



Revised DPED
Basic Training for Primary Teachers (BTPT)

Module 06
Language Education: English



প্রাথমিক শিক্ষা অধিদপ্তর

Resource Book



জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপাল)

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মুখবন্ধ

আজকের এ বিশ্বায়নের যুগে শিক্ষকের পেশাগত উন্নয়নের ধারাবাহিকতা রক্ষার জন্য কার্যকর ও যুগোপযোগী প্রশিক্ষণের কোনো বিকল্প নেই। পরিবর্তিত শিক্ষাব্যবস্থার আলোকে শিক্ষার্থীদের বিশ্বমানের করে গড়ে তুলতে শিক্ষক প্রশিক্ষণের মডেলকে নিয়মিত হালনাগাদ ও পরিমার্জনের মধ্য দিয়ে এগিয়ে নিতে হয়। শিক্ষকের প্রায়োগিক দক্ষতা বৃদ্ধি এবং প্রশিক্ষণকে আরও অর্থবহ ও ফলপ্রসূ করার লক্ষ্যে আমাদের প্রশিক্ষণ ব্যবস্থায় ধারাবাহিক সমন্বয় সাধন করা হচ্ছে। শিক্ষার্থীদের নির্ধারিত যোগ্যতা অর্জন ও কার্যকর শিখন নিশ্চিত করার সবচেয়ে গুরুত্বপূর্ণ ব্যক্তি হলেন শিক্ষক। তবে শিক্ষকের যথাযথ প্রস্তুতির অভাব, প্রশিক্ষণ উপকরণ, প্রশিক্ষণ ব্যবস্থাপনা ও প্রশিক্ষকের পেশাগত তাত্ত্বিক ও ব্যবহারিক জ্ঞানের ঘাটতির কারণে অনেক সময় কাঙ্ক্ষিত উন্নয়ন ব্যাহত হয়। এ প্রেক্ষাপটে একজন শিক্ষকের বিষয়বস্তুর উপর গভীর জ্ঞান এবং কার্যকর শিখন-শেখানো কৌশল সম্পর্কে সুস্পষ্ট ধারণা থাকা অত্যন্ত জরুরি।

প্রাথমিক শিক্ষার গুণগত মান উন্নয়নের লক্ষ্যে প্রাথমিক পর্যায়ের শিক্ষকদের জন্য প্রবর্তিত ডিপ্লোমা ইন প্রাইমারি এডুকেশন (ডিপিএড) কোর্স দীর্ঘদিন ধরে মানসম্মত শিক্ষক তৈরিতে গুরুত্বপূর্ণ ভূমিকা পালন করে আসছে। সময়ের পরিবর্তনের সাথে সংগতি রেখে ডিপিএড ইফেক্টিভনেস স্টাডির আলোকে কোর্সটি পরিমার্জন করে ১০ মাসব্যাপী প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি) চালু করা হয়। পরবর্তীতে বিটিপিটি ইফেক্টিভনেস স্টাডি, বিগত বছরের মনিটরিং রিপোর্ট এবং অংশীজনদের নিকট থেকে প্রাপ্ত মতামতের ভিত্তিতে বিটিপিটি কোর্সের কাঠামো ও সময়সূচিতে গুরুত্বপূর্ণ পরিবর্তন আনা হয়। পরিবর্তিত সময়সূচি ও বাস্তব চাহিদার সাথে সংগতি রেখে চলমান বিটিপিটি কোর্সের মডিউলসমূহে এ পরিমার্জন করা হয়েছে।

এ পরিমার্জনের ধারাবাহিকতায় এবার উপ-মডিউল কাঠামো বাতিল করে কেবল মডিউলভিত্তিক কাঠামো প্রবর্তন করা হয়েছে। অধিবেশনসমূহের মধ্যে অধিকতর সমন্বয় সাধন করা হয়েছে, বিষয়বস্তুর পুনরাবৃত্তি পরিহার করা হয়েছে এবং একাধিক অবিন্যস্ত অধিবেশন সুবিন্যস্ত করে অধিবেশনের সংখ্যা হ্রাস করা হয়েছে। পাশাপাশি বিষয়গুলো আরও সহজ, সুস্পষ্ট ও ব্যবহারিকভাবে উপস্থাপন করা হয়েছে এবং মূল্যায়ন পদ্ধতিতেও প্রয়োজনীয় পরিমার্জন আনা হয়েছে।

বিদ্যালয়ের সার্বিক উন্নয়ন ও মানসম্মত প্রাথমিক শিক্ষা নিশ্চিতকরণে শিক্ষকগণের পেশাগত জ্ঞান, প্রায়োগিক দক্ষতা ও কার্যকর নেতৃত্ব বিকাশ অপরিহার্য। প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণের মাধ্যমে পেশাগত জ্ঞান ও দক্ষতা, প্রায়োগিক ব্যবহার ও মূল্যবোধের বিকাশ ঘটবে। এর ফলে দক্ষ, সৃজনশীল, অভিযোজনক্ষম, প্রতিফলনমূলক অনুশীলনে পারদর্শী, সহযোগী মানসিকতার এবং জীবনব্যাপী শিখনে আগ্রহী শিক্ষক তৈরি হবে বলে আমি প্রত্যাশা করি।

এ প্রশিক্ষণ মডিউলসমূহ প্রণয়ন, উন্নয়ন ও পরিমার্জনে যঁারা অক্লান্ত পরিশ্রম করেছেন তাঁদের প্রতি আমি আন্তরিক ধন্যবাদ ও কৃতজ্ঞতা প্রকাশ করছি। সেই সাথে মডিউল সম্পাদনা ও পরিমার্জনের কাজে সম্পৃক্ত সকল ব্যক্তি ও অংশীজনদের ধন্যবাদ জানাই। পিটিআইতে শিক্ষক প্রশিক্ষণে ব্যবহৃত এই মডিউলসমূহ প্রাথমিক শিক্ষার মানোন্নয়নে গুরুত্বপূর্ণ ভূমিকা পালন করবে বলে আমি দৃঢ়ভাবে বিশ্বাস 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 এযাবৎকাল মানসম্মত শিক্ষক তৈরিতে গুরুত্বপূর্ণ ভূমিকা রেখে এসেছে। তবে সময়ের পরিবর্তন ও যুগের চাহিদার সাথে সামঞ্জস্য বিধানের লক্ষ্যে ডিপিএড ইফেক্টিভনেস স্টাডি ও অন্যান্য গবেষণার ফলাফলের আলোকে কোর্সটি পরিমার্জন করে প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি) কোর্স চালু করা হয়।

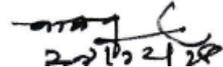
শিক্ষক প্রশিক্ষণের যেকোনো কোর্স পরিচালনার মূল লক্ষ্য হলো প্রাথমিক শিক্ষাক্রম ও সংশ্লিষ্ট শিখন সামগ্রীর সফল বাস্তবায়ন নিশ্চিত করা। ইতোমধ্যে প্রাথমিক শিক্ষাক্রমে ব্যাপক রূপান্তর ঘটেছে এবং শিক্ষার্থীদের জন্য প্রণীত পাঠ্যপুস্তকসমূহও পরিমার্জনের মধ্য দিয়ে অগ্রসর হচ্ছে। ফলে সময়ের প্রয়োজনে শিক্ষক প্রশিক্ষণ ব্যবস্থার সংস্কার ও যুগোপযোগী করা অত্যাবশ্যক হয়ে দাঁড়িয়েছে। এরই ধারাবাহিকতায় পিটিআই পর্যায়ে ১০ মাসব্যাপী প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি) কোর্সটি পরিমার্জন সময়ের দাবি হয়ে ওঠে।

পরিমার্জিত প্রশিক্ষণ কাঠামোর আওতায় প্রশিক্ষার্থীগণ ০৭ মাস পিটিআইতে সরাসরি প্রশিক্ষণ গ্রহণের পাশাপাশি ০৩ মাস প্রশিক্ষণ বিদ্যালয়ে তাত্ত্বিক পেশাগত জ্ঞানের বাস্তব অনুশীলনের সুযোগ পাচ্ছেন। এর ফলে প্রশিক্ষার্থীগণ পিটিআইতে অর্জিত তাত্ত্বিক জ্ঞান অনুশীলন বিদ্যালয়ে প্রয়োগের মাধ্যমে দক্ষতার উৎকর্ষ সাধন করতে পারছেন। পরবর্তীতে অর্জিত জ্ঞান ও দক্ষতা নিজ নিজ বিদ্যালয়ে প্রয়োগ করে মানসম্মত শিক্ষা বাস্তবায়নে তারা কার্যকর ভূমিকা রাখতে সক্ষম হবেন।

শিক্ষার্থীদের নির্ধারিত যোগ্যতা অর্জন ও কার্যকর শিখনের সবচেয়ে গুরুত্বপূর্ণ উপাদান হচ্ছেন শিক্ষক। কিন্তু শিক্ষকের যথাযথ প্রস্তুতির অভাব, প্রশিক্ষণ উপকরণ, প্রশিক্ষণ ব্যবস্থাপনা এবং প্রশিক্ষকের মানগত সীমাবদ্ধতার কারণে অনেক সময় শিক্ষকের কাঙ্ক্ষিত পেশাগত উন্নয়ন ব্যাহত হয়। এ প্রেক্ষাপটে একজন শিক্ষকের বিষয়বস্তু সম্পর্কে সুস্পষ্ট ধারণা, বিষয়গত জ্ঞান, কার্যকর শিখন-শেখানো পদ্ধতি ও কৌশল এবং উপযুক্ত মূল্যায়ন পদ্ধতি সম্পর্কে দক্ষতা অর্জন করা অত্যন্ত জরুরি।

১০ মাসব্যাপী প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি) কোর্সের আওতায় প্রণীত এ মডিউলসমূহে বর্ণিত অধিবেশনগুলো শিক্ষকগণের পেশাগত দায়িত্ব পালনে, সরকারি চাকরির বিধি-বিধান অনুসরণে এবং শ্রেণিকক্ষে কার্যকর পাঠদানে সহায়ক ভূমিকা রাখবে। অংশীজনদের মতামত ও চাহিদার ভিত্তিতে এ মডিউলসমূহের বিষয়বস্তু নির্ধারণ করা হয়েছে। নির্বাচিত বিষয়বস্তুর আলোকে জাতীয় পর্যায়ের দক্ষ ও অভিজ্ঞ ব্যক্তিবর্গ কর্তৃক বিষয়বস্তুর পরিমার্জন ও প্রয়োজন অনুযায়ী উন্নয়ন করা হয়েছে। পরে ব্যবহারকারী ও বিশেষজ্ঞদের মতামতের আলোকে মডিউলসমূহ চূড়ান্ত করা হয়েছে।

মেধা ও নিরলস শ্রম দিয়ে এ মডিউলসমূহ প্রণয়ন, উন্নয়ন ও পরিমার্জনে যঁারা অবদান রেখেছেন তাঁদের প্রতি আমি আন্তরিক কৃতজ্ঞতা ও ধন্যবাদ জ্ঞাপন করছি।


(আবু নূর মোঃ শামসুজ্জামান)
মহাপরিচালক
প্রাথমিক শিক্ষা অধিদপ্তর

অবতরণিকা

জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ) ১৯৭৮ সালে প্রতিষ্ঠার পর থেকেই প্রাথমিক বিদ্যালয়ের শিক্ষকদের দীর্ঘমেয়াদি প্রশিক্ষণ কার্যক্রম পরিচালনায় গুরুত্বপূর্ণ ভূমিকা পালন করে আসছে। সার্টিফিকেট-ইন-এডুকেশন (সিইনএড) এবং পরবর্তীতে ২০১২ সাল থেকে চালু হওয়া ডিপ্লোমা ইন প্রাইমারি এডুকেশন (ডিপিএড) কোর্সের প্রশিক্ষণ নকশা, প্রশিক্ষণ সামগ্রী উন্নয়ন ও বাস্তবায়নে নেপ ধারাবাহিকভাবে কাজ করেছে। সর্বশেষ ২০২৩ সালের জুলাই মাস থেকে শুরু হওয়া পরিমার্জিত ডিপিএড, অর্থাৎ প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ (বিটিপিটি) বাস্তবায়নের কাজও চলমান রয়েছে।

বিটিপিটি প্রশিক্ষণটি প্রচলিত সিইনএড ও ডিপিএড কোর্সের তুলনায় ধারণাগত দিক থেকে এবং বাস্তবায়ন প্রক্রিয়ায় নতুন। কোর্সটিকে যুগের চাহিদা ও পরিবর্তিত শিক্ষাব্যবস্থার সাথে সামঞ্জস্যপূর্ণ করার লক্ষ্যে কোর্স সামগ্রী ও নির্দেশিকা সামগ্রীতে পরিমার্জনের প্রয়োজনীয়তা দেখা দেয়। সে অনুযায়ী ২০২১ সাল থেকে এই প্রশিক্ষণের কারিকুলাম প্রণয়ন, প্রশিক্ষণ নকশা ও প্রশিক্ষণ সামগ্রী উন্নয়নের কার্যক্রম শুরু হয়।

২০২৩ সালের জুলাই মাসে পাইলটিংভিত্তিতে নির্ধারিত ১৫টি পিটিআইতে বিটিপিটি প্রশিক্ষণ বাস্তবায়ন করা হয়। পাইলটিং চলাকালে পরিচালিত মনিটরিং কার্যক্রম, পাইলটিং-এর ফলাফল, বিটিপিটি এফেক্টিভনেস স্টাডি এবং অংশীজনদের মতামতের আলোকে প্রশিক্ষণের বাস্তবায়ন প্রক্রিয়া, মূল্যায়ন ব্যবস্থা এবং মডিউল ও তথ্যপুস্তকসমূহে প্রয়োজনীয় পরিমার্জন আনা হয়। পাশাপাশি পিটিআইভিত্তিক অধিবেশন কাঠামো ও অনুশীলন সময়কাল (৭ মাস ও ৩ মাস) পুনর্বিন্যাস করা হয়।

এই মডিউলসমূহ নতুন চাহিদাভিত্তিক পরিমার্জিত সংস্করণ। প্রাথমিক বিদ্যালয়ের শিক্ষকদের মধ্যে শিক্ষার্থীর চাহিদা ও আগ্রহ অনুধাবনের মাধ্যমে শিক্ষার্থীদের সার্বিক উন্নয়নে কার্যকর ভূমিকা পালনে এই মডিউল ও তথ্যপুস্তকসমূহ সহায়ক হবে বলে আমরা বিশ্বাস করি।

জাতীয় প্রাথমিক শিক্ষা একাডেমির তত্ত্বাবধানে এ পরিমার্জন কার্যক্রমে প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, প্রাথমিক শিক্ষা অধিদপ্তর, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, পিটিআই, উপজেলা রিসোর্স সেন্টার এবং মাঠপর্যায়ের প্যাডাগোজি ও এন্ড্রাগোজি বিশেষজ্ঞগণ অংশগ্রহণ করেছেন। সকলের সম্মিলিত প্রচেষ্টায় এই ম্যানুয়াল ও তথ্যপুস্তকসমূহ মানসম্মত রূপ লাভ করেছে। সুষ্ঠুভাবে দায়িত্ব পালনের জন্য সংশ্লিষ্ট সকলকে আন্তরিক ধন্যবাদ জানাই।

প্রাথমিক শিক্ষা অধিদপ্তরের মহাপরিচালক, অতিরিক্ত মহাপরিচালকবৃন্দ, পরিচালক (প্রশিক্ষণ) ও অন্যান্য কর্মকর্তাবৃন্দ এবং প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের সচিব মহোদয়, অতিরিক্ত সচিব ও যুগ্মসচিববৃন্দের দিকনির্দেশনা ও সহযোগিতায় এই ম্যানুয়াল ও তথ্যপুস্তকসমূহ কাঙ্ক্ষিত মানে উন্নীত করা সম্ভব হয়েছে। তাঁদের সকলের প্রতি আমি আন্তরিক কৃতজ্ঞতা প্রকাশ করছি।

পরিশেষে আমি আশা করি, এই পরিমার্জিত ম্যানুয়াল ও তথ্যপুস্তকসমূহ পিটিআই ইন্সট্রাক্টর, প্রশিক্ষণার্থী ও সংশ্লিষ্ট কর্মকর্তাদের জন্য কার্যকর সহায়ক হিসেবে ব্যবহৃত হবে এবং প্রাথমিক শিক্ষার সার্বিক মানোন্নয়নে গুরুত্বপূর্ণ ভূমিকা পালন করবে।



(ফরিদ আহমদ)

মহাপরিচালক

জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ)

ময়মনসিংহ

Module 6:
Language Education: English

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Welcome everyone to the **Language Education: English** module of the **Basic Training for Primary Teachers (BTPT)** course. This session marks the beginning of the module and is focused on introducing yourself to the other trainees and the instructor. Please follow the instructor's instructions and introduce yourself.

Worksheet-1

Name of the Interviewee:

Roll:

Questions	Answers
1. What do you like most about your job?	
2. What do you like least about your job?	
3. What work/activity is most challenging for you?	
4. What work related skills are you good at?	
5. When you have leisure time, what do you like to do?	
6. Do you like to teach English? If yes, why? If not, why not?	
7. If you could change anything about yourself, what would it be?	
8. Complete this sentence: Happiness is.....	

Resource Paper 2.1 Background of the English Curriculum, 2021

In Bangladesh, English is taught as a compulsory subject from Class 1 to Class 12. The National Curriculum and Textbook Board (NCTB) develops a national curriculum at regular intervals. The previous English curriculum for primary students was introduced nearly ten years ago and shifted the focus from a skills-based model to a competence-based one. The revised 2021 curriculum has been designed to guide teachers in planning, delivering, and assessing English language teaching in primary schools. It reflects the social, cultural, economic, technological, and educational changes in Bangladesh and around the world.

The primary goals of teaching English at the primary level in Bangladesh are to prepare learners with the skills needed in today's knowledge-based and technology-driven world. As per the National Curriculum 2021- Primary Level, the major areas of these needs are specified as:

- pursuing further studies, especially in technical fields, both at home and abroad;
- using ICT effectively for work, and for communication at personal, national, and global levels;
- building intercultural awareness and developing responsible local and global citizenship skills; and
- preparing a skilled workforce that can contribute to national development and support the goals of SDG 4 and the Fifth Industrial Revolution.

