

FOR PRIMARY SCHOOL TEACHERS

SUBJECT BASED TRAINING MANUAL

ENGLISH

PRIMARY EDUCATION DEVELOPMENT PROGRAMME-3

DIRECTORATE OF PRIMARY EDUCATION (DPE)

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SUBJECT BASED TRAINING MANUAL

ENGLISH

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Foreword

The key objective of Primary Education Development Programme-3 is to improve the quality of primary education in Bangladesh. As the world is constantly changing, educationalists must also change to enable students to participate fully in the social and economic activities of Bangladesh and the world. To support these required changes, revisions of the primary school curriculum have been made.

Teachers are the main facilitators, helpers, problem shooters, philosophers, and counsellors of learners. It is essential to train teachers to enable them to play their roles effectively. English language teachers are required to have adequate subject as well as pedagogic knowledge to teach and enable students to learn English effectively. The contents of the textbooks of 'ENGLISH FOR TODAY' Class One to Five have been developed in accordance with the revised curriculum. It has been recognised that training is required to orient English language teachers with the new textbook contents. To ensure that the training addresses this purpose, the training tools developed have been piloted and data has been collected from subject teachers, field level officers and academic supervisors. This data has been analysed and the training needs and contents of training, identified. This means that the contents of this training manual are realistic and are based on the identified needs of English language teachers.

This training manual has been written by a team of writers who have received training both at home and in universities abroad. The writers have an understanding of the philosophy and principles of the training required for teachers who teach English language in primary schools. I acknowledge with a sense of deep gratitude the contribution made by the writers.

I am greatly indebted to English in Action (EiA) consultants who provided technical inputs in reviewing all of the training manual contents.

I am also grateful to Mr. Md. Ruhul Amin, Director(Training), Begum Nasima Khan, Deputy Director(Training), Mr. Sayedur Rahman, Assistant Director(Training) and Begum Mahfuza Khatun(Education officer) for their sincere co-operation in assisting in the development and review of the training materials. I am immensely thankful and grateful to DR. AKM Khairul Alam, Consultant, Teacher-Education Development for his valuable technical support.

I sincerely believe that this training manual is a step forward to achieving the needs of primary school teachers who teach English language in Bangladesh.

May 2013

Shamal Kanti Gosh

**Director General
Directorate of Primary Education,
Dhaka**

Facilitator guidelines

Here some tips to help the facilitators get the best from the participants and their time in the sessions.

Give clear instructions

Give clear instructions in English if you can. Check your instructions. There are many ways of doing this. You can repeat the instructions clearly. If this is not effective, then you will need to make the language of the instructions simpler. **Translation** is also an effective way of checking instructions. A quick way of involving trainees in this process is to ask them to tell you orally what the instructions are and what they are supposed to do. **Demonstration** is another excellent way of checking instructions. This is very effective because it does not depend on an understanding of language.

Finish activities promptly

It can waste a lot of time to wait until every single participant/pair/group has finished an activity in their own time. When the majority have finished, tell the remaining participant/pair/group they must finish. Allow a few more seconds, then stop the activity.

Include everybody

Don't let the strong participants dominate the sessions. Make sure weaker participants are following the session, and don't get left behind. Be sure to include everybody, including the participants who seem less interested in the session.

Avoid pointless repetition

Avoid going slowly around the session getting participants to take it in turn to do the same thing, such as answering the same question, as this can be a waste of time. It is often more efficient to get participant to do thus type of activity in pairs instead.

If the class is moving slowly, find out why

Different activity can take different amounts of time to get through the same material. If your session is moving too slowly, try to identify the types of activity which are taking too long. Why are they taking too long? Do the participants need more help and support?

Trainees sit in different places

Discourage participants from always sitting in the same place in the room and always working with the same pair-work partners. Participants will increase their confidence more if they work with a variety of partners. It also helps ensure that weaker participants get the chance to benefit from working with stronger ones.

Feedback technique:

Provide feedback in plenary discussion in a positive way. Point out the strength point and then the developing area. Ask the participants to express their opinions and motivate them to use the discussed techniques and methodology in their classroom practices.

Journal keeping:

Read the journals and point out the developing areas that need to be addressed and discussed in the session and change your mode of delivery if required. Distribute the journal with positive comments.

Reading practice:

Provide opportunity to read and discuss in pair, group and individually. In case of pair reading, allow the pairs to read alternately and in group, every one to read a part of supplied reading materials one after another and to discuss after every one's reading.

Acronyms

AC- Attainable Competency

CLT- Communicative Language Teaching

CRQ- Constructed Response Question

DPEd- Diploma in Primary Education

EfT- English for Today

GW- Group Work

IPT- Input, Practice, Task

IW- Individual Work

LO- Learning outcomes

MCQ- Multiple Choice Question

MWTL- Multiple ways of Teaching Learning

NCTB- Curriculum and Text Book Board

PCK- Pedagogical Content Knowledge

PERC-Primary English Resource Centre

PW- Pair Work

SAs- Supplementary Activities

SK- Subject Knowledge

SS-Students

TC- Terminal Competency

VIPP-Visualization in Participatory Practice

WCW- Whole Class Work

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Day - 1

Session – 1

Introductions, Objectives, Ground Rules and pre-opinions towards teaching

Introduction

Trainees need to get to know each other and need to learn something about each other's teaching approach. Through the following activity, trainees will get to know each other's names and learn a lot about one person's assumptions about teaching English. This session also introduce the objectives of the training and some ground rules to follow in order to conduct the training effectively.

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

- introduce themselves and find out information about individual's ability and preconceptions
- describe the objectives of the training
- identify and use some ground rules.

Strategies: Individual work, interview, group/pair work, presentation and open discussion.

Materials: usual classroom material

Time: 90 minutes

Description of the Presentation:

Activity-1: Introducing each other

30 mins

1. Ask the participants to interview each other in pairs and draw a family tree of his/her partner in a poster paper using the questions listed below. Also tell them they have to describe his/her partner's family using adjectives for example: beautiful, handsome, can sing, dance etc. Give them 15 minutes for this activity.
2. Ask each participant to introduce his/her partner to the group, based on the information from the interview.
3. After all presentations, sum up the session by saying that this training will help them to overcome the problems.

Worksheet-1

Questions for interview:

1. What is your name?
2. What school do you teach at?
3. How do you spend your leisure time?
4. How many members are there in your family?
5. Is your family a happy family? Why?

Activity-2: Describing the Objectives of the Training**25 mins**

1. Give the participants a VIPP card each, and ask them to write what they hope to learn from this training. Allow about five minutes for this.
2. Collect the cards, and ask a volunteer to read them out.
3. Show the trainees the **Resource Paper 1, Objectives of the Training**. Go through the points with the group. Invite them to comment about each point, and discuss its relevance to their needs.

Activity-3: Identify the ground rules:**10 mins**

1. Tell them for making something happen well, we need to follow some rules. Ask them to think and find out some rules. Elicit training rules through brainstorming.
2. Distribute copies of **Resource Paper 2, Training ground Rules**. Go through this with the group, and invite brief discussion for the reason behind each rule.
3. Remind the participants to follow the rules during the training and where necessary.

Activity-4: Evaluating statement towards English teaching in the primary classes**10 mins**

1. Distribute to each participant **worksheet 2**, and ask them to put their opinions by ticking against each statement. Give them 5 minutes to do it. If necessary, help them understand the English for each point.
2. After 5 minutes collect the papers and preserve them to compare after training opinions.

Activity-5: Journal Writing**15 mins**

1. Tell the participants that they have to write a journal on 4 sessions of each day's training on A4 paper on one side.
2. Tell them they have to write journal answering the following questions.
3. Every day in the morning they have to stick their journal on the journal display board and everyone should have to read each other journals at anytime except the session periods.
4. The trainers have to go through the writing and find out which one need to address again.
5. Tell them could write journal either in English or Bangla but English is preferable.

1. What have you learnt?
2. What was new to you?
3. How could you apply those in the classroom teaching?
4. What was not clear to you?
5. Which one did you find difficult?
6. Which one is not relevant to the contents of EfT books?
7. Write your comments on that day's sessions?

Day - 1
Session – 2

The Developmental Nature of Language Learning

Introduction:

The main point that trainees need to understand from this session is that the *EfT books* text reflect the development nature of language learning. EfT textbooks are based on the principles of language acquisition. This means children first listen to the language. Then they reproduce the language, i.e. they speak. Here we see that children move from oral language (listening and speaking) to written language (reading and writing). If we follow the way language naturally develops in our language classes, we should first help the learners to listen and speak and then moves to read and write. So, it is most important to acquire oral language in the lower primary classes and then later, in upper primary, we can begin to teach the written language.

Objectives: By the end of the session the participants will be able to:

- understand the developmental nature of language learning is.
- find out the sequence used in the English for Today EfT is based on the development nature of language learning.

Strategies: Discussion, question-answer, Individual work, pair work, group work

Materials: Worksheet, English for Today books, usual classroom materials

Time: 90 minutes

Description of the Presentation

Activity-1: Warm up

5 mins

1. Sing the Alphabet song altogether. Ask the participants how they sing this song in the primary classes. Tell them to sing that song involving all the participants.

Activity-2: Understanding the developmental nature of language learning

20 mins

1. Ask the participants to think about their own first language (Bangla or tribal language for that person) learning and answer the following questions individually first and then share with the person next to him/her. Give them 5 minutes to answer and share. Walk around the room and try to listen their discussion silently.

- | |
|--|
| <ol style="list-style-type: none">a) How did you learn your own language (Bangla)?b) Which skill did you learn first?c) How did you learn reading and writing in Bangla?d) And in which order did you learn reading and writing?e) How did you learn the English skills of reading, writing, listening and speaking? |
|--|

2. After 5 minutes pair sharing listen to the answers from 2/3 pairs.
3. Now ask the participants to write the answer to the following question in their exercise book.

| |
|---|
| Question: In what order do children typically learn reading, writing, listening and speaking? |
|---|

4. Then ask them to compare their answer in pairs and to explain to their partners the order they have written, and if it is similar or different.
5. Ask 2/3 pairs to tell their answer and come to a conclusion with the opinions of the participants and the information given in the **Resource Paper-3**.
6. Finally give the participants **Resource Paper-3** and ask them to read and question if they have.

Activity-3: Finding out the organization EfT contents in terms of skills

60 mins

1. Organize the participants into groups of 5 (5 participants in each group). Give a name of each group, for example, the Padma, the Meghna, the Jamuna, the Karnofuli, the Brahmaputra. Ask the Padma group to work on class one EfT, the Meghna on class two and so on. Ask them to find out the skills is to be taught in accordance with the respective EfT contents. Tell them they will get 30 minutes for this group activity. Provide them the following table to identify the skills which are to be taught in each class and to write them on poster papers or A4 papers (if visualizer and multimedia are available). Monitor and mentor during group work.

| Lessons | Skills are mainly taught |
|---------|--------------------------|
| | |

2. After 30 minutes ask one person from each group to present their findings. Encourage questions from other group to get any clarifications.
3. Thank everyone for their participations and declare the end of the session.

Assessment:

5 mins

Ask the following question if the learning outcomes of the session are achieved or not.

- a) What is a language teacher to consider in teaching skills? Why?

Reflection for Session leader:

While conducting the session consider the issues:

- Do you think the participants have an understanding of 'The Development Nature of Language Learning'? If not how can you help them?

Day-1

Session-3

Relating EfT contents with the Competency

Introduction

Bangladesh has a consistent and coherent primary school curriculum. Text books are developed in accordance with the competencies. Teachers of primary school have to have a clear understanding about the Terminal competencies(TCs) related to English subject, Attainable Competencies(AC) and learning outcomes(LO) against each TC and AC. This session is focused on the English curriculum and its incremental increasing from grade one to grade five.

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

- state the objectives of teaching English in the primary schools of Bangladesh
- describe competencies of English subject for grade one to five.
- relate attainable competency and learning outcomes with respective content

Strategies: Discussion, pair work, group work

Materials: EfT books of class one to five, Curriculum of English subject, worksheet, multimedia projector, visualizer and other usual classroom materials.

Time: 90 minutes

Assessment: Question-Answer, Group production, Discussion, Assignment

Description of the Presentation

Activity-2: Warm up

5 mins

1. Exchange greetings. Write 'ix' on the board. Ask the participants what it is. Tell them it is নয় in Bangla, please make it ছয় drawing only a line. If any one of them get it right (six), praise him/her. Tell them the primary education of Bangladesh is well disciplined across the country as it has a well organized and consistent curriculum rather than indisciplined. Today our topic is curriculum of English subject.

Activity-2: Stating the terminal competencies of English subject

20 mins

1. Ask the participants to describe the terminal competency of English, Class wise attainable competencies, learning outcomes. Allow them to explain in Bangla. Tell them it is expected that a student will achieve 31 subject based terminal competencies(4 is on listening skill, 8 on speaking, 7 for reading and the rest 12 on writing skill related).
2. Organise the class into small groups. Give each group a list of the terminal competencies (worksheet-3). Ask them to go through and suggest which Class first starts to teach that terminal competency. Explain to the participants that they are not expected to know this – they can just guess.
3. Feedback from the class some sample answers – two or three from each section. The answers are not really important. The purpose is for the participants to familiarize themselves with the competencies. But for your reference, the answers are as follows:

Listening

All class 1 (continuing up to the end of Class 5)

Speaking

All Class 1 (continuing up to the end of Class 5) except 5 and 8 (C2) and 6 (C3)

Reading

1 and 2 Class 1 (continuing up to the end of Class 5)

3 Class 1 (continuing up to the end of Class 5)

4 to 7

Writing

1 and 2 Class 1 (continuing up to the end of Class 4/5)

3 and 4 Class 2 (continuing up to the end of Class 5)

5 to 10 Class 3 (continuing up to the end of Class 5)

5 to 10 Class 3 (continuing up to the end of Class 5)

11 Class 4 and 5

12 Class 5

Activity-3: Relating competencies and learning outcomes with respective content **55 mins**

1. Ask the participants to work in the same group. Distribute English subject curriculum and text books to each group, for example, Group one English subject curriculum of Class One and text book of class one, Group two curriculum of Class Two and text book of class two and so on. Tell them in groups they will have to write the answers of the questions given in the **worksheet-4**. Give 25 minutes for this task. Monitor and mentor during group work to keep them in track.
2. After 25 minutes arrange a plenary session for group work presentation. Allow other groups to ask questions if they have. Provide your comments if you have any. Welcome all groups for their active participations.
3. Give message that some terminal skills are not started from grade one especially reading and writing, learning outcomes of each content is predetermined, Teachers have to keep records if their students achieved the learning outcomes or not, if not support them to achieve the taught learning outcomes. Teachers will have to assess their learners learning by using similar difficulty levels items taken from the outside of the text books.

Activity-3: Relating competencies and learning outcomes with respective content **Time: 55 mins**

1. Divide the groups into four types – some are Listening, some are Speaking, some are Reading, some are Writing. Give each group a copy of EFT Class 3. Also give each group the English Subject Curriculum for Class 3 and the **Worksheet-4**.
2. The Listening group/groups complete the column in the worksheet for Listening; the Speaking group/groups complete the Speaking column and so on.
3. In plenary session, feedback the answers, so each group can also complete the rest of their table.
4. Point out that teachers are not expected to memorise this information for every level. The purpose of this activity is helping them understand how the system works.

Activity-5: Assignment (Ask them to do this assignment at home)

1. Select one lesson from each class and find out the learning outcomes and terminal competencies of the selected topics. Do you think that learners will be able to use the learnt skills and language items in their real life situations? Justify your opinions with reasons and your practical teaching experiences. Tell them they could write the assignment either in Bangla or English.

Activity-4: Assessment**Time: 5 mins**

Ask the participants-

- a) How many terminal competencies are there for each skill in English subject?
- b) Which skills are focused mainly in class one and two?
- c) How many contents (unit, lessons) are there in class one, two, and so on?
- d) How will the teacher assess his/her learners if they achieve the competency or not?

Reflection:

After conducting the session, ask yourself the following questions

- a) Have the participants achieved the learning outcomes of the session?
- b) Were all the participants involved in the activities?
- c) Who was not involved? Why?
- d) Will you make any change in the session plan if you lead it later? What is that?
- e) Are you happy in leading the session? If yes, Why? If not, Why not?

Day-1
Session-4

CLT, IPT and MWTL

Introduction

Language is the medium of communication. Teacher needs to plan his/her lesson focusing on communicative purpose of language learning. To achieve this objective, teacher should present the lesson in various joyful ways and provide ample opportunities for interactive practices.

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

- identify some common features in CLT
- explain input, practice and task
- state Multiple Intelligence Teaching Learning (MWTL) techniques

Strategies: Discussion, pair work, group work

Materials: Eft books of class one to five, worksheet, multimedia projector, visualizer and other usual classroom materials.

Time: 90 minutes

Assessment: Question-Answer, Group production, Discussion, Assignment

Description of presentation

Activity-1: Warm up **10 mins**

1. Exchange greetings. Tell the participants that we are going to play a mime game. First of all you do an action and ask the participants to tell you in English what have you done. For example you show the action of dancing, the participants have to say that 'Nazrul is dancing'. Select some participants through lottery who is going to mime what. When one will mime, the rest of all have to say loudly.

Activity-2: Identifying some common features in CLT **15 mins**

1. Tell the participants that CLT means Communicative Language Teaching. It is important to know about some common features of CLT. To get understanding the features of CLT, they are going to do a matching activity in pairs. Ask them to form pairs who are next to him/her.
2. Distribute **worksheet-5**. Tell them in the left column there are the features of CLT and in the right column are the definitions of the terms. Tell them that they have to match terms with the definitions in 8 minutes.
3. After 8 minutes elicit answers in plenary. Clarify if they need any clarification on any of the features with their definitions. Tell them all these features are important to conduct a class following CLT.

Answers: a - 5 , b -1 , c - 2, d - 3 , e – 4

Activity-3: Explaining input, practice and task**20 mins**

1. Ask the participants in pairs to make 2 lists of examples of
 - a. *activities, which you as a teacher usually do in your classes.*
 - b. *activities that your students do.*
2. Give them 5 minutes to complete this activity.
3. Elicit ideas from the participants and write them on the board in two lists (a) and (b).
4. Ask the students:
 - **What do you call the activities on List (a)?**
 - **What do you call the activities on List (b)?**

Keys:

Activities on list (a) the teacher's activities are called input

Activities on list (b) the student's activities are called practice and tasks

5. Now elicit what students know about input, practice and tasks. Clarify their ideas using the **Resource paper-4.**
6. Form groups. Ask each group to analyze the Lesson 11 of EfT book 4 in terms of Input, Practice and Task. Ask them to do the activity using the following table. Ask them to write only A, B, A1, and B1 in the respective box. Give 5 minutes to do the task.

| Input | Practice | Task |
|-------|----------|------|
| | | |
| | | |

7. After 5 minutes ask any one group to present their group production. Invite other groups to take part in the plenary discussion. Come to a sensible decision with the help of participants' opinions and your judgments.

Activity-4: Stating Multiple Intelligence Teaching learning techniques**15 mins**

1. On the board write ***Multiple Ways of Teaching and Learning (MWLT)***. Ask the class to give their idea about what this means. The answer you are looking for is that different students learn best in different ways. For example, some learn best by seeing things as pictures, others learn best by doing physical activities. For this reason, it's a good idea to have lots of different activity types. This means that all students get at least some activities which are most suited to their personal ways of learning.
2. Hand out copies of **Resource Paper-5: Multiple Intelligences**. If you have plenty of time, go through the worksheet briefly with the class, and ask some volunteers to say which type or types of intelligence they think are most important for them. If you don't have a lot of time, explain to the participants that this worksheet is for them to look at later at home.

Activity-5: Demonstration using CLT, IPT and MWLT**25 mins**

1. Then demonstrate a lesson using CLT, IPT and MWLT methods and techniques, using the lesson plan below. Ask the participants to play roles as grade 4 students. Complete your demonstration in 15 minutes.
2. After the demonstration ask the participants to identify the CLT, IPT and MWTL activities. Give your opinion for clarification the concepts.

| Demonstration: Don't take more than 15 minutes for this demonstration | | | | |
|---|--|---|------------------------|------|
| Lesson Plan (On Dialogue) : Class 4, lesson 23 A | | | | |
| Learning outcomes: At the end of the lesson, the students will be able to | | | | |
| <ul style="list-style-type: none"> • act out the dialogue • use the idea in real life situation | | | | |
| Steps | Activity | Language | Techniques & Materials | Time |
| | <ul style="list-style-type: none"> • Greetings • Refreshment | Good.... How are you, SS? Come, everyone. Let's sing the rhyme- clap, clap, clap altogether. | | |
| Input | <ul style="list-style-type: none"> • Show a picture of Cox's Bazar and elicit the topic. I will write the English words of the Bangla they say on the board. | Dear students, look at the picture. What can you see? Tell me. eg. coconut plants, water boat, wave, people, | | |
| | <ul style="list-style-type: none"> • Demonstrate also by role play 2/ 3 times (by changing voice and with the help of puppets if possible). I will tell students to watch and listen carefully. | SS, look at me. First see and listen to What I say. Again watch and Listen. Once again listen. | | |
| | <ul style="list-style-type: none"> • Call 2 students to the front of the class. I will request one of them to be mother while the other one will be Dina and then both of them will act out the dialogue. | Now, Nazib, Naziba Take your book. Come here. Open at page 77. Nazib, you act Moloy. Naziba, you act Tania. Act out the dialogue. Now change your roles. Thank you. Go to your seat. | | |
| | Thus I will make several pairs to role play the dialogue. | Now, A and B, take your book. Come here. Open at page 77. Act out the dialogue. Now change your turn. Well done. Go to your seat. | | |
| | 5. | | | |

| | | | | |
|----------|---|---|--|--|
| Practice | 1. Students will make pairs and act out the dialogue. | SS, this is the time for pair work. You 2 make a pair, You 2, ... Now act it out the dialogue. Finished. Now change the role. Well done. | | |
| | 2. Thus they will be practising till they can do the same without looking at the book (I will monitor). | Dear students, Keep acting until I tell you to close the book. Well done. | | |
| | 3. Now I will change a few words (exams to science fair, Cox's Bazar to Jaflong, parents to uncle). Then again I will ask them to play roles with the changed words (I will monitor). | Look at the board, please. Here are 3 words. You use these words. Now you act it out. Again, Do it in pairs. Tell me in Bangla what are you going to do, A (name of a student)? | | |
| | | | | |
| Task/CL | 1. Next, I will tell students to write a dialogue by changing some words and characters. After they finish, they will be told to act out the dialogue. 2. Now I will invite 5/6 pairs one after another to come to the front of the class and they will be requested to play roles of their prepared dialogue. Then I will ask for everybody's opinion and thank them. | 1. SS, now you change words/ character as you like. Write dialogue in pair. Once again, Do it in pairs. Time 10 minutes. 2. Which pair wants to come first? (Name of a students), come. Act out, please. Everyone, look. (well done) Who else? Ok, ..., come and do. | | |
| | I will encourage the students if they can or at least to try to answer questions. | Thanks/thank you/very good/ good/ give a clap to him, her/well done/ excellent etc. | | |

Activity-5: Assessment

10 mins

- Ask any one of the participant to act out a CLT activity.
- Ask the participants to tell one Input activity, one Practice activity and one Task activity in turn.
- Ask the participants to cite activities that focus on the intelligences.

Reflection

- What did you find difficult when you lead the session?
- What changes will you bring if you take the class in future?
- Are you happy leading the session? Why? Why not?

DAY- 2
Session- 1

Classroom management (Physical Aspects and teacher's potentiality & Participation of every individual irrespective of their differences)

Introduction

Classroom is the place where teaching -learning takes place. In the classroom teacher should provide a safe, comfortable environment to ensure a joyful and productive teaching learning. Most of the classrooms in our country are overcrowded, classroom size and seating arrangement is not suitable enough to arrange group work and pair work properly.

Students come from different social and cultural background with different learning abilities, attitudes and beliefs. Their learning styles and needs are different. Their learning needs and difficulties level are not same; some of them are slow, some are average and some are advance learners. This is the common scenario of classroom and the teacher works in the midst of this situation. It is challenging for the teacher to manage the class by setting activities to ensure a joyful and productive teaching learning situation with active participation of all students. To present an effective lesson teachers have to include suitable activities for the students of different ability level.

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

- identify the physical aspects of classroom management.
- explain teacher's potentiality to effective management of an English class.
- use the strategies ensuring every individual participation.

Strategies: Brain storming, group work, pair -work.

Materials: Poster, whiteboard marker,

Time: 90 minutes

Description of presentation:

Activity-1: Warm up: **10 mins**

1. Do unit 3, Lesson 2: head and shoulders altogether. First show how to do it. Then ask one participants to lead the lesson.

Activity-2: Identifying the physical aspects of classroom management **15 mins**

1. Tell the participants what they are going to do now. Tell some physical elements which are related with classroom management e.g. number of students, seating arrangement, size of classroom etc. (A full list is given in the Resource Paper-6.)
2. Now ask each participant to write name of 5 physical aspects individually which are related with classroom management.
3. Ask them to form pair who is next to him/her and make a combine list of physical aspects of classroom management.
4. Ask two pairs to sit together and form groups of 4. Now supply poster paper and marker pen to make a list of physical aspects of classroom management discussing with group members.
5. Arrange a plenary session for group presentation and give feedback.

- Now give each participant the **Resource Paper-6** and let them to read, discuss the questions which is end of the list and to find out the possible answer.

Activity-3: Explain teacher's potentiality to effective management of an English class. 20 mins

- Ask the participants to work in the same group. Ask each group to write the teacher's potentiality that helps to ensure good classroom teaching for achieving the lesson's learning outcomes of a lesson. For example, Lesson planning, use of board (Again, a longer list is given in the Resource Paper-7.)
- Ask each group to present their group works. Discuss and give feedback.
- Finally show **Resource Paper-7** and arrange a plenary session for the questions that appear against some points.

Activity-4: Use the strategies for ensuring individual participation.

35 mins

- Give a mini demonstration on involving each participant.

A mini demonstration note on Class 1 unit 5: Let's find out, Lesson 1: In the classroom(1)

- Ask the students 'What's this?' pointing each of the pictures. If the students can't say, tell them the words 'a pen/...or it's a pen'. Ask them to repeat after you at a time. Do chorus drill 3-4 times for each of the words. When they repeat, tell them to repeat in various ways as slowly, loudly, louder voice, loudest voice etc.
- Do chain drill. One student of an end will ask by pointing lesson's picture, the next will have to answer and ask to the next student and so on.
- Divide the class into 2 groups. Ask one group to show point and ask and the other group to answer.
- Ask the students of one bench to turn their face to the next bench and make group with them and then ask one to other, the others have to answer.
- Put the students into pairs and tell them to ask and answer in turn.
- Ask each of them to ask you 'What's this?' pointing any object in the class.
- Then you point and ask; the students will answer.

- Draw the following table on the board.

| Activities | Techniques | Does the activity & techniques involve the students |
|------------|------------|---|
| | | |

- Ask the participants to work in the same group. Tell them to find out the techniques and activities were use to involve the students and write them in the given table. Also tell them to comment whether everyone were involve or not. Give them 5 minutes for this activity.
- Ask one group to present and the other groups to add point if they have different one and also the comments on involving the students in the lesson. Finally distribute the **Resource Paper-8** ask to read, questions (if they have) and add points.

