



পরিমার্জিত ডিপিএড  
(প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ-বিটিপিটি)

**Module 3**  
**Curriculum, Teaching-Learning and Assessment**

**Sub-module 4**  
**English**

**Resource Book**



প্রাথমিক শিক্ষা অধিদপ্তর



জাতীয় প্রাথমিক শিক্ষা একাডেমি

**প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়**



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## মুখবন্ধ

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

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

বাংলাদেশের প্রাথমিক পর্যায়ের শিক্ষকদের প্রশিক্ষণের জন্য প্রবর্তিত ডিপিএড (ডিপ্লোমা-ইন-প্রাইমারি এডুকেশন) কোর্স এ যাবতকাল মানসম্মত শিক্ষক বিনির্মাণে ভূমিকা রাখলেও তা ছিল অপ্রতুল। তাই ডিপিএড ইফেক্টিভনেস স্টাডির মাধ্যমে ডিপিএড কোর্সের সীমাবদ্ধতা নিরূপণ করে তা পরিমার্জনের প্রচেষ্টা গ্রহণ করা হয়েছে। শিক্ষক প্রশিক্ষণের যেকোনো কোর্স পরিচালনার মূল লক্ষ্য হলো প্রাথমিক শিক্ষাক্রম ও সংশ্লিষ্ট শিখন সামগ্রীর সফল বাস্তবায়ন। ইতোমধ্যে শিক্ষাক্রমে যেমন ব্যাপক রূপান্তর ঘটেছে তেমনি শিক্ষার্থীদের জন্য প্রণীত পাঠ্যপুস্তকেরও পরিমার্জনের কাজ চলমান। তাই সময়ের প্রয়োজনে প্রশিক্ষণ ব্যবস্থায় সংস্কার ও যুগোপযোগী করার প্রয়োজনীয়তা সামনে এসে দাঁড়িয়েছে।

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

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

পিটিআইতে শিক্ষক-প্রশিক্ষণে ব্যবহৃত মডিউলসমূহ নতুনভাবে প্রাণ সঞ্চার করবে বলে আমি আশা করি।

ফরিদ আহাম্মদ

সচিব

প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।

## প্রসঙ্গকথা

বাংলাদেশের প্রাথমিক শিক্ষার শিক্ষক উন্নয়নে ডিপিএড এবং সি-ইন-এড কর্মসূচি সুদীর্ঘকাল যাবৎ উল্লেখযোগ্য অবদান রেখে আসছে। দেশের সরকারি ও বেসরকারি প্রাথমিক বিদ্যালয়ের অধিকাংশ শিক্ষক প্রশিক্ষণপ্রাপ্ত। এ প্রশিক্ষণ প্রাপ্তির ফলে প্রাথমিক শিক্ষাক্ষেত্রে এক ধরনের সদর্থক পরিবেশের সৃষ্টি হয়েছে। প্রাথমিক শিক্ষার গুণগত মানের ক্ষেত্রেও যথেষ্ট পরিবর্তন সাধিত হয়েছে। তবে এটা অনস্বীকার্য যে, প্রাথমিক শিক্ষার পরিমাণগত ও গুণগতমান উন্নয়নে এ কোর্স তার গ্রহণযোগ্যতা সর্বাংশে পালন করতে পারেনি। কারণ সময়ের পরিবর্তনের সাথে সাথে শিক্ষার্থী ও শিক্ষকদের শিখন চাহিদায়ও পরিবর্তন এসেছে। পরিমার্জন করা হয়েছে শিক্ষাক্রম, প্রণীত হয়েছে নতুন পাঠ্যপুস্তক এবং শিক্ষক সহায়িকা। পরিবর্তিত পরিস্থিতিতে শিক্ষক-উন্নয়ন কার্যক্রমেরও পরিবর্তন অপরিহার্য হয়ে পড়ে। তাই বিদ্যমান প্রশিক্ষণ-ব্যবস্থায় পরিবর্তন এনে এবং ডিপিএড কোর্স পরিমার্জন করে প্রাথমিক শিক্ষকদের জন্য মৌলিক প্রশিক্ষণ কর্মসূচি প্রণীত হয়েছে।

