come, Boy, sit down and rest.' And the boy did. And the tree was happy.

[Unit-16]

বঙ্গানুবাদ: কিন্তু ছেলেটি আবার অনেকদিন পাছের কাছে এলো না। একদিন আবার ছেলেটি ফিরে আসল। গাছটি আনন্দে দুলাতে লাগল। সে বলল, 'এসো, বাছা, আমার ডালে চড়ে আর ঝুলে ঝুলে আনন্দ করো। ছেলেটি শুনে বলল, 'আমার এখন পাছে চড়ার সময় নেই।' 'আমাকে উষ্ণ রাখবে এমন একটি ঘর চাই আমি।' 'তুমি কি আমাকে একটি ঘর দিতে পারবে? গাছটি উত্তরে বলল, 'আমার কাছে তো কোনো ঘর নেই।' এই জঙ্গলই আমার ঘর। তুমি যদি চাও তবে আমার ডাল কেটে নিয়ে যাও আর তা দিয়ে নিজের ঘর বানাও। তাতে তুমি খুশি হবে। তাই ছেলেটি পাছের ডালগুলো কেটে নিয়ে গিয়ে নিজের ঘর বানাল। গাছটিও তাতে খুব খুশি হলো।

কিন্তু ছেলেটি আবার অনেক দিন পাছের কাছে এলো না। পরে যখন সে ফিরে এলো, গাছটি খুবই আনন্দিত হলো। সে ফিসফিস করে বলল, 'এসো, বাছা, 'এসো এবং খেলো'। ছেলেটি বলল, আমি আর খেলতে পারব না, আমি এখন বার্ষিক্যগ্রস্ত আর বিষন্ন হয়ে গেছি।

আমার একটি নৌকা চাই যাতে আমি এখান থেকে অনেক দূরে চলে যেতে পারি। আমাকে একটি নৌকা দেনো?

গাছটি বলল, 'আমার গুঁড়িটা কেটে নিয়ে যাও এবং তা দিয়ে নৌকা বানাও। আর খুশি হও।'

একথা শুনে ছেলেটা পাছের গুঁড়িটা কেটে নিয়ে গেল এবং দূরে যাওয়ার জন্য একটি নৌকা বানাল। আর গাছটিও আনন্দিত হলো, কিন্তু প্রকৃতপক্ষে নয়।

অনেকদিন পরে, ছেলেটি আবার ফিরে এলো। গাছটি বলল, 'দুঃখিত বাছা, আমার এখন আর কিছুই অবশিষ্ট নেই। আমার আপেল নেই, শাখা নেই, গুঁড়ি নেই— আমি এখন শুধু একটি পুরনো গোড়ালি মাত্র। একথা শুনে ছেলেটি বলল, 'আমার এখন আর কিছুই দরকার নেই। আমি শুধু বসে বিশ্রাম নেওয়ার জন্য একটু শান্ত জায়গা চাই। আমি খুবই ক্লান্ত।' গাছটি বলল, 'আচ্ছা বাছা, এসো, বসো এবং বিশ্রাম করো।' ছেলেটি বসে পড়ল। আর গাছটিও আনন্দিত হলো।

1. Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) trunk	(i) to speak very softly
(b) swing	(ii) a body part of elephant
(c) branch	(iii) the bottom part of a tree left after cutting
(d) whisper	(iv) to move back and forth
(e) stump	(v) a part of a tree that grows from the trunk
	(vi) the main stem of a tree
	(vii) to say loudly

► More Questions

i.

Column A	Column B
(a) really	(i) to travel on water in a boat
(b) climb	(ii) to make something
(c) sail	(iii) without noise
(d) build	(iv) truly, actually
(e) quiet	(v) to go down
	(vi) to go up
	(vii) sailor

ii.

Column A	Column B
(a) warm	(i) remaining
(b) shake	(ii) to make fire
(c) forest	(iii) great happiness
(d) joy	(iv) to move quickly up and down or side to side
(e) left	(v) opposite to right side
	(vi) a little hot
	(vii) a large area with many trees

iii.

Column A	Column B
(a) carry	(i) to remain in a place
(b) again	(ii) feeling the need to rest
(c) stay	(iii) one more time
(d) tired	(iv) having a lot of work
(e) busy	(v) to take something from one place to another
	(vi) to try again
	(vii) having a lot of free time

iv.

Column A	Column B
(a) house	(i) feeling good and pleased
(b) boat	(ii) to make a journey
(c) far away	(iii) relaxed and comfortable
(d) rest	(iv) at a great distance
(e) happy	(v) a place to live
	(vi) a vehicle for traveling on water
	(vii) to relax after work

2. Make meaningful sentences with the given words. $1 \times 5 = 5$

(a) Whisper; (b) Climb; (c) Trunk; (d) Sail; (e) Stump.

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► **More Questions**

(f) Swing; (g) Branch; (h) Really; (i) Build; (j) Forest; (k) Shake; (l) Quiet; (m) Warm; (n) Left; (o) Carry; (p) Tired; (q) Joy; (r) Again; (s) Stay; (t) Far away; (u) Rest; (v) House; (w) Boat; (x) Busy; (y) Happy.