5. Supply EfT books of class-4. Ask them to think individually and then discuss in group about the techniques by which they would like to present the activity B2 of unit 5 ensuring everyone's participation. Give them 10 minutes for this.
6. Ask one group to present a mini demo on Class 4, Lesson 5, and B2 activity. After demo ask each group to give their opinion for adding more techniques to involve the students.

Assessment:

10 mins

- Why classroom management is important for effective teaching- learning?
- How can you ensure individual participation?

Reflections:

While conducting the session consider-

- Do you think all the participants actively participate?
- Do you think all the participants will be able manage an English class effectively?

DAY-2 Session-2

Classroom languages for techniques and activities

Introduction

Child centered teaching learning is very important for joyful and sustainable learning. Teacher can ensure child centered and interactive teaching learning providing group work, pair work and individual work. While students work in small groups and pairs they get chance to share their experiences, feelings, ideas and thinking with others. They feel shy and remain inactive to work with teacher but they actively participate and feel comfort to work with pairs and groups which create a safe, secured and friendly environment in the classroom. Small group work and pair work help to develop students' leadership, increase awareness and become responsible. English for Today (EfT) books for primary school students have written following communicative approach. A lot of activities designed in EfT books for doing in group work and pair work to make the students good user of English. To make the lesson effective and participatory teacher should have clear ideas about when how and which techniques (WCW, SGW, PW, IW) will provide, what will be classroom language of proper instructions and monitoring.

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

- to identify when to use which the techniques (IW, PW, SGW and WCW).
- to use instruction language for setting activities.

Strategies: Brain storming, group work, pair work whole class work

Materials: Poster, marker, whiteboard marker, EfT books class 1-5, usual classroom materials

Time: 90 minutes

Description of presentation:

Activity-1: Warm up

10 mins

1. **Recite the Rhyme 'What can I do?'** class 1, unit-3, lesson-3, page 40 altogether with action.

Activity-2: Understanding the techniques:

20 mins

1. Supply the **Worksheet-6** to each participant. Then lead a lesson using different techniques and proper language for different activities and ask the participants to identify the techniques that are used to present the lesson.

Demonstration notes: Class 4, lesson 11 A (Ask the participants to act as the students of class 4)

1. Ask the students to talk about the picture of the lesson.
2. Ask to repeat 'lawyer, cucumber, neighbourhood' after you.
3. Read the text A and ask the student to listen carefully.
4. Ask a student to come in front of the class and read it aloud.
5. Ask a student to read it standing in his/her place.
6. Ask students of first bench to turn their faces to the students of 2nd bench, 3rd bench to the 4th and so on. Then ask one to read first and other to repeat after him/her.
7. Ask the students to make pair and one to read and other to listen and then do it in turn.
8. Ask the students to fill in the blanks in their exercise book.
9. Then ask one students to come to board and write only the words that goes in each

blank

10. Ask any one to read the text aloud.

11. Ask one student of an end to read first sentence, 2nd student 2nd sentence and so on.

2. Split the participants in pairs and ask them to check their answer.

3. Put 3 pairs together and to compare their answer. Then give them the **Resource Paper-9**. Ask them to read the resource paper and question if they have.

4. Give message that generally, Input presentation and instruction and checking learning is done in whole class (WCW), practice is done in pair work (PW), small group work (SGW) or individually (IW-individual work). Generally an activity starts with WCW then in SGW/PW and finally IW. This order may change due to nature of the activity and learning outcomes. Different types of classroom languages are used to communicate with the students.

Activity-3: Instruction for activities. (Instructional languages)

55 mins

1. Organise the participants into groups of 5 (5 persons in a group). Tell them with example that we use particular language for making different types of groups and also use classroom language for different purposes. Give them the **Resource Paper-10** and ask to read it in group to see the languages that could be used for a particular techniques and purposes.
2. Then tell the participants to work in the same group. Give each group an EfT book (any classes from class 1 to 5) and ask them to select an activity. Then ask to design a plan to use techniques and instructional language of that activity. Ask them also to remember the languages were used in the demo lesson. Give them 10 minutes for this group work.
3. After 10 minutes when they are ready, arrange a plenary presentation. Ask a member of each group to do simulation and 2 participants to observe the simulation and make notes on supplied **observation check** list and others to act students of that particular class.
4. Discuss and give supportive feedback after each simulation with the help of participants' opinions.
5. Finally give them the Resource paper of this session. Go through it with the class if there is time, or ask them to study it at home.

Assessment:

5 minutes

Ask the following questions

- a) What are the benefits of using GW & PW?
- b) What instructional languages can we use for GW & PW?
- c) What types of classroom languages can we use in our English class?

Reflections:

While conducting the session consider-

- a) Can all the participants relate the activities of EfT books with techniques SGW, PW, WCW and IW?
- b) Are they able to use instructional languages for SGW, PW, WCW & IW?
- c) Are they able to use classroom languages properly?

DAY-2
Session-3

Teaching Vocabulary

Introduction

Teachers need to introduce new words or grammar point in every lesson of the English for Today Class books. They have to explore the ideas how to introduce new words or a grammar point in a joyful way. In this lesson, we will focus on stages and techniques for teaching vocabulary. We hope these will a teacher to present new words, and to support children to practise them.

Learning outcomes: By the end of the lesson, trainees will be able to:

- Explain the stages that a teacher can use to help primary-aged children learn words
- Introduce and teach new words using a variety of techniques
- Help students learn and remember new words

Strategies: Discussion, English for Today analysis, Demonstration, Simulation, Individual work, Pair work, Group work

Materials: Resource book activities, Copies of *English for Today*, Class 1-5, demonstration note, resource paper, Cards, Each card should have a different colour (red, green, blue, yellow). One card per participants, usual classroom materials

Time: 90 minutes

Activity-1: Explaining the stages of teaching vocabulary

20 mins

1. Play the Guessing Game from Class 2, unit 8, Lesson 4, page 55.
2. Give work sheet to each participant. Ask participants to read the stages. Elicit the first stage, and tell participants to write number 1 next to it. Give trainees a few minutes to number the remaining stages of the **worksheet-7** individually.
3. Jot down the answers on the board and say the right answers with the help of Key. Tell them that these are suggested answers – there may be times when the stages are different. However, it can be useful for beginning teachers to follow these stages.

| Key of Worksheet: | |
|--|---|
| 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 |
| Practising and memorising 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 |

Activity-2: Explaining the importance of different stages of teaching vocabulary: 20 mins

1. Put the participants into 5 groups. Ask them to look at the stages again and discuss the importance of teaching vocabulary following the stages. Give them 10 minutes to discuss.
2. Ask each group to explain the importance of one stage and others to listen and supplement. Supplement in accordance with the **Resource Paper-11** if required and give the participants resource paper-11.

Activity-3: Introduce and teach new words using a variety of techniques 50 mins

1. Give a demonstration to introduce new words using varieties of techniques and stages of teaching vocabulary. Ask the participants to play roles as students.

1. a) Showing a real object Example: hair (Class 2, Unit 3, Lesson 3) and say the word hair.
b) Pronounce the word 2-3 times. Ask them to repeat after you.
c) Write the words on the board and ask the students to spell the word and copy them in their exercise book.
d) Tell them a few sentences using the word hair, for example: *My hair is back. I combed my hair. Her hair is long.* Now ask the students to say some sentences with hair. Finally tell them to write one or two sentences in their exercise books.
2. Teach words using pictures, models, for example: boat and picture, hut (Class 4, unit 8) following the steps mentioned in 1.
3. Introduce words using mimes or gestures Example: stand up (Class 2, Unit 3, Lesson 1), and action, example: sleeping (class 4, unit 26) following the steps mentioned in 1.
4. Teach words with a definition or by giving an explanation (In case of explanation, use words and phrases that students already know). Example: breakfast (Class 2, Unit 9, Lesson 1) Teacher says: 'Breakfast is food that you eat in the morning. What time do you take breakfast? What do you eat?'
5. Teach the word angry (class 4, unit 26) by Translating into Bangla following the steps mentioned in 1.

2. Now organise participants into 5 groups. Give each group a copy of English for Today books and **Resource Paper-12** for introducing vocabulary in varieties ways.
3. Ask them to choose a lesson or unit. Find out the words that need to be taught. Prepare to teach different words using different techniques. Give them 10 minutes for preparation.
4. After 10 minutes when they are ready, ask a person (who did not do simulation in any day of training so far) from each group to do a simulation. Give positive feedback. If there is not time for this, just get volunteers from one or two of the groups for this.
5. Thank participants for their active participation

DAY-2
Session-4

Teaching grammar

Introduction

In lesson 1 of this Unit, trainees learned about introducing vocabulary to primary students. In this lesson, trainees will learn about teaching grammar to primary-aged children. First, trainees will explore beliefs about learning and teaching grammar, and then trainees will learn about the stages of teaching grammar in the primary classroom using *English for Today*. Trainees will watch – or experience – and practise some different activities for helping students in the primary classroom to learn new language **structures**.

Learning outcomes: By the end of the lesson, trainees will be able to:

- describe the effectiveness of different approaches to teaching grammar to primary students
- describe the stages of teaching grammar
- simulation to help students learn new language **structures**

Strategies:

Case studies, Ordering, Discussion, Demonstration, Game, Individual work, Group work

Materials:

Resource paper, worksheet, Copies of *English for Today*, Class 2; demonstration note, soft balls, usual classroom materials

Time: 90 minutes

Description of the Presentation

Activity-1: Describing the different approaches to teaching grammar at primary level 20 mins

1. Recite rhyme 'The rainbow' class 2, P 28. First lead you and ask participants to lead.
2. Give each participant the case study **worksheet-8 'Different approaches to teaching Grammar**).
3. Give them 5 minutes to read the case studies individually and to think about which teacher is the most effective at helping students to use new **structures**.
4. Organise participants into 3 groups of 5 (5 participants in each group). Give groups 5 minutes to discuss which teacher is the most effective.
5. Ask one or two groups to give their answers (there is no need to ask every group). Ask if any groups have anything new or extra to add. Use resource paper to support the discussion and ask participants to take notes.

Activity-2: Describing the stages of teaching grammar

15 mins

1. Ask the participants to look at Class 2, Unit 4, Lesson 3. Give them the **work sheet-9 (Identify the stages of teaching grammar)**. Tell them that the teacher C has presented the lesson following the stages mentioned in the worksheet. But the stages are in wrong order.
2. Tell them they have to write number 1 which she did first and 2 the second one and so on. Give participants a few minutes to number the stages individually.
3. Organise trainees into pairs. Tell trainees to discuss and agree an order for the stages.
4. Elicit the answers (take help from resource paper, if required). Note that these are suggested answers, and that stages 2 and 3 can be swapped – also, there may be times when the stages are different. However, it can be useful for beginning teachers to follow these stages.

Activity-3: Simulation to help students learn new language structures

55 mins

1. Ask the participant to sit in 5 groups. Ask each group to take English for Today book of a particular class.
2. Then select a grammar point (structure) to teach.
3. Ask them to take preparation for simulation. Give them 5 minutes for this.
4. Arrange plenary for simulation. Ask other group member to act primary school students of that group.
5. Thank them for their participation.
6. Finally play a language game with the structure presented in simulation using soft ball and question and answer technique.

Resource paper: Participants may have different opinions about which teacher is the most effective. Encourage participants to express their opinions and to give reasons for them – it will help them to explore the topic of grammar. Discourage trainees from thinking that one teacher is ‘bad’ and another is ‘good’. It is important for students to explore the advantages and disadvantages of each approach, and to think about using the different techniques in their own classrooms.

Teacher A

Most young children find it difficult to understand and learn grammar rules – they are not able to analyse language in that way. As we know, children learn Bangla without rules. However, when children learn English there are some differences. Children are older when they learn English, and they don’t get many opportunities to listen to English, so it is difficult for them to work out rules for themselves. Teachers can help students **notice** and practise structures, and trainees will learn some ways to do this in this lesson.

Teacher B:

Primary-aged learners would find this approach very difficult. It would be difficult for them to copy the rules; and most students would not understand them. Students may be able to remember and say a rule, but it does not mean that they can use the **structures** when they speak or write.

Teacher C: This teacher is probably the most effective. This teacher does not ignore grammar. The teacher finds ways for students to practise the grammar. The best way to do this is through teaching grammar in context, and getting students to practise it in meaningful ways. Trainees will learn some ways of doing this in this lesson.

| Resource paper on identifying the stages to teaching grammar | |
|--|----------|
| Draw these words on the board: bananas, apples, pineapples, oranges, leaves. | 1 |
| Point to the drawing of an apple and ask one student: Do you like apples? If student nods, help student to say: Yes, I do. Ask all students to repeat the phrase: Yes, I do. | 2 |
| Point to a drawing of leaves and ask one student: Do you like leaves? If student shakes their head, help student to say: No, I don't. Ask all students to repeat the phrase: No, I don't. | 3 |
| Ask five or six students in the class: Do you like....? Point to a different drawing each time. Help students to say the phrase correctly: Yes, I do/No, I don't | 4 |
| chain drilling: Ask two students to stand up. Tell the first student to ask the other: Do you like...? The second student should answer: Yes, I do OR No, I don't. Tell the first student to sit down, and ask a third student to stand up. Tell the second student to ask the third student: Do you like...? The third student should answer: Yes, I do OR No, I don't. In this way until the last student. | 5 |
| Organise students into groups/pairs. Students take it in turns to ask every one of the group/each other questions using the drawings on the board: Do you like...(+ one of the words)? Yes, I do/No, I don't. | 6 |

Day-3
Session-1

Listening and Speaking Skills

Introduction

This session aims to enable teachers with the required knowledge and understanding for teaching listening and speaking skills. In this session teachers will have the opportunity to develop their abilities to teach listening and speaking with better scaffolding for the students. There is also some reading and writing incorporated in this session. In daily life we often cannot separate one skill from other.

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

- Describe the importance of practicing listening and speaking at primary level.
- Identify the listening and speaking activities of the EfT sessions.
- Administer the listening and speaking activities in the EfT (class 1-5).
- Understand and use effective techniques for teaching listening and speaking activities.

Methods & Strategies: Individual work, group work, presentation and discussion.

Materials: Resource paper, EfT (NCTB Text books) for class I – V, usual classroom materials.

Time : 90 minutes

Assessment plan:

Question and Answer, Discussion, Group Performance & Individual Performance, and Assignment.

Description of the Presentation:

Activity-1: Warm-up: “Simon says”

5 mins

1. Ask the participants to stand in a circle. Tell them that you are going to play the game ‘Simon says’.
2. Demonstrate the game with the help of participants. Tell them “When I will ask: **Simon says, ‘touch your head’**, you will touch your head. But when I will say only: **Touch your nose**; then you don’t have to follow the instruction. If you do that you will be out of the game. Don’t spend more than two or three minutes on this. There is a lot material to cover in the session.
3. Give several instructions quickly, for example:
 - a) Simon says, ‘Touch your head’.
 - b) Simon says, ‘Sit down’.
 - c) Touch your left hand.
 - d) Close your eye.
 - e) Simon says, ‘Touch your ear’.

.....

Activity-2: Identifying Importance of listening and speaking skills

20 mins

1. Show any speaking and/or listening skill-based activity selected from Eft, and ask the participants what skills they can teach using this activity. An example is given here. You can do other ones also focusing on these skills.

| | |
|--|--|
| Class 3, Unit 3 Lesson 1, Activity A: listen and do Galip, Stand up. Come to the board. Take a piece of chalk. Draw a circle. Good. Go back to your seat. | Name of the activity: Listen and do |
|--|--|

2. Tell participants to discuss why listening and speaking is important at primary level. Participants discuss this in pairs and make notes. Give them 5 minutes for this activity.
3. Hand out the Resource **Paper-13, the importance of speaking and listening**. Tell them to read it for 5 minutes (or longer if required). Walk around the room and monitor.
4. Arrange a plenary session after reading. Ask them if they have any extra points to add. Ask the participants if they have any questions. Perhaps go through the paper with the class, and check their understanding. If their English is weak, perhaps ask a volunteer to summarise each point in Bangla. Invite comments about the points, but don't spend too long on this. Remind the trainees that they can also study this at home later. (note: relate the developmental nature of language learning and objectives of teaching English at primary level)

Activity-3: Identifying the listening & speaking activities in the Eft books.

35 mins

1. Hand out copies of **Resource paper: Speaking and listening activity types**. Go through the activity types with the class, and check their comprehension of each one. Perhaps get the class to give you an example of each activity type.
2. Now divide the participants into 5 groups. Name the groups the rose, the marigold, the sunflower, the night queen & the chrysanthemum. The rose group will work with Eft Class I, The marigold with Eft class II, The sunflower with III, The night queen with IV and the chrysanthemum with V. Tell them; in groups they will have to find out activities of listening and speaking in their textbooks and make a list of those using the following table. Give about 15 minutes for this task. Monitor and mentor during group work and guide them if required. (If time is short, tell them, in groups they will have to find six activities for listening and speaking in their textbook and make a list of those."? Or change 6 to another number.)

| Class | | | |
|--------------|----------------------|---------------------|---------------------------------|
| Unit, Lesson | Listening activities | Speaking activities | Listening & speaking activities |
| | | | |

3. Arrange a plenary session for the groups to present their group work. Provide feedback on the strengths and area for improvement.

4. Tell them “Class **4, lesson 6, activity C; lesson 22 activity B and Class 5, lesson 27 activity C1**” are purely listening activities.
5. Finally explain why the proportion of listening and speaking activities is higher in class 1 and 2 than other skills. Children learn speaking prior to writing.
6. Give them the **Resource Paper-14** of possible listening and speaking activities.

Activity-4: Administering the listening and speaking activities in the Eft (Class 1-5) 30 mins

1. Discuss how to present listening/speaking activities with the help of **resource paper-15: stages of listening and speaking.**
2. Show a listening activity from Eft class 4, Lesson 6 C following the three stages of listening and speaking teaching techniques.
3. Then ask each of the earlier groups to select one activity form the list and to discuss how they do these activities in their classes for teaching either listening or speaking or the both.
4. If time allows, give groups a few minutes to plan a presentation. Ask each group to present their activity. Tell them they will have maximum 3 minutes to perform it. Ask other participants to play the role of the students
5. After each group presentation discuss the strengths and area of improvement of the presented activities.

Assessment:

5 mins

Ask the following questions and assess your session:

- What are the benefits of teaching listening and speaking skills in the primary level?
- What are the stages in a listening and speaking class?
- How will you implement this learning in your English classes?

Reflection

Reflection

While conducting the session consider:

- Can all the participants identify listening and speaking activity in the class?
- Are participants able to demonstrate the listening and speaking activities?

Day - 3
Session – 2

Listening Skill

Introduction:

In the previous session, the participants have realized the importance of listening and speaking skills and also found that there is at least one activity either listening or speaking or both in every lesson of English for today class books. This session will focus on demonstration and simulation of listening and speaking lesson for better performance in classroom practices.

Learning outcomes: By the end of the lesson students will be able to,

- demonstrate understanding about teaching speaking activities at the primary level
- Prepare and collect effective materials for teaching listening and speaking.

Strategies:

- Group work
- Demonstration
- Plenary

Materials:

- Instruction list for demonstration
- English for Today (Class I-V)
- Poster paper and cards

Time: 90 minutes

Description of the Presentation

Activity-1: Warm-up: 'Bingo game'

5 mins

1. Tell the participants they are going to play Bingo. Write ten words, for example: 'listening, speaking, pre-listening, while-listening, post-listening, rhymes, stories, dialogue, repeat, drill' on the board. Ask the participants to write any 5 words in their exercise books.
2. Tell the participants that you are going to say some words. If they hear a word they have written down, they should cross it out. The first person to cross out all of their words should shout '**Bingo**' and he/she/they is/are the winner(s).

Activity-2: Demonstration of a listening and speaking lesson

20 mins

1. Demonstrate lesson 3, unit 4 of class 2. Use the given plan in your Demonstration. Do not spend more than 15 minutes on this demonstration in total. Tell participants that you are a teacher and they are Class 2 students.

| Demonstration guideline on Class 2, unit 4, lesson 3: The hungry Caterpillar Learning Outcomes: a) Listen and tell the story (using Bangla to assist when necessary) b) show/tell the meaning of hungry, stomachache, cocoon, butterfly, dance, fly | | | |
|---|---|---|-----------------------------------|
| Stage | Activities | Classroom Language | Techniques and materials |
| Input | Exchange greetings. | How are you, SS? | WCW |
| | ১. শিক্ষার্থীরা খিদে লাগলে কী খেতে চায় তা জানতে চাইব। ৩-৪জনের নিকট হতে প্রাপ্ত উত্তর বোর্ডে লিখব। | What do you like to eat when you are hungry? (Ask in Bangla, if necessary) | WCW, Eft class 2 |
| | ২. ২৫ পৃষ্ঠার ছবি দেখাব। এটির নাম কী তা জানতে চাইব। না পারলে ইংরেজি বলে দিব এবং আমার সাথে বলতে বলব। | What is it? Fine. That's right. Repeat after me 'Caterpillar' | WCW, Eft class 2 |
| | ৩. অতপর ক্ষুধার্ত শুয়াপোকা নিয়ে একটি মজার গল্প আছে। গল্পটি শিশুরা শুনতে চায় কি না তা জানতে চাইব। আগ্রহ দেখালে বলব। | Today I'm going to tell a story about the hungry caterpillar. "Do you like to listen," Fine. Listen | WCW, Eft class 2 |
| | ৪. অতপর আমি যথার্থ অভিব্যক্তি প্রকাশ করে ছবি দেখিয়ে পুরো গল্প বলব। প্রতি ধাপের পর প্রশ্ন জিজ্ঞেস করবো, এর পর কী খাবে? | What will the caterpillar eat next? Good. You are right. Thanks. | WCW, Eft class 2 |
| | ৫. ২৬ পৃষ্ঠার শেষ লাইন পড়ার পর জিজ্ঞেস করবো, এর পর কী হবে? প্রয়োজনে সামান্য বাংলা বলবো। | What will happen to the caterpillar now? Ok, never mind. I'm telling. | WCW, Eft class 2 |
| | ৬. আমি মুকাভিনয় করে hungry, stomachache ; ছবি/বাস্তব বস্তু/মডেল দেখিয়ে cocoon , কাজের মাধ্যমে dance, flies শব্দগুলো শেখাব। | Who can show me hungry/ stomachache? It's cocoon. Who can dance/fly? Show me. | WCW, Eft class 2, pictures, model |
| | ৭. পুনরায় গল্পটি বলবো। এক্ষেত্রে শিক্ষার্থীদের যে যে ছবি দেখানো হবে সেগুলোর ইংরেজি শব্দ ও খাওয়ার অভিনয়/পেটব্যথার অভিনয় করতে বলবো। প্রয়োজনে সামান্য বাংলা বলবো(না বুঝলে) | Listen the story again. Do acting of eating as you hear the word eat... What will caterpillar eat next? ... What will caterpillar eat next? | WCW, |
| Practice | ৮. কে গল্পটি বাংলায় বলতে পারবে জিজ্ঞেস করবো। বলতে বলবো। | Who can tell the story in Bangla? Tell us. Thank you. Give a clap to A (name of the student) | WCW, |
| | ৯. কে গল্পটি ইংরেজিতে বলতে পারবে জিজ্ঞেস করবো। বলতে বলবো। | Who can tell the story in English? Tell us. Thank you. Give a clap to A (name of the student) | WCW, |

Activity-3: Identify some techniques that help listening and speaking**15 mins**

1. Organise the participants into 5 groups. Ask each group to identify some techniques that were used to teach the story. Give them 5 minutes to discuss and write notes.
2. Ask one person of a group (the person who did not present group work during training yet) to present their group work and other group to match and add if they have. Provide feedback in accordance with the Resource Paper-16.

Activity-4: Planning a listening and speaking lesson based on English for Today**40 mins**

1. Organize the class into 4 groups. Name the groups as Rhyme, Story, Dialogue and Text group. Tell them that they have to make a lesson plan for the given task and to demonstrate it for the class. They will have to prepare teaching aids/materials as required. They will get 15 minutes for this task. They can take help from the sample lesson plan from day 1 session 4. Distribute the group tasks as follows.

Rhyme group: Class 1 Unit 4 Lesson 8: One, two, buckle my shoe.

Story group: Class 2 Unit 9 Lesson 4: The farmer and his goose

Dialogue group: Class 3 Unit 1 lesson 4: A dialogue: Liya and Keya

Text Group: Class 4, Lesson 13, B1

2. Monitor and mentor the group work.
3. After 15 minutes, arrange plenary session for group work presentation (simulation). Ask one person from each group to take the class according to planned lesson.
4. Take notes and give feedback, for example: show pictures and ask students to describe those either in Bangla or English rather describing by teacher, check instructions by asking students to tell you the instruction in Bangla, encourage students during monitoring rather providing answers and so on for improvements.

Assessment: Question and Answer**5 mins**

Ask participants,

- to describe the techniques for teaching listening and speaking at primary level

Reflection

While conducting the session remember-

- Are all participants able to demonstrate understanding about teaching speaking activities at the primary level?

Day-3
Session-3

Speaking skill

Introduction:

In this session controlled and free speaking in primary classes will be discussed.

Learning outcomes: By the end of the lesson students will be able to,

- demonstrate teaching speaking (controlled and free activities) at primary level
- Prepare and collect effective materials for teaching listening and speaking.

Strategies:

- Group work
- Demonstration
- Plenary

Materials:

- Instructions list for demonstration
- English for Today (Class I-V)
- Poster paper and cards

Time: 90 minutes

Activity-1: Warm up: A memory game

5 mins

1. Tell them now we are going to play a game. The name of the game is Memory game. The person who can remember most be the winner. Demonstrate the game how to play with the help of some participants.

- a) Ask 4 participants to come to the front of the room and stand in a line.
- b) Say to the first participant: Yesterday I went to the market and I bought...(a sari).
- c) The 1st participant says: The instructor went to the market and bought a sari. I bought a T-shirt.
- d) The 2nd participant says: The instructor went to the market and bought a sari,(name of the first participant) bought a T-shirt, and I bought a novel book.
- e) The 3rd participant says: The instructor went to the market and bought a sari,(name of the 1st participant) bought a T-shirt, and.....(name of 2nd participant) I bought a novel book and I bought a razor.
- f) This continues along the line, each remembering what the other bought, and adding an item. The 5th person must remember all of it.

2. Put participants into groups of 5 (5 participants in each group) to play the game. Tell the participants that they should use their real names of course!

Activity-2: Identifying techniques commonly used in developing speaking skill**15 mins****1. Demonstrate a lesson.**

Tips for Demo lesson. Class 3, Unit 3, lesson 4

Don't take more than 10 minutes. Take 6 participants to act as a class 3 students.

1. Can you (looking at one student) give me your English book, Please?
2. Ask the student to say, "Yes, of course. Here it is".
3. Ask the class to repeat after you.(2-3 times)
4. Do a brief chain drill for this mini dialogue.
5. Ask two students to come in front and do it.
6. Now put them in pair and ask to do it. (Explain in Bangla if they don't understand).
7. Ask a student to come in front and show him/her 3 things (pen, pencil, bag). Ask him/her to give them to you using the request language (Tell the instruction in Bangla if required).
8. Put the students in groups (3 students in a group). Tell them to do as they saw/watched.
9. Walk around and monitor.
10. Go over some or two errors you heard, and the get the class to practise the correct version.
(But don't say which students made the mistake originally.)