বিদ্যালয়ের সার্বিক উন্নয়নের জন্য সর্বাত্মক প্রয়োজন শিক্ষককে একাডেমিক লিডার হিসেবে মান্য করা। তাই, বিদ্যালয়ের সার্বিক উন্নয়ন ও মানসম্মত শিক্ষা নিশ্চিতকরণে শিক্ষকগণের মধ্যে কার্যকর নেতৃত্বের বিকাশ এবং বিদ্যালয় পর্যায়ে শিক্ষক ও শিক্ষার্থীদের নেতৃত্বের অনুশীলন অত্যন্ত গুরুত্বপূর্ণ। তাই পরিমার্জিত ডিপিএড (ডিপ্লোমা ইন প্রাইমারি এডুকেশন) প্রশিক্ষণে 'English' শীর্ষক সাব মডিউলটি অন্তর্ভুক্ত করা হয়েছে। উক্ত মডিউলে The primary English curriculum, listening, speaking, reading, writing, integrated skills, vocabulary, grammar, rhyme, letters, pronunciation, and assessment ইত্যাদি গুরুত্বপূর্ণ বিষয় সন্নিবেশ করা হয়েছে।

অংশীজনের মতামত ও চাহিদার ভিত্তিতে এই মডিউলে প্রশিক্ষণের বিষয়বস্তু নির্ধারণ করা হয়েছে। নির্বাচিত বিষয়বস্তুর আলোকে জাতীয় পর্যায়ে দক্ষ ও অভিজ্ঞ ব্যক্তিবর্গ কর্তৃক বিষয়বস্তুর প্রাথমিক পরিমার্জন ও ক্ষেত্র বিশেষে উন্নয়ন করা হয়। পরবর্তী সময়ে ব্যবহারকারী ও বিশেষজ্ঞগণের মতামত নিয়ে চূড়ান্ত খসড়া প্রণয়ন করা হয়।

প্রশিক্ষণের জন্য যেকোন উপকরণ প্রণয়ন ও উন্নয়ন একটি চলমান প্রক্রিয়া। এই মডিউলটিও প্রশিক্ষণের পর শিক্ষকের প্রত্যাশিত উন্নয়নের ওপর প্রভাব পরিমাপ বিষয়ক গবেষণা পরিচালিত হবে। গবেষণায় প্রাপ্ত ফলাফলের ভিত্তিতে প্রয়োজনে এই মডিউলটি পরিমার্জনের পথ খোলা থাকবে। এছাড়াও প্রশিক্ষণ মডিউলটির অধিকতর উন্নয়নের জন্য যেকোনো গঠনমূলক ও যুক্তিসংগত পরামর্শ গুরুত্বের সঙ্গে বিবেচনায় নিয়ে বিষয়বস্তু সংযোজন করা হবে।

মেধা ও নিরলস শ্রম দিয়ে 'English' বিষয়ভিত্তিক প্রশিক্ষণ মডিউল প্রণয়নে ও পরিমার্জনে যাঁরা অবদান রেখেছেন তাঁদের আমি বিশেষভাবে ধন্যবাদ জ্ঞাপন করছি।

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### Resource Paper 1.1: Subject-based Competencies

Subject-based Competencies	
Listening	1. Understanding simple conversations, instructions, events and descriptions, conforming to the socio-cultural conventions of the 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 day-to-day life in a variety of contexts, conforming to the socio-cultural conventions of the 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 effectively communicate orally and/or in writing.

## Resource Paper 1.2: Class-wise Attainable Competencies

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



	1.4 Responding to short and simple questions and answers for self-introductions promptly and appropriately.	1.4 Understanding short and simple questions and answers about family members	1.4 Understanding questions and answers about family and friends	1.4 Understanding questions and answers about family, friends and daily events	1.4 Understanding questions and answers about family, friends and daily events
	1.5 ...	1.5 ....	1.5 Understanding of short texts for specific information	1.5 Understanding text of familiar events for specific information	1.5 Comprehending a variety of familiar stories/fables for specific information
	1.6 ...	1.6 ...	1.6 ...	1.6 Listening to descriptions of familiar events for getting key information	1.6 Listening to announcements in a variety of contexts for getting information
2. Demonstrating of understanding and appreciating rhymes and poems, films, cartoons, comics and digital contents	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening, comprehending and appreciating poems, films, cartoons and digital contents in English for enjoyment	2.1 Listening, comprehending and appreciating rhymes, poems, films, cartoons, comics and digital contents in English for enjoyment