3. **Answer the following questions in sentence(s).**

3×6=18

- Why did the tree give all she had to the boy?
- Do you think the boy was fair to the tree? Why or why not?
- How does the relationship between the boy and the tree change over time?
- What lesson do you learn from the tree's actions?
- Why was the tree not really happy at one point in the story?
- If you were the boy, what would you do differently?

► **More Questions**

- Was the tree really happy when the boy took her things?
- Could the tree help the boy when it was just a stump?
- What can we learn from the story?
- What do you think the tree represents in real life?
- How would the story be different if the tree refused to help the boy?
- What is the main message of the story, and how can we follow it in our daily life?
- Does true happiness come from giving or receiving? Explain it using the story.
- Why is the ending of the story both happy and sad?

Answer1. **Matching**

(a + vi); (b + iv); (c + v); (d + i); (e + iii).

► **More Questions**

- (a + iv); (b + vi); (c + i); (d + ii); (e + iii).
- (a + vi); (b + iv); (c + vii); (d + iii); (e + i).
- (a + v); (b + iii); (c + i); (d + ii); (e + iv).
- (a + v); (b + vi); (c + iv); (d + vii); (e + i).

2. **Making Sentences**

- Whisper – The tree whispered to the boy.
- Climb – The boy liked to climb the tree.
- Trunk – The boy cut the trunk to make a boat.
- Sail – He used the boat to sail far away.
- Stump – The tree became a small stump.

► **More Questions**

- Swing – The boy used to swing from the branches.
- Branch – He cut the tree's branch to build a house.
- Really – The tree was not really happy at the end.
- Build – The boy wanted to build a house.
- Forest – The tree lived in a quiet forest.

(k) Shake – The tree shook with joy when the boy came.

(l) Quiet – The boy needed a quiet place to rest.

(m) Warm – He wanted a house to keep him warm.

(n) Left – There was nothing left in the box.

(o) Carry – He carried the branches away.

(p) Tired – The boy felt tired at last.

(q) Joy – The tree was filled with joy.

(r) Again – He did the same mistake again.

(s) Stay – The boy did not stay long.

(t) Far away – He wanted to go far away.

(u) Rest – He sat down to rest.

(v) House – He built a house with the tree branches.

(w) Boat – He made a boat from the tree trunk.

(x) Busy – The boy was busy with his life.

(y) Happy – The tree was always happy to help the boy.

3. **Short Questions**

- The tree gave all she had to the boy because she loved him very much and always wanted him to be happy.
- No, the boy was not fair to the tree. He only came when he needed something. He took everything from the tree but gave nothing back. He did not care about her feelings.
- At first, the boy and the tree were very close. They played together and were happy. As the boy grew older, he became busy and selfish. Their relationship became one-sided.
- We learn from the tree's action that love means caring and giving. The tree shows true love by helping the boy. But the story also teaches us not to be selfish. We should be grateful and kind.
- The tree was not really happy because she lost everything. The boy cut her branches and trunk. After that, he left her alone. So, she felt sad.
- If I were the boy, I would visit the tree often. I would not take everything from her. I would care for her and make her happy. I would show love and respect.

► **More Questions**

- The tree was happy when she gave the boy her apples and branches. However, after giving her trunk, she was not happy in the true sense. Actually, at the end, the tree had nothing left with her to offer the boy.
- Yes, the tree could still help the boy when it was just a stump. When the boy, now old and tired, came to the tree, it let him sit and rest on its stump.
- From the story, we can learn about love, kindness, and selflessness – true happiness comes from giving, not taking.
- I think the tree represents parents or nature in real life. Parents give us love and support all the time. Nature also gives us many things. Like the tree, they give us without expecting anything.

- (k) If the tree refused, the boy would not get what he wanted. He might feel sad and learn a lesson. He could understand the value of the tree. He might become more caring.
- (l) The main message of the story is to love and care for others. We should not be selfish. We should be thankful for what we get. In daily life, we should respect people and nature.
- (m) True happiness comes from giving according to the story. The tree felt happy when she helped the boy. She did not expect anything in return. This shows giving brings joy.
- (n) The ending is happy because the boy and the tree are together again. But it is also sad because the tree has nothing left. She gave everything away.

Seen Comprehension-15

Read the text and answer the following questions no. 1, 2 and 3.

Air is all around us. We breathe air in and out every day. We cannot live without air. But do you know that sometimes the air can get dirty? This is what we call air pollution.

Smoke, dust and chemicals cause air pollution. Burning fossil fuels is one of the main causes for air pollution. Fossil fuels are things like coal, oil and natural gas. Factories, power plants, and cars use fuel to make energy. When we burn these fuels, they create smoke and harmful gases.

Breathing in polluted air can make us sick. It can cause diseases like asthma, bronchitis, etc. Air pollution leads to global warming. Global warming means gradual rise in the Earth's temperature over time. Air pollution can also harm the ozone layer. It is a part of the atmosphere. It protects us from the harmful rays of the sun.

