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প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি)

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উপমডিউল ৪ ইংরেজি



প্রশিক্ষণ ম্যানুয়াল



প্রাথমিক শিক্ষা অধিদপ্তর



জাতীয় প্রাথমিক শিক্ষা একাডেমি

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বিশ্বায়নের যুগে শিক্ষকের পেশাগত উন্নয়নের ধারাবাহিকতা রক্ষার জন্য প্রশিক্ষণের কোনো বিকল্প নেই। পরিবর্তিত শিক্ষা ব্যবস্থার আলোকে শিক্ষার্থীকে বিশ্বমানের করে গড়ে তুলতে শিক্ষক প্রশিক্ষণের মডেল সব সময় পরিবর্তনের ও পরিমার্জনের দাবি রাখে। শিক্ষকের প্রায়োগিক দক্ষতা বৃদ্ধির জন্য এবং প্রশিক্ষণকে অর্থবহ করতে আমাদের প্রশিক্ষণ ব্যবস্থার সবসময় সমন্বয় করা হয়।

শিক্ষার্থীদের নির্ধারিত যোগ্যতা অর্জন বা কার্যকর শিখনের সবচেয়ে গুরুত্বপূর্ণ উপাদান হচ্ছেন শিক্ষক। তবে শিক্ষকের যথাযথ প্রস্তুতির অভাবে শিক্ষার্থীর উন্নয়ন পরিকল্পিতভাবে সম্পন্ন হয় না। আবার প্রশিক্ষণ উপকরণ, প্রশিক্ষণ ব্যবস্থাপনা, প্রশিক্ষকের মান ইত্যাদির ন্যূনতার কারণেও শিক্ষকের কাজিত উন্নয়ন ব্যাহত হয়। যার পরিপ্রক্ষিতে একজন শিক্ষকের বিষয়বস্তু ও কার্যকর শিখন-শেখানো কৌশল সম্পর্কে সম্যক ধারণা থাকা জরুরি।

প্রাথমিক শিক্ষার গুণগত মান অর্জনের লক্ষ্যে প্রাথমিক পর্যায়ের শিক্ষকদের প্রশিক্ষণের জন্য প্রবর্তিত ডিপিএড (ডিপ্লোমা-ইন-প্রাইমারিএডুকেশন) কোর্স এযাবতকাল মানসম্মত শিক্ষক বিনির্মাণে ভূমিকা রেখেছে। পরবর্তীতে ডিপিএড ইফেক্টিভনেস স্টাডি-এর মাধ্যমে ও সময়ের পরিক্রমার সাথে ডিপিএড কোর্সের সামঞ্জস্য বিধানের লক্ষ্যে ডিপিএড কোর্স পরিমার্জন করে ১০ মাসব্যাপী পরিমার্জিত ডিপিএড (প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ-বিটিপিটি) কোর্সটি চালু করা হয়। পরবর্তীতে বিটিপিটি ইফেক্টিভনেস স্ট্যাডি, মনিটরিং রিপোর্ট ও স্টেক হোল্ডারদের নিকট থেকে প্রাপ্ত তথ্যের ভিত্তিতে বিটিপিটি কোর্সের পিটিআই অধিবেশনভিত্তিক ও অনুশীলনভিত্তিক (৭ মাস ও ৩ মাস) সময়কালে ব্যাপক পরিবর্তন আনা হয়। পরিবর্তিত সময়সূচির সাথে সামঞ্জস্য বিধানের লক্ষ্যে চলমান বিটিপিটি কোর্সে এই পরিমার্জন অপরিহার্য হয়ে পড়ে। শিক্ষক প্রশিক্ষণের যেকোনো কোর্স পরিচালনার মূল লক্ষ্য হলো প্রাথমিক শিক্ষাক্রম ও সংশ্লিষ্ট শিখন সামগ্রীর সফল বাস্তবায়ন। ইতোমধ্যে শিক্ষাক্রমে যেমন ব্যাপক রূপান্তর ঘটেছে তেমনি শিক্ষার্থীদের জন্য প্রণীত পাঠ্যপুস্তকের পরিমার্জনের কাজও চলমান।

বিদ্যালয়ের সার্বিক উন্নয়ন ও মানসম্মত প্রাথমিক শিক্ষা নিশ্চিতকরণে শিক্ষকগণের পেশাগত জ্ঞান ও প্রায়োগিক দক্ষতার মধ্যে কার্যকর নেতৃত্বের বিকাশ এবং শিক্ষকতা পেশায় সফলতা অর্জনের জন্য প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ গ্রহণ করা জরুরি। এ প্রশিক্ষণের মাধ্যমে পেশাগতজ্ঞান ও উপলব্ধি, পেশাগত অনুশীলন ও মূল্যবোধের বিকাশ সাধনের মাধ্যমে দক্ষ, সৃজনশীল, সহযোগিতামূলক মনোভাবাপন্ন, অভিযোজনক্ষম এবং প্রতিফলনমূলক অনুশীলন ও জীবনব্যাপী শিখনে আগ্রহী শিক্ষক তৈরি হবেন বলে আশা করা যায়।

এ প্রশিক্ষণ মডিউল ও উপমডিউল প্রণয়ন, উন্নয়ন ও পরিমার্জনে যাঁরা অক্লান্ত পরিশ্রম করেছেন তাঁদের প্রতি আমি বিশেষভাবে কৃতজ্ঞ। মডিউল ও উপমডিউল সম্পাদনা ও পরিমার্জনের কাজে নিয়োজিত ব্যক্তিবর্গকে ধন্যবাদ জানাই।

পিটিআইতে শিক্ষক-প্রশিক্ষণে ব্যবহৃত বিভিন্ন মডিউলের আওতায় উপমডিউলসমূহ নতুনভাবে প্রাণসঞ্চার করবে বলে আমি আশা করি।



(আবু তাহের মোঃ মাসুদ রানা)

সচিব

প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়

প্রসঙ্গকথা

বাংলাদেশের প্রাথমিক পর্যায়ের শিক্ষকদের প্রশিক্ষণের জন্য প্রবর্তিত ডিপিএড (ডিপ্লোমা-ইন-প্রাইমারি এডুকেশন) কোর্স এযাবতকাল মানসম্মত শিক্ষক বিনির্মাণে ভূমিকা রেখেছে। কিন্তু সময়ের পরিক্রমা ও যুগের চাহিদার সাথে যুৎসই পরিবর্তনের প্রত্যাশা নিয়ে ডিপিএড ইফেক্টিভনেস স্টাডি (DPEd Effectiveness Study) ও অন্যান্য গবেষণার ফলাফলের ভিত্তিতে কোর্সটি পরিমার্জন করে প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বেসিক ট্রেনিং ফর প্রাইমারি টিচারস-বিটিপিটি) কোর্স চালু করা হয়। শিক্ষক প্রশিক্ষণের যেকোনো কোর্স পরিচালনার মূল লক্ষ্য হলো প্রাথমিক শিক্ষাক্রম এর সফল বাস্তবায়ন ও সংশ্লিষ্ট শিখন সামগ্রীর যথাযথ ব্যবহার। ইতোমধ্যে শিক্ষাক্রমে যেমন ব্যাপক রূপান্তর ঘটেছে তেমনি শিক্ষার্থীদের জন্য প্রণীত পাঠ্যপুস্তকেরও পরিমার্জনের কাজ চলমান। তাই সময়ের প্রয়োজনে প্রশিক্ষণ ব্যবস্থায় সংস্কার ও যুগোপযোগী করার প্রয়োজনীয়তা সামনে এসে দাঁড়িয়েছে। এরই ধারাবাহিকতায় প্রশিক্ষণকে যুগোপযোগী করার লক্ষ্যে পিটিআই পর্যায়ে ১০ মাসব্যাপী প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি) কোর্সটি পরিমার্জন সময়ের দাবী হয়ে ওঠে। পরিমার্জিত প্রশিক্ষণটিতে প্রশিক্ষণার্থীগণ ০৭ মাস পিটিআইতে সরাসরি প্রশিক্ষণ এবং ০৩ মাস প্রশিক্ষণ/পরীক্ষণ/অনুশীলন বিদ্যালয়ে তাত্ত্বিক পেশাগত জ্ঞানের অনুশীলন করার সুযোগ পাচ্ছে।

এতে করে শিক্ষক প্রশিক্ষণার্থীগণ পিটিআইতে তাত্ত্বিক জ্ঞান অর্জনের পাশাপাশি অনুশীলন করবে। অনুশীলন বিদ্যালয়ে পেশাগত জ্ঞানের অনুশীলন এবং প্রয়োগের মাধ্যমে দক্ষতার উৎকর্ষ সাধন করবে। এতে করে শিক্ষক প্রশিক্ষণার্থীগণ প্রাপ্ত জ্ঞান নিজ বিদ্যালয়ে প্রয়োগ করে মানসম্মত শিক্ষা বাস্তবায়নে অগ্রণী ভূমিকা পালন করতে পারবেন।

শিক্ষার্থীদের নির্ধারিত যোগ্যতা অর্জন বা কার্যকর শিখনের সবচেয়ে গুরুত্বপূর্ণ উপাদান হচ্ছেন শিক্ষক। তবে শিক্ষকের যথাযথ প্রস্তুতির অভাবে শিক্ষার্থীর উন্নয়ন পরিকল্পিতভাবে সম্পন্ন হয় না। আবার প্রশিক্ষণ উপকরণ, প্রশিক্ষণ ব্যবস্থাপনা, প্রশিক্ষকের মান ইত্যাদির দুর্বলতার কারণেও শিক্ষকের কাজকর্ত উন্নয়ন ঘটে না। এ কারণে একজন শিক্ষকের বিষয়বস্তু, বিষয়গত জ্ঞান, কার্যকর শিখন-শেখানো পদ্ধতি ও কৌশল এবং মূল্যায়ন পদ্ধতি সম্পর্কে ধারণা থাকা জরুরি।

১০ মাসব্যাপী প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণের (বিটিপিটি) আওতায় এ ম্যানুয়ালগুলোতে বর্ণিত অধিবেশনসমূহ হতে প্রাপ্ত তথ্য শিক্ষকগণকে সরকারি চাকরির বিধি-বিধান পরিচালন ও শ্রেণি পাঠদানে তাঁর অবদান রাখতে সহায়তা করবে। অংশীজনের মতামত ও চাহিদার ভিত্তিতে এই মডিউলসমূহের বিষয়বস্তু নির্ধারণ করা হয়েছে। নির্বাচিত বিষয়বস্তুর আলোকে জাতীয় পর্যায়ের দক্ষ ও অভিজ্ঞ ব্যক্তিবর্গ কর্তৃক বিষয়বস্তুর পরিমার্জন ও ক্ষেত্রবিশেষে উন্নয়ন করা হয়েছে। পরবর্তী সময়ে ব্যবহারকারী ও বিশেষজ্ঞগণের মতামত নিয়ে চূড়ান্ত করা হয়েছে।

মেধা ও নিরলস শ্রম দিয়ে এ মডিউল ও উপমডিউলসমূহ প্রণয়ন, উন্নয়ন ও পরিমার্জনে যঁারা অবদান রেখেছেন তাঁদের প্রতি আমি বিশেষভাবে ধন্যবাদ জ্ঞাপন করছি।



(আবু নূর মোঃ শামসুজ্জামান)

মহাপরিচালক

প্রাথমিক শিক্ষা অধিদপ্তর

অবতরণিকা

জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ) ১৯৭৮ সালে প্রতিষ্ঠিত হবার পর থেকেই প্রাথমিক বিদ্যালয়ের শিক্ষকগণের দীর্ঘমেয়াদি সার্টিফিকেট-ইন-এডুকেশন (সিইনএড) এবং পরবর্তীতে ২০১২ সাল থেকে চালু হওয়া ডিপ্লোমা- ইন-প্রাইমারি এডুকেশন (ডিপিএড) প্রশিক্ষণের প্রশিক্ষণ ডিজাইন, প্রশিক্ষণ সামগ্রী উন্নয়ন ও বাস্তবায়নে কার্যক্রম পরিচালনা করেছে। সর্বশেষ ২০২৩ সালের জুলাই মাস থেকে আরম্ভ হওয়া পরিমার্জিত ডিপিএড (প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ-বিটিপিটি) বাস্তবায়নে কাজ করেছে।

বিটিপিটি প্রশিক্ষণটি প্রচলিত সিইনএড ও ডিপিএড কোর্স থেকে ধ্যানধারণাগত দিক থেকে এবং বাস্তবায়ন প্রক্রিয়ায় সম্পূর্ণ নতুন। কোর্সটিকে যুগের চাহিদার সাথে সমন্বয় করা এবং মানসম্মত করার লক্ষ্যে কোর্স সামগ্রী ও নির্দেশিকা সামগ্রীগুলোতে পরিমার্জন প্রয়োজন হয়। সে অনুসারে ২০২১ সাল থেকে এই প্রশিক্ষণটির কারিকুলাম প্রণয়ন, প্রশিক্ষণ ডিজাইন, প্রশিক্ষণ সামগ্রী উন্নয়নের কাজ আরম্ভ হয়। ২০২৩ সালের জুলাই মাসে পাইলটিংভিত্তিতে নির্ধারিত ১৫টি পিটিআইতে বিটিপিটি প্রশিক্ষণ বাস্তবায়ন করা হয়। পাইলটিং কার্যক্রম পরিচালনার সময় জাতীয় প্রাথমিক শিক্ষা একাডেমি মনিটরিং কার্যক্রম পরিচালনা করে। পাইলটিংয়ের ফলাফল এবং মনিটরিং প্রতিবেদনের ভিত্তিতে বিটিপিটি প্রশিক্ষণের বাস্তবায়ন প্রক্রিয়া, মূল্যায়ন ব্যবস্থা এবং ম্যানুয়াল ও তথ্যপুস্তকগুলো পরিমার্জন করা হয়। পরবর্তীতে বিটিপিটি ইফেক্টিভনেস স্টাডি ও স্টেক হোল্ডারদের নিকট থেকে প্রাপ্ত তথ্যের ভিত্তিতে বিটিপিটি কোর্সের পিটিআই-ভিত্তিক অধিবেশন ও অনুশীলন সময়কাল ১০ মাস (৭ মাস ও ৩ মাস) নির্ধারণ করা এবং মূল্যায়ন ও অন্যান্য ক্ষেত্রে পরিমার্জন করা হয়।

এই মডিউলগুলো নতুন চাহিদাভিত্তিক পরিমার্জিত সংস্করণ। প্রাথমিক বিদ্যালয়ের শিক্ষার্থীদের চাহিদা ও আগ্রহ জেনে শিক্ষার্থীদের সার্বিক উন্নয়নে শিক্ষকদের কাজ করার দক্ষতা বৃদ্ধিতে এই মডিউল এবং তথ্যপুস্তকসমূহ সহায়ক হবে বলে আমাদের বিশ্বাস। জাতীয় প্রাথমিক শিক্ষা একাডেমির তত্ত্বাবধানে এই পরিমার্জন কাজে প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, প্রাথমিক শিক্ষা অধিদপ্তর, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, প্রাথমিক শিক্ষক প্রশিক্ষণ ইন্সটিটিউট, উপজেলা রিসোর্স সেন্টার, জেলা প্রাথমিক শিক্ষা অফিসার, সহকারী জেলা প্রাথমিক শিক্ষা অফিসার, উপজেলা প্রাথমিক শিক্ষা অফিসার, উপজেলা সহকারী প্রাথমিক শিক্ষা অফিসারসহ প্রাথমিক শিক্ষার মাঠপর্যায়ের প্যাডাগোজি ও এন্ড্রাগোজি বিশেষজ্ঞগণ কাজ করেছেন। সকলের সম্মিলিত প্রচেষ্টায় এই ম্যানুয়াল এবং তথ্যপুস্তকসমূহ মানসম্মত ম্যানুয়াল এবং তথ্যপুস্তকে পরিণত হয়েছে। সুষ্ঠুভাবে দায়িত্ব পালনের জন্য আমি তাঁদেরকে আন্তরিক ধন্যবাদ জানাই।

প্রাথমিক শিক্ষা অধিদপ্তরের মহাপরিচালক, অতিরিক্ত মহাপরিচালকবৃন্দ, পরিচালক (প্রশিক্ষণ) এবং অন্যান্য কর্মকর্তাবৃন্দ ম্যানুয়াল ও তথ্যপুস্তকসমূহ উন্নয়ন ও পরিমার্জনে বিভিন্নভাবে সহায়তা ও পরামর্শ প্রদান করায় তাঁদেরকে আন্তরিকভাবে কৃতজ্ঞতা জানাই। অনুরূপভাবে প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের সচিব মহোদয়, অতিরিক্ত সচিববৃন্দ, যুগ্মসচিববৃন্দ এবং অন্যান্য কর্মকর্তা ও প্রতিনিধিদের প্রত্যক্ষ উপস্থিতি ও সুচিন্তিত মতামত এই ম্যানুয়াল এবং তথ্যপুস্তকসমূহ কাঙ্ক্ষিত মানে উন্নীত করা সম্ভব হয়েছে। সেজন্য আমি তাঁদের প্রতি আন্তরিক কৃতজ্ঞতা জ্ঞাপন করছি। এয়াড়া, কৃতজ্ঞতা জ্ঞাপন করছি জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ) এর সকল কর্মকর্তা ও কর্মচারীদের প্রতি যাদের ঐকান্তিক প্রচেষ্টা, মেধা ও মননের ব্যবহার এবং নিরলস পরিশ্রমের ফলে তথ্যপুস্তক ও ম্যানুয়ালসমূহ এত অল্প সময়ে সুচারুরূপে সম্পন্ন করা সম্ভব হয়েছে।

পরিশেষে আমি মনে করি এই পরিমার্জিত ম্যানুয়াল ও তথ্যপুস্তকসমূহ পিটিআই ইন্সট্রাক্টর ও প্রশিক্ষণার্থীসহ সংশ্লিষ্ট কর্মকর্তাদের জন্য সহায়ক হবে। একইসঙ্গে এর যথাযথ ব্যবহার প্রাথমিক শিক্ষার সামগ্রিক মানোন্নয়নের ক্ষেত্রে গুরুত্বপূর্ণ ভূমিকা পালন করবে।



(ফরিদ আহমদ)

মহাপরিচালক

জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ)

ময়মনসিংহ

English Manual Introduction

The revised DPED (BTPT) Training Manual: English is a comprehensive resource for primary school teachers who want to develop their professional skills. It covers a wide range of topics, including the features of the national primary curriculum for English, teaching four language skills, letter and rhyme teaching, lesson planning, vocabulary teaching, pronunciation teaching, grammar teaching, and assessment. It also includes micro-teaching and simulation activities to help trainee teachers build confidence in their teaching. The sessions are designed to be interactive and engaging, so that trainee teachers can actively participate in their learning.

Aims

To improve the English language teaching skills of trainee teachers in Bangladesh.

Objectives

- To introduce the trainee teachers to the Primary English Curriculum.
- To train the trainee teachers on how to plan, teach, and assess primary English effectively;
- To develop the ability to use different child-centric methods and activity-based techniques to meet the needs of diverse learners;
- To deliver English lessons in a way that is aligned with the EfT and Teacher's Guide;

Methods and Techniques

The methods and techniques used in the learning process are based on the participatory approach. This encourages participants to actively participate in their learning by engaging through various activities such as discussion, pair work, group work, demonstration, individual work, question-answer, brainstorming, presentation, whole group work, language games, drilling, role play, small group work, case studies, debates, role plays, micro-teaching, and simulations.

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Session- 1**Primary English Curriculum**

Learning outcomes: By the end of the session, the participants will be able to

- explain the formation of the primary English curriculum;
- relate the primary curriculum with the EfT contents.

Time: 90 minutes

Methods and Techniques: question-answer, discussion, demonstration.

Materials: EfTs (Class: 1-5), English Curriculum 2021, worksheet.

Activity-A**Formation of the Primary English Curriculum****Time: 40 mins.**

1. Exchange greetings with the participants.
2. Ask their opinion about the ‘curriculum’.

Possible Answer:

The curriculum is a roadmap for guidance on what students need to know and be able to do and how their learning will be assessed.

3. Ask about their concept on the flow of the curriculum formation.
Then, share the flow of curriculum formation.

Possible Answer:

Core competencies → Subject-based terminal competencies → Class-wise attainable competencies → Learning outcomes → Contents → Teaching-learning activities → Assessment.

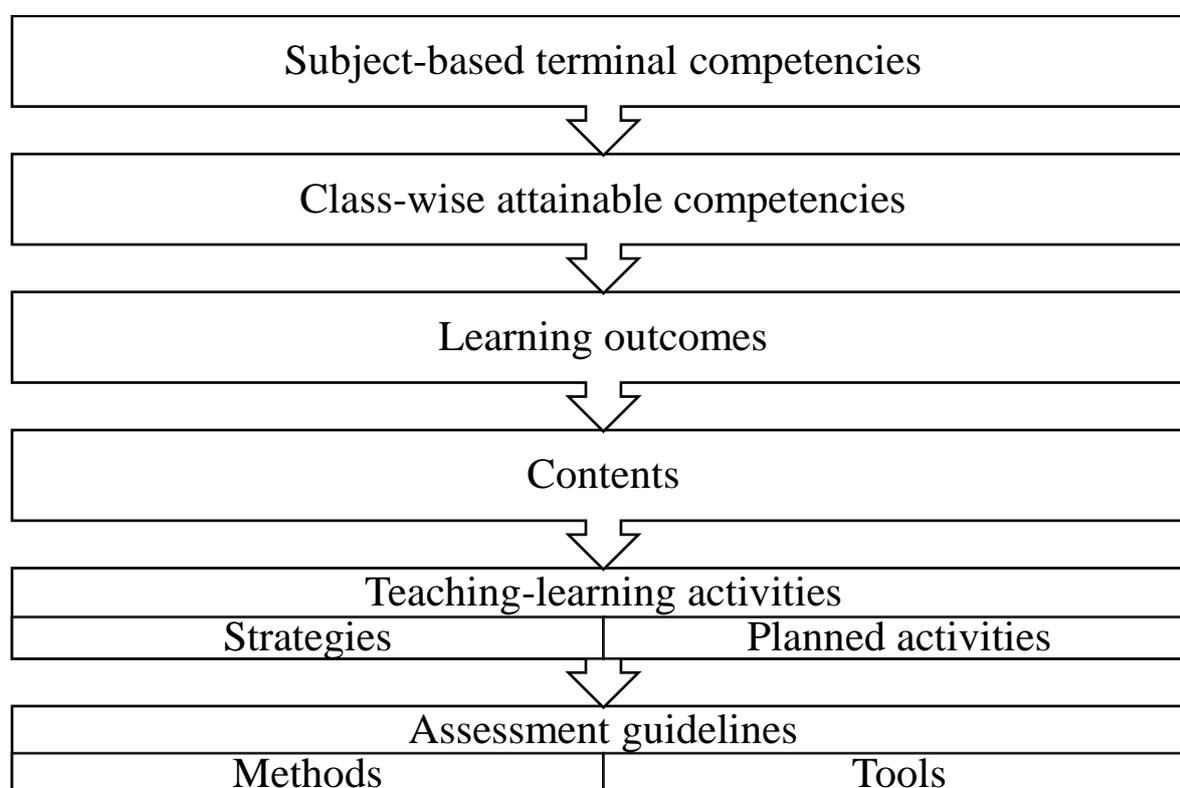
4. Now, ask them what they mean by subject-based terminal competency.

Possible Answer:

A subject-based terminal competency is a set of knowledge, skills, and abilities students are expected to acquire at the end of a particular subject.

5. Then, clear the concept of a subject-based terminal competency.

6. Then, show the subject-based competencies in Power point/ Poster paper (**Resource Paper 1.1**). Divide them into 5 groups, provide them with subject-based competencies on a small piece of paper and ask them to arrange them according to their language competency areas.
7. Now, show the class-wise attainable competencies in Power point/ Poster paper (**Resource Paper 1.2**) and discuss in plenary.
8. Then, share the **curriculum matrix**.



Activity-B	Relate the Primary Curriculum with the EfT Contents	Time: 35 mins.
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1. Tell the participants that a student will achieve 9 competencies in English after completing the primary cycle.
2. Now, tell the participants how the English textbook lesson title was selected. Show the following table and explain it.

Class One	Subject-based competency	Class-wise competency	Learning outcome	Content
	1. Understanding simple conversations, instructions, events and descriptions, conforming to the socio-cultural conventions of the English speech	1.1 Recognizing sounds of the alphabet in familiar words of spoken interactions	1.1.1 Recognize the sounds of the alphabet in familiar words	(Content ideas from the curriculum: Words with initial sounds) Eft Lesson Title: Lesson 2: aA-bB Lesson 3: cC-dD Etc.

3. Divide the participants into 5 groups. Ask them to fill up the worksheet. Distribute the activity. For example, Group 1: Class one, Group 2: Class Two Ask them to select at least two subject-based competencies. Give them 10 minutes.

Class	Subject-based competency	Class-wise competency	Learning outcome	Content

4. After completion the group work, ask each group to present their work.
5. Provide feedback, if necessary.

Activity-C	Assessment and Reflection	Time:10 mins
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1. Ask the participants-
 - What is the formation of the primary English curriculum?
 - How many subject-based competencies are in English subjects according to the revised curriculum?

Activity-D	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session by giving thanks.

Resource Paper 1.1: Subject-based Competencies

Subject-based Competencies	
Listening	1. Understanding simple conversations, instructions, events and descriptions, conforming to the socio-cultural conventions of English speech.
	2. Demonstrating of understanding and appreciating rhymes and poems, films, cartoons, comics and digital contents.
Speaking	3. Participating in simple conversations confidently, fluently and accurately in the classroom and in day-to-day life in a variety of contexts, conforming to the socio-cultural conventions of English speech.
Reading	4. Reading aloud texts with proper sounds, stress, intonation and punctuation.
	5. Reading silently for understanding, comprehending and appreciating a variety of simple and appropriate texts, e.g. informative, imaginative and argumentative texts.
	6. Understanding and appreciating rhymes, poems, films, cartoons, comics and digital contents.
Writing	7. Describing in writing facts and information and expressing feelings, experiences and opinions in clear, organized, well-edited sentences and compositions for a variety of purposes and audiences.
Vocabulary	8. Recognizing and using pronunciation, spelling, meaning, morphological and semantic properties of a range of vocabulary appropriately in spoken and written communication in a variety of contexts.
Grammar	9. Recognizing and using simple structures to communicate orally and/or in writing effectively.

