



পরিমার্জিত ডিপিএড
প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি)

মডিউল ৩: শিক্ষাক্রম, শিখন-শেখানো পদ্ধতি এবং মূল্যায়ন

উপমডিউল ৪ ইংরেজি



তথ্যপুস্তক



প্রাথমিক শিক্ষা অধিদপ্তর



জাতীয় প্রাথমিক শিক্ষা একাডেমি

প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়

Writers

AKM Mujibur Rahman, Assistant Superintendent, Bramonbaria PTI
Swapon Kumar Bhoumik, Instructor, URC, Mohammadpur, Magura
Md. Sofiul Islam, Instructor, URC, Kahalu, Bogura
Mohammad Abu Bakar Siddik, Instructor, Dhaka PTI

Revised Writer

Mohammad Abu Bakar Siddik, Instructor, Dhaka PTI
Mahbubur Rahman, Assistant Specialist, NAPE
A K M Rafez Alam, Assistant Specialist, NAPE
Abul Kalam Azad, Instructor, Meherpur PTI
Shahina Aktar, Instructor, Feni PTI
Dipa Adhikari, Instructor, Mymensingh PTI

Revised Edition and Co-operation

Maher Nigher Shamapty, Instructor, Chapainababganj
Debashis Basu, Instructor, Satkhira PTI

Chief Co-ordinator

Farid Ahmed
Secretary, Ministry of Primary and Mass Education

Co-ordinator

Mahbubur Rahman
Assistant Specialist, National Academy for Primary Education (NAPE)

Supervisor

MD. Emamul Islam, Director, Training Division, Directorate of Primary Education
Zia Ahmed Suman, Director, National Academy for Primary Education
Dr. Muhammad Ruhul Amin, Senior Specialist, NAPE
Mohammad Ahsan Ibne Masud, Senior Specialist, NAPE
Md. Abdul Alim, Deputy Director, Training Division, Directorate of Primary Education
Md. Zahurul Haque, Senior Specialist, National Academy for Primary Education
Sadia Ummul Banin, Deputy Director (Admin), NAPE
AKM Monirul Hasan, Deputy Director (Evaluation), NAPE

Cover Design

Samar and Raihana

Published by

National Academy for Primary Education (NAPE)
January, 2025

মুখবন্ধ

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 কাজক্ষিত 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 পর্যায়ে 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 যঁারা 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

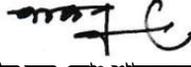
বাংলাদেশের প্রাথমিক পর্যায়ের শিক্ষকদের প্রশিক্ষণের জন্য প্রবর্তিত ডিপিএড (ডিপ্লোমা-ইন-প্রাইমারি এডুকেশন) কোর্স এযাবতকাল মানসম্মত শিক্ষক বিনির্মাণে ভূমিকা রেখেছে। কিন্তু সময়ের পরিক্রমা ও যুগের চাহিদার সাথে যুৎসই পরিবর্তনের প্রত্যাশা নিয়ে ডিপিএড ইফেক্টিভনেস স্টাডি (DPEd Effectiveness Study) ও অন্যান্য 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 Resource Book Introduction

The revised DPED (BTPT) Training Resource Book: 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.

Table of Contents

SL No	Topics	Page
1	Primary English Curriculum	09
2	CLT, EfT and TG	21
3	Teaching Pronunciation	38
4	Practice: Teaching Pronunciation	40
5	Teaching English in Early Grade: Reading Alphabet	41
6	Teaching English in Early Grade: Mechanics of Writing Alphabets	42
7	Teaching English in Early Grade: Rhyme	46
8	Classroom and Instructional Languages in English	48
9	Teaching Listening	56
10	Practice: Teaching Listening	61
11	Teaching Speaking	63
12	Practice: Teaching Speaking	65
13	Teaching Reading	67
14	Practice: Teaching Reading	73
15	Teaching Vocabulary	81
16	Practice: Teaching Vocabulary	84
17	Teaching Grammar	85
18	Practice: Teaching Grammar	91
19	Teaching Writing	92
20	Practice: Teaching Writing	94
21	Teaching English with Game-like Activities	96
22	Teaching Integrated Skills	107
23	Developing Lesson Plan Following TG	108
24	Practice Session 1(Following Developed Lesson Plan)	113

25	Practice Session 2	113
26	Practice Session 3	113
27	Language Assessment: Developing Formative Assessment Tools	114
28	Language Assessment: Summative Evaluation Question	122

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 actientively	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
------------	-----------------

Activity-A	CLT
------------	-----

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 Alignment

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
-------------------	--

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.