Speaking					
3. Participating in simple conversations made clearly, confidently, fluently and accurately in the classroom and in day-to-day life in a variety of contexts, conforming to the socio-cultural conventions of the English speech	3.1 repeating sounds of letters in words to say them properly	3.1 Saying initial sounds of familiar words with proper pronunciation	3.1 Saying the initial, middle and final sounds of words with proper pronunciation	3.1 Saying the stressed syllables in a word with proper stress	3.1 Saying statements and asking Wh and Yes/No questions with stress and intonation
	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Exchanging greetings and farewells in conversations in day-to-day life for effective communication	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Following directions, making requests and saying regrets in everyday life with appropriate gestures
	3.3 Asking and answering simple questions for getting information about a familiar person with appropriate gesture	3.3 Giving simple instructions in everyday communication with appropriate gesture	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gestures	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gestures	3.3 Participating in conversations for exchanging information or ideas about familiar topics

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

	4.2 ...	4.2 Reading aloud simple sentences with proper punctuation	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	4.2 Reading aloud short and simple texts with proper stress, intonation and punctuation	4.2 Reading aloud appropriate texts with proper stress, intonation and punctuation
5. Reading silently for understanding, comprehending and appreciating a variety of simple and appropriate texts, e.g. informative, imaginative and argumentative texts	5.1 ...	5.1 Understanding familiar words and simple sentences for specific information	5.1 Understanding simple texts for specific information	5.1 Comprehending appropriate texts for specific information and general ideas	5.1 Comprehending and appreciating appropriate texts for specific information and general ideas, and for inferring meaning
6. Understanding and appreciating rhymes, poems, films, cartoons, comics and digital contents	6.1 reading cartoons and digital contents in English for enjoyment	6.1 reading rhymes, comics and digital contents in English for enjoyment	6.1 reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	6.1 reading, comprehending and appreciating poems, films cartoons and digital contents in English for enjoyment	6.1 reading, comprehending and appreciating poems, films, cartoons, comics and digital contents in English for enjoyment

<b>Writing</b>					
7. Describing in writing facts and information, and expressing feelings, experiences and opinions in clear, organized, well revised sentences and compositions for a variety of purposes and audiences	7.1 Practicing mechanics of writings actientively	7. Writing cardinal numbers in figures and in words correctly to use them in written communication	7.1 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	7.1 Writing cardinal numbers in figures in words and writing ordinal numbers and time correctly to use them in written communication	7.1 Writing numbers in fractions-half and quarter including time and currency correctly to use them in written communication
	7.2 Writing the alphabet and cardinal numbers in figures in written communication	7.2 Writing familiar words and simple sentences in correct spelling	7.2 Writing short paragraphs on familiar topics using prompts or clues	7.2 Filling in forms for registration of various events and online platforms	7.2 Making formal and informal correspondence correctly through written communication
	7.3 ...	7.3 ...	7.3 ...	7.3 Writing formal letters, compositions with/ without clues for a variety of purpose, audience and modes	7.3 Writing compositions and formal/ informal letters to share ideas, opinions and feelings
	7.4 ...	7.4 Writing simple familiar words and simple sentences in correct spelling	7.4 Writing short paragraph on familiar topics using prompts or clues	7.4 .....	7.4 .....

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

Grammar					
9. Recognizing and using simple structures to effectively communicate orally and/or in writing	9.1 ...	9.1 Recognizing and using capitalization and punctuation marks	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication
	9.2 ...	9.2 Recognizing the uses of with words and short phrases	9.2 Using the articles ( <i>a, an, the</i> ) correctly to refer to a person, animal, object in <i>phrases</i> and short sentences	9.2 Using the articles ( <i>a, an, the</i> ) correctly to refer to a person, animal, time, object in texts and conversations	9.2 Using the articles ( <i>a, an, the</i> ) correctly to refer to a person, animal, event, time, object in texts, conversations in familiar contexts
	9.3 ...	9.3 Using simple sentences correctly for day-to-day communication	9.3 Using parts of speech (noun, pronoun, verb) to identify/ refer to 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 ...	9.4 Using present simple correctly to talk about present states	9.4 Using declarative sentences correctly to make statements (positive, negative)	9.4 Using interrogative sentences correctly to ask questions	9.4 Using imperative sentences correctly to give commands and make requests