Resource Paper 1.2: Class-wise Attainable Competencies

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
Listening					
1. Understanding simple conversations, instructions, events and descriptions, conforming to the socio-cultural conventions of the English speech	1.1 Recognizing sounds of the alphabet and familiar words in spoken interactions	1.1 Recognizing differences between initial sounds of familiar words in spoken interactions clearly	1.1 Recognizing the differences between initial, middle and final sounds of familiar words in spoken interactions	1.1 Recognizing stressed and unstressed syllables in words in spoken interactions	1.1 Recognizing stress and intonation in statements and <i>Wh-</i> and <i>Yes/No</i> questions in spoken interactions
	1.2 Exchanging greetings and farewells in classroom for effective communication	1.2 Understanding simple dialogues about classroom activities for effective communication	1.2 Understanding simple dialogues about day-to-day activities for effective communication	1.2 Understanding simple dialogues about daily events for effective communication	1.2 Understanding conversations about interesting events for effective communication
	1.3 Following	1.3 Carrying	1.3 Carrying	1.3 Carrying out	1.3 Following

	simple classroom commands and instructions with appropriate gesture	out simple commands and instructions about familiar events with appropriate gesture	out commands, instructions and requests in everyday life with appropriate gesture	commands, instructions and requests in everyday life with appropriate gesture	directions and requests in everyday life with appropriate gesture and understanding announcements in a variety of contexts
	1.4 Responding to short and simple questions and answers for self-introductions promptly and appropriately.	1.4 Understanding short and simple questions and answers about family members	1.4 Understanding questions and answers about family and friends	1.4 Understanding questions and answers about family, friends and daily events	1.4 Understanding questions and answers about family, friends and daily events
	1.5 ...	1.5	1.5 Understanding of short texts for specific information	1.5 Understanding text of familiar events for specific information	1.5 Comprehending a variety of familiar stories/fables for specific

					information
	1.6 ...	1.6 ...	1.6 ...	1.6 Listening to descriptions of familiar events for getting key information	1.6 Listening to announcements in a variety of contexts for getting information
2. Demonstrating of understanding and appreciating rhymes and poems, films, cartoons, comics and digital contents	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening, comprehending and appreciating poems, films, cartoons and digital contents in English for enjoyment	2.1 Listening, comprehending and appreciating rhymes, poems, films, cartoons, comics and digital contents in English for enjoyment
Speaking					
3. Participating in simple conversations made clearly, confidently, fluently and	3.1 repeating sounds of letters in words to say them properly	3.1 Saying initial sounds of familiar words with proper pronunciation	3.1 Saying the initial, middle and final sounds of words with proper pronunciation	3.1 Saying the stressed syllables in a word with proper stress	3.1 Saying statements and asking Wh and Yes/No questions with stress and

accurately in the classroom and in day-to-day life in a variety of contexts, conforming to the socio-cultural conventions of the English speech			on		intonation
	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Exchanging greetings and farewells in conversations in day-to-day life for effective communication	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Following directions, making requests and saying regrets in everyday life with appropriate gestures
	3.3 Asking and answering simple questions for getting information about a familiar person with appropriate gesture	3.3 Giving simple instructions in everyday communication with appropriate gesture	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gestures	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gestures	3.3 Participating in conversations for exchanging information or ideas about familiar topics

	3.4	3.4 Asking and answering questions for getting information about others with appropriate gesture	3.4 Participating in conversations for exchanging information about and family and friends	3.4 Participating in conversations to exchange information or ideas about daily events	3.4 Describing orally familiar events and festivals confidently, fluently and accurately
	3.5 ...	3.5 Describing orally familiar people clearly and confidently	3.5 Describing orally simple, familiar people clearly and confidently	3.5 Describing orally simple familiar events clearly and confidently	3.5
Reading					
4. Reading aloud letters, words, numbers and sentences with proper sounds, stress, intonation and	4.1 Recognizing the alphabet and cardinal numbers in figures (1-10), and reading them aloud following	4.1 Recognizing words, cardinal numbers (in figures and in words and reading them aloud following proper pronunciati	4.1 Recognizing words and word phrases, common abbreviation; cardinal numbers in figures and in words and ordinal	4.1 Recognizing words and word phrases, common abbreviation; cardinal numbers in figures and in words and ordinal	4.1 Recognizing time fraction—half and quarter including time and currency, and read them aloud

punctuation	proper pronunciation	on	numbers and reading them aloud following proper pronunciation	numbers and reading them aloud following proper pronunciation	following proper pronunciation
	4.2 ...	4.2 Reading aloud simple sentences with proper punctuation	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	4.2 Reading aloud short and simple texts with proper stress, intonation and punctuation	4.2 Reading aloud appropriate texts with proper stress, intonation and punctuation
5. Reading silently for understanding, comprehending and appreciating a variety of simple and appropriate texts, e.g. informative, imaginative and	5.1 ...	5.1 Understanding familiar words and simple sentences for specific information	5.1 Understanding simple texts for specific information	5.1 Comprehending appropriate texts for specific information and general ideas	5.1 Comprehending and appreciating appropriate texts for specific information and general ideas, and for inferring meaning

argumentative texts					
6. Understanding and appreciating rhymes, poems, films, cartoons, comics and digital contents	6.1 reading cartoons and digital contents in English for enjoyment	6.1 reading rhymes, comics and digital contents in English for enjoyment	6.1 reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	6.1 reading, comprehending and appreciating poems, films cartoons and digital contents in English for enjoyment	6.1 reading, comprehending and appreciating poems, films, cartoons, comics and digital contents in English for enjoyment
Writing					
7. Describing in writing facts and information, and expressing feelings, experiences and opinions in clear, organized, well revised sentences and	7.1 Practicing mechanics of writings actively	7. Writing cardinal numbers in figures and in words correctly to use them in written communication	7.1 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	7.1 Writing cardinal numbers in figures in words and writing ordinal numbers and time correctly to use them in written communication	7.1 Writing numbers in fractions-half and quarter including time and currency correctly to use them in written communication
	7.2 Writing the alphabet	7.2 Writing familiar words and	7.2 Writing short paragraphs	7.2 Filling in forms for registration	7.2 Making formal and informal

compositions for a variety of purposes and audiences	and cardinal numbers in figures in written communication	simple sentences in correct spelling	on familiar topics using prompts or clues	of various events and online platforms	correspondence correctly through written communication
	7.3 ...	7.3 ...	7.3 ...	7.3 Writing formal letters, compositions with/without clues for a variety of purpose, audience and modes	7.3 Writing compositions and formal/informal letters to share ideas, opinions and feelings
	7.4 ...	7.4 Writing simple familiar words and simple sentences in correct spelling	7.4 Writing short paragraph on familiar topics using prompts or clues	7.4	7.4

Vocabulary					
8. Recognizing and using pronunciation, spelling, meaning, morphological and semantic properties of a range of vocabulary appropriately in spoken and written communication in a variety of contexts	8.1	8.1 Recognizing and using frequently used words in the texts for participating in everyday conversation	8.1 Recognizing and using a range of words in day-to-day communication	8.1 Recognizing and using a range of words in both spoken and written communication	8.1 Recognizing and using a range of words and phrases in both spoken and written communication
	8.2 -----	8.2 -----	8.2	8.2 Understanding formation of words based on roots and affixes	8.2 Understanding the formation of words with suffix and prefixes
	8.3	8.3	8.3	8.3 Using the synonyms and antonyms appropriately for oral and written communication	8.3 Using the synonyms and antonyms appropriately for oral and written communication

Grammar					
9. Recognizing and using simple structures to effectively communicate orally and/or in writing	9.1 ...	9.1 Recognizing and using capitalization and punctuation marks	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication
	9.2 ...	9.2 Recognizing the uses of with words and short phrases	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, object in <i>phrases</i> and short sentences	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, time, object in texts and conversations	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, event, time, object in texts, conversations in familiar contexts
	9.3 ...	9.3 Using simple sentences correctly for day-to-day communication	9.3 Using parts of speech (noun, pronoun, verb) to identify/refer to	9.3 Using parts of speech correctly to identify/refer to people, animals,	9.3 Using parts of speech correctly to identify/refer to people, animals,

			people, objects, actions	time, days and objects	events, time, days, dates and objects
9.4 ...	9.4 Using present simple correctly to talk about present states	9.4 Using declarative sentences correctly to make statements (positive, negative)	9.4 Using interrogative sentences correctly to ask questions	9.4 Using imperative sentences correctly to give commands and make requests	
9.5 ...	9.5 ...	9.5 Using tenses correctly to talk about habitual actions and describe actions	9.5 Using tenses correctly to talk about past and immediate past activities	9.5 Using tenses correctly to talk about future activities	

Session- 2	CLT, EfT and TG
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Learning outcomes: By the end of the session, the participants will be able to

- To describe the principles and characteristics of CLT;
- To identify how the activities are vertically and horizontally designed in EfT books across the grades;
- To explain how the planned activities are aligned with the learning outcomes.

Time: 90 minutes

Methods and Techniques: question-answer, discussion, demonstration.

Materials: EfTs (Class: 1-5), English Curriculum 2021, worksheet.

Activity-A	CLT	Time: 30 mins.
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9. Exchange greetings with the participants.
10. Ask participants: “What comes to your mind when you hear CLT?”
 Explain CLT with the help of **Resource Paper 1**.
 Explain principles and features of CLT.
 Share the features of EfT with the help of Resource Paper 1.
11. Divide the participants into 5-6 groups. Ask them to find out the principles of CLT in the English textbooks. Provide them 10 minutes. After completion of their group work, ask one of the them to present the activity and other will match or share the points.

Activity-B	Vertically and Horizontally Alignment in EfT	Time: 30 mins.
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1. Now, ask participants, what do they know about vertical and horizontal alignment in EfT?
2. Discuss with participants and explain vertical and horizontal alignment with the help of **Resource Paper 1**.

Activity-C	Activities following Learning Outcomes	Time: 30 mins.
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1. Show the participants how EfT activities are linked to learning outcomes. [take help from **Resouce Paper 1**]
2. Provide them the FfT books and ask them to identify the linked activities with learning outcomes.
3. Now, show the TG for the same lesson and share the activity with match with the learning outcomes.
4. Thank them for participation.

Activity-D	Assessment and Reflection	Time: 10 mins
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1. Ask them what they learnt new.
2. Ask 2/3 participants about pronunciation, stress and intonation.

Activity-E	Sum up and Closing	Time: 5 mins
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Sum up the session according to learning outcomes and conclude the session.

Session- 2	CLT
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Activity-A	CLT
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Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes interaction and real-world communication. It focuses on fluency over accuracy and encourages learners to use language in meaningful contexts.

Principles of Communicative Language Teaching (CLT)

The key principles of CLT are:

Communication as the Goal: The primary aim of language learning is effective communication. Language should be used for real-life purposes rather than just memorization of grammar rules.

Meaningful Interaction: Learners should engage in authentic, meaningful conversations. Activities like role-plays, discussions, and problem-solving tasks are essential.

Learner-Centered Approach: The teacher acts as a facilitator rather than a strict instructor. Learners are given opportunities to actively participate and take responsibility for their learning.

Use of Authentic Materials: Real-life texts, audio, and video materials are used instead of artificially created textbook dialogues.

Integration of the Four Skills: Listening, speaking, reading, and writing should be integrated rather than taught separately. Activities should combine multiple skills for holistic learning.

Focus on Social Interaction: Language learning should reflect social and cultural contexts. Group work, pair work, and cooperative learning strategies should be encouraged.

Task-Based Learning: Learning should be activity-based, where students complete meaningful tasks using the target language.

Personalization and Motivation: Lessons should be relevant to learners' interests, experiences, and goals. Motivation increases when learners see the practical use of the language they are learning.

Error Tolerance and Feedback: Mistakes are seen as part of the learning process.

Features of English for Today (class 1-5)

1. Alignment with National Education Policy 2010

The English for Today textbook follows the directives of the Education Policy 2010, which prioritizes primary education as the foundation of the entire education system. It aims to ensure inclusivity and accessibility for all students, regardless of their social and economic background, religion, ethnicity, or gender identity.

2. Integrated Curriculum Approach

The textbook follows an integrated curriculum that aligns with global educational practices while maintaining traditional teaching-learning values of Bangladesh. The curriculum is designed to be life-oriented and productive, keeping in mind the psychological well-being of students.

3. Focus on Four Basic Language Skills

The textbook emphasizes the development of:

Listening Skills: Engaging students through audio-based exercises.

Speaking Skills: Encouraging interactive speaking activities and role-plays.

Reading Skills: Providing meaningful reading comprehension passages.

Writing Skills: Enhancing students' ability to express ideas effectively in written English.

4. Communication-Based Learning

The textbook promotes effective communication by enabling students to perform real-life tasks in an English-speaking context. Activities and exercises focus on improving fluency, pronunciation, and practical usage of the language.

5. Interactive and Enjoyable Learning

Lessons are designed to be engaging and interactive, making learning enjoyable for young learners. Exercises encourage participation through storytelling, dialogue practice, and group discussions.

6. Cognitive and Moral Development

The book contributes to students' psycho-physical growth by incorporating activities that foster adaptability, patriotism, and moral values. Critical thinking, creativity, and problem-solving skills are emphasized throughout the lessons.

7. Integration of Local and Global Culture

The textbook introduces students to both Bangladeshi and global cultural contexts. Lessons include culturally relevant stories, real-life scenarios, and examples that reflect both local and international perspectives.

8. Inclusivity and Equal Opportunity

The content ensures that every child has equal access to quality education. Special focus is given to removing barriers caused by economic, social, or gender-related factors.

9. Modern and Technology-Driven Approach

In response to the changing world, the textbook integrates technology-friendly teaching strategies. It incorporates digital learning tools and modern pedagogical techniques.

10. Revised and Updated Content (2024 Edition)

The textbook has been updated to address the needs of the 21st-century learners in the changed context of 2024.

11. Well-Designed and Illustrated

The textbook includes attractive illustrations and child-friendly designs to enhance visual learning.

Activity-B	Vertically and Horizontally Alignment in EfT
Vertical and Horizontal Alingment	

In the context of curriculum and textbook design, "vertical alignment" and "horizontal alignment" refer to how different components connect and support each other.

1. Vertical Alignment

Vertical alignment refers to the continuity and progression of learning objectives, concepts, and skills across different grade levels.

Characteristics of Vertical Alignment:

- Ensures gradual skill development from one grade to the next.
- Concepts build on prior knowledge, increasing in complexity over time.
- Maintains consistency in learning goals across different educational levels.

Example in English for Today (EfT) Books:

Vocabulary Progression: Early grades introduce simple words (e.g., "apple, cat"), while later grades expand to more complex phrases and idiomatic expressions.

Reading Skills: Class 1 starts with letter recognition and phonics, Class 3 moves to short stories, and Class 5 includes longer texts with comprehension questions.

Grammar Development: Begins with simple sentence structures and gradually introduces tenses, conjunctions, and complex sentence forms.

Horizontal Alignment

Horizontal alignment ensures that the curriculum and textbooks are coherent within a single grade level, integrating different subjects, topics, and skills for a comprehensive learning experience.

Characteristics of Horizontal Alignment:

- Ensures consistency in teaching-learning materials across subjects in the same grade.
- Promotes integration of knowledge by linking different subject areas.
- Reinforces learning through multiple perspectives (e.g., reading, writing, speaking, and listening activities on the same topic).

Example in English for Today (EfT) Books:

Theme-Based Learning: Lessons within the same grade cover similar themes (e.g., greetings, family, commands and instructions, nature, cleanliness, festivals) across reading, writing, speaking, and listening exercises.

Skill Integration: A reading passage in a unit is followed by speaking practice, writing exercises, and listening tasks on the same topic.

Interdisciplinary Connections: English lessons may include science, social studies, or moral values content.

Activity-C	Activities following Learning Outcomes
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Learning Outcomes:

1.2.1 Follow and respond to greetings spontaneously

1.2.2 follow and respond to farewells spontaneously

[Please see the textbook 2025]

English For Today

Class One

Unit-1, Lesson-1, Pages 1-6

Show the TG for the Unit-1, Lesson-1

Features of EfT

Source: Preface of English for Today

Class Five

Primary level constructs the foundation of education. A well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010.

Increasing the span and inclusiveness of the primary level. as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

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

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

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

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

English for Today: Class Four

Primary level constructs the foundation of education. A well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010.

Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

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English for Today: Class Three

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

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Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book

will help in the balanced psycho-physical development of children through educational activities. It ‘will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

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

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English for Today: Class Two

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

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts

traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

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

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

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

English for Today: Class One

Primary level constructs the foundation of education. A set of well-defined targets and properly planned primary education provide strengths to the entire education system, Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity. The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time, 'There has been a growing need of English language proficiency in the rapidly changing, technology-driven world of the 21st century. With a view to addressing the need, the new revised textbook aims at enabling the learners to perform their day-to-day activities in any speaking context. As such, the textbook has been designed to facilitate their effective communication through four basic language skills, proper pronunciation, and integration of both local and global cultures, inclusiveness and skills like critical thinking, problem solving and creativity.

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

Session- 3**Teaching Pronunciation**

Learning outcomes: By the end of the session, the participants will be able to-

- pronounce English sound symbols properly;
- use pronunciation lessons and activities from EfTs to practise sounds, stress and intonation.

Time: 90 minutes

Methods and Techniques: drilling, discussion, presentation

Materials: worksheets, letter chart, internet connection, phonemic chart, dictionary, EfTs, poster paper, audio device

Activity-A**English Sound Symbols****Time: 25 mins**

1. Exchange greetings with the participants.
2. Tell the participants to read the following pair of sentences.

Sentences	
Pair-1	Pair-2
a. I can't find my class. b. I can't find my glass.	a. The trees are full of birds. b. The trees are full of buds.
Pair-3	Pair-4
a. Ballet dancers work very hard. b. Belly dancers work very hard.	a. We shall leave there. b. We shall live there.

3. Now, tell them pronunciation is very important because it is an important part of speaking, somebody may speak English fluently and accurately, but if his or her pronunciation is very poor, then people can't understand what he or she is saying.
4. Now, show them some symbols of sounds.

/i:/, /e/, /eI/, /u:/, /aI/, /əʊ/, /a:/

5. Ask them what these are. Where do they see these symbols?

Possible Answer: English Dictionary

6. Tell them there are 44 sound symbols for pronouncing 26 English letters.
7. Open the website (if the internet is available) <http://ipachart.com> and click the individual letter to get the correct pronunciation. Or take help from **Resource Paper 3.1** and <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right> to install the app for sound practice.
8. Help them to practise the sounds.

Activity-B	Stress in English	Time: 15 mins
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1. Show the names of the months in PPT and ask the participants to say the names with the correct stress.

Answer:

January, **F**ebruary, **M**arch, **A**pril, **M**ay, **J**une, **J**uly, **A**ugust, **S**ept**e**mber, **O**ct**o**ber, **N**ov**e**mber, **D**ec**e**mber

2. Tell them that pronunciation is not just about sounds. Speakers of English also stress certain syllables in words and certain words in sentences. This means they emphasise the syllable or the word.
3. Inform them that some syllables in a word are pronounced with greater force than others. The syllables pronounced with emphasis or extra forces are stressed syllables with more force than the surrounding syllables.
4. Show a learning outcome from TG.

Learning outcomes:

- 1.1.1 Repeat after the teacher and say words, phrases and sentences with proper sounds, stress and intonation.
[Source: Class 4, Unit 1, Lesson 1-3, About me. TG-2016]

- Motivate participants to pronounce the English words with students with proper stress.

Activity-C	Intonation in English	Time: 15 mins
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- Ask the participants to read the following sentences. Listen to their voice, whether it is rising or falling.

Do you like Banana?	Yes, I'm.
Where are you going?	Good morning.

- Then, pronounce them (**Resource Paper 3.2**) correctly. Tell them that there is another important issue related to sound practice- which is intonation. Intonation is the rising and falling of pitch/voice while speaking.
- Tell, intonation patterns are quite complex and difficult to generalize about their different uses. It is thus easier to acquire them naturally by listening and imitating than trying to learn them consciously.

Activity-D	Pronunciation Activities in EfT	Time: 20 mins
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- Now, divide them into 5 groups. Provide them EfTs (class 3-5).
- Ask them to find out the pronunciation activities from EfTs.

Class Name	Pronunciation Activities Name	Activity/Lesson

- Ask them to present their group work. Provide feedback if needed.
- Thank them for participation.

Activity-E	Assessment and Reflection	Time: 10 mins
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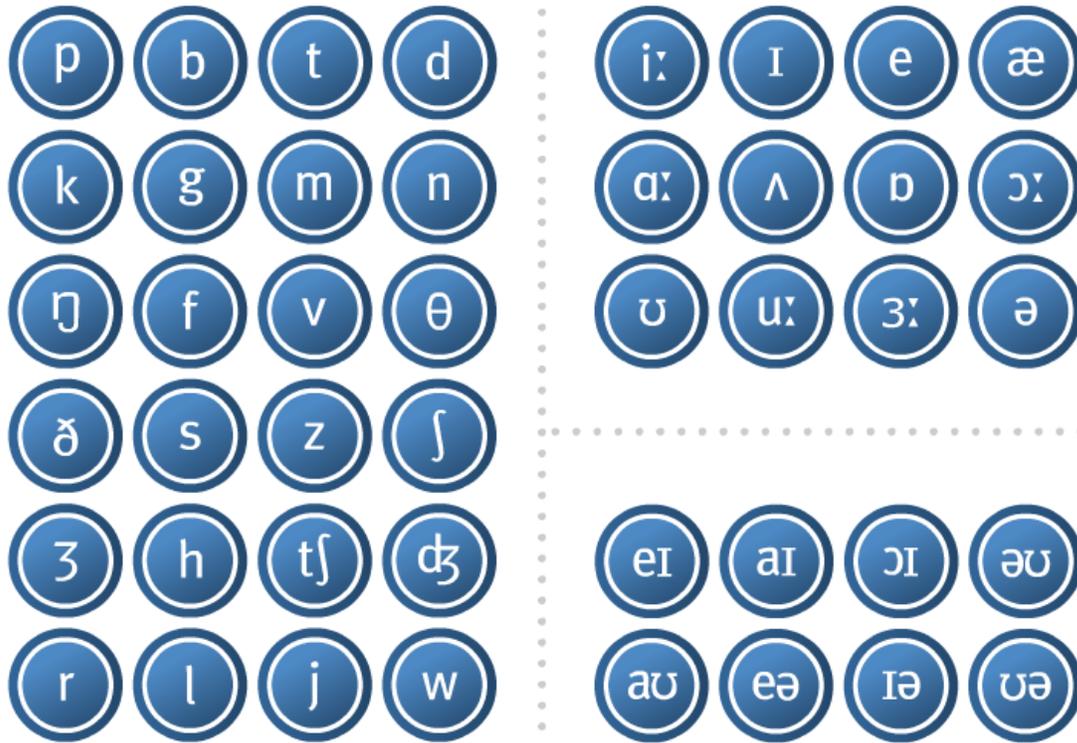
- Ask them what they learnt new.
- Ask 2/3 participants about pronunciation, stress and intonation.

Activity-F	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes and conclude the session.

Resource Paper 3.1: Sound Symbols

Pronunciation



Link: [Bing Videos](#)

Resource Paper 3.2

Do you like Banana?	Rising ↖
Yes, I'm.	Falling ↘
Where are you going?	Falling ↘
Good morning.	Rising ↖

Stress and Intonation (Resource Paper)

Stress: Stress is the emphasis on a particular syllable or word. Some syllables or words are pronounced with more strength than others. Stress is commonly known as an accent. It is put on a syllable or word, which is said with more force than the surrounding syllables or words. Stress is indicated with a vertical line (‘) or bubble (o) above the stressed syllable or word. Stress is of two types: word stress and sentence stress.

Word stress: Word stress is the emphasis on a syllable within a word. Every word is made up of syllables. Words with more than one syllable give particular emphasis to one of those syllables. e.g. Banglad'esh, Jap'an, Ind'ia.

There is no simple way of knowing which syllable(s) should be stressed in words, though each English word has a definite place for stress. However, there are some general rules which can help us determine the stress in words. It depends on the word class (parts of speech), word ending, suffix, etc., e.g. record (noun), record (verb), conversation, emergency, certificate, etc.

Sentence stress: In sentence stress, certain words are stressed within a sentence. It is clearly unnatural to stress all words in a sentence. Usually, the key or content words are stressed, whereas the function or grammatical words are unstressed. e.g.

I am going to the market tomorrow.

Intonation: The rise and fall in the pitch of the voice in speech is intonation. It is very close to sentence stress. In normal English speech, there are two major intonation patterns. These are the falling intonation or ‘glide down’ and the rising intonation or ‘glide up’. The rising intonation usually indicates questions, and the falling intonation indicates a statement or an answer. Besides, there are variations depending on the meaning of the utterances.

Besides, intonation can be used for two reasons: to express grammar (i.e. a rising tone can be used to distinguish a question from a statement: “You are from Bangladesh”? or to express emotion, as we can say ‘Thank you’ for a wonderful present. If this is said with a very flat tone, it sounds insincere. The most common way to mark intonation is through rising and falling arrows. e.g.

↘
He eats rice. (statement)

↗
He eats rice? (question)

Session- 4	Practice Session: Teaching Pronunciation
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Learning outcomes: By the end of the session, the participants will be able to-

- simulate the lesson by considering the techniques of teaching pronunciation.

Time: 90 minutes

Methods and Techniques: discussion, group work, simulation, presentation

Materials: EfTs, TG, lesson note, observation checklist.

Activity-A	Simulation	Time: 75 mins
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1. Exchange greetings with the participants.
2. Recap the previous session.
3. Ask them to recall their group work on pronunciation activities from EfT.
4. Now, organise the participants into 6 groups. Assign two groups for class 3, two groups for class 4 and two groups for class 5 to prepare for teaching pronunciation.
5. Ask them to take help from the Teacher’s Guide (TG) to understand what techniques it (TG) suggests to teach pronunciation-related activities.
6. Allow them 15 minutes.
7. Select one group from each class (teaching pronunciation) to simulate the session. Allow them 10 minutes for presentation.
8. Select 2 or 3 participants to observe the simulation according to the **Observation Note-1**.
9. All other participants will act as students.
10. After the simulation, listen to the observers. Provide feedback if necessary.

Activity-B	Assessment and Reflection	Time: 10 mins
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1. Ask them what they learnt new.
2. Ask 2/3 participants how to teach pronunciation.

Activity-C	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes and conclude the session.

Observation Note

(Focusing on pronunciation)

Class:

Lesson Title:

1. Focusing issue of simulation: **letter sounds/ minimal pairs/ stress/ intonation**

2. Methods/techniques used in the lesson:

3. Materials used in the lesson:

4. Feedback: focusing on teaching pronunciation

a) What went well?

b) What could be done to teach pronunciation-related lessons effectively?

Session- 5	Teaching English in Early Grade: Reading Alphabet
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Learning outcomes: By the end of the session, the participants will be able to-

- analyse the textbook for teaching English letters;
- simulate a lesson following the letter teaching techniques.

Time: 90 minutes

Methods and Techniques: drilling, discussion, presentation, simulation

Materials: worksheets, letter chart, internet connection, phonemic chart, dictionary, audio device, EfTs, poster paper, TG, observation checklist.