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 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.

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

of globalisation, the mental health of the children has also been specially considered in this curriculum.

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

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

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

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.

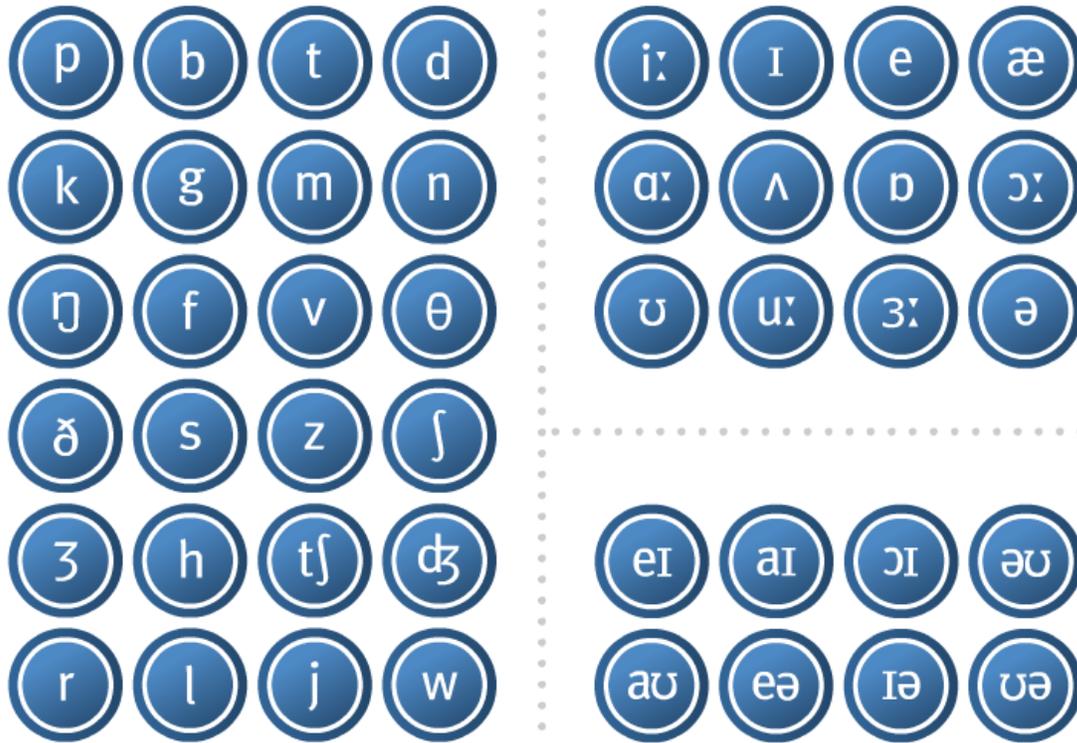
Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have

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.

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)

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?

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		

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.

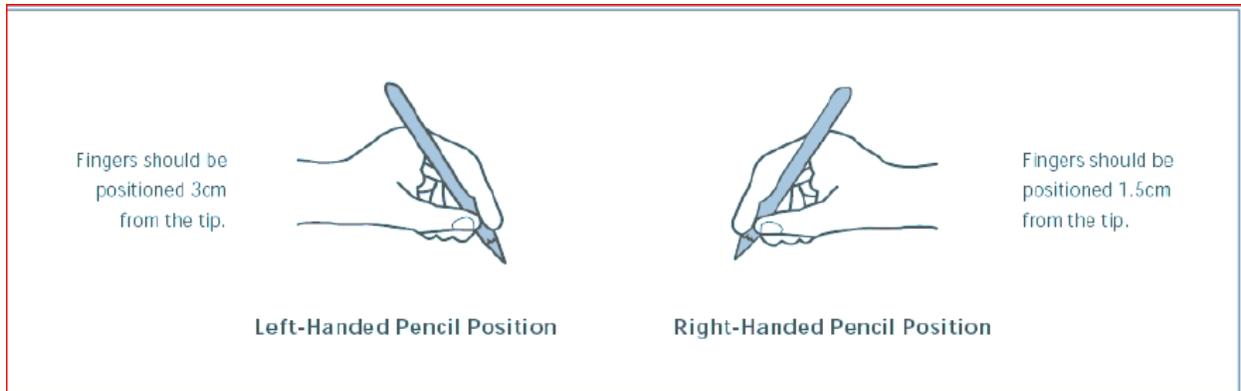


b) Holding the pencil correctly:

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:

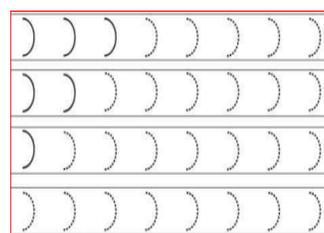
After practising the above strokes and drawing patterns, the teacher should show to form the upper case and then lowercase as below.

