

## Question Types 4-6

## Unseen Comprehension

5 + 5 + 15 = 25

## প্রশ্ন পরিচিতি

এ অংশে আরেকটি text অথবা dialogue দেওয়া থাকবে, যা পড়ে তোমাদের Questions No. 4-6 উত্তর করতে হবে। তবে এক্ষেত্রে Text অথবা dialogue-টি তোমাদের ইংরেজি পাঠ্যবই (English For Today) বহির্ভূত হবে।

**Question No. 4 Fill in the blanks with the appropriate words from the box.**

1×5=5

এই প্রশ্নে প্রদত্ত unseen passage-টি থেকে Fill in the blanks with clues প্রশ্ন আইটেমটি থাকবে। Passage-এর ওপর ভিত্তি করে ৫টি শূন্যস্থান সংবলিত ৫টি sentence থাকবে। শূন্যস্থান পূরণের জন্য বক্রে প্রয়োজনীয় শব্দ দেওয়া থাকবে। বক্স থেকে উপযুক্ত শব্দ বাছাই করে শূন্যস্থানগুলো পূরণ করতে হবে। প্রশ্নের নম্বরসহ শুধু সঠিক উত্তরগুলো খাতায় লিখতে হবে। প্রতিটি প্রশ্নের জন্য ১ নম্বর করে মোট নম্বর থাকবে ৫।

**Question No. 5 Multiple Choice Questions**

1×5=5

প্রদত্ত unseen passage থেকে ৫টি MCQ দেওয়া থাকবে। প্রতিটি MCQ-এর ৪টি করে অপশন থাকবে। সঠিক উত্তরটি প্রশ্নের নম্বরসহ খাতায় লিখতে হবে। প্রতিটি MCQ-এর জন্য ১ নম্বর করে পাঁচটি প্রশ্নের জন্য মোট নম্বর পাওয়া যাবে ৫।

**Question No. 6 Answer the following questions in sentence(s). 5 short constructed response questions will be given, and students will have to answer all of them.**

3×5=15

এ প্রশ্ন আইটেমটির মাধ্যমে মূলত শিক্ষার্থীদের অনুধাবন ক্ষমতা যাচাই করা হয়। প্রদত্ত unseen passage থেকে ৫টি 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 করা বাবে না, নিজের ভাষায় প্রশ্নোত্তরগুলো লেখার চেষ্টা করতে হবে। প্রতিটি প্রশ্নের জন্য ৩ নম্বর করে মোট নম্বর থাকবে ১৫।

**Unseen Comprehension-1**

Read the text and answer the following questions no. 4, 5 and 6:

Ziaur Rahman was the sixth President of Bangladesh. He was born on January 19, 1936, in Bogura. His early life was spent partly in Bengal and later in Karachi following the 1947 partition of India. There he completed his secondary education and attended D.J. Sindh Government Science College. Ziaur Rahman joined the Pakistan Military Academy as a cadet in 1953 and was commissioned as a second lieutenant in 1955. Eventually he was transferred to the East Bengal Regiment where he distinguished himself as a brave soldier. During the 1965 Indo-Pakistan War his bravery was notable.

When the Liberation War began in 1971, as a Major he revolted. He fought valiantly as the chief of Sector 11 and the elite "Z Force". For his great contribution to the Liberation War, he earned the title "Bir Uttam." On November 7, 1975, amid massive political chaos, a historic soldier-people uprising freed him from house arrest. He became the Chief of Army Staff and assumed the presidency in 1977.

As a national leader, his major contributions included the transition of the country from a one-party system to a multi-party democracy, the founding of the Bangladesh Nationalist Party (BNP), and the introduction of a unique civic identity termed "Bangladeshi Nationalism." He launched the country-wide "canal-digging" program and brought about an agricultural revolution. On the global stage, he set the framework of SAARC. Sadly, this visionary leader was assassinated on May 30, 1981, in Chattogram. He remains a beloved martyred president who dedicated his entire life to building a modern, proud, and free Bangladesh.

অনুবাদঃ জিয়াউর রহমান ছিলেন বাংলাদেশের ষষ্ঠ রাষ্ট্রপতি। তিনি ১৯৩৬ সালের ১৯ জানুয়ারি বগুড়ায় জন্মগ্রহণ করেন। তাঁর শৈশবের কিছু সময় কেটেছিল বাংলায় এবং পরে ১৯৪৭ সালের ভারত বিভাজনের পর করাচিতে। সেখানে তিনি মাধ্যমিক শিক্ষা সম্পন্ন করেন এবং ডি. জে. সিন্ধ গভর্নমেন্ট সায়েন্স কলেজে অধ্যয়ন করেন। ১৯৫৩ সালে জিয়াউর রহমান পাকিস্তান মিলিটারি একাডেমিতে ক্যাডেট হিসেবে যোগ দেন এবং ১৯৫৫ সালে সেকেন্ড লেফটেন্যান্ট হিসেবে কমিশনপ্রাপ্ত হন। পরবর্তীকালে তিনি ইস্ট বেঙ্গল রেজিমেন্টে স্থানান্তরিত হন, যেখানে তিনি একজন সাহসী সৈনিক হিসেবে নিজেকে প্রতিষ্ঠিত করেন। ১৯৬৫ সালের ভারত-পাকিস্তান যুদ্ধে তাঁর বীরত্ব বিশেষভাবে উল্লেখযোগ্য ছিল।

১৯৭১ সালে মুক্তিযুদ্ধ শুরু হলে তিনি মেজর হিসেবে বিদ্রোহ করেন। তিনি সেক্টর ১১ এবং অভিজাত 'জেড ফোর্স'-এর প্রধান হিসেবে সাহসিকতার সঙ্গে যুদ্ধ করেন। মুক্তিযুদ্ধে তাঁর অসামান্য অবদানের জন্য তিনি 'বীর উত্তম' উপাধি লাভ করেন। ১৯৭৫ সালের ৭ নভেম্বর ব্যাপক রাজনৈতিক অস্থিরতার মধ্যে এক ঐতিহাসিক সিপাহী-জনতার অভ্যুত্থান তাঁকে গৃহবন্দিত্ব থেকে মুক্ত করে। তিনি সেনাবাহিনীর প্রধান হন এবং ১৯৭৭ সালে রাষ্ট্রপতির পদ গ্রহণ করেন। জাতীয় নেতা হিসেবে তাঁর প্রধান অবদানগুলোর মধ্যে ছিল দেশকে একদলীয় ব্যবস্থা থেকে বহুদলীয় গণতন্ত্রে রূপান্তর, বাংলাদেশ জাতীয়তাবাদী দল (বিএনপি) প্রতিষ্ঠা, এবং 'বাংলাদেশি জাতীয়তাবাদ' নামে একটি অনন্য নাগরিক পরিচয় প্রবর্তন। তিনি দেশব্যাপী 'খাল খনন' কর্মসূচি চালু করেন এবং কৃষি বিপ্লব ঘটান। আন্তর্জাতিক অঙ্গানে তিনি সার্ক-এর কাঠামো প্রণয়ন করেন। দুর্ভাগ্যজনকভাবে, এই দূরদর্শী নেতা ১৯৮১ সালের ৩০ মে চট্টগ্রামে আততায়ীর হাতে নিহত হন। তিনি আজও একজন প্রিয় শহিদ রাষ্ট্রপতি হিসেবে স্মরণীয়, যিনি আধুনিক, গর্বিত ও স্বাধীন বাংলাদেশ গড়ার জন্য তাঁর জীবন উৎসর্গ করেছিলেন।

4. Fill in the blanks with the appropriate word from the box. There are more words than you need.

1×5=5

|        |           |             |           |
|--------|-----------|-------------|-----------|
| usual  | great     | founded     | dedicated |
| unique | visionary | intentional |           |

- (a) Ziaur Rahman made — contributions to the country's development.  
 (b) He — the Bangladesh Nationalist Party (BNP).  
 (c) "Bangladeshi Nationalism" is a — civic identity.  
 (d) Ziaur Rahman was a — leader.  
 (e) He — his life for the betterment of the country.

► **More Questions**

|          |           |         |           |
|----------|-----------|---------|-----------|
| notable  | brave     | valiant | dedicated |
| revolted | valiantly | beloved |           |

Ziaur Rahman was a (a) — soldier. His bravery during the 1965 Indo-Pakistan War was (b) —, and later he (c) — during the 1971 Liberation War. His (d) — fight as the chief of the 'Z Force' earned him the title 'Bir Uttam'. After being freed from house arrest in 1975, he became president in 1977. He is remembered as a visionary leader (e) — to building a modern Bangladesh.

5. Write the correct answer from the alternatives.

1×5=5

(a) The state awarded Ziaur Rahman the title "Bir Uttam" specifically for his —.

- (i) contribution to the 1971 War
- (ii) bravery in the 1965 War
- (iii) leadership in the 1975 uprising
- (iv) success in the canal project

(b) Which of the following statements about Ziaur Rahman is true?

- (i) He worked to build a modern nation.
- (ii) He spent his entire life in Bogura.
- (iii) He died during the Liberation War.
- (iv) He founded SAARC as an army major.

(c) He introduced the concept of "Bangladeshi Nationalism" to give citizens a —.

- (i) distinct national identity
- (ii) newly formed political party
- (iii) special rank in the military
- (iv) permanent membership in SAARC

(d) "This visionary leader was assassinated..." Here the word 'assassinated' means —.

- (i) promoted to higher rank
- (ii) killed for political reasons
- (iii) arrested and kept in a house
- (iv) forced to leave the country

(e) Ziaur Rahman distinguished himself as a brave soldier after being transferred to the —.

- (i) Elite Z Force
- (ii) East Bengal Regiment
- (iii) Pakistan Military Academy
- (iv) Sector 11 Command

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

3×5=15

- (a) Ziaur Rahman fought bravely in two different wars. Can you name the two wars he fought in?
- (b) Why did Ziaur Rahman introduce the "canal-digging" program across the country?
- (c) Why did Ziaur Rahman receive the title "Bir Uttam"? What did he do to earn it?
- (d) Why do you think Ziaur Rahman is remembered both as a soldier and as a national leader?
- (e) What can we learn from Ziaur Rahman's life?

**Answer**

4. Gap Filling

(a) great; (b) founded; (c) unique; (d) visionary; (e) dedicated.

► **More Questions**

(a) brave; (b) notable; (c) revolted; (d) valiant; (e) dedicated.

5. MCQ

(a) (i) contribution to the 1971 War; (b) (i) He worked to build a modern nation; (c) (i) distinct national identity; (d) (ii) killed for political reasons; (e) (ii) East Bengal Regiment.

6. Short Questions

(a) Ziaur Rahman first showed his bravery during the Indo-Pakistan War in 1965. Later, in 1971, he revolted and fought valiantly in the Liberation War of Bangladesh as a Major.

(b) Ziaur Rahman started the country-wide canal-digging program to help farmers get enough water for their crops. This important step brought about an agricultural revolution and boosted food production in Bangladesh.

(c) Ziaur Rahman earned the title "Bir Uttam" for his great contribution during our Liberation War in 1971. To earn it, he fought very bravely as a Major and served as the chief of Sector 11 and the elite "Z Force."

(d) Ziaur Rahman is remembered both as a soldier and as a national leader. It is because he fought bravely in the Liberation War as a soldier and later worked for the country's development as President. His contributions in both fields made him an important figure in Bangladesh's history.

(e) From Ziaur Rahman's life we can learn the values of courage, hard work, and service to the nation. His life shows the importance of dedication and leadership.

**Unseen Comprehension-2**

Read the text and answer the following questions no. 4, 5 and 6:

Begum Rokeya was a prominent Bengali feminist thinker, writer, educator and political activist. She is widely regarded as a pioneer of feminism in Bangladesh and India. Rokeya believed education to be the central precondition of women's liberation. So, she established the first school aimed primarily at Muslim girls in Kolkata. She started the school with five students only. So, she went from house to house to talk to the parents to send their girls to the school. She ran the school despite facing hostile criticism and social obstacles.

Rokeya was born in 1880 to an aristocratic family in the village of Pairaband, Rangpur. Her father, Zahiruddin Muhammad Abu Ali Saber, played a crucial role in her education. Rokeya's eldest brother Ibrahim Saber, and second brother Khalilur Rahman, had a major influence on her life. Ibrahim taught English and Bengali to Rokeya.

In 1916, she founded the Muslim Women's Association, an organization that fought for women's education and employment. Rokeya founded the Anjuman-e-Khawateen-e-Islam, which was active in holding debates and conferences regarding the status of women and education. This organization organized events for social reforms based on the original teachings of Islam. The annual Rokeya Day is observed in Bangladesh on December 9<sup>th</sup> to commemorate her contributions to women's rights and education.

অনুবাদ: বেগম রোকেয়া ছিলেন একজন বিশিষ্ট বাঙালি নারীবাদী চিন্তাবিদ, সাহিত্যিক, শিক্ষাবিদ ও রাজনৈতিক কর্মী। তিনি বাংলাদেশ ও ভারতের নারীবাদের অগ্রদূত হিসেবে ব্যাপকভাবে স্বীকৃত। রোকেয়া বিশ্বাস করতেন যে নারীর মুক্তির প্রধান পূর্বশর্ত হলো শিক্ষা। তাই তিনি কলকাতায় মুসলিম মেয়েদের জন্য প্রথম বিদ্যালয় প্রতিষ্ঠা করেন। মাত্র পাঁচজন ছাত্রী নিয়ে তিনি বিদ্যালয়টি শুরু করেন। এজন্য তিনি বাড়ি বাড়ি গিয়ে অভিভাবকদের বোঝাতেন যেন তারা তাদের মেয়েদের বিদ্যালয়ে পাঠান। তীব্র সমালোচনা ও সামাজিক বাধা সত্ত্বেও তিনি বিদ্যালয়টি পরিচালনা করেন।

রোকেয়া ১৮৮০ সালে রংপুরের পায়রাবন্দ গ্রামে এক অভিজাত পরিবারে জন্মগ্রহণ করেন। তাঁর পিতা জহিরউদ্দিন মুহাম্মদ আবু আলী সাবের তাঁর শিক্ষায় গুরুত্বপূর্ণ ভূমিকা পালন করেন। রোকেয়ার বড় ভাই ইব্রাহিম সাবের এবং দ্বিতীয় ভাই খলিলুর রহমান তাঁর জীবনে গভীর প্রভাব ফেলেছিলেন। ইব্রাহিম রোকেয়াকে ইংরেজি ও বাংলা শেখাতেন।

১৯১৬ সালে তিনি মুসলিম মহিলা সমিতি প্রতিষ্ঠা করেন, যা নারীর শিক্ষা ও কর্মসংস্থানের জন্য সংগ্রাম করত। রোকেয়া আরও প্রতিষ্ঠা করেন আঞ্জুমান-এ-বাওয়াতিন-এ-ইসলাম, যা নারীর অবস্থান ও শিক্ষার বিষয়ে বিতর্ক ও সম্মেলন আয়োজন করত। এই সংগঠন ইসলামের মৌলিক শিক্ষার ভিত্তিতে সামাজিক সংস্কারের জন্য নানা কার্যক্রম পরিচালনা করত। নারী অধিকার ও শিক্ষায় তাঁর অবদানকে স্মরণ করতে প্রতি বছর ৯ ডিসেম্বর বাংলাদেশে বার্ষিক রোকেয়া দিবস পালিত হয়।

4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|         |           |            |         |
|---------|-----------|------------|---------|
| faced   | famous    | elder      | founded |
| founder | political | throughout |         |

- (a) Begum Rokeya was a prominent — activist.  
 (b) She worked for the cause of women — her life.  
 (c) She received English teaching from her — brother.  
 (d) She — criticisms after establishing a school for girls.  
 (e) Begum Rokeya was the — of Anjuman-e-Khawateen-e-Islam.

► More Questions

|              |           |           |             |
|--------------|-----------|-----------|-------------|
| precondition | held      | observe   | contributed |
| parents      | education | prominent |             |

Begum Rokeya believed that the precondition of women's liberation is (a) —. She tried to convince (b) — to send their daughters to school. Her two brothers contributed a lot to her becoming a (c) — writer and educationist. Rokeya founded the Anjuman-e-Khawateen-e-Islam which (d) — debates and conferences about the status of women and education. We (e) — the annual Rokeya Day in Bangladesh on December 9<sup>th</sup> to commemorate her contributions to women's rights and education.