Activity-A	Analyze the Teaching Letters	Time: 25 mins
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1. Exchange greetings with the participants.
2. Ask them to read the following case in pairs.

Teacher A	Teacher B
Teacher A does not follow the instructions of the textbook. He teaches English letters in his style. At first, he writes the letter on the board. Then, he asks to say the letter. Sometimes, he shows pictures of the letter-related word. Next, he asks the students to write the letter.	Teacher B teaches English letters in class one. At first, he showed some pictures related to the letter. He asks the name of each picture repeatedly. Then, he shows the name of the picture side-by-side and asks the students to say the word name aloud. Next, he separates the targeted letter from the word name and keeps them side-by-side. He asks to say the sound of the single letter after him. Later, he separates the targeted letter aside and asks the students to say the name of the letter after him. He does it repeatedly. After that, he asks the students to open the book and read the targeted letter. Then, he asks the students to trace the letter in the air. Further, he asks them to trace the letter in the book. Finally, he asks them to write the letter. For assessment, he provides matching activities or provides pictures to write the first letter. Sometimes, he gives homework to draw a picture with the letter.

3. Ask them which technique is better for teaching letters.

4. Now, show/provide them class one EfT.
5. Ask them to read the instructions for letters aA bB (EfT of class one, Unit-2, Lesson-2)

Instruction of EfT of Class one, Unit-2, Lesson-2

- a. Look at the pictures. Say the names of the things.
- b. Look, listen and say.
- c. Listen, say and read.
- d. Trace in the air. Trace and write.
- e. Read and match the small and capital letters.
- f. Look at the pictures. Write the first letter of each word in both small and capital letters in the given boxes.
- g. Letter craft. See the pictures and make your own fun letter.

6. Explain each instruction.
7. Thank them for their active participation.

Activity-B	Simulation	Time: 50 mins
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1. Now, organize the participants into 5 groups.
2. Ask them to prepare a plan following the demonstration and also techniques of teaching letters.
3. Ask them to get help from a Teacher's Guide (TG) to understand.
4. Allow them 15 minutes for preparation.
5. Ask one group to present.
6. Select 2 or 3 participants to observe the simulation according to the **Observation Checklist**.
7. All other participants will act as students.
8. Listen to the observers. Provide feedback if necessary.

Activity-C	Assessment and Reflection	Time: 10 mins
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1. Ask them what they learnt new.
2. Ask 2/3 participants about teaching letters.

Activity-D	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes and conclude the session.

Observation Checklist

	Yes	No
Showing some pictures related to the letter		
Asking the name of each picture repeatedly		
Showing the name of the picture side-by-side		
Asking the students to say the word name aloud		
Separating the targeted letter from the word name and keeping them side-by-side		
Asking to say the sound of the single letter		
Asking the students to open the book and read the targeted letter		
Asking the students to trace the letter in the air		
Asking the student to trace the letter in the book		
Asking the student to write a letter		
Assess the students learning		

Session-6	Teaching English in Early Grade: Mechanics of Writing Alphabets
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Learning outcomes: By the end of the session, the participants will be able to –

- explain the issues of mechanics of writing to develop young children’s writing.
- simulate a lesson following the mechanics of writing for early grade students.

Time: 90 minutes

Methods and Techniques: discussion, simulation, ask and answer, worksheet, pair and group work.

Materials: EfTs, TG, PPT/Poster paper, worksheet.

Activity- A	Warm-up	Time: 5mins
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1. Exchange greetings with the participants.
2. Ask participants to imagine their childhood for a moment and think about what kinds of activities their teacher is supposed to do with them before writing letters.
3. Encourage participants to share their experiences.

Activity- B	Considering Issues of Mechanics of Writing	Time: 15mins
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1. Ask participants to think about their teaching and say – ‘What do you do before starting to write letters to your students?’
2. Write the participants’ views on the board like mind-mapping techniques.
3. Then, provide the participants with **Resource Paper 6.1** and ask them to read the mechanics of writing.
4. After reading the mechanics of writing, ask the participants to answer the following questions-
 - a) What are the mechanics of writing?
 - b) Where do the students hold the pencil?
 - c) How many patterns are included here?
4. Make them clear understanding if they have any queries.

Activity-C	Practice Letters by Using Mechanics of Writing	Time: 30 mins
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1. First, tell participants to work on **Worksheet 6.2** individually (Provide worksheet to each participant to practice writing patterns).
2. Then, demonstrate a lesson on forming letters of the alphabet from EfT of class one following the demonstration note.
3. Ask all the participants to act as the students of class 1.

Demonstration Note

Class-1, Unit-2, Lesson:2: aA bB

Session 4: F, G, Page-16

Teaching Aids: Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

Teaching Learning Activity

- Exchange greetings with students.
- Start the session with a song (Alphabet song). Tell Ss ‘Let’s sing a song’. Play an audio if possible. [If audio is unavailable, sing a song with the Ss.]
- Then, ask Ss “What did we learn yesterday?” [Support Ss, if necessary]
- Tell, today we are going to make fun letters ‘a, A, b, B’ with paper, leaves, ropes etc.
- Now trace the letters (aA bB) saying the direction (A for down- down-across, B for down-round-round).
- Write the letters (aA bB) on the board, and say the direction (A for down- down- across, B for down-round-round) aloud when you are writing.
- Then, invite a few Ss in front of the class to write the letters on the board.
- Tell Ss to open their book, and look at Activity-F, Page-16.
- Tell Ss to write the initial small letters of each word in the box. [Monitor and provide support if necessary.]
- Then, ask Ss to write the initial capital letters of each word in the box. [Monitor and provide support if necessary.]

4. After the demonstration, ask participants, “What processes are followed in writing the letters?”
5. Tell the participants that you already know about the mechanics of writing, now they will work on how to write the alphabet.

6. First, ask participants to read the guidelines of forming letters (**Resource Paper-6.3**).
7. Then, ask participants to work on **Worksheet 6.4** individually. In that case, the participants will also follow the guidelines given in the TG.
8. After completing the activity, ask everyone to hang it on the pushpin board.

Note: Teachers can use the directions during forming letters such as down, up, round, under, over and across. For example, as they write the letter ‘B’ teachers can say down-round-round and for ‘g’ round and down and under and so on.

Activity-D	Simulating a Lesson on Letter Writing	Time: 30 mins
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1. Divide the participants into 5 groups.

Group Work

Serial No.	Group no.	Tasks
1	Group-A	Unit-2, Lesson-6, eE fE
2	Group-B	Unit-2, Lesson-13, kK lL
3	Group-C	Unit-2, Lesson-14, mM nN
4	Group-D	Unit-2, Lesson-17, qQ rR
5	Group-E	Unit-2, Lesson-18, sS tT

2. Tell each group to prepare a lesson note for teaching letter writing using mechanics of writing from **EfT** of class one by following the **Teacher’s Guide (TG)**.
3. After preparation, ask them to simulate the lesson in front of the class.
[Select 1 or 2 groups to present the lesson by lottery or other techniques for limitation of time]
5. After simulation, arrange a plenary discussion.

Activity-E	Assessment and Reflection	Time: 5 mins
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1. Ask them what they have learnt new from the lesson.
2. Ask 2/3 participants ‘What is the direction of writing the letter ‘W’?’

Activity-F	Sum up and Closing	Time: 5 mins
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- Sum up the session according to learning outcomes.
- Conclude the session and give them thanks.

Resource Paper 6.1

Considering issues of mechanics of writing

a) Learning to control the pencil:

The students can control their movements on writing by following ways:

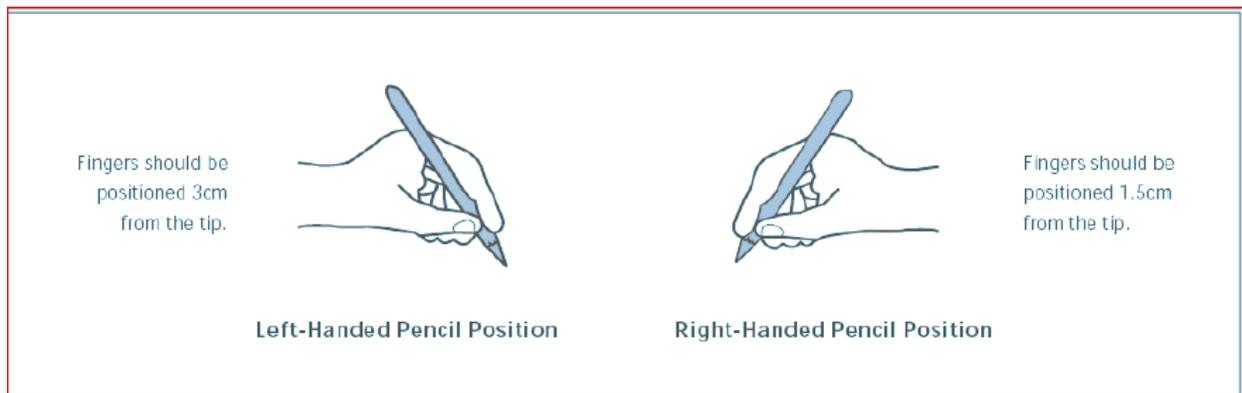
1. Show them how to hold the pen or pencil correctly
2. Show them how to write from left to right by drawing line or pattern
3. Ask students to draw lines in the same way from left to right. If they can draw the bird and the tree or the other objects, let them do so.



b) Holding the pencil correctly:

Teachers should show their students how to hold their pencils correctly so that they can control over their writing.

- Tell them to hold their pencil between their first finger and thumb.
- Tell students to hold the pencil about an inch (2cm) up.
- Tell them to place the paper on the desk at a slight angle to make writing easier.



c) Drawing patterns:

According to Donald Neal Thurber, letters (both lower and upper case) are composed of 4 single strokes. Those are given below

Vertical line |

Horizontal —

Diagonal line \ /

Semicircles ()

Circles ○

Before starting to write the actual letters of the alphabet, it is useful to let the students draw strokes on the paper or board. The following drawing patterns will help the learners to form both lower case and upper case letters.

d) Introducing letter writing:

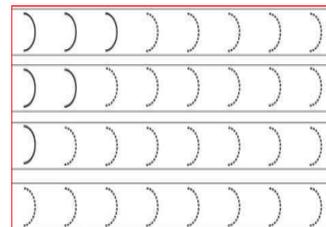
After practising the above strokes and drawing patterns, the teacher should show to form the upper case and then lowercase as below.

Serial No.	Strokes used in forming letters	Uppercase	Lowercase
1	The letters are formed only by vertical stroke	I	i, j, and l
2	The characters (letters) are formed only by diagonal strokes	V, W, and X	v, w, and x
3	The letters which have both vertical and horizontal strokes	E, F, H, L and T	f, t, and r
4	The characters have both vertical and diagonal strokes	K, M, N and Y	K and y
5	The characters have horizontal and diagonal strokes	A and Z	z
6	The simplest of characters are formed by circular and semicircular strokes	C and O	c, e and o
7	The letters have vertical and semicircular strokes	P	a, b, d, p and q
8	Like C and O with a tail on.	G and Q	
9	The characters are formed with a combination of vertical and curved strokes	B, D, J, P and U	m, n, u and h
10	First part as a C and the last part as backwards C.	S	s
11	Semi-circular and curved strokes		g
12	Like P with a leg on	R	

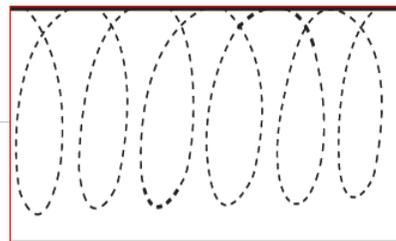
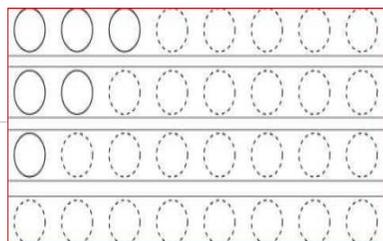
Worksheet 6.2: Pattern Practice



1



2



Resource Paper 6.3

Some guidelines of forming letters:

It is essential to follow some guidelines while forming the letters of the alphabet. A few guidelines are given below-

- While forming the letters, some important points should be considered – letter size, slope, spacing and alignment etc.
- At the time of tracing the letter in the air or writing letter can say the directions



Learning outcomes: By the end of the session, the participants will be able to-

- explain the techniques of teaching rhyme;
- apply the techniques while simulating the lesson.

Time: 90 minutes

Methods and Techniques: question-answer, recitation, demonstration, simulation.

Materials: resource sheets, audio device, EFTs, TG, observation checklist.

Activity-A**Teaching Techniques for Rhyme****Time: 30mins**

1. Exchange greetings with the participants.
2. Ask them to recite a rhyme they know.
3. Ask them why teaching rhyme is important for primary-level students.
Listen to 3/4 participants' opinions.

Possible answer:

Teaching rhyme is important because it develops the ability to hear, helps to learn new vocabulary, develops listening and speaking skills, develops individual sound awareness in words, and improves pronunciation.

4. Discuss with the help of **Resource Paper 7.1**.
5. Ask about their experience of teaching rhyme in school. Listen to 3/4 participants' opinions.
6. Summarize the discussion on teaching techniques of rhyme with the help of **Resource Paper 7.2**.

Activity-B**Demonstration****Time: 20 mins**

1. Now, make a demonstration on how to teach rhyme.

Class 1: Unit-5, Lesson-2, Where do you live? [Textbook-2023]

Father Rabbit, Father Rabbit, where are you?
Here I am.

Where do you live?

I live in a burrow.

Mummy Cow, Mummy Cow, where are you?

Here I am.

Where do you live?

I live in a cowshed.

2. Ask 1/2 participants to observe the demonstration. Provide them with an observation checklist.
3. Arrange a plenary to identify the activities conducted by you in rhyme teaching demonstration and thank them for active participation.

Activity-C	Simulation	Time: 30 mins
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1. Now, organize the participants into 5 groups.
2. Ask them to prepare a plan following the demonstration and also techniques of teaching rhyme.
3. Ask them to get help from a Teacher's Guide (TG) to understand.
4. Allow them 10 minutes.
5. Ask one group to present.
6. Select 2 or 3 participants to observe the simulation according to the **Observation Checklist**.
7. All other participants will act as students.
8. Listen to the observers. Provide feedback if necessary.

Activity-D	Assessment and Reflection	Time: 5 mins
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1. Ask them what they learnt new.
2. Ask 2/3 participants about teaching rhyme.

Activity-E	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes and conclude the session.

Resource Paper 7.1: Importance of Teaching Rhyme

1. Rhyming helps develop phonemic awareness.
2. Rhyming activities draw attention to these sounds, helping children develop the ability to hear and isolate individual sounds in words.
3. Rhyming enhances vocabulary development.
4. Rhyming exposes children to new words in a fun and memorable way.
5. The repetition and rhythm of rhymes help children retain new vocabulary, expanding their linguistic repertoire.
6. Rhyming promotes literacy skills. Rhyming activities encourage young children to play with language, experimenting with sounds and patterns. This playful interaction with language lays a foundation for later literacy skills, such as reading and writing.
7. Rhyming fosters cognitive development. Rhyming activities engage the brain's auditory and memory systems, stimulating cognitive development. Children learn to make connections between sounds and words, enhancing their ability to process and understand language.
8. Rhyming cultivates a love of language. Rhyming activities make learning fun and engaging, fostering a positive association with language. Children develop a sense of joy and playfulness with language, which can motivate them to continue learning.
9. Rhyming provides a rich source of exposure to rhyming patterns and vocabulary.

Resource Paper 7.2: Teaching Rhyme

1. Questioning students about their personal experiences or stories related to the rhyme
2. Asking relevant questions
3. Analyzing the pictures
4. Recite the rhyme/song with clear pronunciation, rhythm, rhyme, and gestures
5. Recite the rhyme with lyrics (text from textbook)
6. Reciting the rhyme several times (Use clap or tap to keep the beat, or sway while reciting the rhyme)
7. Recite the rhyme focusing on a particular verb/vocabulary/aspect of grammar
8. Recite the rhyme along with the teacher: in whole class, in groups, in pairs, and individually
9. Asking questions related to the rhyme

Observation Checklist

	Yes	No
Questioning students about their personal experiences or stories related to the rhyme		
Asking relevant questions		
Analyzing the pictures		
Recite the rhyme/song with clear pronunciation, rhythm, rhyme, and gestures		
Recite the rhyme with lyrics (text from textbook)		
Reciting the rhyme several times (Use clap)		
Reciting the rhyme several times (Use tap to keep the beat)		
Reciting the rhyme several times (Use sway while reciting the rhyme)		
Recite the rhyme focusing on a particular verb/vocabulary/aspect of grammar		
Recite the rhyme along with the teacher in whole class		
Recite the rhyme along with the teacher in groups		
Recite the rhyme along with the teacher in pairs		
Recite the rhyme along with the teacher individually		
Asking questions related to the rhyme		

Session- 8	Classroom and Instructional Languages in English
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Learning outcomes: After completing the session, the participants will be able to –

- make a list of classroom and instructional languages in English for different purposes in the classroom;
- use classroom and instructional languages in English while conducting lesson.

Time: 90 minutes

Methods and Techniques: discussion, simulation, ask and answer, pair and group work.

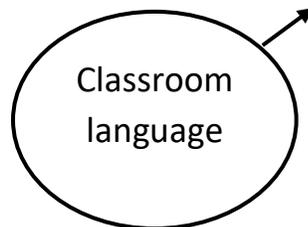
Materials: EfTs, TG, audio/video, PPT/poster paper, worksheet.

Activity- A	Warm up	Time: 5 mins
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1. Exchange greetings with the participants.
2. Then, play the video.
<https://www.facebook.com/share/v/1F9VVrrKy7/>
3. After enjoying the video, ask participants, ‘What kinds of languages are used by the teacher in the class?’

Activity -B	Understanding Classroom and Instructional Languages in English	Time: 15 mins
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1. Draw the circle on the blackboard.



2. Ask the participants, ‘What do you mean by classroom language’?
3. Write the points of participants around the circle.
4. Share the message given in the box.

Classroom language is the routine language that is used on a regular basis in classroom like praising, for example “Excellent”. There are several types of classroom language, such as- Instructional language, dealing with the language with spontaneous situation, the language of social interaction, pair and group work, question types, audio- visual aids, dealing with others etc.

5. Again, ask the participants, ‘What do you mean by instructional language?’
6. Discuss in pairs and share your ideas.
7. Show the message from the box to the participants.

Instructional language is the language used to teach new information, such as vocabulary meaning and how to use language. It can include greetings, instruction, words used to explain activities, manage the class and increasing vocabulary that help students to learn English. For as examples- Good morning! Open the door, Think-pair and share, look, listen and say etc.

8. Now ask the participants to read the **Resource Paper 8.1** silently.
9. After reading **Resource Paper 8.1**, encourage them to ask questions if they have any queries.

Activity-C	Making Lists of Classroom and Instructional Languages	Time: 30mins
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1. Divide the participants into 5 groups.

Group work

Group name	Activities
Group -1, Classroom Language- 1	Greetings and farewells
Group -2, Classroom Language- 2	Showing picture/ Playing audio-video
Group -3, Classroom Language- 2	Managing the class
Group -4, Instructional Language-1	Group and pair work
Group -5, Instructional Language-1	Reciting Rhymes or reading text

2. Ask them to discuss in group and make a list of Classroom/Instructional Languages on poster paper in group.
3. After group work, arrange a marketplace [Ask each group to hang on the poster paper at different places on the wall of the room].
1. Invite all the groups to visit the marketplace one by one.
2. Tell them to keep eyes at a glance **Resource Paper 8.2**

Activity -D	Applying Classroom Languages in Lesson	Time: 30 mins
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1. Divide the participants into 5 groups.

Group work

Group name	Activities
Group - 1	EfT- 1
Group - 2	EfT- 2
Group - 3	EfT- 3
Group - 4	EfT- 4
Group - 5	EfT- 5

2. Ask each group to select one lesson from EFT (1 to 5) for preparation following the **Teacher’s Guide (TG)** to simulate a class using classroom languages.
3. Select 3 or 4 participants to observe the lesson using the **Observation Checklist- 8.3**
4. After preparation, invite 2/3 groups randomly to present their lesson.
5. After presentation, allow the observers to share their observation. Then provide feedback if necessary.

Activity -E	Assessment and Reflection	Time: 5 mins
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1. Ask them what they have learnt new from the lesson.
2. Ask 2/3 participants, ‘Is classroom language essential for conducting a lesson? Why?’

Activity -F	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session and give them thanks.

Resource Paper 8.1

Classroom language:

A kind of language is necessary to communicate and conduct classroom activities without using the students' mother tongue. Classroom language is the routine language that is used on a regular basis in classroom like praising, for example "Excellent". This is language that teachers are used to using and students are used to hearing, but when teaching a language, it takes a while to learn this part of the language.

There are several types of classroom language, such as Instructional language, dealing with the language with spontaneous situation, the language of social interaction, pair and group work, Question types, audio-visual aids, dealing with others, and evaluation.

Instructional language:

Instructional language is used to teach new information, such as vocabulary meaning and how to use language. It can include greetings, instruction, words used to explain activities, assessment, managing the class and increasing vocabulary that helps students to learn English. For example: Every two make a pair, think-pair and share etc.

Instructional language has some key features:

- Imperative verb
- Present tense
- Numbers, letters or bullet points to show order
- Clear description

Difference between classroom language and instructional language:

Classroom language	Instructional Language
1. The language is used to give instructions, praise or communicate with students.	1. The language is used to teach new information, such as vocabulary, meaning and language use.
2. Includes the language used in discussion groups and lectures.	2. This includes the language used to help students understand the purpose, process, and use of language.
3. Help students get used to using language in interactions.	4. Help students understand the meaning of words, including prefixes, suffixes, and roots.

Importance of classroom language:

Classroom language is important for several reasons:

1. **Communication:** It facilitates effective communication between teachers and students, helping to convey instructions, expectations, and feedback clearly.
2. **Engagement:** The way language is used can engage students, making lessons more interesting and relatable. Active language encourages participation and discussion.
3. **Understanding:** Specific terminology and language structures help students grasp complex concepts. Clear explanations and examples enhance comprehension.
4. **Behaviour Management:** Language plays a key role in establishing classroom norms and managing behaviour. Consistent language can help reinforce rules and expectations.
5. **Cultural Relevance:** Using inclusive and culturally responsive language fosters a sense of belonging among students, which can improve their emotional and social well-being.
6. **Skill Development:** Classroom language promotes the development of language skills, including vocabulary, listening, and speaking, which are essential for academic success.
7. **Assessment:** Language is integral to assessment practices. Clear language in instructions and questions ensures that students understand what is being asked of them.

Classroom language enhances learning, fosters a positive classroom environment, and supports students' overall development.

Resource Paper 8.2

Some Common Classroom Languages:

Common phrases for greetings	Common phrases for checking attendance
<ul style="list-style-type: none">• Hello! Hi! Good morning! Good afternoon! (Everyone /class/children/Salma).• How are you/you all/Ruma (today/this morning)?• How do you feel today, Sima?	<ul style="list-style-type: none">• Right!/Now!/OK!/ I am going to call the roll/call your names.• Let's see who is absent• Is anybody absent?• Who knows where Kamal is?• Isn't Mala here today? She is not well.

<p>Common phrases for listening and speaking activities</p>	<p>Common phrases for writing activities</p>
<ul style="list-style-type: none"> • Are you ready? Say, true or false. • Listen and point to the words. • Listen and say the words. • All together! • Let's do it again. • Now, everybody say it. • Listen and check your answers. • Write the words in the spaces. • Choose the correct answer. • Who can tell me the answer? • Now it's your turn. • Look and say. • Answer the questions. • Look, listen and say. • Point and say. • Listen and repeat. 	<ul style="list-style-type: none"> • Now I'll write four sentences on the board. • Write the words in the spaces. • Copy the sentences. • Now I'll give you an example. • Write this in your notebooks. • Show me your notebook. • This is not in the right order. • Can you remember the sentence? • Complete the sentences with the correct words. • Complete the sentences with your ideas. • Check your partner's work. • Look at the board. Are your partner's sentences the same or different? • I'm going to write some questions on the board. • Listen, and write the answers to these questions. • Who can answer the first question? • Listen carefully. If you hear a word you have written, cross it out. • Have you finished? • Check your writing. • Check spelling.
<p>Common phrases for reading</p>	
<ul style="list-style-type: none"> • Repeat after me, please. • Please repeat after me. Could you repeat that, please? First listen and then repeat. Say it with me. • Please, read carefully. • OK, stop here, thank you. • Next, Alam. • All together! • Now your turn. • Go on, Rina. • Ready? Let's start. Raj, you start. • Rubel, read the next sentence. Can you read this word? 	
<p>Common phrases for audio-video</p>	<p>Common phrases for using the textbook</p>
<ul style="list-style-type: none"> • You are going to listen to a story. • Can everybody hear? • Is it too loud? • I'll play it twice. • Listen carefully. • Let's start! 	<ul style="list-style-type: none"> • Open your book. • Look at page 47. • Open your books at page 47. • Listen and point to the picture in your book. • Start reading from your book.