We all can reduce air pollution. Planting trees is a great way of doing this. Trees absorb harmful gases and release oxygen. They also filter out harmful pollutants. Thus, trees help to clean the air. We can also walk or ride bicycles for a short distance. It does not need to use fossil fuels. Remember, every effort helps, and together we can make a big difference. [Unit-17]

বঙ্গানুবাদ: বায়ু আমাদের চারপাশে সর্বত্র আছে। আমরা প্রতিদিন নিঃশ্বাসের সাথে বায়ু গ্রহণ করি এবং ত্যাগ করি। বায়ু ছাড়া আমরা বাঁচতে পারি না। কিন্তু ভূমি কি জানো কখনও কখনও বায়ু দূষিত হতে পারে? একেই আমরা বায়ু দূষণ বলি।

ধোয়া, ধূলা এবং রাসায়নিক পদার্থ বায়ু দূষণ ঘটায়। জীবাশ্ম জ্বালানি পোড়ানো বায়ু দূষণের অন্যতম প্রধান কারণ। জীবাশ্ম জ্বালানি হলো কয়লা, তেল এবং প্রাকৃতিক গ্যাসের মতো পদার্থ। কারখানা, বিদ্যুৎ কেন্দ্র এবং পাড়ি শক্তি উৎপাদন করতে জ্বালানি ব্যবহার করে। আমরা যখন এই জ্বালানি পোড়াই, তখন এগুলো ধোয়া এবং ক্ষতিকারক গ্যাস তৈরি করে।

দূষিত বাতাসে শ্বাস নেওয়া আমাদের অসুস্থ করে তুলতে পারে। এটি হাঁপানি, ব্রঙ্কাইটিস ইত্যাদি রোগের কারণ হতে পারে। বায়ু দূষণের ফলে বৈশ্বিক উষ্ণায়ন ঘটে। বৈশ্বিক উষ্ণায়ন হলো সময়ের সাথে সাথে পৃথিবীর তাপমাত্রা ক্রমশ বৃদ্ধি পাওয়া। বায়ু দূষণ ওজোন স্তরেরও ক্ষতি করতে পারে। এটি রায়ুমণ্ডলেরই একটি অংশ। এটি আমাদেরকে সূর্যের ক্ষতিকর রশ্মি থেকে রক্ষা করে।

আমরা সবাই বায়ু দূষণ কমাতে পারি, এটি করার জন্য গাছ লাগানো একটি চমৎকার উপায়। গাছ ক্ষতিকারক গ্যাস শোষণ করে এবং অক্সিজেন নির্গত করে। এরা ক্ষতিকর দূষকও হেঁকে ফেলে। এভাবে, গাছ বায়ু পরিষ্কার করতে সাহায্য করে। আমরা স্বল্প দূরত্বের ক্ষেত্রে হেঁটে যেতে পারি অথবা সাইকেল চালাতে পারি। এর জন্য জীবাশ্ম জ্বালানি ব্যবহারের প্রয়োজন নেই। মনে রেখো, প্রতিটি প্রচেষ্টাই গুরুত্বপূর্ণ, এবং আমরা মিলেমিশে বড় পরিবর্তন আনতে পারি।

1. Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) pollutant	(i) to make something less
(b) reduce	(ii) to take in a liquid, gas, or other substance
(c) atmosphere	(iii) to use again
(d) absorb	(iv) the general weather conditions
(e) release	(v) something that makes things dirty
	(vi) to let a substance flow out freely
	(vii) the air around the Earth

More Questions

i.

Column A	Column B
(a) pollution	(i) to make clean
(b) fossil fuel	(ii) causing damage or injury
(c) global warming	(iii) fuel produced from dead plants and animals
(d) filter	(iv) making the air or environment dirty
(e) harmful	(v) the gradual rise in the Earth's temperature
	(vi) the process of planting trees in a forest
	(vii) a kind of pollution

ii.

Column A	Column B
(a) plant	(i) small in length or time
(b) together	(ii) a change that makes a situation better
(c) difference	(iii) a place where something is produced
(d) short	(iv) space between places
(e) distance	(v) with each other or as a group
	(vi) remaining completely silent
	(vii) a very deep hole in the ground

iii.

Column A	Column B
(a) breathe	(i) to use fire to change something
(b) burn	(ii) trying hard to do something
(c) protect	(iii) the air you take in and out
(d) effort	(iv) happening slowly
(e) gradual	(v) a result of an action
	(vi) to take in and let out air
	(vii) to keep safe



2. Make meaningful sentences with the given words.
1×5=5

(a) Absorb; (b) Reduce; (c) Pollutant; (d) Effort; (e) Release.

► More Questions

(f) Fossil; (g) Atmosphere; (h) Breathe; (i) Harmful; (j) Sick; (k) Disease; (l) Temperature; (m) Create; (n) Gradual; (o) Pollution; (p) Dirty; q Energy; (r) Filter.

3. Answer the following questions in sentence(s).
3×6=18

- What is air pollution?
- What are fossil fuels?
- What can air pollution cause?
- What is the role of trees in preventing air pollution?
- Why does the passage suggest walking or riding a bicycle for short distances?
- How can air pollution affect both human health and the environment?

► More Questions

- Why are trees considered an effective way to reduce air pollution?
- How can air pollution be reduced?
- How does the ozone layer protect us?
- 'Every effort helps and together we can make a big difference.' — Explain.
- How do trees clean the air?
- If your village cuts down all its trees to build more houses, what will happen to the air in your village?
- Do you think playing in a green village field is healthier for children than playing in an open space in a polluted city? Why or why not?
- How does our daily use of vehicles contribute to Global warming?
- How does air pollution affect our health?
- "We all can reduce air pollution" — Explain.
- Your school is very close to your house. What type of transport should you use to go to school to help the environment, and why?