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	

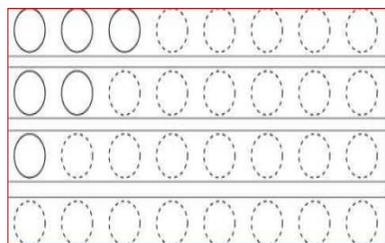
Worksheet 6.2: Pattern Practice



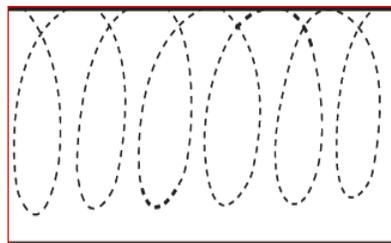
1



2



3



4

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 such as down, up, round, under, over, across. For example, for writing the letter ‘A’ teachers can say down-down-across and for the letter ‘g’ say round-down-under and so on.
- When teachers will show students how to write the letter, say the sound of the letter (not the name of the letter).
- Draw four lines on the blackboard and tell students to draw lines in the same way in their notebook.
- Note the size of the uppercase or lowercase letters.
- Go round the class to make sure they are doing this accurately. If not, help them to form the letters correctly.

Worksheet 6.4: Practice of writing letters



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		

Resource paper	Classroom and Instructional Languages in English	Session 8
-----------------------	---	------------------

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:

<p>Common phrases for greetings</p> <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? 	<p>Common phrases for checking attendance</p> <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> <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. 	<p>Common phrases for writing activities</p> <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. 	

<ul style="list-style-type: none"> • Go on, Rina. • Ready? Let's start. Raj, you start. • Rubel, read the next sentence. Can you read this word? 	
Common phrases for audio-video	Common phrases for using the textbook
<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! • 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"> • 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. • 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. • Write more questions like this. • Give me your ideas. • Ask your questions to your partner. 	<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 small groups. • Every bench's students make a group. • One person in each group will be the leader.
Common phrases for controlling/ Managing the class.	Common phrases for exercise
<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

	<p>answer.</p> <ul style="list-style-type: none"> • Fill in the gaps. • Finish the exercise.
<p>Common phrases for songs & poems</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. • 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. 	<p>Common Phrases for praising and correcting</p> <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. • 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>	<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.

<ul style="list-style-type: none"> • Hope to see you again! • Goodbye! • Take care! 	
--	--

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>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>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> <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>
---	---

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	

Resource Paper 9.1: The Importance of Listening

- 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.

Resource Paper 9.2: Listening Activities in EFTs

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

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		

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.

15

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		

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.

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?

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-)

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	•

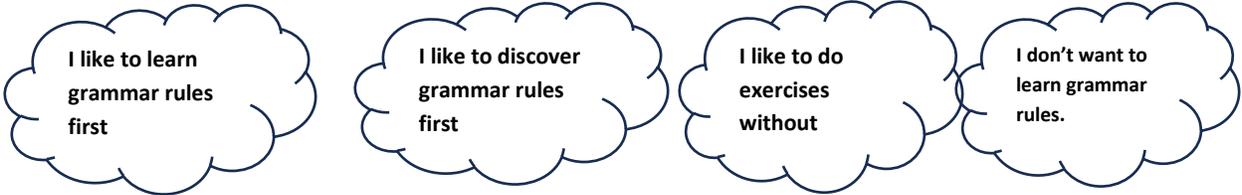
Observation Checklist: Teaching Vocabulary

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.		

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.



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 ,).....

	Demonstration	Time: 40 mins
--	----------------------	----------------------

Demonstration Note-1
Teaching-learning Activities (Grammar)
<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"> • 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?”
<ul style="list-style-type: none"> • 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?	

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?	

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.

Resource paper	Practice Session: Writing Skills	Session 20
-----------------------	---	-------------------

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?