	9.5 ...	9.5 ...	9.5 Using tenses correctly to talk about habitual actions and describe actions	9.5 Using tenses correctly to talk about past and immediate past activities	9.5 Using tenses correctly to talk about future activities
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**Resource Paper-2.1: The importance of listening**

- Listening is essential for effective communication.
- Listening builds trust and rapport (better relationship).
- Listening is essential for learning.
- Listening can help us to be more productive.
- Listening can help us to make better decisions.
- Listening can help us to solve problems more effectively.
- Listening can help us to develop empathy.
- Listening is essential in resolving conflicts.
- It is easier for young children to listen to English than to read and write it. Children will often understand much more than they can say or write.
- If students listen to a lot of English, they will be able to pick up more words and phrases.
- Some children learn better when they hear information, rather than seeing it.

**Resource Paper-2.2: Listening Activities in EFTs**

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

## Resource Paper-2.3: Stages for Listening Skills

Three stages for listening skills:

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

### **For recognizing words:**

Pre-listening/speaking

- Guess the meaning of unknown words using context.

While-Listening/speaking

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

Post-listening/speaking

- Provide feedback on the strengths and area of improvement. Use activities like: look and say/point and say

**For text presentation:**

Pre-listening/speaking

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

While-Listening/speaking

- 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/speaking

- Give feedback, and consolidate what they have learnt.

**Resource Paper-2.4: Lesson Plan**

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

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

Page:.....

Learning Outcomes:

Listening 1.3.1 Recognize which words in a sentence are stressed

Teaching aids: ....., Session:.....

Duration:.....

<b>Steps</b>	<b>Teaching Learning activities</b>
1. Introduction	<ul style="list-style-type: none"><li>• Say “Good morning, students” with a smiling face.</li><li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li></ul>
2. Pre-listening activities	

3. While listening activities	
4. Post Listening activities	
6. Feedback	
7. Summary of the session	
8. Concluding the session	

### **Resource Paper-2.5: Observation Checklist**

What did the teacher do for preparing students for listening (pre-stage)?	What did the teacher do practicing listening (while-stage)?	What did the teacher do for assessing student's listening skill (post-stage)?
Strong areas	what Need to Improve	What can do

**Resource Paper-3.1: Lesson Plan**

Class:..... Unit:..... Lesson:.....  
 Lesson Title:..... Activity:.....  
 Page:.....

Learning Outcomes:

Listening 1.3.1 Recognize which words in a sentence are stressed

Teaching aids: ..... Session:.....  
 Duration:.....

Steps	Teaching Learning activities
1. Introduction	<ul style="list-style-type: none"> <li>Say “Good morning, students” with a smiling face.</li> <li>Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> </ul>
2. Pre-listening activities	
3. While listening activities	
4. Post Listening activities	
6. Feedback	
7. Summary of the session	
8. Concluding the session	

### Resource Paper-3.2: Observation Check-list

What did the teacher do for preparing students for listening (pre-stage)?	What did the teacher do practicing listening (while-stage)?	What did the teacher do for assessing student's listening skill (post-stage)?
Strong areas	Need to improve	What can do

**Resource Paper-4.1: The Importance of Speaking Skills**

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

### **Resource Paper-4.2: Speaking Activities in EfT**

<ul style="list-style-type: none"><li>➤ Look, listen and repeat</li><li>➤ Say in pairs</li><li>➤ Look, listen and say</li><li>➤ Look, listen, repeat and say</li><li>➤ Listen and say in pairs</li><li>➤ Listen and say the missing words</li><li>➤ Listen and repeat</li><li>➤ Count and say</li><li>➤ Repeat after your teacher in pairs</li></ul>	<ul style="list-style-type: none"><li>➤ Recite in pairs</li><li>➤ Listen and sing</li><li>➤ Listen, say and read</li><li>➤ Recite and act out the rhyme</li><li>➤ Listen, say and point to the right picture</li><li>➤ Ask and answer in pairs</li><li>➤ Look and say</li><li>➤ Make a dialogue</li><li>➤ Describe the picture</li><li>➤ Say about your family</li><li>➤ Listen, say and read</li></ul>
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**Resource Paper-5.1: Lesson Note**

Class:..... Unit:..... Lesson:.....  
 Lesson Title:..... Activity:.....  
 Page:.....