<ul style="list-style-type: none"> • Would you like to listen to it again? • I'll play it again. • Watch the video. • Stop talking and listen, please. 	<ul style="list-style-type: none"> • Read aloud. Read after him/her. • Do Exercise B. • Close your book.
Common phrases for showing picture	Common phrases for presenting new words
<ul style="list-style-type: none"> • I am going to show you a picture. • Can you see in the picture? • Can you see the picture at the back? • Okay, look at the picture for only 5 seconds. 5-4-3-2-1! • Close your book, please! • Now tell me what's in the picture. • What did you see? Discuss in pairs. • Look at the board! 	<p>What's this? What's that? Look at the board. Say it again. Now you say it. How do you spell it? Repeat after me. Say it in Bangla. Make a sentence.</p>
Common phrases for classroom management-teaching large classes	Common phrases for using board
<p>Please come and sit here. Can you come and sit here today? Can you go and sit there today? Please stand up, listen to the song and move around the classroom when the music stops, sit down on any bench.</p>	<ul style="list-style-type: none"> • Look at the board. • Come to board. • Write it on the board. • Erase/clean the board, please. • At the top/the bottom of the board. • To the right/left / the board. • In the middle of the board.
Common useful phrases for pair work activities	Common phrases for working in groups
<ul style="list-style-type: none"> • Now we are going to work in pairs. • Work with him/her. • Share ideas with your partner. • Turn to the person next to you. • Turn to the person behind you. • Don't start writing yet. • Check your partner's work. • Look at the board. • Write questions with your ideas. 	<ul style="list-style-type: none"> • Work together in small groups. • Make groups of four/five/ six. • Turn to the persons next to you. • Turn to the persons behind you. • Work with the persons in front of you. • One person will write and the others will help him/her. • You are going to work together in

<ul style="list-style-type: none"> • Write more questions like this. • Give me your ideas. • Ask your questions to your partner. 	<p>small groups.</p> <ul style="list-style-type: none"> • Every bench's students make a group. • One person in each group will be the leader.
<p>Common phrases for controlling/ Managing the class.</p>	<p>Common phrases for exercise</p>
<ul style="list-style-type: none"> • Please be quiet! Speak quietly! Can't you speak more softly? No noise, please. • Stop chatting! Stop speaking! • Whisper, don't shout! Silence! Shut up. • Please, pay attention! • Don't do that! Don't touch! Put that away! • Calm down! Sit still! • Helal, stop bothering Abir! • Come here. • Go back to your seat-. • Stand up. • Sit down. • Hands up/down. • Hurry up. • Come in. 	<ul style="list-style-type: none"> • Exercise one at the top of page three. • Activity two at the bottom of page three. • Which exercise are we doing now? • Work in groups of three. Work in pairs. Work on your own. • From the backs. • Have you got a pencil? Can I borrow your pen? Can you lend me an eraser, please? • Look at exercise two, please? • Who has finished? • Tell me the answer. Write the answers. Read the question. • Show me your work. • Don't start yet! You can start now. • Correct your partner's work. • Put your hand up if you don't understand. • Put your hand up if you know the answer. • Fill in the gaps. • Finish the exercise.
<p>Common phrases for songs & poems</p>	<p>Common Phrases for praising and correcting</p>
<ul style="list-style-type: none"> • Now we're going to sing a song together. • Now we're going to say a rhyme together. • Let's sing a song! • Let's sing together. • Everybody joins in. • Everybody together. 	<ul style="list-style-type: none"> • Brilliant! Excellent! Wonderful! Well done • Good! Very good! Good job! • Great! Very well done! • Yes, that's right. That's it! • Clap for him/her. • Right/correct/close/nearly right/almost.

<ul style="list-style-type: none"> • Just the boys. Just the girls! • Listen carefully. • Listen first, and then sing. • Do the actions! • Copy me! • Let's sing it again, but louder this time. • Let's clap. • Everybody claps. 	<ul style="list-style-type: none"> • Nice work! • Yes! Ok! • That's a good guess! • Your team is the winner! • That's not right, try again. • Not quite right, try again. • That's nearly right. That's better! • Today I'm happy/not very happy with you. • Can you try again? • Please listen to your partner. • Please repeat after her.
<p>Common phrases for ending the class:</p> <ul style="list-style-type: none"> • Stop working! • Ok, you can go now. • It's time to go. /It's time for lunch. /It's break-time. • See you later! See you tomorrow. See you next week! See you on Saturday. • Good bye. <p>Giving Permission:</p> <ul style="list-style-type: none"> • You're welcome to ... • If you like, you can. .. • Sure, you can do. <p>Goodbye:</p> <ul style="list-style-type: none"> • Hope to see you again! • Goodbye! • Take care! 	<p>Common phrases for students' language:</p> <ul style="list-style-type: none"> • May I come in, sir/Can I come in? • Louder, please. • Can I go to the toilet, please? • What page is it? / What page? • Sorry, I am late/ sorry, for being late. • Sorry, I don't understand.

List of Instructional languages:

<p>Everybody listen to me.</p> <p>Take your English book and open at page 25.</p> <p>Listen and say after me.</p>	<p>Each 5/6 make a group.</p> <p>Each bench make a group.</p> <p>Discuss in groups.</p> <p>Complete the table in group.</p>
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<p>Think in pair and share.</p> <p>Read out after me.</p> <p>Write in your note book.</p> <p>Listen and point to the picture in your book.</p> <p>Say/Read loudly.</p> <p>Check the spelling.</p> <p>Discuss in group and make a list.</p> <p>Please stand up, listen to the song and move around the classroom.</p> <p>Listen and point to the picture in your book.</p> <p>Listen and check your answers.</p>	<p>Try/Write/ Say it again.</p> <p>You two make a pair.</p> <p>Listen first, and then sing.</p> <p>Put your hand up if you know the answer.</p> <p>Correct your partner's work.</p> <p>Work in pair/group for 5 minutes.</p> <p>Listen to the audio and fill in the blank.</p> <p>Let's sing it again, but louder this time.</p> <p>Let's recite the rhyme with action/without action.</p> <p>Listen, and write the answers to these questions.</p>
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Observation Checklist- 8.3

Issues	Notes
1. Classroom and Instructional languages used	
2. Uses of languages in an understandable way	
3. What could be done for improvement	

Learning outcomes: By the end of the session, the participants will be able to –

- explain the importance of listening skills;
- identify the listening activities from EfTs;
- identify and analyze stages of practising listening skills.

Time: 90 minutes

Methods and Techniques: role play, discussion, presentation, brain-storming, group work.

Materials: Resource paper, EfTs (class:1-5), worksheet, Power point, poster paper/notebook and observation checklist.

Activity-A**Importance of Listening Skill****Time: 20 mins**

1. Exchange greetings with the participants.
2. Now, ask them to role-play the ‘Telephone’ game.
 - a. Instruction for playing the game: The trainer asked the participants to stand in a line one after one. The trainer whispers a message [*Your breath smells like onions every time I talked to you*] to a trainee, and the trainee then whispers the same message to the next trainee. It will continue until the last trainee. Finally, the last trainee will speak the message aloud in front of everyone. Then, everyone will match the message with the original message.
 - b. Then, the trainer discusses why the change happens.
3. Now, ask them why listening is important. Listen to and write it on the board.
4. Show (**Resource Paper 9.1**) the list of importance of listening skill and match it with what is written on the board. If needed, ask one trainee to read it out.
5. End the activity by saying ‘Thank You’.

Activity-B	Identifying the Listening Activities from EfTs	Time: 20mins
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1. Show it in PPT or provide a worksheet to discuss. Here is a list of listening activities. Which activities do we practice in English class in our school?

Type of listening activities	Yes	No
Single word Dictation		
Line-by-line dictation		
Full-text dictation		
Listen and answer to questions		
Listen and role play		
listen and fill up the gaps		
Listen and put tick marks		
Listen and sentence completion		
Listen and summary completion		
Listen and sentence matching		
Listen and identify the main idea		
Listen and identify the setting		

2. Now, divide the participants into 5 groups.
3. Provide each group with English for Today (Class 1-5).
4. Now, ask each group to go through the activities of EfTs and make a list (notebook/poster paper) of listening activities.
5. After group work, ask one group to present the group work and other groups will match their lists. If need, provide feedback (**Resource Paper 9.2**).

Activity-C	Identifying and Analysing the Stages of Practicing Listening Skills	Time: 35 mins
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1. Now, ask the participants to read the case study.

Mr. Sohan is an assistant teacher at Patwary Para Government Primary School. He has been teaching English for the last 10 years. He loves teaching English. One day, he was teaching English in the presence of the Headteacher and the lesson focused on listening skills. At the beginning of the lesson, he introduced new words to students. Later, he used audio twice and then he read the same repeatedly. Students listened attentively. Later, he provided a worksheet. He instructed the students to fill in the blanks while he read. After that, he provided the answers and students matched them with their answers. He also explained the answers. The headteacher applauded him for his teaching-learning techniques.

2. Ask the participants what the teacher does in pre, while and post-stages of listening skills.
3. Explain the three stages of listening skills with the help of **Resource Paper 9.3**.
4. Ask the participants to work in the same group. Ask each group to select a lesson/ activities from EfT (class 1 to 5) and set the activities for the pre-listening, while listening and post-listening stages (**Resource Paper 9.4**). Ask participants to take help from TG and allow 10 minutes for the preparation.
5. After completing the group work, ask each group to present. Provide feedback if needed.
6. Tell them the same group has to present a simulation session in the next session on the same plan. Show or provide the lesson plan format and observation checklist (**Resource Paper 9.5**).

Activity-D	Assessment and Reflection	Time: 10 mins
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1. Ask any 4/5 participants to say 1/2 points of the importance of listening in English at the primary level.
2. Ask any of the participants to say what s/he has learnt new in the session.

3. Ask 1/2 participants what a teacher does in the classroom at pre, while and post listening stages.

Activity-E	Sum up and closing	Time: 5 mins
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1. Sum up the session.
2. Conclude the session by giving them thanks.

Resource Paper	Teaching Listening Skills	Session 9
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Resource Paper 9.1: The Importance of Listening

<ul style="list-style-type: none"> ➤ Listening is essential for effective communication. ➤ Listening builds trust and rapport (better relationship). ➤ Listening is essential for learning. ➤ Listening can help us to be more productive. ➤ Listening can help us to make better decisions. ➤ Listening can help us to solve problems more effectively. ➤ Listening can help us to develop empathy. ➤ Listening is essential in resolving conflicts. ➤ It is easier for young children to listen to English than to read and write it. Children will often understand much more than they can say or write. ➤ If students listen to a lot of English, they will be able to pick up more words and phrases. ➤ Some children learn better when they hear information, rather than seeing it.
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Resource Paper 9.2: Listening Activities in EFLs

- | | |
|------------------------------------|--|
| ➤ Look and listen | ➤ Recite in pairs |
| ➤ Listen and repeat | ➤ Listen and sing |
| ➤ Look, listen and repeat | ➤ Say the missing numbers |
| ➤ Look, listen and say | ➤ Listen, say and read |
| ➤ Look, listen, repeat and say | ➤ Listen, say and point to the right picture |
| ➤ Listen and say in pairs | ➤ Look and say |
| ➤ Listen and say the missing words | ➤ Ask and answer |
| ➤ Listen and repeat | ➤ Listen, say and read, etc. |

Resource Paper 9.3: Stages for Listening Skills

Three stages for listening skills:

- ✚ **Pre-listening:** This is the stage before the listening actually begins. It is to get ready with prior knowledge, set a purpose for listening, and guess about the listening topics.
 - Activities for Pre-listening: Didactile support (flash card, pictures.....), brainstorming, previewing, predicting, guessing, eliciting etc.
- ✚ **While listening:** This is the stage when actually listening continues. It is to focus on understanding the main points of the topic, identifying important details, and following the speaker's thoughts.
 - Activities for While Listening: top-down (general for the gist), bottom-up (details/for specific info), word completion, matching, true/false, chart filling etc.
- ✚ **Post-listening:** This is the stage after the listening has ended. It is to reflect on what have heard, answer questions or given activities, and summarize the main points.
 - Activities for Post Listening: composition, story telling, sentences, role play etc.

For teaching words:

Pre-listening

- Guess the meaning of unknown words using context/ image/ model/ realia/...

While-Listening

- Present the words orally as the student listens.
- Then, ask the students to reproduce the words orally as they speak.
- Do some activities like: listen and show/ matching/...

Post-listening

- Checking understanding the uses of the words. Use activities like: listen and pick / listen and point/ listen and match/ listen and fill in.....

For text presentation:

Pre-listening

- Discussing the topic or type of conversation with the learners.
- Helping the learners to develop their vocabulary related topic.

While-Listening

- Ask learners to read and understand the questions/fill in the blanks/True-False.
- Ask them to listen to the text and answer the question (teacher will read the text aloud).
- Let students listen to the text again and do the task while listening (if necessary).

Post-listening

- Consolidate what students have learnt by question-answer activities. (Oral/ Written)

Resource Paper 9.4: Sample Demonstration Plan

Class :..... Unit :..... Lesson :.....

Lesson Title :..... Activity :..... Page :.....

Learning Outcomes-
Listening:

Teaching aids:

Session :

Duration:

Steps	Teaching Learning activities
1. Introduction	<ul style="list-style-type: none"> • Say “Good morning, students” with a smiling face. •
2. Pre-listening activities	
3. While listening activities	
4. Post Listening activities	
5. Concluding the session	

Resource Paper 9.5: Observation Checklist

What did the teacher do for preparing students for listening (pre-stage)?	What did the teacher do practising listening (while stage)?	What did the teacher do to assess the student's listening skills (post-stage)?
Areas to be Appreciated		
Areas to be Improved		

Learning outcomes: By the end of the session, the participants will be able to –

- simulate the listening skills according to the plan.

Time: 90 minutes

Methods and techniques: presentation, simulation, observation and discussion.

Materials: EfTs, TG, Power point/poster paper, observation checklist.

Activity-A	Simulation	Time: 80 mins
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1. Exchange greetings with the participants.
2. Recap the previous session.
3. Instruct the participants to get prepared for the simulation (**Resource Paper 10.1**). Everyone will prepare him/herself for the role of a teacher. For preparation, they will have 15 minutes.
4. One will play the role of a teacher. 4/5 participants will play the role of observers (**Resource Paper-10.2: Observation Checklist**), and the rest of the participants will play the role of students.
5. Teachers, observers, and students will be selected randomly. Provide observation checklists to the observers.
6. The teacher will have 40 minutes to deliver the simulation.
7. Teacher will reflect on his/her session.
8. Then, arrange a plenary discussion and provide feedback.

Activity-B	Assessment and Reflection	Time: 5 mins
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1. Ask the participants about pre-listening, while listening, and post-listening.
2. Ask the participants to reflect on what they have learned (5/4 participants).

Activity-C	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session and give them thanks.

Resource Paper 10.1: Sample Demonstration Plan

Class :..... Unit :..... Lesson :.....

Lesson Title :..... Activity :..... Page :.....

Learning Outcomes-

Listening:

Teaching aids:

Session :

Duration:

Steps	Teaching Learning activities
1. Introduction	<ul style="list-style-type: none"> • Say “Good morning, students” with a smiling face. •
2. Pre-listening activities	
3. While listening activities	
4. Post Listening activities	
5. Concluding the session	

Resource Paper 10.2: Observation Checklist

What did the teacher do for preparing students for listening (pre-stage)?	What did the teacher do practising listening (while stage)?	What did the teacher do to assess the student's listening skills (post-stage)?
Areas to be Appreciated		
Areas to be Improved		

Learning outcomes: By the end of the session, the participants will be able to –

- explain the importance of speaking skills;
- identify the speaking activities from EfTs;
- analyze the teaching techniques of speaking skills.

Time: 90 minutes

Methods and Techniques: question-answer, discussion, group work, case study, presentation.

Materials: Resource papers, EfTs (1-5), poster paper/notebook, Power point.

Activity-A**Importance of Speaking Skill****Time: 15 mins**

1. Exchange greetings with the participants.
2. Write the word ‘Importance of Speaking Skill’ on the board. Ask the participants to share a point about the importance of speaking skill.
3. Discuss the key points of **Resource Paper 11.1** to clear the ideas of the importance of speaking skill.
4. End the activity by saying ‘Thank You’.

Activity-B**Identifying the Speaking Activities from EfTs****Time: 20 mins.**

1. Now, divide the participants into 5 groups.
2. Provide each group English for Today (Class 1-5).
3. Now, ask each group to go through the activities of EfTs and make a list (notebook/poster paper) of speaking activities.
4. After group work, ask one group to present the group work and other groups will match their lists Provide feedback if needed (**Resource Paper 11.2**).

1. Tell the participants to read Abdulla's story and provide a resource sheet/show in PPT.

Abdulla's parents decided to go abroad. So, they admitted him to a language centre. There, Abdulla took English classes and practised speaking English as much as he could. In the beginning, the English teacher gives him **some sentences to practice**. Then, tell him to **speak following the model paragraph**. In the class, his teacher repeats the new words and phrases, gives him cue/picture cards to speak, scaffolds him when needs and encourages him to speak. Finally, the teacher gives him **some topics to speak about**. Besides these, suggest him watch English news, drama, TV shows, etc. He also watched English-language movies and TV shows. Slowly but surely, his English skills improved. One day, Abdulla was giving a presentation in class. At the end of the presentation, everybody applauded him. This gave him the confidence to speak English. He now realized that his English skills had improved enough that he could now communicate effectively in English.

2. Ask them to identify what techniques were used by Abdulla's teacher.
3. After getting (3 or 4) participants' opinion, share that Abdulla's teacher applied the three stages of speaking like controlled speaking, guided speaking, and free speaking.
4. Now, show the examples taken from EfT (**Resource Paper-11.3**).
5. Ask participants to work in the same group. Provide English for Today (Class 1-5) to each group.
6. Now, ask each group to go through the activities of **EfTs** and make a list of speaking activities following the table.

Class:	
Controlled Speaking	
Guided Speaking	
Free Speaking	

7. Present their group work and discuss. Provide feedback if needed.

Activity-D	Assessment and Reflection	Time:10 mins
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1. Ask the participants to say the names of 3 speaking activities from EfTs.
2. Ask 2/3 participants to say the names of 2 activities from EfT on speaking practising techniques.
3. Ask them to share what they have learnt new from the session.

Activity-E	Sum up and closing	Time:5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session by giving them thanks.

Resource Paper-11.1: The Importance of Speaking Skill

- Children who speak English will be able to communicate with people from all over the world.
- Children who speak English can access a wider range of information and resources using online platforms.
- Children who speak English will have access to different cultures.
- Children who speak English will have access to understand English movies, dramas, news, etc.
- Children who speak English will have access to learn new vocabulary and improve their listening comprehension.
- Children who speak English will have to understand how English is used in real life.
- Speaking helps the students to develop listening, reading and writing skills.
- Speaking can make students feel that English is an interesting subject that they want to learn.
- Speaking English may be very useful in students' future lives.
- Speaking is one of the four skills of the English Primary Curriculum in Bangladesh. One of the main objectives of Classes 1-5.

Resource Paper-11.2: Speaking Activities in EFT

- | | |
|--|---|
| <ul style="list-style-type: none"> ➤ Look, listen and repeat ➤ Say in pairs ➤ Look, listen and say ➤ Look, listen, repeat and say ➤ Listen and say in pairs ➤ Listen and say the missing words ➤ Listen and repeat ➤ Count and say ➤ Repeat after your teacher in pairs | <ul style="list-style-type: none"> ➤ Recite in pairs ➤ Listen and sing ➤ Listen, say and read ➤ Recite and act out the rhyme ➤ Listen, say and point to the right picture ➤ Ask and answer in pairs ➤ Look and say ➤ Make a dialogue ➤ Describe the picture ➤ Say about your family ➤ Listen, say and read |
|--|---|

Resource Paper-11.3: Speaking activities from EFT

a) Controlled Speaking (Class- 3)

Class 3

Commands, Instructions
and Requests

Lessons 4-6



A. Look, listen and say.



B. Look and say. Use Can or Could.



b) Guided Speaking (Class- 4)



Mita's Day

Class 4

Lessons 1-2

A. Listen and say. Read.



Mita is in Class 4. She gets up at six o'clock. She washes her face. She has breakfast at seven o'clock. Then, she brushes her teeth. She goes to school at nine o'clock. She walks to her school. She visits her grandmother at three o'clock. Then, Mita returns home at five o'clock.

B. Now tell us about your daily routine using the information from Mita's day.

Free Speaking (Class- 5)

Leisure Time

Lessons 3-4



Academic year-2025

D. Pairwork. Say what you do in your free time and why you do it.

Example: I sing in my free time. It makes me happy.

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Learning outcomes: By the end of the session, the participants will be able to-

- develop activities focusing on controlled, guided and free stages
- simulate the speaking skill according to the plan.

Time: 90 minutes

Methods and Techniques: Case Study, discussion, brain-storming, group work, simulation.

Materials: EfTs, TG, poster paper, power point, etc.

Activity-A**Developing Speaking activities****Time: 30 mins.**

1. Exchange greetings with the participants and make 5 groups.
2. Distribute the sample demonstration plan template (**Worksheet-23.2**) to the groups.
3. Ask each group to choose a lesson from EfT books (Class- 3- 5) focusing on speaking skill.
4. Then ask them to develop a demonstration plan following the template. Tell them to incorporate controlled, guided and free stages of speaking skill in their demonstration plan.
5. Tell them to follow the TG while developing the demonstration plan.
6. Allow them to add or edit activities where necessary (focusing on the teaching context and students' understanding level).
7. Tell them to develop related teaching materials to teach the lesson.
8. Monitor and provide feedback when developing the lesson plan and materials.
9. Tell them they will conduct sessions using their developed plan.
10. Allow them 30 minutes for making a lesson plan.

Activity-B**Simulation****Time: 55 mins.**

1. Invite 2/3 randomly group to demonstrate their lesson. [ensure involvement of each members in the group]

2. Each group will have 10 minutes to deliver the demonstration.
3. Then, arrange a 5-minutes plenary discussion inviting the observer's observation and reflections after each demonstration.

Activity-C	Sum up and closing	Time: 5 mins
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- Sum up the session according to learning outcomes.
- Conclude the session by giving them thanks.

Resource Paper 12.1: Sample Demonstration Plan

Class :5

Unit : 1

Lesson : 1.

Lesson Title : Hello !

Activity : A, B

Page : 2

Learning Outcomes-
Speaking:**Teaching aids:**

Session :

Duration:

Stages and Activities	Activities	Techniques & material
Controlled Speaking: <ul style="list-style-type: none"> • Teacher's reading. • SS reading, • Role play 	<ul style="list-style-type: none"> ▪ SS, open page 2 ▪ look at Activity A. ▪ First Teacher will read aloud the dialogue and Ss will repeat after the teacher. ▪ Then ask Ss to play the role in the dialogue in pair (Sima and Jessica) 	
Guided Speaking <ul style="list-style-type: none"> • Ask and answer question 	<ul style="list-style-type: none"> ▪ Tell Ss to work in pairs and ask the following questions- <ol style="list-style-type: none"> 1 Where is Jessica going? 2 Why is Jessica going there? 3 Where is Jessica from? 4 Is Sima from Dhaka? 5 Where is Sima going? 6 When is Sima's train leaving? 7 Where are Sima and Jessica? 	
Free Speaking <ul style="list-style-type: none"> • Individual speaking 	<ul style="list-style-type: none"> ▪ Introduce yourself to your friends. 	

Resource Paper 12.2: Observation Checklist

What did the teacher do for preparing students for controlled speaking?	What did the teacher do for guided speaking?	What did the teacher do to for free speaking?
Areas to be Appreciated		
Areas to be Improved		

Session- 13**Teaching Reading Skill**

Learning outcomes: By the end of the session, the participants will be able to –

- talk about early literacy in English;
- describe the use of different reading skills;
- analyse the stages of teaching reading.

Time: 90 minutes

Methods and techniques: Group work, discussion, pair work, question-answer

Materials: Resource paper, worksheets, poster paper/PPT

Activity-A**Understanding early literacy****Time: 20mins**

1. Tell participants now they will explore how different the contexts of two primary-aged children in two different classes of our country.
2. Tell the participants to work in 5 groups.
3. Ask them to read the two case studies (**13.1: Cases on Early Literacy**) in groups.
4. Ask participants to write a list of the advantages that Rina has, when compared to Mong, that may help him to learn to read and write more quickly.
5. Tell participants to share their views.
6. Summarize their understanding in the plenary, and convey the following message using poster paper/PPT.

Every child learns differently. Perhaps Rina will learn to read and write faster than Mong. However, research has shown that a child's success at school depends partly on the environment, parents and other things that the teacher cannot control. Rina has advantages in five important areas:

- a) Parents b) Previous Education c) Home environment d) Teacher and language e) School

Learning to read and write (literacy) is probably the most important part of any child's education. All children need to pass through three important phases along the road to literacy:

- **The pre-alphabet phase:** what children need to learn before they are ready to start learning the letters of the alphabet
- **The alphabet phase:** how children learn to link written letters to spoken sounds in English
- **The sight word phase:** how children begin to read whole words and progress to full literacy

Activity-B	Understanding Reading Skill	Time: 25 mins
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1. Tell participants to work in pairs.
2. Tell them to match the reading skills to the definitions (**Worksheet-13.2**).
(1+d, 2+e, 3+a, 4+c, 5+b)
3. After matching the definition, ask participants the following question.
Allow them to do it in the same pairs.

Which skill do we use when reading these texts?

- a story or poem
- a newspaper review of a new film
- an advertisement for a museum to find out which days it is open
- a legal agreement
- looking through a magazine to decide which articles to read.

4. Provide feedback if necessary, and convey the message related to developing reading skills.

A good reader uses a range of skills and we need to develop these skills in our learners. In primary English classes, the students need to apply skimming and scanning skills mostly in reading texts. To develop these key skills, students need a range of activities where they have the opportunity to practice.

Activity-C	Analysing the stages of teaching reading	Time: 30mins
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1. Tell participants to work in groups.
2. Distribute **worksheet-13.3** to each group.
3. Ask them to go through the session procedures of class-1 given in the worksheet.
4. Tell them to identify what type of activities are used at the beginning of the reading lesson, middle of the lesson and at the end of the lesson.
5. Ask participants to share their work.
6. Tell them there are three stages of reading- Pre-reading, while reading and post-reading.

Note: There are mainly three stages of reading. They are-

1. **Pre-reading** – pre-teaching and practising vocabulary; predicting topics using pictures; task to engage learners’ interest in the text.
2. **While-reading** – doing reading activities to hold the attention of the students. while-reading (tasks for skimming, scanning and detail; task for focusing on the meaning of difficult vocabulary) activities e.g. jigsaw, quiz, reading race, jumbled texts, running dictation.
3. **Post-reading** – activities (speaking and writing tasks) for checking students’ understanding.

7. Now, refer the participants to **Resource paper-13.4**.
8. Ask them to read the resource paper in pairs, and take notes if necessary.
9. Allow participants to share their understanding in the plenary.

Activity-D	Assessment	Time:10mins
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1. Ask some oral questions randomly to check participants’ understanding of teaching reading.
 - Why skimming and scanning skills are important for reading?
 - Why do we follow the stages of teaching reading?
 - What activities can we use to develop the reading skills of our learners?

Activity-E	Sum up and Closing	Time: 5 mins
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1. Sum up the session by highlighting the key points of teaching reading.
2. Motivate them to apply today’s learning when they teach in their school.
3. Conclude the session by giving thanks for their active participation.

13.1: Cases on Early Literacy

Case 1: Mong, from Khagrachari hill district, lives in a small village called Nakapa. His mother tongue is Marma. He lives with four brothers and sisters, her parents, who are farmers. At home, he has no electricity, no desk to write on and no books. His parents want her to do well at school, but they cannot read or write, and do not have enough money to buy what she needs. Like all children in the village, he has to do many chores when she comes home from school. Mong walks three kilometres to his primary school each day, where he studies in Class 1. He is one of 35 children in his class. He just listens passively when the teacher is talking in English.

His teacher of English, Mr. Mamun, comes from a different part of Khagrachari and does not speak Mong's mother tongue. He is a new teacher with very little experience. He teaches them everything in English, and although he tries to teach as well as he can, he cannot help them when they do not understand. In reading lessons, he just asks his students to repeat after him. His only reading resource is the English textbook. There are no other books or resources for him to use in class.