5. Write the correct answer from the alternatives.

1×5=5

- (a) Why did Begum Rokeya go from house to house?  
 (i) to collect funds for her school  
 (ii) to recruit teachers  
 (iii) to convince parents  
 (iv) to promote political awareness  
 (b) The phrase "hostile criticism" suggests that Rokeya faced people who were —.  
 (i) supportive  
 (ii) indifferent  
 (iii) encouraging  
 (iv) strongly opposed  
 (c) The word "pioneer" in the first paragraph is closest in meaning to —.  
 (i) follower  
 (ii) leader  
 (iii) pathfinder  
 (iv) supporter  
 (d) The word "aristocratic" most nearly means —.  
 (i) poor and uneducated  
 (ii) belonging to a noble family  
 (iii) hardworking and middle-class  
 (iv) politically active  
 (e) What does the passage suggest about the social condition of girls' education during Rokeya's time?  
 (i) It was universally accepted.  
 (ii) It faced resistance from society.  
 (iii) It was compulsory.  
 (iv) It was completely free.

6. Answer the following questions in sentence(s):

3×5=15

- (a) Why do you think Begum Rokeya went from house to house to talk to the parents?  
 (b) Which aspect of Begum Rokeya's character attracts you most and why?  
 (c) Which of her example can you follow in your life? Write in three sentences.  
 (d) "She ran the school despite facing hostile criticism"— explain it in your own words.  
 (e) What kind of influence do you think her brothers had on her life?

**Answer**

4. Gap Filling

- (a) political; (b) throughout; (c) elder; (d) faced; (e) founder.

► More Questions

- (a) education; (b) parents; (c) prominent; (d) held; (e) observe.

5. MCQ

- (a) (iii) to convince parents; (b) (iv) strongly opposed; (c) (iii) pathfinder; (d) (ii) belonging to a noble family; (e) (ii) It faced resistance from society.

### 6. Short Questions

- Begum Rokeya went from house to house to convince parents to send their daughters to school. At that time, many families did not easily allow girls to receive education. So, she tried to motivate the parents and remove their hesitation about girls' education.
- Begum Rokeya's courage and determination attract me most. She faced social criticism and obstacles but never stopped working for girls' education. She remained strong and continued her mission for women's rights.
- I can follow her dedication to education and helping others. Like her, I would try to support others' learning and work for social improvement. I would also try to be brave in facing challenges.
- It means she continued running her school even though many people strongly opposed and criticized her. She did not stop her work because of negative opinions or social pressure.
- Her brothers influenced her education and thinking positively. Ibrahim taught her English and Bengali, which helped her become educated and confident. Their support helped shape her interest in learning and later social reform work.

### Unseen Comprehension-3

Read the text and answer the following questions no. 4, 5 and 6:

Sufia Kamal was a great poet, writer, and social worker of Bangladesh. She was born on June 20, 1911, in Barishal in a respected Muslim family. Her father died when she was very young. She was raised by her mother and grandmother in a conservative society where girls had little chance to study. Still, she loved reading and writing from childhood and started writing poems at an early age.

She was influenced by Kazi Nazrul 'Islam and Rabindranath Tagore. Her famous works include *Sanjher Maya*, *Mrittikar Ghran*, *Ekatturer Diary*, and *Ekale Amader Kal*. In her writings, she wrote about humanity, equality, and love for her country. During the Bangladesh Liberation War, she inspired people and wrote about the sufferings of the nation.

She also worked for women's rights and was the president of Bangladesh Mahila Parishad. For her great work, she received many awards such as the Bangla Academy Literary Award, Ekushey Padak, Begum Rokeya Padak, and Independence Day Award.

She died on November 20, 1999, in Dhaka. She was the first woman in Bangladesh to receive a state funeral. She is remembered as a brave and kind person.

অনুবাদ: সুফিয়া কামাল ছিলেন বাংলাদেশের একজন বিশিষ্ট কবি, সাহিত্যিক ও সমাজসেবী। তিনি ১৯১১ সালের ২০ জুন বরিশালের এক সম্ভ্রান্ত মুসলিম পরিবারে জন্মগ্রহণ করেন। তিনি যখন ছোট ছিলেন তখন তাঁর পিতার মৃত্যু হয়। তিনি তাঁর মাতা ও দাদীর তত্ত্বাবধানে এক রক্ষণশীল পরিবেশে বেড়ে ওঠেন, যেখানে নারীদের শিক্ষার সুযোগ ছিল সীমিত। তথাপি, শৈশবকাল থেকেই তিনি পড়তে ও লিখতে পছন্দ করতেন এবং অল্প বয়সেই কবিতা রচনা শুরু করেন।

তিনি কাজী নজরুল ইসলাম ও রবীন্দ্রনাথ ঠাকুরের সাহিত্যিকর্ম দ্বারা প্রভাবিত ছিলেন। তাঁর উল্লেখযোগ্য রচনাগুলোর মধ্যে রয়েছে *সাঁঝের মায়া*, *মৃত্তিকার গ্রন্থ*, *একাত্তরের ডায়েরি* এবং *একালে আমাদের কাল*। তাঁর লেখায় মানবতা, সাম্য, দেশপ্রেম ও সামাজিক ন্যায়বিচারের প্রতিফলন লক্ষ করা যায়। বাংলাদেশের মুক্তিযুদ্ধ চলাকালে তিনি তাঁর লেখনীর মাধ্যমে জাতিকে অনুপ্রাণিত করেন এবং সেই সময়কার দুঃখ-কষ্টের চিত্র তুলে ধরেন।

তিনি নারীর অধিকার প্রতিষ্ঠার জন্যও কাজ করেছিলেন এবং বাংলাদেশ মহিলা পরিষদের সভানেত্রী হিসেবে দায়িত্ব পালন করেন। তাঁর অসামান্য অবদানের জন্য তিনি বাংলা একাডেমি সাহিত্য পুরস্কার, একুশে পদক, বেগম রোকেয়া পদক এবং স্বাধীনতা পুরস্কার লাভ করেন।

তিনি ১৯৯৯ সালের ২০ নভেম্বর ঢাকায় পরলোকগমন করেন। তিনি বাংলাদেশের প্রথম নারী, যিনি রাষ্ট্রীয় মর্যাদায় সমাহিত হন। তাঁকে একজন সদয় ও নিষ্ঠার ব্যক্তি হিসেবে স্মরণ করা হয়।

### 4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5 = 5

|            |        |            |         |
|------------|--------|------------|---------|
| sufferings | hated  | remembered | writing |
| abhorred   | chance | influence  |         |

- Sufia Kamal grew up in a society where — for girls' education was limited.
- Her interest in — shaped her future career.
- Kazi Nazrul Islam and Rabindranath Tagore had a great — on her.
- She is — for her contribution to society.
- Her writings during the war reveal the — of the people.

### ► More Questions

|          |             |            |              |
|----------|-------------|------------|--------------|
| kindness | inspiration | worker     | conservative |
| writing  | equality    | patriotism |              |

Sufia Kamal was a famous poet and social activist of Bangladesh. She grew up in a (a) — society but developed a love for (b) — from an early age. Her writings reveal humanity, equality, and (c) —. People got (d) — from her writing. She also worked for women's rights and is remembered for her bravery and (e) —.

### 5. Write the correct answer from the alternatives. 1×5=5

- Which pair of qualities best represents Sufia Kamal's life and contribution?
  - wealth and fame
  - power and authority
  - creativity and social responsibility
  - silence and isolation
- Her writings during the Liberation War served to —.
  - record personal memories only
  - replace historical documents
  - reflect people's misery
  - avoid political awareness
- Her childhood environment was —.
  - fully open
  - strict
  - modern
  - free
- Which of the information is not true?
  - Sufia Kamal had a strict childhood.
  - She had enough opportunity to study.
  - Her writings motivated people during the liberation war.
  - She was creative and courageous.

## (e) What makes Sufia Kamal special?

- (i) politics and poetry
- (ii) Ekushey Padak
- (iii) her writing and social work
- (iv) Bangladesh Mahila Parishad

## 6. Answer the following questions in sentence(s):

3×5=15

- (a) How was the social condition when Sufia was a child?
- (b) Why is she remembered as more than just a poet?
- (c) What message about women's role in society can be learned from her life?
- (d) How can her life inspire students today to overcome challenges?
- (e) What qualities made her a role model for future generations?

**Answer**

## 4. Gap Filling

- (a) chance; (b) writing; (c) influence; (d) remembered; (e) sufferings.

## ► More Questions

- (a) conservative; (b) writing; (c) patriotism; (d) inspiration; (e) kindness.

## 5. MCQ

- (a) (iii) creativity and social responsibility; (b) (iii) reflect people's misery; (c) (ii) strict; (d) (ii) She had enough opportunity to study; (e) (iii) literature and social work.

## 6. Short Questions

- (a) When Sufia was a child, the society was conservative. There was little opportunity for girls education.
- (b) She is remembered as more than just a poet because she was a social activist. She worked for women's rights and social justice. Her writings and actions both helped society.
- (c) Her life shows that women can contribute equally to the society if they are given opportunities. It encourages women to be confident, educated, and active in social development.
- (d) Her life can inspire students to stay determined and overcome difficulties through hard work and passion. Students can learn from her life that challenges can be turned into success with dedication.
- (e) Her qualities included determination, creativity, courage, and social responsibility. These made her a role model for future generations.

**Unseen Comprehension-4**

Read the text and answer the following questions no. 4, 5 and 6:

Ahsan Habib was a Bengali poet and journalist. He was born on 2 February 1917 in the village of Shankarpasha in Pirojpur district. After passing the Entrance Examination in 1935 from Pirojpur Government School, he entered B.M. College, Barishal. Leaving education, he moved to Kolkata and joined *Takbir* in 1937 as an

assistant editor. Then he worked at *Bulbul* and *Saogat* till 1943. After the partition in 1947, he left Kolkata for Dhaka. In Dhaka, he worked with several dailies, weeklies and monthlies like *The Daily Azad*, *Monthly Mohammadi*, etc.

Ahsan Habib started writing at an early age. His first book of poems was *Ratrishesh*. His other books of poetry include *Chhayaharin*, *Sara Dupur*, *Ashay Basati*, *Megh Bale Chaitre Jabo*, etc. He also wrote novels. He wrote a number of children's books, namely *Jyotsna Rater Galpa*, *Bristi Pade Tapur Tupur*, *Chhutir Din Dupure*, etc.

Though he was from village, Ahsan Habib became urban in his language, habits, manners and sensibility. His poems reflect the social reality of his time. He received several awards for his literary achievements. Among them the UNESCO Literary Prize (1960-61), the Bangla Academy Award (1961), and the Ekushey Padak (1978) are mentionable. Ahsan Habib died in Dhaka on 10 July 1985.

অনুবাদ: আহসান হাবীব ছিলেন একজন বাংলা কবি ও সাংবাদিক। তিনি ১৯১৭ সালের ২ ফেব্রুয়ারি পিরোজপুর জেলার শঙ্করপাশা গ্রামে জন্মগ্রহণ করেন। ১৯৩৫ সালে পিরোজপুর সরকারি স্কুল থেকে প্রবেশিকা পরীক্ষায় উত্তীর্ণ হয়ে তিনি বরিশালের বিএম কলেজে ভর্তি হন। পড়াশোনা ছেড়ে তিনি কলকাতায় চলে যান এবং ১৯৩৭ সালে 'তকবীর' পত্রিকায় সহকারী সম্পাদক হিসেবে যোগদান করেন। এরপর তিনি ১৯৪৩ সাল পর্যন্ত 'বুলবুল' ও 'সওগাত' পত্রিকায় কাজ করেন। ১৯৪৭ সালে দেশভাগের পর তিনি কলকাতা ছেড়ে ঢাকায় চলে আসেন। ঢাকায় তিনি 'দৈনিক আজাদ', 'মাসিক মোহাম্মদী' ইত্যাদির মতো বিভিন্ন দৈনিক, সাপ্তাহিক ও মাসিক পত্রিকায় কাজ করেন।

আহসান হাবীব অল্প বয়স থেকেই লেখালেখি শুরু করেন। তার প্রথম কাব্যগ্রন্থ ছিল 'রাত্রিশেষ'। তার অন্যান্য কাব্যগ্রন্থের মধ্যে রয়েছে 'হায়াহরিন', 'সারা দুপুর', 'আশায় বসতি', 'মেঘ বলে চৈত্রে যাবো' ইত্যাদি। তিনি উপন্যাসও লিখেছেন। তিনি 'জ্যোৎস্না রাতের গল্প', 'বৃষ্টি পড়ে টাপুর টুপুর', 'ছুটির দিন দুপুরে' ইত্যাদি নামে শিশুতোষ বই লিখেছেন।

গ্রামের মানুষ হলেও আহসান হাবীব ভাষা, অভ্যাস, আচার-আচরণ ও অনুভূতিতে শহুরে হয়ে উঠেছিলেন। তার কবিতায় সমসাময়িক সামাজিক বাস্তবতার প্রতিফলন ঘটেছে। সাহিত্যকর্মের জন্য তিনি বেশ কিছু পুরস্কার লাভ করেন। এর মধ্যে ইউনেস্কো সাহিত্য পুরস্কার (১৯৬০-৬১), বাংলা একাডেমি পুরস্কার (১৯৬১) এবং একুশে পদক (১৯৭৮) উল্লেখযোগ্য। ১৯৮৫ সালের ১০ জুলাই আহসান হাবীব ঢাকায় মৃত্যুবরণ করেন।

## 4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|            |        |          |      |
|------------|--------|----------|------|
| children's | editor | after    | died |
| before     | be     | breathed |      |

- (a) Poet Ahsan Habib — from Pirojpur district.
- (b) Ahsan Habib joined as an assistant — of *Takbir* in 1937.
- (c) Ahsan Habib wrote many — books.
- (d) Ahsan Habib came back to Dhaka from Kolkata — the partition.
- (e) Ahsan Habib — his last in Dhaka in 1985.

## ► More Questions

|         |            |         |      |
|---------|------------|---------|------|
| awards  | journalist | offered | poet |
| village | book       | first   |      |

Ahsan Habib, a famous Bengali poet, was born in 1917 in a (a) — of Pirojpur. He passed the Entrance Examination from Pirojpur Government School. He worked as a (b) — with many dailies, weeklies and monthlies. *Ratrishesh* is his very (c) — book of poems. He wrote many other books and won several (d) — for his work. This (e) — died in Dhaka on 10 July 1985.

## 5. MCQ

(a) (iii) It was amused by the mouse's promise and showed mercy.; (b) (ii) called for help; (c) (iii) Mouse disturbed lion → Lion released mouse → Mouse rescued lion; (d) (iv) Even those who seem weak can be helpful.; (e) (ii) A friend in need is a friend indeed.

## 6. Short Questions

- (a) Yes, the lion realized that even small and weak creatures can be very useful. It understood that strength is not only about size or power. Sometimes, intelligence, kindness, and timely help are more important than physical strength.
- (b) The story gives the message that we should always help others; no matter how small or weak they are. Kindness is never wasted, because it often comes back to us in difficult times. It also teaches that helping each other makes us strong.
- (c) Yes, the mouse was brave because it came quickly to help the lion and worked hard to free him.
- (d) If I were the lion, I would treat all animals with kindness and respect. I would not underestimate anyone, no matter how small they are. I would also be grateful to the mouse and help others whenever I could.
- (e) The mouse was brave because it came quickly to help the lion. It shows kindness by returning the mercy of the lion. It was also very clever as it used its sharp teeth wisely to cut the rope and free the lion.

## Unseen Comprehension-13

Read the text and answer the questions 4, 5 and 6:

There lived a woodcutter in a village. One day, he was cutting wood near a river. Suddenly, his axe fell into the river. The river was very deep. The woodcutter became very sad because the axe was his only means of income. So, he began to cry. Then a wonderful thing happened. A beautiful fairy appeared there. She asked the woodcutter in a sweet voice, "Why are you crying?" The man said, "My axe has fallen into the river. I don't have any other axe. So, I can't cut trees. My family has to starve." The fairy said, "Don't be upset. I'll help you." Then the fairy dived into the river and returned with an axe. It was made of gold. She asked the man if it was his axe. The man saw the axe and said, "No, it's not my axe." The fairy again went into the river and came back with another axe. It was made of silver. "Is it your lost axe?" asked the fairy. The woodcutter said, "No, it's not my axe. My axe is made of iron." So, the fairy dived for the third time and returned with the actual axe of the woodcutter. This time the woodcutter said happily that it was his axe. The fairy became very pleased at the honesty of the man. So, she gave all the three axes to him. The woodcutter became rich and began to live happily.