Answer

1. Matching

(a + v); (b + i); (c + vii); (d + ii); (e + vi).

► More Questions

- (a + iv); (b + iii); (c + v); (d + i); (e + ii).
- (a + iii); (b + v); (c + ii); (d + i); (e + iv).
- (a + vi); (b + i); (c + vii); (d + ii); (e + iv).

2. Making Sentences

- Absorb – Trees absorb harmful gases from the environment.
- Reduce – We can easily reduce air pollution by planting trees.
- Pollutant – Trees work like filters to remove harmful pollutants.

(d) Effort – Every little effort can make a big change for our earth.

(e) Release – Plants release fresh oxygen for us to live.

► More Questions

- Fossil – Burning fossil fuels is very bad for our environment.
- Atmosphere – The ozone layer is an important part of our atmosphere.
- Breathe – We must breathe fresh air to stay healthy.
- Harmful – Factories produce many harmful gases every day.
- Sick – Polluted air can easily make us sick.
- Disease – Asthma is a dangerous disease caused by air pollution.
- Temperature – Global warming increases the temperature of the earth.
- Create – Burning coal and oil will create dangerous smoke.
- Gradual – Global warming causes a gradual increase in earth's heat.
- Pollution – We should plant more trees to reduce air pollution.
- Dirty – Dust and chemical waste make the air very dirty.
- Energy – Cars and factories use different fuels to make energy.
- Filter – Trees filter the bad elements from the air to keep us safe.

3. Short Questions

- When air around us get dirty by smoke, dust, harmful gases and chemicals, we call it air pollution.
- Fossil fuels are things like coal, oil, and natural gas that factories, power plants, and cars burn to produce energy.
- Air pollution can cause diseases like asthma and bronchitis. It leads to global warming. It can also damage the ozone layer, which protects us from the harmful rays of the sun.
- Trees help to prevent air pollution by absorbing harmful gases, releasing oxygen, and filtering out pollutants, which helps keep the air clean.
- The passage suggests walking or riding a bicycle because these activities do not require fossil fuels, which helps reduce air pollution and protect the environment.
- Air pollution can make people sick by causing diseases such as asthma and bronchitis. It also contributes to global warming and damages the ozone layer, which protects the Earth from the sun's harmful rays.

► More Questions

- Trees are effective because they absorb harmful gases, filter pollutants from the air, and release oxygen, making the air cleaner and healthier for living things.

- (h) Air pollution can be reduced by planting trees. Moreover, we can also walk and ride bicycles for our short journeys.
- (i) The ozone layer protects us by preventing the harmful rays of the sun from entering the earth.
- (j) The sentence bears the importance of everyone's effort to reduce air pollution. If we work together, we can greatly reduce air pollution.
- (k) Trees help to clean the air by absorbing the harmful gases in the air and releasing oxygen instead. Trees also filter out the pollutants in the air.
- (l) Without trees, there will be nothing to absorb harmful gases and release fresh oxygen. The air will become dirty and polluted. This will make the villagers sick easily.
- (m) Yes, I think playing in a green village field is healthier for children. A polluted city has lots of vehicles that release bad smoke into the air. But a green village field has many trees that filter out harmful gases and give fresh oxygen. This makes the air in the village much safer for children.
- (n) Vehicles run by burning fossil fuels. This releases harmful gases that pollute the air. These gases cause global warming and eventually melt the ice in the polar regions.
- (o) Air pollution affects our health by causing diseases like asthma, bronchitis, etc.
- (p) If we all plant trees, we can reduce air pollution. Moreover, by walking and riding bicycles for short journeys, we can minimise air pollution.
- (q) I should walk or ride a bicycle to school instead of using a fuel-powered vehicle. Walking and cycling do not create harmful smoke, which keeps the air clean and safe.

Seen Comprehension-16

Read the text and answer the following questions no. 1, 2, and 3.

When Adiba was in class five, she moved to New York with her parents. Her grandmother lives in a village in Bangladesh. She is very fond of her grandmother. Adiba used to visit her grandmother once every year.

Last year, her grandmother wanted to give her something on her birthday. So, she decided to sew a special *Nakshi Kantha* for her.

It is a traditional handmade quilt. She began by gathering colourful pieces of old *sarees*. With great care, she stitched them together. She made a beautiful pattern of flowers and birds on it. It took many days and nights to complete the *Kantha*. Before Adiba's birthday, her

grandmother sent her the *Nakshi Kantha*. Adiba was filled with joy after receiving it. Adiba heard from her father that the stitch, colour and pattern of the *Kantha* had a story to tell. From that day, Adiba wanted to learn more about the *Nakshi Kantha*. It was more than just a quilt.