2. Ask the participants to identify the techniques used in the Demo lesson. Ask to do them individually.**3. Make pairs. Ask to them describe the speaking techniques used in the demo lesson. Give 3 minutes for this.****4. Put 3 pairs together. Give them the **Resource Paper-17** and to read and discuss. Ask them to add any points they may have. Tell them to ask questions if they have.****Activity-3: Demonstrating a speaking lesson (controlled to free speaking)****30 mins****1. Demonstrate a speaking lesson. Include both controlled to free speaking activities. In your demonstration use the given lesson plan. If you want, you can add some activities (if time allows)****2. Ask all the participants to play the role of class 4 students. Please don't take more than 20 minutes to do the demonstration.**

| A lesson plan on Speaking skill | | | |
|--|--|-------------------------------|----------------------------------|
| Lesson : Class 4, Lesson 13 C ,C1 (page 48/49) | | | |
| Learning outcomes: Students can understand the general meaning of a dialogue. | | | |
| Stages and Activities | Classroom Language | Correcting/ Assessment | Techniques & material |
| Input: Elicit the names of different drinks in English by asking 6-8 students questions and write them on the board: <i>juice, hot chocolate, milk, Coke, water</i> . Pronunciation drilling of them Correcting pronunciation of words if there are problems | What's your favourite drink? Ask students to guess my favourite drink. Whole group Who can pronounce?/Repeat after me: <i>juice, chocolate</i> | | |

| | | | |
|---|---|--------------------------|--|
| <p>Input: Teacher's reading. SS reading Check comprehension with a few questions.</p> | <p>SS, open page 48 Look at exercise C. Here, Joya is talking to her Mom and looking for a drink in the fridge. Now, I read the dialogue aloud you listen. Ask 2 SS to come in front of the class and to read the dialogue aloud. Dear students, I ask you questions and you answer them with short answers. a) Is there milk in the fridge? (Yes, there is) b) Does Joya want juice? (No, there is not) c) What can Mom make for Joya?</p> | | |
| <p>Practice Divide the class into 2 groups- Mom and Joya. Joya group read Joya's dialogue and others Mom's dialogue. Checking the instruction. Whole group. Check pronunciation of dialogue. Correct pronunciation of words if there are problems. Check rhythm of the sentences and questions.</p> | <p>SS, you are the 'Mom' group and read the dialogues out. You are 'Joya' group and you read the Joya's dialogue out. Ok. Tell me in Bangla what you are going to do. Start.</p> | | |
| <p>Practice: Pair practice Listening to 2-3 pairs and making notes: Are students reading confidently and fluently? Is the pronunciation generally intelligible? Listen to 2-3 pairs and make notes:</p> | <p>Students, make pairs with the person next to you. A, B (name of students) come. A, read Mom's dialogue; B, read Joya's dialogue. Change roles and read it again. Now, do it like that pairs. Read the dialogue in pairs and take it in turn. Ask 1-2 pairs to read out standing in their places.</p> | | |
| <p>Input Point out the Language Focus on p. 48. Read out the explanations and check understanding in Bangla.</p> | | | |
| <p>Input Write the question, <i>Do you have any ...?</i> and the answers <i>Yes, I have some / No, I</i></p> | <p>Show the class a school bag and invite pupils to ask questions: <i>Do you have any water/juice/books in your bag?</i></p> | <p>Correct mistakes.</p> | |

| | | | |
|---|---|-------------------|--|
| <i>don't have any</i> on the board. (Whole group) Check pronunciation of the question. | | | |
| Input Ask a volunteer to come to the front of the class with her/his school bag. Pupils ask her/him about what's in her/his school bag. | Repeat with 2-3 other volunteers. Individual students. Check pronunciation of the question. | Correct mistakes. | |
| Practice: put students into pairs. Students ask each other about what's in their school bags. If students don't have a school bag, they can draw one and imagine what is in there. Walk around and Listen to 4-5 pairs. Make notes of common mistakes. | Make pairs. Ask each other using `Do you have...? and answer Yes, I have some... or No, I don't have any...? Ok, Start. | | |
| WCW: Write common mistakes on the board after the activity. Ask students to correct the mistakes. | | | |

Activity-5: When and how to correct and assess speaking skills

15 mins

1. Ask the participants to work in the same groups as before. Ask them to identify the techniques used, and the correction and assessment done using the given lesson plan. Give them 10 minutes to do the activity.
2. Arrange a plenary session to present the group work. Ask one group to present and others to compare and give their different ideas if they have them. Provide feedback if necessary. Finally tell them when and how to correct and assess speaking skills using the **Resource Paper-18 and 19**.

Activity-4: Planning lessons developing the speaking skills (controlled to free speaking) 25mins

1. Organize the participants into groups of 5. Distribute the activity/lesson that focuses speaking skill among the group. Ask them to prepare a lesson plan first. Tell them that they can take help from your written lesson plan. If they want, supply your lesson plan to them.

Bangladeshi group: Class 1, Unit 3 lesson 2
Indian group: Class 2, Unit 5, Lesson 4
U.K group: Class 3, Unit 7, Lesson 4 (C/D)
American group: class 4, unit 4 E
Australian group: Class 5, unit 5 A3
Canadian group: Class 5, Unit 4, A2

2. Tell them they will get 15 minutes to plan the lesson. Remind them the techniques of speaking and try to include as many as they can. Tell them to prepare/ collect teaching aids if possible. They have to write the plan on the poster paper.
3. Walk around and monitor during group work.
4. Ask one group to do simulation with planned lesson.
5. Ask other groups to keep the prepared lesson plan for the use in Day 6 of this training programme.

Reflection: Were the participants involved actively in each activity? If not, why not?

DAY-3
Session-4

Applying punctuation, pronunciation, stress and intonation in accordance with EfTs.

Introduction

People use language for different purposes. When we say communicate/ read sometimes we pause a little and sometimes more. Again good pronunciation is important for speaking. Our voice usually goes up and goes down when we talk to others. Besides this, while speaking we need to give force to a particular syllable of a word and also some key words of a speech. All the things/factors carry a lot of meaning in English. This session aims to enable teachers the knowledge and applying proper teaching methods and techniques of punctuation, pronunciation, stress and intonation in accordance with EfTs to make students' learning easy and effective.

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

- assign words & sentences from EfT texts with correct pronunciation, the common patterns of stress & intonation and where to use which punctuation mark.
- apply proper teaching strategies of punctuation, pronunciation, stress and intonation.

Strategies: Individual work, whole class work, small group work, drilling, question-answer, Plenary discussion etc.

Materials : class 1 to 5 EfT books, Poster paper usual classroom materials, etc.

Time : 1 hour 30 minutes.

Description of the Presentation

Activity-1: Warm up

05 mins

1. Tell the participants to say the following sentence as quickly as they can
She sells sea- shells on the sea –shore. Or, Say It Right (Class 5, lesson 2, activity B)

Activity-2: Proper use of capital letters and punctuation mark

15 mins

1. Write the following sentences on the board or show through multimedia (**worksheet-10**).
2. Tell them to rewrite the given sentences using capital letters and punctuation marks where necessary. Give them 3 minutes to do it.
3. Tell the participants to check his/her writing with the person next to him/her.
4. Give them the **Resource Paper-20** about using capital letters and punctuation marks and correct it in pairs.

| | |
|--|--|
| Rewrite the text using capital letters and punctuation marks where necessary. `Why are they used there? ` Answer the question. yes i know laila she was born on January 15 2002 well how are you they are kind polite and caring can i ask you something rina rina says i am not | Key Yes, I know Laila. She was born on January 15, 2002. Well, how are you? They are kind, polite and caring. Can I ask you something, Rina? Rina says, "I am not feeling well, Sohel." |
|--|--|

| | |
|--------------------|--|
| feeling well sohel | |
|--------------------|--|

Activity-3: Introduction to pronunciation

15 mins

1. Ask the participants read the **Resource Paper-21** and add to the list if they have any more activities.
2. Arrange a plenary discussion. Invite participants to ask questions if they have any. If they want to add more activities on pronunciation ask them to explain formats and add them if they are suitable.

Activity-4: Sounds

15 mins

1. Tell participants that *English for Today Class* books have several activities and lessons that focus on pronunciation, or that can be used for pronunciation practice. Some of these focus on sounds.
2. Tell participants that they are now going to experience an activity to practise sounds. The activity is based on an exercise in Class 3, Unit 3, Lesson 5 (B). Draw the following table on the board and ask them to draw it in their exercise books.

| rise (z) | cocks (s) |
|----------|-----------|
| | |
| | |
| | |
| | |

4. Tell them you will say 8 words. Some of them have 'z' sound like rise and some of them have 's' sound like cocks. If they hear 'z' sound word, write it under 'rise' column and if it is 's' sound then write under cocks column. Check the instructions by asking someone to explain it in Bangla.
5. Read out the following word: dress. Tell participants to write the word in the 'rise' or 'cocks' column.
6. Repeat with the following words: lies; glass; class; wise; bus; please; eyes
7. Tell participants to compare their answers with partners first and then the textbook P. 20 (Class 3).
8. Organise them into pairs. In pairs, they practise saying the words from the columns, paying attention to the pronunciation of [z] or [s]. Give trainees 2-3 minutes for this activity.

| |
|--|
| Key: z sound- rise, lies, wise, please, eyes; s sound- cocks, dress, glass, class, bus |
|--|

Activity-5: Stress

15 mins

1. Tell participants that pronunciation is not just about sounds. Speakers of English also **stress** certain **syllables** in words. This means they emphasize the **syllable**.

2. Tell participants that they will now experience an activity to practise word **stress**.
3. Write 'mother' on the board and where stress is given when it is said. Show how to put stress symbol (ˈ , ˌ , ˏ) on the stressed syllable, for example: Mother.
4. Now ask the participants to write the name of 12 months. Tell them you will say the words putting the stress where should be. They have to put any of the symbol on the stressed syllable. Ask any one to say the instruction in Bangla.
4. Read the first month **stressing** the **syllable** that is underlined: January. Tell the participants to put symbol on the **syllable**.
5. Repeat with the following months: February, March, April, May, June, July, August, September, October, November, December.
6. Tell participants to compare their answers with the partner next to him/her and then the textbook (Class 4, page 66)
7. Organise participants into pairs. Ask them to practise saying the words with the right **stress**.
8. Give them the **Resource paper-22** to read and ask questions if any.

Activity-6: Intonation and rhythm

15 mins

1. Tell the participants that students need to know how individual words sound in English, but of course when we speak, we don't just use individual words. Students also need to practise saying sentences, so that they can practise **intonation** – which means the voice going up or down - and **rhythm**.
2. Write the question 'Are you Ruma?' and its answer 'Yes, I'm or No, I'm not' .
3. Say the question sentence with rising intonation and answer with falling intonation.
4. Now ask the participants to repeat after you.
5. Use hand gestures to show the rise and fall of the questions and answers. Encourage participants to do the same. Then explain that while this technique can be useful, the main way of teaching intonation is to provide plenty of accurate models and get the students practise them.
6. Give the participants **EfT book Class 4**. Ask them to open **page 53**. Ask them to practise activity B and C. Divide them into two groups. Group A says the questions with rising **intonation** and Group B says the answers with falling **intonation**. Groups swap.

Reflection for instructors

- Did participants enjoy the different pronunciation activities in this lesson?
- Did participants think of ways that they could improve their own pronunciation?
- What about you? Are there any areas of your own pronunciation that you would like to improve? What are they?

DAY-4
Session-1

Teaching English to large classes

Introduction

The most common feature of a primary classroom in Bangladesh is that there are more or less 60-70 students sitting in a room. At least 5 students sit on a long bench with another high bench in front of them to keep books on. There is a chair and a table in front of them for the teacher. It is very difficult to teach and assess students learning. In this session, participants will learn about how they can deal with major challenges

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

- identify some of the challenges of teaching English to large classes
- describe some ways of dealing with the challenges of teaching English to large classes.
- demonstrate how to teach effectively in large class.

Strategies: Group game, Brainstorming, Ranking, Problem solving, Developing a lesson plan, Evaluation, Group work

Materials: Worksheet, Copies of English for Today books, paper to make posters, marker pens, usual classroom materials

Time: 90 minutes

Description of the presentation

Activity-1: : Warmer – a pronunciation game **10 mins**

1. Play noughts and crosses altogether. Draw the following grid on the board:

| | | |
|------|------|----------|
| fan | van | Sue |
| zoo | shoe | treasure |
| tree | tree | think |

2. Divide trainees into two groups: one group is noughts (O) and the other is crosses (X). Ask one group to choose a word (example, 'zoo'). The group must think of a word that has the same sound as the underlined letter (z). If they say the word correctly, then put a nought (O) or a cross (X) over the word. Then ask the other group to choose a word and so on. The group with the most noughts or crosses wins.

Activity-2: Identifying the challenges of teaching English to large classes **20 mins**

1. Collect the challenges teaching English to a large class through brainstorming on the board. Encourage them to reflect on their experiences in classroom teaching.
2. Organise participants into 4 groups. Tell them to list the 7 major challenges of teaching English to large classes from the board list. Give participants 5 minutes to make a list.
3. Now put 2 groups together to priorities 7 major challenges from 2 lists.
4. Finally the big 2 groups together to priorities 7 major challenges from 2 lists **(Resource paper-23(a)).**

Activity-2: Describing the ways of dealing the challenges to teaching large classes 20 mins

1. Organise the participants into 4 groups.
2. Give each group two different challenges from the ranked 7 major challenges to find out the possible solution in group discussion. Ask them to write the challenges in the left-hand column and the possible solution in the right-hand column. Give participants 5-10 minutes for discussion and writing solutions on the poster paper.

| Challenges of teaching English to large classes | Possible solutions |
|---|--------------------|
| | |

3. When participants are ready, ask each group to present their group work. Ask other groups to add some extra ideas if they have. Provide feedback with the help of the **Resource Paper-23 (b)**. Ask the participants to take notes on different challenges and their solutions.

Activity-3: Developing an *English for Today* lesson plan 45 mins

1. Organise participants into groups of 5 (5 participants per group).
2. Give 5 groups 5 EfT books of five classes. Tell participants that they can choose any lesson they like from the given book, then they must write a lesson plan for that lesson. The lesson should last 35 minutes. Participants can refer to the lesson plans from Day 3, session 3.
3. Tell participants that the lesson **MUST** contain at least one example of a listening and a speaking activity. Participants should think about how they are going to correct and assess speaking activities, and about pronunciation.
4. Tell participants that they should write the lesson plan clearly on a poster. They must have the poster finished at the end of 30 minutes.
5. Walk around the room and help where necessary. Check that participants will have a poster ready by the end of 30 minutes.
6. After 30 minutes show and explain the questions with which they will assess other groups' lesson plans. Give a copy of the lesson plan questions to each group. Then tell groups to swap their poster (the lesson plan) with another group – each group should have a lesson plan that is not their own. Groups read the lesson plan, and answer the questions about it. Groups write notes for each other based on the questions. Walk around the room and monitor.
7. Ask the groups to hand back posters to the original group, and hand over their notes. Tell the groups to read the notes and ask questions if they need any clarifications.
8. Finally tell the groups to amend the lesson plan according to feedback if required and to preserve it for use in the next time.
9. If time allows, ask one group to do a simulation with their prepared lesson plan. Don't allow more than 10 minutes for simulation.

Look at the other group's lesson plan and answer the following questions:

- a) Are the **learning outcomes** included? Is it clear what language or skills are practised?
- b) Has **classroom language** been included? Is it simple enough for students to understand?
- c) Does the lesson include opportunities for students to listen to and speak English?
- d) Is a listening activity included? Does the teacher introduce the text to the students?
What do the students do while they are listening?
- e) Is a speaking activity included? Do all students get the opportunity to speak? What support do students get for the activity? Is it clear from the lesson plan how the teacher will correct and assess students' speaking? How will the teacher help students with pronunciation?
- f) Look at the **learning outcomes** again. Do you think the activities and tasks in this lesson help students to meet the **learning outcomes**?
- g) Is it possible to carry out all parts of this lesson with a large class?
- h) Do you have any suggestions for ways to improve the lesson plan?

Reflection for facilitator

How were the lesson plans developed by participants?

How well did participants give feedback during looking at other's lesson plans? Are there any general comments you would like to give about the lesson plans?

Day - 4
Session - 2

Early Reading and writing

Introduction

We already have to know how to help learners learning listening and speaking skills. Another two skills are reading and writing. If we look at the contents of English for Today of classes 1-5, we find that reading and writing in classes 1 & 2 are quite different from that of classes 3-5. In the lower primary, students only read and recognize letters, familiar words and phrases and numbers (1-30) and write letter and numbers only. It is important to a teacher how to teach them in interactive and joyful ways. In this session we will try to explore these.

Learning outcomes: By the end of the lesson, trainees will be able to:

- describe the stages in the process of learning to read English
- say when *English for Today* introduces different stages of writing
- use activities to help students to develop early reading and writing

Strategies: Gap-fill, Guessing, Discussion, Demonstration, Activity practice, Individual work, Pair work, Group work

Materials: Worksheet, demonstration note, Copies of *English for Today* Class 1 and 2, Usual classroom materials

Time: 90 minutes

Description of the presentation

Activity-1: Introducing the stages of early reading and writing **20 mins**

1. Organise participants into pairs. Give each pair a copy of **worksheet-11**.
2. Ask them to discuss in pairs and complete Activity 1 and Activity 2 of worksheet-13. Give them 10 minutes. Walk around the room and monitor.
3. Give them the **Resource Paper-24** or write the answer on the board and tell them to check their answers.
4. Ask participants if they have any questions about the stages of learning to read and write in English.

ANSWERS

Activity 1: sample answers

2. cat, red, stop and help
3. with, shop, chicken and elephant
4. please, sleep, boat and ground
5. shirt, car, like and stone
6. nice, race / please, days
7. Saturday, another, excellent, and railway
8. people, laugh, Wednesday and receipt

Activity 2: answers

- | | | |
|------------|------------|------------|
| 1. Class 1 | 2. Class 1 | 3. Class 1 |
| 4. Class 2 | 5. Class 2 | 6. Class 3 |
| 7. Class 3 | 8. Class 3 | 9. Class 3 |

Activity-2: Teaching the sounds of single letters

20 mins

1. Give each participant the **Resource Paper-25**. Tell them to read the paragraph silently. Make sure participants understand the term: **phonics**. Ask participants if they have any questions.
4. Then carry out the demonstration in the box below.
5. After the demonstration, organise participants into groups of 5 (5 participants in each group). Give them **Worksheet-12** and give 5 minutes to discuss the questions.
6. Give **Resource Paper-26** and tell participants to check their discussion with the key.
7. Tell participants that Class 1 students will need a lot of practice to learn the letters. Teachers should include as many activities as possible over the year for students to hear, see and write the letters as much as possible. Participants will learn some examples at the end of this session.

Demonstration: Demonstrate following the notes below, try to use English as much as possible. Don't spend too long on each activity.

Note: Make sure you use the sounds for the letters of the alphabet, for example 'buh' rather than 'bee'.

1. Tell Participants that they are now Class 1 students and you are the teacher.
2. Draw a picture of an apple on the board – or show a picture of an apple, or show an apple.
3. Ask 'What's this?' and elicit 'Apple'.
4. Say 'this is an....' and encourage students to say 'Apple'.
5. Write the letter 'A' on the board and say: 'A...A...A...Apple'. Encourage them to repeat.
6. Show them how write A several times (Telling the direction: down, down and across)
7. Ask them to follow you and write A in their Eft books (P. 25)/exercise book
8. Again write the letter 'a' on the board and say: 'a...a...a...apple'. Encourage them to repeat.
9. Show them how write a (lower case) several times (Telling the direction: round and down)
10. Ask them to follow you and write a in their Eft books (P. 31)/exercise book
11. Draw a picture of a ball on the board – or show a picture of a ball, or show a ball.
12. Ask 'What's this?' and elicit 'ball'.
13. Say 'this is a....' and encourage trainees to say 'ball'.
14. Write the letter 'B & b' in turn on the board and say: 'B/b...B/b...B/b...ball'. Encourage students to repeat.
15. Teach how to write B (down, round and round); b (down & round) and ask the students write on Eft book P. 25 & 31 respectively or their exercise books
16. Repeat with a picture of a cap.
17. Repeat with a picture of a dog.
18. Tell trainees you are going to play a game called 'Yes/No'
19. Point to the letter 'a' on the board and say 'a...a...a', Trainees shout 'Yes!'
20. Point to the letter 'd' on the board and say 'b...b...b'. Trainees shout "No!"
21. Continue pointing to different letters for a minute.

22. Point to the letter 'a' on the board and say 'apple'. Trainees shout 'Yes!'
23. Point to the letter 'd' on the board and say 'ball'. Trainees shout 'No!'
24. Continue pointing to different letters for a minute.

Activity-3: Introducing word reading and writing

20 mins

1. Ask the participants to act class 2 students. Tell them you are a teacher of class 2.
2. Use the demonstration notes to take the class
3. After the demonstration, ask the participants do they teach the lesson in a similar way or differently? If differently ask them to explain how.

Demonstration notes: Follow the demonstration notes below to take the class, try to use English as much as possible. Don't spend too long on each activity.

Class 2, unit 2, lesson 3

Learning outcomes: 1) read, say words of pictures 2) write known words

1. Draw a picture of an apple on the board – or show a picture of an apple, or show an apple.
2. Ask 'What's this?' and elicit 'Apple'.
3. Say 'this is an....' and encourage students to say 'Apple'.
4. Write 'Apple' on the board and spell it- A....p...p...l...e---Apple.
5. Draw a picture of an ant on the board-or show a picture of an ant.
6. Ask 'What's this?' and elicit 'Ant'. Write 'Ant' on the board and spell: A....n...t----Ant.
7. Similarly introduce Ball, bat, Cap, Cup, Doll, Dog.
8. Write the 8 words: 'Apple, Ant, Ball, Bat, Cap, Cup, Dog, Doll' on the board and point each one and ask the students to say the pointed word.
9. Point on words randomly and ask the students to say.
10. Show how to write words in 4 lines. Ask them to write the words on P. 9/ their exercise books. (If they write on their exercise books, ask them to draw 4 lines and then to write).
11. Walk around the room and monitor. Help the students as needed.

Activity-4: Combining letters to form words

20 mins

1. Tell the participants, when students are familiar with letters and the sounds they make, they can begin to put them together to make words, at the beginning of Class 2. Now they will experience an activity which helps students to combine letters to make words.
2. Then do a demonstration using the following notes.
3. After demonstration, write the following 2 questions on the board and ask them to discuss the questions given in it.

1. What techniques did the teacher use to check that everybody understood the meanings of the words?
2. What is the purpose of the activity?

4. Arrange a plenary discussion and ask 2-3 persons about their answers and give feedback with the help of the **Resource Paper-27**.

Demonstration notes

1. Write the following on the board: ____ a ____
2. Ask participants to say three letter words which have 'a' in the middle (for example 'sad')
3. Write words on the board, for example: sad, cat, bag, man, hat
4. Check participants understand the words – for example, they can mime sad, make the noise of a cat, show a bag...

5. Read the words, and ask participants to repeat as a group and individually (for pronunciation)
6. Write the following on the board: __e__
7. Ask trainees to say three letter words which have 'e' in the middle (for example 'hen')
8. Write words on the board, for example: hen, pen, leg
9. Check participants understand the words – for example, they can mime hen, show a pen, point to a leg...
10. Read the words, and ask participants to repeat as a group and individually (for pronunciation)

Activity-5: Early reading and writing activities

10 mins

1. Organise participants into groups. Give them early reading and writing **Resource Paper-28.**
2. Tell participants that this is a list of activities that teachers can use to help students to develop early reading and writing. Participants should choose two or three activities in pairs, and then try them out in their groups. Walk around the room and monitor.

Reflection:

Were the participants actively involved with the activity?

Did they achieve the learning outcomes?

If you take the class next time, what changes will you bring?

Day-4
Session-3

Introducing Reading

Introduction

This session will introduce the very important receptive skill – reading. It will start by discussing the two types of reading: ‘reading aloud and silent reading’. This session then analyses and discusses how to carry out reading activities in the classroom.

Teaching reading skills means to help students comprehend the reading text. For classroom practice, a teacher can do it through three stages of a reading lesson – pre, while and post reading. This session discusses how to carry out reading activities using the three stages in the classroom.

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

- describe the approaches to developing reading skills
- experience the techniques of scaffolding students’ reading using the 3 stages of a reading lesson

Strategies: Case studies, Pair work, group work, Demonstration

Materials: Eft books, Usual classroom materials

Time: 90 minutes

Assessment plan:

- Checking participants understanding of the content in the plenary’ Asking questions.

Description of activities:

Activity-1: Identifying the ways to teach reading **20 minutes**

1. Tell the participants that teachers teach reading to their students in a number of ways. Give them **Worksheet-13** and ask them to read 3 case studies that describe 3 teachers and the way they teach their students to read and think about the questions.
a) Which teacher is likely to be the most effective in developing his/her students’ reading skills? Why?
b) Would the situation be different in any way in the case of younger or older children?
2. Conduct plenary feedback, asking participants for their opinions. Use the suggested answers below to support the discussion with the help of **Resource Paper-29**.

Activity -2: Describing the three stages of reading **45 minutes**

1. Tell them that a reading lesson follows a similar format like listening: pre-listening, while-listening and post-listening.
2. Give the **Resource Paper-30** and tell participants to read the 3 stages of reading lesson for 5 minutes. After 5 minutes, ask them to question if they have.

3. Now Demonstrate a reading lesson using the lesson plan that is in DAY 5, Session-2, given in worksheet and Resource Paper Part.
4. Now organize the participants in 3 groups and give them EfT books class3-5
5. Ask them to choose a lesson and take preparation for simulation showing 3 stages of reading. Give them 10 minutes for preparation.
6. After 10 minutes ask one person (who didn't present earlier) from each group to present the lesson.
7. Give supportive feedback.

Activity-3. Identify the activities used in simulation

20 minutes

1. Tell them that they are going to look at the stages of the reading lesson they have just experienced and organized it according to three 3 stages of reading.
2. Refer to '**Worksheet-14**' and ask the participants to complete it in pairs. Give 10 minutes to write the activities.
3. After 10 minutes arrange plenary.
4. Give supportive feedback
5. Conclude this session by telling the participants that silent reading skills are necessary for students – for study, for future work, for pleasure. Reading aloud is unnatural and not something we do in real life very often. We want to teach our students skills that will help them in *real life*. However, reading aloud is helpful for the beginning learners for being familiar with the letters, words and sounds.

Assessment:

Ask the following questions to assess the learning outcomes of the session.

- **What are the stages in a reading class?**
- **How will you implement this learning in your schools?**

Reflection

While conducting the session, consider the following issues:

1. How do participants feel in reading case studies?
2. Can they complete the task according to instruction?

Day -4
Session - 4

Writing Skills

Introduction

Learning to write is very interesting especially to children. There are some techniques which help teachers to teach children to write the alphabet, words or phrases and sentences. In this session we will try to talk about these things.