অনুবাদ: কোনো এক গ্রামে একজন কাঠুরে বাস করত। একদিন সে একটি নদীর পাশে কাঠ কাটছিল। হঠাৎ, তার কুঠারটি নদীতে পড়ে গেল। নদীটি খুব গভীর ছিল। কাঠুরে খুব দুঃখিত হলো কারণ কুঠারটি তার আয়ের একমাত্র মাধ্যম ছিল। তাই সে কাঁদতে শুরু করল। তারপর একটি চমৎকার ঘটনা ঘটল। এক সুন্দরী পরী সেখানে হাজির হলো। সে মিষ্টি কণ্ঠে কাঠুরেকে জিজ্ঞেস করল, "তুমি কাঁদছো কেন?" লোকটি বলল, "আমার কুঠারটি নদীতে পড়ে গেছে। আমার আর কোনো কুঠার নেই। তাই আমি কাঠ কাটতে পারছি না। আমার পরিবারকে অনাহারে থাকতে হবে।" পরীটি বলল, "মন খারাপ করো না। আমি তোমাকে সাহায্য করব।" তারপর পরীটি নদীতে ডুব দিল এবং একটি কুঠার নিয়ে ফিরে এলো। এটি ছিল সোনার তৈরি। সে লোকটিকে জিজ্ঞেস করল এ কুঠারটি তার কিনা। লোকটি কুঠারটি দেখল এবং বলল "না, এটি আমার কুঠার নয়।" পরীটি আবার নদীতে গেল এবং আরেকটি কুঠার নিয়ে ফিরে এলো। এটি ছিল রূপার তৈরি। "এটি কি তোমার হারানো কুঠার?" পরীটি জিজ্ঞেস করল। কাঠুরে বলল, "না, এটি আমার কুঠার নয়। আমার কুঠারটি লোহার তৈরি।" তাই পরীটি তৃতীয়বারের মতো ডুব দিল এবং কাঠুরের আসল কুঠার নিয়ে ফিরে এলো। এইবার কাঠুরে আনন্দের সাথে বলল যে, এটি তার কুঠার। পরীটি লোকটির সততায় অনেক খুশি হলো। তাই সে তিনটি কুঠারই তাকে দিয়ে দিল। কাঠুরে ধনী হয়ে গেল এবং সুখে বাস করতে লাগল।

4. Fill in the gaps with the appropriate words from the box. Find the information in the text. There are three extra words which you need not use.

1×5=5

|      |        |       |        |
|------|--------|-------|--------|
| deep | dive   | dived | golden |
| gold | crying | happy |        |

- (a) The woodcutter lost his axe in a very — river.  
 (b) A beautiful fairy came to him when he was —.  
 (c) The fairy decided to — into the water to help him.  
 (d) At first, she returned with a — axe.  
 (e) Getting all three axes, the honest man became very rich and got a — life.

## More Questions

|         |          |            |     |
|---------|----------|------------|-----|
| actual  | appeared | honest     | sad |
| honesty | cutting  | appearance |     |

One day, a woodcutter lost his axe in the water of a river while (a) — wood. It made him very (b) — as the axe was his only means of income. Suddenly, the (c) — of a beautiful fairy gave him hope. She tested him with a gold and a silver axe, but he waited for his (d) — iron axe. The fairy was highly pleased with the (e) — man and gave him all three axes as a reward.

5. Write the correct answer from the alternatives.

- (a) The woodcutter was cutting wood —.  
 (i) in the river (ii) close to a river  
 (iii) in a deep forest (iv) in his village
- (b) The woodcutter was not —?  
 (i) honest (ii) hardworking  
 (iii) greedy (iv) truthful
- (c) Which one of the following information is correct?  
 (i) The fairy was not kind.  
 (ii) The woodcutter was dishonest.  
 (iii) The woodcutter helped the fairy.  
 (iv) The fairy helped the woodcutter.
- (d) When did the fairy return with his actual axe?  
 (i) In her third attempt  
 (ii) in her first attempt  
 (iii) in her second attempt  
 (iv) in her fourth attempt

(e) What happened to the woodcutter at the end?

- regained his only income
- pleased with his iron axe
- rewarded for his honesty
- became rich selling axes

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

3×5=15

- Why did the poor woodcutter start crying?
- Why do you think the fairy brought out the gold and silver axes first?
- Why did the fairy give all three axes to the woodcutter at the end?
- What two important qualities of the woodcutter attract you most? How will you reflect them in your own life?
- Do you think the fairy helped him just because he was extremely poor, or was there a bigger reason?

### Answer

4. Gap Filling

- (a) deep; (b) crying; (c) dive; (d) golden; (e) happy.

► More Questions

- (a) cutting; (b) sad; (c) appearance; (d) actual; (e) honest.

5. MCQ

- (a) (ii) close to a river; (b) (iii) greedy; (c) (iv) The fairy helped the woodcutter; (d) (i) in her third attempt; (e) (iii) rewarded for his honesty.

6. Short Questions

- The poor woodcutter started crying because his only axe accidentally fell into a very deep river. He became extremely sad because without that axe, he could not earn money to buy food for his starving family.
- She brought the expensive axes first to secretly test the poor woodcutter's greed. She wanted to see if the poor man would tell a lie to become rich instantly. This shows that the fairy was not just helping him, but also testing his moral character.
- When the fairy brought out a golden axe and a silver axe from the river, the poor woodcutter honestly refused to take them. He happily claimed only his actual iron axe when she brought it up on her third dive. The fairy became so happy with his honesty that she gave him all three axes as a reward.
- The two qualities of the woodcutter that attract me the most are his honesty and his hard work. I will reflect his honesty by always speaking the truth and never taking things that belong to other people. I will also reflect his hard work by studying well and trying my best to succeed in life.
- She did not help him just because of his poverty, as there are millions of poor people in the world. She gave him the extra gold and silver axes as a prize for his honesty. This teaches us that a strong moral character deserves the biggest rewards in life.

### Unseen Comprehension-14

Read the text and answer the following questions no. 4, 5 and 6:

Raza is 10 years old. He is a student of class five. Raza does not like to go to school. He is not attentive to his classes. So, he does not understand his lessons and cannot prepare them regularly. For this, his teachers are not happy with him. His parents are always busy with their jobs. They stay outside most of the time. An old woman looks after him from his childhood. Raza feels alone. So, he passes most of the time playing mobile games at home. His parents were not aware of this. Now, Raza's parents are very much worried about him. They discuss with Mr. Anis about Raza when he visits their house. Mr. Anis is Raza's uncle. He talks with Raza and feels that he needs a good friend.

So, Mr. Anis decides to stay with them. He buys him toys, balls, bats and storybooks. Most of their free time, they play together. They are good friends now. Mr. Anis also tells funny stories every day. He helps Raza to prepare his lessons. Sometimes, he takes Raza to his school. Now, Raza is a regular student. He makes his lessons properly. He doesn't play on mobile now. He doesn't feel lonely now. His teachers and classmates like him very much. Raza's parents are very happy with their son.

[PEC Exam-2019]

অনুবাদ: রাজার বয়স দশ বছর। সে পঞ্চম শ্রেণিতে পড়ে। রাজা স্কুলে যেতে চায় না। শ্রেণিকক্ষে সে মনোযোগী নয়। তাই পাঠগুলো সে বুঝতে পারে না এবং সেগুলো নিয়মিত প্রস্তুত করতে পারে না। এজন্য শিক্ষকরা তার প্রতি অসন্তুষ্ট। তার বাবা-মা সারাক্ষণ তাদের কাজ নিয়ে ব্যস্ত থাকেন। বেশিরভাগ সময় তারা বাড়ির বাইরে থাকেন। একজন বৃদ্ধ মহিলা শৈশব থেকে তার দেখভাল করেন। রাজার একা একা লাগে। তাই বেশিরভাগ সময় সে মুঠোফোনে 'গেমস' খেলে সময় কাটায়। তার বাবা-মা এ ব্যাপারে অবহিত নন। রাজার বাবা-মা তাকে নিয়ে এখন খুব উদ্বিগ্ন। আনিস সাহেব তাদের বাড়িতে বেড়াতে এলে তারা রাজার ব্যাপারে তার সাথে আলোচনা করেন। আনিস সাহেব রাজার চাচা। তিনি রাজার সাথে কথা বলে বুঝতে পারেন যে, রাজার একজন ভালো বন্ধু দরকার।

তাই আনিস সাহেব তাদের সাথে থেকে যাওয়ার সিদ্ধান্ত নেন। তিনি রাজাকে খেলনা, বল, ব্যাট এবং গল্পের বই কিনে দেন। বেশিরভাগ অবসর সময়ে তারা একসঙ্গে খেলাধুলা করে। তারা এখন খুব ভালো বন্ধু। আনিস সাহেব প্রতিদিন মজার মজার গল্পও বলেন। রাজাকে তিনি পাঠ প্রস্তুতিতে সাহায্য করেন। কখনও কখনও তিনি রাজাকে স্কুলে নিয়ে যান। রাজা এখন একজন নিয়মিত ছাত্র। সে তার পাঠগুলো খুব ভালোভাবে তৈরি করে/শেখে। সে এখন মুঠোফোনে খেলে না। তার আর একা একা লাগে না। তার শিক্ষক এবং সহপাঠীরা তাকে খুব পছন্দ করে। রাজার বাবা-মা তাদের ছেলেকে নিয়ে খুব সুখী।

4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|      |          |          |            |
|------|----------|----------|------------|
| as   | worried  | properly | understand |
| plan | interest | good     |            |

- Raza does not have any — in going to school.
- He fails to — his lessons.
- An old woman looks after him — his parents are busy with their works.
- When his parents came to learn about his situation, they became —.
- Mr. Anis plays with Raza and helps him prepare his lessons —.

► **More Questions**

|           |         |            |        |
|-----------|---------|------------|--------|
| attention | who     | studies    | spends |
| happy     | unaware | displeased |        |

Raza (a) — in a primary school. He lags behind of as he cannot give (b) — to his studies. So, his teachers are (c) — with him. He spends much of his time in playing mobile games. His parents are (d) — of this as they work outside. However, they come to learn it finally and talk to Mr. Anis (e) — is an uncle of Raza.

5. Write the correct answer from the alternatives.

1×5=5

(a) Who actually understands that Raza needs a good friend?

- (i) his teachers (ii) his parents  
(iii) his caretaker (iv) his uncle

(b) Raza's parents cannot take care of him because of their —.

- (i) being careless  
(ii) disliking him  
(iii) professional busyness  
(iv) avoiding tendency

(c) His parents were unaware of his —.

- (i) playing mobile games  
(ii) missing classes  
(iii) feeling lonely  
(iv) all the above

(d) Mr. Anis is aware of —.

- (i) adult psychology  
(ii) the importance of education  
(iii) child psychology  
(iv) earning money

(e) Finally, Raza's parents become happy with him because of his becoming a —.

- (i) regular player (ii) regular singer  
(iii) listener (iv) regular student

6. Answer the following questions in sentence(s):

3×5=15

- (a) How can you explain the two different situations of Raza as a student?  
(b) What lesson have you got from this story?  
(c) Do you support the decision of Mr. Anis? Why?  
(d) Do you think mobile phone is mostly responsible for Raza's unusual behaviour?  
(e) What will you do if any of your cousins faces the same problem as Raza does and why?

**Answer**

4. Gap Filling

- (a) interest; (b) understand; (c) as; (d) worried;  
(e) properly.

► **More Questions**

- (a) studies; (b) attention; (c) displeased; (d) unaware;  
(e) who.

5. MCQ

- (a) (iv) his uncle; (b) (iii) professional busyness; (c) (iv) all the above; (d) (iii) child psychology; (e) (iv) regular student.

6. Short Questions

- (a) At first, Raza was very inattentive to his studies and did not care about his daily work. But at the end of the story, we see him as a quite different student. He now prepares his lessons sincerely and regularly. Actually, he did not have any close companion to share his feelings, emotions and ideas but now he has a good friend.  
(b) We have got the lesson that human beings need companions to share their ideas and emotions. Loneliness is like a disease that can make a child feel sad, empty and sick inside.  
(c) Yes, I do. Mr. Anis has taken the right decision understanding the problems of Raza. He has become successful in removing the problems of Raza who now gets back his energy and enthusiasm to continue his studies and other usual works.  
(d) I don't think so. Raza turned to mobile games because he could not find anyone else to play with. Raza's loneliness was mostly responsible for his unusual behaviour.  
(e) I will try to learn the cause of his problem listening to him/her carefully and with patience. I will try to apply the lesson I have learnt from this story in my cousin's case. I think it is my moral responsibility to keep my cousin well.

**Unseen Comprehension-15**

Read the text and answer the following questions no. 4, 5 and 6:

Babul is a student of class five. He is ten years old. One day, he gets sick and cannot go to school. His parents become very worried about Babul's illness. Babul's mother talks about this matter with Babul's uncle, Mr. Ratan. Mr. Ratan is a doctor and lives in Dhaka. He comes to see Babul. He sees that Babul is on the bed. Babul becomes very happy to see him. Babul and his uncle sit for lunch. But Babul starts his lunch without washing his hands. His uncle stops him at once. He tells him to wash hands properly with soap. His uncle also gives some advice after lunch. These are: use sandals in the toilet, wash your hands properly after using the toilet, take a bath everyday. He also says that if he does not follow the advice, the germs can easily attack him. He will become sick again. Mr. Ratan prescribes him some medicines. Before leaving, he tells Babul to follow the advice to remain fit and healthy. [PEC Exam-2019]

অনুবাদ: বাবুল পঞ্চম শ্রেণির ছাত্র। তার বয়স দশ বছর। একদিন, সে অসুস্থ হলো এবং বিদ্যালয়ে যেতে পারল না। বাবুলের বাবা-মা তার অসুস্থতার ব্যাপারে অত্যন্ত চিন্তিত হলেন। বাবুলের মা এ ব্যাপারে বাবুলের মামা রতন সাহেবের সাথে কথা বললেন। জনাব রতন একজন ডাক্তার এবং তিনি ঢাকায় থাকেন। তিনি বাবুলকে দেখতে আসলেন। তিনি দেখতে পেলেন বাবুল বিছানায়। বাবুল তাকে দেখে ভীষণ খুশি হলো। বাবুল এবং তার মামা দুপুরের খাবার খেতে বসল। কিন্তু বাবুল তার হাত না ধুয়েই দুপুরের খাবার খাওয়া শুরু করল। তার মামা সাথে সাথে তাকে থামালেন। তিনি তাকে সাবান দিয়ে ভালোভাবে হাত ধুতে বললেন। তার মামা দুপুরের খাবার খাওয়ার পরও কিছু উপদেশ দিলেন। সেগুলো হলো: শৌচাগারে স্যান্ডেল ব্যবহার করবে, শৌচাগার

ব্যবহারের পর তোমার হাত ভালোভাবে ধুবে, প্রতিদিন গোসল করবে। তিনি আরও বললেন যদি সে উপদেশগুলো না মেনে চলে, রোগজীবাণু সহজেই তাকে আক্রমণ করবে। সে আবারও অসুস্থ হয়ে পড়বে। রতন সাহেব তাকে কিছু ওষুধ লিখে দিলেন। যাওয়ার আগে তিনি বাবুলকে সুস্থ-সবল থাকার জন্য উপদেশগুলো মেনে চলতে বললেন।

4. Fill in the blanks with appropriate words from the box. There are more words than you need. 1×5=5

|          |            |         |         |
|----------|------------|---------|---------|
| soap     | profession | parents | ill     |
| doctor's | reads      | coming  | sandals |

- (a) Babul cannot go to school because he is —.  
 (b) His uncle is a doctor by —.  
 (c) His — to see Babul makes him happy.  
 (d) We should use — to clean our hands.  
 (e) Everyone should follow the — advice during illness.