The primary English curriculum aims to help learners develop the basic level of English needed for everyday communication. According to the National Curriculum 2021, the key objectives of teaching English at the primary level include:

- building a strong foundation for future English learning;
- introducing young learners to the basic features of the English language;
- enabling learners to use the four skills (listening, speaking, reading, and writing) along with essential grammar and vocabulary in both academic and real-life situations; and
- helping learners become aware of important local and global issues, such as intercultural communication, gender equality, and climate change, through meaningful use of English in real-life contexts.

The revised curriculum also seeks to promote the core values as specified in the National Curriculum and National Education Policy for primary school children.

Finally, this curriculum has defined the English language competencies, which are comparable to level A1 of the Common European Framework of Reference (NCTB, 2021).

Resource Paper 2.2: 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 2.3: Essential Learning Continua English

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 in familiar words of 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 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 the 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 simple classroom commands and instructions with appropriate gesture	1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture	1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture	1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture	1.3 Following directions and requests in everyday life with appropriate gesture
	1.4 Responding to short and simple questions for self and peers introductions promptly and appropriately	1.4 Understanding short and simple questions and answers about family members	1.4 Understanding questions and answers about daily activities and familiar topics	1.4 Understanding questions and answers about family, friends and familiar topics	1.4 Understanding questions and answers about family, friends and familiar topics

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
	****	****	1.5 Understanding short texts for specific information	1.5 Understanding text of familiar events for specific information	1.5 Comprehending a variety of familiar texts / stories/fables for specific information
	****	****	****	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 to, comprehending and appreciating rhymes, poems, films, cartoons and digital contents in English for enjoyment	2.1 Listening to, comprehending and appreciating rhymes, poems, films, cartoons, comics and digital contents in English for enjoyment
Speaking					
3. Participating in simple conversations confidently, fluently and accurately in	3.1 Repeating sounds of letters in words properly/confidently	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 questions with stress and intonation

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
the classroom and day-to-day life in a variety of contexts, conforming to the socio-cultural conventions of the English speech	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 and situation for effective communication	****
	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 body gesture	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gesture	3.3-Giving directions, making requests and saying regrets in everyday life with appropriate gesture
	****	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 for exchanging information or ideas about daily events	3.4 Participating in conversations for exchanging information or ideas about familiar topics
	****	3.5 Describing orally familiar people clearly and confidently	3.5 Describing orally simple activities in day-to-day situations clearly and confidently	3.5 Describing orally familiar objects and events clearly and confidently	3.5 Describing orally familiar events and festivals confidently, fluently and accurately
Reading					

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
4. Reading aloud texts with proper sounds, stress, intonation and punctuation	4.1 Recognizing the alphabet and cardinal numbers in figures and reading them aloud following proper pronunciation	4.1 Recognizing words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation	4.1 Recognizing words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation	4.1 Recognizing words and phrases, common abbreviations; cardinal numbers in figures, in words and ordinal numbers and time, and reading them aloud following proper pronunciation	4.1 Recognizing time fractions-half and quarter including time and currency, and read them aloud following proper pronunciation
	****	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 argumentative texts	****	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, general ideas and inferring meaning

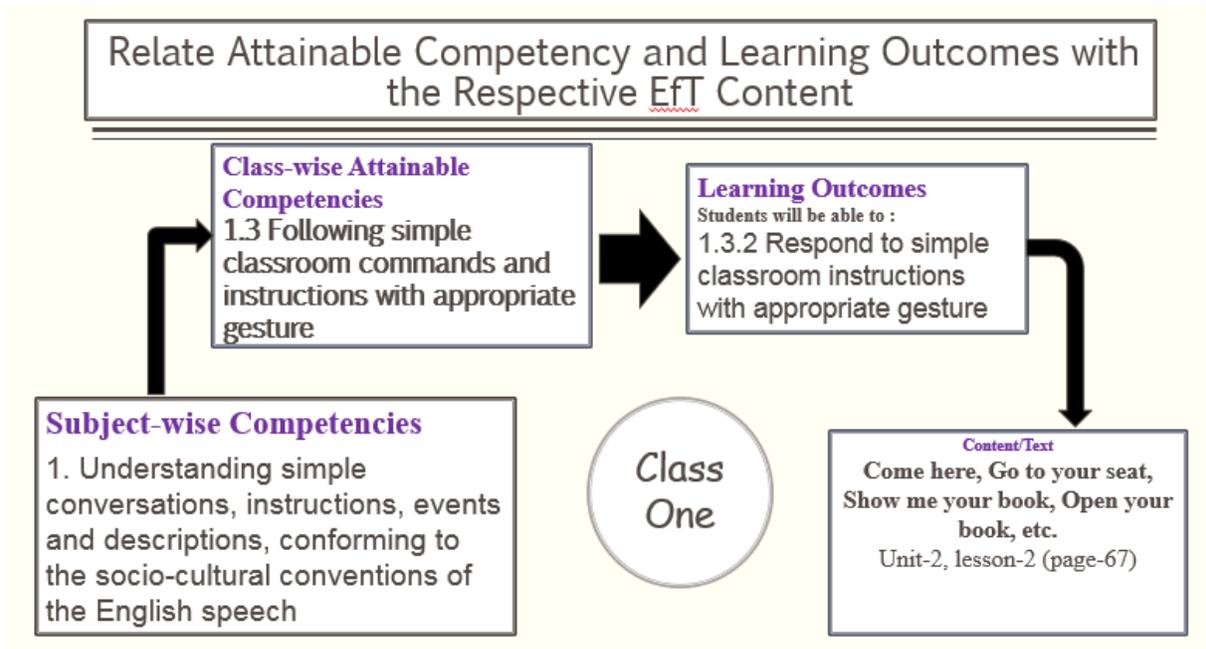
Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
6. Understanding and appreciating rhymes, poems, films, cartoons, comics and digital contents	6.1 Reading cartoon/ comics and digital contents in English with enjoyment	6.1 Reading rhymes, comics 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 edited sentences and compositions for a variety of purposes and audiences	7.1 Practicing mechanics of writings appropriately	****	****	****	****
	7.2 Writing the alphabet and cardinal numbers in figures correctly in written communication	7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication	7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	7.2 Writing cardinal numbers in figures in words and writing ordinal numbers and time correctly to use them in written communication	7.2 Writing numbers in fractions-half and quarter including time and currency correctly to use them in written communication
	****	****	****	7.3 Filling in forms for registration of various events and online platforms	7.3 Making formal and informal correspondence correctly through written communication

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
	****	7.4 Writing familiar words and simple sentences in correct spelling	7.4 Writing short paragraphs on familiar topics using prompts or clues	7.4 Writing formal letters, compositions with/ without clues for a variety of purposes, audiences and modes	7.4 Writing compositions, formal and informal letters to share ideas, opinions and feelings
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 Recognizing and using words frequently used in the texts for participating in everyday conversations	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 Understanding formation of words based on roots & affixes	8.2 Understanding the formation of words with suffix and prefixes
	****	****	****	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					

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
9. Recognizing and using simple structures to effectively communicate orally and/or in writing	****	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 Recognizing the uses of articles(<i>a & an</i>) with words and short phrases	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, object in phrases 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 Using parts of speech (noun, pronoun, verb) correctly to identify/ refer to people, objects, actions	9.3 Using parts of speech correctly to identify/ refer to people, animals, time, days and objects	9.3 Using parts of speech correctly to identify/ refer to people, animals, events, time, days, dates and objects
	****	9.4 Using simple sentences correctly for day-to-day communication	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 Using tenses correctly to talk about present states	9.5 Using tenses correctly to talk about habitual actions and	9.5 Using tenses correctly to talk about past and immediate past activities	9.5 Using tenses correctly to talk about future activities

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
			describe actions		

Resource Paper 2.4: Relation of EFT contents with curriculum competencies



To get access to the national curriculum, textbooks and teachers' guides, please visit www.nctb.gov.bd

Resource Paper:	Introduction to Eft and TG	Session 3
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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. The activities are placed with the directions like, listen, look and listen, repeat, etc. in the text book.

Speaking Skills: Encouraging interactive speaking activities and role-plays. The activities are placed with the directions like, say, repeat, listen and say, ask and answer, etc. in the text book.

Reading Skills: Providing meaningful reading comprehension passages. In the text book the activities are placed with Read, Read and colour, Read and match etc.

Writing Skills: Enhancing students' ability to express ideas effectively in written English. In the text book the activities are placed with write, Read and write, trace, write and match etc.

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.

In the text book a lot of conversations, commands and instructions and real-life situations are present for Communication based learning.

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.

Fun activities, games and rhymes, daily activities of students are included in the text book for the interactive and enjoyable learning.

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.

For instance, name of common animals and their nests, food habit, moral stories, real life conversations are added in the text books.

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.

A lot of real-life conversations like greetings and farewells, introducing self to a group of people, using a library, public transport, making a school garden, Student Council etc. are available in the EFTs.

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.

We can take help from YouTube, Bing Videos, British Council and some more websites for better understanding and learning of some topics.

10. Revised and Updated Content (2026 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.

Vertical and horizontal Alignments:

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).

here is a picture of vertical and horizontal alignment at a glance-

	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5
Listening & Speaking	<ul style="list-style-type: none"> • Basic greetings • Classroom instructions • Naming objects 	<ul style="list-style-type: none"> • Short dialogues • Describing objects • Everyday conversations 	<ul style="list-style-type: none"> • WH-questions • Retelling events • Role-play 	<ul style="list-style-type: none"> • Storytelling • Discussions • Expressing opinions 	<ul style="list-style-type: none"> • Presentations • Summaries • Extended speech
Reading	<ul style="list-style-type: none"> • Letters, words • Simple sentences 	<ul style="list-style-type: none"> • Short texts • Rhymes 	<ul style="list-style-type: none"> • Paragraph reading • Basic comprehension 	<ul style="list-style-type: none"> • Informational texts • Inference skills 	<ul style="list-style-type: none"> • Critical reading • Multi-layer analysis
Writing	<ul style="list-style-type: none"> • Copying words • Tracing letters 	<ul style="list-style-type: none"> • Writing short sentences • Guided writing 	<ul style="list-style-type: none"> • Short paragraphs • Sequencing ideas 	<ul style="list-style-type: none"> • Narrative writing • Descriptions 	<ul style="list-style-type: none"> • Multi-paragraph • Compositions
Grammar	<ul style="list-style-type: none"> • Nouns, verbs • Adjectives 	<ul style="list-style-type: none"> • Present tense • Plurals 	<ul style="list-style-type: none"> • Past tense • Pronouns, adverbs 	<ul style="list-style-type: none"> • Future forms • Conjunctions 	<ul style="list-style-type: none"> • Modals • Complex structures
Vocabulary	<ul style="list-style-type: none"> • Numbers, colors • Family, objects 	<ul style="list-style-type: none"> • Animals, jobs • Daily activities 	<ul style="list-style-type: none"> • Food, hobbies • Nature, environment 	<ul style="list-style-type: none"> • Health, travel • Festivals 	<ul style="list-style-type: none"> • Culture, global topics • Technology themes

Examples in English for Today (EfT) Books:

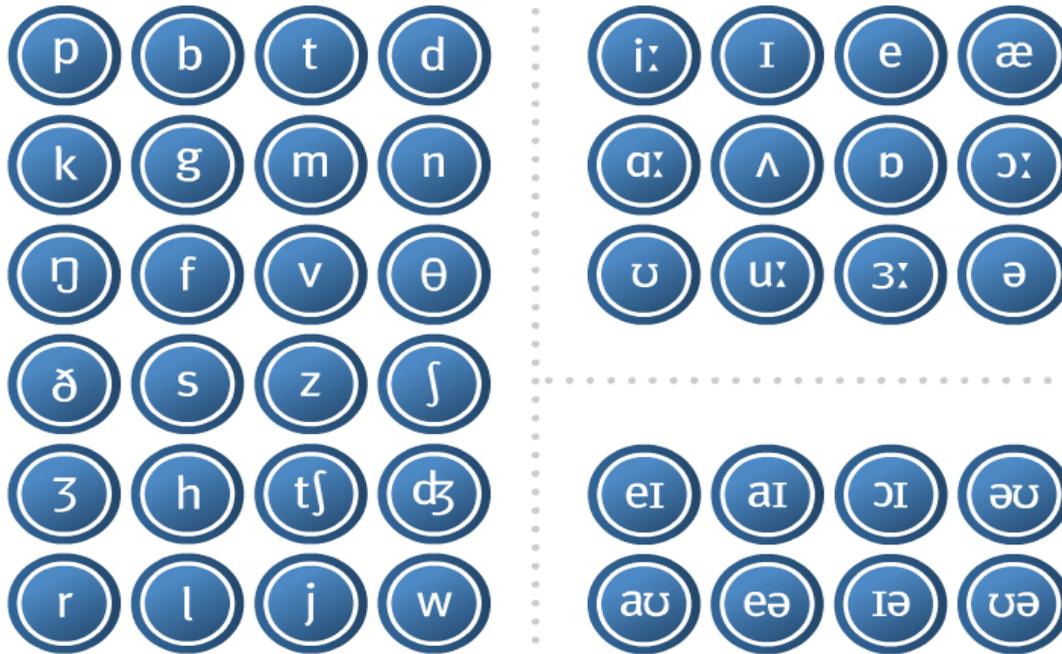
Theme-Based Learning: Lessons within the same grade cover similar themes (e.g., greetings, family, commands and instructions, nature, cleanliness, festivals) across reading, writing, speaking, and listening exercises.

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.

Resource Paper 4.1: Sound Symbols

Pronunciation



Link: [Bing Videos](#)

Consonants (Examples)

P: /p/ (pit, lip)
B: /b/ (bit, tub)
T: /t/ (tip, sit, cat)
D: /d/ (dig, sad)
K: /k/ (cup, sky)
G: /g/ (guy, bag)
M: /m/ (my, ham)
N: /n/ (not, sun)
NG: /ŋ/ (sing, wing, wrong)
CH: /tʃ/ (check, cheese, catch)
J/G: /dʒ/ (just, judge, gym)
F: /f/ (fish, cuff)
V: /v/ (vowel, leave, van)
TH (thin): /θ/ (thigh, three, mouth)
TH (this): /ð/ (thy, father, this)
S: /s/ (sip, mass, sun)
Z: /z/ (zip, jazz, zoo)

Vowels (Examples)

Short i: /ɪ/ (kit, big, sit)
Short e: /ɛ/ (bed, letter, dress)
Short a: /æ/ (cat, hand, trap)
Short u: /ʌ/ (cup, fun, strut)
Short oo: /ʊ/ (put, look, foot)
Long e (ee): /i:/ (fleece, see, bee)
Long a (ay):

Visit the site:

<https://www.vocabulary.com/resources/ipa-pronunciation/>

SH: /ʃ/ (shop, wish, shoe) ZH: /z/ (genre, pleasure, beige) H: /h/ (house, ahead) L: /l/ (lap, pull) R: /r/ (rip, water, run) W: /w/ (wit, wine, water) Y: /j/ (yes, young)	
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Resource Paper 4.2

English Alphabet with IPA

English Alphabet with Phonetic Symbols

Letter	Phonetic Symbol (IPA)	Pronunciation (Cara Baca Huruf)
A	/eɪ/	ey
B	/bi:/	bii
C	/si:/	sii
D	/di:/	dii
E	/i:/	ii
F	/ɛf/	ef
G	/dʒi:/	jii
H	/eɪtʃ/	eych
I	/aɪ/	ai
J	/dʒeɪ/	jei
K	/keɪ/	kei
L	/ɛl/	el
M	/ɛm/	em
N	/ɛn/	en
O	/əʊ/	ou
P	/pi:/	pii
Q	/kju:/	kiu
R	/ɑ:/ (BrE), /ɑ:r/ (AmE)	ar
S	/ɛs/	es
T	/ti:/	tii
U	/ju:/	yu
V	/vi:/	vii
W	/ˈdʌbəl.ju:/	dabel-yu
X	/ɛks/	eks
Y	/waɪ/	wai
Z	/zed/ (BrE), /zi:/ (AmE)	zed / zii

Resource link: [https://www.scribd.com/document/894921858/English-Alphabet-With-IPA#:~:text=Letter%20Phonetic%20Symbol%20\(IPA\)%20Pronunciation,%20\(AmE\)%20zed%20/%20zii](https://www.scribd.com/document/894921858/English-Alphabet-With-IPA#:~:text=Letter%20Phonetic%20Symbol%20(IPA)%20Pronunciation,%20(AmE)%20zed%20/%20zii)

For more: <https://icspeech.com/phonetic-symbols.html>

Observation Checklist

Questions	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:

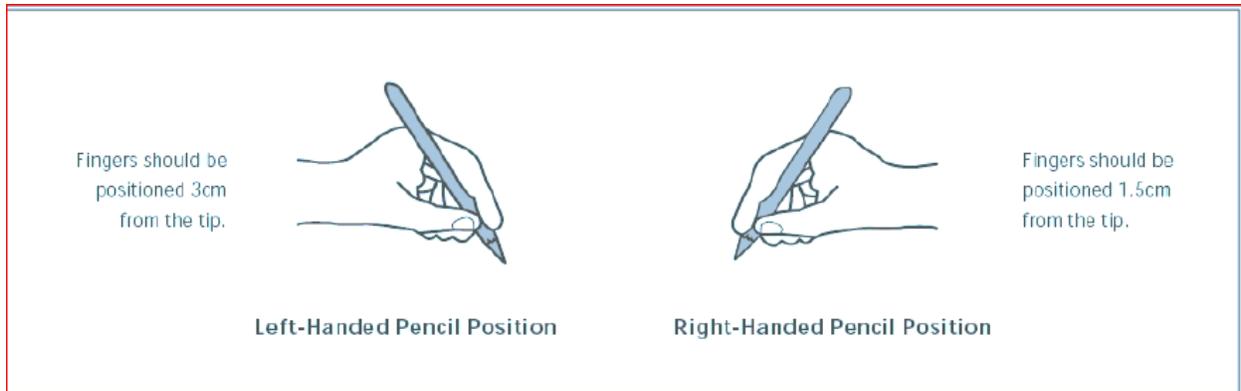
1. Show them how to hold the pen or pencil correctly
2. Show them how to write from left to right by drawing line or pattern
3. Ask students to draw lines in the same way from left to right. If they can draw the bird and the tree or the other objects, let them do so.