It was a symbol of her grandmother's love. She felt happy when she wrapped herself with the quilt. It symbolises the rich tradition of her homeland. [Unit-18]

বঙ্গানুবাদ: যখন আদিবা পঞ্চম শ্রেণিতে পড়তো, তখন সে তার মা-বাবার সাথে নিউইয়র্ক চলে গিয়েছিল। তার দাদি বাংলাদেশের একটি গ্রামে বসবাস করে। সে তার দাদিকে খুব ভালোবাসে। প্রতি বছর একবার আদিবা তার দাদিকে দেখতে আসতো।

গত বছর, তার দাদি তার জন্মদিনে তাকে কিছু উপহার দিতে চেয়েছিলেন। তাই, তিনি তার জন্য একটি বিশেষ নকশী কাঁথা সেলাই করার সিদ্ধান্ত নিয়েছিলেন।

এটি একটি ঐতিহ্যবাহী হস্তনির্মিত কাঁথা। তিনি পুরাতন শাড়ির রঙিন টুকরোগুলো জড়ো করে এটি বানাতে শুরু করেছিলেন। তিনি খুবই যত্ন সহকারে এগুলোকে একসাথে সেলাই করেছিলেন। এর ওপরে তিনি ফুল ও পাখির একটি সুন্দর নকশা আঁকেছিলেন। এই কাঁথা সম্পূর্ণ করতে অনেক দিন এবং রাত লেগেছিল। আদিবার জন্মদিনের আগেই তার দাদি তাকে নকশী কাঁথাটি পাঠিয়ে দিয়েছিলেন। এটি পাওয়ার পরে আদিবা অত্যন্ত আনন্দিত হয়েছিল। আদিবা তার বাবার কাছ থেকে শুনেনি যে এই কাঁথার সেলাই, রং এবং নকশা নিয়ে বলার মতো একটা করে গল্প থাকে। ঐদিন থেকে, আদিবা নকশী কাঁথা সম্পর্কে আরো বেশি জানতে চাইল। এটি একটি কাঁথার থেকেও বেশি কিছু।

এটি ছিল তার দাদির ভালোবাসার প্রতীক। যখন সে নিজেকে কাঁথা দ্বারা মুড়িয়ে নিল, তখন আনন্দ অনুভব করল। এটি তার জন্মভূমির সমৃদ্ধ ঐতিহ্যকে তুলে ধরে।

1. Match the words in Column A with the similar meaning in Column B. 1×5=5

Column A	Column B
(a) birthday	(i) one's native country
(b) move	(ii) a thing that represents something abstract
(c) symbol	(iii) the date on which a person was born
(d) pattern	(iv) a sample copy
(e) homeland	(v) to go to live or work in a different place
	(vi) a design or shape
	(vii) land of one's home

More Questions

1.

Column A	Column B
(a) grandmother	(i) a covering for a bed
(b) traditional	(ii) mother's mother
(c) quilt	(iii) to sew up
(d) stitch	(iv) the mother of one's father or mother
(e) fond of	(v) a small bird
	(vi) part of a tradition
	(vii) having a liking or affection for



ii.

Column A	Column B
(a) visit	(i) a bed sheet
(b) special	(ii) to fold cloth around body to cover it completely
(c) wrap	(iii) to get something from a sender
(d) pieces	(iv) more important than other things
(e) receive	(v) go to see someone
	(vi) a small part of something
	(vii) acknowledgement paper

2. Make meaningful sentences with the given words.

1×5=5

(a) Parents; (b) Village; (c) Birthday; (d) Colourful; (e) Symbol.

► **More Questions**

(f) Grandmother; (g) Visit; (h) Give; (i) Nakshi Kantha; (j) Quilt; (k) Together; (l) Beautiful; (m) Story; (n) Learn; (o) Happy; (p) Tradition; (q) homeland.

3. Answer the following questions in sentence(s).

3×6=18

- (a) Why was the Nakshi Kantha special for Adiba?
 (b) 'It was more than just a quilt.'— Explain.
 (c) How did the process of making the Nakshi Kantha show the grandmother's dedication?
 (d) What can we guess about Adiba's relationship with her grandmother from the passage?
 (e) Why did Adiba's grandmother decide to make a Nakshi Kantha?
 (f) What materials and designs did the grandmother use to make the quilt?

► **More Questions**

- (g) How did Adiba feel when she received the birthday gift?
 (h) What did Adiba learn from her father about the Nakshi Kantha?
 (i) What does the Nakshi Kantha symbolize to Adiba?
 (j) How much effort did it take for the grandmother to complete the Nakshi Kantha?
 (k) What do you know about Nakshi Kantha?
 (l) How did Adiba's grandmother make the quilt?
 (m) Why did Adiba become curious to know more about Nakshi Kantha?
 (n) "It was a symbol of her grandmother's love."— Explain.

Answer1. **Matching**

(a + iii); (b + v); (c + ii); (d + vi); (e + i)

► **More Questions**

- i. (a + iv); (b + vi); (c + i); (d + iii); (e + vii)
 ii. (a + v); (b + iv); (c + ii); (d + vi); (e + iii)

2. **Making Sentences**

- (a) Parents – Adiba lives in New York with her parents.
 (b) Village – My grandparents lives in a village.

(c) Birthday – Adiba received a special gift on her birthday from her grandmother.

(d) Colourful – Colourful pieces of sarees are needed to stitch a Nakshi Kantha.

(e) Symbol – Adiba took the Nakshi Kantha as a symbol of her grandmother's love.

► **More Questions**

(f) Grandmother – Adiba loves her grandmother very much.