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

- identify and analyze different writing activities in the EfT textbooks
- demonstrate an understanding of the benefits of different kinds of writing activity
- describe and use the steps of process writing in teaching writing skills

Strategies: Demonstration, Brainstorming, Individual work, pair work, group work

Materials: Worksheet, Demonstration note sheet, reading text, usual teaching materials

Time: 90 minutes

Assessment plan :

Question and Answer, Discussion, Group performance and individual performance.

Description of activities

Activity-1: Warm-up activity

10 minutes

1. Tell participants to take out a pen and a piece of paper. Tell them that you are going to dictate something to them.
2. Start dictating a short text to the participants – it should only be a few lines. As you are dictating miss out some of the words, and say 'BEEP' instead. Whenever you say **BEEP** participants should leave a gap. Here is an example text from class 2, Unit 9, lesson 4.
A farmer BEEP a goose. Every day the goose BEEF an egg. Every day the farmer BEEF the egg. He BEEP some money.
3. When the dictation is finished, ask students to work in pairs to guess the words for BEEP. In plenary, get participants' suggestions for each gap.

Activity-2: Identify different writing activities in the EfT textbook:

10 minutes

1. Ask participants which skills they have just practised (listening and writing). Tell participants that they will learn about different types of writing activities in this lesson.
2. Divide the class into 5 groups. Ask them to work on EfT book Class 4, Lesson 23 P.79-81, Activity B1, C and D. Ask them to group these activity into 3 categories-**Controlled, Guided and Free writing activities**. Give them 5 minutes for this activity.
3. After 5 minutes arrange a plenary discussion. Ask one person of a group (Who didnot present before) to present their group work and other groups to match. Ask them to explain the reasons why they put an activity in a specific group.
4. Appreciate them if they able to give reasons even grouped correctly (B1-controlled, C-guided and D-free writing activity)

Activity-3: Identifying the characteristics of controlled and guided writing activities 20 mins

1. Tell the participants that you are going to do a demonstration. After demonstration they have find out the characteristics of controlled and guided writing activities. Don't take more than 10 minutes for this demonstration.

| |
|--|
| Class 2, Unit 3, Lesson 3, E (Ask the participants to play role class to students) |
| L.O: write the name of the parts of the body |
| <ol style="list-style-type: none">1. Students, open page 21(Show the page)2. Point the picture and ask `What's this?' Do it chorus.3. Ask to write the words under each picture or in their exercise books.4. Walk around and monitor and mentor. |
| Class-5, lesson-28, B2 (Ask the participants to play role class 5 students) |
| <ol style="list-style-type: none">1. Students, open page 103. Look at this form. Fill the form out with the information about yourself2. Walk around and monitor and mentor. |

2. Show the following 3 questions. Ask them to discuss the questions in group and come to a decision what will be the answer of them. Give them 5 minutes to answer the questions.

Discuss the following questions in groups.

- a) How much support do students have with the language?
- b) Who controls the language used? How much choice do students have?
- c) Is the focus of the activities on developing **accuracy** or **fluency**? Should mistakes be corrected?

3. As the groups ready, ask one group to present. Give feedback in accordance with **Resource Paper-31**.

Activity-4: Identifying the characteristics of free writing activity 25 mins

1. Ask participants if they can remember the characteristics of **controlled and guided** writing activities from the previous activity. Write them on the board. They are:
 - Students have a lot of support with the language.
 - The language is controlled by the teacher. Students have little or no choice.
 - The focus of the activity is on accuracy. Mistakes should be corrected.
3. Organise participants into groups of 5 (5 participants per group). Give the group **worksheet-15** to answer the questions. Tell participants to discuss the questions in groups. Give participants 10 minutes for this activity. Walk around the room and help where necessary.
5. Now give them **Resource Paper-32** on characteristics of free writing and tell participants to look at the answer in the Resource paper.
6. Ask them if they have any questions about **free** writing activities.

Activity-5: Challenges of a free writing activity**25 mins**

1. Write on the board the ` **Challenges of a free writing** ' and collect the challenges on the board through Brainstorming. Talk about the possible solution for each challenge.
2. Then carry out the demonstration in the box below.
3. After the demonstration, ask trainees to say how you (the teacher) supported the activity (you elicited what information could be included and gave ideas; you elicited words and phrases and wrote them on the board; you walked around the room and 'helped' students...)
4. Collect the ideas from the participants and describe with the help of the **Resource Paper-33** and give Resource paper-30 to the group to read and question if they have.

Demonstration: *Try to use English as much as possible, and remember not to spend too long on the final writing activity.*

1. Tell participants that you are a teacher and they are Class 3 students. Tell them that they are going to write something. They should make deliberate mistakes when they write – they are Class 3 students!
2. Tell students that they are going to write a short paragraph about their mother.
3. Ask students what kind of information the paragraph could contain. Example: name, age, work, what she does. This can be in Bangla.
4. Elicit words and phrases that students might need from the students, and write them on the board. For example: My mother's name is...She is X years old...She is a...She works, cooks, cleans...
5. Tell students to write a short paragraph about their mother. Remind students that they are Class 3 students and that they should make some mistakes.
6. Walk around the room and help students/correct their 'mistakes'.
7. Stop the activity after 2-3 minutes. Trainees do not need to write full paragraphs – this is an example.

Reflection:

Were the participants involved actively in all activities?

Were the learning outcomes achieved?

Day 05

Session 01

Scaffolding learners to be communicative users of language

Introduction:

Learners learn to communicate by communicating. A lot of activities have in our EfT texts where learners can share their ideas with each other. Nevertheless after the completion of primary level, students are not always confident users of English. This is because students do not get appropriate guide/instructions of doing EfT texts or activities in a communicative way. This session aims are to enable teachers of how to conduct activities from in and out of the EfT texts to scaffold learners to be communicative users of language.

Objectives: By the end of the session participants will be able to:

- be confident of providing communicative activities properly in the classroom.
- conduct activities extra to what are not in the EfT books for supporting learners to meet their everyday needs.

Strategies: Resource paper, WCW, PW, SGW, Plenary discussion etc.

Materials : White board, Marker, Poster paper, Sketch pen, Grade 1 to 5 EfT books etc.

Time: 1 hour 30 minutes.

Description of the presentation:

Activity-1: Warm up → Listen and do. 10 mins

Stand up
Put up your hands in front
Stretch your right hand in your back
Stretch more as you can
Bring it as it were
Now stretch your left hand in your back
Stretch more as you can
Bring it as it were
Put your hands down
Sit down. Thanks.

Activity 2: Eliciting more communicative activities out of EfT texts 15 mins

1. Ask the participants to recall some communicative activities which have in our EfT books. Then make pairs and ask them to supply some interesting/ game like activities (SAs) which can help learners to develop their communication skills. Collect their ideas in plenary on poster paper or white board.

Activity 3: Conducting extra communicative activities beyond the EfT texts 60mins

1. Make 4 groups. Give **Resource Paper-34** to the groups. Ask each group to choose 1 game like/ joyful communicative activity.
2. Ask each group to write the demonstration note of how to use game in class and also to identify the lesson in which they want to use it and when. Mentor them intensively.
3. After that ask groups to present the activities. Arrange a plenary discussion in short.

Assessment: 05 mins

- What is a supplementary activity?
- How do the learners get benefits from these types of activities?

Reflection: While conducting the session consider-

- Do you think participants are motivated to use SAs in their classroom?
- Can all the participants provide SAs in a communicative way?

Day 05
Session 02

IPT Linked Lesson Planning

Introduction:

Good lesson planning is essential for any systematic approach to teaching. A well- written and properly used lesson plan can be a very worthwhile teaching aid. The written lesson plans can serve as teaching guides during lessons and as references for other teachers who may teach for us in emergencies. They also serve as convenient records of teacher's planning techniques and methods of teaching. One of the most practical functions of lesson plans is that they serve as step-by-step guides for teachers in developing teaching and learning activities. This session aims are to enable teachers of how to design lesson plans.

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

- identify the basic components of IPT lesson plan
- write learning outcomes of a lesson.
- write and evaluate a lesson plan for English for Today (class 1-5)
- explain the role of a lesson plan

Strategies: Brainstorming, IW, PW, SGW, Plenary discussion etc.

Materials : Grade 1 to 5 Eft books, VIPP Card, Poster paper, A4 paper and usual classroom materials.

Time : 1 hour 30 minutes.

Description of the session:

Activity 1: Identifying the basic components of IPT linked lesson plan: 15 mins

1. Divide the participants into groups of 5 (5 participants in each group).
2. Cut a **lesson plan (Worksheet-16)** into 5 pieces (Lesson title, Learning outcomes, input & its activities, practice & its activities, task/checking learning & its activities). Give all the 5 pieces to each group and to arrange them in correct order. Give 5 minutes to do this activity. Walk around the room and monitor.
3. After 5 minutes ask the group to tell the right order.

The components of a lesson plan are (according to correct order) :

Lesson title

learning outcomes

Input activities

practice activities

Task/Checking learning activities.

Activity 2: Writing learning outcomes of a lesson: 20 mins

1. Tell the participants that learning outcomes are the core of a lesson. A teacher has to organize all activities in accordance with learning outcomes of a lesson. This time you are going to write the learning outcomes in groups.

2. Before doing the task, explain some verbs (Believe, understand, know, appreciate, feel, learn, think) are not used to write the behavioural objectives of a lesson. Similarly the SMART rule should have to follow to write the learning outcomes.
3. Now ask the participants to work in the same group. Ask the participants to discuss and to write the learning outcomes of Class 3, unit 7, Lesson 1. Give them 10 minutes to do the activity. Walk around the room and monitor.
4. After 10 minutes ask each group to tell one learning outcome that they have written (avoid repetition).
5. In this way collect the learning outcomes of the mentioned lesson on the board.

Activity 3: Writing and evaluating a lesson plan for English for Today (class 1-5) 40 mins

1. Refer the participants to **Activity 1** that a lesson plan has 5 components. Tell them that they have to write a lesson plan in group. Ask them to work in the same group as before. Give them 30 minutes to write the lesson plan. Tell them they have to write the lesson plan on the poster paper. Distribute the group task in the following way.
 - a) Dialogue group: Class 5 Lesson 1 Activity C
 - b) Writing group: Class 1 Unit 2 Lesson 8 Page 25
 - c) Vocabulary group: Class 4, lesson-9 A, P36
 - d) Story group: Class 3 Unit 11 Lesson 4
 - e) Reading group: Class 4 lesson 9 A, Page 36
2. Arrange a Honey Bee Fashion for their plans. Ask them to assess others' plans according to the following questions and make comments for improvement. Tell them to preserve it for the next day use.

Questions for assessing developed Lesson Plans

- a) Are the learning outcomes relevant to the lesson? Are they written using the proper behavioral verbs and following the SMART rule?
- b) Will the input activities help the learners to get information clearly?
- c) Will the practice activities appropriate and enough to achieve the learning outcomes?
- d) Are there any task or checking learning activity that ensure teacher if the learning outcomes achieved or not?
- e) Are the classroom languages written against each activity?

Activity 3: Explaining the role of a lesson plan 15 mins

1. Write the question 'How does a lesson plan help teachers to present a lesson?' in a circle on the board.
2. Ask the participants to think about the question and give their ideas. Request a participant to collect the ideas around the circle.
3. Supply/show the role of lesson plan and let them ask questions if they have.
4. At the end of the session, distribute **Resource Paper-35** among the participants. Ask them to read the resource paper. Let them to ask questions if they have.

Reflection:

How were the learning outcomes written by the participants?

How were the lesson plan developed by them in groups?

Did the participants achieve the learning outcomes of the session?

Day-5
Session-3

Developing MCQ and CRQ items according to Competency

Introduction

Generally people use objective type items and constructed response questions (CRQ) to assess their learners learning achievement. These items are developed on the basis of learning domains. Mainly the cognitive domain items can be used in paper pencil tests. Other domains will be tested in school based assessment. In this session, we will try to develop both objective especially MCQ (Multiple Choice Question) and Constructed Response Question (CRQ) for assessing the learners learning.

Objectives: By the end of the session the participants will be able to-

- identify the different types of Test items.
- describe the guidelines for constructing MCQ and CRQ
- develop MCQ and CRQ items to assess learners' learning

Time: 90 minutes

Materials: Eft books of class one to five, Curriculum of English subject, worksheet, multimedia projector, visualizer and other classroom materials.

Methods & Techniques: Discussion, pair work, group work

Assessment: Question-Answer, Group production, Discussion, Assignment

Description of presentation

Activity-1: Warm up **5 mins**

1. Sing 'Kring kring telephone' altogether from Class 1, Unit 5 lesson 5.

Activity-2: Identify the different types of test items. **10 mins**

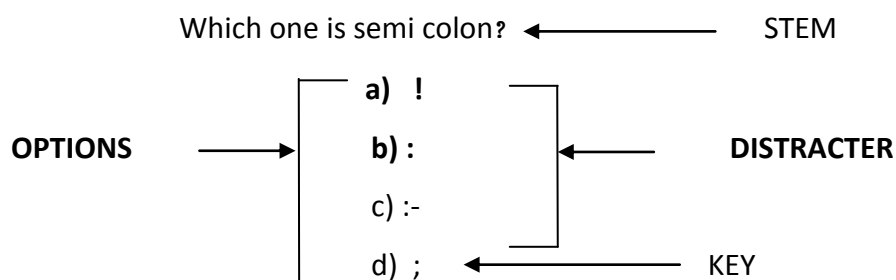
1. Collect different types of Test items on the board that we use to assess students' learning achievement.

- | |
|--|
| <ul style="list-style-type: none">a) Oralb) written<ul style="list-style-type: none">i) Objectives- True-false, Fill in the gap, matching, write in a word, MCQ (multiple choice Question)ii) CRQ- Constructed Response Question |
|--|

2. Ask them which test item is not used in written exam (Oral and True-false)
3. Explain why True-false item is not used in the competency based test because by guessing 50% or more marks could be obtained. Clarify the different types of items with the help of **Resource paper-36** if necessary.

Activity-3: Describing the guidelines for constructing MCQ and CRQ**35 mins**

1. Write a MCQ item on the board and show its 4 parts- Stem, Options, distractors and Key.



2. Form groups of 5 using a joyful technique. Give them the constructing guidelines of MCQ items (**Resource Paper-37**) and **worksheet-17 (sample items)** to identify which one is not constructed in accordance with the guidelines and rewrite them accordingly. Tell them they will get 10 minutes to do the group activity.
3. After 10 minutes arrange a plenary session. Request one group to state their group decision. Invite other groups to match and tell the different one if they have in plenary discussion. Give expert decision with the help of key if any haziness arises.
4. Now give them the constructing guidelines of CRQ items (**Resource Paper-38**) and **worksheet-18 (sample items)** to identify which one is not constructed in accordance with the guidelines and rewrite them accordingly. Tell them they will get 10 minutes to do the group activity.
5. Again after 10 minutes arrange plenary discussion and ask one group to present their group work and other groups to match. Give expert decision with the help of key if any haziness arises.

Activity-4: Constructing MCQ and CRQ items to assess learners' learning**35 mins**

1. Explain Bloom's taxonomy of cognitive domain with example using the **Resource Paper-39**.
2. Give them developed MCQ and CRQ items (**Resource Paper-40**) for better understanding. Ask them to analyse the items in accordance with cognitive domain (Knowledge, understanding and Inference/application), MCQ and CRQ items constructing guidelines.
3. Encourage participants' active involvement.

Activity-5: Assessment**5 mins**

- a) Why MCQ items are better?
- b) Which skills can't be test by MCQ items?
- c) What are the benefits of CRQ items?
- d) How the disadvantages of CRQ could be overcome?

Reflection:

- a) Were all participants were engaged?
- b) Did they understand clearly how to construct of MCQ and CRQ items?
- c) Are you happy leading the session? If yes, why? If not, why not?

Day- 5
Session - 4

Teachers' professional development

Introduction

Learning is a dynamic and continuous process. Learning needs and styles are changing for the development of modern science and technology. The teacher is key person to fulfill students' needs and interest using appropriate methods and techniques including modern technology in teaching-learning. Teacher's well preparation with subject knowledge and pedagogical knowledge help him/her to present a lesson effectively. Professional development is a continuous process. Self-motivation and commitment to the job helps to develop professional skills. Teacher is a life-long student. He can develop his professional skills by reading books, educational researches and journals. While teaching, teacher faces some problems e.g. students are not responding, they are making noise, and they are not actively participating. To solve these problems teacher can do an Action Research or self-assessment and self-reflection. Peer supervision and supportive feedback is also a way of professional development.

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

- describe what the professional development is.
- explain subject knowledge (SK) and pedagogical knowledge (PK)
- apply SK & PK in a lesson.

Strategies: Brain storming, group work, pair work

Materials: Poster, whiteboard marker, EfT books class1-5,

Time: 90 minutes

Description of presentation:

Activity-1: Warm up

15 mins

1. Write the following words on the board in column X and Y

| X | Y |
|-----|---------|
| Sad | Cast |
| Had | All |
| Mad | Village |
| Fan | About |
| Van | Ache |

2. Ask the participants:
 - a) What sounds does the letter 'a' in column X represent?
 - b) What sounds does the letter 'a' in column Y represent?
3. Give participants some time to discuss the questions in pairs, and practise saying the words.
4. Elicit that in column X, the 'a's have the same sound but in each word in column Y, the sound represented by the letter 'a' is different. Demonstrate the words if necessary.
5. Now can you say-
 - Here, what is subject knowledge?
 - What is Pedagogical knowledge?

Activity-2: Identifying subject knowledge and pedagogical knowledge required for an English teacher of Primary school **30 mins**

1. Organise the participants into 4 groups. Name the 4 groups according to 4 skills.
2. Give each group **worksheet-19** respective terminal competencies.
3. Ask them to identify what sorts of subject knowledge and pedagogical knowledge is required to teach respective skill in the primary school. Give them 20 minutes to do the activity.
4. After 20 minutes when the groups are ready, ask one person from each group to present the group work. Give positive feedback.

Activity-3: Ways of teacher's professional development **Time: 20 minutes**

1. Tell the participants that in the previous activity you have determined both the SK and PK required to teach English in class 1-5.
2. Draw the following table on the board and ask the participants to copy it in their exercise books

| Area of SK & PK | Required to acquire knowledge | Way to acquire Knowledge |
|-----------------|-------------------------------|--------------------------|
| | | |
| | | |

3. Ask the participants to complete the grid individually. Tell them to write the ways to acquire knowledge other than training. Give them 10 minutes to complete the table.
4. Now make 3 groups. Ask to discuss what individual needs is and how she/he want to develop himself/herself.
5. Tell them to give suggestions each of the group members through discussion on what one already has written. Walk around the room and help as required.
6. Tell them how they could develop their professionalism in accordance with the **Resource Paper-41.**

Activity-3: Micro teaching & Peer observation and giving feedback **25 minutes**

1. Tell the participants that most effective way of pedagogical development in the training is micro-teaching and in school is peer observation. In peer observation presenter and observer both are colleagues. They observe each others' lesson for mutual interest of professional development. Before the observation, they both discuss what he/she will observe. After the presentation they both sit together to discuss strength and weakness of the lesson with suggestion for further development (feedback).
2. Ask the participants to work in the same group to prepare a lesson plan for class 1-5
3. Ask one group to present their lesson/Micro Teaching.
4. Tell 4 participants to observe the lesson using the observation checklist.
5. After the presentation arrange a feedback session.

Reflection:

- a) Did you able to motivate them towards teaching profession?
- b) Did you arise interest to study continuously for professional development?
- c) Are they motivated that they have to learn a lot to teach English?
- d) Did they realize that micro-teaching & peer observation is fruitful ways of pedagogical development?

DAY- 6

Session-1

Constructing Competency Based Test Items

Introduction

In the 5th day of session-3 participants have learnt how to construct competency based test items. In this session they will construct both MCQ and CRQ items for assessing students' achievement. This practise session will help the teachers to construction items in their classroom practices.

Objectives: By the end of the session participants will be able to-

- Construct MCQ & CRQ items for a particular lesson/learning outcome.

Strategies: Group work, demonstration, plenary discussion.

Materials: English for today book of class 5, Marker, Poster paper/A4 paper(if visualizer is available),

Time: 90 minutes.

Description of the presentation

Activity-1: Warm up:

15 mins

I'm a little teapot

1. Draw a teapot on the board – don't worry if your drawing is not perfect. Your trainees will enjoy the drawing!
2. **Elicit** the words 'handle' and 'spout'.
3. Tell trainees to stand up.
4. Sing or say the rhyme 'I'm a little teapot' from Class 2, Unit 1, Lesson 5.
5. Encourage the group to do the actions, and to sing loudly.

Instructor notes: for warm up activity

Words:

I am a little tea-pot, short and stout.

This is my handle, and this is my spout.

When the water's boiling, just hear me shout,

"Just lift me up, and pour me out."

Actions:

I am a little tea-pot, short and stout. [participants/students move down to illustrate 'short']

This is my handle, and this is my spout.[One arm makes a handle; one arm makes a spout]

When the water's boiling, just hear me shout, [Moving around as the water boils]

"Just lift me up, and pour me out." [Tipping over to one side – towards the arm that is making the spout]

Activity-2: Constructing MCQ and CRQ test items**75 minutes**

1. Organise the participants into 5 groups. Ask them to choose their group name. Give 3 groups 3 different texts from English for Today Book of Class 5 and another 2 groups work on text that is not in the book. Supply them the format that is used item writing from the session-3 of day-5
2. Ask them to construct 9 MCQ items (3 Knowledge, 3 understanding, 3 inference/ application items) and 6 CRQ items (2 knowledge, 2 understanding and 2 inference/ application items). Tell them they will get 30 minutes to do the group activity.
3. After 30 minutes arrange a plenary session. Request each group to show and explain their items in the plenary. Invite other groups to take part in plenary discussion and give their opinions if the items are developed in accordance with the domain and competencies. Provide feedback to make the items reasonably good. **(You can use Resource paper-42 for giving feedback for the group 2)**

| |
|--|
| Develop MCQ and CRQ test items on the following lesson or given text |
| Group 1: Class 5, Lesson 7: Eat Healthy Live Healthy |
| Group 2: Class 5, Lesson 8: Write to me soon |
| Group 3: Class 5, Lesson 21: Life is Beautiful |
| Group 4: Text-1 |
| Group 5: Text-2 |

Text-1:

Anina was lying on her bed. She heard a strange noise like a quiet hissing coming from a pile of newspapers and they started to fall over. Anina could not believe her eyes as she watched a grunting and snorting crocodile come out from under the newspapers. Anina was frozen to the spot. Her eyes wide as saucers she watched the crocodile crawl completely out of the newspapers and slowly look around the room. It seemed to have just come out of the water because its whole body was dripping wet.

The crocodile moved its head back and forth letting out a hissing sound. Anina swallowed hard, looking at the crocodile's snout with its terrible long row of teeth. It swung its tail slowly back and forth.

When Anina bent down and picked up the newspapers the crocodile whipped his tail so hard that he cracked the big vase of flowers on to the floor and they scattered everywhere. With a quick jump Anina ran out of the room and slammed the door shut and put a chair against the door.

Suddenly there was another loud crack and the door splintered. Anina ran out of the house screaming. Then.....

Text-2: **The Three Hungry Goats**

Once upon a time three goats lived near a mountain. There was lots of fresh, tasty green grass. Every spring they left their shed and travelled to the mountains for them to find grass to eat. They had to cross a river to go there.

There was only one wooden bridge across it. A terrible giant lived in the river under the bridge. He never let anyone cross his bridge without his permission. He always ate them for his breakfast.

The smallest goat was the first to get to the bridge. Trip-trap, trip-trap went his hooves as he walked across the bridge.

"Who's that going over my bridge?" shouted the giant. "Goat," the little goat replied. "I'm going to the mountain to eat the tasty green grass."

"Oh no you're not. I'm going to eat you for my breakfast," laughed the giant.

The little goat said, "I'm just the smallest goat. I'm much too small for you to eat. Why don't you wait for my older brother? He's much bigger and better than I."

"Bigger and better?" asked the giant. "All right, you can cross the bridge."

So the smallest goat crossed the bridge and started to eat the fresh, tasty green grass on the mountain. Then the next goat came across the bridge. Clip-clop, clip-clop went his hooves as he walked across the bridge.

"Who's that going over my bridge?" shouted the giant. "Goat," the second goat replied. "I'm going to the mountain to eat the tasty green grass."

"Oh no, you're not!" smiled the giant, "I'm going to eat you for my breakfast."

"I'm much too small for you to eat. Why don't you wait for my older brother? He's much bigger than I and would make an even bigger breakfast." said the second goat.

"Even bigger?" asked the giant. "Oh all right, you can cross the bridge."

So, the second goat crossed the bridge and started to eat the fresh, tasty green grass on the mountain. At last, the third goat came across the bridge. Tromp-tromp, tromp-tromp went his hooves as he walked across the bridge.

"Who's that going over my bridge?" shouted the giant.

"Goat," the biggest goat replied. "I'm going to the mountain to eat the tasty green grass."

"At last!" shouted the giant, "Now I'm going to eat you for my breakfast."

"Oh no, you won't!" the biggest goat shouted and he hit the giant with his long horns. He hit him right over the bridge. So, the third goat joined his two brothers on the mountain where they ate fresh, tasty green grass all summer long. And the stupid old giant never disturbed them again.

DAY- 6
Session-2 & 3

Practice Teaching

Introduction

In previous day session-3 participants have learnt how to design a lesson plans and today's previous session they also developed materials for the lessons of class 1-5 .Thy have already practiced two lessons for class 1 & 2 which focused on listening and speaking skills but lessons of class 3-5 focused on four language skills. In this session, participants will practice lessons of class 3-5 focusing on four language skills using prepared lesson plans.

Objectives: By the end of the session participants will be able to

- conduct lessons/classes on their prepared lesson plans.
- give supportive feedback using observation check list.

Strategies : IW, WCW, SGW, demonstration, plenary discussion.

Materials : White board, Marker, Poster paper, VIPP Card, Observation check list, Grade 3-5 Eft books etc.

Time: 90 minutes.

Description of the presentation

Activity 1: Conducting lessons/classes on the prepared lesson plans: **30 minutes**

1. Organize trainees into 6 groups. Distribute group work. Ask them to plan a lesson following the IPT framework on the assigned topic/lesson. Give them 20 minutes for preparation. Tell them every one of each group (or 2 persons from each group) has to present a part of the planned lesson. Also tell them the lesson will be recorded by video.
2. Tell each group to select who is going to present which part of the lesson. Tell when one member of a group presents the part of a lesson, the other 1 or 2 will have to make notes about how the activity is presented, how it was planned, why it was done differently(if presented differently. Tell the participants to act as students of the respective class and select 4 observers each time to observe the lesson using the observation check list

(Worksheet-20).

| Group | planning a lesson on: |
|-------|---|
| A | Class 5, Lesson 21: Teaching Vocabulary |
| B | Class 5, Lesson 21: Reading |
| C | Class 4, lesson 22: Listening |
| D | Class 4, Lesson 23: Writing |
| E | Class 4, lesson 26: 4 skills |
| F | Class 5, lesson 3: Rhyme |

Activity-3: Plenary session:**60 minutes**

1. Arrange a plenary session after each simulation.
2. Invite observers to discuss the strengths and areas of development of the lesson and give feedback.
3. Finally give your expert opinion.

Reflection: While conducting the session consider:

- a) Do you think all the participants understand how to observe a class using observation check list?
- b) Can all the participants take classes efficiently now?