Learning Outcomes: .....

Teaching aids: ..... Session:.....  
 Duration:.....

Steps	Teaching Learning activities
1. Introduction	<ul style="list-style-type: none"> <li>• Say “Good morning, students” with a smiling face.</li> <li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> </ul>
2. Pre-speaking stage activities	
3. While speaking stage activities along with controlled, guided and free speaking activities	
4. Post speaking Activities (along with free speaking activities)	
6. Feedback	
7. Summary of the session	
8. Concluding the session	

## Resource Paper-5.2: Observation Check-list

What did the teacher do for preparing students for speaking (pre-stage)?	What did the teacher do practicing speaking (while-stage, controlled, guided and free speaking)?	What did the teacher do for assessing student's speaking skill (post-stage/free speaking)?
Strong Areas	Need to improve	What can do

### **Resource Paper-6.1: Rina and Mong, Three Important Phases of Child Learning**

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

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

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

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

### **Worksheet-1: Answer**

(1+d) Predicting- Guessing what a text will be about, for example .....

(2 + e) Skimming- Reading quickly to understand the main ideas in a text.

(3+a) Scanning- Reading quickly to find a particular piece of information.

(4+C) Reading for detail- Reading very carefully to understand as much information in the text.

(5+b) Reading for pleasure- Reading because you want to and because you are interested in the text.

### **Resource Paper-6.2: EfT-5, Unit-12, Lesson 1-How far is Saint Martin?**

**A. Listen and read.**

**Andy:** Hi, Tamal! Can you help me with something?

**Tamal:** Sure, Andy!

**Andy:** What are the main tourist spots in Bangladesh? I know about Cox's Bazar. I visited there last month.



Cox's Bazar

**Tamal:** Oh, Cox's Bazar is the most popular tourist spot.

**Andy:** And it's beautiful! I loved the sea and the beach! But I'd like to see some new places this time.

**Tamal:** Right! There are many places to see in our country. You can go to Sreemangal. You can enjoy the beauty of the tea gardens there. From there you can go to Madhabkundu. There are some wonderful waterfalls there. You can also go to Saint Martin's Island. It's a special place.



Saint Martin's Island

Resource paper	Micro-teaching: Teaching Reading Skills	Session 7
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## Resource Paper-7.1: Lesson from TG

### Class-1

### Lesson 2: a A b B

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

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

### Session Procedures

**Session Duration: 50 minutes**

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

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

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

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

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

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

Check student's learning using the following assessment indicators.

Assessment Indicators -13 (according to TG)

Domain	Indicators for letters (a A, b B)
Knowledge	1. Say proper sounds of the letters in familiar words.
	2. Recognize the small letters properly.
	3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly.
	5. Read aloud the capital letters properly.
	6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

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

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

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

## Resource Paper-7.2: Stages of Reading Skills

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

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

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

- showing text pictures and asking to describe the picture
- showing the title and then asking questions about what the text will be
- teaching new words which help to understand the text

2. **While-reading:** Before students start reading, teachers may give any one of the following activities.

- Fill in the gaps- Keep the students attentive in reading and check understanding.
- Identify True or false- Keep the students attentive in reading.
- Exact meaning questions- Teacher can check the understanding of the text.

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



## **Resource Paper-7.3**

**A.** Read about Mamun's home district.

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



Shah Muhammad Mosque

Kishoreganj is a small town, but there are many important places in and around it. The largest Eid fairgrounds, called Solakia Eid Ground and the well-known Government Gurudayal College are in the town. People from many districts come to this place to celebrate Eid. The Pagla Mosque is also in my home district. Outside the town, you can visit the fort of Isah Khan at Jangal Bari. You can also see the Shah Muhammad Mosque at Egaroshindhur. Near the Fuleshwari River, you can see the Shiva Temple of Chandrabati.