Resource paper	Teaching English with Game-like Activities	Session 21
-----------------------	---	-------------------

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.

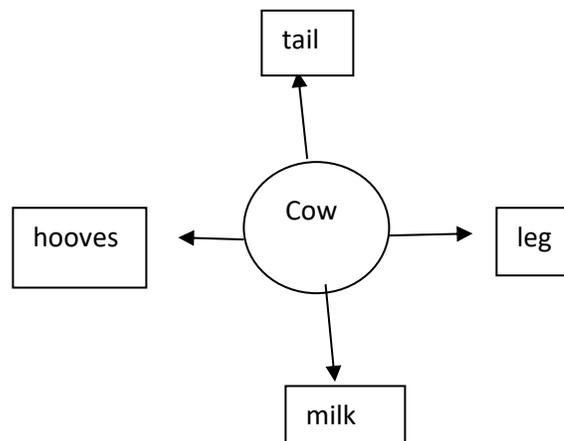
Players: Pairs, groups, whole class.

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.

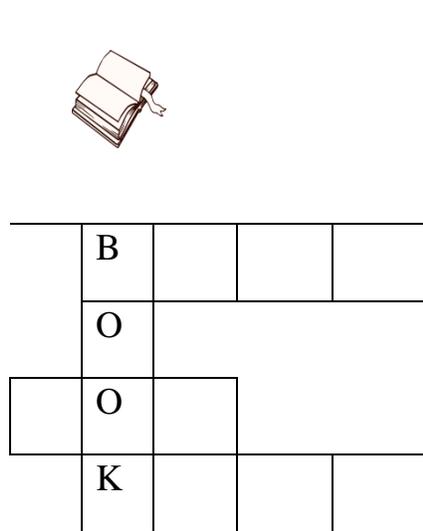
Materials: Puzzle sheet

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]

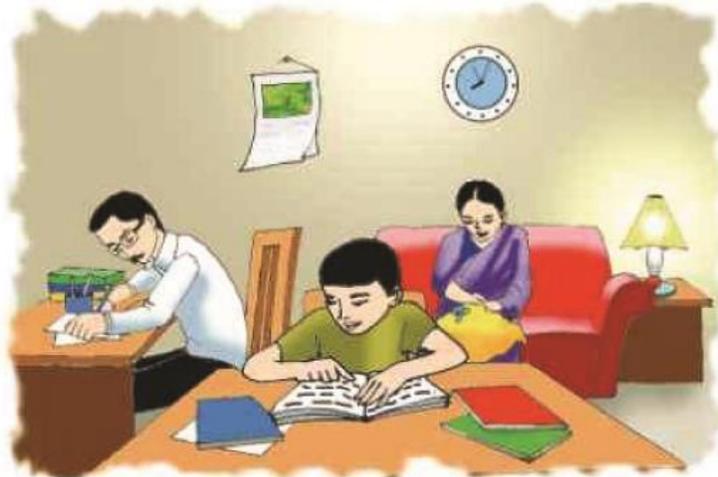
Resource Paper-22.1



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

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	

Resource Paper	Observation Checklist	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?	

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.

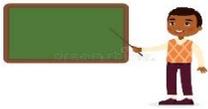
3. Techniques for assessing students' reading skills

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>
---	--

Source: EfT, Class-3, Unit-19, Activity-B, page-38.

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.

 fashion	 travel	 health
 business	 sports	 wildlife

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

Resource paper-28.1

११४

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 :—

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 :—

- (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

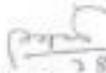
Page 7 of 28

১৪/১১/২০২৪
১৪/১১/২০২৪
মোঃ শিবাজুল ইসলাম
উপসচিব (শিক্ষা-১)
প্রাথমিক ও গণশিক্ষা বিভাগ
স্বাধীনতা পল্লী, 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
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


 3 87 77 2024
 মোঃ নিরাজুল ইসলাম
 উপপরিচালক (শিক্ষা-১)
 প্রাথমিক ও গণশিক্ষা বিভাগ
 বাংলাদেশ সরকার

Third Terminal Examination 2024

Class: Three

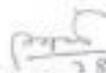
Subject: English

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
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


 3 87 727 2024 S
 चेन्नै निरायण इन्द्रनाथ
 शिक्षक (विद्यार्थी-3)
 प्राथमिक -3 पाठ्यपुस्तक मूल्यांकन
 समन्वयक (3) - पाठ्यक्रम समन्वयक



জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ) ময়মনসিংহ