Day-6
Session-4

Closing of the Training Program

Introduction

The subject based Training on English is organized by Directorate of Primary Education with some specific purposes- how to present the contents of the text book in the classroom practices, how to assess students learning, how to teach skills and so on. Four sessions were conducted in each of the days. How effective the course was, all of the expectations of the participants were fulfilled, need to know. This session will focus on those points

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

- identify the participant's attitude after 6 days training on English.
- identify the content area of the training that required improvement and revision.
- identify the professional development area of the facilitators.

Strategies: Individual work

Materials: Opinions sheet, Course evaluation sheet, usual classroom materials.

Time: 90 minutes

Description of the Presentation:

Activity-1: Identifying the participant's attitude after 6 days training on English. 15 minutes

1. Distribute the opinion sheet (**worksheet-21**) to each participant. Ask them to give their opinions about teaching English in the primary classes. Give them 5 minutes to write their opinions.
2. Collect the opinion sheets.
3. Compare these opinions with the beginning day's opinions and see how far the attitudes have changed among the participants.

Activity-2: identify the content area that required improvement and revision. 30 minutes

1. Give the training evaluation sheet (**Worksheet-22**) to each participant. Ask them to write their comments or put tick marks where necessary. Give them 30 minutes to write their opinions.
2. Collect the evaluation sheets.
3. Analyse the comments and find out which contents need revision.
4. Look at the trainers/ facilitators evaluation section.
5. Analyse it and find out who needs professional development and which area.

Activity-3: Expressing participants and facilitator's views 45 minutes

1. Ask 3-4 participants to express their personal opinions.
2. Note down the opinions and write a report incorporating the suggestions.
3. Express your overall feeling about the training.
4. Close the training saying thanks to all.

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Worksheet and Resource papers

Day-1, Session-1

Worksheet-1

Questions for interview:

1. What is your name?
2. What school do you teach at?
3. How do you spend your leisure time?
4. How many members are there in your family?
5. Is your family a happy family? Why?

Worksheet-2

Think about these statements and ✓ the box that represents your opinion.

| Sl. No. | I believe that | Strongly Agree | Agree | Disagree | Strongly disagree |
|---------|--|----------------|-------|----------|-------------------|
| 1 | Language should be taught as a set of grammatical structures. | | | | |
| 2 | Students should be corrected immediately when they make mistakes. | | | | |
| 3 | English classes should always be taught in English. | | | | |
| 4 | Students should be encouraged to work in groups and pairs in class. | | | | |
| 5 | Using Bangla in an English class is an effective technique to check understanding. | | | | |
| 6 | The teacher should maintain a quiet atmosphere in class. | | | | |
| 7 | A good language lesson is one in which the teacher lectures well on the topic. | | | | |
| 8 | The teacher is the main provider of knowledge in the class. | | | | |
| 9 | Students must have excellent and correct pronunciation. | | | | |
| 10 | Feedback to the students on their work should be positive. | | | | |

Resource paper-1

Objectives of the Training :

Therefore, the main objectives for this English training are:

1. To help teachers to understand lessons in *EFT* in light of,
 - a) Communicative language teaching.
 - b) The developmental nature of language learning.
 - c) The organization of lessons into Input-Practice-Task.
2. To give teachers practice planning lessons those reflect the philosophies of *Input, Practice, Task (IPT)*, *Communicative Language Teaching (CLT)* and *Multiple Way of Teaching and Learning (MWTL)*.
3. To help teachers to understand and use effective techniques for teaching the four basic language skills, Listening, Speaking, Reading and Writing.
4. To help teachers to prepare Assessment Tools for Primary School Certificate (PSC) & Terminal Examination.
5. To give teachers practice speaking English in the classroom situation.
6. To use the techniques for teaching large classes.
7. To help teachers how to teach grammar items informally
8. To enable them to find out the ways to develop their continuous professional development.
- 9.

Resource paper-2

Training House Rules

- *Be on time.*
- *Respect each other's opinions.*
- *Raise your hands to say something.*
- *Be nice to each other.*
- *Avoid side-talking.*
- *Let others speak.*
- *Ask if you do not understand.*
- *Do not interrupt when someone is speaking.*
- *Participate actively.*
- *Keep mobiles silent/off.*
- *Have fun!*
- *.....*

Day-1, Session-2

Resource Paper-3:

Q. In what order do children learn reading, writing, listening and speaking?

Children learn listening and speaking first and then reading and writing (the order of reading and writing may differ) but it is important to a language teacher to know that language teaching begins with listening and speaking. Teaching reading and writing comes later.

What language skills are mainly taught in Class 1-5?

In classes 1-2 the language focus is on listening and speaking; very little reading (recognition of alphabet and number 1-30 and some familiar words) and writing (alphabet and number 1-30) are included. In classes 3-5 all four skills are used: some lessons start with 'Look, Listen and Say' and other lessons start with 'a text to read and an oral activity after it'. It is obvious that the EfT texts are written to support the developmental nature of language learning: oral skills are developed before written skills. At the upper primary level, all four skills are used. Teachers should follow this pattern when introducing new concepts, even at the upper primary level- build written language on spoken language. This makes learning easier for children.

Day-1, Session-3

Worksheet-3

Listening

1. to recognize basic English sound differences, stress and intonation.
2. to understand simple commands, instructions and requests and carry them out.
3. to understand simple questions and statements.
4. to listen to, understand and enjoy simple rhymes, poems and stories.

Speaking

1. to use English sounds, stress and intonation appropriately .
2. to exchange greetings and farewells and to make introductions.
3. to ask and answer questions .
4. to recite rhymes and poems.
5. to say the names of the days of the week and the months, and to tell the time.
6. to talk about simple things and actions.
7. to give instructions, commands and to make requests.
8. to take part in conversations on topics related to students' daily life.

Reading

1. to read aloud texts with proper pronunciation, stress and intonation.
2. to recognize and read both cardinal and ordinal numbers.
3. to read the names of the days of the week, the months and the time.
4. to read aloud poems with proper stress and intonation.
5. to read silently with understanding paragraphs, stories and other text materials.
6. to read instructions and carry them out.
7. to recognize punctuation marks and read accordingly.

Writing

1. to write non-cursive and cursive letters both capital and small.
2. to write cardinal and ordinal numbers.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. to write figures for words and words for figures.
5. to use punctuation marks.
6. to use capital letters.
7. to write the names of the days of the week and the months, and to write the time.
8. to write words, phrases and sentences correctly.
9. to take dictation.
10. to write short and simple compositions.
11. to write simple personal letters.
12. to fill in simple forms.

Worksheet-4

| Write the name of class that you are working on. | | | | | |
|--|---|-----------|----------|---------|---------|
| | Questions | Listening | Speaking | Reading | Writing |
| a) | How many terminal competencies of Listening, speaking, reading and writing skill will be practised by the learners in class.....? | | | | |
| b) | Which terminal competencies will not be practised in class.....? Put tick mark in the appropriate box. | | | | |
| c) | How many contents are included in class.....to achieve each skill? Write an example lesson number against each box, for example, if the lesson 2 focuses on Reading, write L2 under the column Reading. | | | | |
| d) | Do you think the learning outcomes, attainable competencies and terminal competencies are well organized? Justify your opinion (not more than 5 reasons). | | | | |

Day-1, Session-4

Worksheet- 5:

| Match the features on the left with a correct definition on the right | |
|---|--|
| Terms | Definitions |
| a) Communicative competence | 1. An activity used to get students prepared at the beginning of the lesson |
| b) Warm- up | 2. Teacher moves round the class and checks if students are doing what they are instructed to do. |
| c) Monitor | 3. To succeed in getting information or a reaction from someone, especially when this is difficult |
| d) Elicit | 4. Also called learner-centred, a way of teaching that centres on the goals, needs, interests and existing knowledge of the students. Students actively participate in such classes and may even be involved in setting learning outcomes. |
| e) Student-centred | 5. The role of CLT is to achieve it. The ability to communicate in English. It has four parts – listening, speaking, reading and writing. |

Resource paper-4

Input, Practice and Task

Input: Input is something given to the learner by the teacher which is the basis of a lesson. It may be written (unit of a lesson, text) or spoken (a story, a dialogue, a song). It can be any part of a lesson unit, a picture, text, chart, diagram, map or an idea of the teacher not taken from the textbook. It is closely related to the learning outcomes of the lesson because all practice is based on it. It is usually used for presentation.

Practice: Practice refers to different types of activities that are done by the students either with the help of the teacher or other students. These are based on the input. The practice activities lead the students to a better understanding of the input. This can be practising language points (grammar) or checking understanding of information from the input.

Activities for practice may be supplied by the teacher or taken directly from the textbook. Example of practice activities are: look and say, listen and do, gap filling, answering questions, chain drills, making sentences from substitution tables and so on.

There are three different types of practice activity. Some activities lead students to better understanding of the content of the input. Other activities help students to develop psychomotor skills such as handwriting and pronunciation.

There are also activities, which focus on helping students to learn and practice language points.

Task: Task refers to further activities in which the students create or produce something new with the language they have. The task needs to be input related but not identical to the input. Tasks are interactive because they require students/trainee teachers to talk and listen to each other. Tasks are communicative because students/trainee teachers also discuss topics for a reason. Tasks are also creative for the students/trainee teachers because they allow them to express their own ideas and use their experience to discuss problems. Tasks often involve problem-solving or information gaps. For example: listing, ranking, brainstorming, analysis of lessons, matching, poster making etc. The task has 4 characteristics as-

- a) **Creative :** The output of a task is not just an imitation of the input. The students use language in the classroom as well as outside the classroom. It helps learners to express their ideas and also their imagination. So the task needs to integrate students' new language with the language they already know or learnt.
- b) **Communicative:** A task needs to have a purpose and an intended audience. Here audience means all students and teacher of that class and/or could be the students and teachers of other classes. The output of the task needs to be shared in front of them as they can comments or get information.
- c) **Interactive:** The process of doing the task requires students/trainee teachers to talk and listen to each other either in pairs or in small groups.
- d) **Personalized:** A task allows students/trainee teachers to express their own ideas, experiences and use skills and knowledge.

Resource paper-5

Dr. Howard Gardner, a psychologist and professor of neuroscience from Harvard University, developed the theory of Multiple Intelligences (MI) in 1983. The theory challenged traditional beliefs in the fields of education and cognitive science. Unlike the established understanding of intelligence -- people are born with a uniform cognitive capacity that can be easily measured by short-answer tests -- MI reconsiders our educational practice of the last century and provides an alternative.

According to Howard Gardner, human beings have nine different kinds of intelligence that reflect different ways of interacting with the world. Each person has a unique combination, or profile. Although we each have all nine intelligences, no two individuals have them in the same exact configuration -- similar to our fingerprints.

For Gardner, intelligence is:

- the ability to create an effective product or offer a service that is valued in a culture;
- a set of skills that make it possible for a person to solve problems in life;
- the potential for finding or creating solutions for problems, which involves gathering new knowledge.

HOWARD GARDNER'S NINE MULTIPLE INTELLIGENCES:

1. Linguistic Intelligence: the capacity to use language to express what's on your mind and to understand other people. Any kind of writer, orator, speaker, lawyer, or other person for whom language is an important stock in trade has great linguistic intelligence.

2. Logical/Mathematical Intelligence: the capacity to understand the underlying principles of some kind of causal system, the way a scientist or a logician does; or to manipulate numbers, quantities, and operations, the way a mathematician does.

3. Musical Rhythmic Intelligence: the capacity to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds, it's so omnipresent.

4. Bodily/Kinesthetic Intelligence: the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly dancing or acting.

5. Spatial Intelligence: the ability to represent the spatial world internally in your mind -- the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences.

6. Naturalist Intelligence: the ability to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef.

7. Intrapersonal Intelligence: having an understanding of yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves. They tend to know what they can and can't do, and to know where to go if they need help.

8. Interpersonal Intelligence: the ability to understand other people. It's an ability we all need, but is especially important for teachers, clinicians, salespersons, or politicians -- anybody who deals with other people.

9. Existential Intelligence: the ability and proclivity to pose (and ponder) questions about life, death, and ultimate realities.

Day-2, Session-1

Resource paper-6

Physical aspects of classroom management:

- Number of students
- Seating arrangement
- Size of classroom
- Light
- Ventilation
- Sanitation
- Drinking water
- Teaching/learning materials
- Well decorated classroom
- Black board/White board
- Push pin board
- Display board
- Benches

Does your class have all the facilities mentioned above adequately? If not, how do you manage to teach without them?

Resource paper-7

Teacher's potentiality to effective management of an English class

- Well prepared lesson plan
- Well preparation- **Does a teacher need to take preparation? why?**
- Proper use of teaching aids
- Teachers' voice- **Why is it important?**
- Clear instruction- **How does it help to manage a class successfully?**
- Time management
- Arrange group work, pair work- **It's time consuming and chaotic , isn't it?**
- Monitoring,
- Ensure learning by doing
- Eye contract with students- **What's its benefits?**
- Assessment- **How does it help to plan a lesson further?**
- Giving feedback- **Positive feedback scaffold students to reach ZPD. Do you agree?**
- Proper use of board,
- Rapport- What is it and why is it necessary?

Resource paper-8

Some general trips to keep in mind:

- Stand up when you are directing an activity.
- Don't commentate when students are working.
- Don't be afraid of silence and noise.
- Use group/pair work to increase student's talking time.
- Consult with students and encourage peer correction/support.
- Demonstrate rather than explain especially new activities and giving instruction for IW, PW and GW.
- Monitor their activities.
- Adopt a positive attitude towards the learners.
- Motivate the learners who are de-motivated.
-

Some strategies for ensuring individual participation

- Chain and chorus drill in case of pronunciation, rhymes, Vocabulary teaching
- Small group work- ensure interaction and ideas
- Pair work- ensure each individual's participation 100%
- Provide games and fun- children love games and fun most
- Role play- builds learners' confidence.
- Questioning- Open questions promotes everyone's thinking
- Students' lives based task- helps to evaluate language learning
-

Day-2, Session-2

Worksheet-6

| Activities | Technique used | Classroom language used |
|---|----------------|-------------------------|
| Showing picture | | |
| Pronunciation drilling | | |
| Teacher's reading aloud | | |
| Student's reading in front of the class | | |
| Student's reading standing in his/her place | | |
| Reading to benches together | | |
| Peer reading | | |
| Filling gap | | |
| Writing on the board by a student | | |
| Reading text aloud by a student | | |
| Reading in chain | | |

Resource Paper-9

Teachers set different types of activities in order to bring variety to the classroom, which helps the students to be involved actively and to remove boredom. To manage these activities teachers use a variety of techniques : whole class work, group work, pair work and drills are among them.

What is Whole Class Work (WCW) ?

When all the students work together (not individually) on the same activity and pay attention to the person (teacher/students) who is talking in open class, then we call this **Whole Class Work**. This is used for presentation and giving instructions to the class. For example - Eliciting, giving instructions, explanation, moving the lesson forward i.e. the teacher is going to start the next stages of the lesson, establishing basic understanding of the input i.e. to help the students to have a clear idea what is mainly discussed in the input.

What is Small Group Work (SGW)/Pair Work?

When students are divided into groups or pairs and work on the same or different activities, this is known as **Small Group Work**. In small groups the teacher can take part, monitor or remain apart. It increases co-operation among the students and sharing of ideas through active participation.

Example : discussion, question & answer, poster making, information gap, role play, ranking etc.

What are the benefits of using group work and pair work?

The benefits of doing these interactive activities are as follows -

- d) It reduces teachers' talking taking time and changes the teachers' role to that of a co-ordinator, facilitator or adviser.
- e) Students can help each other, suggest and share ideas and work at their own pace.
- f) Most of all it allows them to do things that they cannot or are afraid to do in whole class work by reducing shyness and developing confidence.
- g) Students have to take more responsibility for their own learning as well as gaining experience of how to work together with students.
- h) Adds variety to a lesson i.e. it provides students opportunity to practise various types of games and activities like, bingo, songs and rhymes. The teacher can also use lot of teaching aids like flash cards, models etc.

When to use which :

Whole class work : It is used when the teacher is -

- Trying to establish basic understanding of the input.
- Providing controlled practice for a new language structure.
- Giving explanations and instructions
- Moving the lesson forward i.e. the teacher is going to start the next stage of the lesson.

Group work/pair work: It provides students with the opportunity to talk each other when -

- Practising any skills or activities
- Comparing their answers to tasks
- Correcting each other's work as well as activity set for pair work and group work like dialogue, information gap, role-play etc.

In conclusion, it can be said that a single activity may start with whole class work, move to small group work and end with whole class work.

Resource Paper-10

| Instructional Language for Whole Class Work (WCW): | Instructional Language for Group work (SGW) | Instructional Language for pair work (PW) |
|--|--|--|
| <ul style="list-style-type: none"> • Everybody listen to me • Take your English book • Listen and say after me • Take your book • Read after me • Write in your exercise book • Present your work to the whole class. | <ul style="list-style-type: none"> • Each 5 make a group • Each bench make a group • Each two benches sit face to face • Discuss in groups • Count 1, 2, 3, 4, 5, -- all 1's sit together and make a group, all 2's sit together and make a group and so on. • You are.....(A), All 'A's make one group, • You join with group C, • You 4/5 make a group, • Discuss among yourselves, • Students of every bench make a group. | <ul style="list-style-type: none"> • Make a pair with the person next to you • You two make a pair • Turn your face • Sit face to face • Talk to the person next to you • Ask your partner • Discuss it in pair • Change your role • You two sit together • Discuss it in pairs • Make decision |
| <p><u>Monitoring Language</u></p> <p>Carry on Try/write/say it again Say/read loudly Do it now Keep going Any help? Participate actively Share ideas with pairs/groups Help each other Any problem? Check the spelling Avoid overwriting Rearrange it Make it clear Is it clear? Be aware of punctuation Think more/alone Be nice to each other Respect others` opinion</p> | <p><u>Controlling Language</u></p> <p>Don't make a noise Avoid side talk Be attentive Be quite Keep silent Don't talk/ disturb/dominate Listen to him/her Respect others opinion Don't shout Attention please Be nice to each other</p> <p><u>Language for Setting an activity</u></p> <p>Listen to me Do it like me/this You are going to Are you ready? Now start/Do it now Ask and answer Listen and do Follow me Copy it First say, then write Answer it/me</p> | <p><u>Assessing Language</u></p> <p>Good/Very good/Nice/Excellent/ Fine/ Well done/ That`s good/ Marvelous Incomplete/Irrelevant/ Not clear/ Try again Not bad/Not so good/That`s right Spell it What is the meaning of it ? Read it/Write it/Draw a..... Say true / false Fill in the blanks What is it?</p> <p><u>Language for Checking instructions</u></p> <p>Is it clear to you? Do you see what I mean? Who can say ? Tell me what you are going to do now? Are you ready? Raise your hand Put your finger under the line.</p> |

Classroom language on some specific areas

Greetings

Good morning/ afternoon students/ How are you? Are you alright? Sit down please.

Getting attention

Listen to me, Look at me, Attention please, Listen carefully.

Starting the lesson

Open at page., Turn to page, Read this to me, Go to next page, Copy me, Follow me, Start here.

Starting an activity

We are going to..., Listen carefully, Do it like this, Say it with me, Are you ready?, Do it now, Read it now, Face down your book, Write this in your note book/khata, Do the writing on page....

Finishing an activity

Have you finished?, Has everyone finished?, Stop writing please, Close your book, It is time to stop, It is time for next activity, Time is over

Blackboard use

Come to the blackboard, Write it on the board, Draw a..., Rub it off, Clean it, Now you can go, Go to your seat, You can sit down now, Nice, Thank you.

Showing Teaching Aids

Look at the picture/..... Think about it, What can you see in the picture?, What else can you see? Who can say? Raise your hand, Excellent.

Ending the lesson/class

Stop, we are finishing now, Do it at home, Give it to me tomorrow, The bell has gone, See you next/tomorrow, Take care, Have a good time, Goodbye.

Observation Checklist

Class:

Date:

Unit:

Lesson:

Activity:

Name of the teacher:

Name of the observer:

Learninig outcomes of the activity:

| Name of Activities | Used techniques (WCW,SGW,PW,IW) | Used instructional and classroom languages |
|--------------------|------------------------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |

DAY-2, Session-3

Worksheet-7

Here are five different stages that a teacher can use to teach vocabulary in the primary classroom. However, the stages are in the wrong order. Read the stages and decide which stage comes first, and write the number 1 next to it, Then decide which comes second and write the number 2 next to it – and so on.

| | |
|---|--|
| Practising and memorising a new word. For example, labelling a picture of a person with different parts of the body. | |
|---|--|

| | |
|--|--|
| Understanding and learning the meaning of a new word. For example, understanding the meaning of the word 'hair'. | |
|--|--|

| | |
|---|--|
| Helping students to pronounce the words. For example, saying the words with understandable pronunciation. | |
|---|--|

| | |
|---|--|
| Learning the spelling of a new word. For example, learning how to write it (It is essential for upper primary learners i.e class 3-5). | |
|---|--|

| | |
|--|--|
| Using the words in sentences either in written or spoken form. | |
|--|--|

Resource Paper-11

Importance of stages in teaching and learning vocabulary

Look again at the different stages of vocabulary learning. Why is each stage important? Discuss with your partner and make notes.

1. Understanding and learning the meaning of a new word.

For example, understanding the meaning of the word 'firefighter'. It is important for students to understand what a new word means right at the beginning. If they are repeating and using words without knowing what they mean, then it will be difficult for students to remember and use them.

2. Pronunciation

Learning how to pronounce/say the new words. If a word is pronounced differently its meaning may be changed and communicate wrongly, for example: if bun is pronounced bon/ban its meaning will be changed. For this reason, teacher needs to say words clearly as a **model**, and give students plenty of opportunity to practise pronunciation. As you know, sounds and letters in English don't always correspond exactly.

3. Spelling

Learning the spelling of a new word. Students need to know how to spell and write a word. In case of writing, the students have to write the words correctly or lose its meaning. Teacher needs to provide varieties of ways to copying the words in their exercise books.

4. Practice

Using the words in sentences either in written or spoken form. We learn language to use them in our real-life situations. Teachers should provide ample opportunity to use the language in the classroom using role-play, conversation, or writing sentences using the learnt words.

5. Remembering:

Children need to listen to and to practise saying and writing new words as much as possible. This helps them to remember the words. It is a good idea to do this in lots of different ways. Teacher can play games like: guessing game, cross-words puzzle, dominoes, family game, Bingo, memory game etc for practising and memorising the new words as a revision. Teacher should provide such revision activity in an interval and or regularly. For example, teacher could start some lesson with a game using words from earlier lessons.

How can we teach vocabulary?

Teachers can use different techniques to teach vocabulary. The most important techniques are:

1. Showing Real Objects: One way of presenting new words is by showing real objects in the classroom, words like book, pencil, fan, window, door etc. can be presented in this way. It is especially helpful for classes 1 and 2.

2. Showing Pictures or models, drawing pictures: Pictures can be used to teach vocabulary. A teacher can show pictures, charts, flashcards and magazines or s/he can draw pictures on the blackboard. This is very valuable for young learners because it is visual, bright, interesting and motivating. It also makes teaching and learning more enjoyable.

3. Mime, action and gesture

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, writing, running etc. So that students understand the meaning of an action word. Gesture refers to the use of facial expressions to indicate meaning, e.g. happiness, sadness, anger, fear etc. as well as the use of the hands to indicate actions or different types of jobs.

4. Definition and Explanation

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

5. Translation

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

6. Using words with similar or opposite meaning

A teacher can present the meaning of a word by contrasting it with another word. For example - 'bad' can be presented by contrasting it with 'good'.

Teachers can also present the meaning of a word by comparing with a similar word e.g. 'little' means 'small'.

This is more applicable for students of class 4-5, as they have learnt a greater number of English words. But with simple adjectives it will also work well with students of classes 1-3.

Day-2, Session-4

Worksheet-8: Different approaches to teaching grammar

Read what three different teachers think about teaching grammar to primary-aged children. Which teacher do you think is the most effective at helping their students use new **structures**? Why?

Teacher A: Young children don't understand grammar rules so I never teach grammar to my students. I just ignore it. I think that they will use **structures** if they hear them often enough- after all, that's what happens when children learn Bangla, isn't it?

Teacher B: I think it's really important for students to learn grammar properly. I always teach grammar to my students. I write grammar rules on the board and then I ask students to copy them and to repeat the rules. Most of my students memorise the rules, and they can say them when I ask them.

Teacher C: I know that young children find it difficult to understand grammar rules, so I don't give students rules to copy. But I think it's important for students to practise new structures. When I teach grammar, I provide various activities to practise new structures in the class, and students practise them either in pairs or groups. Older students also write the new structures.

Worksheet-9: Identifying the stages to teaching grammar

| | |
|---|--|
| Teacher C (from Section A) taught Class 2, Unit 4, Lesson 3. She decided to use this lesson to teach the structures : Do you like? Yes, I do/No, I don't. Here are the activities from her lesson plan – but they are in the wrong order. Read them, and put them in the right order. Write number 1 next to the part that you think is first, and so on. | |
| Point to a drawing of leaves and ask one student: Do you like leaves? If student shakes their head, help student to say: No, I don't. Ask all students to repeat the phrase: No, I don't. | |
| Organise students into groups/pairs. Students take it in turns to ask everyone of the group/each other questions using the drawings on the board: Do you like...(+one of the words)? Yes, I do/No, I don't. | |
| Point to the drawing of an apple and ask one student: Do you like apples? If student nods, help student to say: Yes, I do. Ask all students to repeat the phrase: Yes, I do. | |
| Ask two students to stand up. Tell the first student to ask the other: Do you like...? The second student should answer: Yes, I do OR No, I don't. Tell the first student to sit down, and ask a third student to stand up. Tell the second student to ask the third student: Do you like...? The third student should answer: Yes, I do OR No, I don't. Tell the second student to sit down, and ask a fourth student to stand up. Repeat with five or six students. This technique is called a chain drill . | |
| Draw these words on the board: bananas, apples, pineapples, oranges, leaves. | |
| Ask five or six students in the class: Do you like....? Point to a different drawing each time. Help students to say the phrase correctly: Yes, I do/No, I don't | |

Resource Paper-13

| <u>Importance of Listening</u> | <u>Importance of speaking</u> |
|---|---|
| <ul style="list-style-type: none">• 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.• Listening to a foreign language is difficult. If children listen to a lot of English, then they will get better at listening to English.• It helps students with pronunciation and speaking. If students hear words, then they know how to pronounce them. Children need to hear English before they can speak it.• Children in Bangladesh often don't get many opportunities to listen to English outside the classroom. For some children, the classroom may be the only place where they can listen to English.• Listening is one of the four skills of the English Primary Curriculum in Bangladesh. One of the main objectives of Classes 1-5 is for students to understand simple commands/instructions/requests in English and carry them out. Another objective is for students to understand simple English, such as simple questions and statements. | <ul style="list-style-type: none">• It is motivating for children to learn to say words and phrases in English. When they can say new words and phrases, they feel that they are making progress.• When you are learning something, you need to do it. So children need to practise speaking English if they are going to learn to speak it.• If students have lots of opportunities to speak English in the classroom, they will develop confidence in speaking English.• Young children are often very good at imitating and playing with spoken language. By practising oral skills such as listening and speaking, teachers are working with the strengths of their students.• Speaking is essential to help students to learn English properly. Improving their speaking will also improve their reading and writing, and so help them in the exams.• The speaking parts of the lessons are often the most enjoyable parts. They 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.• Children in Bangladesh often don't get many opportunities to speak English outside the classroom. For some children, the classroom may be the only place where they can speak English.• Speaking is one of the four skills of the English Primary Curriculum in Bangladesh. One of the main objectives of Classes 1-5 is for students to use spoken English in a number of situations |

Resource Paper-14: Speaking and listening activity types

Possible Activity

5. Look, listen, say/do
6. Reading aloud
7. Memory games
8. Dialogue practice
9. Answering questions (for example around pictures, reading or listening texts)
10. Open questions and answers (for example students asking each other about families)
11. Role play (for example, acting out dialogues and plays)
12. Rhymes, and songs
13. Stories
14. Guessing games
15. Describing pictures
16. Talking about a picture
17. Exchanging personal information
18. Social talk in the classroom (for example, about holidays or festivals)
19. Taking interviews
20. Debate
21. Audio recordings
22. Teacher/students talk

Resource Paper-15: Stages of listening and speaking

For recognizing words:

Pre-listening/speaking

- Help students to guess the meaning of unknown words using context.