Case 2: Rina, from Badda lives in Dhaka city. She lives with his sister and his parents in a small house. Her father works in an office, and her mother works in a boutique shop. Both can read and write well. At home, they have a desk to do homework on and interesting books to read. Her father sometimes helps him with homework, and her mother often reads stories to him. She attended pre-primary school for one year, and is now in year one of a primary school near her house, where she is one of 50 children in his class.

Her teacher of English, Ms. Sadia comes from the same locality. She has taught at the school for 18 years. When necessary, she explains ideas and gives instructions in Bangla, and most of the children in the class speak well. She teaches learning to read and write in English at the same time. They have English textbooks, some useful letter cards, word cards and resources in the classroom, and there is a school library where the teachers can take children for reading lessons.

Worksheet-13.2

Work in pairs. Match the reading skills to the definitions.

Reading skills	Descriptions
1. Predicting	a. Reading quickly to find a particular piece of information
2. Skimming (or reading for gist)	b. Reading because you want to and because you are interested in the text
3. Scanning	c. Reading very carefully to understand as much information in the text as possible
4. Reading for detail	d. Guessing what a text will be about, for example looking at the title, picture or keywords
5. Reading for pleasure	e. Reading quickly to understand the main ideas in a text

Worksheet-13.3

Lesson 2: a A b B

Session	Learning Outcomes
Session 02: C, E Page: 15	3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly

Teaching Aids: Picture of Activity C, E; letter cards/wooden letters/ plastic letters; audio/video clip (if available)

Session Procedures

Session Duration: 50 minutes

Teaching Learning Activity
<p>1. Introduction: Exchange greetings with a smiling face.</p>
<p>2. Review of the previous session/ prior knowledge: Start the session with a song (Alphabet song). Tell Ss ‘Let’s sing a song’. Play an audio if possible. [If audio is not available, sing a song with the Ss.]</p> <ul style="list-style-type: none"> • Then, ask Ss “What did we learn yesterday?” [Support Ss if necessary. Allow them to say in Bangla] • Tell them today we are going to learn how to say and read the letters ‘a, A, b, B’.
<p>3. Presentation of session: Show/draw a picture of ‘arm’ on the board and write the word ‘arm’ under the picture. Ask Ss ‘What’s this?’ Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.</p> <ul style="list-style-type: none"> • Then, put a finger on the initial letter ‘a’ of the word ‘arm’; say the sound of the letter ‘a’. Tell Ss ‘Listen and repeat after you’. [If audio is available, play the sound of the letter ‘a’] • Follow the same steps for introducing the capital letter ‘A’ with the word ‘Arm’. • Again, show/draw a picture of ‘bag’ on the board and write the word ‘bag’ under the picture. Ask Ss ‘What’s this?’ Encourage them to say the word of the picture. Tell Ss to repeat after you 2/3 times. [Provide support to them if necessary.] • Then, put the finger on the initial letter ‘b’ of the word ‘bag’; say the sound of the letter ‘b’. Tell Ss ‘Listen and repeat after you’. [If audio is available, play the sound of the letter ‘b’]

- Follow the same steps for introducing the initial letter ‘B’ with the word ‘Bag’. [Provide support to them if necessary.]
- **Activity-C:** Now, tell Ss ‘Open your book at page 15’ Help Ss by showing the page 15 to open it. Then and, tell them, ‘Look at the letters of Activity-C’.
- Show the letter cards of ‘a, A, b, B’ or Activity-C of the textbook, and ask Ss to recall the letter names. Encourage them to say the letter names with you.
- Then, teacher says the letter names, and asks Ss to repeat the letter names. Do it 2/3 times. [Provide support to them if necessary.]

4. Practice activities: [Provide letter cards / wooden letters/ plastic letters to Ss to practice the sounds of the letters and to learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (ant, apple, arm, bat, ball, bag), and the other says the word.
- Now, arrange another pairwork. One student shows the letters (a, A, b, B) associated with word-pictures/ letters given in the textbook, and the other student says the sound of the letters (a, A, b, B). Tell them to do it in turns. [Monitor pairwork and support them if necessary.]
- Again, one student says the sound of the letter (a, A, b, B), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ Wooden/ plastic letters of a, A, b, B), and the other student says the name of the letters. Tell them to do it in turns. [Monitor pairwork and support to them if necessary.]
- Again, one student says the letter name of (a, A, b, B), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and provide support to them if necessary.

5. Assessing learning: [Please, fill up the provided checklist or take notes on students’ learning progress. Teacher can use different techniques to assess students’ learning considering student’s level, students’ needs and classroom context.]

- Teacher draws pictures with the words on the board or sticks the word cards on the board. Ask S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, Tell Ss to look at the Activity-E. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Techer can provide worksheets, or wooden/ plastic letters for

this Activity.]

- Praise Ss at the end.

6. Feedback: Support the students who cannot say and read the letters. Reassess and make sure they are learning.

7. Summary of the session: Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

8. Concluding the session: Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

Resource paper-13.4

Stages of reading

1. **Pre-reading:** In this stage, teacher may do any or some of the following activities
 - showing text pictures and asking to describe the picture
 - showing the title and then asking questions about what the text will be
 - teaching new words which help to understand the text

2. **While-reading:** Before students start reading, teachers may give any one of the following activities.
 - Fill in the gaps- Keep the students attentive in reading and check understanding.
 - Identify True or false- Keep the students attentive in reading.
 - Exact meaning questions- Teacher can check the understanding of the text.

3. **Post-reading:** Teachers may provide some inferred-meaning questions or questions related to students' own experiences. Students have to use their own words to answer these types of questions. These questions involve thinking about the text and understanding the links between ideas.

Session- 14**Practice: Teaching Reading Skills**

Learning outcomes: By the end of the session, the participants will be able to –

- demonstrate techniques for teaching reading at the primary level;
- reflect on how to improve in conducting a reading class in future.

Time: 90 minutes

Methods and Techniques: Group work, microteaching, presentation, discussion

Materials: Worksheets, EfT books, demonstration note, observation note

Activity-A	Demonstration Activities Focusing on Reading	Time: 20 mins
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1. Arrange a demonstration activity focusing on the pre-, while and post-reading stages.
2. Ask participants to act as Grade 4 students.
3. Choose a reading activity from the EfT 5, Unit- 10, Lesson- 1-2, Activity: A, Page- 38 (**Resource Paper- 14.1**).
4. Take help from the **Demonstration note 14.2** to design pre-, while and post-reading stages.
5. After the demonstration, ask participants to share the three stages of reading that they observed.

Activity-B	Preparing materials and practice reading activities	Time: 30 mins
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1. Tell participants to work in 6 groups.
2. Assign the task for each group to do microteaching.

Group-1	EfT 4, Unit-34, page-68; focusing on Pre-reading stage
Group-2	EfT 5, Unit-12, page-46; focusing on Pre-reading stage
Group-3	EfT 4, Unit-34, page-68; focusing on While-reading stage
Group-4	EfT 5, Unit-12, page-46; focusing on While-reading stage
Group-5	EfT 4, Unit-34, page-68; focusing on Post-reading stage
Group-6	EfT 5, Unit-12, page-46; focusing on Post-reading stage

3. Ask each group to take preparation for simulation following the examples given in **Demonstration note-14.2**.
4. Ask them to prepare or collect related teaching-learning materials if necessary.
5. Tell participants to practice their assigned reading activity in groups.
6. Tell them to involve each member of the group while practising in groups.
7. Allow 30 minutes to practice in groups.
8. Monitor the group work and provide support when necessary.

Activity-C	Microteaching part of a reading lesson	Time: 35 mins
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- Invite at least three different groups to present the pre-, while and post-stages of a reading lesson.
- Each group will get 8 minutes to present the part of the lesson.
- Assign some participants to act as students, and some participants to act as observers.
- Ask the observers to take notes (**14.3 Observation Note**) while observing the microteaching sessions.
- After each presentation, arrange a 2-minute plenary discussion for giving feedback.
- Invite the next group, and change the role of students and observers in each presentation.

Activity-D	Sum up and Closing	Time: 5 mins
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1. Sum up the session by highlighting the stages of teaching reading.
2. Motivate them to apply today's learning when they teach in their school.
3. Conclude the session by giving thanks for their active participation.

Resource Paper 14.1

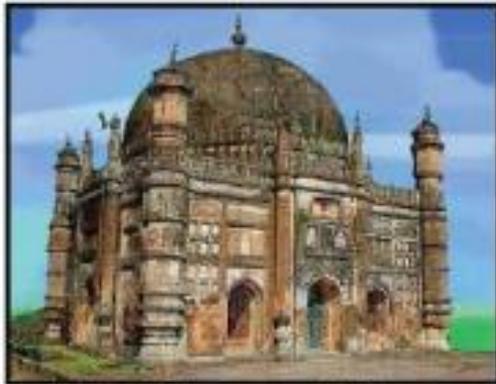


My home district

Lessons 1-2

A. Read about Mamun's home district.

My home district is Kishoreganj. It is about 145 kilometres from Dhaka. It is a district headquarters. The district has 8 municipalities, 13 upazilas, 108 unions and 1745 villages. The name Kishoreganj comes from the name of an old landlord known as Brojakishore Pramanik or Nandakishore Pramanik. The area of Kishoreganj municipality is about 10 square kilometres. The river Narasunda flows through the town.



Shah Muhammad Mosque

Kishoreganj is a small town, but there are many important places in and around it. The largest Eid fairgrounds, called Solakia Eid Ground and the well-known Government Gurudayal College are in the town. People from many districts come to this place to celebrate Eid. The Pagla

Mosque is also in my home district. Outside the town, you can visit the fort of Isah Khan at Jangal Bari. You can also see the Shah Muhammad Mosque at Egaroshindhur. Near the Fuleshwari River, you can see the Shiva Temple of Chandrabati.

2020



Upendrakishore
Roy Chowdhury



Zainul Abedin



Syed Nazrul Islam

Kishoreganj is also the home district of some famous people. Chandrabati, the first woman poet of Bangla literature, was born here. Two writers of children's literature, Upendrakishore Roy Chowdhury and Sukumar Roy are also from here. The great painter Zainul Abedin comes from Kishoreganj, too. Syed Nazrul Islam, the first acting President of Bangladesh, is also from here. I love my home district!

B. Pairwork. Ask and answer the questions.

- 1 What's the name of Mamun's home district?
- 2 How far is it from Dhaka?
- 3 How did it get its name?
- 4 What is the name of the river in the town?
- 5 What are two things you can see in the town?
- 6 Who are two famous people from this town?

C. Groupwork. Make a list of the important places in Kishoreganj. Which place do you think is the most interesting? Why? Discuss with your groupmates.

14.2: Sample Demonstration Notes

A) Pre-reading stage (Sample)

	Activities
1	<p>Use names or flashcards of famous people to illustrate the meaning of: poet, writer, painter, president.</p> <p>Put flashcards on the board. Ask learners if they know the people.</p> <p>Use mime and drawing to teach: poet, writer, painter.</p> <p>Check poet using 'Tagore' (What did he do?).</p> <p>Give the name of Bangladesh President (What is his job?)</p>
2	<p>Put pictures on board of famous places:</p> <p>A fort</p> <p>A temple A mosque</p> <p>A government college</p> <p>A fairground</p> <p>A river</p> <p>Ask learners which ones they know.</p> <p>What kinds of places are they? Teach the names above.</p>
3	<p>Turn over the flashcards. Pick up one that the learners cannot see. They have to guess who it is.</p> <p>What questions can you ask?</p> <p>Elicit the following questions, using prompts on the board:</p> <ul style="list-style-type: none">• Are you a man or a woman? (Write man/woman on board)

	<ul style="list-style-type: none"> • Are you alive or dead? • Are you from Bangladesh/India/the USA? • Are you a poet ... etc.?
4	<p>Prediction from pictures in text:</p> <p>Ask learners to look at the pictures in Unit 10 for one minute.</p> <p>Ask them to close their books.</p> <p>Ask: Who can tell me what pictures you saw? (a map of Bangladesh, a mosque, three people, maybe a writer, a president)</p> <p>Ask them: What is the name of the place? (Kishoreganj)</p>
5	<p>Prediction- making questions</p> <p>Tell the learners they are going to read about this place.</p> <p>Ask: What do you want to find out about Kishoreganj?</p> <p>Elicit these three questions and write them on the board:</p> <ul style="list-style-type: none"> • Where is Kishoreganj? • What famous people are from there? • What famous places are there?

B) While-reading stage (Sample)

	Activities
1	<p>Reading for gist</p> <p>Ask the learners to read the text silently to find the answers to the gist questions on the board. • Where is Kishoreganj?</p>

	<ul style="list-style-type: none"> • What famous people are from there? • What famous places are there? <p>Give them a time limit of two minutes.</p> <p>Tell them to check answers with a partner</p>												
2	<p>Scan Reading</p> <p>Write the numbers on the board.</p> <table border="1" data-bbox="354 646 1200 1108"> <tr> <td>145</td> <td></td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>108</td> <td></td> </tr> <tr> <td>1745</td> <td></td> </tr> <tr> <td>13</td> <td></td> </tr> <tr> <td>8</td> <td></td> </tr> </table> <p>Ask: What does 145 mean? (Kishoreganj is 145km from Dhaka).</p> <p>Ask them to work in pairs to explain the other numbers.</p>	145		10		108		1745		13		8	
145													
10													
108													
1745													
13													
8													
3	<p>Scan Reading</p> <p>Write Kishoreganj on the board.</p> <p>Ask if ‘K’ is a capital letter or a small letter (capital).</p> <p>Ask why (It’s a proper noun – a name).</p> <p>Say: Look in paragraph 3. Underline all the proper nouns.</p> <p>Take feedback- Kishoreganj, Chandrabati, Upendrakishore Roy Chowdhury, Sukumar Roy, Zainul Abedin, Syed Nazrul Islam, President, Bangladesh</p> <p>Ask learners who these people are.</p>												

4	<p>Reading for key information</p> <p>Ask learners to work in pairs to ask and answer the comprehension questions in the book (page 39).</p> <p>Take feedback.</p>
5	<p>Focus on vocabulary</p> <p>Ask learners to underline five new words in the text.</p> <p>Ask them to compare in pairs.</p> <p>Ask them to tell each other what they think the words mean in Bangla.</p> <p>Feedback. Ask for five new words and confirm if the Bangla translations are correct</p>
6	<p>Taking Feedback</p> <p>Tell them to close their books.</p> <p>Tell them to put up their hands if they know the answers.</p> <ul style="list-style-type: none"> • 145km from Dhaka • Roy Chowdhury, etc. • Sholakia Eid ground, etc.

C) Post-reading stage (Sample)

	Activities
1	<p>Task</p> <p>Learners prepare project presentations about their home district. Give the following frame:</p> <ul style="list-style-type: none">• Name• Where it is• What division, Upazila• Famous places• Famous people. <p>They should prepare a poster to use when they present.</p>
2	<p>Make a list of the important places in Kishoregonj. Which place do you think is the most interesting? Why?</p>

14.3 Observation Note for Microteaching

(Focusing on stages of teaching reading)

Observer's Name:

Date:

Name of the presenter/ facilitator:

Class:

Lesson Title:

1. Focusing issue of microteaching:

2. Methods/techniques used in the lesson:

3. Materials used in the lesson:

4. Feedback:

a) What methods/techniques could be used to make the lesson more meaningful?

a) What materials could be used to make the lesson more interesting?

Session- 15	Teaching Vocabulary
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Learning outcomes: By the end of the session, the participants will be able to –

- explain the process and techniques for teaching vocabulary;
- teach new words using a variety of techniques.

Time: 90 minutes

Methods and Techniques: Question-answer, discussion, demonstration, presentation

Materials: EfTs, Worksheet, Resource paper/Power point

Activity-A	Reflecting on participants Prior Experiences	Time:15mins
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1. Exchange greetings with the participants.
2. Ask the participants, "How did you teach new English words at your school?"
3. Listen to their opinion and then discuss.
4. Now, let them read the following two activities if possible, provide a resource sheet or show them in Power point.

Teacher A	Teacher B
<p>While teaching new vocabulary, Teacher A uses a textbook. He picks up 3 or 4 words and teaches them before starting the text. He tells the words to the students with Bangla meaning.</p>	<p>Teacher B identifies the new and difficult words for the lesson before going to the class. Then, he collects real objects, pictures, models etc. While he teaches new words in the classroom, he first shows real objects and asks the students questions about the objects (name, meaning). Then he shows the pictures and asks them about the pictures. He pronounces the word several times and students repeat after him. Later, he spells the words and students also follow him.</p>

	Next, he explains the words to make the meaning understandable to every student. He practices using the word in different sentences. If any of the students cannot understand, he uses Bangla.
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5. Ask them, "Which teacher is the most effective to teach new words and why?"
6. Listen to their opinion and then discuss.
7. Thank them for their active participation in the discussion.

Activity-B	Demonstration Activity on Teaching Vocabulary	Time: 15 mins
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1. Conduct a demonstration based on the demonstration note to teach new words. All participants will act as students during the demonstration.
2. After that discuss with the participants about the demonstration.
3. Thank them for their active participation.

Demonstration Note

For Example: New Words: Head, Eyes, Nose (Class 1)

Teaching Learning Activities-Vocabulary
<ul style="list-style-type: none"> • Say “Good morning, students” with a smiling face. • Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.
<ul style="list-style-type: none"> • Showing real objects and asking them what they are.
<ul style="list-style-type: none"> • Showing the picture, ask Ss, “What can you see in the picture?” Please say [Support them to answer] • Based on the Ss’ answers, say the names of the pictures (head, eyes, nose). One after one. • Ask them to repeat the words. • Ask them to pronounce the word after you. Do it several times. • Do miming and tell them to say what you are miming. • Spell each word 3 or 4 times and ask them to follow you.

<ul style="list-style-type: none"> • Now, make the meaning of the words clear to all. If needed, use Bangla. • Put each word in the sentence (sentence from textbook). Ask them to follow you. • Put each word in a different context.
<ul style="list-style-type: none"> • Invite one pair in front of the class. Ask one student to point the picture and other students say the word. • Now, divide them into pairs and ask them to practise the words by using EfT. • Monitor and provide necessary support.
<ul style="list-style-type: none"> • Ask one student to say the word and the other student will touch the parts of the body. • Arrange a kim's game.
<ul style="list-style-type: none"> • Support those who could not do the activity properly.
<ul style="list-style-type: none"> • Again, say the words with the pictures or show the parts of the body with proper pronunciation.
<ul style="list-style-type: none"> • Say "Goodbye all. See you in the next class."

Activity-C	Exploring the Process of Teaching Vocabulary	Time: 20 mins
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1. Tell participants that they have just experienced a demonstration. Now ask "What types of processes were followed in teaching vocabulary in the demonstration?"
2. Ask randomly some participants to answer the questions. Invite other participants to add if they have different opinions.
3. After having the discussion, tell them to work in pairs on **Worksheet -1** and rearrange the sequences correctly and write numbers 1,2,3... next to the box.
4. Allow 5 minutes for the activity.

Worksheet-1	
Rearrange the sequences correctly and write numbers 1,2,3...next to box.	Box
Understanding and learning the meaning of a new word. For example, understanding the meaning of the word 'firefighter'.	
Helping students to pronounce the words. For example, the word 'firefighter' should be said with understandable pronunciation.	
Learning the spelling of a new word. For example, learning how to write it (It is essential for upper primary learners i.e. class 3-5).	
Using/practising the words in sentences either in written or spoken form.	
Recording and memorizing a new word. For example, recognise and use the word 'firefighter' after an interval.	

5. Ask 1 or 2 pairs to share their answer. Show them the correct answer (**Worksheet-1: Answer from Resource Part**).

Activity-D	Exploring the Techniques for Teaching Vocabulary	Time: 30 mins
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1. Tell participants to recall the techniques used by the Teacher B.
2. Tell participants that they have just experienced a demonstration. Now ask, "What types of techniques were used by Teacher B?"
"What types of techniques were used in teaching vocabulary in the demonstration?"
3. Ask randomly some participants to answer the questions. Invite other participants to add if they have different opinions.
4. After the discussion, show the **Resource Paper 15.1**.
5. Organise participants into 5 groups. Distribute EfT (Class 1-5) among the groups. Groups must find three examples of words from their *Efts* for each technique and write on **worksheet 2**.
6. Give 10 minutes for this activity.

Worksheet-2	
Techniques	Words from EFT (class-, Unit-, lesson-)

7. Ask them to present their group work. Provide feedback if needed. Thank them for their participation.

Activity-E	Assessment and Reflection	Time: 5 mins
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1. Ask the participants what new things they learned.
2. Ask 2 or 3 participants to share the techniques they know for teaching vocabulary.

Activity-F	Sum up and Closing	Time: 5 mins
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1. Summarise the session based on the learning outcomes and then conclude the session.

The word vocabulary means all the words we find in a particular language. To teach vocabulary, teachers need to follow these stages.

Worksheet-1: Answer

Correct Order	Box
Understanding and learning the meaning of a new word. For example, understanding the meaning of the word 'firefighter'.	1
Helping students to pronounce the words. For example, the word 'firefighter' should be said with understandable pronunciation.	2
Learning the spelling of a new word. For example, learning how to write it (It is essential for upper primary learners, i.e. class 3-5).	3
Using/practising the words in sentences, either in written or spoken form.	4
Recording and memorizing a new word. For example, recognize and use the word firefighter after an interval.	5

Note

In the early grades, especially in grade one, teaching vocabulary is limited to practising the pronunciation/sound and the meaning of words. According to the Primary English Curriculum, grade one students are not supposed to write the words. That's why following or applying all stages of teaching vocabulary is impossible.

From Grade 2, students are expected to spell and write words according to the curriculum. Therefore, the five stages of teaching vocabulary can be applied to students from Grade 2 to Grade 5.

Resource Paper 15.1: Techniques for Teaching new words

You have learned that students need to understand the meaning of new words. There are several techniques that you can use to teach the meanings of new words. Some different techniques are below.

a) Showing real objects

Showing real objects in the classroom is one way of presenting new words like pen, ruler, etc., which can be presented in this way. It is especially helpful for classes 1 and 2.

b) Showing models or pictures or drawing pictures

Pictures can be used to teach vocabulary. A teacher can show pictures, charts, and flashcards, or he/she can draw pictures on the blackboard.

c) Using mimes or gestures

Some words can be taught by using mimes, actions and gestures. Here, mime means doing action without talking; e.g., teachers can mime the actions of eating, sleeping, etc. Gesture refers to the use of facial expressions to indicate meaning, e.g. happiness, sadness, etc.

d) Guessing from context

Teachers may use context to teach vocabulary, and students will guess the meaning of the words based on this context/situation.

For example-

To teach the word “hungry”, teachers can give the context in the following way-

At 7 a.m. I had my breakfast. Then I worked all day long. Now it is 3 am. I have not had my lunch. How do I feel? I am hungry.

e) Giving a definition or explanation

A teacher may explain the meaning of a difficult word by using simple language. For example- beautiful means nice to look at.

f) Using words with similar or opposite meanings in the context

A teacher can present the meaning of a word by contrasting it with another word. For example- the word “bad” can be presented by contrasting it with the word “good”. This is an antonym. The antonym of a word is a word which means the opposite.

On the other hand, a teacher can present the meaning of a word by comparing it with a similar word, e.g. the synonym of the word “little” is “small”. So, a synonym is a word or expression which means the same as another word or expression.

g) Translating in the mother language

To explain abstract and difficult words that students may not understand by explanation, or words relating to quality are also difficult to explain. In such cases, the teachers may give Bangla meaning, e.g. beauty, sincerity, honesty, etc. Sometimes, it saves time and gives students a clearer and easier understanding.

Worksheet-2	
Techniques	Words from EfT (class-, Unit-, lesson-)

Session- 16	Practice Session: Teaching Vocabulary
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Learning outcomes: By the end of the session, the participants will be able to

- simulate vocabulary-focused lessons according to the plan.

Time: 90 minutes

Methods and Techniques: Discussion, group work, simulation, presentation.

Materials: EfTs, TG, lesson note, observation checklist.

Activity-A	Simulation	Time: 80 mins
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1. Exchange greetings with the participants.
2. Recap the previous session.
3. Now, organise the participants into 5 groups. Distribute EfTs (class 1-5) among the groups. Assign them to prepare for teaching vocabulary (**Demonstration**). They make a plan for 20 minutes.
4. Provide them with a simulation template.
5. Allow them 15 minutes.
6. First, select one group to simulate the session for class one or Two.
7. Then, select another group (Class 3 to Class 5) to simulate a session.
8. Select 2 or 3 participants to observe the simulation according to the **Observation Checklist**.
9. All other participants will act as students.
10. After the simulation, listen to the observers. Provide feedback if necessary.

Activity-B	Assessment and Reflection	Time: 5 mins
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1. Ask them what they learned new.
2. Ask 2/3 participants what are the techniques for teaching vocabulary.

Activity-C	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes and conclude the session.

Demonstration: Teaching Vocabulary

Steps	Teaching Learning Activities
Introduction	•
Review the previous session/pre-knowledge check.	•
Presentation Activities	•
Practice Activities	•
Assessment and Feedback	•
Summary of the session	•
Conclusion of the session	•

Observation Checklist: Teaching Vocabulary

Teaching-learning Activities for Vocabulary	Put (✓) mark	
	Yes	No
Understanding and learning the meaning of a new word.		
For teaching the meaning of the new word, showing a real object, picture or model		
Helping students to pronounce the words several times.		
Using miming or gesture for better understanding		
Learning the spelling of a new word.		
Defining the word.		
Using the words in sentences, either in written or spoken form.		
Using the word in different situations.		

Session- 17	Teaching Grammar
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Learning outcomes: By the end of the session, the participants will be able -

- To identify the grammar activities in EfT books;
- To explain the techniques in teaching grammar to young children.

Time: 90 minutes

Methods and Techniques: Question-answer, discussion, presentation, demonstration.

Materials: EfTs, worksheet, observation checklist, resource paper.

Activity-A	Grammar in EfT	Time: 20 mins
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1. Exchange greetings with the participants.
2. Now, divide them into 5 groups.
3. Provide them EfTs (class 3-5).
4. Ask them to find the grammar items from EfTs and write them into the following table.

Class Name	Activities Name (Grammar)	Activity/Lesson

5. Ask them to present their group work.
6. Discuss with them.
7. Provide feedback if needed.
8. Thank them for participation.

Activity-B	Teaching Grammar Techniques	Time: 25 mins
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1. Ask the participants about their grammar teaching process. Discuss with them and ask them to share other alternatives for teaching grammar.
2. Now, discuss inductive and deductive approaches (following **Resource Paper**) with participants.
3. Thank them for their active participation.

- Now, ask the participants to read the case.