(g) Visit – Adiba and her parents visit Bangladesh once every year.

(h) Give – Grandmother wanted to give Adiba a nice gift.

(i) Nakshi Kantha – Nakshi Kantha represents our Bangladeshi tradition.

(j) Quilt – Nakshi Kantha is a special type of quilt.

(k) Together – Colourful pieces of old sarees are stitched together to make Nakshi Kantha.

(l) Beautiful – The quilt is made with beautiful patterns and colours.

(m) Story – My grandmother used to tell us stories.

(n) Learn – Puja wants to learn English.

(o) Happy – Adiba is very happy to receive the special quilt.

(p) Tradition – Nakshi Kantha symbolises the rich tradition of Bangladesh.

(q) Homeland – Bangladesh is our homeland.

3. **Short Questions**

(a) The Nakshi Kantha was special for Adiba because it was a symbol of her grandmother's love. It also represents the rich tradition of her homeland.

(b) It was not an ordinary quilt. It was a Nakshi Kantha, a traditional handmade quilt. Adiba's grandmother sewed this Kantha with love and care. So, the quilt became a symbol of her grandmother's love.

(c) Grandmother carefully collected colourful pieces of old sarees. Then she stitched them together, and created beautiful patterns of flowers and birds. Moreover, it took many days and nights to finish the Kantha. All these show her patience and dedication.

(d) Adiba visited her every year. Grandmother prepared a Nakshi Kantha for Adiba with love, care and dedication. Adiba was very happy to receive the gift, and took it as a symbol of her grandmother's love. From all these, we can easily guess that Adiba and her grandmother share a close and affectionate relationship.

(e) Adiba's grandmother wanted to give her a special gift for her upcoming birthday. Therefore, she decided to stitch a traditional Nakshi Kantha especially for her beloved granddaughter.

- (f) The grandmother gathered colourful pieces of old sarees. Then she began to stitch them together with great care to create a beautiful pattern of flowers and birds on the quilt.

► **More Questions**

- (g) Adiba was filled with absolute joy when the Nakshi Kantha arrived before her birthday. She also felt very happy whenever she wrapped herself in the quilt, feeling the warmth of the gift.
- (h) Adiba learned from her father that the quilt was much more than just a simple blanket. He also said that every stitch, colour, and pattern on the Kantha had its own unique story to tell.
- (i) To Adiba, the Nakshi Kantha serves as a powerful symbol of her grandmother's love and affection. Moreover, it symbolizes the rich cultural traditions of her homeland, Bangladesh.
- (j) Making the traditional quilt was a long and laborious process. It took the grandmother many days and nights of careful stitching to fully complete the beautiful patterns.
- (k) Nakshi Kantha is a traditional handmade quilt. It symbolizes our rich culture and tradition.
- (l) First, grandmother gathered colourful pieces of old sarees. She then stitched them together and made beautiful pattern of flowers and birds on it. Thus, after working many days and nights, grandmother made the quilt.
- (m) Adiba's father informed her that the stitch, colour and pattern of the Nakshi Kantha had a story to tell. This information made Adiba curious to know more about the quilt.
- (n) The Nakshi Kantha that Adiba's grandmother gifted her on her birthday was a symbol of her grandmother's love for her. Grandmother sewed this Kantha with love and care. In every stitch she thought about the presence of her grandchild.

Seen Comprehension-17

Read the text and answer the following questions no. 1, 2 and 3.

The wind and the sun were having an argument about who was stronger than the other.

'I am the most powerful!' said the wind.

'No, I am the most powerful!' said the sun.

'I can blow trees to the ground!' said the wind. 'I can push ships across the ocean. I can make tornadoes!'

'Is that right?' replied the sun. Just then, they saw a man walking along the road in his winter jacket.

'Let's have a contest to see who is more powerful,' said the wind. 'He who can remove the man's jacket first will be the winner.'

The sun agreed.

The wind started first. He blew a gust of cold wind at the man.

The man kept shivering and zipped up his jacket. 'Brrr! What a cold and windy day!'

It started raining. The wind blew even harder and turned the rain into a storm.

'Well, look at that! There's a heavy storm' said the man.

The wind blew its strongest gust towards the man, but the man's jacket stayed on. He zipped the jacket higher to cover his nose.

'Oh! This is impossible,' said the wind. He stopped blowing.

'My turn!' said the sun.

First, the sun was shining enough to stop the rain and storm. The man unzipped his jacket. Then the sun pulled the clouds apart and gently shone down on the man. Suddenly, it felt like a beautiful sunny day.

'Wow. The weather is strange around here!' said the man. The sun gently wiggled its fingers and increased the temperature.

'What strange weather it is! Now, it feels like a hot summer!' the man said as he began to sweat. 'Oh, it's so hot!'

He removed his jacket and headed to a nearby tree. He took a rest for a while under the shade of the tallest tree.