**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.

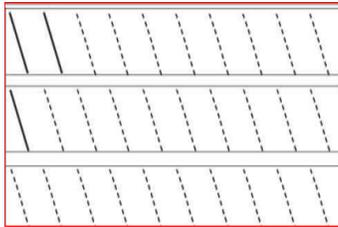
d) Introducing letter writing:

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

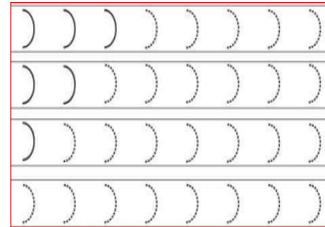
Serial No.	Strokes used in forming letters	Uppercase	Lowercase
1	The letters are formed only by vertical stroke	I	i, j, and l
2	The characters (letters) are formed only by diagonal strokes	V, W, and X	v, w, and x

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	

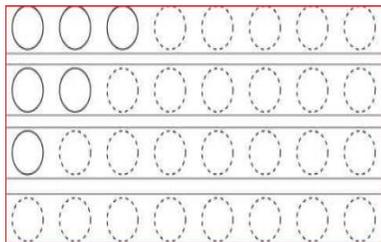
Worksheet 6.2: Pattern Practice



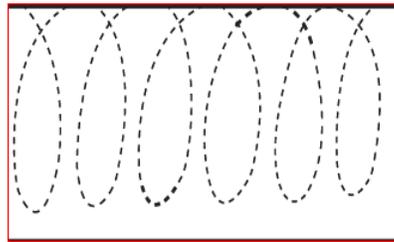
1



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 around 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

The worksheet displays the following letters and symbols with stroke order indicators:

- Row 1: Lowercase letters a, b, c, d, e, f, g, h, i, j.
- Row 2: Lowercase letters k, l, m, n, o, p, q, r, s, t.
- Row 3: Lowercase letters u, v, w, x, y, z.
- Row 4: Uppercase letters A, B, C, D, E, F, G, H, I, J.
- Row 5: Uppercase letters K, L, M, N, O, P, Q, R, S, T.
- Row 6: Uppercase letters U, V, W, X, Y, Z, followed by punctuation marks: ., , , !, ?.

Resource Paper 7.1

Classroom Language

Classroom language is the language used by teachers and students for communication, instruction, and interaction during classroom teaching–learning activities.

Classroom language refers to the words, phrases, and expressions that teachers and students use during teaching–learning activities to manage the class, give instructions, explain lessons, ask questions, and interact politely. It helps create a positive learning environment and ensures clear communication in the classroom.

Examples of Classroom Language

1. Greeting and Starting the Class

- ✓ Good morning, everyone.
- ✓ How are you today?
- ✓ Let’s begin our lesson.

2. Giving Instructions

- ✓ Open your books on page 15.
- ✓ Listen carefully.
- ✓ Work in pairs.

3. Asking Questions

- ✓ Can you answer this question?
- ✓ Who would like to try?
- ✓ What do you think?

4. Managing the Classroom

- ✓ Please keep quiet.
- ✓ Sit properly.

- ✓ Raise your hand before speaking.

5. Encouraging Students

- ✓ Well done!
- ✓ Good effort.
- ✓ Try again—you can do it.

6. Checking Understanding

- ✓ Do you understand?
- ✓ Is it clear?
- ✓ Can you explain it in your own words?

7. Closing the Lesson

- ✓ That's all for today.
- ✓ We will continue tomorrow.
- ✓ Thank you, class.

For more practice:

<p>Common phrases for greetings</p>	<p>Common phrases for checking attendance</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? 	<ul style="list-style-type: none"> • Right!/Now!/OK!/ I am going to call the roll/call your names. • Let's see who is absent • Is anybody absent? • Who knows where Kamal is? • Isn't Mala here today? She is not well.
<p>Common phrases for listening and speaking activities</p>	<p>Common phrases for writing activities</p>
<ul style="list-style-type: none"> • Are you ready? Say, true or false. • Listen and point to the words. • Listen and say the words. • All together! • Let's do it again. 	<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.

<ul style="list-style-type: none"> • Now, everybody say it. • Listen and check your answers. • Write the words in the spaces. • Choose the correct answer. • Who can tell me the answer? • Now it's your turn. • Look and say. • Answer the questions. • Look, listen and say. • Point and say. • Listen and repeat. 	<ul style="list-style-type: none"> • 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?
<p>Common phrases for reading</p>	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Repeat after me, please. • Please repeat after me. Could you repeat that, please? First listen and then repeat. Say it with me. • Please, read carefully. • OK, stop here, thank you. • Next, Alam. • All together! • Now your turn. • Go on, Rina. • Ready? Let's start. Raj, you start. • Rubel, read the next sentence. Can you read this word? 	<p>Common phrases for using the textbook</p>
<p>Common phrases for audio-video</p> <ul style="list-style-type: none"> • You are going to listen to a story. • Can everybody hear? • Is it too loud? • I'll play it twice. • Listen carefully. • Let's start! • 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.
<p>Common phrases for showing picture</p>	<p>Common phrases for presenting new words</p>

<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>
<p>Common phrases for classroom management-teaching large classes</p>	<p>Common phrases for using board</p>
<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.
<p>Common useful phrases for pair work activities</p>	<p>Common phrases for working in groups</p>
<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.
<p>Common phrases for controlling/ Managing the class.</p>	<p>Common phrases for exercise</p>

<ul style="list-style-type: none"> • Please be quiet! Speak quietly! Can't you speak more softly? No noise, please. • Stop chatting! Stop speaking! • Whisper, don't shout! Silence! Shut up. • Please, pay attention! • Don't do that! Don't touch! Put that away! • Calm down! Sit still! • Helal, stop bothering Abir! • Come here. • Go back to your seat-. • Stand up. • Sit down. • Hands up/down. • Hurry up. • Come in. 	<ul style="list-style-type: none"> • Exercise one at the top of page three. • Activity two at the bottom of page three. • Which exercise are we doing now? • Work in groups of three. Work in pairs. Work on your own. • From the backs. • Have you got a pencil? Can I borrow your pen? Can you lend me an eraser, please? • Look at exercise two, please? • Who has finished? • Tell me the answer. Write the answers. Read the question. • Show me your work. • Don't start yet! You can start now. • Correct your partner's work. • Put your hand up if you don't understand. • Put your hand up if you know the answer. • Fill in the gaps. • Finish the exercise.
<p>Common phrases for songs & poems</p>	<p>Common Phrases for praising and correcting</p>
<ul style="list-style-type: none"> • Now we're going to sing a song together. • Now we're going to say a rhyme together. • Let's sing a song! • Let's sing together. • Everybody joins in. • Everybody together. • 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. 	<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!

<ul style="list-style-type: none"> • Let's clap. • Everybody claps. 	<ul style="list-style-type: none"> • Today I'm happy/not very happy with you. • Can you try again? • Please listen to your partner. • Please repeat after her.
<p>Common phrases for ending the class:</p> <ul style="list-style-type: none"> • Stop working! • Ok, you can go now. • It's time to go. /It's time for lunch. /It's break-time. • See you later! See you tomorrow. See you next week! See you on Saturday. • Good bye. <p>Giving Permission:</p> <ul style="list-style-type: none"> • You're welcome to ... • If you like, you can. .. • Sure, you can do. <p>Goodbye:</p> <ul style="list-style-type: none"> • Hope to see you again! • Goodbye! • Take care! 	<p>Common phrases for students' language:</p> <ul style="list-style-type: none"> • May I come in, sir/Can I come in? • Louder, please. • Can I go to the toilet, please? • What page is it? / What page? • Sorry, I am late/ sorry, for being late. • Sorry, I don't understand.

Resource Paper: 7.2

Lesson Plan

Lesson plan = *Objectives + Activities + Time + Assessment*

A lesson plan refers to a mental or written map of activities that are going to take place in the classroom. A **lesson plan** is a **systematic, organized and written guide** prepared by a teacher that outlines **what to teach, how to teach, and how to assess learning** within a specific period of time. It describes **learning objectives, teaching methods, strategies or techniques, teaching-learning activities, materials, and assessment procedures** for a specific lesson period in the classroom (Aggarwal, 2014). It also clearly explains **how the lesson will begin, what teaching materials will be used, what questions will be asked, and how students' learning will be**

evaluated. Thus, it serves as a **systematic guide for effective teaching and assessment.**

Principles for Preparing a Lesson Plan

Preparing a lesson plan requires following certain educational principles so that teaching–learning becomes effective, meaningful, and learner-centered (Jordan, Carlile & Stake, 2008; BTPT Bangla Manual, 2025). The major principles are explained below:

○ Child-centered Learning

Child-centered learning is an approach to teaching in which the needs, interests, abilities, and active participation of learners are given primary importance. In this approach, the teacher acts as a facilitator, and learning activities are designed to encourage active involvement, exploration, and self-learning by children rather than passive listening.

○ Clear Determination of Objectives

The teacher must clearly determine the objectives of the lesson in advance. Objectives specify what learners are expected to learn or achieve by the end of the lesson and guide all teaching activities.

○ Clear Understanding of Expected Learning Outcomes and Competencies

The teacher should have a clear idea of the learning outcomes and competencies that students are expected to acquire from the lesson. These competencies are usually identified in the teacher’s guide prepared for classroom use. Teaching should focus on achieving these competencies.

○ Appropriate Use of Teaching–Learning Materials

Teaching–learning materials are used to make lessons easy, interesting, and enjoyable. Priority should be given to textbook illustrations and relevant materials. Materials may include:

- ✓ Real objects
- ✓ Semi-real materials
- ✓ Audio and video materials
- ✓ Other supportive teaching aids

Proper use of materials helps students understand lesson content more clearly.

- **Teaching Methods and Teaching–Learning Strategies**

The lesson plan should include a brief description of all classroom activities, from lesson introduction to assessment. It must clearly mention:

- ✓ The teacher’s activities
- ✓ The students’ activities

Appropriate teaching methods and strategies ensure active participation and meaningful learning.

- **Time Management**

A lesson plan should be designed in such a way that all activities can be completed within the allotted time. Proper time distribution helps maintain lesson flow and classroom discipline.

- **Flexibility of the Lesson Plan**

A lesson plan serves as a supporting guide, not a rigid script. The teacher should not depend on it mechanically. Based on:

- ✓ Students’ participation
- ✓ Classroom environment
- ✓ Learning situation

The teacher may modify or adjust the plan when necessary. However, the lesson should not be delivered by reading directly from the lesson plan in the classroom.

- **Psychological Sequencing (from Simple to Complex)**

Psychological sequencing refers to organizing lesson content according to the mental development and learning capacity of students, beginning with simple, familiar, and concrete ideas and gradually progressing to complex, unfamiliar, and abstract concepts. This principle helps learners understand new knowledge more easily and meaningfully.

○ **Consideration of Individual Differences**

Consideration of individual differences means recognizing that students differ in intelligence, learning pace, interests, abilities, and background experiences. While preparing and implementing a lesson plan, the teacher should adopt flexible teaching strategies, varied activities, and appropriate support to ensure that all learners can participate and achieve learning outcomes.

○ **Emphasis on Practice and Evaluation**

To ensure that most students master the lesson effectively, sufficient emphasis must be given to practice activities. Through continuous evaluation, the teacher must verify whether the intended learning outcomes have been fully achieved.

Issues to Be Considered When Making a Lesson Plan

While preparing a lesson plan for elementary students, the teacher should consider the following issues (Aggarwal, 2014):

- Age and mental level of students
- Class size and classroom environment
- Previous knowledge of students
- Learning objectives
- Time available
- Teaching methods and strategies
- Teaching-learning materials
- Learners' diversity and inclusion
- Evaluation techniques
- Expected achievement

Elements of a Lesson Plan

The essential elements of a lesson plan (Lowman, 1984; BTPT Teaching-learning techniques Manual, 2024) include:

- Learning objectives
- Subject matter (content)
- Warm-up/review/safe learning environment for introducing the lesson
- Orientation of the lesson (teachers need to tell the children about the text to prepare them for the lesson)

- Teaching methods
- Teaching-learning materials
- Presentation
- Learning activities/practice
- Time management
- Evaluation techniques
- Feedback and reinforcement
- Follow-up activities

Parts of a Lesson Plan

A lesson plan is generally divided into the following parts (Lowman, 1984):

- General information (subject, class, duration)
- Objectives
- Introduction / Motivation/warm up/ creating safe learning environment
- Presentation of lesson content
- Teaching-learning activities
- Practice / Application
- Evaluation / Assessment
- Sum-up/Closure
- Follow-up activities

Steps to Make a Lesson Plan

The person who developed and systematized lesson planning was Johann Friedrich Herbart. He divided the teaching process into five steps, namely: Preparation, Presentation, Comparison, Generalization, and Application.

Over time, many experiments and practices have been conducted in this country based on these steps, and such practices are still continuing. At present, instead of Herbart's five steps, three steps are commonly followed. These are:

- ✓ Preparation,
- ✓ Presentation, and
- ✓ Evaluation.

Now-a-days, someone called as I do, we do, you do.

Preparation: Preparation includes greeting and exchanging pleasantries with students, organizing the class, observing cleanliness, creating emotional readiness, motivating and attracting students' interest toward the lesson, checking prior knowledge, and announcing the title of the lesson.

Presentation: Presentation is the most important part of the lesson. In the Bangla subject, presentation differs from other subjects. It includes displaying relevant teaching materials, teacher's reading, selecting new words, explaining meanings, teaching compound letters, sentence formation, antonyms, recitation of poetry with rhythm, loud reading, students' reading, silent reading, and question-answer activities.

Evaluation: Each lesson must be evaluated on a daily basis to assess students' learning progress.

The steps involved in preparing a lesson plan are (Bhatia & Bhatia, 1991):

- Selecting the topic
- Identifying learning objectives
- Analyzing learners' prior knowledge
- Selecting teaching methods
- Organizing teaching-learning activities
- Preparing teaching aids
- Planning evaluation techniques
- Allocating time
- Planning closure and follow-up

But in the recent Teachers' Guides of NCTB, it is like:

- Topic
- Session introduction
- Learning Outcomes
- Introduction
- Review of the Prior Knowledge
- Presentation
- Practice
- Assessing Learning
- Feedback

- Summary
- Conclusion

Resource Paper: 7.3

A lesson plan from Teachers' Guide

[An example from Grade Five, Unit 18- Nakshi Kantha]

Session: 88

Session	Learning Outcomes
Session: 88 Activity: 1.1, 1.2 Page: 97	5.1.1 Comprehend and express the meaning and uses of familiar words 5.1.2 Get the specific information from the simple text 5.1.4 Get the general ideas from simple texts

Teaching Learning Materials: Textbook, Dictionary, Word Card, Picture Card (stitch, quilt, wrap, pattern, Kantha), picture of Activity 1.1 and 1.2, audio clip

Teaching Learning Activities

Introduction:

- Exchange greetings, saying "Good morning"
- Ask Ss, "How are you today?" Encourage them to reply, "Fine, thank you."

Review of prior knowledge:

- Ask Ss the following questions:
 - "Have you ever seen a dictionary?" [Raise your hand to encourage responses.]
 - "Do you use the dictionary at your home?"
- Listen to one or two students' experiences of using a dictionary, or the teacher can explain. [Encourage students to share any stories they might know.]
- Show Ss a dictionary (If possible) and how to look up a word from the dictionary.

Presentation of today's session:

Activity 1.1 (page 97):

- Now, tell Ss to open at page 97.
- Ask them to look at the Activity 1.1.
- Show the Picture Card of *stitch, quilt, wrap, pattern* and ask Ss to say about each picture one after another.
- Show the Word Card of *stitch, quilt, wrap, pattern and tradition* and encourage them to say the meaning of each word.
- Tell Ss to read the words from column A and their meaning in column B.
- Ask Ss to match the words with their meanings in column B.
- Tell Ss to share the Note Book (*Khata*). Ask Ss to share their answer with whole class.
- Summarize the Activity 1.1 with the whole class.

Activity 1.2 (page 97): Read the following passage- **When Adiba.....for her.)**

- Show the picture of *Nakshi Kantha*. Tell Ss to share their ideas about *Nakshi Kantha*.
- Lead a brief discussion regarding *Nakshi Kantha* and the passage.
 - Now, invite a student to read the passage from Activity 1.2 (page 97) from **When Adiba.....every year**. [Encourage the student to listen to carefully and help him/them if needed]
 - Then, invite another student to read the passage from Activity 1.2 (page 77) from **Last year.....to sew a special *Nakshi Kantha* for her**. [Encourage the student to listen to and help him/them if needed]
 - Play audio clip of the text if possible.
 - Explain the meaning of the sentences if necessary.

Key Vocabulary: After reading, discuss and explain some important words in the passage, such as "New York," "grandmother," "parents," "birthday," "sew" and "*Nakshi Kantha*."

- Follow the stages in teaching vocabulary: say the word aloud first, then spell the word, say or explain the meaning of the word, and then use the word in the sentences.
- Now, read the passage (**When Adiba.....a special *Nakshi Kantha* for her.**) with proper pronunciation, stress, and intonation twice.
- Ask Ss to touch the lines with their fingers.

Comprehension Questions: Ask students:

- Which class was Adiba in?
- Where did Adiba move to with her parents?
- How many times did Adiba visit her grandmother?
- What did her grandmother want to give to Adiba?
- Support students in finding answers from the text.
- Read again and tell Ss to read after you loudly twice.
- Now, invite a student to read the passage (**When Adiba.....a special *Nakshi Kantha* for her.**) and tell Ss to repeat after him. [monitor and support if needed.]

Practice activities:

Read individually:

- Ask students to read silently. [allow them 5 minutes]
- Write the following questions on the board.
 - Which class was Adiba in?
 - Where did Adiba move to with her parents?
 - How many times did Adiba visit her grandmother?
 - What did her grandmother want to give to Adiba?
- Pair up the students and say, Ask the following questions to your partner:
 - Move around the room to help students who need support.
- Ask one student to come to the front and tell him/her to read the passage. [bring at least 3 to 4 one another after students.]
- Praise Ss for their active participation.

Assessing learning:

- Say the words (*stitch, quilt, wrap, pattern and tradition*) aloud. Randomly ask Ss to say the words on the board, and then say the meaning.
- Tell other Ss to check whether the spelling or meaning of the word is right or wrong.