► More Questions

|            |         |       |         |
|------------|---------|-------|---------|
| who        | illness | see   | worried |
| prescribes | calling | gives |         |

Babul's (a) — does not allow him to go to school. It also makes his parents (b) —. Babul's mother talks to his uncle (c) — is a doctor. Dr. Ratan comes to see Babul and (d) — him some medicine. He also (e) — him advice so that he can remain fit and healthy.

5. Write the correct answer from the alternatives. 1×5=5

- (a) Why did Mr. Ratan ask Babul to use sandal in the toilet?  
 (i) to avoid germs.  
 (ii) to protect feet from water  
 (iii) to avoid cold and water  
 (iv) to show aristocracy  
 (b) Babul didn't wash his hands before lunch because he didn't have — of doing that.  
 (i) habit (ii) ability  
 (iii) confidence (iv) will  
 (c) "Wash your hands properly." What type of sentence is it?  
 (i) Assertive (ii) Interrogative  
 (iii) Imperative (iv) Optative  
 (d) Babul felt — when he saw his uncle.  
 (i) surprised (ii) excited  
 (iii) scared (iv) happy  
 (e) What does the word 'matter' indicate in 'talks about this matter.....' ?  
 (i) problem (ii) subject  
 (iii) advice (iv) idea

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

3×5=15

- (a) What might be the probable causes of Babul's getting sick?  
 (b) Can you think of mental condition of Babul while he was on the bed?  
 (c) Why do you think Babul becomes happy to see his uncle?  
 (d) Why did Babul's uncle stop him when he started his lunch?  
 (e) You have already learnt the case of Babul. Now, how can you keep fit and why is it necessary for you?

## Answer

4. Gap Filling

- (a) ill; (b) profession; (c) coming; (d) soap; (e) doctor's.

► More Questions

- (a) illness; (b) worried; (c) who; (d) prescribes; (e) gives.

5. MCQ

- (a) (i) to avoid germs; (b) (i) habit; (c) (iii) Imperative; (d) (iv) happy; (e) (i) problem.

6. Short Questions

- (a) Babul was not aware of the rules of using toilet, washing hands before meals and other necessary instructions. So, he got sick.  
 (b) Because of his illness Babul could not go to school. His absence from school means getting away from his classmates and friends. Keeping away from them might make him mentally upset.  
 (c) First of all, any sick man becomes pleased to see any of his relatives. Besides, his uncle is a doctor who will suggest him medicine and advice to make him well. Moreover, he probably cannot come to his village frequently. All these reasons make him happy.  
 (d) Babul's uncle stopped him because he started his lunch without washing his hands. As a doctor, he knew that germs on unwashed hands could enter Babul's body through food and make him ill again.  
 (e) In order to keep fit and healthy I have to follow some rules and regulations such as washing hands before eating food, using sandals in the toilet and washing hands after that. I know a sick man cannot do his works properly and enjoy his life. So, I must keep fit and healthy.

## Unseen Comprehension-16

Read the text and answer the following questions no. 4, 5 and 6.

There was a small town called Hamelin. Once a lot of rats suddenly came into the town. The rats were noisy and fierce and ate up whatever food they could find. Soon the people became worried as there was very little food left. The Mayor of the town said that there would be a big reward for anyone who could get the town rid of the rats. But no one could stop the rats. Then one day a strange man came to the town. He said, "I am the Pied Piper. I can get the town rid of rats." The mayor said, "If you can do it, the reward is yours!" The Pied Piper started playing on his pipe. At once, all the rats came running out to follow him. They followed him into the river. The rats were all drowned. The Pied Piper went to collect his reward. But the Mayor would not pay him, saying, "The rats have gone. You can go too." The Pied Piper said angrily, "You will be sorry for this." He started playing his pipe again. All the children came running out to listen. They laughed and sang and danced as they followed him. Their parents called the children, but they followed the Pied Piper as he

walked out of the town. Soon the Pied Piper reached a mountain, and the children followed him right into a cave! The townsfolk waited for their children to return; but sadly they were never seen again.

অনুবাদ: হ্যামেলিন নামে একটি ছোট শহর ছিল। একদিন হঠাৎ করেই শহরে অনেক ইঁদুরের আবির্ভাব হলো। ইঁদুরগুলো শোরগোল করত আর ছিল ভয়ানক এবং যে খাবারই পেত তা খেয়ে ফেলত। শীঘ্রই লোকজন চিন্তিত হয়ে পড়ল কারণ খুব কম খাবারই অবশিষ্ট ছিল। শহরের মেয়র ঘোষণা করলেন যে ব্যক্তি শহরটিকে ইঁদুর মুক্ত করতে পারবে তার জন্য রয়েছে বিশাল পুরস্কার। কিন্তু কেউ ইঁদুরগুলোকে খামাতে পারল না। তারপর একদিন এক অদ্ভুত ব্যক্তি শহরে এলো। সে বলল, “আমি বাঁশিওয়ালা। আমি শহরটিকে ইঁদুর মুক্ত করতে পারব।” মেয়র বললেন, “যদি তুমি তা করতে পারো, পুরস্কার তোমার।” বাঁশিওয়ালা তার বাঁশি বাজাতে শুরু করল। সাথে সাথেই সব ইঁদুর দৌড়ে বেরিয়ে এসে তার পিছু নিল। তারা তাকে নদী পর্যন্ত অনুসরণ করল। সব ইঁদুর ডুবে মরল। বাঁশিওয়ালা তার পুরস্কার আনতে গেল। কিন্তু মেয়র পুরস্কার দিলেন না, বললেন, “ইঁদুর চলে গেছে। তুমিও যেতে পারো।” বাঁশিওয়ালা রেগে গিয়ে বলল, “এর জন্য আপনি পস্তাবেন।” সে আবার তার বাঁশি বাজাতে শুরু করল। সকল শিশু শোনার জন্য দৌড়ে বেরিয়ে আসল। তারা হেসে গেয়ে ও নেচে নেচে তাকে অনুসরণ করল। তাদের পিতামাতা শিশুদেরকে ডাকল, কিন্তু তারা বাঁশিওয়ালাকে অনুসরণ করল যখন সে শহরের বাইরে বেরিয়ে গেল। শীঘ্রই বাঁশিওয়ালা একটি পর্বতে পৌঁছাল এবং শিশুরা তাকে অনুসরণ করে একটি গুহায় প্রবেশ করল। শহরবাসী তাদের শিশুদের ফেরার অপেক্ষায় রইল; কিন্তু দুঃখের বিষয় তাদেরকে আর কোনোদিন দেখা যায়নি।

4. Fill in the gaps with the appropriate words from the box. There are more words than you need. 1×5=5

|         |        |        |             |
|---------|--------|--------|-------------|
| moral   | rid    | broke  | interesting |
| worried | return | lesson |             |

- The people of Hamelin were — as their food was being consumed by rats.
- People wanted to get — of the rats.
- The Mayor of the city — his promise with the person who removed the rats from the town.
- The Pied Piper taught the Mayor and the dwellers of the town a good —.
- People of the town waited for the children to —.

► More Questions

|           |          |        |        |
|-----------|----------|--------|--------|
| disturbed | cheated  | eating | reward |
| keep      | suddenly | making |        |

A lot of rats came to the town of Hamelin (a) —. They disturbed the dwellers of the town by (b) — noise and eating all kinds of food. As the dwellers of the town got seriously (c) — by the rats, they wanted to get rid of them. The Mayor of the town announced a (d) — for the person who could make it happen. A strange man made the town free from rats but he was (e) — by the Mayor.

5. Write the correct answers from the alternatives. 1×5=5

- The continuous disturbance of the rats made people's life —.
  - peaceful
  - unbearable
  - soothing
  - restless
- The Mayor's broken promise brought — to the children of the town.
  - miserable condition
  - interesting situation
  - learning environment
  - embarrassing situation

(c) What happened to the children who followed the Pied Piper?

- Appeared next
- Disappeared for ever
- Enjoyed the game
- Stayed in the mountains

(d) All the rats followed the Pied Piper and were —.

- trapped
- attacked
- fed
- drowned

(e) The children did not respond to their parents' — while following the Pied Piper.

- gesture
- invitation
- call
- threat

6. Answer the following questions in sentence(s). 3×5=15

- What aspect of the Mayor's character is revealed here?
- Who was responsible for the ill fate of the children? How?
- How did the Pied Piper take revenge?
- "You will be sorry for this"— explain it in your own language.
- What lesson does the story teach us?

### Answer

4. Gap Filling

- (a) worried; (b) rid; (c) broke; (d) lesson; (e) return.

► More Questions

- (a) suddenly; (b) making; (c) disturbed; (d) reward; (e) cheated.

5. MCQ

- (a) ii) unbearable; (b) i) miserable condition; (c) ii) disappeared for ever; (d) iv) drowned; (e) iii) call.

6. Short Questions

- As a Mayor of the town he must show a very responsible behavior. He took a good step to free the town from the nuisance of the noisy and fierce rats. However, he did not keep his promise that brought a serious consequence for the dwellers of the city.
- The Mayor of the city was responsible for the ill fate of the children. If he had paid the dues of the Pied Piper as per promise, the Piper would not have taken the children away from their homes by playing an attractive tune. The children who followed him never came back to their home.
- When the Mayor refused to pay his due reward, the Pied Piper began to play another tune that attracted the children of the town. They followed him dancing, laughing and singing. The Piper took them to a cave in a mountain, and they never came back. Thus, he took revenge.

- (d) As soon as the Mayor refused to pay his reward, the Pied Piper said it angrily to the Mayor. When he played his tune, all the children followed him to the mountain and never returned.
- (e) The story bears a good lesson for us. We must not break our promise under any circumstances. Its consequences can be very serious and bring sorrow for us.

### Unseen Comprehension-17

Read the text and answer the questions no 4, 5 and 6.

Ms. Monira Akter is a shop assistant. She works in shifts in a departmental store in Khulna. She does not go to work at the same time every day. On some days she works in the first shift from 9:00 am to 3:00 pm. On other days, she works in the second shift from 3:00 pm to 9:00 pm. Monira always uses the bus to go to work in the morning. The bus stops just in front of the shop. In the afternoon, she generally goes there by rickshaw or baby-taxi. She doesn't like to wait at the bus stop in the mid day heat of the sun. The bus is over-crowded at that time. She always comes back home by bus. She works standing all the time and she serves the customers. She often gets tired by the time she finishes work. But she doesn't mind. She meets new people everyday. She finds her job interesting.

অনুবাদ: মিস মনিরা আখতার 'একজন দোকান সহকারী। তিনি খুলনার একটি রকমারি দোকানে পালাক্রমে কাজ করেন। তিনি প্রতিদিন একই সময়ে কাজে যান না। কোনো কোনো দিন তিনি সকাল ৯ টা থেকে বিকেল ৩টা পর্যন্ত প্রথম ভাগে কাজ করেন। অন্যদ্য দিন তিনি বিকেল ৩ টা থেকে রাত ৯ টা পর্যন্ত দ্বিতীয় ভাগে কাজ করেন। মনিরা সকালে সব সময় বাসে করে কাজে যান। বাস দোকানটির ঠিক সামনেই থাকে। বিকেলে তিনি সাধারণত রিকশা অথবা বেবি-ট্যাক্সিতে করে সেখানে যান। তিনি দুপুরের গরমের মধ্যে বাস স্ট্যাণ্ডে অপেক্ষা করতে পছন্দ করেন না। সে সময়ে বাসে সাধারণত অতিরিক্ত যাত্রী থাকে। তিনি সবসময় বাসে করে বাড়ি ফিরে আসেন। তিনি সারাক্ষণ দাঁড়িয়ে কাজ করেন এবং ক্রেতাদের সেবা প্রদান করেন। প্রায়ই তিনি কাজ শেষে ক্লান্ত হয়ে পড়েন। কিন্তু তিনি কিছু মনে করেন না। প্রত্যেক দিন তিনি নতুন নতুন মানুষের দেখা পান। তিনি তার কাজে আনন্দ পান।

4. Fill in the gaps with the appropriate words from the box. There are more words than you need.  $1 \times 5 = 5$

|        |       |           |          |
|--------|-------|-----------|----------|
| meets  | first | feels     | talking  |
| second | store | assistant | standing |

- (a) Monira works as a shop —.
- (b) She spends her working hours — and serving customers.
- (c) At the end of the day, she often — tired.
- (d) She returns home from the — by bus after finishing work.
- (e) She prefers a rickshaw or baby-taxi when she is on the — shift.

► More Questions

|          |           |              |        |
|----------|-----------|--------------|--------|
| bus      | customers | but          | shifts |
| rickshaw | time      | departmental | work   |

Ms. Monira Akter is a shop assistant and she works in a (a) — store in Khulna. She does not go to work at the same time every day because she works in different (b) —. She always uses a (c) — to go to work in the morning. During work, she serves the (d) — all the time. Although she often gets tired after (e) —, she finds her job interesting.

5. Write the correct answer from the alternatives.

$1 \times 5 = 5$

- (a) Why does Monira usually avoid taking the bus in the afternoon?
- The bus is expensive.
  - The bus is overcrowded.
  - The bus does not stop near the shop.
  - There is no bus service in the afternoon.
- (b) How does Monira return home after work?
- By rickshaw
  - By baby-taxi
  - By bus
  - On foot
- (c) The word 'over-crowded' means —.
- Empty
  - Too full of people
  - Well decorated
  - Shortage of buses
- (d) What does the word 'interesting' mean in the passage —.
- enjoyable
  - dull
  - boring
  - difficult
- (e) Monira finds her job interesting because she can —.
- meet new people every day
  - advise new people every day
  - gift new people every day
  - sell many products every day

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

$3 \times 5 = 15$

- (a) Why does Monira prefer rickshaw or baby-taxi in the afternoon?
- (b) Explain Monira Akter's daily working schedule.
- (c) How does Monira Akter travel to and from her workplace?
- (d) Why is Monira Akter satisfied with her job despite difficulties?
- (e) What shows that Monira Akter is a hardworking employee?

### Answer

4. Gap Filling.

- (a) assistant; (b) standing; (c) feels; (d) store; (e) second.

► More Questions

- (a) departmental; (b) shifts; (c) bus; (d) customers; (e) work.

5. MCQ

- (a) ii) The bus is overcrowded; (b) iii) By bus; (c) ii) Too full of people; (d) i) enjoyable; (e) (i) meet new people every day.

## 6. Short Questions

- Monira prefers rickshaw or baby-taxi in the afternoon because she dislikes waiting in the midday heat. Also, the bus is overcrowded at that time.
- Monira Akter works in shifts. On some days she works from 9:00 am to 3:00 pm. On other days she works from 3:00 pm to 9:00 pm. She does not go to work at the same time every day.
- Monira Akter goes to work by bus in the morning. In the afternoon, she usually goes by rickshaw or baby-taxi. After finishing work, she always comes back home by bus.
- Monira Akter is satisfied with her job despite difficulties because she enjoys meeting new people every day. She also finds her job interesting.
- Monira Akter works standing in the shop for long hours. As a result, she often feels tired but she continues her work without complaint. It shows that Monira Akter is a hardworking employee.

## Unseen Comprehension-18

Read the text and answer the following questions no. 4, 5 and 6:

Saikat Islam lives with his parents in a flat in Bogura. His father Mr. Rashidul Islam is a banker. But in his free time Mr. Islam writes stories and listens to music. Saikat's mother is Mrs. Monwara Islam. She is a housewife. In her free time she enjoys sewing. She makes dresses. She often gets orders from her friends and neighbours.

Saikat is in Class 5. He is a good student. He wants to improve his English, so he watches cartoons on TV every day. He also reads English books. He likes books about animals, especially tigers and lions.