Upendrakishore  
Roy Chowdhury



Zainul Abedin



Syed Nazrul Islam

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

**B. Pairwork.** Ask and answer the questions.

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

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

## Worksheet-2: Demonstration Notes

### A) Pre-reading stage (Sample)

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

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

### **B) While-reading stage (Sample)**

	<b>Activities</b>
1	<p><b>Reading for gist</b></p> <p>Ask the learners to read the text silently to find the answers to the gist questions on the board. Give them a time limit of two minutes. Tell them to check answers with a partner.</p> <ul style="list-style-type: none"> <li>• Where is Kishoreganj?</li> <li>• What famous people are from there?</li> <li>• What famous places are there?</li> </ul>

2

**Scan Reading**

Write the numbers on the board.

<b>145</b>	
<b>10</b>	
<b>108</b>	
<b>1745</b>	
<b>13</b>	
<b>8</b>	

Ask: What does 145 mean? (Kishoreganj is 145km from Dhaka).

Ask them to work in pairs to explain the other numbers.

3

**Scan Reading**

Write Kishoreganj on the board.

Ask if 'K' is a capital letter or a small letter (capital).

Ask why (It's a proper noun – a name).

Say: Look in paragraph 3. Underline all the proper nouns.

Take feedback- Kishoreganj, Chandrabati, Upendrakishore Roy Chowdhury, Sukumar Roy, Zainul Abedin, Syed Nazrul Islam, President, Bangladesh

Ask learners who these people are.

4

**Reading for key information**

Ask learners to work in pairs to ask and answer the comprehension questions in the book (page 39).

Take feedback.

5	<p><b>Focus on vocabulary</b></p> <p>Ask learners to underline five new words in the text.</p> <p>Ask them to compare in pairs.</p> <p>Ask them to tell each other what they think the words mean in Bangla.</p> <p>Feedback. Ask for five new words and confirm if the Bangla translations are correct</p>
6	<p><b>Taking Feedback</b></p> <p>Tell them to close their books.</p> <p>Tell them to put up their hands if they know the answers.</p> <ul style="list-style-type: none"> <li>• 145km from Dhaka</li> <li>• Roy Chowdhury, etc.</li> <li>• Sholakia Eid ground, etc.</li> </ul>

**C) Post-reading stage (Sample)**

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

## **Resource Paper 7.4: Observation Note for Micro-teaching**

(Focusing on stages of teaching reading)

Observer's Name:

Date:

Name of the presenter/ facilitator:

Class:

Lesson Title:

1. Focusing issue of micro-teaching:

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-8.1: 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-8.2: Writing Activities from EFTs**

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

## **Resource Paper-8.3: Controlled, Guided and Free Writing Activities**

### **Characteristics of Controlled Writings**

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

### **Characteristics of Guided Writings**

- Focuses on both accuracy and fluency.
- The teacher provides the language partly.
- Students have a little choice 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 giving them opportunities to try to interact and communicate.

### Resource Paper-9.1: Lesson Note Format

Class-                      Unit-                      Lesson :                      Title of the lesson:

Session	Learning outcomes
Activity:	
Page:	

Steps	Teaching Learning activities
1. Introduction	
2. Review of the previous session/Check pre-knowledge	
3.Presentation of today's session (controlled, guided, free writing activities)	
4. Practice activities (controlled, guided, free writing activities)	
5. Assessing learning	
6. Feedback	
7. Summary of the session	
8.Concluding the session	

### Resource Paper-9.2: 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?

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Resource paper	Integration of Skills	Session 10
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### Resource Paper-10.1

#### Class-4, Unit-14, Lesson:1-2

#### Title: Mita's Day

##### A. Listen and say. Read.

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

##### B. Complete the sentences with the time in numbers. Use a.m. or p.m.

1. Mita gets up at\_\_\_\_\_.
2. She has breakfast at\_\_\_\_\_.
3. She goes to school at\_\_\_\_\_.
4. She visits her grandmother at\_\_\_\_\_.
5. She returns home at\_\_\_\_\_.

**Resource Paper-11.1: Template-1**

Steps	Teaching learning Activities
Introduction	
Presentation Activities (Listening, speaking, reading, writing)	
Practice Activities	
Assessing Learning	
Feedback	
Summarizing the session	
Conclusion	

**Resource Paper-11.2: Observation Checklist**

Steps	Write Note
Focusing issue of teaching:	
Methods/techniques used in the lesson:  Focusing on the integration of language skills	

Materials used in the lesson:	
What went well?	
What could be done to integrate the skills meaningfully?	