- Then, do a chain drill activity using a softball. Randomly choose S1 and tell him to read the first sentence of the passage. Then, S1 throws the ball to S2, and asks S2 to read the next line. In this way, S3, S4.....will read the text.
- After that, ask the questions (Which class was Adiba in? Where did Adiba move to with her parents? How many times did Adiba visit her grandmother?) to Ss randomly to check their understanding.
- Praise them for their active participation.

Consider the following assessment indicators while assessing the learning of the students.

Feedback: Support the students throughout the class who cannot read aloud the passage properly.

Summary of the session: Recap the main points of the lesson. Ask students, "What have we learnt today?" Encourage them to mention: Learnt some important words.

Concluding the session: End the class by saying, "See you again in the next class. Bye!"

Assessment Indicators 88

Domain	Indicators
Knowledge	S reads aloud the text properly.
Skill	S asks and looks up the words in the dictionary.
Attitude and Values	S shows interest in participating the assign activities.

Worksheet 7.1 Template for Lesson Plan

Session	Learning Outcomes
Session: Activity: Page:	

Teaching Learning Materials:

Teaching Learning Activities

Introduction:

Review of prior knowledge:

Presentation of today's session:

Practice activities:

Assessing learning:
Feedback:
Summary of the session:
Concluding the session:

Assessment Indicators	
Domain	Indicators
Knowledge	
Skill	
Attitude and Values	

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Resource Paper	Practice Session: Lesson Plan	Session 8
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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?	

Resource Paper	Listening and Speaking Activities in EFTs	Session 9
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Resource Paper 9.1: Sample 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
- 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

Resource Paper-9.2: Sample 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"> ➤ 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
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Resource Paper 9.3: Sample Strategies to Conduct Listening-Speaking Activities in the Classroom

You can find the following activities in the English for Today (EfT) textbooks, which have been designed in alignment with the curriculum competencies. Listening and speaking skills are emphasised from Class 1 to Class 3, and the activities are structured accordingly. However, in practice, some teachers do not always conduct these activities by following the instructions provided in the textbook and the teacher's guide. The following guidelines tell how these activities should be conducted in the classroom.

a) Look, listen and repeat

This activity focuses on developing listening and speaking skills. When conducting this activity, first ask students to look at the picture, object, poster, or other materials and think about what they see. Then say the word or sentence related to the picture or object and ask students to listen attentively. After that, ask students to repeat after you. In this activity, do not ask students to read the words or sentences provided with the pictures.

b) Look, listen, repeat and say

This activity also focuses on listening and speaking skills. To conduct this activity, first ask students to look at the picture, object, poster, or other materials and think about it. Then say the word or sentence related to the picture or object and ask students to listen carefully. Next, ask students to repeat after you. Finally, ask students to say the words or sentences individually. In this activity, do not ask students to read the words or sentences.

c) Say in pairs

This activity focuses on developing speaking skills. The teacher should ask students to practise saying the words or sentences in pairs. In this activity, do not ask students to read the words or sentences given in the textbook.

d) Listen and respond/ Listen and do

This activity focuses on listening skills. To conduct this activity, the teacher first demonstrates how to respond by listening to instructions or commands. Then, ask

students to listen to the audio or to the teacher and follow the instructions accordingly. Do not ask students to read the sentences (instructions or commands) provided in the textbook.

e) Listen and recite

This activity focuses on speaking skills. To conduct this activity, the teacher first reads aloud the rhyme or poem and asks students to listen carefully. Then, the teacher recites the rhyme or poem using appropriate gestures and intonation. After that, ask students to recite it in chorus and individually. Do not ask students to read the rhyme or poem and memorise it; instead, encourage them to learn it through listening and repetition.

Resource Paper 10.1: 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.

Resource Paper 10.2:

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 10.3: Sample Demonstration Plan (Listening)

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 10.4: 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-10.5: Speaking activities from EFT

a) Controlled Speaking (Class- 3)

B. Listen and say.



b) Guided Speaking (Class- 4)

4.2 You have visited your favourite place according to your group plan. Now, describe how you have planned this trip following the cues. Use present perfect tense where needed.

- a) What date have you decided to visit?
- b) When have you decided to start your journey?
- c) Who have you invited to join?
- d) Who has arranged the transport?
- e) Who has distributed food and drinks?
- f) What things have you taken for safety?

<ul style="list-style-type: none"> • Ask and answer question 	<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? 	
<p>Free Speaking</p> <ul style="list-style-type: none"> • Individual speaking 	<ul style="list-style-type: none"> ▪ Introduce yourself to your friends. 	

Resource Paper 10.7: 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		

Resource Paper	Practice Session: Listening Skill and Speaking Skills	Session 11
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All necessary resources for this session are provided in session 10. Practise according the directions of the instructor.

Resource paper	Teaching Reading Skills	Session 12
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12.1: 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.

Reading skill and its importance

Reading skill is the ability to understand written words and texts. It's not just saying the words out loud. It's about:

- ✓ Understanding what the words mean together.
- ✓ Thinking about the information or story.
- ✓ Connecting it to things you already know.

Tips: Looking at words is **seeing**. Understanding the message is **reading**.

Why is Reading Skill Important?

Reading is a superpower for life. Here's why it matters so much:

1. For Learning & Knowledge:

- ✓ It is the main way to learn new things in school, college, or work.
- ✓ You can learn about history, science, other cultures, and how-to guides for anything.

2. For Everyday Life:

- ✓ You need it to follow instructions (like for medicine or a new phone).
- ✓ You need it to understand forms, contracts, and bills.
- ✓ It helps you find information online, read maps, and use public transport.

3. For Your Mind:

- ✓ It makes your brain stronger, improving memory, focus, and concentration.
- ✓ It improves your vocabulary (the words you know) and helps you speak and write better.
- ✓ It reduces stress and is a great way to relax.

4. For Work & Success:

- ✓ Almost every job needs good reading skills—for emails, reports, manuals, and communication.
- ✓ It helps you learn new skills and get better job opportunities.

5. For Your Imagination & Empathy:

- ✓ Stories and books let you travel to new worlds, see through another person's eyes, and understand different feelings. This makes you more creative and empathetic (understanding of others).

Resource Paper 12.2- The Five Pillars of Reading

Reading is a core foundational skill for children’s academic success and lifelong learning. In the primary grades, reading does not develop automatically; it requires systematic instruction, practice, and reinforcement. The five pillars of reading provide a research-based framework that supports effective reading instruction. These pillars are phonemic awareness, phonics, vocabulary, fluency, and comprehension.

1. Phonemic Awareness

Phonemic awareness is the ability to hear, identify, think about, and manipulate individual sounds (phonemes) in spoken language. It is an oral skill, not dependent on printed letters, and forms the foundation for decoding and spelling. Phonemic awareness skills include the ability to segment words into individual sounds (e.g., saying the sounds in “cat” /k/ /æ/ /t/), blend sounds together to form words (e.g., saying “c-a-t” to form “cat”), and identify and manipulate the sounds in words (e.g., changing “cat” to “bat” by changing the initial sound). These skills can be developed through activities such as rhyming, syllable segmentation, and sound blending.

Example-

Identifying sounds in a word: cat → /k/ /a/ /t/

Blending sounds: /b/ /a/ /t/ → bat

Manipulating sounds: changing cat to bat by replacing /k/ with /b/

Recognizing rhymes: hat–cat–bat

Three activities of phonics:

a. Sound Identification b. Sound Blending c. Sound Segmenting

Examples of Phonics from English for Today

In English for Today (Grades 1–3), phonics is integrated through alphabet lessons, picture-based words, word-building tasks, and oral reading activities. The following three core phonics activities are clearly reflected in the textbook:

a. Sound Identification: Sound identification is the ability to recognize and identify individual sounds in spoken words, especially initial, medial, and final sounds. **Example-** Students see pictures and words such as:

cat, cap, cow

Teacher asks: What sound do you hear at the beginning of ‘cat’?

Students respond: /k/

Classroom Activity

Teacher says the sound /b/

Students identify words from the textbook that begin with that sound:

ball, bag, boy

b. Sound Blending: Sound blending is the ability to combine individual sounds to form a complete word. This skill is essential for decoding unfamiliar words.

Example-

Teacher writes or says the sounds:

/c/ – /a/ – /t/

Students blend the sounds and read the word: cat

Other common CVC examples from the textbook include: pen, dog, hat, man

Classroom Activity: Teacher pronounces sounds slowly

Students blend them orally and then read the word from the book

c. Sound Segmenting: Sound segmenting is the ability to break a word into its individual sounds. It supports both reading and spelling. **Example-** Teacher says the word: dog

Students segment the word into sounds: /d/ – /o/ – /g/

Classroom Activity: Students clap or tap for each sound in a word.

Example: pen → /p/ – /e/ – /n/

Sound Blending Teaching-Learning Process

Teacher: Now we will see how to make words by blending sounds.

Teacher: I am saying some sounds. Listen to how these sounds form a word: /k/ /a/ /t/ — cat.

Instruction: For this, the teacher will use their right hand to point to different sections of their left hand for each individual sound. While saying the full word, they will use a gesture to merge the sections together. The teacher will repeat this 2–3 times.

Teacher: Now we will do this task together.

Teacher & Student: /k/ /a/ /t/ — cat. (Both the teacher and the student will perform the hand gestures for sound blending as described in Step 1).

Teacher: Now you will do this task yourselves.

Student: /k/ /a/ /t/ — cat. (The teacher will then have the students practice blending the sounds for the word step by following steps 1, 2, and 3).

Sound Segmentation Teaching-Learning Process

Teacher: We have previously learned how to create words by blending sounds or syllables.

Teacher: Today, I will also say some sounds. Listen to how these form a word.

Teacher: dog — /d/ /o/ /g/.

Instruction: The teacher will use their right hand to point to different sections of their left hand for each individual sound. The teacher will repeat this 2–3 times.

Teacher: Similarly, we will learn to segment the word sun.

Teacher: What sounds are in the word sun?

Teacher: sun — /s/ /u/ /n/. There are three sounds in the word sun. The first sound is /s/, the next is /u/, and the last is /n/.

Instruction: For this, the teacher will show the whole word on the left hand using the right hand, then point to individual sections for each sound.

Teacher: Now we will do this task together.

Teacher & Student: sun — /s/ /u/ /n/. (Both the teacher and the student will perform the hand gestures for sound segmentation as in Step 1).

Teacher: Now you will do this task yourselves.

Student: sun — /s/ /u/ /n/. (The teacher will then have the students practice segmenting the sounds of the word belt by following steps 1, 2, and 3).

2. Phonics

Phonics is a foundational literacy skill that bridges the gap between what we hear and what we read. It focuses on the mapping of sounds to symbols to unlock the ability to decode written language.

Phonics is the understanding of the relationship between phonemes (the smallest units of sound in spoken language) and graphemes (the letters or letter combinations that represent those sounds in writing). This relationship is the key tool students use to read and spell words accurately. Phonics instruction is systematic and planned, beginning with simple letter–sound relationships and gradually progressing to more complex spelling patterns.

Examples-

Phonics works through a progression of identifying sounds and then merging them together.

Letter-Sound Correspondence: Matching a specific letter to its sound, such as the letter "b" representing the sound /b/, or the combination "sh" representing the sound /ʃ/.

Blending: The process of joining individual sounds together to form a recognizable word. For example, sounding out c–a–t to read the word "cat".

Decoding: Using these sound-letter relationships to "sound out" and read unfamiliar or complex words.

Phonics Instruction

Instruction typically follows a logical path, moving from simple concepts to more difficult patterns.

Individual Sounds: Teaching the sounds of single letters and their symbols. Showing a child the letter "b" and teaching them that it makes the sound /b/.

Blending: Teaching children how to pull those individual sounds together to read full words. Merging the sounds /c/ /a/ /t/ to read the word "cat".

Complex Patterns: Moving toward advanced spelling patterns and decoding longer words. Learning that the letter combination "sh" represents the specific sound /ʃ/ (or /sh/) as heard in the word "ship".

Why it matters: Phonics is essential for developing reading fluency and comprehension. By mastering the ability to decode words, students can eventually focus less on sounding out letters and more on understanding the meaning of the text.

Letter Identification Teaching-Learning Process

Teaching the Letter 'C'

Step 1:

Teacher: Look at the first picture on page of English for Today Class one.

What is this a picture of? (The teacher points to the picture).

Student: Cup. (The students identify the name by looking at the picture).

Teacher: What is the first sound of the word cup?

Student: /k/.

Teacher: The letter we will learn today is 'C'. (The teacher shows the letter card).

The written form of the sound /k/ that we just learned looks like this. This letter is 'C'.

Step 2:

Teacher & Student: Now we will say the letter together. (The teacher shows the letter card). 'C'.

Step 3:

Teacher: Now you say this letter yourselves. (The teacher shows the letter card for 'C').

Student: 'C'. (The students practice saying it several times).

Letter Writing Teaching-Learning Process

Step 1: The teacher demonstrates writing the letter 'C' on the board, following the correct stroke order and pronouncing the sound while writing.

Step 2: Students open their workbooks to the letter 'C'. The teacher demonstrates the stroke again on the board while students trace the letter in their books, pronouncing the sound as they write.

Step 3: Students write the letter 'C' five times in their notebooks, saying the sound each time. The teacher checks the work of 4–5 students and provides help where needed. **[For more, see the session 5 and 6: Teaching Letter]**

Relationship between Phonological Awareness and Phonics

Phonological awareness is the ability to hear and manipulate sounds in spoken language.

Phonics connects those sounds to letters and written words.

3. Vocabulary

Vocabulary refers to the knowledge of words and their meanings in both oral (spoken) and written language. It also refers to understanding the meaning of words both in oral language and writing. Vocabulary instruction is closely tied to comprehension of text. A strong vocabulary is essential for reading comprehension, as readers cannot understand a text without understanding the words used in it.

Example- Learning word meaning from context: “The boy is happy” → understanding emotion

How Vocabulary is Acquired

Vocabulary instruction must be both direct and indirect to be effective.

Indirect Acquisition (Exposure): Most vocabulary is learned naturally through daily life:

Reading Widely: Regular exposure to diverse texts introduces new words in context.

Conversations: Listening to well-spoken language helps children pick up nuances and meanings.

Media: Exposure to educational videos and digital content.

Direct Instruction (Targeted Learning): Specific words are sometimes taught in-depth to ensure a student fully connects with the concept:

Context Clues: Teaching students to find the meaning of a word within a sentence (e.g., "The boy is happy" helps the student understand the concept of an emotion).

Word Expansion: Exploring synonyms (words with similar meanings), antonyms (opposites), and how a word changes in different sentences.

Systematic Lessons: Identifying specific Tier 1, Tier 2 or Tier 3 words and teaching them before reading a difficult text.

Tier	Type	Description	Examples
Tier 1	Common Words	Basic words used in daily conversation; rarely require direct instruction.	Happy, Book, Girl
Tier 2	Academic Words	High-utility words found across many subjects; essential for school success.	Describe, Compare, Contrast
Tier 3	Subject-Specific	Low-frequency words limited to specific domains like science or math.	Habitat, Fraction, Photosynthesis

For teaching Vocabulary, see the session 18-19: Teaching Vocabulary

4. Reading Fluency

Reading Fluency is the bridge between decoding words and understanding their meaning. It is the ability to read a text accurately, smoothly, at an appropriate speed, and with proper expression (prosody). When a reader is fluent, they no longer struggle to "sound out" every word, allowing their brain to focus on the message of the text rather than the mechanics of reading.

Core Components of Fluency

Reading fluency involves two primary parts that work together:

Decoding: Being able to recognize and translate written letters into sounds quickly.

Comprehension: Being able to understand the meaning of those decoded words as they are read.

Characteristics of a Fluent Reader

A fluent reader demonstrates several specific behaviors that indicate they have mastered the text:

Smoothness: They read smoothly while identifying the meaning of the words without hesitation.

Pacing: They maintain a steady and specific reading speed.

Intonation: They read with proper voice inflection (prosody) and appear to truly understand the context.

Punctuation: They follow punctuation marks (commas, periods, etc.) correctly and understand how these marks change the meaning of a sentence.

Self-Correction: They have the awareness to notice when they make a mistake and can fix it themselves while reading.

Based on the instructional principles of literacy development, reading is generally categorized into two main types: 1. Loud Reading, 2. Silent Reading

Loud Reading

Loud reading is primarily used during the early stages of literacy to develop foundational skills like Phonological Awareness and Phonics.

Objectives:

- ✓ To practice reading at a specific speed with correct pronunciation and expression.
- ✓ To learn how to follow punctuation marks and understand how they impact the meaning of a sentence.
- ✓ To allow teachers to hear the student's decoding process and provide immediate feedback on errors.
- ✓ To ensure students can correctly identify and produce individual sounds (phonemes) and blend them into words.

Silent Reading

Silent reading is the ultimate goal of reading instruction, focusing on the internal processing of information.

Objectives:

- ✓ To allow the reader to focus entirely on the meaning of the text rather than the mechanics of sound.
- ✓ To develop a faster reading pace once decoding becomes automatic.
- ✓ To enable students to gather information and enjoy literature privately and at their own pace.
- ✓ To allow the brain to make connections between the text and prior life experiences without the distraction of vocalization.
- ✓ To allow the students to make summary of the text.
- ✓ To check/assess reading.
- ✓ To know the understanding of the reading.

Intensive Reading

Intensive reading involves careful, detailed reading of a short text to understand language, vocabulary, and meaning.

Purpose:

- ✓ Develops vocabulary and grammar
- ✓ Enhances comprehension skills

Example:

Analyzing a paragraph to find meanings of new words or answer WH-questions.

Extensive Reading

Extensive reading refers to reading longer texts for general understanding and enjoyment.

Purpose:

- ✓ Develops reading habit
- ✓ Improves overall language proficiency

Example:

Reading storybooks or supplementary readers recommended by the school.