While-Listening/speaking

- Present the words/numbers orally as the child listens.
- Then ask the children to reproduce the words/numbers orally as the child speaks.
- 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.
- Tell 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.

Day – 3, Session – 2

Resource paper-16: Some techniques for listening and speaking

- Repeating words/phrases, text, rhymes – making sure that students hear them more than once
- Relating the **texts** to the students lives , for example, by getting them interested in the topic, or finding out what they know about the topic
- Using pictures or drawings
- Teaching words and phrases that students don't know; or helping them to find out what they mean
- Breaking up long **texts** into short pieces.
- Telling students that they need to practise listening to English. The more they listen, the easier it will get.
- Telling students not to worry if they don't understand every word.

Day – 3, Session – 3

Resource Paper- 17: Techniques used in speaking

- Teaching Vocabulary
- Chorus drilling
- Chain drilling
- Open pair work (Demonstrate how to do it)
- Pair practice
- Open group work (Demonstrate how to do it in group)
- Group Practice

Resource paper-18

When and how to correct speaking:

1. **Finding the mistakes during pair/group work:** When students are working in pairs or groups, the teacher can walk around and listen to as many students as possible. He/she can make notes about common mistakes.

2. **Controlled practice (chorus drill, chain drill/pronunciation practice):**

The teacher can arrange a controlled activity after the pair/group activity without mentioning which pair/group made the mistakes. It helps them avoid making similar mistakes next time they use the language, and in this way helps them improve their English.

Resource paper-19

How and when to assess speaking

Here are some suggestions for assessing speaking skills. You may have more ideas- add them to the list:

- Teachers can regularly ask questions of all students in the class. At the end of the lesson, teachers make notes on the students' performance. Teachers can do this over time – for example, they can ask 6 different students each time, making sure that they ask all students in the class eventually (and not always the same students, for example, the students having roll no. first, middle, last or the more confident students).
- When students are working in pairs or groups, teachers can walk around the room and listen and make notes. It will usually be impossible for teachers to monitor each pair or group for every activity. Teachers can assess 3 or 4 different groups each time.
- Teachers can give oral tests to individuals or small groups of students. Teachers can give oral tests to pairs over a period of time – when other students are doing pair work.
-

Day – 3, Session – 4

Worksheet- 10:

Rewrite the text using capital letters and punctuation marks where necessary.

yes i know laila she was born on January 15 2002 well how are you they are kind polite and caring can i ask you something rina rina says i am not feeling well sohel
`Why are they used there?` answer the question.

Resource paper-20

Punctuation:

a) Use of Capital letters

- c) Every sentence begins with a capital letter. **For example---** It is a beautiful spring day.
- d) The name of a person or a place begins with a capital letter. **For example----** Babul is a student of class five. His father had a small grocery shop in **Dublar Char**.

b) Use of Full stop

- e) 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.

c) Use of Question mark

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

d) Use of Comma

- g) 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.
- h) 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.
- i) We also use comma after or before we address somebody. **For example—**Tanim, listen to the song.
- j) Look at these words I've, He'll..... . The mark (') used here is an apostrophe, not a comma. **For example-----** I've visited Bhutan.
- k) We use comma between the day of the month and year. **For example—**He was born on January 15, 2002.

e) Use of Exclamation mark

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

Use of Quotation mark

- m) 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 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", answer the student.

f) Use of hyphen

- n) 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.
- o) We also use a hyphen to divide a word at the end of a line. For example— Babul has already taken the vocabu-lary test.

Resource paper-21: a) The phonemic chart:

Good pronunciation is important for speaking it is important for students to learn sounds in order to express themselves in speech, to a level of pronunciation which is acceptable. Spelling is not an accurate guide to pronunciation in English. A dictionary is very essential to have good pronunciation. So we should consult with the dictionaries which contain the phonetic transcription.

The Phonemic Chart

| VOWELS | monophthongs | | | | diphthongs | | Phonemic Chart voiced unvoiced | |
|------------|--------------|---------|-------|-------|------------|------|---|------------|
| | i: | ɪ | ʊ | u: | ɪə | eɪ | | |
| | sheep | ship | good | shoot | here | wait | | |
| | e | ə | ɜ: | ɔ: | ʊə | ɔɪ | | əʊ |
| | bed | teacher | bird | door | tourist | boy | | show |
| CONSONANTS | æ | ʌ | ɑ: | ɒ | eə | aɪ | aʊ | |
| | cat | up | far | on | hair | my | cow | |
| | p | b | t | d | tʃ | dʒ | k | g |
| | pea | boat | tea | dog | cheese | June | car | go |
| | f | v | θ | ð | s | z | ʃ | ʒ |
| | fly | video | think | this | see | zoo | shall | television |
| | m | n | ŋ | h | l | r | w | j |
| | man | now | sing | hat | love | red | wet | yes |

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by EnglishClub.com

Resource paper_ b) Pronunciation teaching methods

Pronunciation is an important part of speaking, somebody may speak English **fluently** and **accurately**, but if his or her pronunciation is very poor, then people can't understand what he or she is saying.

Here are some ways that teachers can help students improve their pronunciation. Think about your classroom experience. Can you add any others to the list?

- When you introduce new words and phrases, make sure students hear a clear example of the word or phrase
- Make sure students get opportunities to practise saying new words and phrases
- Get students to repeat dialogues – as a whole group, in large groups and in pairs
- Teach students to join in rhymes, songs and poems
- Listen to students when they do pair work and make a note of any pronunciation mistakes, then discuss these with the class after the activity
- Use the pronunciation lessons in *English for Today*

Techniques of teaching pronunciation

To teach pronunciation to the students in the classroom, the following techniques may be applied:

- For sounds, minimal pair exercises distinguish between and practice difficult sounds. For example, *bin/pin, hot/hat, share/chair, ship/sheep*. Finding good examples is important, as is regular drilling, both individually and chorally.
- For stress, drilling is also important. As we have seen, stressed syllables and stressed words can be shown clearly on the board.
- Drilling needs to be clear and sharp, so the teacher can make use of hand gestures to make everyone start and finish at the same time.
- Getting the class to clap or tap the table can also help keep the rhythm of words and sentences.
- With intonation, drilling is essential. Using hands while speaking, and arrows on the board, can help make things visual as well as depending on having a good ear.

Resource Paper-22

Word Stress

Some syllables are pronounced with more strength than others. Stress can be indicated with an apostrophe (') before the stressed syllable or word, or a mark above it. Stress is of two types: word stress and sentence stress. For example —be`gin, a`bout, edu`cation, `garden, in`structor. There are a few rules describing where the stress in a word is likely to be, but it's not a good idea to try and use these at Primary level. It's best just to give an accurate stress model for every new word, and get the class to practise it.

Sentence stress

Certain words are stressed within a sentence. Usually the most important nouns, verbs and adjectives are stressed while the other words (articles, pronouns, prepositions etc.) are stressed less.

○ ○ ○
I'm going to the market tomorrow.

Additional stress can change the meaning of a sentence. Compare:

I'm going to the market tomorrow.



I'm going to the market tomorrow.

I'm going to the market tomorrow.

However, this is not typically taught in detail at Primary level.

Intonation

Different types of sentence have different intonation patterns. For example, questions often have a rise in intonation near the end. Intonation can also show the emotion of the speaker or whether something is serious or a joke etc. It's possible to use diagrams with arrows and explanation of rules to help teach intonation (as in EFT Class 4 Lesson 14, for example), but the main way is just to give accurate intonation models often, and get the class to practise them.

Can you swim?  It's very hot today. 

Day-4, Session-1

Resource paper-23 (a)

| Challenges of teaching large classes |
|--|
| <ul style="list-style-type: none">• To maintain discipline• Lots of shouts and noise during speaking, chorus drilling• Correcting and assessing student's work• Paying attention to each student, group/ pair• Dealing different level of students- fast, average and weak learners• Space for pair and group work• Remember the name of students• Teachers voice- teacher have to shout during WCW• |

Resource paper-23(b)

| Challenges of large classes | Possible solutions |
|--|---|
| It is difficult to keep discipline in a class of 50 or more students. For example-Some students talk among themselves at the back and are not paying attention to the teachers while the teacher is talking in front of whole class. | <p>The teacher will make house rules for the students to follow. They are :</p> <ul style="list-style-type: none">• raise your hand when you want to speak.• listen to others• respect others opinion• do not interrupt when some one is speaking. <p>The teacher will monitor at random around the room. As a result he/she will keep eye contact with the students, not by turns. So the students will not get the chance to misbehave and the class will remain orderly.</p> |
| Other teachers complain about the noise when we do speaking activities – or sing songs and rhymes | Make sure other teachers – and your head teacher – understand that the noise is because students are actively working. Tell them that children need to speak English to learn it. Perhaps it is possible to move classrooms, or move outside for some activities (for example, songs and rhymes). |
| It's hard to control all of the students when they are playing a game or doing pair work | Make sure you do pair work often so that students get used to it. Make it part of a routine – for example, when you clap they get into pairs. Give clear time limits for pair work activities. Make them short! Explain rules of classroom behavior to students so that they understand what is acceptable and what is not. Use gestures/signals to make students quiet – or to look at you. For example, children must stop talking when you raise your hand. Move students around from time to time. Students could sit in a different place each term. |
| The students are all different levels – some are really good at English, some have problems | Identify the students who need your help and plan how you can help them. They could sit at the front of the class. Put students of different abilities together from time to time so students can help each other. Encourage students to ask for help. Monitor your students so that you can see who is having problems. |
| Pair work is difficult – there isn't very much space | Perhaps you can move furniture. Students could use space outdoors. Ask students for suggestions. |
| I don't know what all of the students are doing in pair work – it's hard to check that | Establish classroom rules – make it clear to students when they should be speaking in they are practising English. In group work, make one student an 'English policeman'. They have to make sure that students are speaking English. Walk around the room if it is possible. Use eye contact. Keep activities short, and use time limits. |
| It's hard to assess all of the students | Assess some of the students some of the time (for example, assess three different pairs for each speaking activity). Keep notes. In case of control writing, write the answers on the board and ask the students to check their answers themselves or ask the students to change their exercise books to each other and to check. In case of guided and free writing, check the advance learners writing during monitoring and the rest at interval times. Make sure that you assess each student each term, or over the school year. |

Day-4, Session-2

Worksheet-11

Read in pair and fill in the gaps for the stages of early reading and writing

Activity 1: Learning to read

Below are eight stages in the process of learning to read English for most children. These stages don't necessarily happen in exactly this order, and many of them happen at the same time. However, it is a useful guide. Complete the sentences with suitable example words.

1. The child learns the most common sounds for the letters of the alphabet. For example, the letter sounds in 'cat' and 'hen'.
2. He/she learns to put these together to form simple words such as 'hand', ____ and ____.
3. He/she learns how pairs of **consonants** work together to make *new* sounds. For example, 'she', ____ and ____.
4. He/she learns how pairs of **vowels** work together to make new sounds. For example, 'good', 'rain', ____ and ____.
5. He/she learns how *r* and **consonant** + *e* can change the sound of the **vowel** that goes before. For example, 'short', 'time', ____ and ____.
6. He/she learns the less common sounds of some letters, such as the *c* in 'ice' and ____, the *s* in 'nose' and ____.
7. He/she learns to build longer, more complex words such as 'grandmother', __ and ____.
8. He/she learns unusual and irregular spellings such as 'high', 'beautiful', ____ and ____.

Activity 2: Learning to write

Learning to write is a long process. Do you know which *English for Today* Class book introduces each of the following for the first time? Guess the answers and see if you are right!

1. Drawing lines and shapes. Class ____
2. Make the shapes of single letters by copying examples. Class ____
3. Make the shapes of single letters from memory. Class ____
4. Write single words by copying examples. Class ____
5. Write single words from memory. Class ____
6. Write short sentences by copying examples. Class ____
7. Write short new sentences (without examples to copy). Class ____
8. Write longer new sentences. Class ____
9. Write a short paragraph. Class ____

Worksheet-12:

Discuss the given question below and write the answer

1. The teacher refers to the letters by the sounds rather than the names of letters (for example 'g' is called 'guh' rather than 'jee'). Why is it best to refer to letters by their sounds at this level?
2. Why did the teacher always put the words into a sentence? (For example 'It's an apple.')
3. The teacher pointed to letters on the board, and the class had to say if the letter or word the teacher said matched the letters on the board. Why is this much better than just pointing at letters and asking students to repeat them?
4. Why is it a good idea to add listening/speaking activities whenever you see an opportunity to do so?

Resource Paper-24: Introducing the stages of early reading and writing

Activity 1: Learning to read

Below are eight stages in the process of learning to read English for most children. These stages don't necessarily happen in exactly this order, and many of them happen at the same time. However, it is a useful guide. Complete the sentences with suitable example words.

1. The child learns the most common sounds for the letters of the alphabet. For example, the letter sounds in 'cat' and 'hen'.
2. He/she learns to put these together to form simple words such as 'hand', **cat**, **red**, **stop** and **help**
3. He/she learns how pairs of **consonants** work together to make *new* sounds. For example, '**she**', **with**, **shop**, **chicken** and **elephant**
4. He/she learns how pairs of **vowels** work together to make new sounds. For example, 'good', '**rain**', **please**, **sleep**, **boat** and **ground**
5. He/she learns how *r* and **consonant** + *e* can change the sound of the **vowel** that goes before. For example, '**short**', '**time**', **shirt**, **car**, **like** and **stone**
6. He/she learns the less common sounds of some letters, such as the *c* in '**ice**' and **nice**, **race** and the *s* in '**nose**', **please**, **days**
7. He/she learns to build longer, more complex words such as '**grandmother**', **Saturday**, **another**, **excellent**, and **railway**
8. He/she learns unusual and irregular spellings such as '**high**', '**beautiful**', **people**, **laugh**, **Wednesday** and **receipt**

Activity 2: Learning to write

Learning to write is a long process. Do you know which *English for Today Class* book introduces each of the following for the first time? Guess the answers and see if you are right!

1. Drawing lines and shapes. **Class 1**
2. Make the shapes of single letters by copying examples. **Class 1**
3. Make the shapes of single letters from memory. **Class 1**
4. Write single words by copying examples. **Class 2**
5. Write single words from memory. **Class 2**
6. Write short sentences by copying examples. **Class 3**
7. Write short new sentences (without examples to copy). **Class 3**
8. Write longer new sentences. **Class 3**
9. Write a short paragraph. **Class 3**

Resource paper-25:

In *English for Today Class 1 and 2*, a lot of time is given to teaching the letters of the alphabet and the sounds they represent. It is important for children to learn about the relationship between the letters and the sound of the words. For example, they need to know that usually *r* sounds like the *r* in 'red', but sometimes it combines with another letter to make a new **vowel** sound, as in 'car' or 'bird'. (Note: This approach is called **phonics**.) It is not enough for students to copy the letters and learn their names; they must use them actively, and that includes using them to build words. You are going to watch – or experience – some activities for teaching the letters.

Resource Paper-26

1. It is the sounds of the letters, not their names, that are used for building words. The names of some letters are very different to the sounds they make. This could cause confusion, so it's better only to refer to letters by their sound at this level. The names of the letters can be covered later.
2. As you have learned, children at this age are very good at picking up language by listening to it. Even at this very low level, it's a good idea to give them examples of sentences as well as single words. Some students will begin to say the sentences.
3. It makes the students 'read' the letters and think about the sounds they make, rather than just copying the teacher.
4. As you have learned, listening and speaking are very important skills, especially for children in this age group. The examples given in this section also make the students use what they have just learnt in a more active and challenging way.

Note: In Class 1 students learn the letters of the alphabet. They will need a lot of practice to learn the letters. It is a good idea to include as many different activities as you can over the whole year so that students hear, see and write the letters as much as possible.

Resource paper-27:

Q1. What techniques did the teacher use to check that everybody understood the meanings of the words?

Answer: She gave clear examples, such as making a 'miaow' sound to check 'cat', holding up an example to check 'bag' and miming opening a 'can' of drink.

Q2. What is the purpose of the activity?

Answer: This activity has three purposes:

- It helps students think about how letters are put together to make words. It helps them to develop reading and writing skills.
- It checks the meanings of some words.

It gives extra practice in listening, speaking and pronunciation.

Early reading and writing activities

Here are some activities teachers can use in the classroom to help students to develop early reading and writing. They can be used for any of the letters or words in the lessons from *English for Today, Class 1 and Class 2*. Choose two or three of the activities and practise them in your groups.

Teaching single letters (**Note: Teachers should use both capital and lower case letters**)

- Teacher writes five letters on the board. Teacher points to a letter and says the letter (or the sound). Students shout 'Yes' if the teacher says the right letter, or 'No!' if the teacher says a different letter (for example, teacher points to the letter 'm' and says 'f').
- Teacher dictates some sounds/letters. Students write them down. Teacher stands with their back to the class. Teacher mimes painting a letter (or a word) as if using a big paintbrush. Students guess the letter or word.
- Teacher puts students into pairs. Student A uses his/her finger to write a letter of the alphabet on Student B's back/palm. Student B must guess the letter.
- Teacher writes some words on the board (eg Bangladesh). Teacher asks students to find a certain letter (for example, point to the letter 'a').

Combining letters to make words

- Teacher writes a letter on the board. Students must say a word beginning with the letter.
- Teacher divides class into two teams. Teacher writes a letter on the board (eg A). Teacher asks Team A for a word that includes *a*. Teacher then asks Team B, and so on.

Continue until nobody in a team can think of another word. At this point, the other team is the winner. Play with letters or combinations of letters eg:

| | | | | | | | | | |
|---|---|---|---|----|----|----|----|----|----|
| e | l | o | u | ai | ee | oo | ar | sh | th |
|---|---|---|---|----|----|----|----|----|----|

- Teacher starts writing a word on the board slowly for example: a...p...p.... Students must guess the word.
- Teacher writes some letters on the board (egsh). Everybody must stand. Teacher says a word from the current and previous lessons. If it contains *sh*, the students must sit down, if not, they remain standing.
- Students look at a lesson from *English for Today Class 1 and 2* – books are open in front of them. Teacher says a word. Students shout 'Yes' if the word is on the page, or 'No' if the word is not on the page.
- Teacher writes letters t-c-a on the board. Students have to write them in the correct order: cat
- Teacher writes words on the board, and gives students time to remember them. Teacher rubs words out, students write the words from memory.
- Teacher writes a pair of letters on the board (egth). In pairs or groups, In small groups, students write as many words as they know using the letters. Teacher gives a time limit (eg two minutes). This activity is useful for practising pairs of letters that make a new sound. For example, *ai, oo, ee, ou, ar, or, ay, ow, sh, th, ch, wh, ph*.

Worksheet-13

Read the following 3 cases and identifying the ways to teach reading

Case study

Teacher A thinks that the purpose of a reading lesson is to help students to read a text aloud. He starts the lesson by reading the passage aloud himself so that he can provide his students with a good model of pronunciation. He then asks different students to read the passage aloud – usually one or two sentences each.

For him, correcting errors in pronunciation or getting students to practise saying new or difficult words are the most important parts of a good reading lesson.

Teacher B believes that reading is a silent activity. She believes her role as a teacher is to provide students with activities that will help them to practise different reading skills themselves. She sees reading as a way of getting information and wants to help her students develop the skills that they need to get this information easily.

She plans tasks that help her students to understand a variety of texts. She never asks them to read aloud as she thinks that pronunciation should be something different.

Teacher C believes that his job is to help students understand information in the passage so that they will have no difficulty in answering comprehension questions. So he spends a lot of time explaining the content of the text. He also teaches the meanings of all the new words before students read the passage because he wants to make sure students don't miss details as a result of meeting unfamiliar words in the text.

He thinks that reading passages are useful as they give students the chance to learn a wide range of new words and structures.

Worksheet-14: Identify the activities used in simulation

| Stage | Activity | Purpose |
|---------------|----------|--|
| Pre-reading | | <ol style="list-style-type: none">2. To share ideas and create interest in the topic.3. To prepare students for reading by helping them to predict content.4. To check the meaning of key vocabulary |
| While-reading | | <ol style="list-style-type: none">1. To give students a reason for reading.2. To build confidence and develop skills.3. To facilitate students' understanding of the passage. |
| Post-reading | | <ol style="list-style-type: none">1. To personalize the topic.2. To integrate the four skills.3. To consolidate grammar and vocabulary learnt in the text. |

Resource Paper _29 : Identifying the ways to teach reading

Possible answers

1.

Teacher A is only using reading to improve students' pronunciation. It is difficult to **read aloud** and understand a text at the same time. Pronunciation can be improved through oral fluency practice and dialogue work. He is not likely to be effective in developing his students' reading skills because he gives them no support in understanding the text.

Teacher B is concerned with helping students to understand the text. She gives them tasks that they can complete by reading the text **silently**. She wants them to develop the skills that can enable them to read any text effectively.

Teacher C only sees texts as an opportunity to teach new words and structures to his students. He is worried about unfamiliar vocabulary, so he explains everything to them before they read. This does not help their reading skills as it makes them feel that they can't understand a new text without understanding every word. Part of the skill of reading is to guess unfamiliar words in context. He is only partly effective in developing his students' reading skills.

2.

However, these are mostly relevant for the upper primary classes. In the lower primary classes, the main purpose of teaching reading is to raise children' phonological awareness. It is done in two ways:

- *Familiarizing Phonics: Teaching the pronunciation of letters, sounds and the association of letters to make words; and*
- *Look and Say: It helps the students to say the words with comprehension. This method stresses the meaning of words.*

Resource paper-30: Stages of reading

1. **Pre-reading** : In this stage teacher may do any or some of the following activities
 - showing text pictures and ask to describe the picture
 - showing title and then ask questions about what the text will be
 - teaching new words which help understanding 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. **After reading** : Teachers may provide some inferred meaning questions or questions related to students' own experience or students' lives . 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.

Day-4, Session-4

Worksheet-15:

Read the following questions in group and find out what are the characteristics of free writing?

*In English for Today, there are examples of **controlled, guided** writing activities and also **free** writing activities. Look at this example of a **free** writing activity from Class 3, Unit 10, Lesson 2. Then answer the questions below.*

1. What are the characteristics of **free** writing practice? Think about what you know about **free** speaking activities. They have some of the same characteristics.
2. *English for Today* has both **controlled, guided** and **free** writing activities. Why is it important to include **controlled, guided** AND **free** writing activities in the primary classroom?
3. Look again at the example of a **free** writing activity from Class 3 above. Imagine that you are teaching this lesson to Class 3. What problems do you think you might have? Think about any experience you have had or seen.

Resource paper _31: Characteristics of controlled and guided writings

Controlled and guided writing activities have the following characteristics:

- Students have a lot of support with the language.
- The language is controlled by the teacher. Students have no choice in controlled writings but have a little choice in guided one.
- The focus of the activity is on accuracy.
- Mistakes should be corrected.

Resource Paper-32: Characteristics of free writing

1. **Free** writing activities have the following characteristics:

- Students have less support with the language.
- Some language may be controlled by the teacher. Students have some – or a lot of – choice over the language that they use.
- The focus of the activity is on fluency, creativity, and the message of the text.

2. It is important to include a variety of writing activities in the primary classroom:

- One of the main objectives of the English Primary Curriculum is to enable students to write the alphabet, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.
- Children need to practise controlled, guided and free writing accurately and fluently.
- If children have lots of practice of different kinds of writing activities, they will develop skills in writing, and this will help them with exams and in their future lives.
- It is a good idea to give students some choice when they are writing. Creative writing is more motivating and meaningful.

3. Teachers might have the following problems:

- Students may not have many ideas for writing the paragraph.
- Students may not have enough language (for example, vocabulary) for writing the paragraph.
- There are many students in the class. It is difficult to help all of the students.
- Students will probably make many mistakes in this kind of writing.
- There are many students in the class. It is difficult to correct and grade all of the paragraphs.

Resource paper-33: Challenges and Possible solutions for free writing activity

| Challenges for free writing activity | Possible solutions |
|--|--|
| Students may not have many ideas | Talk about the topic before students start for free writing. Give or elicit some ideas (for example, ask students what kind of information they would include in a paragraph about their mother. This can be in Bangla.) |
| Students may not have enough language (for example, vocabulary) for free writing. | Give or elicit words and phrases that students could use. Write them on the board. Ask them to read the text, model paragraph, letter, dialogue in the content. Some teachers need to write an example paragraph on the board that students can use as a model. |
| It is difficult to help all of the students. | Write words, phrases or a model on the board. Weaker students can use them; stronger students can use their own language. Walk around the room, and help students who are struggling. |
| Students will probably make many mistakes in this kind of writing. | Write words, phrases or a model on the board. Understand that it is difficult to write creatively in another language, and students will make mistakes. Only correct key language, and ignore less important mistakes. Students will learn from their mistakes. |
| It is difficult to correct and grade all of the written work. | Walk around the room and correct as many students' work as you can. Take in written work from some of the students each time. Give grades and keep records. Just mark a few students' work each time. |

Day-5, Session-1

Resources Paper -34

Some supplementary activities:

1. **Bingo game:** The teacher asks students to write 3/4 words out of 7-10 in their exercise. Then teacher either tell or show words at random. If the students have written one of the words ask them to circle/cross it out. When a student's has crossed off all his words, tell him/her to shout "bingo" and he/ she will be the winner. It is suitable for revising for alphabet, number, short-long form, present-past tenses, vocabulary etc.
2. **Preposition game:** Vocabulary used: NOUNS 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.
a) The children look at the picture and ask each other, "Where is the.....?"
b) One child look at the picture, the other says, "I have lost my.....Is it/Are they in/on/near/etc. the.....?" The first child then says where the object can be found.
3. **Hunt the pencil game:** One child goes out of the room or covers his/her eyes. Another child places a pencil/.... somewhere in the room. The first child has to find the pencil by asking questions to the other children in the class. This is also a good game for practicing nouns and prepositions. Is it.....? Yes, it is. Or no, it is not.
4. **Mime game:** One child mimes an action. The other says or writes, " she/he is.....ing." Can also be played in pairs or in groups.
5. **Guessing game:** A child thinks of an object in the room and says its initial letter. The other child or children guess what the object is by looking round for things beginning with that letter. A child thinks of a number and the other(s) ask yes/no questions. For example- " Is it an odd number? Is it an even number? Is it bigger than 20? Is it less than.....? " to guess the number.
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 have you got?