Mr. A teaches grammar in class 4. He teaches the text using reading skills and techniques. Then, he repeats the targeted lines (targeting grammar items for the lesson). He asks the students to highlight the sentences. Later, he writes those sentences (For example, Do you play football?) on the board and asks them to read. Next, he changes words like verbs or other words (for example, 1. Do you play cricket?, 2. Do you have breakfast?) in the sentence and asks them to repeat after him. He practices them in chain drills. He introduces the patterns of the sentence (Do + you + play + cricket+ ?). Finally, he asks them to make more

- Now, ask them what they have learned from the case according to the approaches of grammar teaching.
- Listen to them and then discuss.
- Thank them for their active participation, and appreciate them.
- Tell participants that teaching grammar to primary students is challenging, but it is essential to start early.

Activity-C	Demonstration	Time: 35 mins
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- Make a demonstration following the **Demonstration Note-1** for grammar teaching.
- Participants will act as students.
- Assign 2 or 3 participants to be the observer.
- Provide them with the **Observation Checklist-2**.
- Now, discuss the following checklist with them.
- Thank them for their observation and active participation.

Activity-D	Assessment and Reflection	Time: 5 mins
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- Ask them what they have learned new.
- Ask 2/3 participants what are the techniques of teaching grammar.
- Ask them which technique is more effective for primary learners and why.

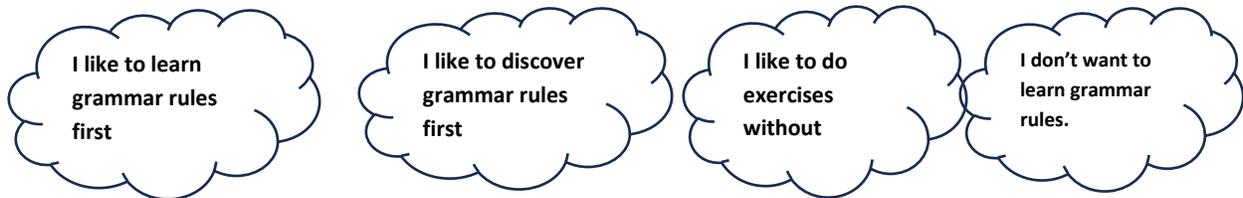
Activity-E	Sum up and Closing	Time: 5 mins
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- Sum up the session according to learning outcomes
- Conclude the session by praising their active participation.

Resource Paper 17.1

Teaching grammar at the primary level is a foundational aspect of language education. It involves introducing students to the basic rules and structures of a language. Grammar is a core area for learning a language. It helps to use the language accurately in written and communicative approach. The teacher should provide less controlled/guided and freer activities so that students can get the opportunity to understand the uses and functions of grammar points. For this, a teacher can provide them with activities like gap filling, true-false, choosing the correct one, etc. for a specific grammar item practice. This type of activity helps students to practice grammar, which supports them to do guided in the next stage and freer activities later.

Look at the statement from students below. They are about the ways in which they like or dislike learning grammar. Put a tick next to those you agree with and cross next to those you disagree with.



Inductive Approach:

Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions.

Specific \longrightarrow General

In this approach the teacher or the textbook provides lots of examples of language for the students. Then, the students analyze and think about the rules of form and use.

For example:

- If teaching verbs of past tense, a teacher might provide sentences like:
 - "She + walked + to + the + park."
 - "He + played + with + his + friends."

Students would then be asked to identify the common feature in these sentences (the verb changes to the past tense) and deduce the rule for forming the past tense of regular verbs.

From this example, the teacher will analyse and go through the approach. After analysing the examples and discovering the rules, the students then do the practice.

- Example in practice:

In the inductive approach, the teacher asks the students to read the following sentences carefully to analyse and discover the rules.

1. There + is + a + glass + on + the table.
2. There + are+ books + on + the table.

Now fill in the blank either ' There is' / 'There are'

1. a man in the room.
2. eggs on the plate.

A grammar rule is not explicitly given to the students. Instead, the students are encouraged to work it out for themselves by looking at patterns of language, showing the form, and using it clearly.

Stages of the inductive Approach: The facilitator will connect to the activity from EfTs.

Source: EfT, Class-3, Unit-2, Lesson- 3, Activity- C

- Example
- Rules
- Practice
- Use

Deductive Approach:

Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses that are tested.

General —————> Specific

This approach is different from the inductive. It provides rules and explanations about grammar points, and then the teachers cite some examples connected to the rules; after that, this will provide some activities for a clear understanding of the grammar structure or pattern.

For example:

If teaching past tense verbs, the teacher might first explain that adding “-ed” to a regular verb makes it past tense. Then, the teacher would provide sentences like:

- "She + walked + to + the park."
- "He + played + with + his + friends."

Students would then complete exercises with the correct past tense form. From this example, the teacher will analyse and go through the approach.

Example in practice:

- The teacher writes a rule on the board: "To make the past tense of regular verbs, add -ed to the base form."
- Then, the teacher provides sentences for students to practice: "I play soccer" → "I played soccer."

Students work on additional examples, applying the rule they've just learned.

Stages of deductive approach: The Facilitator will connect to the activity from Eft.

Source: EfT, Class -5, Unit-14, Lesson- 5-6, Activity- G

- Rules
- Example
- Practice
- Use

These two approaches have been applied to grammar teaching and learning. Both approaches are common in primary EfTs. The facilitator will discuss both approaches from EfTs.

Resource Paper 17.2

EfTs (Class 1-5). Go through the activities of EfTs and make a list (ues note book/poster paper) of Grammar Teaching.

- Grammar Focus (C-3 , U_2,L_4, A_C)
- Grammar Focus (C-3 , U_3,L_3, A_B,)
- Grammar Focus (C-3 , U_5,L_2, A_C,)
- Grammar Focus (C-3 , U_6,L_1, A_F,)
- Grammar Focus (C-3 , U_7,L_4, A_D,)
- Grammar Focus (C-3 , U_8,L_1, A_G,)
- Grammar Focus (C-3 , U_8,L_2, A_E,)
- Grammar Focus (C-4 , U_4,L_2, A_C ,)
- Grammar Focus (C-4 , U_4,L_2, A_C ,)
- Grammar Focus (C-4 , U_7,L_9, A_B ,)
- Grammar Focus (C-4 , U_7,L_1-2, A_C ,)
- Grammar Focus (C-4 , U_10,L_1-2, A_C ,)
- Grammar Focus (C-4 , U_12,L_1-2, A_C ,)
- Grammar Focus (C-4 , U_13,L_1-2, A_C ,).....

Activity-C	Demonstration	Time: 40 mins
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Demonstration Note-1

Teaching-learning Activities (Grammar)

- Say “Good morning, students” with a smiling face.
- Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.
- Show the participants a pen; make a sentence and ask accordingly. For example, “I have a pen. What do you have?” Ask 4/5 of them to make other sentences using other items they have with them.
- Ask them to do it (“I have a pen. What do you have?”), showing things in pairs.
- Now, introduce the sentence patterns (What + do + you + have + ?). We use this pattern to know what a person has in his possession.
- Change the words within the sentence, like “I have a book. What do you have?”
- Point to the class and ask one student to say: I have a pen. What do you have?
- Organise students into pairs. Students take turns to ask each other questions using the question on the board “I have a pen. What do you have?”
- Ask two students to stand up. Tell the first student to ask the other: “I have a pen. What do you have?”
- The second student should answer: “I have a pen. What do you have?”
- Tell the first student to sit down, and ask a third student to stand up. Tell the second student to ask the third student: “I have a pen. What do you have?”
- The third student should answer: “I have a pen. What do you have?”
- Tell the second student to sit down, and ask the fourth student to stand up.
- Repeat with five or six students.
- Now, ask them to change Notebook/Book/Bag etc., instead of pen.

- Ask 1 or 2 to repeat the sentence.

- Say “Goodbye all. See you in the next class.”

Observation Checklist-2

Questions	Write Note
What does the trainer do when teaching grammar?	
What are his strong areas in teaching grammar?	
What does he need to improve?	

Learning outcomes: By the end of the session, the participants will be able to –

- simulate the grammar-focused lesson according to the plan.

Time: 90 minutes

Methods and Techniques: Discussion, group work, simulation, presentation

Materials: EfTs, TG, lesson note, observation checklist.

Activity-A	Simulation	Time: 80 mins
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1. Exchange greetings with the participants.
2. Recap the previous session and have a very short discussion if necessary.
3. The facilitator will organize the participants into 4/5 groups.
4. Assign all groups to prepare a short plan from Eft for teaching grammar. First, they will select a topic from Eft and then prepare a plan following TG.
5. Provide them with a simulation **template**.
6. Allow them 25 minutes for preparing a lesson plan, including materials.
7. One by one, all groups will simulate teaching grammar for 10 or 15 minutes.
8. Assign 2 or 3 participants to be observers following **Observation Checklist-1**.
9. All other participants will act as students.
10. After the simulation, discuss with the observers and provide feedback if necessary.
11. Finally, thank and praise them for their active participation.

Activity-B	Assessment and Reflection	Time: 5mins
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1. Ask them what they have learnt new.
2. Ask 2/3 participants what are the techniques for teaching grammar.

Activity-C	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session by praising their active participation.

Template: Teaching Grammar (If necessary)

Steps	Teaching Learning Activities for Grammar
Introduction	•
Review the previous session/pre-knowledge check	•
Presentation Activities	•
Practice Activities	•
Assessment and Feedback	•
Summary of the session	•
Conclusion of the session	•

Observation Checklist-1: Teaching Grammar

Observation Checklist for Grammar	
Questions	Write Note
What does the trainer do when teaching grammar?	
What are his strong areas in teaching grammar?	
What does he need to improve?	

Learning outcomes: By the end of the session, the participants will be able to-

- describe the importance of writing skills;
- identify the writing activities from EfT;
- identify and analyze different activities of writing skills.

Time: 90 minutes

Methods and Techniques: discussion, pair work, group work and brain-storming

Materials: Resource papers-1, EfTs (Class: 1-5), worksheets, poster paper/ Power point.

Activity-A**Importance of Writing****Time: 20 mins**

1. Exchange greetings with the participants.
2. Ask the participants that we are going to play a last letter game.
3. Divide the participants into two groups and ask them to stand in a line.
4. Write any word on the board, for example, 'teacher' and ask them to follow the last letter of the word (r) to make another word. Such as teacher>read>doll>love etc.
5. The first group member will go to write the word following the last letter of the previous word on the board. After the first member, the next one of the same groups will go to the board to write the word.
6. On the other side, the other group will do the same activity.
7. Allow them 2 minutes. After 2 minutes, count the words and declare the winner.
8. Now, ask participants which skills they practised in the last letter game. They may answer reading/writing or reading-writing. What will happen if any member does not write the word correctly?
9. Ask 2/3 participants to answer. Now, ask them why writing is important.
10. After a few minutes, elicit ideas and list the importance of writing on the board.
11. Provide feedback according to **Resource Paper-19.1** if necessary.

Activity-B Identifying the Writing Activities from EfTs Time: 25 mins

1. Divide the participants into 5 groups.
2. Provide each group English for Today (Class 1-5).
3. Now, ask each group to go through the activities of EfTs and make a list (notebook/poster paper) of writing activities.
4. After group work, ask one group to present the group work, and other groups will match their lists. Provide feedback if needed (**Resource Paper 19.2**).

Activity-C Control, Guided and Free Writing Activities Time: 35 mins

1. Discuss the views on controlled writing, guided writing, and free writing with the participants.
2. Provide feedback (if needed) with the help of **Resource Paper-19.3**.
3. Now, show some examples from EfT in PPT or provide a worksheet.

A. Controlled Writing

Occupations

Lessons 2



A. Look and match. Write the correct word.

cleaner	boatman	teacher
nurse	dentist	tailor





B. Guided Writing

B. Read and match. Write the complete sentences in your exercise book:

A boatman	sews and stitches clothes.
A tailor	helps a doctor to take care of sick people.
A dentist	takes people across a river.
A teacher	washed and clean things.
A cleaner	takes care of teeth.
A nurse	helps us to learn in a school.

C. Free Writing

Groupwork. Write other occupations that you know about.

4. Divide the participants into the same groups.
5. Provide each group English for Today (Class 1-5).
6. Now, ask each group to go through the activities and write the activities of controlled, guided and free writing activities on the worksheet.

Class Name	Writing activities	Name of activities
	Controlled Writing	
	Guided Writing	
	Free Writing	

7. Give them 10 minutes for this activity.
8. After group work, ask one group to present the group work, and other groups will match their lists.
9. Discuss and provide feedback if needed.

Activity-D	Assessment and Reflection	Time: 5 mins
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1. Ask any one/two participants to give examples of controlled and guided writing
2. In which writing activity do the students get comparatively less support from their teacher?
3. Ask 1/2 participants what they have learnt new today.

Activity-E	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session and give them thanks.

Resource Paper 19.1: The Importance of Writing

Writing is an essential skill. It brings about a lot of advantages. It helps to-

- express one's personality
- develop thinking skill
- organize one's ideas
- develop communication skills
- give a person a chance to reflect later on his or her ideas
- provide and receive feedback
- prepare for academic success
- increase the level of confidence, and more

Resource Paper-19.2: Writing Activities from EfTs

- Trace and write
- Write
- Write the missing letter to make a word
- Say, trace and write
- Count and write the numbers
- Write the first letter of the word for each picture
- Write the capital letter for each picture
- Say and write
- Copy the sentences in your exercise book
- Write the word under the picture
- Write the missing numbers
- Write the next numbers
- Write the correct word
- Correct the sentences and write them in your exercise book
- Write the question word from the box
- Write 'T' for true and 'F' for false
- Write the questions and answers in your exercise book
- And, more

Resource Paper 19.3: Controlled, Guided and Free Writing Activities

Characteristics of Controlled Writings

- Students have no freedom to use words. They can only write a particular word, phrase or sentence.
- Mainly focus on repeated practice for accuracy.
- Guide students in using the form of the target language.
- Teachers can scaffold.

Characteristics of Guided Writings

- Focuses on both accuracy and fluency.
- The teacher provides the language partly.
- Students have little choice but to create something over the language and content.

Characteristics of free writing

- It allows students to use whatever language they wish to complete a task.
- Teacher doesn't control the language that students use.
- Focus on fluency.
- Give students practice in recalling and joining together the language they know and give them opportunities to try to interact and communicate.

Session -20	Practice Session: Writing Skills
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Learning outcomes: By the end of the session, the participants will be able to –

- simulate the writing skills according to the plan.

Time: 90 minutes

Methods and Techniques: simulation, observation, and discussion.

Materials: EfTs, TG, Power point/ Poster paper, Resource paper.

Activity-A	Simulation	Time: 80 mins
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1. Exchange greetings with the participants.
2. Recap the previous session.
3. Divide the participants into 4 groups.
4. Instruct the participants to be prepared for the simulation. Everyone will prepare him/herself for the role of a teacher. For preparation, they will have 15 minutes. Provide **(Resource Paper 20.1)**.
5. One will play the role of a teacher. 4/5 participants will play the role of observers and the rest of the participants will play the role of students.
6. Provide **Observation Note Templates (Resource Paper 20.2)** to the observers.
7. The teacher will have 40 minutes to deliver the simulation.
8. Teacher will reflect on his/her session.
9. Then, arrange a plenary discussion and provide feedback.

Activity-B	Assessment and Reflection	Time: 5 mins
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1. Ask the participants to summarize the session.
2. Ask the participants to reflect on (5/4 participants) what they have learnt.

Activity-C	Sum up and Closing	Time: 5 mins
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1. Sum up the session according to learning outcomes.
2. Conclude the session and give them thanks.

Resource paper	Practice Session: Writing Skills	Session 20
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Resource Paper 20.1: Sample Demonstration Plan

Class- Unit- Lesson :

Title of the lesson:

Session	Learning outcomes
Activity :	
Page :	

Steps	Teaching learning activities
▪ Introduction	
▪ Review of the previous session/ Check pre-knowledge	
▪ Presentation of today's session (controlled, guided, free writing activities)	
▪ Practice activities (controlled, guided, free writing activities)	
▪ Assessing learning	
▪ Concluding the session	

Resource Paper 20.2: Observation Note Template

What did the teacher do for controlled /guided writing?	What did the teacher do for free writing?	What were the teacher's strong areas?	What did the teacher need to improve?

Learning outcomes: By the end of the session, the participants will be able to –

- explain the benefits of using language games;
- integrate language games appropriately while designing English lesson activities;

Time: 90 minutes

Methods and Techniques: Language game, pair work, group work, discussion, demonstration

Materials: Resource paper, EfTs, Poster paper, Power point.

Activity-A	Playing Language Games	Time: 10 mins
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1. Exchange greetings with the participants.
2. Tell participants to get ready to play an interesting game (**Mime game**).
3. Invite one trainee to come in front of the class.
4. Show him/her an action verb, for example, *singing or cooking*
5. Ask the participants to mime the action of the words.
6. Tell the other participants to watch what he/she does without saying anything and tell them to describe it in full sentences; for example, he/she is singing/cooking
7. In this way, continue the game with some participants.

Activity-B	Benefits of using language games in language learning	Time: 10 mins
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1. Ask the participants, “Have you enjoyed the game we have just played?”
2. Get responses from one or two participants.
3. Now, tell the participants to discuss in pairs the benefits of game like activity in language learning.
4. Allow participants for 2 minutes for discussion.
5. Then, tell them to share their ideas in groups.
6. Allow them three more minutes to discuss in groups.

- After completing the discussion, invite groups to share the benefits of game-like activity.
- Then, share the benefits of games like activities from resource paper using PowerPoint/ poster paper. (**Resource Paper 21.1**)

Activity-C	Integration of language games in English EFT lesson activities	Time: 20 mins
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- Tell participants that in our resource book, we have a number of game-like activities (**Resource Paper 21.2**) and today we are going to practise those language games.
- Divide participants into 5 groups.

Group name	Game like activities from resource book
Group-1	Games (1-4)
Group-2	Games (5-7)
Group-3	Games (8-10)
Group-4	Games (11-13)
Group-5	Games (14-16)

- Provide EfTs (class 1-5) to each group.
- Tell each group to discuss the selected game-like activities.
- Then, tell them to find lessons from EfTs to practise selected game-like activities.
- Allow them to discuss and integrate the game-like activity in 15 minutes.
- Then, share some examples of EfT lesson activities where language games can be integrated.

SL	Games	English for Today books
1	Bingo game	Class-2, Unit-2, Lesson-1
2	Preposition game	Can be played in most of the lessons
3	Can you remember	Class-2, Unit-4, Lesson-1 (Activity-A), Class-4, Unit-6, Lesson-1 (for assessment)
4	Mime game	: Class-4, Unit-17, Lesson-3-4

5	Guessing game	Class-3, Unit-1, Lesson-6 (practice), Class-3, Unit-4, Lesson-6 (warm-up)]
6	Information gap	Can be used in most of the sessions
7	Kim's game	Class-1, Unit-3, Lesson-3
8	Join the Dots	Class-1, Unit-2, Lesson-15
9	Complete the picture:	Class-3, Unit-2, Lesson-4 or in any lesson as a warm-up activity]
10	Spotting mistakes	Class-3, Unit-2, Lesson-3 for assessment]
11	Memory game:	Class-3, Unit-5, Lesson-4 for practice
12	Word-netting	Can be used in most of the topics
13	Storytelling	Class-2, Unit-10, Lesson-2
14	Tongue Twisters	Can be practiced with examples
15	Word Categories	Class-2, Unit-9, Lesson-1

8. Make them understand if they have any queries.

Activity-D	Demonstration of the integration of language games in English EFT lesson activities	Time: 40 mins
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1. Now, tell the participants to work in the same group and select a lesson from EFTs to demonstrate one game-like activity as they discussed.
2. Give them 5 minutes for preparation.
3. Observe the group work and support them at the time of discussion if needed.
4. Tell all the participants to observe carefully when a group demonstrates their work.
5. Ask participants to share their observations and give necessary feedback after a group demonstration.

Activity-E**Assessment and Reflection****Time: 5 mins**

1. Ask some oral questions randomly to check participants' understanding of game like activities
 - a. What are the benefits of using language games in the classroom?
 - b. Do you think language games are important for developing language skills? Give a reason in favour of your opinion.

Activity-F**Sum up and Closing****Time: 5 mins**

1. Motivate them to apply today's learning when they design any lesson.
2. Conclude the session by giving thanks to their active participants.

Resource Paper 21.1: Benefits of using games in the classroom

Young learners like to play games very much. When language games are played in the classroom, they think they are playing. So, It plays a vital role to draw students' concentration to the lesson topic. Some benefits of game like activities in learning a language are mentioned below:

- **Increased Motivation and Engagement:** Games make learning fun and interactive. Games help to capture students' attention and encourage their active participation.
- **Enhanced Language Practice:** Games provide opportunities for repetitive practice of vocabulary, grammar, and pronunciation in a meaningful context. This creates the opportunity to practice language more.
- **Improved Communication Skills:** Many games involve interaction and communication among students, which enhances their ability to use English in real-life situations.
- **Reduced Anxiety among learners:** The playful atmosphere of games can help reduce anxiety and create a more relaxed learning environment. This can be particularly beneficial for students who are shy or hesitant to speak in front of others.
- **Develop Critical Thinking and Problem-Solving Skills:** Many games require strategic thinking, decision-making and problem-solving, which can enhance students' cognitive abilities.
- **Easily adaptable to suit different learning styles and levels:** Games can be easily adapted to suit different learning styles and levels, ensuring that all students can participate.
- **Building Community:** Games can foster a sense of community and cooperation among students as they work together towards a common goal.

Resource Paper 21.2:

Language games for developing language skills and guidelines for using them

Some popular language games for developing language skills and guidelines for using them in the classroom are discussed below.

- 1. Bingo game:** Bingo games are known to be one of the best language games for use in language classes. The simplicity of bingo has made it much more famous than any other game. There are millions of bingo lovers present in the world who love to play bingo games.

Players: Pairs, groups, whole class and even individually.

Materials: Taught letters written on the blackboard/ cards/poster papers

Procedure (The following bingo is suitable for lower primary students):

- Write **5-6** letters on the blackboard/show letters on cards or poster papers that you have already taught or would like to review.
- Tell the students to choose any three of them and write them down in their exercise books.
- Tell them that you will say letters, and if they have written down any one of the letters that you have said, to cross it out. Tell them that as soon as they have crossed out all three of their letters, they should tell you by shouting 'bingo.
- Now, read out the letters one by one in any order. Keep a record of what you say to be able to check that the students have really heard all of their letters.
- Declare that the student(s) who could cross out first as per instructions win(s) the game.

(Note: Example of EfT lesson to practice the game: Class-2, Unit-2, Lesson-1)

Variations: The Bingo game can be played with numbers, words and sentences also.

2. Preposition game: Preposition games are educational activities that help children and language learners understand and use prepositions effectively. Prepositions are words that show the relationship between a noun and another word in a sentence. Some common Vocabulary (NOUNS) used in primary English books are: table, pen, book, bag, window, floor, apple, wall, ball, bed, box, calendar, chair, cup, doll, door, fan, glass, picture, pillow, shelf, shoe, corner.

PREPOSITIONS: in, near, under, in front of, on, above, into, with. (before starting the game, write the necessary prepositions on the board and discuss them in brief)

a) Players: Pairs, groups, whole class.

b) Materials: Realia/Picture of a box or chair or table or desk and a thing, for example: a pen

c) Language item: Where is the? Is it near/ in, under, over, in front of, on, behind etc?

Procedure:

a. Show the class a pen

b. Ask the class to close their eyes.

c. Then, put the pen behind the box.

d. Now, ask them to open their eyes.

e. Ask the class —Where is the pen?

f. To find out, tell the students to use the language; for example, is it in the box?

g. Say no as it is not.

h. Encourage students to ask different questions using the prepositions written on the board.

i. In this way, the game continues with no more than 10 action verbs.

3. Can you remember?

The teacher puts pictures or objects in a box. A child is chosen to pick one out and say, “I have a” “A second child is chosen to say “X has a or S/he has a and I have”

[(Note: Example of EFT lesson to practice the game: Class-2, Unit-4, Lesson-1 (Activity-A), Class-4, Unit-6, Lesson-1 (for assessment)]

4. Mime game

Players: Pairs, groups, whole class.

Materials: Short text

Language item: He/she is.....

Procedure:

- a. Ask a volunteer to come in front of the class.
- b. Show him/her an action verb, for example, *singing/cooking*
- c. Tell the other students to watch what he/she does without saying anything and tell them to describe it in full sentences, for example, He/she is singing.
- d. Ask the volunteer to mime and others to write/say the sentence.
- e. The person who is able to say correctly, ask him/her to come and mime.
- f. In this way, continue the game with some boys/girls.

(Note: Example of EFT lesson to practice the game: Class-4, Unit-17, Lesson-3-4)

5. Guessing game:

Players: Pairs, groups, whole classes and even individually online.

Language item: Is it an odd/even number? Is it bigger/smaller than....?

Materials: Taught numbers written on the blackboard/cards/poster papers

Procedure:

- a. Ask a child to come in front of the class and to think of a number and to write it secretly.
- b. The other(s) ask Yes/No questions. For example- “Is it an odd number?” “Is it an even number?” “Is it bigger than 50?” “Is it smaller than 50?”

to guess the number.

- c. The child who has thought the number reply by saying only yes or no
- d. In this way questions and answers will continue until the number is guessed correctly.
- e. When they are able to guess correctly, show the written number.
- f. Then ask another or the students who guessed correctly to come in front and to guess another number.

Variation: This game can be played with the name of person/things, animals, sports, vocabulary, etc.

[Note: Example of EfT lesson to practise the game: Class-3, Unit-1, Lesson-6 (practice), Class-3, Unit-4, Lesson-6 (warm-up)]

6. Information gap: A gap in information between two or more people which means they have to communicate with each other and asks questions to fill up the gap and to find out all the required information. For example- Student 'A' is given a part of the information and student 'B' is given the other part. They must not show each other their sheets, but must ask each other questions to find out the missing information to complete their sheet. e.g.

Student A: How many kites do you have? **Student B:** I have got 5.

Cat	7
Kite	
Mango	4
Egg	
Bat	9

Cat	
Kite	5
Mango	
Egg	8
Bat	

[Can be used in most of the sessions]

7. Kim's game:

It is one kind of recalling game. It can be played in pairs/groups/whole class.

Players: Pairs, groups, whole class.

Materials: Taught vocabulary on the blackboard/ cards/poster papers

Language item: Which one is covered? Which one is rubbed out?

Procedure:

- a. Write taught words in a random order on the board or show words randomly written on poster papers/cards.
- b. Ask the students to see the words carefully.
- c. Then, ask them to close their eyes.
- d. Now, cover or rub out one word.
- e. After that ask the students to open their eyes and say which word has been covered/rubbed out.
- f. Declare that student winner who said it first.

Variation: This game can be played for practising the alphabet, numbers, words, days, verb, tense, etc.