Teaching Reading

Class Five, English for Today: Unit 13: Quality Time Together Session: 64

Session	Learning Outcomes
Session: 64 Activity: 1.1 Page: 69-70	1.5.1 Get specific information from listening to a variety of texts 4.2.1 Read aloud texts with proper stress, intonation 5.1.1 Comprehend and express the meaning and uses of familiar words 5.1.2 Get the specific information from the simple text 5.1.4 Get the general ideas from simple texts

Teaching Learning Materials: Textbook, picture of the text, Audio clip

Teaching Learning Activities
Introduction: <ul style="list-style-type: none">• Exchange greetings, saying “Good morning”• Ask Ss, "How are you today?" Encourage them to reply, "Fine, thank you."
Review of prior knowledge: <ul style="list-style-type: none">• Ask Ss the following questions: [Encourage Ss to raise hand to responses.]<ul style="list-style-type: none">○ Do you have a mobile or laptop at your home?○ When do you use it?○ How much time do you use it?○ Does it disturb your sleep or keep you away from your friend? [Encourage Ss to respond in English.]• Lead a brief conversation regarding the overuse of mobile phone.
Presentation of today’s session: <ul style="list-style-type: none">• Now, ask Ss about the merits and demerits of using mobile phone. Write the list on the board in points.• Repeat after completing the list.• Now, tell Ss to open at page 69.• Now, invite a student to read the passage from Activity 1.1 twice (page 69) from Naima.....Let’s play. [Encourage the students to listen to carefully and help him/they if needed. At first Ss will listen to and then Ss will read after him.]
Key Vocabulary: After reading, discuss and explain some important words in the passage, such as " <i>badminton, football, free time, Italy, screen, video games.</i> " <ul style="list-style-type: none">• Follow the stages in teaching vocabulary: say the word aloud first, then spell the word, say or explain the meaning of the word, and then use the word in the sentences.• Now, read the passage (Naima.....Let’s play) with proper pronunciation, stress, and intonation twice. [Play audio if possible.]

- Explain the meaning of the sentences if necessary.
- Ask Ss to touch their fingers with the lines.
- Ask Ss the following questions,
 - What does Masuk love to play?
 - What does Naima love to play?
 - What do they do in their free time?
 - How do they get the tablet?
 - Why do they become surprised?
- Now, invite another student to read the passage at page 70 twice from **Not now!.....full of joy**. [Encourage the student to listen to and help him/them if needed. At first Ss will listen to and then Ss will read after him.]
- Play audio clip of the text if possible.

Key Vocabulary: After reading, discuss and explain some important words in the passage, such as "*YouTube video, grumpy, rub the eyes, sleepy, wasting, full of joy.*"

- Follow the stages in teaching vocabulary: say the word aloud first, then spell the word, say or explain the meaning of the word, and then use the word in the sentences.
- Now, read the passage (**Not now!.....full of joy**) with proper pronunciation, stress, and intonation twice. [Play audio if possible.]
- Explain the meaning of the sentences if necessary.
- Ask Ss to touch their fingers with the lines.
- Ask Ss the following questions,
 - Why did the situation become worse?
 - Who took their precious time?
 - What did they promise to their parents?
- Explain the meaning of the sentences if necessary.
- Praise Ss for their active participation.

Practice activities:

- Ask Ss to be in pair and tell Ss to read the text in pairs in turns. [allow Ss 8minutes. Monitor and support Ss if necessary.]
- Ask students to read silently. [allow them 5 minutes]
- Write the following questions on the board.
 - What do they do in their free time?
 - Where did Mr. Rakib live?
 - Why were Naima and Masuk surprised when they turned on the tablet?
 - What were the main problems faced by Naima and Masuk using the tablet too much?
- Pair up the students and say, Ask the following questions to your partner:
 - Move around the room to help students who need support.
- Praise Ss for their active participation.

Assessing learning:

- Ask Ss randomly to come to the front and tell him/her to read the passage.
- Ask the following questions randomly,
 - What do they do in their free time?
 - Where did Mr. Rakib live?
 - Why did the situation become worse?

- Who took their precious time?
- What did they promise to their parents?

Consider the following assessment indicators while assessing the learning of the students.

Feedback: Support the students throughout the class who cannot read aloud the conversation properly.

Summary of the session: Recap the main points of the lesson. Ask students, "What have we learnt today?" Encourage them to mention:

- Summarize the story.

Concluding the session: End the class by saying, "See you again in the next class. Bye!"

5. Comprehension in Reading

Comprehension is the ability to understand and make meaning from text. Reading Comprehension means being able to understand something after reading it. It is the ultimate goal of reading and it requires the integration of several skills, including phonemic awareness, phonics, vocabulary, and fluency. Comprehension is a complex process that involves several different strategies, such as:

Previewing: looking at the title, illustrations, and headings to get an idea of what the text is about.

Activating prior knowledge: using what the reader already knows to make connections to the text.

Asking questions: generating questions about the text to guide understanding.

Making inferences: drawing conclusions based on information in the text and using knowledge from the world.

Summarizing: restating the main ideas and key details in the text in one's own words.

Synthesizing: combining new information with prior knowledge to create a new understanding.

The true purpose of reading is to extract or understand the meaning of the text. Reading consists of two parts:

- ✓ Decoding (পাঠোদ্ধার): Being able to recognize symbols as letters and pronounce words.

- ✓ Understanding (বোধগম্যতা): Being able to understand the meaning of the entire text by extracting its essence.

Between these two parts, understanding is the primary goal of reading. Students who can read with understanding not only enjoy reading but can also answer any type of question from the passage. Two activities are conducted in the classroom for students' comprehension:

- ✓ Prediction (পূর্বানুমান)
- ✓ Question-and-Answer (প্রশ্নোত্তর)

Prediction: To check prediction skills, the teacher first shows pictures related to the lesson and asks speculative questions about what the story might be about. The teacher then reads the story aloud to the students with the correct pace, expression, intonation, and pronunciation. After reading, the teacher asks 2–3 students if their initial predictions were correct.

Question-and-Answer: The question-and-answer session for comprehension is conducted in three steps:

Step 1: I Do: The teacher demonstrates how to find the answer to the first question.

Step 2: We Do: The teacher and students work together to find the answer to the second question.

Step 3: You Do: Students practice finding the answer to the third question on their own.

In this way, the teacher facilitates comprehension practice through prediction and Q&A. Students' questioning skills can be improved based on the following types of questions:

Questions for Checking Literal Comprehension: These are questions where the answers are directly provided in the text. Students can answer by recalling information given in the lesson. For example:

- ✓ Who: If a question starts with "Who," the answer will be the name of a person or character.
- ✓ What: If a question starts with "What," the answer will be the name of an event or object.

- ✓ Where: If a question starts with "Where," the answer will be the name of a place.
- ✓ When: If a question starts with "When," the answer will be a specific time.
- ✓ How: If a question starts with "How," the answer will describe the process of how an event or subject occurred.

Questions for Checking Inferential Comprehension: Inferential Questions: The answers are not directly stated in the text, but the clues or potential answers can be identified. Students answer by considering the hints or the sequence of events in the lesson. For example: "Where did the tiger take the shepherd?"

Questions for Checking Evaluative Comprehension: Evaluative Questions: These questions are asked to evaluate an event or a situation. For example: "Who is better? What lesson did the greedy woodcutter learn from the Water Goddess?"

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Resource Paper 13.1**Stages of Reading**

There are three stages of reading: pre-reading, while reading, post reading.

Pre-reading is the stage of a lesson where a teacher prepares students for a text before they actually begin to read it. Its primary goal is to "warm up" the brain by activating the students' prior knowledge, building interest, and removing language barriers (like difficult vocabulary).

Think of it like a trailer for a movie: it gives you enough information to get you interested and helps you understand the context so you aren't confused when the story starts.

1. Pre-reading: In this stage, teacher may do any or some of the following activities

- guessing the story or message based on images.
- showing photos/illustrations/text pictures and asking to describe the picture.
- showing the title and then asking questions about what the text will be about.
- teaching new words which help to understand the text
- asks questions to elicit students' ideas related to the topic.
- asking students what they already know about the topic
- creating a simple concept map of the topic.
- giving students a specific reason to read, such as a 'question' they need to answer by the end of the first paragraph
- categorizing new vocabulary into groups (e.g., nouns/verbs, positive/negative words)
- presenting statements related to themes; students stand or move to show agreement/disagreement
- showing a related video (documentary snippet, animation, interview) to build context
- Posing 5 W's preview (Pose Who, What, Where, When, Why questions before reading).

2. While-reading: While-reading (sometimes called the "During-reading" stage) is the core phase of a lesson where students interact directly with the text. The primary goal is to help students monitor their understanding and extract specific information as they go, rather than just waiting until the end to see if they "got it." In this stage,

the teacher's role shifts from a leader to a facilitator, guiding students to use active strategies to navigate the content.

Before students start reading, teachers may give any one of the following activities.

- Finding names, dates, or specific items (e.g., "Underline all the food items mentioned in the story").
- Providing a summary with missing words that students must fill in by finding the correct information in the passage.
- Giving students a list of statements before they read and asking them to mark them as True or False based on the text as they read it.
- Exact meaning questions- Teacher can check the understanding of the text.
- Circling unfamiliar words or putting a question mark next to confusing sentences to discuss later.
- Breaking a long text into smaller sections and stopping after each one to check if everyone understands the main point so far.
- Stopping at a descriptive passage and asking students to draw a quick sketch of the scene or a "mind map" of the characters' relationships.
- Pausing at a climax or turning point and asking students to predict the outcome based on clues they just read.
- Question-and-Answer (The 3 Steps): **I Do:** Teacher shows how to find an answer; **We Do:** Teacher and students find an answer together.; **You Do:** Students find the next answer independently.
- Matching headings with paragraphs, sentences with pictures, or questions with answers.
- Putting events in correct order as they appear in the text.

3. Post-reading: Post-reading is the final stage of the reading process. It occurs after a student has finished reading a text and is designed to help them reflect, analyze, and consolidate what they have learned.

Activities for the Post reading:

- ✓ Summary Writing – Write a concise summary of the text (paragraph, tweet, or 3-sentence version).
- ✓ Retell the Story – Orally or in writing, retell the plot in own words.
- ✓ Somebody-Wanted-But-So-Then – Complete a graphic organizer to summarize key plot points.

- ✓ Sequencing Events – Arrange key events in order using cards, timeline, or flowchart.
- ✓ Story Maps: Filling out a graphic organizer that identifies the characters, setting, problem, and resolution.
- ✓ 5 W’s Chart – Answer Who, What, Where, When, Why, and How.
- ✓ Letter to a Character – Write a letter giving advice, asking questions, or reacting to a character’s choices.
- ✓ Circle Discussion – Small groups discuss guided questions.
- ✓ Think-Pair-Share – Reflect individually, discuss with partner, share with class.

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13.1 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?

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

Resource Paper 14.1: 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-14.2: 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...

A. Controlled Writing (Class 5 EfT, Unit 2, Page 9)

4.1 Fill in the blanks with the correct collective noun from the box.

swarm, flock, group, bunch, set

- a) A _____ of students worked to clean the garden.
- b) We saw a _____ of butterflies flying over the flowers.
- c) There is a _____ of birds on the trees.
- d) We used a _____ of gardening tools to clean the garden.
- e) She bought a _____ of flowers.

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B. Guided Writing (Class 5 EfT, Unit 4, Page 19)

4.2 Write a short composition with simple sentences about your district. In your writing try to include the following:

- * Name of your home district
- * Story behind the naming of your district (if any)
- * Natural beauty and resources found in your district
- * Some famous people from your district
- * Some tourist' attractions in your district

C. Free Writing (Class 5 EfT, Unit 5, Page 25)

4.1 Imagine you are an elected member of the student council. Now, write five sentences about your future activities. Use future simple tense to write your answer.

Resource Paper 14.3: 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 14.4: Different ways of using controlled, guided and free writing activities:

(i) Controlled Writing:

a. Substitution Tables: It enables learners to construct structurally and grammatically correct sentences. It also enables them to match similar or opposite meanings of new words of a text. Example: Eft Class 5, Page 68

2.1 Match the words from Column A with their meanings in Column Words Meanings

Word	Meaning
1. twins	(a) to feel bad or embarrassed about something.
2. tablet	(b) to tell someone that you will definitely do something
3. grumpy	(c) two children born at the same time to the same mother.
4. ashamed	(d) a small electronic device with a screen.
5. promise	(e) easily annoyed or unhappy.

b. Sentence Completion: The teacher provides the beginning; students finish in a controlled way. **Example: EfT Class 3, Page 24**

Let's practise

1. Read the dialogue of lesson 1, Activity B and complete the sentences.

- a. Farzana is a new _____.
- b. She is from _____.
- c. Her family lives near _____.
- d. Faria is a _____.
- e. She is from _____.

c. Parallel Writing: At the simplest level, learners need only to replace selected words (e.g. nouns and adjectives); at a more advanced level, learners study a model, then write on a similar theme using the sentence structures of the model text as a guide. **Example:**

Read the sentences on 'My Favourite Place'.	Now, rewrite the sentences by replacing the name of the place 'the beach' with 'library'.
<p>My Favorite Place My favorite place is <u>the beach.</u> I like it because <u>the air is fresh and the sound of the waves is calming.</u> When I go there, I feel <u>relaxed and</u></p>	<p>My Favorite Place My favorite place is the <u>library.</u> I like it because <u>the environment is quiet and the books are interesting.</u> When I go there, I feel <u>focused and</u></p>

<p><u>happy.</u> I often visit this place with <u>my family</u> <u>on weekends.</u></p>	<p><u>peaceful.</u> I often visit this place with <u>my friends</u> <u>after school.</u></p>
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d. Reordering/rearranging: Students arrange words or sentences into correct order. **Example: EfT Class 5, Page 35**

3.1 Rearrange the following sentences to make a meaningful story.

- a) It was a stormy night and it rained heavily.
- b) However, the Sundarbans protected him from the cyclone.
- c) Suruj Mian lived in a small village near the Sundarbans.
- d) He thought that his house, cattles, and everything would be washed away
- e) He was very scared on the night of the Cyclone Remal.

e. Question and Answer Technique: Learners are given notes or text to read in order to answer a series of questions. **Example: EfT Class 5, Page 78**

2.1 Listen and read the poem once again. Now, write answers to the following questions.

- a) Who saw the petals drop from the rose?

- b) What did the fish see?

- c) Who was the only one to see the fog come over the sea?

- d) What did the night owl see?

f. Filling in the blanks: Teacher predetermines the writing skill or language feature (eg: noun, verb, adverb etc.). Learners complete the writing task by filling in the blanks. **Example: EfT Class 5, Page 78**

4.1 Now, fill in the blanks using correct form of the verbs given below.

use	take	live	give	tell	make	visit
-----	------	------	------	------	------	-------

Adiba _____ in New York. She _____ her grandmother once a year. Last year, her grandmother _____ a Nakshi Kantha for her. She _____ colourful pieces of old sarees to make it. It _____ many days to stitch beautiful patterns of flowers and birds. Her grandmother _____ her the quilt on her birthday. Adiba was very happy because the quilt was cozy and warm, and it _____ a story through its designs.

g. Combining Sentences: Combining sentences to form a new sentences using correct conjunctions. **Example:**

Given Sentences:	Combined sentence:
He is poor. He is honest.	He is poor but honest.

h. Transformation Exercises: Converting sentences from one form to another.
Examples:

Present → Past, Active → Passive, Statements → Questions

(ii) Guided Writing Techniques:

While practising guided writing students have some freedom, but the teacher still provides support, such as an outline, cues, or model. Focus is on developing fluency with some structure.

a. Writing with Prompts or Cues:

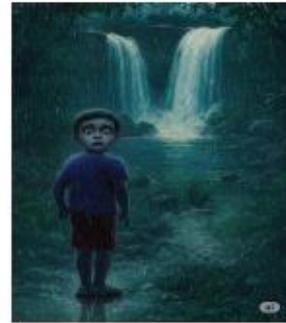
Teacher provides students with pictures, keywords, or questions. Students will write paragraph or story based on the pictures, keywords or questions.



a



b



c



d



e



f

3.1 Form a group of 6 and describe each picture in one or two sentences in correct order.

4.1 Now write a story from the beginning to end following the pictures.

b. Model Text Followed by Parallel Writing:

Students will read a model text, then they will write a similar text with modifications.

Example: Model: "My favorite hobby is..."

→ Students will write about *their* hobby.

c. Guided Questions:

Teacher provides some questions that lead students through content.

Example:

Where did you go?

Who did you go with?

What did you do?

d. Fill-in-the-Blank Paragraphs:

Students complete missing words/phrases in a paragraph, then rewrite it fully.

e. Story Frames or Outlines

Provide a structured outline. Students will write on the outlines.

Example:

Introduction: ____

Problem: ____

Solution: ____

Ending: ____

(iii) Free Writing:

Examples from Eft:

(Eft class 5, page 25)

4.1 Imagine you are an elected member of the student council. Now, write five sentences about your future activities. Use future simple tense to write your answer.

EfT Class 5, Page 10

4.3 Imagine you are visiting a farm or a zoo.

Write 4 sentences describing what you see. Try to use at least two common nouns and at least two collective nouns in your paragraph. Underline the common nouns and circle the collective nouns.

Other free activities that we can use in classroom:

- (i) Picture based free writing: Students are given one or a few pictures and they will write about those pictures freely.
- (ii) Writing about something they love/like most: Giving them tasks to write about favourite person, favourite food, favourite game etc.
- (iii) Writing about personal experience in their daily life.
- (iv) Letter writing to friends and family about simple and interesting topics.
- (v) Imaginitive writing on topics like If I were a bird....., If I were a superhero etc.

Resource Paper	Practice Session: Writing Skills	Session 15
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Resource Paper 15.1: Sample Demonstration Plan

Class- Unit- Lesson :

Title of the lesson:

Session	Learning outcomes
Activity :	
Page :	

Steps	Teaching learning activities
<ul style="list-style-type: none"> ▪ Introduction 	
<ul style="list-style-type: none"> ▪ Review of the previous session/ Check pre-knowledge 	
<ul style="list-style-type: none"> ▪ Presentation of today's session (controlled, guided, free writing activities) 	
<ul style="list-style-type: none"> ▪ Practice activities (controlled, guided, free writing activities) 	
<ul style="list-style-type: none"> ▪ Assessing learning 	
<ul style="list-style-type: none"> ▪ Concluding the session 	

Resource Paper 15.2: 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?

Worksheet 16.1: Lesson Plan Template

Steps	Teaching learning Activities
<ul style="list-style-type: none"> ▪ Review of the prior knowledge/ Review of the previous session 	
<ul style="list-style-type: none"> ▪ Presentation Activities 	
<ul style="list-style-type: none"> ▪ Practice Activities 	
<ul style="list-style-type: none"> ▪ Assessing Learning 	
<ul style="list-style-type: none"> ▪ Concluding the session 	

Resource Paper	Practice Session: Teaching Integrated Skills	Session 17
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Checklist-1

Observation Checklist
Focusing on the Integration of Language Skills

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

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'.	3
Helping students to pronounce the words. For example, the word 'firefighter' should be said with understandable pronunciation.	1
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).	2
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 18.1: Techniques for Teaching new words

You have learnt 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.