অনুবাদ: সৈকত ইসলাম তার বাবা-মায়ের সাথে বগুড়ায় একটি ফ্ল্যাটে বাস করে। তার বাবা জনাব রাশিদুল ইসলাম একজন ব্যাংক কর্মকর্তা। তবে অবসর সময়ে জনাব ইসলাম পল্ল সেবেন এবং পান শোবেন। সৈকতের মা জনাবা মনোয়ারা ইসলাম। তিনি একজন পৃথিবী। তিনি তার অবসর সময়ে সেলাই করতে পছন্দ করেন। তিনি পোশাক তৈরি করেন। তিনি প্রায়ই তার বন্ধু-বান্ধব এবং প্রতিবেশীদের কাছ থেকে কাজের ফরমায়েশ পেয়ে থাকেন।

সৈকত পঞ্চম শ্রেণিতে পড়ে। সে একজন ভালো ছাত্র। সে তার ইংরেজি আরো ভালো করতে চায়, তাই সে প্রতিদিন টিভিতে কার্টুন দেখে। সে ইংরেজি বইও পড়ে। সে প্রাণী বিষয়ক বই পছন্দ করে, বিশেষ করে বাঘ এবং সিংহ বিষয়ক।

4. Fill in the blanks with appropriate word from the box. There are more words than you need.  $1 \times 5 = 5$

|         |        |         |         |
|---------|--------|---------|---------|
| improve | sewing | writing | reading |
| sews    | writes | bank    |         |

- Mr. Rashidul Islam works in a —.
- Saikat watches TV every day to — his English.
- Saikat is fond of — English books about animals.
- Saikat's father enjoys — stories in his free time.
- Mrs. Monwara Islam — clothes for her friends and neighbours.

## More Questions

|           |         |           |         |
|-----------|---------|-----------|---------|
| listening | maker   | stories   | watches |
| books     | animals | improving |         |

Mr. Islam has an interest in (a) — to music. His wife is a dress (b) —. Their son Saikat (c) — cartoons to learn English. He is a good boy who reads English (d) —. He has a great fascination for wild (e) —.

5. Write correct answer from the alternatives.  $1 \times 5 = 5$

(a) What do all the members of Saikat's family have in common?

- They all do something useful in their free time.
- They all earn money by selling things.
- They all love to read English storybooks.
- They all do official jobs in Bogura.

(b) When the passage says Mrs. Monwara "gets orders," it means she —.

- tells her neighbours what to do.
- receives requests to make dresses.
- buys clothes from a local market.
- orders food for her family members.

(c) In the sentence "He wants to improve his English," the word 'improve' most closely means —.

- to maintain
- to evaluate
- to upgrade
- to translate

(d) Which of the following is true about Saikat?

- He only reads books about animals.
- He dislikes reading his school books.
- He uses his TV for a good purpose.
- He wants to be a banker like his father.

(e) If Saikat goes to a bookshop, which book will he probably buy?

- 'A Bengali Story about Royal Bengal Tigers'
- 'How to Keep Dogs as Pets at Home'
- 'An English Book about Wild Animals'
- 'The Life of a Banker in Bogura'

6. Answer the following questions in sentence(s):

$3 \times 5 = 15$

- Why does Mr. Rashidul Islam write stories and listen to music?
- What does Mrs. Monwara Islam do in her free time?
- What can we learn about Saikat from his reading habit?
- Why does Saikat like books about tigers and lions? Give your opinion.
- How does the passage show that the Islam family uses free time wisely? Explain.

## Answer

4. Gap Filling

- bank; (b) improve; (c) reading; (d) writing; (e) sews.

► More Questions

- listening; (b) maker; (c) watches; (d) books; (e) animals.

5. MCQ

- (a) i) They all do something useful in their free time;  
(b) ii) receives requests to make dresses; (c) iii) to upgrade; (d) iii) He uses his TV for a good purpose;  
(e) iii) 'An English Book about Wild Animals'.

6. Short Questions

- (a) Mr. Rashidul Islam is a banker but he writes stories and listens to music in his free time because these activities are his hobbies. They help him enjoy his leisure time.  
(b) Mrs. Monwara Islam has sewing skills. So, she enjoys sewing in her free time. She also gets orders from her friends and neighbours.  
(c) We can learn that Saikat loves reading books. He enjoys reading English books, especially about animals. Reading such books helps him gain knowledge and improve his language skills.  
(d) Saikat probably likes books about tigers and lions because he loves animals. Tigers and lions are strong and interesting animals. Reading about them gives him enjoyment and knowledge.  
(e) Each member of the family does something useful in their free time. Mr. Islam writes stories, Mrs. Islam sews dresses, and Saikat improves his English. These activities show that they use their free time wisely.

Unseen Comprehension-19

Read the text and answer the following questions no. 4, 5 and 6:

What food is good food? Sometimes the food we like to eat isn't the healthiest food for us. The Food Pyramid helps us to understand the different food groups, and it tells us how much of each food group we should eat. We eat more of the foods at the bottom of the pyramid. What foods do you see at the bottom? These are things made from grain, for example, rice, ruti and bread. Potatoes are not grains, but they are similar. Grains give us energy.

Fruit and vegetables are in the next level of the pyramid. These are also very important for us. They have vitamins. They help our eyes and our health.

On the next level, there are fish, meat, dairy products, beans and lentils. Meat, fish and eggs have protein. Beans and lentils do, too!

Dairy products are milk and things made from milk. They help our teeth and bones. Protein and dairy make us strong.

Fat and oil are at the top of the Food Pyramid. These make food delicious, but our body does not need very much of them.

Sometimes we can't get food from all the different food groups. But when we have choices about food, we need to make good choices.

অনুবাদ: কোন খাদ্য ভালো খাদ্য? মাঝে মাঝে আমরা যেসব খাবার খেতে পছন্দ করি তা আমাদের জন্য সবচেয়ে স্বাস্থ্যকর খাবার নয়। খাদ্য পিরামিড আমাদের বিভিন্ন ধরনের খাবারের শ্রেণি বুঝতে সাহায্য করে, এবং কোন ধরনের খাবার কী পরিমাণ খাওয়া উচিত তা বলে দেয়।

খাদ্য পিরামিডের ছবিটার দিকে 'তাকাও'। আমরা পিরামিডের নিচের অংশের খাবারগুলো অধিক পরিমাণে খাই। তুমি নিচের অংশে কী কী খাদ্য দেখতে পাচ্ছ? এই জিনিসগুলো শস্যাদান দ্বারা তৈরি, উদাহরণস্বরূপ, ভাত, রুটি ও পাউরুটি। আলু শস্যাদান নয়, কিন্তু এগুলো একইরকম। শস্যাদান আমাদের শক্তি যোগায়।

পিরামিডের পরবর্তী ধাপে রয়েছে ফল ও শাকসবজি। এগুলোও আমাদের জন্য খুব গুরুত্বপূর্ণ। এগুলোতে ভিটামিন রয়েছে। এগুলো আমাদের চোখ ও স্বাস্থ্যের জন্য সহায়ক।

পরবর্তী ধাপে রয়েছে মাছ, মাংস, দুগ্ধজাত দ্রব্য, ডিম, মটরশুঁটি এবং ডাল। মাংস, মাছ এবং ডিমে প্রোটিন রয়েছে। মটরশুঁটি বা শিম জাতীয় খাবার এবং ডালেও তাই!

দুগ্ধজাত দ্রব্যগুলো হলো দুধ এবং দুধের তৈরি দ্রব্যসমূহ। এগুলো আমাদের দাঁত এবং হাড়ের জন্য সহায়ক। আমিষ এবং দুগ্ধজাত পণ্য আমাদেরকে শক্তিশালী করে।

খাদ্য পিরামিডের সবার উপরে রয়েছে চর্বি এবং তেল। এগুলো খাবারকে সুস্বাদু করে, কিন্তু আমাদের শরীরে এগুলোর খুব বেশি প্রয়োজন নেই।

কখনও কখনও আমরা ভিন্ন ভিন্ন খাদ্য শ্রেণির সবগুলো থেকে খাবার খেতে পারি না। তবে যখন আমাদের খাবার বাছাইয়ের সুযোগ থাকে তখন আমাদের ভালো খাবার নির্বাচন করা প্রয়োজন।

4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|         |           |        |          |
|---------|-----------|--------|----------|
| protein | delicious | oil    | vitamins |
| dairy   | energy    | grains |          |

- (a) Rice, ruti, and bread are examples of — found at the bottom of the pyramid.  
(b) Our body needs items like fish, meat, and — products to make us strong.  
(c) Fruits and vegetables are very important because they have — for our eyes.  
(d) Even though fat and oil make our food —, our body does not need much of them.  
(e) Things made from grain are very useful because they give us —.

► More Questions

|          |         |           |        |
|----------|---------|-----------|--------|
| vitamins | healthy | sharpness | energy |
| pyramid  | small   | choices   |        |

Sometimes the items we like to eat are not very

- (a) — for us. To solve this, we can follow the food  
(b) — to understand the different food groups. Foods at the bottom, like rice and bread, provide our bodies with (c) —. The next levels give us (d) — for our eyes and dairy to make our bones strong. When we are lucky enough to have options, we must make good (e) — about what we eat.

5. Write the correct answer from the alternatives.  $1 \times 5 = 5$
- (a) What is the main purpose of the Food Pyramid?
- To show which foods are expensive
  - To explain how food is produced
  - To guide people in choosing a balanced diet
  - To classify foods by taste
- (b) Which statement best explains why potatoes are mentioned with grains?
- Potatoes are actually grains.
  - Potatoes contain more protein than grains.
  - Potatoes serve a similar role in providing energy.
  - Potatoes are found in every country.
- (c) What kinds of food should we eat to make our teeth and bones strong?
- grains and potato
  - fat and oil
  - protein and dairy
  - fruit and vegetable
- (d) The word 'them' in the sentence "These make food delicious, but our body does not need very much of them" refers to —.
- dairy products
  - fruits and vegetables
  - fat and oil
  - grains
- (e) The word 'choices' in the last paragraph is closest in meaning to —.
- decisions
  - problems
  - habits
  - rules

6. Answer the following questions in sentence(s):

$3 \times 5 = 15$

- How can a person benefit from eating foods from all the food groups?
- Suppose a child refuses to eat vegetables. What health problems might arise from this habit?
- How does the passage encourage responsible decision-making about food?
- What lesson can we learn from the statement, "Sometimes we can't get food from all the different food groups"?
- Do you think the Food Pyramid is useful for children? Give reasons.

**Answer**

4. Gap Filling

- (a) grains; (b) dairy; (c) vitamins; (d) delicious; (e) energy.

► More Questions

- (a) healthy; (b) pyramid; (c) energy; (d) vitamins; (e) choices.

5. MCQ

- (a) (iii) To guide people in choosing a balanced diet; (b) (iii) Potatoes serve a similar role in providing energy.; (c) (iii) protein and dairy; (d) (iii) fat and oil; (e) (i) decisions.

6. Short Questions

- Each food group provides different nutrients that perform different functions in the body. Grains give energy, fruits and vegetables provide vitamins, and protein and dairy foods make us strong. Eating from all groups supports overall health and growth.
- Vegetables provide important vitamins that help maintain good health and support healthy eyesight. Without enough vegetables, the child may miss essential nutrients needed for proper growth. Over time, this could affect overall well-being.
- The passage teaches readers to think about nutrition rather than choosing food only for taste. It explains the benefits of different food groups and the importance of balance. This knowledge helps people make healthier choices.
- The statement reminds us that not everyone has the same food options available. However, it also encourages us to choose wisely whenever we do have choices. It teaches both understanding and responsibility regarding food.
- Yes, it helps children understand which foods are important for their growth and health. It also teaches them to eat a variety of foods instead of relying only on their favourites. This knowledge can lead to healthier eating habits.

**Unseen Comprehension-20**

Read the text and answer the following questions no. 4, 5 and 6:

Sima is at home today. She didn't go to school today because she is ill. She has a cough and a sore throat. She also feels very warm because she has a fever. She has the flu. The doctor visited Sima last night. She needs some medicine. He also told her what to do in order to get well soon. The doctor's advice: Eat food that gives your body energy. Try to eat, even if you aren't hungry. You need to be strong. Rest! Stay at home. Don't go to school or work. Drink a lot of water or juice. They are better than soft drinks. Are you coughing or sneezing? Cover your mouth and nose! Use a tissue, not your hand! Wash your hands regularly. Use your own plate, glass and cup. Other people can catch your illness from these things.

অনুবাদ: সিমা আজ বাসায়। সে আজ স্কুলে যায়নি, কারণ সে অসুস্থ। তার কাশি এবং গলায় ব্যথা। সে তার শরীরে অধিক তাপমাত্রা অনুভব করছে, কারণ তার জ্বর। তার ইনফ্লুয়েঞ্জা হয়েছে। গত রাতে ডাক্তার সিমাকে দেখতে এসেছিলেন। তার কিছু ঔষধ প্রয়োজন। তিনি তাকে এ-ও বলেছেন দুত সুস্থ হয়ে উঠতে হলে কী কী করতে হবে। ডাক্তারের উপদেশ: তোমার শরীরে শক্তি জোগায় এমন খাবার খাও। এমনকি তুমি যদি ক্ষুধার্ত বোধ না করো তবুও খেতে চেষ্টা করো। তোমার সবল হওয়া প্রয়োজন। বিশ্রাম নাও। বাড়িতে থাক। স্কুলে অথবা কাজে যেও না। প্রচুর পরিমাণে পানি অথবা ফলের রস পান করো। এগুলো কোমল পানীয় অপেক্ষা ভালো। তুমি কাশি অথবা হাঁচি দিচ্ছ? তোমার মুখ এবং নাক ঢেকে রাখ। টিস্যু ব্যবহার করো, তোমার হাত নয়। নিয়মিত তোমার হাত ধোও। তোমার নিজের খালা, গ্লাস এবং কাপ ব্যবহার করো। এই জিনিসগুলোর মাধ্যমে অন্যদের মাঝেও রোগ ছড়াতে পারে।

4. Fill in the blanks with appropriate word from the box. There are more words than you need.  $1 \times 5 = 5$

|           |       |        |            |
|-----------|-------|--------|------------|
| open      | fever | energy | prescribed |
| regularly | cover | pain   |            |

- (a) While sneezing, one needs to — one's mouth and nose with tissue.  
 (b) When we have —, we feel very warm.  
 (c) The doctor has — some medicine for Sima to get well.  
 (d) We should wash our hands —.  
 (e) Patient should try to eat, even if he/she is not hungry, to gain —.

► **More Questions**

|         |         |         |          |
|---------|---------|---------|----------|
| hungry  | sore    | advised | soreness |
| tissues | forbade | catch   |          |

Today, Sima is at home with the flu. She is experiencing symptoms like a (a) — throat, cough, and fever. The doctor (b) — that she requires medication and should focus on consuming energy-rich foods, even if not (c) —. She should also stay clean by using (d) — and washing her hands often so others do not (e) — her sickness.

5. Write the correct answer from the alternatives.  $1 \times 5 = 5$

- (a) Sima didn't go to school today because she is ill. Here the word 'because' is a/an —.  
 i) adjective                      ii) pronoun  
 iii) conjunction                iv) preposition  
 (b) Sima wants to recover quickly. According to the text, she should do all of the following except —.  
 i) drink juice or water  
 ii) study late at night  
 iii) eat food  
 iv) use a tissue  
 (c) Why did the doctor advise Sima to eat food even if she doesn't feel hungry?  
 i) To finish her food  
 ii) To give her energy and strength  
 iii) To stop food wasting  
 iv) To take her medicine  
 (d) Sima wants to have a drink. Which of these is the worst choice for her right now?  
 i) Fresh orange juice  
 ii) A glass of clean water  
 iii) A bottle of cold soft drink  
 iv) Coconut water  
 (e) If Sima coughs into her bare hands and then touches her brother's plate, what is most likely to happen?  
 i) Her hands will get clean.  
 ii) Her brother might catch the flu.  
 iii) The food will taste better.  
 iv) Sima will get well soon.

6. Answer the following questions in sentence(s):  $3 \times 5 = 15$

- (a) "Try to eat, even if you aren't hungry." — Explain it in your own words.  
 (b) Why does the doctor suggest Sima to take rest and not to go to school?

- (c) "Drink a lot of water and juice. They are better than soft drinks." Do you agree? Why?  
 (d) Why do you think we need to cover our mouth and nose while coughing or sneezing?  
 (e) Suppose, you are Sima. In such a physical condition what will you do and why?

**Answer**

4. **Gap Filling**

- (a) cover; (b) fever; (c) prescribed; (d) regularly; (e) energy.

► **More Questions**

- (a) sore; (b) advised; (c) hungry; (d) tissues; (e) catch.