[Note: Example of EFT lesson to practice the game: Class-1, Unit-3, Lesson-3]

8. Join the Dots

It's a game where you connect numbered dots in the correct order to reveal a hidden picture.

Preparation: copies of pages one for each.

Steps

1. Provide a piece of dotted paper for each student.
2. Tell them to look for the dot labelled "1" or with a special symbol. This will be the starting point.
3. Start from "1," and carefully draw a line to the dot labelled "2."
Continue connecting the dots in numerical order.
4. As they connect the dots, a hidden picture will gradually appear.

5. Once they have connected all the dots, they will get a complete picture!
6. (Note: Students can practice it in pairs; one will give instructions to the other by rotation)

Note: Example of EFT lesson to practice the game: Class-1, Unit-2, Lesson-15]

9. Complete the picture:

- a) The teacher draws part of a picture on the board. The children copy it. The teacher tells the children how to finish the picture. For example, ‘Put a cat near the tree.’
- b) The children work in pairs, one giving instructions to the other, by rotation to complete the picture.

[Note: Example of EFT lesson to practice the game: Class-3, Unit-2, Lesson-4 or in any lesson as warm-up activity]

10. Spotting mistakes:

Players: Pairs, groups, whole class.

Materials: Short text

Language item: Vocabulary of the text

Procedure:

- a. Ask the students to open the text which you will read.
- b. Read the text and ask the students to listen to as well as go through the text silently.
- c. Ask the students to shout the missed word while you read.
- d. Now, read the text, which is missing some words intentionally.
- e. Declare the winner who shouts correctly and very loudly.

Variation: This game can be played for practising the alphabet, numbers, names of the days of a week, months of a year, etc.

[Note: Example of EFT lesson to practice the game: Class-3, Unit-2, Lesson-3 for assessment]

11. Memory game:

The game begins with a player saying a word using any sentence pattern. For example: One student say: ‘**I am buying a pencil.**’ The next student repeats

the phrase and adds an additional item like ‘**I am buying a pencil & a pen.**’ The game continues, with each player saying the phrase, all the previously mentioned items, and adding a new one. Players are eliminated if they make a mistake. The student(s) able to repeat the most items will be the winner. You may use any phrase you wish to start the game using any sentence pattern. For example,

- a) I’ve a cow…… (students have to add animals only)
- b) I went to market and bought a torch…… (students have to add any shopping items)
- c) I like playing football…… (students have to add sports)
- d) I’ve got an apple, a bat …… (students have to add each letter of the alphabet to start each word), etc.

[Note: Example of EFT lesson to practice the game: Class-3, Unit-5, Lesson-4 for practice]

12. Word-netting: It is a good way to build up vocabulary. By using word networks students can increase their vocabulary in an interesting way.

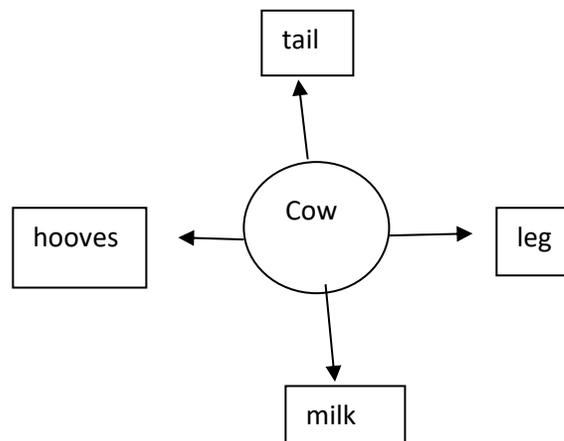
Players: Pairs, groups, whole class.

Materials: Poster paper, whiteboard.

Language item: Vocabulary of the text

Procedure:

- Jot down any words or phrases that come to mind when you think about the central topic.
- Circle the central word and make a diagram or net the words associated with the keywords. An example of word-netting is given below:



[Can be used in most of the topics]

13. Crossword puzzles: Crossword puzzles are word games where clues prompt players to solve for words in horizontal and vertical boxes within a grid.

Simple crossword puzzles are easy to construct. Teachers can give the clues either in simple phrases or sentences or by using pictures.

Players: Individual, pairs, groups.

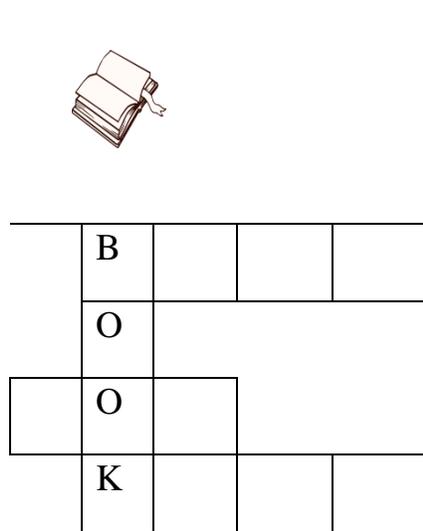
Materials: Puzzle sheet

Language item: Recalling/reviewing words

Procedure:

- a. Give the following puzzle sheet to each student.
- b. Ask the students to write letters and make words that represent the picture.
- c. Ask to get help from the partners.

For example:



Variation: Crossword puzzles may be easy or difficult depending on the level of the students.

[Note: Example of EFT lesson to practice the game: Class-3, Unit-7, Lesson-2 (practice)]

14. Storytelling: Storytelling language games are interactive activities that use the art of storytelling to enhance language learning. These games are not only fun but also effective in improving vocabulary, grammar, fluency, and creativity.

Players: Pairs, groups or whole class.

Materials: Picture, object, or word to inspire the story

Procedure:

- Select a broad topic like animals, fantasy, or adventure.
- Provide a sentence to start the story, e.g., "Once upon a time, in a land of swirling clouds..."
- Use a picture, object, or word to inspire the story.
- At first the teacher begins by saying the starting sentence or contributing the first few sentences.
- Each student adds a sentence or two to continue the story, building upon the previous contributions.

Note: Take turns adding sentences to a collaborative story, encouraging creativity and language fluency.

[Note: Example of EFT lesson to practice the game: Class-2, Unit-10, Lesson-2]

15. Tongue Twisters: Practice pronunciation and fluency by repeating challenging tongue twisters, which is a very effective way.

Players: Individual, pairs or groups

Materials: Blackboard, whiteboard, or piece of paper where challenging tongue twisters were written.

Procedure:

- Explain tongue twisters and their purpose (improving pronunciation,

articulation, and fluency).

- Begin with easy tongue twisters to build confidence
- Engage students to practise a tongue twister individually, gradually increasing speed.
- In pairs, students take turns saying a tongue twister
- In pairs, partners whisper a tongue twister to each other.
- After completing practice, students will come in front of the class and try to utter or speak out the tongue twister accurately.
- The student who will be able to utter his tongue twister accurately for more time will be selected as the winner.
- NOTE: Some examples of tongue twister: She sells seashells by the seashore, and Peter Piper picked a peck of pickled peppers. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

16. Word Categories: Play a fast-paced game where players quickly name items within a specific category (e.g., animals, fruits, countries). It boosts vocabulary and quick thinking.

Players: pairs or groups

Materials: blackboard, whiteboard, or poster paper

Procedure:

- Select different categories for playing the game (e.g., flower, fruit, country or others.)
- Divide the students into groups.
- Limit the time.
- Tell every group to write as many words as they can on the selected category within the fixed time.
- The group that writes more words will be the winner.

[Note: Example of EfT lesson to practice the game: Class-2, Unit-9, Lesson-1]

Session- 22	Teaching Integrated Skills
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Learning outcomes: By the end of the session, the participants will be able to –

- understand integrated skills;
- analyze how skills are integrated into EfTs;

Time: 90 minutes

Methods and Techniques: ask-answer questions, pair work, demonstration, discussion.

Materials: Resource paper, EfTs, TG

Activity-A	Understanding of Integrated Language Skills	Time: 20 mins
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1. Exchange greetings.
2. Ask participants about their ideas about integrated language skills.

Message:
 If we look at our everyday lives, we find that language skills are not separate. For example, when we are in a conversation, we both listen and speak. For this, we need to incorporate these language skills in an integrated manner while designing English classes, which can help our learners to use English in communication inside and outside the classroom.
 Teaching English in a primary classroom means teaching language skills. There is hardly any lesson in the EfTs which focuses on only one skill. Almost all lessons provide the opportunity for practising more than one skill i.e. integrated skills. To make a lesson on integrated skills meaningful, the teacher needs to use a variety of relevant techniques.

3. After sharing their experiences, tell them to read the case studies in pairs.

Case Study-1

Nahida is a young school teacher and has been working as an English teacher for the last 7 years. Yesterday, she conducted a lesson in Class 4 on Unit-16, Activity-A, Title- Sagar's Week.

At the beginning of the lesson, she asked students to open the book at page 32 and she started reading the text aloud. She asked her students to listen to her attentively and put their fingers on the lines. Then, she asked students to repeat the text after him. After repeating the text aloud, the teacher asked students to read the text individually. She monitored the class and provided support to the students when necessary. At the end of the class, she asked her students to practice reading the text and do Activity B at home.

Case Study-2

Farzana has been working as a school teacher for around 10 years. She teaches English mostly in Class 5. Yesterday, she conducted a lesson on Unit-15, Activity-A, Title- Happy Birthday. She made a lesson note highlighting the activities for each stage of the lesson. To choose activities, she analyzed the Teacher's Guide and identified the targeted competencies of the lesson.

At the beginning of the lesson, she showed a birthday picture and allowed students to talk in pairs about the picture, which eventually helped the teacher to elicit the lesson title. Then, she used different techniques to teach the new words of the lesson, and asked students to write down the words in their exercise book. Then, she started reading the text aloud and asked the student to put her/his fingers on the lines. She played a spotting mistake game and asked a few oral questions while reading the text aloud to check students' attention. Then, she wrote some short questions on the board and asked the students to find out the answers while reading the text silently. At the end of the class, she asked students to work in small groups and discussed how they celebrate their birthdays.

4. Ask participants, which teacher is the most effective in terms of integrating language skills? Why?
5. Arrange a plenary discussion.

1. Conduct a demonstration class on EfT Class 5, Unit 3, Lesson 1-2 (**Resource Paper- 22.1**) following the demonstration note.

Demonstration Note
EfT class 5, unit 3, lessons 1-2
Saikat's Family

Introduction

1. Ask the students some questions to set the scene, e.g.
 - a. Where do you live?
 - b. Who do you live with?
 - c. How many members are there in your family?.....etc.
2. Declare the lesson

Section A

1. Tell the students to talk about the picture. Tell them that they should ask and answer questions about the picture.
2. Inform them that any questions and answers are correct. Ensure that there is nothing wrong in their speaking (It will help them feel confident and they should not worry about making grammatical mistakes.
3. First, give a chance to 2/3 students to ask any questions in open pairs.
4. Then make closed pairs and tell them to ask and answer questions on the picture.
5. Monitor and provide help, where necessary.

Sections B and C

1. Read the text and tell all students to listen to you.
2. Ask 4/5 students to participate in jigsaw reading.
3. Introduce necessary vocabulary using proper technique.
4. Get the participants into pairs.
5. Ask them to read the text silently and ask and answer the questions (section C) in pairs.
6. Monitor and help the students.

Guided writing practice

1. Tell the students that they will have to write five sentences about their family.
2. Write the following incomplete sentences on the board and tell them to complete.

We live in

My family hasmembers.

My father is a

My brother/sister is years old.

In my free time, I

2. In your demo, incorporate and show all four skills in practice.
3. At the end of your demo, conduct a plenary analysis of the stages/activities of the lesson. Ask all the participants to give feedback, at least one comment from every trainee.

Activity-C	Assessment and Reflection	Time: 5 mins
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1. What does ‘integration of language skills’ mean?
2. Why do we integrate language skills in designing lessons?
3. What have you learnt new?

Activity-D	Sum up and Closing	Time: 5 mins
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- Summarize the session.

Message:

The four language skills can be practised in one lesson, but it is not necessary to include all four skills in all lessons; three skills are also possible.

- Conclude the session by giving thanks for their active participation.

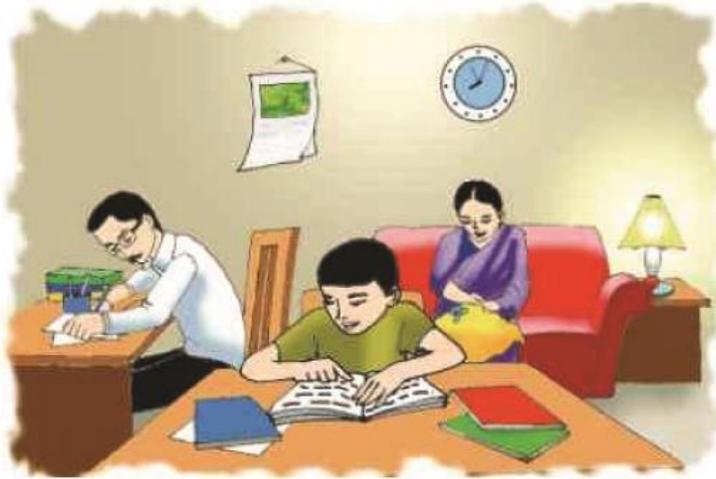
Resource Paper-22.1



Saikat's Family

Lessons 1-2

A. Talk about the picture.



B. Listen and read.

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 everyday. He also reads English books. He likes books about animals, especially tigers and lions.

C. Pairwork. Ask and answer the questions.

- 1 What is Saikat's father's name?
- 2 What is Saikat's mother's name?
- 3 What do his parents do in their free time?
- 4 What does Saikat do in his free time?
- 5 What kind of books does Saikat like?

10

Session- 23**Developing a Lesson Plan following TG**

Learning outcomes: By the end of the session, the participants will be able to –

- describe the basic components of a lesson plan;
- write and edit the planned activities of a lesson plan following TG.

Time: 90 minutes

Methods and Techniques: group work, discussion

Materials: EfTs, Teacher’s Guide, Poster paper.

Activity-A**Identifying basic components of a lesson plan****Time: 20 mins**

1. Elicit the participants' prior experiences by asking- ‘How do you prepare lesson plans or lesson notes?’
2. After getting responses from some participants, divide them into 6 groups.
3. Provide each group with **Resource paper 23.1 (Class 1, TG extract, Page 21)**.
4. Ask each group to indicate each step of the lesson plan and the classroom language and activity used in the lesson plan.
5. Tell them to write down their findings on the poster. Allow them 12 minutes to do it.
6. Then, invite 2 groups to share their findings.

Activity-B**Writing and editing planned activities of lesson plan****Time: 65 mins**

11. Distribute the lesson plan template (**Worksheet-23.2**) to six groups.
12. Ask each group to choose a topic from EfT books, then develop the lesson plan following the template.
13. Tell them to follow the TG while developing the lesson plan.
14. Allow them to add or edit the lesson activities where necessary (focusing on the teaching context and students’ understanding level).
15. Tell them to develop related teaching materials to teach the lesson.
16. Allocate 60 minutes to develop the lesson plan and related materials.
17. Monitor and provide feedback when developing the lesson plan and materials.

18. Tell them they will conduct sessions in the next sessions using their developed lesson plan.
19. Tell them to practice in their free time following the team-teaching approach.

Activity-C	Sum up and closing	Time: 5 mins
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1. Sum up the session by highlighting the components of a lesson plan.
2. Motivate them to prepare lesson plans/notes when they conduct sessions.
3. Conclude the session by giving thanks for their active participation.

Resource Paper-23.1

Unit 2: The Alphabet, Words and Numbers

Lesson 1: Words with aA—eE

Session	Learning Outcomes
Session 06: A, B Page: 6	4.1.1 read aloud simple words using the sounds of letters and letter groups

Teaching Aids: Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; word cards; audio/video clip (if available)

Session Procedures

Session Duration: 50 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying “Good morning. How are you?” (শিক্ষার্থীদের সাথে “Good morning. How are you?,” বলে শুভেচ্ছা বিনিময় করবেন।)
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Tell Ss ‘Let’s sing the Alphabet song’. [Play an audio if possible.] (শিক্ষার্থীদের বলবেন ‘Let’s sing the Alphabet song’। সম্ভব হলে অডিও ব্যবহার করবেন।) Then, ask Ss to remember the English alphabet that they learnt in class 1. [Support Ss if necessary.] (তারপর তাদেরকে স্মরণ করতে বলবেন প্রথম শ্রেণিতে তারা কোন কোন English letters শিখেছে। শিক্ষার্থীদের বলতে প্রয়োজনে সহায়তা করবেন।) Tell Ss “Today we are going to learn the words with aA—eE” (এরপর শিক্ষার্থীদের বলবেন “Today we are going to learn the words with aA—eE”)
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Tell Ss ‘Open your book at page 6’. Show the picture given in Activity-A, and ask them ‘What can you see in the picture?’ Tell Ss to think about the objects in the picture. (শিক্ষার্থীদের বলবেন ‘Open your book at page 6’। তারপর Activity-A এ প্রদত্ত ছবি দেখিয়ে জিজ্ঞাসা করবেন ‘What can you see in the picture?’ প্রত্যেক শিক্ষার্থীকে ছবির বিষয়বস্তু নিয়ে চিন্তা করতে বলবেন।) Ask Ss to say the name of the picture objects in English. Encourage them to speak in Bangla if necessary. (এবার ছবিতে কী কী দেখছে তা শিক্ষার্থীদেরকে ইংরেজিতে বলতে বলবেন। প্রয়োজনে শিক্ষার্থীদের

বাংলায় বলতে উৎসাহিত করুন ।)

- Now, say the name of objects properly and ask Ss to repeat after you. Focus on pronouncing the Words with aA—eE.
(শিক্ষক এবার ছবির বিভিন্ন বস্তুগুলোর নাম ইংরেজিতে প্রমিতভাবে উচ্চারণ করবেন এবং শিক্ষার্থীদের তা শুনে সমস্বরে বলতে বলবেন । এক্ষেত্রে শিক্ষক অবশ্যই Words with aA—eE সম্পর্কিত বস্তুগুলোর নাম উচ্চারণ করবেন ।)
- Tell Ss that today we will learn about ‘ant, boat, crow, deer, ear’, and know how to pronounce them properly in English’.
(তারপর শিক্ষার্থীদের বলবেন আজকে আমরা ant, boat, crow, deer, ear শব্দগুলো কিভাবে প্রমিত উচ্চারণে পড়তে হয় তা শিখবো ।)
- Ask students to look at the pictures of Activity-B. Encourage them to say the name of the pictures.
(এবার শিক্ষার্থীদের পাঠ্যবইয়ের Activity-B এর ছবিগুলো দেখতে বলবেন । ছবির বিষয়ে বলতে উৎসাহিত করবেন ।)
- Then, show the letter cards of Small letters (a—e) and Capital letters (A—E). Ask Ss whether the letters are familiar to them, and ask some Ss to say the names of the letters. Then, pronounce the letters properly.
(তারপর শিক্ষার্থীদের Small letters (a—e) এবং Capital letters (A—E) সম্বলিত বর্ণকার্ড দেখিয়ে এগুলো তাদের পরিচিত কিনা তা জিজ্ঞাসা করবেন এবং কয়েকজন শিক্ষার্থীকে বর্ণগুলোর নাম বলতে বলবেন । এরপর শিক্ষক প্রতিটি বর্ণ প্রমিত উচ্চারণে পড়ে শোনাবেন ।)
- Now, show ‘ant, boat, crow, deer, ear’ picture cards with words, and ask Ss whether they can read the words. Listen to some students how they pronounce the words. Then, spell and pronounce the words properly and ask Ss to repeat after you. Now, indicate the words beneath the pictures and read aloud the words properly. Ask Ss to listen and repeat after you.
(এবার শিক্ষার্থীদের ant, boat, crow, deer, ear ছবিযুক্ত word card দেখিয়ে শব্দগুলো পড়তে পারে কিনা জিজ্ঞাসা করবেন । কয়েকজন শিক্ষার্থীর নিকট থেকে শব্দগুলো পড়া শুনবেন । এরপর শিক্ষক ছবিযুক্ত word card গুলো বানান করে প্রমিত উচ্চারণে শব্দটি বলবেন, সাথে শিক্ষার্থীদের সমস্বরে বলতে বলবেন । এবার শিক্ষক ছবির নিচে শুধু শব্দগুলোর ওপর আঙ্গুল রেখে/ চিহ্নিত করে শব্দগুলো পড়ে শোনাবেন এবং শিক্ষার্থীদের সমস্বরে রিপিট করতে বলবেন ।)

Practice activities:

- Group Work: Divide students into groups. Provide them with word cards and picture cards of ‘ant, boat, crow, deer, ear’. Ask them to discuss in groups and match the pictures with the words properly. Monitor the group work and support them if necessary.

(শিক্ষার্থীদের কয়েকটি দলে ভাগ করবেন। প্রতিটি দলে ant, boat, crow, deer, ear ছবিযুক্ত picture card ও সংশ্লিষ্ট word card সরবরাহ করবেন। তারপর শিক্ষার্থীদের দলে picture এর সাথে সংশ্লিষ্ট word কার্ডটি মিল করতে বলবেন। ঘুরে ঘুরে দলগত কাজ পর্যবেক্ষণ করবেন এবং প্রয়োজনে শিক্ষার্থীদের সহায়তা করবেন।)

- **Pairwork: Divide Ss into pairs. One student will point at the pictures (ant, boat, crow, deer, ear), and the other will say the English word properly. Tell them to practice in turns. Monitor pair work and support Ss if necessary.**
(এবার শিক্ষার্থীদের জোড়ায় ভাগ করবেন। একজন শিক্ষার্থী ant, boat, crow, deer, ear ছবিযুক্ত কার্ডটি দেখাবে, অন্য শিক্ষার্থী ছবি দেখে সংশ্লিষ্ট শব্দ প্রমিত উচ্চারণে বলবে। পর্যায়ক্রমে জোড়ায় জোড়ায় সকলে কাজটি করবে। শিক্ষক ঘুরে ঘুরে শিক্ষার্থীদের উচ্চারণ শুনবেন এবং প্রয়োজনে সহায়তা প্রদান করবেন।)
- **Now, change the pair inviting a new partner. In pairs, one student will show the word cards (ant, boat, crow, deer, ear), and the other student will spell the word and read it aloud. Tell them to practice in turns. Monitor pair work and provide support to them if necessary.**
(এবার, অন্য শিক্ষার্থীদের নিয়ে নতুন জোড়া করবেন। জোড়ায় একজন শিক্ষার্থীকে ant, boat, crow, deer, ear এর word card দেখাতে বলবেন, অন্য শিক্ষার্থীকে শব্দগুলো বানান করে প্রমিত উচ্চারণে পড়তে বলবেন। পর্যায়ক্রমে জোড়ায় জোড়ায় সকলে কাজটি করবে। ঘুরে ঘুরে শিক্ষার্থীরা প্রমিত উচ্চারণে পড়তে পারছে কিনা তা পর্যবেক্ষণ করুন, প্রয়োজনে সহায়তা প্রদান করুন।)

Assessing learning: [Please, fill up the provided checklist or take notes on students' learning progress. Teachers can use different techniques to assess students' learning considering students' level, students' needs and classroom context.]

[নিচের ছকে প্রদত্ত মূল্যায়ন নির্দেশকসমূহ অনুসরণ করে শিক্ষার্থীর শিখন অগ্রগতি যাচাই করবেন। প্রদত্ত ছকটি পূরণ করবেন অথবা নির্দেশকসমূহের আলোকে শিক্ষার্থীর শিখন অগ্রগতি খাতায় নোট নিবেন। শিখন অগ্রগতি মূল্যায়নের জন্য শিক্ষক হিসেবে আপনি শিক্ষার্থীর শিখন অবস্থা, শিখন চাহিদা এবং শ্রেণি পরিবেশের উপর ভিত্তি করে ভিন্ন কৌশল ব্যবহার করতে পারেন।]

- **Stick or put the pictures and word cards of ant, boat, crow, deer and ear on the board randomly. Then, invite one student and ask him to match the word with the picture. Then, tell him to read aloud the word. Invite more Ss to do this. Praise Ss saying 'Thank You. Well done.' for their participation.**
(পুশপিন বোর্ডে ant, boat, crow, deer, ear ছবিযুক্ত কার্ড ও সংশ্লিষ্ট word card গুলো এলোমেলো করে স্টেটে রাখবেন। তারপর একজন করে শিক্ষার্থীকে বোর্ডের সামনে ডাকবেন এবং picture এর সাথে সংশ্লিষ্ট word কার্ড টি মিল করতে বলবেন। মিলকরণ শেষে সকলের উদ্দেশ্যে শব্দগুলো loudly পড়ে শোনাতে বলবেন। শিক্ষার্থীদের অংশগ্রহণের জন্য Thank you, Well done বলে প্রশংসা করবেন।)
- **Now, divide Ss into small groups to play a game. Show the word cards of 'ant, boat, crow, deer, ear' and ask each group to raise hands who can spell**

and pronounce the word first. Ensure Ss participation in playing this game with a competitive attitude. Or, Ask individual students randomly to spell and pronounce the word properly. Praise Ss saying ‘Thank You. Well done.’ for their participation.

(এবার শিক্ষার্থীদের নিয়ে ছোটদলে একটি খেলা খেলবেন। শিক্ষার্থীদের বলবেন- আপনি ant, boat, crow, deer, ear এর word card গুলো দেখাবেন এবং যে দলের শিক্ষার্থীরা আগে বানান করে প্রমিত উচ্চারণে পড়তে পারবে তাদের হাত তুলতে বলবেন। খেলায় সবার সক্রিয় অংশগ্রহণ নিশ্চিত করবেন যাতে শিক্ষার্থীদের মধ্যে দ্রুত বানান করে শব্দটি প্রমিত উচ্চারণে পড়ার প্রতিযোগী মনোভাব সৃষ্টি হয়; অথবা, দৈবচয়নের ভিত্তিতে কয়েকজন শিক্ষার্থীকে শব্দগুলো বানান করে প্রমিত উচ্চারণে পড়তে বলবেন। শিক্ষার্থীদের অংশগ্রহণের জন্য Thank you, Well done বলে প্রশংসা করবেন।)

Feedback:

Support the students who cannot say the words properly. Reassess and make sure they are learning. (যেসব শিক্ষার্থী শব্দগুলো প্রমিত উচ্চারণে পড়তে পারেনি তাদেরকে প্রয়োজনীয় ফলাবর্তন দিয়ে সহায়তা করবেন। পুনরায় মূল্যায়ন করে তাদের শিখন নিশ্চিত করবেন।)

Summary of the session: Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ Help them say the words with Aa – Ee.