Simulation Template: 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 20.1: Importance of Teaching Rhyme

1. Rhyme helps to develop phonemic awareness.
2. Rhyme draws attention to these sounds, helping children develop the ability to hear and isolate individual sounds in words.
3. Rhyme enhances vocabulary.
4. Rhyme 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. Rhyme promotes literacy skills. It encourages 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. Rhyme fosters cognitive development. It engages 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. Rhyme cultivates a love of language. It makes 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. Rhyme provides a rich source of exposure to Rhyme patterns and vocabulary.

Resource Paper 20.2: Teaching techniques of Rhyme

1. Questioning students about their personal experiences or stories related to the rhyme
2. Asking relevant questions
3. Analyzing the pictures
4. Reciting the rhyme/song with clear pronunciation, rhythm, rhyme, and gestures
5. Reciting 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. Reciting the rhyme focusing on a particular verb/vocabulary/aspect of grammar
8. Reciting the rhyme along with the teacher: in whole class, in groups, in pairs, and individually
9. Asking questions related to the rhyme.

Sample Steps of Teaching Rhyme (*general activity*):

1. Picture Analysis
2. Lesson Title
3. Key Word Teaching
4. Teacher's Recitation
5. T's Recitation with Rhythm & Action
6. T's Recitation with Ss (WCW)
7. GW (Recitation)
8. PW (,,)
9. Assessment (IW)

[Several techniques could be introduced based on the topic/ title]

Observation Checklist (Teaching Rhyme)

	Yes	No
Questioning students about their personal experiences or stories related to the rhyme		
Asking relevant questions		
Analyzing the pictures		
Reciting the rhyme/song with clear pronunciation, rhythm, rhyme, and gestures		
Reciting 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)		
Reciting the rhyme focusing on a particular verb/vocabulary/aspect of grammar		
Reciting the rhyme along with the teacher in whole class		
Reciting the rhyme along with the teacher in groups		
Reciting the rhyme along with the teacher in pairs		
Reciting the rhyme along with the teacher individually		
Asking questions related to the rhyme		

Resource Paper-21.1: The Importance of Dialogue

- Dialogue teaches language through real life situation, focusing on real life experience.
- Dialogue builds real world communication skills.
- Increases speaking confidence.
- Dialogue is contextual learning and oral practice activity.
- Children who takes part in trhe dialogue will have access to learn new vocabulary and improve their listening comprehension.
- Children who takes part in the dialogue will have to understand how English is used in real life.
- It helps the students to develop their listening and speaking skills.

Resource Paper-21.2: Dialogues in Eft

Unit 1 At the Library

3.3.1 Say the sentences aloud. Does your voice go up or down at the end? One is done for you. Ask your friend to check the other sentences.

Sentences	up or down
My name is Rina.	down
Are you new here?	
What about your hobby?	
I enjoy painting colourful pictures.	
Can you speak English?	
Good morning.	
How are you?	
Do you like fruits?	
Why are you late today?	

4.1 Now, act out the dialogue in 1.2 following proper pronunciation (voices go up and down, stressed syllables and stressed words).

Unit 5

Student Council

1.1 Read and act out.

- Reporter : Hello, I'm a TV reporter. May I ask you some questions?
- Upala : Yes, of course.
- Reporter : What's going on at your school today?
- Upala : We're having an election today.
- Reporter : Election for what?
- Upala : Student council election.
- Reporter : Who're the candidates?
- Upala : Any student from class three to class five can be a candidate. Today, 17 candidates are competing for 7 posts.
- Reporter : Very exciting! It seems like a national election.
- Upala : Yes, it is. Let's meet a candidate. She's coming this way.
- Reporter : What's your name?
- Sadia : I'm Sadia.
- Reporter : I have heard you're a candidate. What'll you do if you win the election?
- Sadia : I'll assist the teachers to make our school a better place. I'll also try to keep the school clean and help students with their needs.
- Reporter : That sounds great! Good luck.
- Sadia : Thank you.

Class 5, Unit-1(4.1), Unit-5(1.1)

Be Quiet, Please

1.1 Read the following conversation and act it out.



[Erhan has come to play at Rayan's home. Rayan's little sister is sleeping in the next room.]

Erhan: [Loudly] Hello, Rayan, are you there?

Rayan: Erhan, be quiet, please! My little sister is sleeping.

Erhan: Oh, sorry. I didn't mean to be loud. Let's play carrom.

Rayan: Okay, but speak in a low voice. Don't be noisy.

Erhan: Got it. Give me a glass of water, please. I'm thirsty.

Rayan: Sure. (Rayan leaves and returns with a glass of water).

Here you go. Drink slowly.

Erhan: Thanks. The water is a bit cold. I prefer warm water.

Rayan: Me too. Now, get the carrom board. It's near the bookshelf, not that far.

Resource Paper-21.3: Analyze the techniques of teaching dialogue.

Principles in Dialogue Teaching

- Situation first (classroom, shop, home, playground)
- Vocabulary control (limited, familiar words)
- Structure building (from greetings → questions → requests)
- Oral practice (imitation, repetition, role-play)
- Gradual expansion (adding new lines, new situations)

Ways of Teaching Dialogues

- **Teacher ↔ Student (T-Ss)**
 - ❖ Teacher asks, students answer.
- **Student ↔ Student (Ss – Ss)**
 - ❖ Students talk to each other in pairs or groups.
- **Student ↔ Whole class (Ss-Class)**
 - ❖ One student speaks, others listen/respond.
- **Teacher ↔ Whole Class (T-Class)**
 - ❖ Teacher leads a discussion with all students together.
- **Group ↔ Group (Group–Group)**
 - ❖ Two groups prepare dialogues and present to each other.

Easy Ways to Practice Dialogue in classrooms:

Daily Life Situations

Use familiar contexts like bazaar (shopping), bus travel, school playground, greeting elders. Students act out short dialogues based on these everyday experiences.

Pair Practice

Put students in pairs. One asks, the other will answer.

Role Play in Class

Assign roles: teacher–student, shopkeeper–customer, doctor–patient. Students enjoy acting and learn functional language.

Choral Repetition

Whole class repeats simple dialogues together. This helps weaker students join without fear.

Question–Answer Chain

One student asks a question, the next answers and asks another. This keeps the whole class engaged.

Reference/Source

Session Plan and Resource Paper 21.1, Teacher Training Module, Government Primary Teachers' Training Institute.

English for Today, Class 4 & 5, National Curriculum and Textbook Board (NCTB), Bangladesh.

Situational Language Teaching, Richards & Rodgers (2001), Approaches and Methods in Language Teaching.

YouTube video: Conversation in English

(link: <https://www.youtube.com/watch?v=xJhIZfabV8>)

Resource Paper 22.1: Teaching Text

Main techniques of teaching text:

1. Teacher shows the picture/pictures related to the text and asks question- answers. (Using pre-reading techniques)
2. Teacher teaches new word meanings.
3. Then the teacher should read out the text aloud with proper sound, stress and intonations.
4. Then the teacher read the text line by line and the ss read after the teacher.
5. The teacher should make the ss understand the meaning of the text.
6. Then the ss should practice the text in pairs or in groups or individually.
7. Teacher ask the ss simple question answer related to the text.
8. Then the teacher can assess the ss according to the learning outcome of the class.

Observation checklist for Simulation : Observation Checklist

	Yes	No
Questioning students about their personal experiences or stories related to the text		
Asking relevant questions		
Analyzing the pictures		
Reading the text by teacher		
Reading the text with proper sound, stress and intonation.		
Reading the text several time		
Let the students read line by line after the teacher		
Students read the text in group/pair		
Students read the text individually		
Teacher makes the meaning of the text clear to the students		
Teacher asks 1/2 students to read out the text loud		
Teacher asks ss questions related to the text		
Teacher assesses the students according to the learning outcomes of the lesson		
The teacher thanks students for their active participation.		

Resource Paper	Practice Session: Teaching Text (Story)	Session 23
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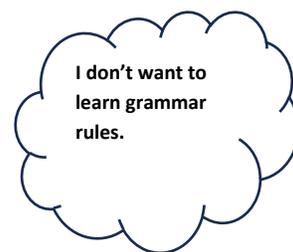
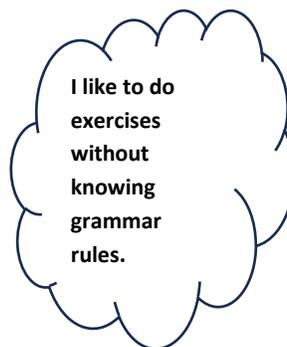
Same as the resource in Session 22

Resource Paper	Teaching Grammar: Number	Session 24
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Resource Paper 24.1

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

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



Inductive Approach:

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

Specific \longrightarrow General

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

For example:

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

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

Form 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-4, Unit-16, 3.1

- 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 \longrightarrow 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-19, 3.1

- 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.

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?	

Resource Paper 24.2

List of Grammar teaching in EfTs (Class 3-5).

- Language Focus (C-3 , U_2,L_4, A_C)
- Language Focus (C-4 , U_3, 3.1)
- Language Focus (C-5, U-11 (3.2,3.3,4.2)
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Resource Paper- 24.2	Teaching Grammar: Number	
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Number is of two types. They are singular referring to one person, place, thing or idea and plural referring to more than one. So, number helps us to realize the

concept of one or more than one correctly. We turn singular nouns into plural by adding ‘-s’ (e.g., book to books) or ‘-es’ (e.g., bench to benches) but some nouns change in unique ways (e.g., child to children, ox to oxen) and some remain the same (sheep, deer)

Singular		Plural	
cloth		clothes	

Resource Paper-24.3 **Number in EffTs**

shoe		shoes	
eye		eyes	
hand		hands	

G. Write and say the plural forms for each word.

apple door

book baby

box fish

bench plate

Class-3, Unit-6, Lesson-1

3.1 Language Focus: Countable and Uncountable Nouns

Look at the following words used in the text.

spade, tubs, pot, nursery, flowers, leaves, butterflies, seeds, tomatoes

These are **countable nouns**. They have singular and plural forms.

Singular	Plural	Singular	Plural
spade	spades	tomato	tomatoes
tub	tubs	leaf	leaves
pot	pots	nursery	nurseries
seed	seeds	butterfly	butterflies

- To make plural, we usually add *s* to the end of a noun.

Examples: book—books; table—tables; key—keys; kite—kites.

- For nouns ending in *ch, sh, x* or *z*, add *es*. Change *y* to *i* and *f/fe* to *v* then add *es* to make plural. **Examples:**

ch	branch—branches; bench—benches.
sh	dish—dishes; bush—bushes.
x	box—boxes; fox—foxes.
z	fez—fezzes; quiz—quizzes.
y	army—armies; baby—babies; city—cities.
f/fe	leaf—leaves, knife—knives

- Again, look at the words '*land, leisure*' used in the text. These are **uncountable nouns**. You cannot count them, and they have no plural forms.

Examples: water, rice, air, furniture, information etc.

Class-4, Unit-9 (3.1)

Resource Paper-25.1: Parts of Speech

In English grammar, Parts of Speech are the basic building blocks based on their function in a sentence. Traditionally, there are **8 main parts of speech** (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection). Parts of Speech helps learners to construct sentences accurately and understand the role of each word plays in a sentence.

Task 1: Discovering the function of words

Read the following passage about a lesson planning session. The words in bold represent different functions.

Wow! The dedicated teacher, **Runa**, **quickly** planned her excellent lesson **and** successfully **conducted** it.

Notice what job each word is doing in the sentence.

Word	Function/Job in the Sentence	Part of Speech
Wow	Expresses sudden feeling or emotion.	Interjection
The	Specifies the noun teacher .	Article
Runa	Names a person, place, thing, or idea.	Noun
quickly	Modifies a verb, adjective, or another adverb. Here, modifies the verb <i>planned</i> (How did she plan?).	Adverb
planned	Shows the action performed by Runa.	Verb
her	Takes the place of a noun (like Runa's).	Pronoun
excellent	Describes or modifies a noun or pronoun.	Adjective
and	Joins words, phrases, or clauses.	Conjunction
conducted	Shows action or state of being.	Verb
it	Replaces the noun phrase her excellent lesson .	Pronoun

Resource Paper-25.2:

The Eight Parts of Speech

Part of Speech	Function	Examples
Noun	A noun is a naming word.	name, tiger, Cumilla, class
Pronoun	Replaces a noun	I, you, he, she, it, we, they
Verb	Express action or state of being	run, write, is, have
Adjective	Describes or modifies a noun/pronoun	tall, happy, blue, interesting
Adverb	Modifies a verb, adjective, or another adverb	quickly, very, well, yesterday
Preposition	Shows relationship between a noun/pronoun and another word	in, on, at, with, by
Conjunction	Connects words, phrases, or clauses	and, but, or, yet, because
Interjection	Expresses sudden emotion or reaction	the, a, this, those, my

Resource Paper-25.3: Parts of Speech in EfTs

3.1 Language Focus: Noun

Rahat and his family live in a small village in Rangpur.

In the above sentence, the words *Rahat, family, village, Rangpur* are nouns. A noun is a naming word. It is used for naming a person, an animal, a place, a thing and a group.

For example:

Persons	Animals	Places	Things	Groups
Rahat, Sumi, Nikhil etc.	tiger, lion, cat, dog, pigeon etc.	Savar, Rajshahi, school, village etc.	book, pencil, bottle, shirt etc.	class, family, army etc.

My School Assembly

3.1 Language Focus: Preposition (at, in)

Look at the sentence used in the text.

I study *at* Azimia Government Primary School *in* Chandpur.

- 'at' is used before the exact place of something or someone.

Examples: He is *at* the hospital now.

He was *at* the market yesterday.

- 'at' is also used to refer to a particular time.

Examples: I get up *at* 6 a.m.

They started *at* 9 o'clock in the morning.

- 'in' is used before the name of a place or area to say where someone or something is.

Examples: She lives *in* Hemayetpur.

The children are playing *in* the field.

Note: In a sentence, we use 'at' before the name of a small place, and use 'in' before the name of a large place.

Example: She lives *at* Fulbaria *in* Mymensingh.

He is now living *at* Kaladeba *in* Ramgrah upazila.

Class 4, Unit-3(3.1), Unit-8(3.1)

Unit 12

Eating Healthy

3.2 Language Focus: Adverb

In the conversation, the words always, regularly, sometimes, often, usually are used to describe how frequently (time) they take their food, and the words properly, hastily, slowly are used to describe how they take their food. These words are adverbs.

Adverbs describe or give more information about adjective, verb or adverb. Adverbs are easy to recognise because they usually end in -ly, but not always.

Example:

I always go to school on time.

He usually eats bread at breakfast.

She sometimes watches cartoons on TV.

He attended the debate class regularly.

Unit 8

Enjoying a hill festival



E. Act out in groups the scenes of floating flowers in the water and spraying water on each other.

Grammar focus :

Verbs: Verbs are words that tell us of actions. They are known as 'doing words'.

Example: go, read, float, spread, dance

Simple present: For any general statement, and for habits and facts the simple present tense is used.

Example: He is a good boy. She goes to school every day. The moon shines at night.

Class 5, Unit-12(3.2), Class 3, Unit-8 (E)

Resource Paper-25.4: Some Important Parts of Speech for Primary Level

Language Focus: Noun

A noun is a naming word. It is used for naming a person, an animal, a place, a thing and a group. That means a noun is a word that names a person, place, thing, or idea.

Type of Noun	Definition	Examples
Proper Noun	Specific names of people, places, or things	Golam, Dhaka, Padma River
Common Noun	General names, not specific	teacher, city, river
Concrete Noun	Things you can see, touch or feel	apple, chair, dog
Abstract Noun	Ideas, feelings, qualities	love, honesty, freedom
Countable Noun	Things you can count	book, student, mango
Uncountable Noun	Things you cannot count individually	water, rice, milk
Collective Noun	Words for groups	team, class, floc

Language Focus: Verb

A verb is a word that expresses an action (run, write, teach), an event (happen, occur), or a state of being (be, seem, exist). Verbs are essential because they tell us what the subject does or what happens to the subject.

(Verbs Discussed in EFTs)

Type	Definition	Examples
Action or main verb	Show what the subject does (physical or mental activity)	run, eat, teach
Auxiliary Verb	Help the main verb form tenses, questions, or negatives	am,is,are, have,do,will
Regular verb	Form past tense by adding -ed	played, opened

Irregular verb	Do not follow the -ed rule; past tense forms vary	went, ate, bought
Modal	Modal auxiliaries do not change their form, and are always followed by the base form of the main verb. Express ability, possibility, permission, or necessity.	can, must, should

Reference/Source

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Resource Paper 26.1

Articles (*a, an, the*) are small words but play a big role in making English communication clear, accurate, and meaningful. In both spoken and written communication, articles help the listener or reader understand **whether we are talking about something general or specific, new or already known**, and sometimes **how many or what type** of things we mean. Misusing or omitting an article can lead to confusion. This chapter focuses on developing a clear perception of articles (*a, an, the*) and building the foundation needed to demonstrate understanding of articles in oral and written communication.

Types of Articles

a) Indefinite Articles: *a* and *an*

We use **a/an**:

- **a** is used before a singular, general noun that begins with a **consonant sound**.
- **an** is used before a singular, general noun that begins with a **vowel sound (a, e, i, o, u)** or a *vowel-like* sound.

Examples:

- **a** teacher, **a** book, **a** uniform, a European country
- **an** apple, **an** hour (vowel sound), **an** umbrella, **an** honest person

b) Definite Article: *the*

We use **the**:

- When we talk about something **already known** or mentioned earlier.
- When something is **unique** (e.g., the sun, the moon, the world).
- Before specific places or objects.

Examples:

- **The** school I visited was nice.
- **The** teachers in our school are brilliant.
- **The Padma is a big river.**

Note: There are some contexts where no article is used-

- Before plural nouns when speaking generally.
Example: Teachers play important roles.

- Before uncountable nouns used in a general sense.
Example: Education is essential. Knowledge is power

Resource Paper-26.2

Articles in EffTs

Class-4, Unit-5 (3.1)

The Little Doctor



3.1 Language Focus: Use of Articles

We use '*a*' or '*an*' while talking of any person or thing.