### Worksheet-1: Answer

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

### Resource Paper-12.1: Techniques for Teaching New Word

- a) Showing real objects
- b) Showing models or pictures or drawing pictures
- c) Using mimes or gestures
- d) Giving examples
- e) Giving definition or explanation
- f) Translating in mother language
- g) Using words with similar or opposite meaning

## Demonstration Note-1

### For Example, New Words: Head, Eyes, Nose (Class-2)

Teaching Learning Activities-Vocabulary
<ul style="list-style-type: none"><li>• Say “Good morning, students” with a smiling face.</li><li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li></ul>
<ul style="list-style-type: none"><li>• Showing real objects and ask them what is it?</li></ul>
<ul style="list-style-type: none"><li>• Showing the picture, ask Ss, “What can you see in the picture?” Please say [Support them to answer]</li><li>• Based on the Ss’ answers, say the names of the pictures (head, eyes, nose). One after one.</li><li>• Ask them to repeat the words.</li><li>• Ask them to pronounce the word after you. Do it several times.</li><li>• Do miming and tell them to say what you are miming.</li><li>• Spell each word 3 or 4 times and ask them to follow you.</li><li>• Now, make the meaning of the words clear to all. If needed, use Bangla.</li><li>• Put each word in the sentence (sentence from textbook). Ask them to follow you.</li><li>• Put each word in a different context.</li></ul>
<ul style="list-style-type: none"><li>• Now, divide them into pairs and ask them to practice the words,</li><li>• Monitor and provide necessary support.</li><li>• Invite 2/3 pairs in front of the class. Ask one student to point the picture and other students say the word.</li></ul>
<ul style="list-style-type: none"><li>• Ask one student to say the word and other student will touch the parts of the body.</li></ul>
<ul style="list-style-type: none"><li>• Support Ss who could not do the activity properly.</li></ul>
<ul style="list-style-type: none"><li>• Again, say the words with the pictures or showing the parts of the body with proper pronunciation.</li></ul>
<ul style="list-style-type: none"><li>• Say “Goodbye all. See you in the next class.”</li></ul>



## Observation Checklist-1

<b>Teaching-learning Activities for Vocabulary</b>		
	Put (✓) mark	
	Yes	No
Understanding and learning the meaning of a new word.		
For teaching the meaning of the new word, showing 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.		
Providing the definition of the word.		
Using the words in sentences, either in written or spoken form.		
Using the word in different situation.		

<b>Demonstration Note-2</b>
<b>Teaching-learning Activities Grammar</b>
<ul style="list-style-type: none"> <li>• Say “Good morning, students” with a smiling face.</li> <li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> </ul>
<ul style="list-style-type: none"> <li>• Show the participants a pen; make a sentence and ask accordingly. For example, “I have a pen. What do you have?” Ask 4/5 of them to make other sentences using other items they have with them.</li> <li>• Ask them to do it (“I have a pen. What do you have?”), showing things in pairs.</li> <li>• Now, introduce the sentence patterns (What + do + you + have + ?). We use this pattern to know what a person has in his possession.</li> <li>• Change the words within the sentence like “I have a book. What do you have?”</li> </ul>

<ul style="list-style-type: none"> <li>• Point to the class and ask one student to say: I have a pen. What do you have?</li> <li>• Organise students into pairs. Students take turns to ask each other questions using the question on the board “I have a pen. What do you have?”</li> <li>• Ask two students to stand up. Tell the first student to ask the other: “I have a pen. What do you have?”</li> <li>• The second student should answer: “I have a pen. What do you have?”</li> <li>• Tell the first student to sit down, and ask a third student to stand up. Tell the second student to ask the third student: “I have a pen. What do you have?”</li> <li>• The third student should answer: “I have a pen. What do you have?”</li> <li>• Tell the second student to sit down, and ask fourth student to stand up.</li> <li>• Repeat with five or six students.</li> <li>• Now, ask them to change Notebook/Book/Bag etc. instead of pen.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask 1 or 2 to repeat the sentence.</li> </ul>
<ul style="list-style-type: none"> <li>• Say “Goodbye all. See you in the next class.”</li> </ul>

<b>Observation Checklist-2</b>	
Questions	Write Note
What does the trainer do in teaching grammar?	
What are his strong areas in teaching grammar?	
What does he need to improve?	