'I have made the man remove his jacket. I have won!' said the sun. [Unit-19]

অনুবাদ: বাতাস এবং সূর্যের মধ্যে কে কার চেয়ে বেশি শক্তিশালী তা নিয়ে তর্ক করছিল।

বাতাস বলল, "আমি সবচেয়ে শক্তিশালী।"

"না, আমি সবচেয়ে শক্তিশালী!" সূর্য বলল।

বাতাস বলল, "আমি গাছগুলোকে মাটিতে ফেলে দিতে পারি। আমি সমুদ্রের উপরে জাহাজ ঠেলে দিতে পারি। আমি ঘূর্ণিঝড় সৃষ্টি করতে পারি।"

"তাই নাকি?" সূর্য উত্তর দিল। ঠিক তখনই, তারা একজন লোককে তার শীতকালীন জ্যাকেট পরে রাস্তা দিয়ে হেঁটে যেতে দেখতে পেল।

"চলো একটি প্রতিযোগিতা করি দেখি কে বেশি শক্তিশালী," বাতাস বলল। "যে প্রথমে লোকটির জ্যাকেট খুলতে পারবে, সে বিজয়ী হবে।"

সূর্য রাজি হলো।

প্রথমে বাতাস শুরু করল। সে লোকটির দিকে এক ঝটকায় ঠান্ডা বাতাস বইয়ে দিল।

লোকটি কাঁপতে লাগল এবং তার জ্যাকেটের চেইন লাগিয়ে দিল। "উফ! কী ঠান্ডা আর বাতাসের দিন আজ!"

বৃষ্টি শুরু হলো। বাতাস আরও জোরে প্রবাহিত হলো এবং বৃষ্টিকে ঝড়ে পরিণত করল।

লোকটি বলল, "ওহ, দেখো! প্রচণ্ড ঝড় উঠেছে।"

বাতাস তার তীব্র ঝড়ে হাওয়া লোকটির দিক ঝুঁড়ে দিল, কিন্তু লোকটির জ্যাকেট তার গায়েই রয়ে গেল। সে তার নাক ঢাকতে জ্যাকেটের চেইনটি আরও উপরে টেনে নিল।

বাতাস বলল, "ওহ! এটা অসম্ভব।" সে বাতাস ধাক্কা দিয়ে দিল।

সূর্য বলল, "এবার আমার পালা।"

প্রথমে বৃষ্টি এবং ঝড় থামানোর জন্য সূর্য যথেষ্ট আলো দিচ্ছিল। লোকটি তার জ্যাকেটের জিপ খুলে ফেলল। তারপর সূর্য মেঘগুলোকে টেনে আলাদা করে লোকটির উপর ধীরে ধীরে আলো ছড়াল। হঠাৎ মনে হল যেন এটা একটা সুন্দর রৌদ্রোজ্জ্বল দিন।

লোকটি বলল, "বাহ! এখানকার আবহাওয়াটা অদ্ভুত।"

সূর্য আলতো করে আঙুল নাড়ল এবং তাপমাত্রা বাড়িয়ে দিল।

"কী অদ্ভুত আবহাওয়া! এখন মনে হচ্ছে গ্রীষ্মের গরমের দিন।" লোকটি ঘামতে শুরু করল এবং বলল, "ওহ, খুব গরম।"

সে তার জ্যাকেট খুলল এবং কাছের একটি গাছের দিকে এগিয়ে গেল। সে সবচেয়ে উঁচু গাছের ছায়ার নিচে কিছুক্ষণ বিশ্রাম নিল।

"আমি লোকটিকে তার জ্যাকেট খুলতে বাধ্য করেছি। আমি জিতে গেছি।" সূর্য বলল।

1. Match the words in Column A with the similar meaning in Column B. $1 \times 5 = 5$

Column A	Column B
(a) Argument	(i) a sudden rush of strong wind
(b) Contest	(ii) to travel in a specific direction
(c) Gust	(iii) to move quickly side to side
(d) Wiggle	(iv) an exchange of opposite views
(e) Head	(v) competition
	(vi) to jump up and down joyfully
	(vii) a type of warm winter clothing

► More Questions

i.

Column A	Column B
(a) Blow	(i) to paint walls with bright colors
(b) Remove	(ii) moisture on skin from heat
(c) Shivering	(iii) to move air forcefully
(d) Apart	(iv) to take something off or away
(e) Sweat	(v) separated by a distance or pieces
	(vi) shaking slightly from cold or fear
	(vii) to freeze completely into solid ice

ii.

Column A	Column B
(a) Powerful	(i) characterized by strong, breezy winds
(b) Across	(ii) having great strength or force
(c) Tornado	(iii) to open a zipper on clothing
(d) Windy	(iv) from one side to the other side
(e) Unzip	(v) a spinning storm of strong wind
	(vi) a large boat for carrying goods
	(vii) to tie two ropes tightly together

iii.

Column A	Column B
(a) Ocean	(i) to dig a deep soil hole
(b) Storm	(ii) to put something over for protection
(c) Towards	(iii) in the direction of something
(d) Cover	(iv) to change direction or transform
(e) Turn	

iv.

Column A	Column B
(a) Around	(i) a cool or dark area out of the sun
(b) Increase	(ii) unusual or surprising
(c) Strange	(iii) on every side of something
(d) Nearby	(iv) to become greater in size
(e) Shade	(v) a tall pole for building houses
	(vi) located a short distance away
	(vii) to sleep heavily all afternoon

v.