- We usually use '*a*' before words **starting with consonants**.
For example: a pen, a book, a table, a flower, a mobile.
- We usually use '*an*' before words **starting with vowels**.
For example: an apple, an egg, an umbrella, an elephant, an orange.
- We use '*the*' while talking of **definite person, place or thing**.
For example: the sun, the moon, the earth, the river.

Resource Paper-26.3

Prepositions

Preposition is a relating word. Generally it is used before a noun or a pronoun and it helps the noun or pronoun to make a relation with the other parts of speech in a sentence. upon, below etc. are prepositions.

The pen is **on** **the table**.

Noun noun

Sadik **looked** **at** **me**.

verb pronoun

Mahir is **good** **at** **English**.

Adjective noun

Kinds of Prepositions at a glance:

Names of Prepositions	Examples
Simple Preposition	He is going to Dhaka
Double Preposition	We can't live without water.
Compound Preposition	The girl is behind (by+hind) the tree.
Phrase Preposition	He works hard in order to earn more money.
Participle Preposition	He knows everything regarding the issue.

Disguised Preposition	I start for my school at 8 o'clock. Of=0
Detached Preposition	What is Dhaka famous for ?

Resource Paper-26.4	Prepositions in EfTs	
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Class-4, Unit-3 (3.1)

Class-5, Unit-11 (3.2,3.3,4.2)



My School Assembly

3.1 Language Focus: Preposition (at, in)

Look at the sentence used in the text.

I study **at** Azimia Government Primary School **in** Chandpur.

- ‘**at**’ is used before the exact place of something or someone.

Examples: He is **at** the hospital now.

He was **at** the market yesterday.

- ‘**at**’ is also used to refer to a particular time.

Examples: I get up **at** 6 a.m.

They started **at** 9 o'clock in the morning.

- ‘**in**’ is used before the name of a place or area to say where someone or something is.

Examples: She lives **in** Hemayetpur.

The children are playing **in** the field.

Note: In a sentence, we use ‘**at**’ before the name of a small place, and use ‘**in**’ before the name of a large place.

Example: She lives **at** Fulbaria **in** Mymensingh.

He is now living **at** Kaladeba **in** Ramgrah upazila.

3.2 Language Focus: Giving Directions

In the conversation, Mamun used the following phrases to give directions-

- Go straight
- Turn left

We use some particular expressions while giving directions to someone.

For example-

- Turn left.
- Turn right.
- Go to the left.
- Go to the right.
- Go straight.

In the conversation, Mamun also used the preposition ‘next to’ to give the library’s location. We use prepositions to give locations. For example-

opposite to, next to, near, behind, in front of, outside etc.

Unit 11

Making Request

3.3 Look at the pictures. Complete the sentences with the correct preposition.



- behind
- in front of
- next to
- opposite to
- outside

- The jeep is _____ the hut.
- The school is _____ the park.
- The cow is _____ the cow-shed.
- The girl is _____ the tree.
- The butterflies are _____ the window.

Resource Paper-27.1: Tense

Tense shows the time of an action or event — past, present, or future.

In English, tense helps us explain:

- when something happens,
- if the action is finished or still going on,
- and how different events connect in time.

Understanding tense is very important. It makes our explanations and instructions clear, helps students speak and write in a logical way, and supports fluent communication. Developing an accurate understanding of tense is essential for explaining actions and instructions clearly, building students' ability to communicate logically and supporting the development of fluent writing and speaking. Considering its importance, the chapter focuses on developing a clear understanding of tense and enabling BTPT teachers to demonstrate an understanding of tense in effective communication.

Resource Paper-27.2: We will explore three types of tenses.

We will explore **three types of tenses**:

- a) **Present Tenses**
- b) **Past Tenses**
- c) **Future Tenses**

27.1.1 Present Tenses

a) Present Simple

Every morning, Rafi **wakes** up at 6 a.m. He **brushes** his teeth, **gets** dressed, and **walks** to the school nearby. Rafi **loves** teaching young children. He always **starts** his class with a song because it **helps** students to enjoy the lesson.

Noticing Questions

- Which verbs appear repeatedly?
- Do these actions happen regularly or only once?
- Are the actions general habits or one-time events?

Present Simple is used for:

- habits or routines (He walks to school.)
- general truths (The sun rises in the east.)

- facts (Bangladesh lies in South Asia.)

b) Present Continuous

Right now, Rafi **is teaching** a lesson on shapes. The children **are listening** carefully. One child **is drawing** a circle on the board, and two others **are colouring** pictures.

Noticing Questions

- Which verbs end with “-ing”?
- Are these actions happening now?
- Are these actions temporary?

Present Continuous is used for:

- actions happening **now** (She is reading.)
- temporary actions (They are staying with relatives.)
- changing situations (The weather is getting cooler.)

c) Present Perfect

Rafi **has taught** at this school for five years. He **has prepared** many teaching materials for his students. The children **have learned** different songs and stories from him. Recently, Rafi **has started** using flashcards to make learning more enjoyable.

Noticing Questions

- Which verbs use *has/have + past participle*?
- Do these actions have a connection to the present?
- Are the actions completed, or are they still relevant now?
- Is there a specific past time mentioned?

Present Continuous is used for:

1. Actions that started in the past and continue to the present
 - She has lived in Dhaka for 10 years.
2. Experiences or achievements. They have visited Cox’s Bazar.
3. Recent actions with present result. He has broken his pencil (so he cannot write now).
4. Actions with unspecified time. The teacher has checked the homework.

d) Present Perfect Continuous

For the last few years, Rafi has been waking up at 6 a.m. every morning. He has been brushing his teeth, getting dressed, and walking to the school nearby just as he always does. Rafi has been loving his work with young children. He has been starting his classes with a song because it has been helping students enjoy the lessons more.

Noticing Questions

- Which verbs are in the form *has/have + been + verb-ing*?
- Do these actions show something that started in the past and is still continuing now?
- Are the actions temporary or ongoing habits?

Present Perfect Continuous is used for:

- **Actions that began in the past and are still continuing now.** (He has been teaching young children for many years.)
- **Actions that started recently and are still in progress.** (She has been reading that book all afternoon.)
- **To emphasize duration of an activity.** (They have been waiting for the bus since morning.)

Task 1: Discovering the function of the Present tense

Sentence	Verb Form	Tense Form	Time/ duration indication
Marufa attends the college regularly.	attends	Simple Present	Habit, regular action, or general truth.
She is preparing for her next practical class right now.	is preparing	Present Continuous	Action happening at the moment of speaking .
The class has covered three chapters this month.	has covered	Present Perfect	Action completed in the past, but the result is relevant now .
She has been reading the pedagogy book for two hours.	has been reading	Present Perfect Continuous	Action started in the past and is still continuing now .

Task 2: Fill in the Blanks

Use **Present Simple/ Present Continuous/ Present Perfect**:

1. The students _____ (listen) to the story now.
2. She usually _____ (take) attendance at 9 a.m.
3. They _____ (learn) about plants today.
4. My brother _____ (play) football every Friday.
5. She _____ (complete) the assignment. (use **has/have**)
6. They _____ (learn) many new words. (use **has/have**)

27.2.2 Past Tenses

a) Past Simple

Yesterday, Rafi **visited** a community school. He **observed** the classrooms, **talked** with teachers, and **took** notes. The children **enjoyed** his visit.

Noticing Questions

- Which verbs show completed actions?
- Are these actions finished?
- Is the time mentioned clearly?

Past Simple is used for:

- completed actions in the past (She cooked rice yesterday.)
- past habits (He walked to school every day.)

b) Past Continuous

At 10 a.m. yesterday, the students **were reading** quietly while Rafi **was checking** their notebooks.

Noticing Questions

- Which verbs use “was/were + ing”?
- Were these actions happening at the same time?
- Was the action ongoing at a specific moment?

Past Continuous is used for:

- actions in progress at a specific time in the past
- two actions happening at the same time (They were talking while I was writing.)

c) Past Perfect

By the time Rafi arrived at the school yesterday, the students **had finished** their morning assembly. The teachers **had prepared** the lesson plans earlier. When Rafi entered the classroom, the children **had already taken** their seats.

Noticing Questions

- Which verbs use *had + past participle*?
- Do these actions happen before another past action?
- Which event happened first?

Past Perfect is used for:

1. **An action completed before another past action**
 - The students **had left** before the teacher arrived.
2. **Showing the earlier event in a sequence**
 - He **had eaten** dinner when I called him.
3. **Explaining cause of a past event**
 - She was tired because she **had worked** all day.

We often use it with expressions like **already, before, by the time, when, after.**

d) Past Perfect Continuous

By the time Rafi arrived at the school yesterday, the students **had been practicing** their morning assembly for half an hour. The teachers **had been preparing** the lesson plans since early morning. When Rafi entered the classroom, the children **had been waiting** quietly for him to begin.

Noticing Questions

- Which verbs use *had been + verb-ing*?
- Do these actions show something that was happening over a period of time before another past action?
- Which activity was already in progress when Rafi arrived?

Past Perfect Continuous is used for:

1. **An action that was ongoing before another past action,** (The students had been studying before the teacher came.)
2. **Showing the duration of an earlier past activity.** (He had been working for two hours when I called him.)
3. **Explaining cause of a past situation.** (She was tired because she had been running all morning.)

Key difference:

- **Past Perfect** = completed action before another past action.
- **Past Perfect Continuous** = ongoing action (with duration) before another past action.

Task 3: Discovering the function of the Past tense

Sentence	Verb Form	Tense Form	Time/ duration indication
The trainees submitted their assignments last night.	submitted	Simple Past	Action completed at a specific time in the past.
At 10 AM yesterday, the professor was explaining the rubric.	was explaining	Past Continuous	Action that was ongoing at a specific point in the past.
When the Principal arrived, the Head Teacher had already started the meeting.	had already started	Past Perfect	Action completed before another past action.
The team had been discussing the curriculum for an hour before the tea break.	had been discussing	Past Perfect Continuous	Action that was ongoing up until another point in the past.

Task 4: Fill in the Blanks

1. They _____ (sing) a song when the teacher entered.
2. He _____ (finish) his homework last night.
3. She _____ (write) a letter at that moment.
4. The children _____ (enjoy) the storytelling session.
5. They were happy because they _____ (finish) their tasks. (use **had + past participle**)

27.2.3 Future Tenses

a) Simple Future

Tomorrow, Rafi **will visit** another school. He **will meet** teachers and **will observe** their classes.

Noticing Questions

- Which verb forms express future actions?
- Do these actions depend on planning or prediction?

Simple Future (will) is used for:

- predictions (It will rain.)
- spontaneous decisions (I will call her.)
- future actions (She will teach tomorrow.)

b) Future Continuous

Tomorrow, Rafi **will be visiting** another school. He **will be meeting** teachers and **will be observing** their classes.

Noticing Questions

- Which verb forms show actions that will be ongoing in the future?
- Do these actions emphasize duration or continuity rather than just occurrence?

Future Continuous (will be + verb-ing) is used for:

- **Actions in progress at a specific future time.** *At 10 a.m. tomorrow, she will be teaching.*
- **Planned or expected ongoing activities.** *We will be traveling during the summer.*
- **Polite or indirect questions about future arrangements.** Will you be joining us for dinner?

c) Future Perfect

By tomorrow, Rafi **will have visited** another school. He **will have met** teachers and **will have observed** their classes.

Noticing Questions

- Which verb forms show actions that will be **completed before a specific future time**?
- Do these actions emphasize **completion** rather than continuity or prediction?

Future Perfect (will have + past participle) is used for:

- **Actions completed before a certain future time**
 - *By next week, she will have finished the project.*
- **Expressing certainty about completion in the future**
 - *They will have left by the time you arrive.*
- **Showing sequence of events in the future.** *He will have graduated before his sister starts college.*

d) Future Perfect Continuous

By tomorrow, Rafi will have been visiting another school. He will have been meeting teachers and will have been observing their classes.

Noticing Questions

- Which verb forms show actions that will be **ongoing for a period of time before a specific future moment**?
- Do these actions emphasize **duration and continuity** rather than simple completion or prediction?

Future Perfect Continuous (will have been + verb-ing) is used for:

- **Actions continuing up to a certain future time.** *By next week, she will have been working on the project for a month.*
- **Emphasizing duration of future activity.** *They will have been waiting for two hours by the time you arrive.*
- **Showing ongoing process before another future event.** *He will have been teaching for ten years before his sister starts college.*

Task 5: Discovering the function of the Future tense

Sentence	Verb Form	Tense Form	Time/ duration indication
The next workshop will begin on Tuesday.	will begin	Simple Future	Action that will happen in the future (Prediction or plan).
Next week, the trainees will be observing primary classes	will be observing	Future Continuous	Action that will be ongoing at a specific point in the future.
By the time we finish the course, we will have earned our certificates.	will have earned	Future Perfect	Action that will be completed by a specific time in the future.
By the end of the year, I will have been working here for five years.	will have been working	Future Perfect Continuous	Focuses on the duration of an action up to a specific point in the future.

Task 6: Fill in the Blanks

1. She _____ (visit) her aunt tomorrow.
2. They _____ (start) a new project next month.
3. I think it _____ (rain).
4. We _____ (have) training next week.

Task 7: Identify the tense of the underlined verbs:

1. She **is reading** a story.
2. They **played** football yesterday.
3. It **will start** soon.
4. We **are going to organise** a fair.
5. The teacher **explains** the topic clearly.
6. He *has prepared* the lesson.

Tense Formations: At a glance

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	V/V-s (I read)	am/is/are + V-ing (I am reading)	have/has + V3 (I have read)	have/has been + V-ing (I have been reading)
Past	V-ed (I read)	was/were + V-ing (I was reading)	had + V3 (I had read)	had been + V-ing (I had been reading)
Future	will + V (I will read)	will be + V-ing (I will be reading)	will have + V3 (I will have read)	will have been + V-ing (I will have been reading)

3.1 Language Focus: Present Perfect Tense

In the letter, Tarek used the following sentences—

- Recently, I **have visited** the Safari Park with my parents.
- I **have written** a short article on my visit.
- I **have drawn** some pictures as well.

By using the words *have visited*, *have written*, *have taken*, Tarek described some of his recent activities. We use the **Present Perfect Tense** to describe the action that has happened recently.

We use the past participle form of verbs in the present perfect tense. Look at the following examples of past participle form of verbs.

Base form	Past form	Past Participle form
collect	collected	collected
see	saw	seen
go	went	gone
drink	drank	drunk
know	knew	known

3.1 Language Focus: Future Simple Tense

In the dialogue, Sadia used the following sentences—

- I'll **assist** the teachers to make our school a better place.
- I'll also **try** to keep the school clean.

Here, I'll—I will. Using the words **will assist**, **will try**, Sadia wants to do some things in future after winning the election.

We use the Future Simple Tense to say what will happen later. We use the following structure for the Future Simple Tense.

subject	will	verb	rest of the sentence
I	Will	assist	the teachers to make our school a better place.

Class 4, Unit: 11(3.2) & Class 5, Unit 5 (3.1)



Enjoying a hill festival



English for Today

B. Look at the pictures. Discuss the questions in small groups.

1. Where is the festival taking place?
2. What are the hill girls doing in the water?
3. What are the boys and the girls doing?
4. How are the two girls dancing?

Grammar focus :

Continuous tenses : actions or events continuing in the present.

Structure: subject + be verb (am/is/are) + verb + ing.

Example: He is reading. She is writing.

3.3 Language Focus: Simple Past Tense

Look at the first two sentences of the text 1.4.

Rina **wanted** to make a garden. She **discussed** with her father about gardening.

Here, the verbs 'wanted' and 'discussed' used to describe Rina's past activities.

We use simple past tense to talk about events that happened sometime before. We use the past form of verbs in the simple past tense.

For example:

Regular Verbs	Example
Verb + -ed	want—wanted; discuss—discussed; start—started; help—helped; collect—collected; pick—picked
Verb + -d	agree—agreed; surprise—surprised; arrive—arrived; close—closed

Class 3, Unit: 8 & Class 4, Unit 9 (3.3)

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The Giving Tree

3.1 Language Focus: Wh-questions

Class -5, Unit 16

Wh-questions are questions that start with the words 'Who', 'What', 'When', 'Where', 'Why', 'Which', 'Whom', 'Whose' and 'How'. We use them when we want to ask for specific information.

We use ...	Wh- Pronouns	Rules	Examples
	Who	to ask about people.	Who is your best friend?
	What	to ask about things or activities.	What is your favourite book?
	When	to ask about time.	When is your birthday?
	Where	to ask about places.	Where do you live?
	Why	to ask for reasons.	Why do you like ice-cream?
	Which	to ask for a specific choice from a set of options.	Which colour do you prefer, red or blue?
	How	to ask about manner, quantity, or quality.	How many pencils do you want?
	Whom	to ask about person.	Whom did you give the book?
	Whose	to ask question about ownership or possession.	Whose book is this?

What is a WH-question?

A WH-question is a question that asks for specific information, not just *yes* or *no*.

Most WH-questions begin with who, what, when, where, why, which, and how.

Examples:

- Who is your teacher?
- What are you reading?

- Where do you live?
- When is the exam?
- Why are you late?
- How did you solve it?

Main Classroom Uses

WH-questions are used to:

1. Collect information
2. Check understanding
3. Encourage thinking and explanation
4. Start and continue conversations
5. Develop speaking and listening skills

WH-questions are not just grammar—they're **thinking tools**. Teach them **visually, gradually, and interactively**, and learners will use them naturally.

Some techniques of teaching WH question:

1. **Using a picture:** Make question using the picture. One is done as example.



What is the girl holding?
Who is holding Ice-cream?
.....
.....
.....

2. **Using a Text:**

Iraboti's Day

Iraboti is a 8 years old girl. She is in class 3. She lives in Bandarban with her parents. She wakes up early in the morning. In the afternoon she plays in the field with her friends. She goes to sleep at 10 pm.

Now, make 5 Wh questions from the text. One is done as example.

How old is Ira?
Where does Ira live?
.....
.....
.....

3. Using our friends

We can make WH questions just using our friend. The theme is to find someone who is something or who has something. For example, find someone who has a pet cat.

The question can be,

- a) Who is your best friend?
- b) Why do you like him/her?