Resource paper	Practice Session: Teaching Grammar and Vocabulary	Session 13
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### Demonstration-1: Teaching Grammar

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

### Observation Checklist-1: Teaching Grammar

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

### Demonstration-2: 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-2: 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 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.		
Providing the definition of the word.		
Using the words in sentences, either in written or spoken form.		
Using the word in different situation.		

**Resource Paper-14.1: Importance of Teaching Rhyme**

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

**Resource Paper- 14.2: Teaching Rhyme**

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

### Observation Checklist

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

Resource paper	Teaching Letters	Session 15
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### Observation Checklist

	Yes	No
Showing some pictures related to the letter		
Asking the name of each picture repeatedly		
Showing the name of the picture side-by-side		
Asking the students to say the word name aloud		
Separating the targeted letter from the word name and keeps 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 the letter		
Assess the students learning		

## Resource Paper-16.1: Sound Symbols

Pronunciation

## Resource Paper-16.2

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



## Stress and Intonation (Resource paper)

**Stress:** Stress is the emphasis on a particular syllable or word. Some syllables or words are pronounced with more strength than others. Stress is commonly known as an accent. It is put on a syllable or word, which is said with more force than the surrounding syllables or words. Stress is indicated with a vertical line (‘) or bubble (0) above the stressed syllable or word. Stress is of two types: word stress and sentence stress.

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

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

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

    0        0        0  
I am going to the market tomorrow.

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

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

    ↘  
He eats rice. (statement)

    ↗  
He eats rice? (question)

Resource paper	Practice Session: Teaching Pronunciation	Session 17
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### Observation Note

(Focusing on pronunciation)

Class:

Lesson Title:

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

2. Methods/techniques used in the lesson:

3. Materials used in the lesson:

4. Feedback: focusing on teaching pronunciation

a) What went well?

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



### c) Stress and intonation

The same applies to stress and intonation, This can be regularly practiced (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: **I** wash my face.



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

### c) Testing with Diagrams

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

## 2. Techniques for assessing students' speaking skills

### a) Situation test

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

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

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



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

### b) Testing through Situations

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

For example-

#### **B. Listen and say. Read.**

**Waiter:** Good morning. Can I help you?  
**Rumi:** Good morning. Could I have two fried eggs and a glass of juice?  
**Waiter:** Sure. What kind of juice?  
**Rumi:** Papaya juice, please.  
**Waiter:** I'm sorry. We don't have any papaya juice. How about mango juice?  
**Rumi:** OK.  
**Waiter:** Anything else?  
**Rumi:** No, thanks. That's all.

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

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

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





## 3. Techniques for assessing students' reading skills

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

**a) Word Matching Test:**


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

Example-

	Boy
	Girl
	Teacher
	Students

**b) Sentence Matching Test:**

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

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


### c) Matching Pictures with Sentences Cards test

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

### d) True/False Test

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

Example-

**Eat healthy** **Lessons 6-7** 

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

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

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

Source: EFT 5, Unit-6, Page-25

### e) Multiple Choice Item Test

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

Example –





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

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

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

**f) Completion Item Test:**

Here students are provided with some incomplete sentences. Teachers will ask them to complete it after reading a text or pictures. Example: EfT-5, Unit-4, Page-16

E. Look, listen and say.



fashion



travel



health



business



sports



wildlife

F. Complete the sentences with words from Activity E.

- 1 A magazine about sports is a sports magazine
- 2 A magazine about clothes is a \_\_\_\_\_
- 3 A magazine about money and banking is a \_\_\_\_\_



### **g) Open-End Item Test**

Here students are free to write the answer in their own way.

These questions involve thinking about the text and inferring. This is suitable for classes 4 & 5.

Example-

D. Read the story again. Answer the questions.

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

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

### **4. Techniques for assessing students' writing skills**

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

#### **a) Testing Punctuation :**

In this test, students are given a passage or some sentences without punctuation

marks. Students will put the punctuation marks in the right place.

Example:

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



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

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

### **b) Testing spelling**

In this test, the teacher test student's 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 own text.

#### **Example:**

#### **A. Listen and read.**



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

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

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

### **d) Writing composition following guided questions**

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

Example –

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

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

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

**e) Free Writing Activity**

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

Example:

- I. Write your news story in your exercise book.

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

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