5. **MCQ**

- a. iii) conjunction; b. ii) study late at night; c. ii) To give her energy and strength; d. iii) A bottle of cold soft drink; e. ii) Her brother might catch the flu.

6. **Short Questions**

- (a) When we are sick, we usually do not feel like eating anything. But the doctor says this because our body needs food to get the energy to fight the virus and help us become strong again.  
 (b) The doctor wants Sima to stay at home so her body can get enough rest to recover quickly. Also, staying away from school stops the flu germs from spreading to her friends and teachers.  
 (c) Yes, I completely agree. Water and fresh juice give our body vitamins and keep us hydrated. On the other hand, soft drinks have too much sugar and are not healthy for a patient.  
 (d) We need to cover our mouth and nose so that flu germs do not fly into the air. This simple habit protects our family and friends from catching our sickness.  
 (e) If I were Sima, I would stay in bed, drink lots of liquids, and use a tissue whenever I cough. I would do this because following the doctor's advice is the best and fastest way to get well soon.

**Unseen Comprehension-21**

Read the the text and answer the following question no. 4, 5 and 6.

A long time ago, when Raju was in Class 5, there was a fire in his school. Everyone was very afraid, but no one panicked. The teachers helped the students to leave the building quietly and safely. Soon the firefighters came and put out the fire. Raju watched the firefighters from the school yard. He thought about the fire and the firefighters for a long time. After college, Raju joined a volunteer fire department. As a volunteer, he didn't get any money for his work. But Raju didn't mind. Now Raju is a full-time firefighter. It is his job, so he earns money for it. Most of the time his work is putting out fires, but he also teaches new firefighters about

safety. He likes teaching very much. In his free time, Raju visits schools. He talks to students about fire safety. He tells them what to do if there is a fire. They shouldn't panic. They should listen to their teachers and leave the building quietly.

অনুবাদ: অনেক দিন আগে, যখন রাজু পঞ্চম শ্রেণিতে পড়তো তখন তাদের বিদ্যালয়ে আগুন লেগেছিল। সবাই খুব ভয় পেয়েছিল, কিন্তু কেউই আতঙ্কিত হয়নি। শিক্ষকরা শিক্ষার্থীদের শান্তভাবে এবং নিরাপদে ভবন ত্যাগ করতে সাহায্য করেছিলেন। কিছুক্ষণ পর দমকলকর্মীরা আসলো এবং আগুন নেভালো। রাজু বিদ্যালয় প্রাঙ্গণ থেকে দমকলকর্মীদের দেখল। সে দীর্ঘ সময় আগুন এবং দমকলকর্মীদের নিয়ে ভাবল। কলেজে অধ্যয়ন শেষে, রাজু একজন রেজিস্ট্রার হিসেবে দমকল বাহিনীতে যোগ দেয়। একজন রেজিস্ট্রার হিসেবে সে তার কাজের জন্য কোনো টাকা পেত না। কিন্তু রাজু মন খারাপ করত না।

এখন রাজু একজন পূর্ণকালীন দমকলকর্মী। এটা তার কাজ, তাই সে এর বিনিময়ে টাকা পায়। অধিকাংশ সময় তার কাজ আগুন নেভানো, কিন্তু সে নতুন দমকলকর্মীদেরকে নিরাপত্তা সম্পর্কেও শিক্ষাদান থাকে। সে শিক্ষাদান করা খুব পছন্দ করে। অবসর সময়ে রাজু বিদ্যালয় পরিদর্শনে যায়। সে শিক্ষার্থীদের সাথে অগ্নি নিরাপত্তা নিয়ে কথা বলে। যদি আগুন লাগে তবে কী করণীয় সে সম্পর্কে সে তাদেরকে দিক নির্দেশনা দেয়। তাদের আতঙ্কিত হওয়া উচিত নয়। তাদের উচিত তাদের শিক্ষকদের কথা শোনা এবং শান্তভাবে ভবন ত্যাগ করা।

4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|      |         |               |         |
|------|---------|---------------|---------|
| when | pleased | fire-fighters | decided |
| wise | safety  | extinguish    |         |

- (a) The firefighters came to Raju's school to — the fire.  
 (b) Raju was — to work as a volunteer.  
 (c) Raju did not get salary for his work — he was a volunteer firefighter.  
 (d) It is — to leave the school building quietly when there is a fire.  
 (e) Raju — in his student life that he would be a fire-fighter.

► More Questions

|          |        |           |      |
|----------|--------|-----------|------|
| created  | helped | witnessed | true |
| panicked | also   | observed  |      |

Raju (a) — a fire when he was a primary level student. He then (b) — how his teachers helped the students. He (c) — saw how the fire-fighters put out fire. That incident (d) — a desire in his mind to be a fire-fighter in future. His desire came (e) — after his college life.

5. Write the correct answer from the alternatives. 1×5=5

- (a) The incident of fire in Raju's school gave him —  
 i) only fear ii) inspiration also  
 iii) benefits iv) lot of courage  
 (b) As a/an — Raju visits schools in his leisure time  
 i) volunteer fire-fighter  
 ii) full-time fire-fighter  
 iii) apprentice fire-fighter  
 iv) dutiful student  
 (c) "He thought about the fire and the firefighter —" This line indicate —  
 i) fear of going to school again  
 ii) disappointment about the accident  
 iii) interest in becoming a firefighter  
 iv) intention to leave the school forever

- (d) After his college education, Raju initially became a —.

- i) volunteer fire-fighter  
 ii) part-time fire-fighter  
 iii) full-time fire-fighter  
 iv) trainer

- (e) Getting panicked during a fire means —.

- (i) inviting more danger  
 (ii) saving oneself  
 (iii) helping others in danger  
 (iv) alerting others

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

3×5=15

- (a) Which incident inspired Raju to be a firefighter?  
 (b) What do you mean by volunteer firefighter?  
 (c) Why do you think Raju's work as a full-time firefighter is important?  
 (d) What students are advised to do by Raju when there is fire?  
 (e) Why should you not panic if there is any fire in your school?

Answer

4. Gap Filling

- (a) extinguish; (b) pleased; (c) when; (d) wise;  
 (e) decided.

► More Questions

- (a) witnessed; (b) observed; (c) also; (d) created;  
 (e) true.

5. MCQ

- a. ii) inspiration also; b. ii) full-time fire-fighter;  
 c. iii) interest in becoming a firefighter; d. i) volunteer fire-fighter; e. i) inviting more danger.

6. Short Questions

- (a) During Raju's student life, he experienced a fire that made everyone afraid. He then closely observed how the firefighters put out fire. That incident created a deep interest in him to be a firefighter in future.  
 (b) When one starts working as a fire fighter without any salary, he/she is called a volunteer firefighter.  
 (c) I think Raju's work as a full-time firefighter is important because he saves lives and property by putting out fires. He also teaches people and new firefighters about fire safety.  
 (d) When there is fire, students shouldn't panic. Instead, they should listen to their teachers and leave the building quietly.  
 (e) If there is any fire in my school, I should not get panicked. If I get panicked, I may fail to decide what to do actually at that important moment and it may bring any sad incident.

**Unseen Comprehension-22**

Read the text and answer the following questions no. 4, 5 and 6:

One day, a hare was walking in the forest when he saw a tortoise. The hare was the fastest animal in the forest. The tortoise was the slowest animal in the forest. The hare called out to the tortoise, "Hurry up! You are so slow! Can't you walk faster? Can't you run?"

The tortoise felt angry and said to the hare, "Why don't we have a race? Maybe I can win!"

The hare laughed and laughed. "Sure! I will win!" the hare said. They agreed to start next to a big tree and finish at the river. Then they called their friends to watch. The hare stood beside the tortoise and the race began.

The hare ran quickly and in a few minutes the hare was out of sight. The hare said to himself, "The tortoise is very far behind. I can see the finish line. I have time for a nap!" Soon the hare was asleep under a tree next to the path.

The tortoise walked steadily, on and on. He didn't stop. Soon, he passed the sleeping hare.

The hare slept for an hour. When he finally woke up, he looked at the finish line. He couldn't believe his eyes! Tortoise was almost at the finish line! The hare ran as fast as he could, but it was too late. The tortoise crossed the finish line and won the competition! The hare was furious!

The tortoise looked back at the hare and smiled. Then he said, "Slow but steady wins the race!"

অনুবাদ: একদিন এক খরগোশ বনের মধ্য দিয়ে হাঁটার সময় এক কচ্ছপকে দেখতে পেল। খরগোশ ছিলো বনের দ্রুততম প্রাণী। কচ্ছপ ছিল বনের সবচেয়ে ধীর গতিসম্পন্ন প্রাণী। খরগোশটি কচ্ছপটিকে ডাকল "তাড়াতাড়ি করো! তুমি খুবই ধীর! তুমি কি আর একটু দ্রুত হাঁটতে পারো না? তুমি কি দৌড়াতে পারো না?"

কচ্ছপটি রেগে গেল এবং খরগোশটিকে বলল, "আমরা একটি দৌড় প্রতিযোগিতা করি না কেন? আমি হয়তো জিততে পারি!"

খরগোশটি হাসল আর হাসল। "অবশ্যই! আমিই জিতব!" খরগোশটি বলল। তারা একটি বিশাল গাছের পাশ থেকে শুরু করে নদীর ধারে শেষ করার সিদ্ধান্ত নিল। তারপর তারা তাদের বন্ধুদের দেখার জন্য ডাকল। খরগোশটি কচ্ছপটির পাশে দাঁড়াল এবং দৌড় শুরু হলো।

খরগোশটি দ্রুত দৌড়ালো এবং কয়েক মিনিটের মধ্যে দৃষ্টির বাইরে চলে গেল। খরগোশটি নিজে নিজে বলল, "কচ্ছপটি তো অনেক পিছনে। আমি শেষ সীমানা দেখতে পাচ্ছি। আমার কিছুটা ঘুমানোর মতো সময় আছে।" শীঘ্রই পথের ধারের একটি গাছের নিচে খরগোশটি ঘুমিয়ে পড়ল।

কচ্ছপটি অবিচলভাবে হাঁটতেই থাকল। সে থামল না। শীঘ্রই সে ঘুমন্ত খরগোশকে অতিক্রম করল।

খরগোশটি এক ঘণ্টা ঘুমালো। অবশেষে যখন সে জেগে উঠল, সে শেষ সীমানার দিকে তাকালো। সে তার নিজের চোখকে বিশ্বাস করতে পারল না। কচ্ছপটি প্রায় শেষ সীমানাতে ছিল! খরগোশটি যত দ্রুত সম্ভব দৌড়াতে লাগল, কিন্তু অনেক দেরি হয়ে গেছে। কচ্ছপটি শেষ সীমানা অতিক্রম করল এবং প্রতিযোগিতায় জয়লাভ করল। খরগোশটি প্রচণ্ড রেগে গেল।

কচ্ছপটি খরগোশের দিকে ফিরে তাকাল এবং হাসল। তারপর সে বলল, "যে ধীর কিন্তু অবিচল সেই প্রতিযোগিতায় জয়লাভ করে।"

4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|         |         |           |             |
|---------|---------|-----------|-------------|
| invited | slowest | beginning | competition |
| finish  | loved   | steady    |             |

- (a) The hare ran at the — of the race.  
 (b) The — started next to a big tree.  
 (c) The tortoise walked in a — manner.  
 (d) They — their friends to watch the race.  
 (e) The tortoise reached the — line first.

► More Questions

|       |         |         |        |
|-------|---------|---------|--------|
| slept | race    | walking | steady |
| fast  | talking | nap     |        |

One day, while (a) — in the forest a hare saw a tortoise. The hare was very (b) — but the tortoise was very (c) —. They decided to have a (d) —. The hare ran very quickly but later he (e) — under a tree.

5. Write the correct answer from the alternatives. 1×5=5

(a) Where did the story take place?

- i) In a desert ii) In a forest  
 iii) In a city iv) Near a river

(b) What challenge did the tortoise give the hare?

- i) Fight ii) Game  
 iii) Jump iv) Race

(c) Why did the hare sleep during the race?

- i) He was very tired  
 ii) He was very afraid then  
 iii) He was sick then  
 iv) He thought he would win easily

(d) Who were invited to watch the race?

- i) Their friends  
 ii) Their relatives  
 iii) All the animal of the jungle  
 iv) A clever fox

(e) The similar meaning of the word 'angry' is —.

- i) delighted ii) proud  
 iii) furious iv) wicked

6. Answer the following questions in sentence (s). 3×5=15

- (a) Why did the tortoise challenge the hare?  
 (b) What happened when the race started?  
 (c) Why did the hare lose the race?  
 (d) Where did they agree to start from and finish the race?  
 (e) What lesson do we learn from this story?

**Answer**

4. Gap Filling.

- (a) beginning; (b) competition; (c) steady; (d) invited; (e) finish.

► More Questions

- (a) walking; (b) fast; (c) steady; (d) race; (e) slept.

5. MCQ

- a. ii) In a forest; b. iv) Race; c. iv) He thought he would win easily; d. i) Their friends; e. iii) furious.

## 6. Short Questions

- The tortoise challenged the hare because the hare laughed at him for being slow. At this, the tortoise felt angry and challenged him to a race.
- When the race started, the hare ran very fast. He went far ahead of the tortoise. He thought that he would win easily. But the tortoise walked slowly.
- The hare lost the race because he was very confident about winning. So, he stopped to take a nap under a tree. But, the tortoise kept walking steadily and won the race.
- They agreed to start the race next to a big tree. They also decided to finish the race at the river.
- From the story, we learn that slow and steady wins the race. We should not be overconfident. Continuous hard work is important. Steadiness brings success.

## Unseen Comprehension-23

Read the text and answer the following questions no. 4, 5 and 6:

A person's birthday is a special day. This is the date when the person was born. People around the world celebrate birthdays in different ways. In many countries, people celebrate with a cake. There are candles on the cake. There is one candle for each year of the person's life. People sing a song for the person. At the end of the song, the person blows out the candles.

In some countries, there is often a party for a child's birthday. The child's friends come to the home. There is special food, like sweets. The children play games and sing. The friends often bring a birthday gift for the child. The gifts are wrapped in colourful paper. The gift may be a toy, a book or some clothes. In some countries, the friends don't bring gifts. The most important thing is to enjoy the day and spend time with friends and family.

অনুবাদ: কোনো ব্যক্তির জন্মদিন হলো একটি বিশেষ দিন। এই তারিখেই ব্যক্তিটি জন্মগ্রহণ করেছিলেন। সারা বিশ্বের লোকজন বিভিন্ন উপায়ে জন্মদিন পালন করে থাকে। অনেক দেশে লোকজন কেক দিয়ে জন্মদিন উদ্‌যাপন করে। কেকের ওপর মোমবাতি থাকে। ব্যক্তিটির জীবনের প্রতিটি বছরের জন্য একটি করে মোমবাতি থাকে। সবাই ব্যক্তিটির জন্য গান গায়। গানের শেষে, ব্যক্তিটি ফুঁ দিয়ে মোমবাতিগুলো নিভিয়ে দেয়।

কিছু কিছু দেশে শিশুর জন্মদিনে প্রায়ই অনুষ্ঠানের আয়োজন করা হয়ে থাকে। শিশুটির বন্ধুরা তার বাড়িতে আসে। সেখানে বিশেষ খাবার, যেমন মিষ্টান্ন থাকে। শিশুরা খেলাধুলা করে এবং গান গায়। শিশুটির বন্ধুরা প্রায়শ তার জন্য উপহার নিয়ে আসে। উপহারগুলো রঙিন কাগজে মোড়ানো থাকে। উপহারটি হতে পারে খেলনা, বই অথবা কোনো পোশাক। কিছু কিছু দেশে বন্ধুরা উপহার নিয়ে আসে না। সবচেয়ে গুরুত্বপূর্ণ বিষয় হলো দিনটি উপভোগ করা এবং বন্ধু ও পরিবারের সাথে সময় কাটানো।

4. Fill in the blanks with appropriate word from the box. There are more words than you need.  $1 \times 5 = 54$ .

|        |            |         |         |
|--------|------------|---------|---------|
| on     | celebrated | wrap    | special |
| placed | around     | candles |         |

- A birthday is a — day to a person.
- Candles are — on the birthday cake.
- In a birthday party, there are usually a birthday cake and some —.

(d) People — the gifts in colourful paper.