(এখন পাঠের সারসংক্ষেপ করবেন। দৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করবেন ‘What have we learnt today?’ প্রয়োজনে Aa – Ee বর্ণ দিয়ে শুরু শব্দগুলো বলতে সহায়তা করবেন।)

Concluding the session: Conclude today’s session by saying, ‘Goodbye, my dear Ss. See you in the next class.’ (‘Goodbye, my dear Ss. See you in the next class.’ বলে আজকের পাঠটিপাঠ শেষ করবেন।)

Worksheet 23.2: Lesson Plan Template

Steps	Teaching learning Activities
▪ Introduction	
▪ Review of the prior knowledge/ Review of the previous session	
▪ Presentation Activities	
▪ Practice Activities	
▪ Assessing Learning	
▪ Feedback	
▪ Summarizing the session	
▪ Concluding the session	

Session- 24, 25 & 26

**Practice Session 1, 2 & 3: Simulation
Session**

Learning outcomes: By the end of the session, the participants will be able to –

- demonstrate a lesson focusing on integrated skills following the developed lesson plan;
- reflect on the importance of lesson plans or notes and use them while conducting sessions.

Time: 90×3= 270 minutes

Methods and Techniques: simulation, demonstration, observation and discussion.

Materials: EfTs, TG, PPT/Poster paper, observation checklist.

Activity-A

Simulation

Time: 80 mins

4. Exchange greetings with the participants.
5. Invite each group to demonstrate their lesson following the team-teaching approach.
6. Each team will have 40 minutes to deliver the demonstration.
7. Tell them each group member will demonstrate or conduct at least 5 minutes of the lesson.
8. Engage another group to observe and give feedback on the lesson using

Checklist-1.

Activity-B

Reflection and Closing

Time: 10 mins

1. Then, arrange a 4-minute plenary discussion inviting the observer's reflections after each demonstration lesson.
2. Motivate teachers to develop lesson plans/ notes and use them while conducting sessions.
3. Conclude the session by praising their active participation.

Checklist-1 (Session- 24, 25 & 26)

Observation Checklist

Steps	Observation Note
Focusing issue of the lesson	
Methods/techniques used in the lesson	
Materials used in the lesson	
Following the steps of TG	
What went well?	
What could be done to conduct the session more effectively?	

Learning outcomes: By the end of the session, the participants will be able to –

- identify the formative assessment tools for assessing language skills;
- explore the assessment indicators given in the teacher’s guide;
- develop formative assessment tools following the assessment indicators;
- reflect on and adapt assessment tools to conduct formative assessment effectively.

Time: 90 minutes

Methods and Techniques: Language game, group work, discussion, demonstration.

Materials: Worksheets, Resource paper, EfT books, Poster paper, TG

Activity-A**Language Game: First-and-last-letter****Time: 10 mins**

1. Exchange greetings with the participants.
2. Tell participants to get ready to make a word net by playing first-and-last-letter game.
3. Make two teams, and ask them to stand in a queue to play this game. Invite 6 participants randomly to make a team. Tell other participants to enjoy the game.
4. Ask each team to write a word on the board and as many words as possible in 3 minutes, connecting with the last letters. Similarly, the other team will do the same thing, connecting with the first letter. For example, Apple-Egg-goat and so on.
5. Invite an equal number of participants from each team to play the game. The team that gets the maximum marks will be the winner.
6. At the end of this game, ask participants if there is any opportunity for the teachers to check students’ learning while doing this activity.
7. Finish **Activity-A** in 6 minutes.

Activity-B	Analyzing Formative Assessment Tools	Time: 30 mins
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1. Divide participants into 4 groups.
2. Provide **Resource Paper 27.1** to each group.

Group-1	1. Techniques for assessing listening skills
Group-2	2. Techniques for assessing speaking skills
Group-3	3. Techniques for assessing reading skills
Group-4	4. Techniques for assessing writing skills

3. Ask participants to discuss in groups and write the key points of the assessment techniques on the poster paper. Allow 10 minutes to write on the poster paper.
4. Then, ask each group to hang the poster papers in the four corners of the classroom.
5. Tell participants to move around the class and take notes on different techniques. Allow 5 minutes to do this.
6. In the plenary, tell participants that we need to apply a range of techniques to assess students' language skills i.e. listening, speaking, reading and writing. The Teacher's Guide is a good resource for getting ideas on using different techniques and tools to check and learn.
7. Finish this **Activity** in 20 minutes.

Activity-C	Developing Formative Assessment Tools Following Indicators	Time: 35 mins
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1. Divide students into 5 groups.
2. Ask each group to look at the Assessment indicators given in Grade-1 TG.

Group 1	Assessment Indicator 25
Group 2	Assessment Indicator 32

Group 3	Assessment Indicator 37
Group 4	Assessment Indicator 46
Group 5	Assessment Indicator 52

3. Tell them to identify how these indicators are aligned with the learning outcomes and lesson activities.
4. Then, tell each group to develop the formative assessment tools aligning with the assessment indicators. Refer them to apply the tools they learned in the previous activity (**Resource Paper 27.1**).
5. Allow 15 minutes to develop tools.
6. Then, ask each group to share their group work in turns. Each group will get 3 minutes to present.
7. Arrange a short plenary discussion about these tools.
8. Finish this Activity in 30 minutes.

Activity-D	Assessment and Reflection	Time: 10 mins
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1. Ask some oral questions randomly to check participants' understanding of the language assessment.
 - What does 'Formative assessment' mean?
 - Tell some techniques related to assessing speaking skills.
 - Why do we need to choose appropriate tools for assessing four language skills?

Activity-E	Sum up and Closing	Time: 5 mins
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1. Sum up the session by highlighting different assessment techniques and tools for primary-aged children.
2. Motivate them to apply today's learning when they design any lesson.
3. Conclude the session by giving thanks for their active participation.

c) Stress and intonation

The same applies to stress and intonation; this can be regularly practised (tested) using songs, rhymes, drills, flashcards, gestures and mime.

d) Visual material test

The listening skill can be tested with the help of visual materials. Students are given a set of pictures, They hear a statement, and then they select the appropriate picture for the statement.

Statement: Wash my face.



Source: EfT 2, Unit-25, Activity-A, Page-50

c) Testing with Diagrams

Testing listening can be done with the help of simple diagrams: lines, squares, circles, triangles etc. Students hear the statements and give the response they think is correct.

2. Techniques for assessing students' speaking skills

a) Situation test

Again, this is something we do in almost every lesson. Formal testing at the primary level is not appropriate but we can encourage good practice by using pictures, for example:

Students can be asked to give simple descriptions of what they see.

Example: Look at the picture. What are they doing?



Picture: EFT-4, Unit-24, Activity-A, page-48

b) Testing through situations

In this test, students are given a series of situations and asked to make appropriate responses. Situations may be greetings, introductions, agreement, disagreement, apology etc. In these situations, students have to play roles. It is a kind of drama and very enjoyable for young learners.

For example-

B. Listen and say. Read.

Waiter: Good morning. Can I help you?

Rumi: Good morning. Could I have two fried eggs and a glass of juice?

Waiter: Sure. What kind of juice?

Rumi: Papaya juice, please.

Waiter: I'm sorry. We don't have any papaya juice. How about mango juice?

Rumi: OK.

Waiter: Anything else?

Rumi: No, thanks. That's all.

Source: EfT, Class-4, Unit-19, Page-38

c) Testing with the help of pictures, maps and diagrams

Students are given a short time to think of a picture or a map or a diagram and then asked to describe it.

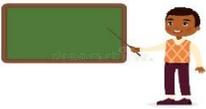
3. Techniques for assessing students' reading skills

Reading is a receptive skill. We receive messages through reading. We use the following techniques to test reading skills -

a) Word Matching Test:

Here, students will draw a line matching the pictures and the words.

Example-

	Boy
	Girl
	Teacher
	students

b) Sentence Matching Test:

Students will match the sentences which are on the right with the same on the left.

	<p>a) A blacksmith makes metal things.</p> <p>b) A farmer grows food.</p> <p>c) A doctor helps the farmer.</p> <p>d) A framer works at home.</p>
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Source: EfT, Class-3, Unit-19, Activity-B, page-38.

c) Matching pictures with sentence cards test

The teacher will draw/collect some pictures and write the related sentence cards separately. Then, give those pictures and sentence cards to the students, and ask the students to pick a picture and a sentence card which matches to the picture. The students can do it individually or in groups.

d) True/False Test

This is a common test for reading. Here, students will find out whether the given statements are true or false. Sometimes, they may be asked to write the true answer. Example-

Eat healthy **Lessons 6-7** 

G. Read again. Write T for True or F for False.

- 1 There are four levels in the Food Pyramid. _____
- 2 The bottom level of the Pyramid has food from protein and dairy. _____
- 3 Foods made of grain give us energy. _____
- 4 Eggs help our eyes. _____
- 5 Milk helps to make us strong. _____
- 6 Our bodies need a lot of fat and oil. _____

H. Correct the False sentences. Rewrite them in your exercise book.

Source: EfT, Class-5, Unit-6, Page-25

e) Multiple Choice Item Test

This is a very useful way of testing reading comprehension. Here, students are provided with the question and some possible answers to that question (all based on a text). Students will choose the correct answer from them.

Example –

 **It was a great day!** **Lesson 5**

B. Read the story again. Choose the best answer.

- 1 The camporee took place in...
 - a. Dhaka.
 - b. Moulvibazar
 - c. Sreemangal.
 - d. Lowachara National Park.
- 2 The cubs went from Dhaka to Sreemangal...
 - a. by bus.
 - b. by train.
 - c. by car.
 - d. by rickshaw.

Source: EfT, Class-5, Unit-21, Page-84

f) Completion Item Test:

Here, students are provided with some complete sentences. Teachers will ask them to complete it after reading a text or pictures.

Example: EfT, Class-5, Unit-4, Page-16

E. Look, listen and say.



F. Complete the sentences with words from Activity E.

- 1 A magazine about sports is a sports magazine.
- 2 A magazine about clothes is a _____.
- 3 A magazine about money and banking is a _____.

g) Open-End Item Test

Here, students are free to write their own answers. These questions involve thinking about the text and inferring. This is suitable for classes 4 & 5.

Example-

D. Read the story again. Answer the questions.

- 1 Why does Maria want to set up a school?
- 2 What kind of book does Maria want to write?
- 3 Why does she want to write this book?

Source: EfT, Class-5, Unit-20, page-80

4. Techniques for Assessing Students' Writing Skills

At the primary level in Bangladesh, writing means writing guided and freer compositions. In all classes, this tends to be very controlled, though in classes 4 & 5 some greater freedom is possible but still within carefully structured limits. Here, students can show their ability to organise ideas, knowledge of grammar, use of language, language form and function. We can test this skill in the following ways-

a) Testing Punctuation :

In this test, students are given a passage or some sentences without punctuation marks. Students will put the punctuation marks in the right place.

Example:

C. Add capital letters and full stops to the paragraph.



manik is six years old he has a sister her name is mina she is five years old manik and mina live in sylhet with their parents

Source: EfT, Class-4, Unit-23, page-46

b) Testing spelling

In this test, the teacher tests the students' spelling skills through dictation. Students may be given a whole paragraph to write or just single words or sentences. But students should have read the text beforehand. This is a good example of listening and controlled writing practice.

c) Testing by setting a composition

In this test, students are given a specific situation. Then, ask them to write a few sentences on it. This usually uses a text as a model on which the students base their text.

Example:

A. Listen and read.



I'm Tisha. I'm a student.
I'm in Class 3. There are four people in my family.
My mother is a teacher.
My father is a banker. My brother is two years old.

Write a paragraph about your family. Use the paragraph in Activity- A as a model.

Source: EfT, Class-3, Unit-34, Page-68

d) Writing composition following guided questions

It's a guided test. Here, they need to follow the instructions given. Here, they may be asked to join sentences; fill in the blanks, or write a sentence to practise a structure. This is a very controlled practice and a characteristic of tests.

Example –

H. Write a composition about someone you know by answering the following questions.

- 1 What is the person's name?**
- 2 What does he/she do?**
- 3 Where does he/she work?**
- 4 What time does he/she start work?**
- 5 Does he/she like his/her job? Why or why not?**
- 6 What do you think about his/her job?**

Source: EfT, Class-5, Unit-9, page-36

d) Free Writing Activity

In this writing activity, students have the freedom to choose or use a range of vocabulary and sentence structures. This type of test is suitable for Class-4 & 5 students.

Example:

I. Write your news story in your exercise book.

Source: EfT, Class-5, Unit-19, Page-77

Session-28**Language Assessment: Summative Evaluation**

Learning outcomes: By the end of the session, the participants will be able to –

- analyze the structure of a summative evaluation questionnaire;
- identify domain-based questions of a text;
- develop a questionnaire for summative assessment;
- reflect on and adapt domain-based items in developing a summative questionnaire.

Time: 90 minutes

Methods and Techniques: Group work, discussion, Market place

Materials: EfTs, PECE Questions, Question structure, Poster paper, Power point

Activity-A	Analyzing summative evaluation questionnaire	Time: 10 mins
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1. Exchange greetings with the participants. Tell them we will work on developing a summative questionnaire.
2. Divide participants into 5 groups.
3. Provide **Resource Paper 28.1** (PECE Question-2018) to each group.
4. Ask each group to analyze the questionnaire and identify the number of items, types of items, difficulty level, and mark allocation for each item.
5. Tell them to write their findings in their notebooks.
6. Invite 2/3 groups to share their findings.

Activity-B	Understanding the Bloom's Taxonomy: Cognitive Domains	Time: 20 mins
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1. Provide **Resource Paper 28.2** to each trainee.
2. Ask each trainee to read the resource paper. Then, tell them to discuss their understanding in pairs.
3. Now, ask 2/3 participants to share their understanding of cognitive domains.

Activity-C	Identifying domain-based questions	Time: 20 mins
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1. Divide participants into 5 groups. Make new groups changing the participants.
2. Provide **Worksheet-28.3** to each group.
3. Ask each group to read the text first. Then, tell them to identify and write the domain of the items given following the text.
4. Then, invite 2/3 groups to share their answers.
5. Share the answers in PPT and ask students to check their answers.

Activity-D	Developing test items for exams	Time: 30 mins
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1. Now, ask participants to work in 4 groups.
2. Provide the question structure to each group. (**Resource Paper 28.4**)
3. Tell them that they will work on developing some items following the question structure due to time limitations.
4. Provide the following grid to each group and ask them to follow it.

Class	Types of tools and cognitive level
Group-1: Eft 3	a) 3 MCQs: Knowledge-1, Understanding-1, Applying-1
Group-2: Eft 4	b) Fill in the blanks-2; Knowledge-1, Understanding-1
Group-3: Eft 4	c) 3 Short Questions: Knowledge-1, Understanding-1, Applying-1
Group-4: Eft 5	d) CRQ-1: composition or letter

5. Ask participants to choose any reading-focused lesson from the textbook. Based on the reading text, ask them to develop different test items following the grid.
6. Allow 30 minutes to develop the test items. Ask them to write on poster paper.
7. Then, tell them to hang their poster papers on four different corners in the classroom (Like- **marketplace technique**). Ask each trainee to move around the class and take notes of their understanding and queries.
8. Arrange a plenary to clearly understand test items and motivate participants to develop these items while preparing questions for terminal or annual exams.

Activity-E**Assessment and Reflection****Time: 5 mins**

1. Ask some oral questions randomly to check participants' understanding of the language assessment.
 - What should you consider developing a summative questionnaire?

Activity-F**Sum up and closing****Time: 5 mins**

1. Sum up the session by highlighting the key issues of summative assessment.
2. Motivate them to apply this learning when they prepare terminal/ annual exam questions.
3. Conclude the session by giving thanks for their active participation.

Resource paper-28.1

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Set Code-219

PRIMARY EDUCATION COMPLETION EXAMINATION, 2018

ENGLISH

Time—2 hours and 30 minutes

Full marks—100

[N.B.—The figures in the right margin indicate full marks.]

Read the text and answer the following questions no. 1, 2, 3 and 4 :—

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.

Marks

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

Column A	Column B
(a) School	(i) One kind of drink.
(b) Doctor	(ii) One kind of disease.
(c) Juice	(iii) A place where students study.
(d) Flu	(iv) Who goes to school.
(e) Home	(v) Who advices medicine for the patients.
	(vi) A place where people live.
	(vii) Pure water.

Write 'True' for correct statement or 'False' for incorrect statement :— 1×6=6

- (a) Sima has flu.
- (b) Sima feels very warm for her coughing.
- (c) The doctor visited Sima last night.
- (d) We get energy from foods.
- (e) Sima should not drink juice.
- (f) Other people can catch illness by using Sima's plate.

[Please turn over

- | | Marks |
|--|-------|
| 3. Answer the following questions in a sentence or sentences :— | |
| (a) Where is Sima today? | 1 |
| (b) Write about Sima's problem in two sentences. | 2 |
| (c) Write the names of two drinks that Sima can drink. | 2 |
| (d) What should Sima do when she is sneezing? | 2 |
| (e) Why should Sima use her own glass? Write in two sentences. | 2 |
| (f) Write three pieces of doctor's advice for Sima. | 3 |
| 4. Write a short composition about what you should do after catching flu. [Write at least five sentences to the topic. Remember to use capital letters, punctuation, correct spelling and sentence structure.] | 10 |

Read the text and answer the questions no. 5, 6, 7 and 8 :—

Roni lives with his parents in a beautiful house. There is a big yard in front of their house. Roni reads in a local government primary school. He is a student of class 5. He likes gardening. He made a flower garden in front of their house. It gives him much pleasure. Everyday Roni works in the garden at least an hour. On holidays, he works more in the garden. His parents help him in the garden. Roni waters the plants regularly. He keeps the garden clean. He made a fence around the garden to save the plants from cows and goats. There are many kinds of flowers in his garden. He becomes very happy when the garden is full of flowers. When his friends or relatives come to visit his house, he takes them into his garden to show the various kinds of flowers. They become surprised and very happy to see the garden. Roni also grows some vegetables in one corner of the garden. His mother is very happy to have the vegetables. Roni feels very proud of his garden.

5. Fill in the gaps with the best word from the box. Find the information in the text. There are extra words which you need not use :— 1×5=5

garden, surprised, works, fruits, field, vegetables, sad, fence

- (a) Roni plants flowers in his _____.
- (b) To save the plants, Roni makes a _____.
- (c) Roni's relatives become _____ to see the garden.
- (d) Roni also grows _____ in his garden.
- (e) Everyday Roni _____ in his garden at least an hour.

- Marks
1×6=6
6. Write 'True' for correct statement or 'False' for incorrect statement :—
- Roni lives in a flat.
 - Roni keeps the garden clean.
 - Everyday Roni puts fertilizer in the garden.
 - Roni's parents do not like his garden.
 - Roni becomes happy to see the flowers.
 - Roni's mother is happy to have the vegetables.
7. Answer the following questions in a sentence or sentences :—
- Why does Roni make a flower garden? 2
 - Who help Roni in his garden? 1
 - What does Roni plant in his garden? 2
 - When does Roni feel happy? 2
 - What does Roni do in his garden? Write in three sentences. 3
8. Suppose you are Rana/Ruba. Your friend is Niloy/Nila. Write a letter to your friend about your hobby. [Here are some words to help you: date, address, salutation, main points for the letter, closing. Remember to write at least six sentences, use capital letters, full-stops and correct spelling.] 10
9. Make WH questions from the given sentences with Who, What, When, Where, Why, Which and How using the underlined word/words :— 2×5=10
- Maria is happy.
 - Tamim plays cricket on weekends.
 - We eat to live.
 - Jessica is from the United Kingdom.
 - His name is Shuvo.
10. Read the tips to be a good student. Then answer the following questions :—

Tips for becoming a good student

- Get up early in the morning.
- Go to school regularly.
- Be attentive in your class.
- Prepare your lessons everyday.
- Follow your teachers' advice.

- When should you get up? 1
- Why should you go to school regularly? 2
- What do you do to be a good student? Write in three sentences. 3

• [Please turn over

Marks

11. Here is a schedule of your weekday's activities. Write the name of days when you do these activities. Saturday is the first day of the week. First one is done for you :— 5

Days of the week	Activities
1st	Play football
2nd	Read story book
4th	Watch TV
5th	Go to market
6th	Work in the garden
7th	Visit relatives' house

Example : On Saturday, I play football.

12. Rearrange the words in the appropriate order to make meaningful sentences. $2 \times 5 = 10$

[Make sure you put a capital letter at the start and full-stop or question mark at the end of a sentence.]

- (a) home/love/I/district/my
(b) grains/not/potatoes/are
(c) school/is/she/for/ready
(d) English/reads/Saikat/books
(e) for/hour/he/an/slept
13. Tania Akter reads in class 5 in Rajshahi Government Primary School. Her father's name is Mr. Mahabub Alam and mother's name is Mrs. Mukta Alam. Tania wants to get a library card. Now fill up the form by using Tania's information :— 5
- (a) Name :
(b) Father's name :
(c) Mother's name :
(d) School's name :
(e) Class :

Resource Paper 28.2

Understanding Cognitive Domains: Bloom's Taxonomy

Bloom's Taxonomy is a framework that helps teachers develop questions and learning activities at different cognitive levels. Understanding these levels will help you create more effective assessments and promote deeper learning among your students. The six cognitive domains are:

1. Remembering

This is the foundation of learning, where students recall or recognize information, ideas, and principles.

Key Skills: Define, list, recall, identify, name, state

Example: Students can recall vocabulary words or identify/ locate fact-based answers.

- * "What is...?"
- * "Who was...?"
- * "When did...?"

2. Understanding

At this level, students demonstrate comprehension by explaining ideas or concepts in their own words.

Key Skills: Explain, describe, translate, and give examples

Example: Students can explain the meaning of a story in their own words or describe a character's feelings.

- "How would you explain...?"
- "What is the main idea of...?"
- "Can you describe...?"

3. Applying

Students use learned information in new situations to solve problems or convey own thoughts.

Key Skills: Use, demonstrate, illustrate, solve, apply

Example: Students can use new vocabulary words in their own sentences or apply grammar rules in their writing.

- "How would you use...?"
- "What examples can you find...?"
- "How would you solve...?"

4. Analyzing

Students break information into parts to explore relationships and patterns.

Key Skills: Compare, contrast, categorize, examine, distinguish

Example: Students can compare two characters from different stories or analyze the structure of a paragraph.

- "What are the parts of...?"
- "How does... compare to...?"
- "What evidence can you find...?"

5. Evaluating

Students make judgments based on criteria and standards.

Key Skills: Judge, defend, critique, justify, assess

Example: Students can evaluate whether a story ending is effective or justify their opinion about a character's actions.

- "What is your opinion about...?"
- "How would you prove...?"
- "What would you recommend...?"

6. Creating

Students combine elements to form a coherent whole or create something new.

Key Skills: Design, compose, construct, develop, write

Example: Students can write their own stories or create new endings for familiar tales.

- "What would happen if...?"
- "Can you write a...?"
- "Can you design a...?"

Worksheet 28.3

Read the text and answer the following questions:

The Kind Fisherman

One morning, Rahman the fisherman went to the river near his village. He took his small boat and fishing net with him. While fishing, he saw a baby bird that had fallen into the water. The poor bird was trying to swim but was getting tired. Rahman quickly picked up the bird with his hands and wrapped it in his *gamcha*.

Rahman forgot about fishing and took the bird to his home. His daughter Mina helped him dry the bird and make a small nest using an old basket and some straw. They fed the bird with rice and water. After three days, the bird became stronger. Its wings were ready to fly.

One sunny morning, Rahman and Mina took the bird back to the river. When they opened their hands, the bird flew high into the sky. Rahman and Mina smiled, they were happy to the bird flying.

1. What did Rahman take with him to the river?
2. Why did Rahman stop fishing that day?
3. If you found a hurt animal, what things from your home could you use to help it like Rahman and Mina did?
4. How was Rahman different from other fishermen who might have ignored the bird?
5. Do you think Rahman made the right choice by stopping his fishing to help the bird? Why or why not?
6. Write a short letter from the bird to Rahman and Mina expressing its feelings.

Answer: 1- Remembering; 2- Understanding; 3- Applying; 4- Analyzing; 5- Evaluating; 6- Creatin.

Worksheet 28.4

Question Structure

Third Terminal Examination 2024

Class: Three

Subject: English

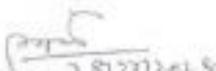
Time: 2 hours 30 minutes

Full marks: 100

Read the text/dialogue and answer questions 1, 2, 3, and 4.
[This text/dialogue will be given in English for Today's Class III book.]

1. Multiple Choice Questions/Fill in the blanks 1×5=5
2. Write T for True and F for False statements. 1×5=5
3. Answer short questions. Five (5) short Constructed Response Questions will
3×5=15
be given and students will have to answer all of them. [Knowledge, understanding and higher-order thinking questions should be considered]
4. Write a short composition with or without clues. (Capital letters, punctuation, correct spelling, and sentence structure will be marked.) [Free writing or by answering a set of questions related to text. Students will write at least five sentences related to the given topic.] 10
5. Write the numbers in words (any 10 out of 12) 1×10=10
6. Rewrite the sentences using capital letters and punctuation marks where necessary. 10
7. Match the information in column A with the information in column B.
[Extra 1 or 2 information will be given in column B. Matching items could be singular-plural, words with their meaning, phrases, cardinal-ordinal numbers, or sentences.]
2×5=10
8. Rearrange the words to make them meaningful sentences. [simple sentences]
2×5=10
9. Use the words from the table to write meaningful sentences. 5
10. Rewrite the correct form of verbs in brackets. [Tense discussed in the textbook content.] 1×5=5
11. Match the simple request with the suitable responses 1×5=10

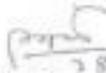
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মোঃ শিবাজুল ইসলাম
উপসচিব (শিক্ষা-১)
প্রাথমিক ও গণশিক্ষা সচিবালয়
শেখ হাসিনা সড়ক
ঢাকা-১০০০

Third Terminal Examination 2024
 Class: Three
 Subject: English
 Time: 2 hours 30 minutes
 Full marks: 100

Read the text/dialogue and answer questions 1, 2, 3, and 4.
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11. Match the simple request with the suitable responses 1×5=10


 3 87 77 2024
 মোঃ নিরাজুল ইসলাম
 উপপরি (সি.এস.-১)
 প্রাথমিক ও মাধ্যমিক বিভাগ
 বাংলাদেশ সরকার

Third Terminal Examination 2024

Class: Three

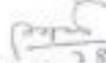
Subject: English

Time: 2 hours 30 minutes

Full marks: 100

Read the text/dialogue and answer questions 1, 2, 3, and 4.
[This text/dialogue will be given in English for Today's Class III book.]

1. Multiple Choice Questions/Fill in the blanks 1×5=5
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 مہاراجہ سیدنا محمد بن عبد اللہ
 علیہ السلام (ص) کی تعلیمات پر مبنی
 اسلامیاتی اور تاریخی مضمونوں پر
 مبنی اسلامیاتی مضمونوں پر

!!! Good Luck !!!



जातीय प्राथमिक शिक्षा एकाडेमि (नेप) मयमनसिंह