Column A	Column B
(a) Ground	(i) a heavy tool for breaking rocks
(b) Along	(ii) to give out bright light
(c) Stay	(iii) moving forward on a path
(d) Shine	(iv) to remain in a place
(e) Gently	(v) the solid surface of earth
	(vi) to slide across wet floors
	(vii) in a mild, soft manner

2. Make meaningful sentences with the given words. $1 \times 5 = 5$

(a) Argument; (b) Ocean; (c) Gust; (d) Windy; (e) Enough.

► More Questions

(f) Blow; (g) Push; (h) Temperature; (i) Strange; (j) Head; (k) Powerful; (l) Tornado; (m) Contest; (n) Shivering; (o) Cover; (p) Storm; (q) Towards; (r) Gently; (s) Wiggle; (t) Nearby; (u) Around; (v) Shade.

3. Answer the following questions in sentence(s). $3 \times 6 = 18$

- What could the wind do to show its strength?
- Why did the wind eventually give up its attempt?
- How did the sun use a different strategy from the wind to win the contest?
- If you were the man in the story, how would you feel about the sudden change in weather?
- Why did the sun win the contest?
- What lesson does the story teach through the contest between the wind and the sun?

► More Questions

- Why did the wind fail to make the man remove his jacket despite using all its strength?
- Why were the wind and the sun arguing?

- (i) How did they decide to settle their argument?
- (j) What did the wind do first to win the contest?
- (k) Why did the man zip up his jacket?
- (l) How did the rainwater make it even harder for the wind to remove the jacket?
- (m) Why did the man finally remove his jacket and sit under a tree?
- (n) Why did the wind finally say, "This is impossible," and give up?

Answer

1. Matching

(a + iv); (b + v); (c + i); (d + iii); (e + ii).

► More Questions

- i. (a + iii); (b + iv); (c + vi); (d + v); (e + ii).
- ii. (a + ii); (b + iv); (c + v); (d + i); (e + iii).
- iii. (a + vii); (b + v); (c + iii); (d + ii); (e + iv).
- iv. (a + iii); (b + iv); (c + ii); (d + vi); (e + i).
- v. (a + v); (b + iii); (c + iv); (d + ii); (e + vii).

2. Making Sentences

- (a) Argument – The two boys had an argument about the game.
- (b) Ocean – The ocean is very big.
- (c) Gust – A strong gust of wind blew the leaves away.
- (d) Windy – It was a very windy day.
- (e) Enough – I have enough money to buy a bat.

► More Questions

- (f) Blow – The wind can blow the leaves away.
- (g) Push – The wind can push ships across the ocean.
- (h) Temperature – The temperature becomes high in summer.
- (i) Strange – Dhaka is a strange city.
- (j) Head – We will head home after school.
- (k) Powerful – The lion is a powerful animal.
- (l) Tornado – A tornado can cause great damage.
- (m) Contest – Our school arranged a singing contest.
- (n) Shivering – The child was shivering in the cold.
- (o) Cover – She covered the food with a plate.
- (p) Storm – The storm damaged many houses.
- (q) Towards – The boy walked towards the playground.
- (r) Gently – The mother gently carried her baby.
- (s) Wiggle – The puppy began to wiggle its tail.
- (t) Nearby – We went to a nearby hospital.
- (u) Around – We sat around the table.
- (v) Shade – We rested under the shade of a tree.

3. Short Questions

- (a) The wind could blow trees to the ground, push ships across the ocean and make tornadoes to show its strength.
- (b) The wind eventually gave up its attempt because no matter how hard it blew, the jacket stayed on the man's body. It was impossible for the wind to remove the jacket.
- (c) Instead of using force, the sun gently warmed the weather. As the temperature increased, the man naturally felt hot and took off his jacket on his own.
- (d) If I were the man in the story, I would feel surprised about the sudden change in weather.
- (e) In the contest, the sun used no force; rather it gently made the man feel warm until he took off his jacket. Thus, the sun won the contest.
- (f) The story teaches that kindness, patience, and gentle persuasion are often more effective than force or aggression in achieving a goal.

► More Questions

- (g) The wind failed because the stronger it blew, the colder the man felt. As a result, the man zipped up his jacket even tighter to protect himself.
- (h) The wind and the sun were arguing because both of them claimed to be the most powerful. None wanted to admit that the other was stronger.
- (i) They decided to have a contest to settle their argument. It was decided that the one who could make the man remove his jacket first would be the winner.
- (j) To win the contest, the wind started first by blowing a cold, strong gust of wind directly at the man. It hoped that the man would take off his jacket.
- (k) The man zipped up his jacket because the wind was freezing cold and made him shiver. He wanted to protect his body and stay warm.
- (l) The rainwater made the man wet and feel freezing cold. To protect his body from the icy water, he naturally held his jacket even tighter. This made it impossible for the wind to blow the jacket away.
- (m) The strong sunshine made the man sweat heavily. He took off his jacket to get relief from the hot weather and sat under a tree to cool down.
- (n) The wind blew its hardest gust, but the man held his jacket even tighter over his nose. Seeing that the jacket would not come off, the tired wind stopped blowing.



সুপার সাজেশন

পরীক্ষার জন্য সর্বাধিক গুরুত্বপূর্ণ প্রশ্ন— Seen Comprehension No. 2, 4, 6, 7, 10, 12, 13, 15, 16, 17