(e) Children — the world have fun on birthday.

## More Questions

|         |       |            |           |
|---------|-------|------------|-----------|
| parties | gifts | birthday   | colourful |
| moments | cake  | celebrates |           |

A birthday is a special day that (a) — the date a person was born. In many countries, children have birthday (b) — where friends come, play games, enjoy special food, and sometimes bring (c) —. However, the most important part of a (d) — celebration is spending happy (e) — with friends and family.

5. Write the correct answer from the alternatives.

$1 \times 5 = 5$

(a) Birthday celebration — from country to country.

- varies
- very
- vary
- varys

(b) If a cake has ten candles on it, what can most likely be concluded?

- The candles cost ten taka
- Ten friends came to the party
- The person is ten years old
- The party lasted ten hours

(c) When does a person blow out the candles?

- Before the birthday song
- While singing the birthday song
- After the birthday song
- In the middle of the birthday song

(d) In some countries friends don't bring gifts because —.

- gifts are expensive
- their customs are different
- the friends want to stop gift-giving
- the children of those countries dislike gifts

(e) A person's age can be told by counting —.

- gifts
- gusts
- toys
- the candles

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

$3 \times 5 = 15$

- Why is a birthday a special day for a person? How does he/she celebrate the day?
- How do many people celebrate birthdays?
- What happens at a child's birthday party in some countries?
- What kinds of gifts do friends bring to a birthday party?
- What is the most important thing about celebrating a birthday?

## Answer

4. Gap Filling

- special; (b) placed; (c) candles; (d) wrap; (e) around.

## More Questions

- celebrates; (b) parties; (c) gifts; (d) birthday; (e) moments.

5. MCQ

- a) i) varies; (b) iii) The person is ten years old; (c) iii) After the birthday song; (d) ii) their customs are different; (e) iv) the candles.

6. Short Questions

- (a) A birthday is a special day for a person because it marks the date when he/she is born. He/She celebrates the day every year and spends the day with family and friends. Undoubtedly, it is a happy occasion for him/her.
- (b) Many people celebrate birthdays with a cake. The cake usually has candles, one for each year of the person's life. Friends and family sing a birthday song. At the end of the song, the person blows out the candles.
- (c) In some countries, at a child's birthday party, friends come to the child's home. They bring birthday gifts, play games, sing songs, and enjoy special foods like sweets. Everyone makes a fun together.
- (d) Friends often bring gifts to a birthday party for the child. The gifts may be toys, books, or clothes. Usually the gifts are wrapped in colourful paper.
- (e) The most important thing about celebrating a birthday is to enjoy the day and spend time with friends and family. Sharing happiness together makes the celebration special.

**Unseen Comprehension-24**

Read the text and answer the following questions no. 4, 5 and 6:

It's a beautiful spring day. Maria gets up early. She feels happy. She knows that it's a nice day because she puts her hand on the glass of the window. It is very warm. She opens the window and the singing of the birds fills the room. She can smell the flowers outside her home. They smell sweet and fresh. After Maria gets dressed and has her breakfast, she puts her books in her bag. She is ready for school.

Maria is a lot like any other students in her neighbourhood. She goes to school and likes to be with her friends. But Maria cannot see the beautiful spring day. She cannot see the flowers, the blue sky, or the singing birds. She cannot see the new green leaves on the trees. She cannot see these because she is visually impaired. She has been unable to see since she was born. But Maria is happy. She goes to school everyday. She can learn the information because she reads Braille. Braille is a script that uses raised dots. Each letter is made from dots. People move their fingers across the raised dots to read. Maria learned to read Braille as a young child. Her books at school are in Braille. She enjoys reading poems and history. Maria's teacher says that she is a good learner.

অনুবাদ: এটি একটি সুন্দর বসন্তের দিন। মারিয়া ভোরে ঘুম থেকে উঠে। তার ভালো লাগছে। সে জানে এটি একটি সুন্দর দিন, কারণ সে তার হাত জানালার কাঁচের ওপর রেখেছে। এটি খুব উষ্ণ। সে জানালা খোলে এবং পাখির গানে তার ঘর ভরে ওঠে। সে তার বাসার বাইরে থাকা ফুলগুলোর গন্ধ পাচ্ছে। তাদের গন্ধ মিষ্টি ও সতেজ। মারিয়া স্কুলের পোশাক পড়ার পর এবং সকালের নাস্তার পর তার বইগুলো ব্যাগে রাখে। সে স্কুলের জন্য তৈরি।

মারিয়া অনেকটা তার পাড়ার অন্য যেকোনো শিক্ষার্থীদের মতোই। সে স্কুলে যায় এবং তার বন্ধুদের সাথে থাকতে পছন্দ করে। কিন্তু মারিয়া সুন্দর বসন্তের দিনটি দেখতে পায় না। সে ফুলগুলো, নীল আকাশ অথবা গান গাওয়া পাখিগুলোকে দেখতে পায় না। সে দেখতে পায় না গাছের নতুন সবুজ পাতাগুলো। সে এসব দেখতে পায় না কারণ সে দৃষ্টিশক্তিহীন। সে জন্ম থেকেই দেখতে অক্ষম।

কিন্তু মারিয়া সুখী। সে প্রতিদিন স্কুলে যায়। সে তথ্য জানতে পারে কারণ সে ব্রেইল পড়ে। ব্রেইল এক ধরনের লিপি যাতে উঁচু বিন্দু ব্যবহার করা হয়। প্রতিটি অক্ষর বিন্দু দিয়ে তৈরি। মানুষ উপরে উঁচু বিন্দুগুলোর ওপর আঙুলের স্পর্শ নিয়ে পড়ে থাকে। মারিয়া খুব ছোট বয়স থেকেই ব্রেইল পড়া শিখেছে। তার স্কুলের বইগুলো ব্রেইলে লেখা। সে কবিতা এবং ইতিহাস পড়া উপভোগ করে। মারিয়ার শিক্ষক বলেন সে একজন ভালো শিক্ষার্থী।

4. Fill in the blank with appropriate word from the box. There are more words than you need. 1×5=5

|          |        |         |       |
|----------|--------|---------|-------|
| impaired | learns | singing | blind |
| see      | happy  | well    |       |

- (a) It is a beautiful spring day, and Maria wakes up early feeling —.
- (b) When she opens the window, she hears birds — and senses the fresh smell of flowers.
- (c) She is unable to see the beauty of nature because she is visually —.
- (d) She — her lessons through Braille, which uses raised dots for reading.
- (e) Her teacher appreciates her efforts and she performs — in her studies.

► More Questions

|           |      |        |         |
|-----------|------|--------|---------|
| Braille   | good | warmth | unhappy |
| beautiful | see  | tool   |         |

Maria wakes up early on a beautiful spring day. She senses the (a) — of the morning, hears birds singing, and smells fresh flowers. Maria is visually impaired and cannot (b) — the world around her. But she is not (c) —. She studies well using (d) —, a writing system with raised dots. Her teacher praises her because she is a (e) — student.

5. Write the correct answers from the alternatives.

1×5=5

- (a) What helps Maria realize that it is a nice spring day even though she cannot see it?
- The sound of traffic outside
  - The warmth of the window glass
  - The smell of flowers outside her home
  - The school bell ringing
- (b) Which of the following best describes Maria's condition?
- She has hearing impairment
  - She is unable to see
  - She has speech difficulty
  - She has walking disability

- (c) Which word is a pronoun in the sentence "She can learn the information"?  
i) can ii) She  
iii) learn iv) information
- (d) What are "raised dots" in Braille?  
i) Printed letters on paper  
ii) Small printed shapes on paper  
iii) Elevated marks felt by fingers  
iv) Painted symbols on pages
- (e) Why is Maria able to study even though she cannot see?  
i) She goes to school regularly  
ii) She studies at home attentively  
iii) She reads Braille books  
iv) She takes help from teachers

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

2×5=10

- (a) How can Maria understand that it's a nice day?  
(b) How is Maria different from other students in her neighbourhood?  
(c) Why do you think Maria is happy even though she cannot see?  
(d) How does Braille help Maria in her education?  
(e) "She is a good learner." – What does it mean to you actually?

**Answer**

4. Gap Filling

- (a) happy; (b) singing; (c) impaired; (d) learns; (e) well.

► More Questions

- (a) warmth; (b) see; (c) unhappy; (d) Braille; (e) good.

5. MCQ

- (a) ii) The warmth of the window glass; (b) ii) She is unable to see; (c) ii) She; (d) iii) Elevated marks felt by fingers; (e) iii) She reads Braille books.

6. Short Questions

- (a) Although Maria cannot see, she can understand that it is a nice day through her other senses. She feels the warmth of the window glass, hears the birds singing, and smells the sweet, fresh flowers outside her home.
- (b) Maria is different from other students in her neighbourhood because she is visually impaired. Unlike other students, she reads and learns through Braille instead of printed books.
- (c) Maria is happy even though she cannot see because her visual impairment doesn't stop her from enjoying life. She goes to school regularly, learns through Braille, enjoys reading poems and history, and spends time with her friends.
- (d) Braille helps Maria by allowing her to read and learn through raised dots that she can feel with her fingers. It enables her to study subjects like poems and history despite her inability to see.

- (e) The statement means that Maria learns her lessons quickly and effectively even though she cannot see. She also understands her lessons well, and performs well in her studies.

**Unseen Comprehension-25**

Read the text and answer the following questions no. 4, 5 and 6:

Last January I went to a cub camporee. It was my first visit to a cub camporee and it was my first time away from home! A camporee is a gathering of cubs from different parts of Bangladesh. Cubs all over the world have their own camporees.

The cub camporee took place in Sreemangal under Moulvibazar district. To get there, we travelled from Dhaka to Sreemangal by train. We arrived in the morning, so the weather was nice. We walked to our camp from the train station. There were 10 of us and two leaders. We were a big group, so we didn't take any rickshaws. We walked together in our group. It wasn't very far. At the camp, we cleaned up the area, set up our tents and prepared our breakfast. After breakfast, we played games with cubs from other parts of Bangladesh. Then we had lunch. We cooked rice and chicken. In the afternoon and evening, we sang songs and recited poems. It was fun! At night, we slept in our tents.

The next day, after the camporee, we went to Lowachara National Park. It was very interesting. We took a walk beside a small stream in the forest. Our leaders told us to be very quiet because the animals are frightened by noise. We walked quietly up a small hill, and suddenly we heard something in the trees above our heads. We looked up and saw a gibbon. It was moving quickly through the trees.

After our visit to Lowachara National Park, we went to the Nilkantha Tea Cabin. This is a famous place to drink tea in Sreemangal. The Nilkantha Tea Cabin sells a glass of tea of different colours and flavours. It was amazing! I will never forget my visit to Lowachara National Park. It was a great day!

অনুবাদ: গত জানুয়ারিতে আমি একটি কাব ক্যাম্পের গিয়েছিলাম। এটি ছিল কাব ক্যাম্পের আমার প্রথম ভ্রমণ এবং বাড়ি থেকে আমার প্রথম দূরে কোথাও যাওয়া। ক্যাম্প হলো বাংলাদেশের বিভিন্ন স্থান থেকে আগত কাবদের একটি নির্দিষ্ট স্থানে জমায়েত। সারা বিশ্বের কাবদের নিজস্ব ক্যাম্পের রয়েছে।

কাব ক্যাম্পের অনুষ্ঠিত হয়েছিল মৌলভীবাজার জেলার অন্তর্গত শ্রীমঙ্গলে। সেখানে যেতে, আমরা ঢাকা থেকে ট্রেনে করে শ্রীমঙ্গল গিয়েছিলাম। আমরা সকালে পৌঁছেছিলাম, তাই আবহাওয়া ছিল চমৎকার। আমরা ট্রেন স্টেশন থেকে আমাদের ক্যাম্পে হেঁটে গিয়েছিলাম। আমরা ছিলাম দশজন আর ছিল দুজন দলপতি। আমাদের দলটি বড় ছিল বিধায় আমরা কোনো রিক্সা নেইনি। আমরা একসাথে দলবন্দ্য হয়ে হাঁটছিলাম। এটি খুব একটা দূরে ছিল না। ক্যাম্পে আমরা এলাকাটি পরিষ্কার করলাম, তাঁবু খাটলাম এবং সকালের নাস্তা প্রস্তুত করলাম। সকালের নাস্তার পর, আমরা বাংলাদেশের অন্যান্য স্থান থেকে আগত কাবদের সাথে খেলাধুলা করেছিলাম। এরপর আমরা দুপুরের আহার করেছিলাম। আমরা ভাত ও মুরগির মাংস রান্না করেছিলাম। বিকাল ও সন্ধ্যাবেলা আমরা গান গেয়েছিলাম এবং কবিতা আবৃত্তি করেছিলাম। এটি দারুণ মজার ছিল। রাতে আমরা নিজদের তাঁবুতে ঘুমিয়েছিলাম।

পরের দিন ক্যাম্পুরির পর আমরা লাউয়াছড়া ন্যাশনাল পার্কে গিয়েছিলাম। এটি ছিল বেশ চমকপ্রদ। আমরা বনের মধ্যে একটা ছোট স্রোতস্রিনীর পাশ দিয়ে হেঁটেছিলাম। আমাদের দল নেতারা আমাদেরকে একদম চুপ থাকতে বলেছিলেন কারণ পশুপাখিরা শোরগোল করলে ভয় পেয়ে যায়। আমরা নিঃশব্দে একটি ছোট পাছাড়ে উঠলাম, এবং হঠাৎ আমাদের মাথার ওপরের পাছগুলোতে কী যেন শুনতে পেলাম। আমরা উপরে তাকালাম এবং একটি উদ্ভুক (দীর্ঘবাহুবিশিষ্ট বানর) দেখতে পেলাম। এটি গাছের মধ্য দিয়ে দ্রুত চলাচল করছিল।

লাউয়াছড়া ন্যাশনাল পার্কে যোরাফেরার পর আমরা নীলকণ্ঠ টী কেবিনে গিয়েছিলাম। শ্রীমঙ্গলে চা পানের জন্য এটি একটি বিখ্যাত স্থান। নীলকণ্ঠ টী কেবিন এক গ্রাসে সাত রঙের বিভিন্ন স্বাদের চা বিক্রি করে থাকে। এটি ছিল অসাধারণ! আমি লাউয়াছড়া ন্যাশনাল পার্কে আমার ভ্রমণটি কোনো দিন ভুলব না। এটি একটি অসাধারণ দিন ছিল।

**4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5**

|          |          |        |         |
|----------|----------|--------|---------|
| tents    | all over | gather | amazing |
| cultural | groups   | cub    |         |

- Cubs — in a camporee.
- There are many — participating in a camporee.
- The whole trip especially the Nilkantha Tea Cabin was — and unforgettable.
- In the evening, they arranged a — programme.
- Cubs came in the camporee from — Bangladesh.

► **More Questions**

|          |       |         |      |
|----------|-------|---------|------|
| tents    | meals | gather  | team |
| cultural | time  | enjoyed |      |

Last January, the writer attended a cub camporee in Sreemangal. It was the writer's first (a) — staying away from home. They travelled from Dhaka by train with their (b) —. At the camp, they pitched (c) —, prepared (d) —, took part in games, and (e) — singing songs and reciting poems with other cubs.

**5. Write the correct answer from the alternatives. 1×5=5**

- Which activity did the cubs not do at the camp?
  - Cooking food
  - Playing games
  - Climbing mountains
  - Singing songs
- The instruction to remain quiet in the forest suggests that —.
  - the forest was dangerous
  - animals fear noise
  - the leaders were strict
  - it was a rule of the camp
- Which of the following best describes the writer's first experience away from home?
  - Unpleasant but educational
  - Difficult and tiring
  - Exciting and memorable
  - Short and meaningless

**(d) What can be assumed about the cubs' teamwork?**

- They worked separately.
- They depended on leaders only.
- They cooperated in activities.
- They avoided responsibilities.

**(e) The word 'frightened' in the passage is closest in meaning to —.**

- excited
- scared
- angry
- tired

**6. Answer the following questions in sentence(s):**

3×5=15

- Why do you think the writer found the camporee more memorable than an ordinary trip?
- Have you ever gone to any such program in your life? If not, do you want to participate in it and why?
- Why do you think the leaders asked the cubs to remain quiet in the forest? What might happen if they didn't?
- Why was teamwork important during the camp activities? Give examples from the passage.
- What qualities can be learned from the camporee experience? Explain in 2/3 sentences.