Resource Paper	Teaching Grammar: Capitalization & Punctuation	Session 29
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Use of capital letters

1. Every sentence begins with a capital letter. **For example---** It is a beautiful spring day.
2. The name of a person or a place begins with a capital letter. **For example---**
- Naima is a student of class five. His father had a small grocery shop in DublarChar.

Punctuation

a) Use of full stop

1. A sentence that tells something or gives a statement or gives a mild command, ends with a full stop. For example--- He is a good boy. Come to the board.

b) Use of question mark

1. A sentence that asks something ends with a question mark. **For example----**
-- What game do you want to play?

c) Use of comma

1. We use comma to separate *yes, no* and words such as *oh, well, etc.* from the rest of the sentence. For example-----Yes, I like to play football. Well, I like swimming too.
2. We also use comma to separate three or more items in a series. We put comma after each item except the last. For example—They are kind, polite and caring.
3. We also use comma after or before we address somebody. For example—Tanim, listen to the song.
4. Look at these words *I've, He'll.....* . The mark (‘) used here is an apostrophe, not a comma. For example----- I’ve visited Bhutan.
5. We use a comma between the day of the month and year. For example—He was born on January 15, 2025.

d) Use of exclamation mark

1. We use exclamation mark after statements that express strong feelings. **For example---** Hurrah! We won the game! This is a beautiful place!

e) Use of quotation mark

1. We use quotation marks (“_____”) to show that we are copying words that someone else said or wrote. When we write down the words of others exactly as they said them, we use quotation marks at the beginning and at the end of the words of others. We use a comma before or after the quotation marks. We also start the first word inside the quotation marks with capital letter. **For example-----** Neel says, “I’m not feeling well, Amal. I want to go home. Can we read it later?” “Yes, Teacher, The Eskimos live in the igloo. It is a house built of snow”, says the student.

f) Use of hyphen

1. We put a hyphen when this helps to make the meaning clear. It is much shorter than a dash. It is used to separate parts of words or to join words together. For example-I love home-made cakes. Kite-flying is a kind of hobby. There are fifty –five students in the class.
2. We also use a hyphen to divide a word at the end of a line. For example—
Babul has already taken the vocabulary test.

Stress:

Pronunciation is not just about sounds. Speakers of English also stress certain syllables in words and certain words in sentences. This means they emphasise the syllable or the word.

Some syllables in a word are pronounced with greater force than others. The syllables pronounced with emphasis or extra forces are stressed syllables with more force than the surrounding syllables.

Example:

January, February, March, April, May, June, July, August, September, October, November, December

In the above example, the names of the months are underlined. The underlined parts are stressed syllables.

Resource Paper 30.1

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

Stress and Intonation

Stress: Pronunciation is not just about sounds. Speakers of English also stress certain syllables in words and certain words in sentences. This means they emphasise the syllable or the word.

Some syllables in a word are pronounced with greater force than others. The syllables pronounced with emphasis or extra forces are stressed syllables with more force than the surrounding syllables. Stress is indicated with a vertical line (') 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.

There are two very simple rules about word stress:

(i) One word has only one stress.

(ii) We can only stress vowels, not consonants.

Some important rules of word stress are stated briefly here.

A. Stress on first syllable:

rule	examples
Most 2-syllable nouns	PRESent EXport CHIna TAbLe
Most 2-syllable adjectives	PRESent SLENDER CLEVER HAPPY

B. Stress on last syllable

rule	examples
Most 2-syllable verbs	preSENT exPORT deCIDE begin

For more rules you may visit <https://www.englishclub.com/pronunciation/word-stress-rules.php>

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.

Content words - stressed

words carrying the meaning	Example
Main verbs	SELL, GIVE, EMPLOY
Nouns	CAR, MUSIC, MARY
Adjectives	RED, BIG, INTERESTING
Adverbs	QUICKLY, WHY, NEVER
negative auxiliaries	DON'T, AREN'T, CAN'T

Structure words - unstressed

words for correct grammar	Example
Pronouns	he, we, they
Prepositions	on, at, into
Articles	a, an, the
Conjunctions	and, but, because
auxiliary verbs	do, be, have, can, must

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)

Resource Paper 31.1: 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 31.2:

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 described 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.

A

Cat	7
Kite	
Mango	4
Egg	
Bat	9
Apple	
Pencil	2
Umbrella	

B

Cat	
Kite	5
Mango	
Egg	8
Bat	
Apple	6
Pencil	
Umbrella	3

[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:

- Write taught words in a random order on the board or show words randomly written on poster papers/cards.
- Ask the students to see the words carefully.
- Then, ask them to close their eyes.
- Now, cover or rub out one word.
- 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.

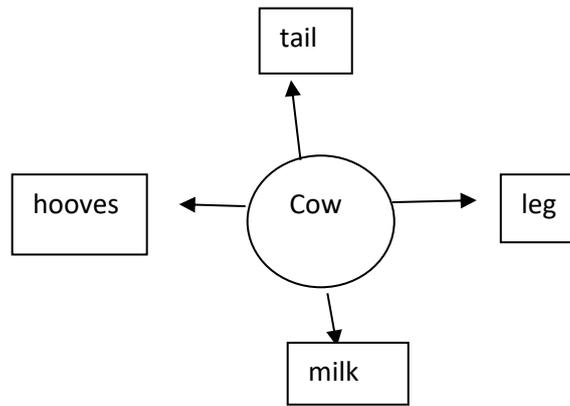
Players: Pairs, groups, whole class.

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:



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.

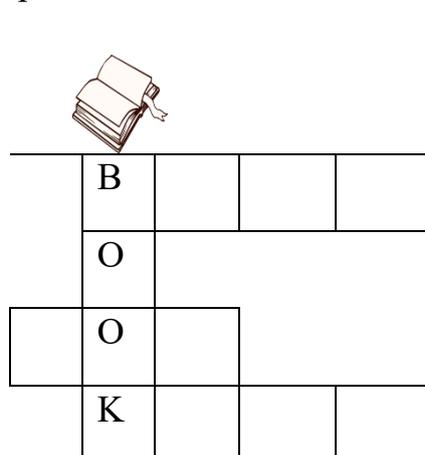
Players: Individual, pairs, groups.

Materials: Puzzle sheet **Language item:** Recalling/reviewing words

Procedure:

- Give the following puzzle sheet to each student.
- Ask the students to write letters and make words that represent the picture.
- 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. Story telling: 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 practice 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? Red lorry, yellow lorry.

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]

17. Noughts cross/tic-tac-toe:

The teacher divides the class into two teams. Team A uses the noughts (0) and team B uses the cross (X). The teacher draws a grid on the board and fills each box with a word or phrase. For example, if the teacher wants to practise question words as follows:

What	How	When
When	Why	How
Why	What	Why
Which	Where	Who

The teacher then asks the teams to make correct sentences using the words in the box. This game is also suitable for practicing adverbs (always, often, sometimes, never), prepositions, vocabulary items, etc.

18. First letter game:

This is a chain drill and teachers will use a ball. The teachers must ask and answer questions in a chain which goes around the room. Here every teacher uses the First Letter of his/her name and chooses a name of a place/a district/ an upazila or a country that starts with the same letter of his/her name (Kabir> Kishoregonj).

For example:

Ayesha: I'm Ayesha. I'd like to visit Australia. Where would you like to visit?

Habib: My name is Habib. I'd like to visit Hong Kong. Where would you like to visit?

Process:

- Ask the participants to make a circle.
- Tell them your name and the place with the first letter of your name. (as per the example given earlier)
- Then throw the ball to a person by asking, "Where would you like to visit?"
- Thus ask them to pass the ball to some other person and ask the same question.
- If it is a large group, then ensure everybody's participation playing the game in groups or pairs.
- For doing the game in group or pair you may not use the ball, just let them to ask and answer one after another.
- As an alternative to countries you can also use cities or any other place.

At the end of the game ask the teachers whether they can do the same activity in the class. Very quickly discuss and link the game with the classroom practice.

19. Things we have in common and/or uncommon:

You can use this game as a warm up activity to create friendly atmosphere in the any training.

Process:

- Invite participants to be paired up with the person sitting next to him/her (right side).
- Each pair must find out
 - ✓ One thing common (similar)-*Both of us are male.*
 - ✓ One thing uncommon (dissimilar)-*I am wearing shoes and he is wearing sandals.*
- When they find it out, they will tell it to all pair by pair.
- Link it with Listening and Speaking skills as well as classroom practice.

20. Self-introduction game:

This game helps teachers to introduce themselves by using a structure. This will develop speaking and listening skills as well.

Process:

- Ask the teachers to move around and greet at least 5 students/teachers with the following structure;
Good morning. I'm -----(his/her name). What about you?
- Give them 3/4 minutes for moving around.
- Then, ask them to move again with following sentence pattern in the same way;
I've been teaching for the last ----- years. What about you?
My hobby is -----. What about yours?
- Every time ask them to go to different teachers.
- Now, tell them to take their seats and link it with classroom practice.

21. Who am I?

This game can be played as warm up/energizer. It is a good idea to play this sort of game just after any break. This will help the teachers to speak out and also to get into the session with full of energy.

Process:

- Write the names of famous persons on sticky notes as many as the number of participants.
- Stick one note on your partner's forehead.
- Now, your partner will ask you the following questions to find out what is the name s/he has got. Questions may be asked as follows:
 - Am I male?
 - Am I alive?
 - Am I from Africa?
 - Am I a politician?
 - Am I a writer?
 - Am I famous for?
- You will provide answers with "Yes, you are" or "No, you aren't". If your partner still takes time to find out the name, give him/her a clue to help to guess. When s/he is able to find out the name, he will say, "Yes, I am"
- Now stick a sticky note on each participant's forehead.
- Ask everybody to stand up, move around and go to different people and ask the same questions to find out what is the name s/he has got. It might take a little more time but it is a very helpful to get back your teachers into the session.

22. The Last Letter game:

This game also creates a good scope to involve the participants/students into the session/class. It inspires them to be more innovative with their vocabulary.

Process:

- Make sure your participants/students are sitting in 4/5 groups.
- Write any word on the board; for example, "teacher" and tell them to follow the last letter of this word (r) to make another word.
teacher > red > doll > love > energy etc.
- Now, it will go to the groups and each group will make a word following the last letter of the previous word.
- It will go clockwise and if any group fail to follow the last letter or repeat any words already came up, it will be out of the game.

23. Sentence race

A good game for large classes and reviewing vocabulary lessons.

Prepare a list of review vocabulary words

Write each word on two small pieces of paper. Organize the pieces like bundles, 2 bundles, 2 sets of identical words.

Divide the class into two teams; get them to make creative team names.

Distribute each list of words to both teams; every students of each team should have a paper. Both teams have the same words.

When you call a word, 2students should stand up, one from each team.

The students must then run to the blackboard and race to write a sentence using their words.

The winner is the one with a correct and clearly written sentence.

24. Bull's Eye Game (Hit the Target):

Draw Bull's eye having 3 circles on the board. Write numbers for example, 15 in centre, 10 in the middle circle and 5 in the outer circle. Now divide the participants into two teams. Tell them they have to spell the word that you will pronounce and tell the meaning and also a complete sentence. If the person can spell, say the meaning and make a sentence will get 10 marks for each correct one and altogether 30 and finally throw the on the bull's eye and hit the numbered circle get extra numbers. For example, A was asked to spell the word 'occupation'. A spell it correctly got 10 marks, say the right meaning got another 10 marks, say a correct sentence with that word got 10 marks. Altogether A got 30 marks. Now A throws the balls and hit 15 marked circle and he got extra 15 marks. Now A's all together marks is 45. Equal no. of each team player will be asked and the team, who will get maximum marks, will be winner

Resource Paper 32.1

Techniques for assessing student's language skills

1. Techniques for assessing students' listening skills

a) Testing listening comprehension

For testing listening comprehension, teachers can use the English for Today (EfT)

textbooks in class. First, teachers have to prepare students mentally for listening to the text. Then, teachers can give the students some questions which they need to answer after listening to the text. The questions for the students must be simple like- asking for yes/no, true/false or one/two-word answers. Teachers should read the text twice so that students can check their answers.

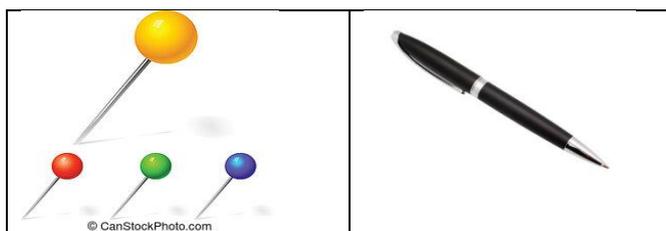
For example - "Runa and Ruba are sisters. They don't have food with them."

Which is true?

- a) They are friends,
- b) Runa and Ruba are cousins,
- c) They are classmates.
- d) Runa and Ruba are sisters.

b) Testing individual sounds

Students have difficulty with some sounds in English. Their ability to discriminate sounds of English should be tested. The test can be carried out with the help of pictures and words as follows.



Picture: Sound Discrimination

Students hear the words and then write the word for the picture. The same thing can be done with the help of sentences. But, these types of tests should be conducted as fun activities in the primary classroom. We are not expecting perfect pronunciation, so this is important to remember. Our aim is to develop students' confidence in using the language.

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: Close your book.



Source: EFT 2, Unit-3, Activity-A, Page-32, Year 2026

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-4, Activity-1.1, page-9, Year 2026

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-

Rahat: Good evening, Faria.
 Faria: Good evening, Rahat.
 Rahat: Who is she?
 Faria: She is my cousin, Rita. And Rita, he is my friend, Rahat.
 Rita: Nice to meet you.
 Rahat: Nice meeting you, too.

Source: EFT, Class-3, Unit-1, Page-7, Year 2026

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-

	Tiger
	Dog
	Crow
	Parrot

Source: EFT, Class-2, Unit-9, Page-85, Year 2026

b) Sentence Matching Test:

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

c) Matching pictures with sentence cards test

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

	<ul style="list-style-type: none">a) The girl is in front of the tree.b) The tree is behind the girl.c) The girl is outside the tree.d) The girl is behind the tree.
---	---

Source: EfT, Class-5, Unit-11, Activity-3.3, page-59. Year 2026

d) True/False Test

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

C. Read each of the following sentences and say true or false. If false, give the right answer.

- 1. A tiger eats grass.
- 2. A parrot eats ants.
- 3. A monkey eats apples.
- 4. A deer eats leaves.
- 5. A cow eats meat.

Source: EfT, Class-2, Unit-9, Page-89, Year 2026

e) Multiple Choice Item Test

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

Example –

2.1 Read the story again. Choose the best answer.
1. Where does Lipi live?
<ul style="list-style-type: none">a) In a big cityb) In a small villagec) In a flatd) In a small town

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.

4.1 Look at the pictures and discuss in groups. Write two sentences for each tourist place. The first one is done for you.

 <p>Ahsan Manzil</p>	Ahsan Manzil is located in Dhaka. Nawab Sir Salimullah lived in Ahsan Manzil.
 <p>Cox's Bazar</p>

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-

2.2 Read the story again. Write the answers to the following questions in your exercise book.

- a) How does Lipi get ready for school every morning?
- b) How does Lipi get to her seat in the class?
- c) What competition has Lipi won at school?
- d) How did Lipi feel after winning the competition?
- e) Why does Lipi want to become a teacher?

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:

3.1.1 Use capital letters and punctuation marks (full stop, comma, question mark) in the following sentences correctly.

- a) my name is masud
- b) i want to buy apple orange and banana
- c) shanta do you like coconuts
- d) i am from sylhet
- e) i like green red and blue dresses
- f) where are you coming from
- g) yes she is a wonderful teacher

Source: EfT, Class-4, Unit-17, page-79, Year 2026

b) Testing spelling

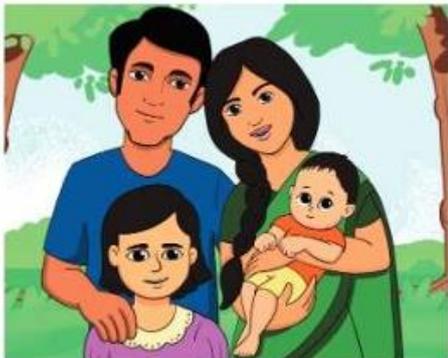
In this test, the teacher tests the students' spelling skills through dictation. Students may be given a whole paragraph to write or just single words or sentences. But students should have read the text beforehand. This is a good example of listening and controlled writing practice.

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. Read and say.



I'm Sabiha. I'm a student. I'm in class 3. There are four members in my family. My father Mr. Aminul Islam is a teacher. My mother Mrs. Afroza Begum is a banker. My brother is only one year old.

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

Source: EfT, Class-3, Unit-2, Page-26, year 2026

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 –

4.1 Write about a field trip you enjoyed recently. The following questions will help you to write about the topic. Use am and pm in your writing.

- a) When did you start your journey?
- b) When did you reach the place?
- c) How did you go there?
- d) What did you see there?
- e) How long did you visit the place?
- f) When did you return?

Source: EfT, Class-5, Unit-8, Page-44, Year 2026

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 Calss-4 & 5 students.

Example:

4.2 Write a short composition on your favourite tourist spot in Bangladesh.

Source: EfT, Class-4, Unit-17, Page-81, Year 2026

Resource Paper-32.2

Please follow the Question patterns of 2026.

The following questions are for sample.

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

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

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

Example : On Saturday, I play football.

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

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

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

- (a) Name :
 (b) Father's name :
 (c) Mother's name :
 (d) School's name :
 (e) Class :

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.]

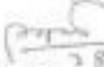
- | | |
|---|---------|
| 1. Multiple Choice Questions/Fill in the blanks | 1×5=5 |
| 2. Write T for True and F for False statements. | 1×5=5 |
| 3. Answer short questions. Five (5) short Constructed Response Questions will be given and students will have to answer all of them. [Knowledge, understanding and higher-order thinking questions should be considered] | 3×5=15 |
| 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 |


 মোঃ শিরাজুল ইসলাম
 উপাচার্য (সিগনেচার-১)
 ঢাকা বিশ্ববিদ্যালয়
 বাংলাদেশ

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.]

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11. Match the simple request with the suitable responses 1×5=10


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 মোঃ নিরাজুল ইসলাম
 উপাধ্যক্ষ (সিগনেচার-১)
 প্রাথমিক ও মাধ্যমিক বিভাগের
 পরিচালক (১) 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.]

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!!! Good Luck !!!