**Answer**

**4. Gap Filling**

- (a) gather; (b) groups; (c) amazing; (d) cultural; (e) all over.

► **More Questions**

- (a) time; (b) team; (c) tents; (d) meals; (e) enjoyed.

**5. MCQ**

- (a) (iii) Climbing mountains; (b) (ii) animals fear noise; (c) (iii) Exciting and memorable; (d) (iii) They cooperated in activities.; (e) (ii) scared.

**6. Short Questions**

- The camporee was the writer's first time away from home, which made it special. They also shared many activities like cooking, playing, and singing with other cubs. Meeting new people and working together added excitement. These unique experiences made the trip more memorable than an ordinary journey.
- No, I have not yet got any opportunity to participate in such type of program. But I will definitely participate in it if I get an opportunity to do so. I think it will teach me discipline, fellow feeling and some practical skills of life.
- I think the leaders wanted the cubs to stay quiet so that they would not scare the animals. Wild animals are sensitive to noise and may run away if they feel disturbed. If the cubs made loud sounds, they might not see any animals at all. It could also disturb the natural environment.

- (d) Teamwork was important because many activities needed cooperation. The cubs worked together to clean the area, set up tents, and cook meals. Doing these tasks as a group made the work easier and faster. It also helped them build friendship and understanding.
- (e) The camporee teaches cooperation, as everyone worked together in different tasks. It also develops discipline, such as following rules in the forest and listening to leaders. The cubs learn responsibility by doing their own work.

### Unseen Comprehension-26

Read the text and answer the following questions no. 4, 5 and 6:

Babul and his family live on the island of Dublar Char. Life is good for the family now, but that wasn't true after Cyclone Aila. Babul doesn't remember Cyclone Aila, but his parents often talk about that terrible night in 2009.

Babul's father had a grocery shop and his mother worked in a fish farm. They had a small house that they shared with Babul's grandparents. Babul was just a baby, but his sister Nipa was six years old.

Babul's father told him what happened that day. There was light rain in the morning on 25 May. In the afternoon, the wind started to blow and people began to run for their homes. Babul's father closed his shop and his mother came home. His grandparents checked the family's emergency kit. Their torch was working and they had extra batteries. They put the torch, batteries and first aid kit in a plastic box.

By the evening, the river was rising. The winds of Cyclone Aila shook the walls of the house as if there was an earthquake. Everyone was afraid. Nipa began to cry. Suddenly, there was an awful noise and the family's roof blew away! The sky was dark, but the family could see trees flying over their heads. Grandmother still says she saw fish flying through the sky.

অনুবাদ: বাবুল এবং তার পরিবার দুবলার চর দ্বীপে বাস করে। পরিবারটির জন্য জীবন-যাপন এখন সুখকর, কিন্তু ঘূর্ণিঝড় আইলার পর এমনটা ছিল না। ঘূর্ণিঝড় আইলার কথা বাবুলের মনে নেই, কিন্তু তার বাবা-মা প্রায়ই ২০০৯ সালের সেই ভয়াবহ রাতের কথা বলে থাকেন।

বাবুলের বাবার একটি মুদি দোকান ছিল এবং তার মা একটি মাছের খামারে কাজ করতেন। তাদের একটি ছোট ঘর ছিল যেখানে তারা বাবুলের দাদা-দাদিকে সাথে নিয়ে বাস করতেন। বাবুল ছিল নিত্যন্তই শিশু, কিন্তু তার বোন নিপার বয়স ছিল ছয় বছর।

সেদিন সন্ধ্যায় বাবুলের বাবা তাকে বলেছেন। ২৫ মে সকালে হালকা বৃষ্টি হচ্ছিল। বিকেল বেলা, বাতাস বইতে শুরু করে এবং লোকজন তাদের বাড়ির উদ্দেশ্যে ছুটেতে থাকে। বাবুলের বাবা তার দোকান বন্ধ করলেন এবং তার মা বাড়ি ফিরে আসলেন। তার দাদা-দাদি পরিবারের জবুরি জিনিসপত্র যাচাই করে নিলেন। তাদের টর্চটি কাজ করছিল এবং সাথে অতিরিক্ত ব্যাটারিও ছিল। তারা একটি প্রাস্টিকের বাক্সে টর্চ, ব্যাটারি এবং প্রাথমিক চিকিৎসার জিনিসপত্র রাখলেন।

সন্ধ্যার মধ্যেই নদীর পানি বৃদ্ধি পাচ্ছিল। ঘূর্ণিঝড় আইলার ঝড়ো বাতাস ঘরের দেয়ালকে এমনভাবে নাড়াচ্ছিল যেন মনে হচ্ছিল ভূমিকম্প হচ্ছে। সবাই ভয় পেয়েছিল। নিপা কাঁদতে শুরু করল। হঠাৎ বিকট আওয়াজ হলো এবং পরিবারটির ঘরের চাল উড়ে গেল। আকাশ ছিল অন্ধকার, কিন্তু পরিবারটি তাদের মাথার ওপর গাছপালা উড়ে যেতে দেখল। দাদি এখনও বলেন তিনি আকাশে মাছ উড়তে দেখেছেন।

4. Fill in the blanks with appropriate word from the box. There are more words than you need. 1×5=5

|        |         |        |       |
|--------|---------|--------|-------|
| blown  | shaking | worked | shook |
| closed | share   | check  |       |

- (a) Babul's family had a small house to — with his grandparents.
- (b) Back in 2009, Babul's mother — in a fish farm.
- (c) The wind of Cyclone Aila was — the walls of the house.
- (d) Suddenly, the roof of their house was — away.
- (e) The grandparents quickly went to — the emergency kit.

### More Questions

|          |            |         |      |
|----------|------------|---------|------|
| roof     | trees      | cyclone | fish |
| terrible | earthquake | shook   |      |

Cyclone Aila hit the island very hard in the evening. The river rose fast, and strong winds (a) — the walls of the house. The house vibrated so much that it felt like a real (b) —. Suddenly, there was a scary noise, and the house's (c) — blew away into the dark sky. The wind was so strong that (d) — flew right over their heads. Even (e) — were blown out of the water and flying through the air.

5. Write the correct answer from the alternatives.

1×5=5

- (a) What does the first paragraph tell us about Babul's family?
- How their life changed
  - What Babul remembers
  - That they are always sad
  - That they want to leave the island
- (b) During the storm, Nipa cried because she —.
- lost her favourite toy box
  - understood the real danger
  - got hit by a flying tree
  - wanted to go outside
- (c) The writer compares the wind to an earthquake to show the storm's —.
- actual danger to the ground
  - terrible shaking force
  - sudden breaking of the river
  - loud warning sound
- (d) Grandmother's memory of seeing "fish flying" highlights the storm's —.
- unbelievable power
  - damage to the fish farm
  - magical force in the sky
  - effect on old eyes

(e) Keeping extra batteries inside the box proved the grandparents knew —.

- the torch was broken
- the dark would last long
- the shop was empty
- the box was too big

6. Answer the following questions in sentence(s):

3×5=15

- Why did Babul's grandparents use a plastic box instead of a paper or wooden box?
- What does the word "rising" mean in the sentence "the river was rising"?
- What two other things would you put in an emergency bag for a natural disaster and why?
- "Grandmother still says she saw fish flying through the sky." Explain the sentence in your own words.
- What are the first three things you should do after a cyclone warning?

### Answer

4. Gap Filling

- (a) share; (b) worked; (c) shaking; (d) blown; (e) check.

► More Questions

- (a) shook; (b) earthquake; (c) roof; (d) trees; (e) fish.

5. MCQ

- (a) i) How their life changed; (b) ii) understood the real danger; (c) ii) terrible shaking force; (d) i) unbelievable power; (e) ii) the dark would last long.

6. Short Questions

- Babul's grandparents used a plastic box instead of a paper or wooden box to protect the emergency items from rain and floodwater. A plastic box keeps things dry and safe during a cyclone.
- In the sentence, "rising" means that the water level of the river was going up. It showed that the cyclone was becoming stronger and the danger of flooding was increasing.
- I would put drinking water and dry food in the emergency bag. These items are important because they help people survive when help is not immediately available.
- Grandmother remembers the cyclone very clearly and often talks about it. The wind was so strong that it seemed as if fish were flying in the sky. This sentence highlights the terrible power of Cyclone Aila.
- First, I would listen carefully to the cyclone warning and tell my family about it. Next, I would prepare an emergency kit with necessary items. Finally, I would move to a safe place or cyclone shelter if needed.

### Unseen Comprehension-27

Read the text and answer the following questions no. 4, 5 and 6:

What sound does a frog make? Croak, croak! It isn't a beautiful sound. But, a long time ago, frogs had beautiful voices. They could sing more beautiful than the birds. This all changed because of one frog named Bluster.

Bluster had the most beautiful voice of all the animals. When he sang, all the other animals came to hear him. They enjoyed listening to him. "Please teach us how to sing!" the animals asked. But Bluster always answered in the same way. "No, no. My voice is mine. I cannot share it," he said.

One morning, Moxie the rabbit and Pluck the lizard talked to the fox and the rat. "Bluster has such a big, beautiful voice. Surely, he can share it with us," said Moxie. They agreed. Bluster should share his voice with them. It was such a big voice. Each animal could have just a small piece of it. Bluster could share his voice with each animal.

The animals talked and talked late into the afternoon. They made a plan to take Bluster's voice. They decided not to tell the birds. But, they didn't have to tell them! The birds were sitting in the tree and they heard the animals' plan.

At midnight, Pluck and Moxie quietly went to Bluster's home. Bluster was sleeping in his bed, and without making a sound, they took his voice! They put it into a glass jar.

অনুবাদ: ব্যাঙ কী ধরনের আওয়াজ করে? ক্রোক, ক্রোক! এটা সুন্দর আওয়াজ নয়। কিন্তু, অনেক দিন আগে, ব্যাঙদের সুন্দর কণ্ঠস্বর ছিল। তারা পাখিদের চেয়েও অনেক সুন্দর করে গাইতে পারত। ব্লাস্টার নামের এক ব্যাঙের জন্য সব বদলে গিয়েছে।

সব প্রাণীর মধ্যে ব্লাস্টারের সবচেয়ে সুন্দর কণ্ঠস্বর ছিল। যখন সে গাইতো, অন্য সকল প্রাণী তার গান শুনতে আসত। তারা তার গান শুনে খুব আনন্দ পেত। প্রাণীরা তাকে বলল, "অনুগ্রহ করে আমাদেরকে কীভাবে গাইতে হয় শেখাও।" কিন্তু ব্লাস্টার সবসময় একই কথা বলতো। সে বলতো, "না, না। আমার কণ্ঠস্বর শুধুই আমার। এটা আমি ভাগাভাগি করতে পারি না।"

একদিন সকালে মক্সি খরগোশ এবং প্লাক টিকটিকি শেয়াল ও ইঁদুরের সাথে কথা বলল। "ব্লাস্টারের কত উচ্চ এবং মধুর কণ্ঠস্বর আছে। অবশ্যই, সে আমাদের সাথে এটি ভাগাভাগি করতে পারে," মক্সি বলল। তারা সম্মত হলো। ব্লাস্টারের উচিত তাদের সাথে কণ্ঠ ভাগাভাগি করা। এটি ছিল এমনই বিশাল কণ্ঠ। প্রতিটি প্রাণীই এর ছোট একটি টুকরো পেতে পারে। ব্লাস্টার তার কণ্ঠ প্রতিটি প্রাণীর সাথেই ভাগাভাগি করতে পারত।

প্রাণীরা বিকাল পর্যন্ত আলোচনা করেই গেল। তারা ব্লাস্টারের কণ্ঠ নিয়ে নেয়ার পরিকল্পনা করলো। তারা পাখিদের না বলার সিদ্ধান্ত নিল। কিন্তু, তাদেরকে বলার দরকার হলো না। পাখিরা গাছেই বসে ছিল এবং তারা প্রাণীদের পরিকল্পনা শুনে ফেলল।

মধ্যরাতে, প্লাক ও মক্সি চুপিচুপি ব্লাস্টারের বাড়িতে গেল। ব্লাস্টার তার বিছানায় ঘুমাচ্ছিল, এবং কোনো শব্দ না করেই, তারা তার কণ্ঠ নিয়ে নিল। তারা এটিকে একটি কাঁচের জারে রাখল।

4. Fill in the blanks with appropriate word from the box. There are more words than you need.  $1 \times 5 = 5$

|         |           |        |       |
|---------|-----------|--------|-------|
| animals | enjoy     | agreed | share |
| plan    | beautiful | frogs  |       |

- (a) In the past, frogs had — voices and could sing better than birds.  
 (b) Bluster refused to — his voice with the other animals.  
 (c) All the — came to listen when Bluster sang.  
 (d) The animals finally — that Bluster should divide his voice among them.  
 (e) The animals made a secret — to take Bluster's voice.

► More Questions

|          |           |       |       |
|----------|-----------|-------|-------|
| sleeping | plan      | sleep | voice |
| animals  | beautiful | put   |       |

Bluster's (a) — attracted all the creatures around him. However, he refused to share it with the other (b) —. As a result, they made a secret (c) — to take it away. At midnight, Moxie and Pluck entered his home while he was (d) —. They then (e) — the stolen voice in a glass jar.

5. Write the correct answer from the alternatives.

$1 \times 5 = 5$

- (a) Why did the animals decide to take Bluster's voice?  
 (i) They disliked his singing.  
 (ii) They felt he was unfair in refusing to share it.  
 (iii) They wanted to punish all frogs.  
 (iv) They wanted to give it to the birds.  
 (b) Which character trait of Bluster is most evident in the story?  
 (i) Generosity (ii) Courage  
 (iii) Selfishness (iv) Honesty  
 (c) The word "Surely" in the sentence "Surely, he can share it with us" expresses —.  
 (i) doubt (ii) certainty  
 (iii) fear (iv) anger  
 (d) The phrase "without making a sound" suggests that Pluck and Moxie were —.  
 (i) frightened (ii) careful  
 (iii) confused (iv) tired  
 (e) Which event happened first?  
 (i) The birds heard the animals' plan.  
 (ii) Bluster refused to share his voice.  
 (iii) Pluck and Moxie stole the voice.  
 (iv) The animals made a plan.

6. Answer the following questions in sentence(s):

$3 \times 5 = 15$

- (a) Why do you think the animals first asked Bluster to teach them instead of taking his voice?  
 (b) What does Bluster's refusal to share his voice tell us about his character?  
 (c) Do you think the animals were justified in taking Bluster's voice? Explain your opinion.  
 (d) How did the birds find out about the plan to steal the voice?  
 (e) If you were there, what better advice could you give to the animals?

Answer

4. Gap Filling

- (a) beautiful; (b) share; (c) animals; (d) agreed; (e) plan.

- More Questions

- (a) voice; (b) animals; (c) plan; (d) sleeping; (e) put.

5. MCQ

- (a) (ii) They felt he was unfair in refusing to share it.; (b) (iii) Selfishness; (c) (ii) certainty; (d) (ii) careful; (e) (ii) Bluster refused to share his voice.

6. Short Questions

- (a) The animals respected Bluster's talent and wanted to learn from him fairly. They hoped he would willingly share his gifted voice with them. But when he repeatedly refused, they began to find another solution.  
 (b) Bluster's refusal shows that his selfish and proud. He only cares about himself and does not want anyone else to be as good as him.  
 (c) No, I don't think so. The animals had a reason to feel upset because Bluster refused to help them. However, taking his voice without permission was dishonest and unfair.  
 (d) The birds find out about the secret plan because the other animals were discussing it late into the afternoon. Since the birds were quietly sitting in the trees nearby, they simply overheard the entire conversation.  
 (e) If I were there, I would advise the animals to respect Bluster's decision, because stealing someone else's talent is never the right thing to do. Instead, I would suggest they practice singing together every day to naturally improve their own voice.



সুপার সাজেশন

পরীক্ষার জন্য সর্বাধিক গুরুত্বপূর্ণ প্রশ্ন— Unseen Comprehension No. 1, 2, 3, 4, 6, 7, 9, 10, 12, 13