Student B: I have got 5.

A

| | |
|-------|---|
| Cat | 7 |
| Kite | |
| Mango | 4 |
| Egg | |
| Bat | 9 |

Bingo game

B

| | |
|-------|---|
| Cat | |
| Kite | 5 |
| Mango | |
| Egg | 8 |
| Bat | |

Materials: Words written on cards/ on the black board.

Method: Write 8-10 words on the black board or cards that you have taught now or would like to review. Tell the students to choose any 5-6 of them and write them down in their exercise books. Read out the words one by one and in any order. If the students have written down any of the words you have said, they cross it out. When they have crossed of all their 5-6 words they tell you by shouting 'bingo'. Keep a record of what you say in order to be able to check that the students really have heard all their words the students who could cross out as per instruction win the game.

7. Kim's game
8. Memory game
9. Noughts & crosses
10. Family game
11. Domino game
12. Cross word puzzle
13. Word square
14. 10 questions game
15. Snap game

Supplementary activity

It is anything extra to what is in the text i.e. activities which are not in the lesson but closely related to the learning outcomes, that are easily achievable for the students either in pairs or groups and have potential for interesting activity based learning are called supplementary activities.

The importance of supplementary activity help students in language learning is---

- To ensure learning by doing.
- To extend thinking.
- To increase eagerness to learn new things.
- To build up vocabulary.
- To grow confidence.
- To develop creativity.
- To arouse interest an involvement.
- To make learning easy and enjoyable.
- To make a bridge to reach the goal.
- To construct new knowledge integrating with previous knowledge.

DAY 5, Session-2

Worksheet-16

Lesson Plan

Class: Four

Lesson : 3, Page 6, 7 (Activity-A, B, B1, B2)

Time: 40 minutes.

Learning outcomes: At the end of the lesson, the students will be able to

- read the text correctly.
- ask questions and answer them with the help of text information.
- ask questions and answer them with the help of individual's information.

| Steps | Activities | Classroom Languages | Techniques & Materials | Time |
|--------------|---|---|--|----------------|
| | • Greetings | Good.... How are you, SS? | WCW | 2 mins |
| Input | 1. Lesson declaration: I'll ask the SS to open page 6. Then point on the picture of A, I instruct them as mentioned in the activity A. After taking the answers of the questions, I'll declare the today's lesson and write it on the board. | Look and listen to me. How many people are there? What is their relationship? Discuss in pairs. Tell me the answers. Thanks. | Text book, Board WCW, | 15 mins |
| | 2. I'll show the picture of the activity B, and ask the SS to see, discuss and tell me. | Dear students, look at the picture of B. Think about it. Now discuss in pairs. What can you see in the pictures/----? Tell. | WCW, PW, Text Picture | |
| | 3. Introducing new words: I'll teach some new words: businessman, banker, retired, officer, government (sound, spelling, meaning). | Listen to me. Look at the word. Spell it. Who can say the meaning? Fine. | WCW, Word card/ writing words on board. | |
| | 4. Teacher's reading: I'll read the text and ask ss to look & listen attentively. Then I'll read the text 2 to 3 times using spotting mistakes techniques. | Take your book. Open at page 6. I read you listen only. Put your finger under the lines and words. look and listen carefully, the word I missed, you shout for that. | WCW, Eft Book | |
| | 5. Explaining in Bangla: I'll tell the gist of the text in Bangla. | Look at the text. Listen to me. | WCW, Eft Book | |

| | | | | |
|----------|---|--|---------------------------------------|---------|
| Practice | 1. Students' group reading: I'll divide the ss into groups and ask them to read in groups. I'll demonstrate by the SS if require. | 4 or 5 ss make a group. Read in groups. One student will read by turn and others will listen. Help him/her. Do it in turn. | SGW, Eft Book | 15 mins |
| | 2. SS' pair and individual reading: I'll put the SS into pair and ask to read in turn. I'll demonstrate by a pair if required. | SS, make pair. One will read and other will help. Do it in turn. | PW-IW-WCW, Eft Book | |
| | 3. Silent reading followed by questions B1 (exact meaning): I'll ask the ss to read the questions and text and write answer them in short in the book/note book. I'll do the first one for them. I'll walk around the room and monitor and help if required. After 5 minutes I'll collect the answer onto the board. | Read the questions first. Then read the text alone and write answer in short. Look how to write- a) Where is Abeer from? Bogra Now read silently. You'll get 5 minutes. (after 5 minutes) Who can answer b, c and so on? Good job. | IW, Q-Chart, text book | |
| | 4. Question and answer of B1. I'll ask the SS to work in the same pair. I'll demonstrate by a pair how to do the activity. | SS, work in the same pair. One will ask the questions of B1 and other will answer by turn. | PW, text book | |
| | 5. Speaking activity for B2. I'll demonstrate by a pair how to do the activity. | SS, work in the same pair. One will ask the questions of B2 and other will answer by turn. | IW-PW, text book | |
| Task | 6. Ask to do the activity B3. I'll walk around the room and monitor and help if required. | SS, Now write the answer of questions B3 in sentences one after another. Finished. Check spelling. Good. Now give a title. Avoid overwriting. Read out your writing. Nice. | IW-SGW--WCW | 10 mins |

N. B. I will ask 2/1 students to tell in Bangla to check whether they understand or not after every instruction. This lesson plan is not rigid, you may change (replace or add) some activities to bring variety. **You can write Bangla for English in the activity column but the classroom Language column must be in English for classroom language.**

RESOURCE PAPER-35 : IPT linked lesson planning

The framework of an IPT linked lesson plan

Almost all lesson plan has 5 basic components namely: **Lesson title, learning outcomes**

Input activities, practice activities, Task/Checking learning activities.

The IPT linked lesson planning has three different but clear stages :

The first one is the input (or presentation) stage. In this stage the teacher provides the text, model language or vocabulary to the students.

The second one is the practice stage. The students do different types of activities (controlled, guided, and free- (see unit 3 for detail) in this stage either with the help of their classmates or teachers for better understanding of the input.

The third one is the 'Task (Production)' stage. In this stage students get the opportunity to do something which could be writing, discussion or making something (e.g. poster) in order to use their new knowledge and language they have learnt in the previous stages (input, practice) and also the previous lessons or classes . It helps them to build up confidence in using English and they start to become communicative users of English.

Writing learning outcomes

Identifying learning outcomes is very important for planning a lesson because all activities are based on it. In the curriculum, terminal competencies, class-wise attainable competencies and learning outcomes of a lesson are written. *To identify learning outcomes, teachers have to go through the lesson carefully and consider the new vocabulary, grammar points and skills.* **Remember, for each learning outcome it is must to provide at least one activity in your lesson.**

According to Mager, the ideal learning outcome has 3 parts:

- a measurable verb (for example 'answer');
- the important condition (if any) under which the performance is to occur ('verbally' 'simple questions about likes and dislikes')
- and the criterion of acceptable performance ('using short sentences'),

Frequently you will not see the criterion or the condition specified if they are obvious. However, sometimes adding the condition(s) and/or the criterion give more clarity to a learning outcome.

The following verbs should not be used in writing learning outcomes as these are not measurable verbs: **Believe, understand, know, appreciate, feel, enjoy, learn, think.**

Learning outcomes describe the measurable skills, abilities, knowledge, or values that students should be able to do or demonstrate as a result of a completing a program of study, a course, or lesson.

Learning outcomes are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach. Learning outcomes are not standalone statements. They must all relate to each other and to the title of the unit and avoid repetition.

Learning outcomes need to be **SMART**:

- **Specific** - The learning outcome should be well defined and clear. It states exactly what will be accomplished.
- **Measurable** - The learning outcome should provide a benchmark or target so that the teacher can determine when the target has been reached, by how much it has been exceeded or by how much it has fallen short.
- **Achievable** – The learning outcomes should be achievable by the learners within the given time and should be according to their cognitive level.
- **Realistic** - Learning outcomes should be reasonable given the available resources. Learning outcomes should neither be easy nor impossible to attain, but somewhere in between.

Time-framed - A learning outcome should include a specific time or date by which it will be completed. It is important to allow enough time to successfully implement the steps needed to achieve the objective.

The role of a lesson plan

Each piece of work needs a plan to achieve its goal. Nothing can be achieved without a good plan. The plan could be written or well organised in the mind. The written one is preferable for the following reasons.

- ❑ It's a working document
- ❑ It leads the teacher systematically through the stages of the lesson.
- ❑ It focuses on teaching aids and supplementary activities.
- ❑ Specific techniques and activities are mentioned in a lesson plan.
- ❑ It gives opportunities to think about the possible problems of the lesson in advance.
- ❑ It helps teachers to manage the class successfully
- ❑ Clear stages for objectives, inputs, practice and task will help to achieve the learning outcomes.

DAY 5, Session-3

Resource paper-36:

Types of test

- a) Oral test: Teacher asks questions orally and the learners also answer orally.
- b) Written test: Learners write the answer of the questions in the answer paper.

Written test are two types

- i) Constructed Response Questions- short answer type, descriptive types
- ii) Objective types items: They are 5 types- answer in a word, MCQ, Matching, fill in the gaps, true-false.

Advantages of constructed response questions

- can measure learner's subject knowledge, understanding, analyzing, synthesizing and evaluating skills
- learners can express opinions and attitude in their own style.
- can measure learner's literary knowledge, sentence construction ability and ability of writing style
- can measure learner's thinking and imagination power.
- Learners acquire the skill of writing in an organized way

Disadvantages of constructed response questions

- **Marking is varied a lot by marker to marker.**
- **can't compare students intellectuality and achievement.**
-

Worksheet-17

| | অভীক্ষাপদ | যে নীতির লঙ্ঘন করা হয়েছে তার ক্রমিক নম্বর লিখুন | পরিমার্জন করে লিখুন |
|----|---|--|---------------------|
| ১। | বাঙ্গালির বহুকালের প্রিয় খাবার- ক) ভাত, মাছ খ) দুধ, ভাত গ) বিরিয়ানি ঘ) ওপরের সবগুলো | | |
| ২। | কাদের কথা জানা যায় না। ক) রাজাদের খ) প্রজাদের গ) রাণীদের ঘ) পুরুষদের | | |
| ৩। | ইতিহাস সম্পর্কে আমাদের সুস্পষ্ট ধারণা থাকা উচিত। ইতিহাসের অনেক কিছু সম্পর্কে আমরা আজও জানিনা। কোন ইতিহাসের সবটা আমাদের ভালো করে জানা দরকার? ক) বাংলাদেশের ইতিহাস খ) ভারতের ইতিহাস গ) বৃটিশ ইতিহাস ঘ) জাপানের ইতিহাস | | |
| ৪। | বাঙ্গালির প্রিয় খাবার- ক) ভাত খ) মাছ গ) দুধ ঘ) বিরিয়ানি | | |
| ৫। | ময়মনসিংহ সুপরিচিত- ক) শিক্ষা প্রতিষ্ঠানের জন্য খ) পাট বেশি জন্মায় বলে গ) রাজনীতিবিদের জন্যে ঘ) মগ্না পাওয়া যায় বলে | | |
| ৬। | আকাশ নীল রঙের হওয়ার পেছনে বৈজ্ঞানিক ব্যাখ্যা হলো- ক) সূর্য রশ্মি খ) জলীয়বাষ্প গ) বায়ুমণ্ডলে ধূলিকণা ছড়িয়ে আছে ঘ) বায়ুমণ্ডলে নানা গ্যাসের অনুর উপর সূর্যের প্রতিফলিত রশ্মির কারণে | | |
| ৭ | A word used to describe a noun is called an- a) verb b) Pronoun c) Adjective d) Conjunction | | |
| ৮ | An adjective qualifies- a) noun & Pronoun b) Interjection c) preposition d) Conjunction | | |

Key of worksheet-17

| | অভীক্ষাপদ | যে নীতির লঙ্ঘন করা হয়েছে তার ক্রমিক নম্বর লিখুন | পরিমার্জন করে লিখুন |
|----|--|--|--|
| ১। | বাঙ্গালির বহুকালের প্রিয় খাবার- ক) ভাত, মাছ খ) দুধ, ভাত গ) বিরিয়ানি ঘ) ওপরের সবগুলো | ৯ | বাঙ্গালির বহুকালের প্রিয় খাবার- ক) ভাত, মাছ খ) দুধ, ভাত গ) বিরিয়ানি ঘ) পায়েশ |
| ২। | কাদের কথা জানা যায় না। ক) রাজাদের খ) প্রজাদের গ) রাণীদের ঘ) পুরুষদের | ৩ | কাদের কথা জানা যায় না। ক) রাজাদের খ) প্রজাদের গ) রাণীদের ঘ) পুরুষদের |
| ৩। | ইতিহাস সম্পর্কে আমাদের সুস্পষ্ট ধারণা থাকা উচিত। ইতিহাসের অনেক কিছু সম্পর্কে আমরা আজও জানি না। কোন ইতিহাসের সবটা আমাদের ভালো করে জানা দরকার? ক) বাংলাদেশের ইতিহাস খ) ভারতের ইতিহাস গ) ব্রিটিশ ইতিহাস ঘ) জাপানের ইতিহাস | ২ | কোন ইতিহাসের সবটা আমাদের ভালো করে জানা দরকার? ক) বাংলাদেশের ইতিহাস খ) ভারতের ইতিহাস গ) ব্রিটিশ ইতিহাস ঘ) জাপানের ইতিহাস |
| ৪। | বাঙ্গালির প্রিয় খাবার- ক) ভাত খ) মাছ গ) দুধ ঘ) বিরিয়ানি | ৫ | বাঙ্গালির প্রিয় খাবার- ক) ভাত, মাছ খ) মাছ, মাংস গ) দুধ, দই ঘ) বিরিয়ানি, পায়েশ |
| ৫। | ময়মনসিংহ সুপরিচিত- ক) শিক্ষা প্রতিষ্ঠানের জন্য খ) পাট বেশি জন্মায় বলে গ) রাজনীতিবিদের জন্যে ঘ) মগ্ন পাওয়া যায় বলে | ৭(ঙ) | ময়মনসিংহ সুপরিচিত- ক) কৃষিবিশ্ব বিদ্যালয়ের জন্য খ) কিওয়ারগার্টেন বেশি আছে বলে গ) প্রাইমারি স্কুল বেশি আছে বলে ঘ) ময়মনসিংহ জিলা স্কুল আছে বলে |
| ৬। | আকাশ নীল রঙের হওয়ার পেছনে বৈজ্ঞানিক ব্যাখ্যা হলো- ক) সূর্য রশ্মি খ) জলীয়বাষ্প গ) বায়ুমণ্ডলে ধূলিকণা ছড়িয়ে আছে ঘ) বায়ুমণ্ডলে নানা গ্যাসের অনুর উপর সূর্যের প্রতিফলিত রশ্মির কারণে | ৮ | আকাশ নীল রঙের হওয়ার পেছনে বৈজ্ঞানিক ব্যাখ্যা হলো- ক) সূর্য রশ্মি প্রতিফলিত রশ্মির মূলত নীল রঙ ধারণ করে বলে খ) বায়ুমণ্ডলের জলীয়বাষ্পের উপর সূর্যের প্রতিফলিত রশ্মির কারণে গ) বায়ুমণ্ডলের ধূলিকণার উপর সূর্যের প্রতিফলিত রশ্মির কারণে ঘ) বায়ুমণ্ডলে নানা গ্যাসের অনুর উপর সূর্যের প্রতিফলিত রশ্মির কারণে |
| ৭ | A word used to describe a noun is called an- a) verb b) Pronoun c) Adjective d) Conjunction | ৬ | A word used to describe a noun is called - a) A verb b) A Pronoun c) An Adjective d) A Conjunction |
| ৮ | An adjective qualifies- a) noun & Pronoun b) Interjection c) preposition d) Conjunction | ১০ | An adverb qualifies- a) noun & Pronoun b) Interjection c) preposition d) verb |

Worksheet-18

নিচে প্রদত্ত অভীক্ষাপদগুলো নীতিমালার আলোকে গ্রহণীয়/পরিমার্জন প্রয়োজন তা সংশ্লিষ্ট অভীক্ষাপদের বিপরীতে টিক দিয়ে সনাক্ত কর।

| ক্রমিক | অভীক্ষাপদ | গ্রহণীয় | পরিমার্জন প্রয়োজন হলে যে ধরনের পরিমার্জন দরকার তা লিখুন | | | | | | | | | | |
|----------------------------------|---|----------------------------------|--|-----------------------------|--------|------|------|--------|---------|--|-------|--|--|
| ১ | পানি দূষণের তিনটি কারণ লেখ। | | | | | | | | | | | | |
| ২ | তোমার জানা তিন রকম শক্তির নাম লেখ। ৩ | | | | | | | | | | | | |
| ৩ | জাঙ্কফুড বলতে তুমি কী বুঝ? জাঙ্কফুডের দুইটি উদাহরণ দাও। ৪ | | | | | | | | | | | | |
| ৪ | খাদ্য শৃঙ্খলের একটি উদাহরণ দাও। ৪ | | | | | | | | | | | | |
| ৫ | বায়ু দূষণের ফলে মানব দেহে কী ধরনের মারাত্মক রোগ হতে পারে। ৩ | | | | | | | | | | | | |
| ৬ | নিরাপদ পানি পান করার জন্য তোমার পরামর্শ দাও। ৩ | | | | | | | | | | | | |
| ৭ | সংক্রামক রোগ প্রতিরোধে তোমার এলাকার সাধারণ মানুষের কী করা দরকার- আলোচনা কর? ৩ | | | | | | | | | | | | |
| ৮ | <p>তোমার জানা মতে দৈনন্দিন জীবনে, শিক্ষায়, চিকিৎসায় যে যে প্রযুক্তি ব্যবহার করা হয় তা অনুসন্ধান করে নিচের ছকে প্রযুক্তির নাম লিখ।</p> <table><tr><td>দৈনন্দিন জীবনে ব্যবহৃত প্রযুক্তি</td><td>শিক্ষায় ব্যবহৃত প্রযুক্তি</td><td>চিকিৎসায় ব্যবহৃত প্রযুক্তি</td></tr><tr><td></td><td></td><td></td></tr></table> | দৈনন্দিন জীবনে ব্যবহৃত প্রযুক্তি | শিক্ষায় ব্যবহৃত প্রযুক্তি | চিকিৎসায় ব্যবহৃত প্রযুক্তি | | | | | | | | | |
| দৈনন্দিন জীবনে ব্যবহৃত প্রযুক্তি | শিক্ষায় ব্যবহৃত প্রযুক্তি | চিকিৎসায় ব্যবহৃত প্রযুক্তি | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| ৯ | <p>বাম পাশের অংশের সঙ্গে ডান পাশের অংশের মিল কর। ১</p> <table><tr><td>বাম</td><td>ডান</td></tr><tr><td>সূর্য</td><td>উপগ্রহ</td></tr><tr><td>চাঁদ</td><td>গ্রহ</td></tr><tr><td>পৃথিবী</td><td>নক্ষত্র</td></tr><tr><td></td><td>মঙ্গল</td></tr></table> | বাম | ডান | সূর্য | উপগ্রহ | চাঁদ | গ্রহ | পৃথিবী | নক্ষত্র | | মঙ্গল | | |
| বাম | ডান | | | | | | | | | | | | |
| সূর্য | উপগ্রহ | | | | | | | | | | | | |
| চাঁদ | গ্রহ | | | | | | | | | | | | |
| পৃথিবী | নক্ষত্র | | | | | | | | | | | | |
| | মঙ্গল | | | | | | | | | | | | |

Key of Worksheet-18:

নিচে প্রদত্ত অভীক্ষাপদগুলো নীতিমালার আলোকে গ্রহণীয়/পরিমার্জন প্রয়োজন তা সংশ্লিষ্ট অভীক্ষাপদের বিপরীতে টিক দিয়ে সনাক্ত কর।

| ক্রমিক | অভীক্ষাপদ | গ্রহণীয় | পরিমার্জন প্রয়োজন হলে যে ধরনের পরিমার্জন দরকার তা লিখুন | | | | | | | | | | |
|----------------------------------|--|----------------------------------|--|-----------------------------|--------|------|------|--------|---|--|-------|---|---|
| ১ | পানি দূষণের তিনটি কারণ লেখ। | × | নম্বর উল্লেখ করতে হবে। | | | | | | | | | | |
| ২ | তোমার জ্ঞান তিন রকম শক্তির নাম লেখ। ৩ | × | তোমার জ্ঞান শব্দদ্বয় বাদ যাবে। | | | | | | | | | | |
| ৩ | জাঙ্কফুড বলতে তুমি কী বুঝে? জাঙ্কফুডের দুইটি উদাহরণ দাও। ৪ | × | তুমি বাদ দিতে হবে। বুঝে এর পরিবর্তে বুঝায় হবে। | | | | | | | | | | |
| ৪ | খাদ্য শৃঙ্খলের একটি উদাহরণ দাও। ৪ | × | | | | | | | | | | | |
| ৫ | বায়ু দূষণের ফলে মানব দেহে কী ধরনের মারাত্মক রোগ হতে পারে। ৩ | ✓ | | | | | | | | | | | |
| ৬ | নিরাপদ পানি পান করার জন্য তোমার পরামর্শ দাও। ৩ | ✓ | | | | | | | | | | | |
| ৭ | সংক্রামক রোগ প্রতিরোধে তোমার এলাকার সাধারণ মানুষের কী করা দরকার- আলোচনা কর? ৩ | × | আলোচনা কর এর পরিবর্তে '৩টি করণীয় কাজ লিখ। | | | | | | | | | | |
| ৮ | তোমার জ্ঞান মতে দৈনন্দিন জীবনে, শিক্ষায়, চিকিৎসায় যে যে প্রযুক্তি ব্যবহার করা হয় তা অনুসন্ধান করে নিচের ছকে প্রযুক্তির নাম লিখ। <table><tr><td>দৈনন্দিন জীবনে ব্যবহৃত প্রযুক্তি</td><td>শিক্ষায় ব্যবহৃত প্রযুক্তি</td><td>চিকিৎসায় ব্যবহৃত প্রযুক্তি</td></tr><tr><td></td><td></td><td></td></tr></table> | দৈনন্দিন জীবনে ব্যবহৃত প্রযুক্তি | শিক্ষায় ব্যবহৃত প্রযুক্তি | চিকিৎসায় ব্যবহৃত প্রযুক্তি | | | | × | দৈনন্দিন জীবনে, শিক্ষায়, চিকিৎসায় যে যে প্রযুক্তি ব্যবহার করা হয় তার এটি করে প্রযুক্তির নাম নিচের ছকে লিখ। ৩ | | | | |
| দৈনন্দিন জীবনে ব্যবহৃত প্রযুক্তি | শিক্ষায় ব্যবহৃত প্রযুক্তি | চিকিৎসায় ব্যবহৃত প্রযুক্তি | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| ৯ | বাম পাশের অংশের সঙ্গে ডান পাশের অংশের মিল কর। ১ <table><tr><td>বাম</td><td>ডান</td></tr><tr><td>সূর্য</td><td>উপগ্রহ</td></tr><tr><td>চাঁদ</td><td>গ্রহ</td></tr><tr><td>পৃথিবী</td><td>নক্ষত্র</td></tr><tr><td></td><td>মঙ্গল</td></tr></table> | বাম | ডান | সূর্য | উপগ্রহ | চাঁদ | গ্রহ | পৃথিবী | নক্ষত্র | | মঙ্গল | × | নম্বর ১ এর পরিবর্তে ৩ হবে। ডান পাশে আরো ১ টি বেশি দিতে হবে। |
| বাম | ডান | | | | | | | | | | | | |
| সূর্য | উপগ্রহ | | | | | | | | | | | | |
| চাঁদ | গ্রহ | | | | | | | | | | | | |
| পৃথিবী | নক্ষত্র | | | | | | | | | | | | |
| | মঙ্গল | | | | | | | | | | | | |

Resource paper-37

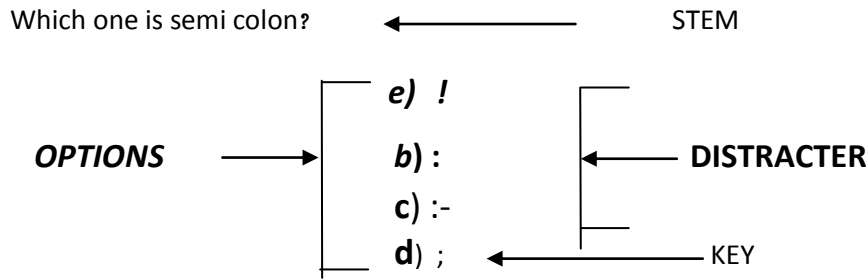
নৈর্ব্যক্তিক অভীক্ষা: যেসব অভীক্ষাপদ বা প্রশ্নে শিক্ষক ও শিক্ষার্থী উভয়েরই ব্যক্তিগত প্রভাব আসার সম্ভাবনা থাকে না তাদেরকে নৈর্ব্যক্তিক অভীক্ষা বলা হয়। অভীক্ষার নৈর্ব্যক্তিকতা বজায় থাকে বলেই একে নৈর্ব্যক্তিক অভীক্ষা বলা হয়ে থাকে। প্রচলিত রচনামূলক প্রশ্নের অসুবিধাগুলো দূর করার উদ্দেশ্যেই মূলত নৈর্ব্যক্তিক অভীক্ষার প্রচলন শুরু হয়েছে। নৈর্ব্যক্তিক প্রশ্নে নির্ভরযোগ্যতা ও যথার্থতা উভয়ই রক্ষিত হয়। নৈর্ব্যক্তিক অভীক্ষা বিভিন্ন ধরনের হয়ে থাকে। যেমন- এক কথায় উত্তর, বহুনির্বাচনী, মিলকরণ, শূণ্যস্থান পূরণ, সত্য-মিথ্যা ইত্যাদি।

উত্তম বহুনির্বাচনী ও কাঠামোবদ্ধ অভীক্ষাপদ প্রণয়নের নীতিমালা

বিভিন্ন প্রকার নৈর্ব্যক্তিক অভীক্ষার মধ্যে বহু নির্বাচনী প্রশ্ন (MCQ) বর্তমানে বহুল প্রচলিত ও ব্যবহৃত। এ জাতীয় প্রশ্নের দ্বারা শিক্ষার্থীর জ্ঞান, অনুধাবন ও প্রয়োগ স্তরের আচরণ সহজেই পরিমাপ করা যায়।

বহু নির্বাচনী প্রশ্নের (MCQ) উদাহরণ

বহু নির্বাচনী প্রশ্নের প্রধানত দুটি অংশ থাকে। মূল (STEM) অংশে থাকে একটি প্রশ্ন বা সমস্যা এবং নিচে ৪/৫টি বিকল্প উত্তর (Alternatives or options) দেওয়া থাকে। এই বিকল্প উত্তরগুলোর মধ্যে একটি মাত্র উত্তর সঠিক (Key) এবং বাকিগুলো ভুল উত্তর বা বিচলক (Distracter)।



উত্তম বহুনির্বাচনী প্রশ্ন প্রণয়নের নীতিমালা:

১. প্রশ্নের মূল অংশে একটি সরাসরি প্রশ্ন বা অসম্পূর্ণ বাক্য ব্যবহার করা যেতে পারে। তবে প্রশ্নের মূল অংশ অর্থপূর্ণ হলে ভাল হয়।
১. সমস্যাটিকে সুস্পষ্ট করার জন্য যতটুকু তথ্য দরকার ঠিক ততটুকুই প্রশ্নের মূল অংশে অন্তর্ভুক্ত করতে হবে। অর্থাৎ প্রশ্নের মূল অংশের ভাষা হবে সহজ, সংক্ষিপ্ত ও অতিরিক্ত জটিল শব্দের ব্যবহার মুক্ত।
২. একান্ত প্রয়োজন না হলে প্রশ্নের মূল অংশে না-বোধক বাক্য ব্যবহার করা উচিত নয়। কারণ না-বোধক প্রশ্নের চেয়ে হ্যাঁ-বোধক প্রশ্ন দ্বারা অনেক বেশি গুরুত্বপূর্ণ শিখন উদ্দেশ্য পরিমাপ করা সম্ভব হয়।
৩. কোন কোন ক্ষেত্রে বিশেষ শিখন ফল পরিমাপের জন্য না-বোধক শব্দ ব্যবহার করে প্রশ্ন করতে হয়। সে ক্ষেত্রে না-বোধক শব্দটিকে জোর দেবার জন্য তার নিচে দাগ টেনে দিতে হবে অথবা বড় অক্ষরে লিখতে হবে।
৪. প্রত্যেক প্রশ্নের যেন একটি মাত্র সঠিক উত্তর বা উত্তম উত্তর (best answer) থাকে। প্রশ্নে প্রদত্ত বিকল্প উত্তরগুলো (alternatives) প্রশ্নের মূল অংশের (Stem) সঙ্গে ব্যাকরণগত দিক দিয়ে শুদ্ধ বা সামঞ্জস্যপূর্ণ হবে।
৫. সঠিক উত্তর নির্বাচন অথবা ভুল বিকল্প বর্জন করার ব্যাপারে প্রশ্নে যেন কোন সংকেত (clue) প্রদত্ত না হয় সেদিকে বিশেষ দৃষ্টি দিতে হবে।
৬. বিচলকগুলো এমনভাবে রচনা করতে হবে যেন শিক্ষার্থীর নিকট আকর্ষণীয় ও আপাতদৃষ্টিতে ন্যায্যসংগত বলে মনে হয়। বিচলকগুলো আকর্ষণীয় ও আপাতদৃষ্টিতে ন্যায্যসংগত করে তোলার জন্য আপনি নিচের নিয়মগুলো অনুসরণ করতে পারেন-
 - শিক্ষার্থীরা সাধারণত যে সব ভুল করে সেগুলোকে বিচলক হিসেবে ব্যবহার করা যায়।
 - শিক্ষার্থীদের ভাষায় বিকল্পগুলোকে লিখতে হবে।
 - সঠিক উত্তর এবং বিচলক লেখার ক্ষেত্রে 'good- sounding' শব্দ ব্যবহার করতে হবে।
 - শব্দের দৈর্ঘ্য ও জটিলতা উভয় দিক থেকেই বিচলক ও সঠিক উত্তর সমার্থক হবে।
 - বিকল্প যেন সমজাতীয় (Homogeneous) হয়।
৭. সঠিক উত্তরটি যেন বিচলকগুলোর চেয়ে দৈর্ঘ্যে ছোট বা বড় না হয়। আইটেম লেখার সময় বিকল্প উত্তরগুলো দৈর্ঘ্য যতদূর সম্ভব সমান রাখা উচিত।
৮. 'ওপরের সবগুলো' বা 'ওপরের কোনটিই নয়'- এ ধরনের বিকল্প এড়িয়ে চলা অত্যাাবশ্যক।
১০. আইটেমগুলো পরস্পর স্বাধীন থাকবে। তারা যেন একে অপরের ওপর নির্ভরশীল না হয়। অর্থাৎ একটি আইটেমের উত্তর যেন পরবর্তী আইটেমের উত্তর দিতে সাহায্য না করে।

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কাঠামোবদ্ধ অভীক্ষাপদ প্রণয়নের নীতিমালা

১. কাঠামোবদ্ধ অভীক্ষাপদ হতে হবে সুস্পষ্ট। শিক্ষার্থী অভীক্ষাপদ পড়ে যেন দ্বিধাবিহীন না হয়।
২. কাঠামোবদ্ধ অভীক্ষাপদ অবশ্যই একটিমাত্র মূল শিখনফল/যোগ্যতাভিত্তিক হতে হবে।
৩. সংক্ষিপ্ত কাঠামোবদ্ধ অভীক্ষাপদ (Brief Constructed Response item-BCR) যে কোন শিখনক্ষেত্র ভিত্তিক হতে পারে কিন্তু বর্ণনামূলক কাঠামোবদ্ধ অভীক্ষাপদ (Extended Constructed Response item-ECR) অবশ্যই জ্ঞান, অনুধাবন ও উচ্চতর শিখনক্ষেত্র পরিমাপের জন্য প্রণীত হতে হবে।
৪. কাঠামোবদ্ধ অভীক্ষাপদ একটি নির্দিষ্ট শিখনক্ষেত্র (জ্ঞান, অনুধাবন, প্রয়োগ) ভিত্তিক হতে হবে। একাধিক শিখন ক্ষেত্র সংমিশ্রনে অভীক্ষাপদ প্রণীত হলে নম্বর বিভাজন সুস্পষ্টভাবে উল্লেখ করতে হবে।
৫. কাঠামোবদ্ধ অভীক্ষাপদ মূল্যায়নের ব্যাপ্তি হবে ০-৪ নম্বরের ভিত্তিতে। এজন্য মূল্যায়ন নির্দেশিকা/মার্কিং স্কিম প্রণয়ন করতে হবে।
৬. এমন ধরনের অভীক্ষাপদ রচনা করতে হবে যেন তার উত্তর দিতে পরীক্ষার্থীকে চিন্তা করতে হয়। অর্থাৎ স্মৃতি থেকে লেখার সুযোগ যেন না থাকে।
৭. যাহা জানো লিখ, নিজের কাথায় ব্যক্ত কর, আলোচনা কর, এ সম্পর্কে চিন্তা কর, বিবেচনা কর, চিত্রায়িত কর ইত্যাদি ক্রিয়াপদ ব্যবহার করে কাঠামোবদ্ধ অভীক্ষাপদ তৈরি করা যাবে না।
৮. শিক্ষার্থীর বিষয়জ্ঞান, অনুধাবন, বিশ্লেষণ, সংশ্লেষণ ও মূল্যায়ন ক্ষমতা পরিমাপ করা যায় এমন অভীক্ষাপদ প্রণয়ন করতে হবে।
৯. বিকল্প অভীক্ষাপদ নির্বাচনের সুযোগ রহিত করে সকল অভীক্ষাপদের উত্তর দেওয়া বাধ্যতামূলক করতে হবে।

Resource paper-39

Concept of Learning Domain

মার্কিন মনোবিদ বেনজামিন ব্লুম শিখন ক্ষেত্রকে ৩ ভাগে বিভক্ত করেছেন। শিখনের ৩ ক্ষেত্র সমন্বয়ে পুরোপুরি শিখন (Mastery Learning) সংগঠিত হয়। শিখন ক্ষেত্র (Learning domain) ৩টি হলো :

1. Cognitive Domain.
2. Affective Domain
3. Psychomotor Domain

কোন টেক্সট (ছবি, অনুচ্ছেদ) দেখে, পড়ে বা শুনে সংশ্লিষ্ট টেক্সট এর তথ্য উপস্থাপন করা, স্মরণ করা বা তথ্য বিশ্লেষণ করার বিষয়টি জ্ঞানমূলক ক্ষেত্রের অন্তর্ভুক্ত। চিন্তন প্রক্রিয়ায় সংশ্লিষ্ট তথ্য ব্যবহার করার বিষয়সমূহ শিখনে জ্ঞানমূলক ক্ষেত্রের অন্তর্গত Cognitive Domain.

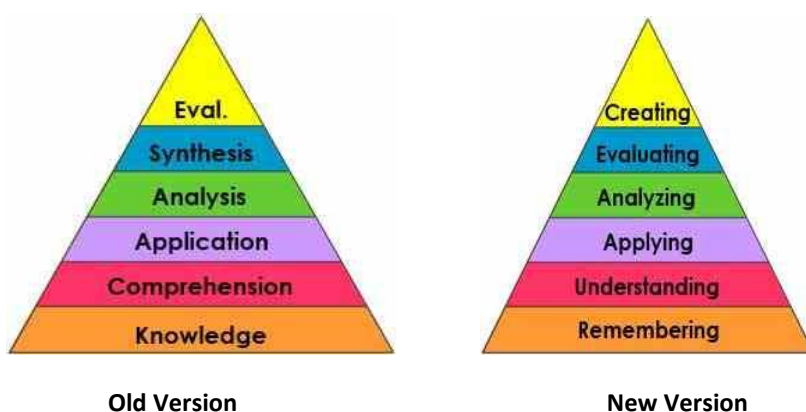
টেক্সট এ বর্ণিত অথবা প্রতিফলিত ভাবাবেগ, মূল্যবোধ ও দৃষ্টিভঙ্গির মাধ্যমে উদ্ভূত হয়ে সংশ্লিষ্ট মূল্যবোধ দ্বারা পরিচালিত জীবনমান উন্নত করা Affective Domain এর অন্তর্ভুক্ত।

টেক্সট এ বর্ণিত তথ্য এবং তথ্য দ্বারা সংগঠিত মূল্যবোধ বা দৃষ্টিভঙ্গির আলোকে অর্জিত দক্ষতার প্রয়োগ Psychomotor Domain এর অন্তর্ভুক্ত।

Learning Domain এর তিনটি বিভাজনের মধ্যে Cognitive Domain এর অন্তর্গত অর্জনসমূহ (Achievement) Paper pencil test এর মাধ্যমে মূল্যায়ন করা সম্ভব।

Affective Domain ও Psychomotor Domain এর অন্তর্গত অর্জনসমূহ /Performance Paper Pencil test এর মাধ্যমে Assess করা সম্ভব নয়। সংশ্লিষ্ট Domain ২টির অন্তর্গত অর্জন Assess করার জন্য শিক্ষার্থীর আচরনিক পরিবর্তনের ধারাবাহিক দক্ষতা প্রদর্শন পরিমাপ করতে হবে, যা School Based Assessment প্রক্রিয়ার মাধ্যমে সম্ভব।

Cognitive Domain এর উপস্তরসমূহ



- Knowledge - তথ্য স্মরণ/ উপস্থাপন
- Comprehension - বর্ণিত তথ্যের অর্থ উপলব্ধি
- Application - বর্ণিত তথ্য নতুন কোন পরিস্থিতিতে দৈনন্দিন জীবনে প্রয়োগ
- Analysis - কারণ ব্যাখ্যা/ঘটনা বিশ্লেষণ
- Synthesis - অর্জিত জ্ঞানের আলোকে সমস্যা সমাধানের নতুন প্রস্তাব প্রদান
- Evaluation- মতামত প্রদান/মূল্যায়ন

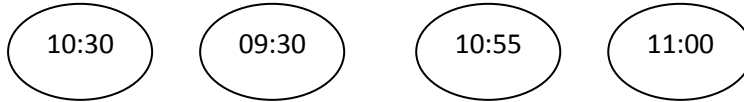
জ্ঞানমূলক উপস্তর:

Cognitive Domain এর প্রথম স্তর। এ স্তরে অন্তর্ভুক্ত Item এর Distracter এর কাঠিন্যের মাত্রার অবস্থান সর্বনিম্নে। পঠিত, শ্রুত অথবা দৃশ্যমান কোন টেক্সট এর তথ্য উপস্থাপন বা স্মরণ করার মানসিক প্রক্রিয়া। ক্রিয়াপদ যা Knowledge Level এর Item প্রণয়নে ব্যবহৃত হতে পারে। Average, Define, Describe, Identity, match প্রভৃতি। বর্তমানে প্রচলিত প্রাথমিক শিক্ষাক্রমের পঞ্চম শ্রেণির ইংরেজি বিষয়ের একটি যোগ্যতা নিম্নরূপ: R 3.2 To read the clock, hours and minutes

সংশ্লিষ্ট যোগ্যতার আলোকে পঞ্চম শ্রেণির English for Today পাঠ্যপুস্তকে Lesson 4 (পৃষ্ঠা- ১১.১২.১৩) এ ঘড়ির সময় সনাক্ত করার বিষয়বস্তু অন্তর্ভুক্ত করা হয়েছে।

কাটায়ুক্ত ঘড়ির সময় সনাক্ত করার যোগ্যতা শিক্ষার্থীর অর্জিত হয়েছে কি না তা মূল্যায়নের জন্য কী ধরনের অভীক্ষাপদ প্রণয়ন করা যুক্তিযুক্ত? নিম্নের উদাহরণটি লক্ষণীয়

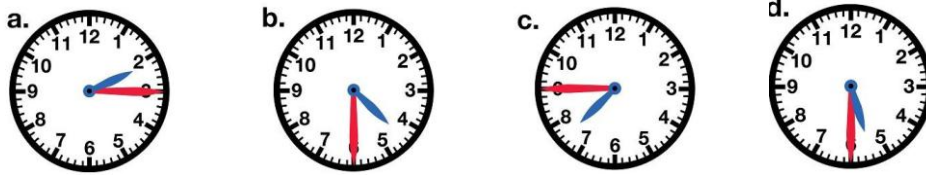
- Which clock shows 10:55 ? (কাটায়ুক্ত ঘড়ি)
(Knowledge Level)



উপলব্ধিমূলক স্তর:

Cognitive Domain এর উচ্চক্রমের দ্বিতীয় স্তর এটি। বিষয়বস্তু/তথ্য উপলব্ধি করার স্তর। এ স্তরের অভীক্ষাপদ প্রণয়নে ব্যবহৃত ক্রিয়াপদ: Classify, Discuss, Explain, Express, Rewrite, Infer প্রভৃতি। R 3.2 যোগ্যতার আলোকে নিম্নের অভীক্ষা পদটি এ উপস্তরের একটি উদাহরণ হিসেবে গণ্য হতে পারে।

- Tick the clock that shows the time of 07:45.
(Comprehension Level)



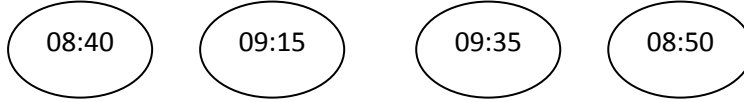
প্রয়োগমূলক উপস্তর:

উপস্থাপিত/পঠিত তথ্যের আলোকে অর্জিত জ্ঞান ও ধারণাকে নতুন পরিস্থিতিতে বা বাস্তব ক্ষেত্রের সমস্যা সমাধানে প্রয়োগ ক্ষমতার স্তর। এটি Cognitive Domain এর উচ্চক্রমের তৃতীয় ধাপ। এ স্তরের অভীক্ষাপদ প্রণয়নে ব্যবহৃত ক্রিয়াপদ: Apply, Discover, Practice, Solve, Produce. প্রভৃতি। R 3.2 যোগ্যতার আলোকে নিম্নের অভীক্ষা পদটি এ উপস্তরের একটি উদাহরণ হিসেবে গণ্য হতে পারে।

- Shamim is a student of grade 5 at Ulipur Model Govt Primary school. The School starts at 9.15 in the morning. She/he goes to school on foot. It takes 35 minutes to get into the school.

Select the clock that shows the time when Shamim starts for school:

(Application Level)



বিশ্লেষণমূলক উপস্তর:

ঘটনা/সরবরাহকৃত তথ্যের বিশ্লেষণ অর্থাৎ কোন নির্দিষ্ট তথ্য এবং সমস্যা তথ্যের সম্পর্ক বিশ্লেষণ করা। ভিন্ন ভিন্ন বৈশিষ্ট্যের আলোকে সমগ্র তথ্য বা ঘটনার অংশ সমূহ প্রথক করণ। Cognitive Domain এর উচ্চক্রমের চতুর্থ স্তর এটি। এ স্তরের অভীক্ষাপদ প্রণয়নে ব্যবহৃত ক্রিয়াপদ: Analyze, Breakdown, Contest, Examine, Illustrate, Point out প্রভৃতি।

সংশ্লেষণমূলক উপস্তর:

উপস্থাপিত তথ্যের আলোকে অর্জিত জ্ঞান ও ধারণার আলোকে নতুন সমস্যার বিকল্প সমাধানে প্রস্তাব বা অর্জিত ধারণাকে নতুন পরিস্থিতিতে স্থাপন করার মানসিক প্রক্রিয়ার স্তর। এটি সংশ্লিষ্ট উচ্চক্রমের ৫ম স্তর।

এ স্তরের অভীক্ষাপদ প্রণয়নে ব্যবহৃত ক্রিয়াপদ: Assemble, Compose, Create, Design, Formulate প্রভৃতি।

মূল্যায়নমূলক উপস্তর:

বর্ণিত তথ্য/ঘটনার মাধ্যমে অর্জিত মূল্যবোধের মাধ্যমে ব্যক্তি, ঘটনা ইত্যাদির মূল্য আরোপ/ মতামত প্রদর্শন করার মানসিক প্রক্রিয়ার স্তর। এটি Cognitive Domain এর সর্বোচ্চস্তর। এ স্তরের অভীক্ষাপদ প্রণয়নে ব্যবহৃত ক্রিয়াপদ: Rate, Justify, Assess, Argue প্রভৃতি।

শিক্ষার্থীর শিখন প্রক্রিয়াকে মুখস্থ নির্ভর থেকে চিন্তন নির্ভর প্রক্রিয়ায় রূপান্তরের জন্য বেনজামিন ব্লুম-এর Concept of Learning domain অবলম্বনে যোগ্যতাভিত্তিক অভীক্ষাপদ প্রণয়ন কার্যক্রমের প্রচলন এবং প্রাথমিক শিক্ষা সমাপনী পরীক্ষার প্রশ্নপত্রে যোগ্যতাভিত্তিক অভীক্ষাপদ সংযোজনের সিদ্ধান্ত গৃহীত হয়।

Resource Paper-40

Developed MCQ & CRQ items (SAMPLE)

Read the text and develop test items both MCQ and Constructed Response Questions.

It was a hot summer. A man was passing through a village. He sold caps to the villagers. He walked for miles and felt very tired. He sat under a big tree to take a rest. He put his basket of caps beside him. He then fell asleep. There were monkeys in the tree. The monkeys came down from the tree and took away the caps.

| TERMINAL COMPETENCIES: Reading | ATTAINABLE COMPETENCIES | LEARNING OUTCOMES | Type of items | Domain | Items |
|---|---|---|--------------------------------|---------------|---|
| 5. to read silently with understanding short stories, text materials etc. | 5.1 to read aloud and silently longer sets of sentences, paragraph and stories from the textbook. | Students will be able to : 5.1 read aloud and silently longer sets of sentences, paragraphs and stories from the textbook. | MCQ | Knowledge | 9. What was the season? a) Autumn b) Winter c) Summer d) Late Autumn |
| | | | | Understanding | 2. The day was- a) foggy b) dewy c) sunny d) cloudy |
| | | | | Inference | 3. Why did the man take a rest under a big tree? a) To be in the shade b) To sleep c) To put away the basket for a moment d) To sell the caps |
| | 5.2 to read silently with understanding simple informal letters. | 5.2 read with understanding simple informal letters and dialogues. | Constructed response Questions | Knowledge | 4. What did the man sell? |
| | | | | Understanding | 5. Why do you think the monkeys took the caps away? |
| | | | | Inference | 6. The first sentence says "It was a hot summer." Write three other things from the story that also tells us it was hot. |

DAY 5, Session-4

Worksheet-19

| Terminal Competencies: Listening | Required Subject knowledge | Required pedagogical knowledge |
|--|----------------------------|--------------------------------|
| <ol style="list-style-type: none"> 1. to recognize basic English sound differences, stress and intonation. 2. to understand simple commands, instructions and requests and carry them out. 3. to understand simple questions and statements. 4. to listen to, understand and enjoy simple rhymes, poems and stories. | | |

| Terminal Competencies: Speaking | Required Subject knowledge | Required pedagogical knowledge |
|--|----------------------------|--------------------------------|
| <ol style="list-style-type: none"> 1. to use English sounds, stress and intonation appropriately . 2. to exchange greetings and farewells and to make introductions. 3. to ask and answer questions . 4. to recite rhymes and poems. 5. to say the names of the days of the week and the months, and to tell the time. 6. to talk about simple things and actions. 7. to give instructions, commands and to make requests. 8. to take part in conversations on topics related to students' daily life. | | |

| Terminal Competencies: | Required Subject knowledge | Required pedagogical knowledge |
|--|----------------------------|--------------------------------|
| Reading | | |
| <ol style="list-style-type: none"> 1. to read aloud texts with proper pronunciation, stress and intonation. 2. to recognize and read both cardinal and ordinal numbers. 3. to read the names of the days of the week, the months and the time. 4. to read aloud poems with proper stress and intonation. 5. to read silently with understanding paragraphs, stories and other text materials. 6. to read instructions and carry them out. 7. to recognize punctuation marks and read accordingly. | | |

| Terminal Competencies: Writing | Required Subject knowledge | Required pedagogical knowledge |
|--|----------------------------|--------------------------------|
| <ol style="list-style-type: none"> 1. to write non-cursive and cursive letters both capital and small. 2. to write cardinal and ordinal numbers. 3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small. 4. to write figures for words and words for figures. 5. to use punctuation marks. 6. to use capital letters. 7. to write the names of the days of the week and the months, and to write the time. 8. to write words, phrases and sentences correctly. 9. to take dictation. 10. to write short and simple compositions. 11. to write simple personal letters. 12. to fill in simple forms. | | |

Resource Paper-41

a) Elements of SK &SK:

| Subject Knowledge: | Pedagogical Knowledge: |
|--|--|
| <ul style="list-style-type: none">• Have a strong background in subject area• Subject area content knowledge• Understand major concept, assumption, debate, content or subject knowledge that they teach• Linkage with curriculum• Sequence of contents they teach• Subject specific technology | <ol style="list-style-type: none">7. Developmental theory of learning8. Understand how learning occurs9. How social group works10. Diverse cultural environment11. Methods and techniques12. Effective classroom management13. Effective teaching practice14. Effective assessment15. Curriculum alignment16. Diversification of instruction17. Technological skill.18. |

b) Resources for development of SK & PK:

- News paper
- Magazine
- Weekly magazine
- Internet/websites
- Journals
- English books
- English reference books
- English program on TV or Radio
- English movies
- Dictionary
-

(Observation Format)

Class:

Lesson:

- **Lesson/Part of the Lesson Observed:**
 - **Taught/performed/simulated/demonstrated area:**
 - **Name of the teacher/performer/simulator/demonstrator:**
 - **Name of the observer:**
 - **Date:**
-
- **Describe how the “teacher” has shown the indicators of the pre-determined area.**
-
-
-
-
-
-
-
-
-
-
- **How do the peers (the students who play the role of primary school students) respond to each activity?**
-
-
-
-
-
-
-
-
-
-
- **Write your remarks on the observed part of the lesson for the pre-determined area.**

Supportive feedback

Sit together, give feedback and encourage rather than noticing faults.

1. Invite the “teacher” to express her/his feelings/reflection]; and note it down.

2.State the satisfactory indicators of the area that was demonstrated.

3.Identify through discussion with the “teacher” the areas of their performance which they could develop and agree on how she/how could do this.

DAY 6, Session-1

Resource Paper-42:

Raka is at home. She didn't go to school. She has a cough, a sore throat and a fever. The doctor says that she has got influenza. Influenza is caused by a virus. He has prescribed Raka some medicines. At the same time he has written down a list of things to do to help her get well soon. Here is the list of things she should do:

- Eat some food to give your body energy. Try to eat even if you don't feel hungry.
- Take plenty of rest. Stay at home.
- Drink a lot of liquids
- Cover your mouth and nose with a tissue or handkerchief when you cough or sneeze. Be careful to use your own glass and plate. You don't want to spread the virus to others.

| Terminal Competency of English | Class wise Attainable Competency | Learning outcomes | Items | Domain | key |
|---|--|--|---|--------|-----|
| 5. to read silently with understanding paragraphs, stories and other text materials | 5.1 to read silently with understanding paragraphs, stories, dialogues, personal letters and others texts materials. | Students will be able to | 1. Raka has got- a) typhoid b) influenza c) chicken pox d) headache | K | b |
| | | 5.1.1 read silently with understanding paragraph . | 2. Who has said she should "Stay at home"? a) Raka's friend b) Raka's father c) Raka's doctor d) Raka's teacher | K | c |
| | | 5.1.2 read silently with understanding stories. | 3. Influenza is caused by- a) bacteria b) fungus c) virus d) nematode | K | c |
| | | 5.1.3 read silently with understanding dialogues. | 4. What is this story about? a) Raka's school b) Staying at home c) Raka's friends d) Doctor's advice | U | d |
| | | 5.1.4 read silently with understanding personal letters and other texts materials. | 5. Raka is forced to stay at home because a) she got a punishment at school b) the school is closed c) she is not well d) she fell down | U | c |
| | | | 6. 'Drink a lot of liquids'. Here 'liquids' mean a) water and juice b) soft food c) fruits d) sweets | U | a |

| | | | | | |
|--|--|--|--|-----|---|
| | | | <p>7. The doctor told Raka to “Cover your mouth and nose with a tissue or handkerchief when you cough or sneeze” to</p> <p>a) prevent Raka getting worse b) prevent other people getting influenza c) show good manners c) keep herself clean</p> | A/I | b |
| | | | <p>8. When someone has influenza they</p> <p>a) are always thirsty b) want to eat a lot of food c) carry on as usual d) sleep all the time</p> | A/I | a |
| | | | <p>9. The doctor told Raka to take plenty of rest because she</p> <p>a) worked very hard and needed a rest b) was weak and would not be able to walk c) was tired and needed to sleep d) would get better more quickly</p> | A/I | d |
| | | | <p>10. Why did the doctor tell Raka to “Be careful to use your own glass and plate.”?</p> <p>a) so that she could wash them herself b) to prevent her plate and glass being given to others c) to prevent her virus being given to others d) other people might break them</p> | A/I | c |

3. Answer each of the following questions in a sentence:

- a) Which infection does Raka have? (K)
- b) Who prescribed Raka some medicines?(K)
- c) Why is Raka at home? (K)
- d) How do we get influenza (U)
- e) How can reduce our chances of getting influenza? (A/I)
- f) What should we do if we get influenza? (A/I)
- g) Why should we stay at home when we get influenza?(U)
- h) Why should we drink a lot of liquid when we get influenza? (U)

4. Write 3 three sentences explaining what we can do to avoid spreading influenza to others. (A)

DAY 6, Session-2 & 3**Worksheet-20:****OBSERVATION CHECK LIST**

| Serial No. | Questions | Answers |
|-------------------|--|----------------|
| 1 | What activities did the teacher use to give information/ present the input? | |
| 2 | What activities (practice activities) led the students for clear understanding of the input? | |
| 3 | Did the teacher use the materials appropriately? Give reasons in favour of your answer. | |
| 4 | What languages did the teacher use to set an activity in the class? | |
| 5 | What monitoring languages did the teacher use in the class? | |
| 6 | What assessing languages did the teacher use in the class? | |
| 7 | What are the Learning Outcomes? | |
| 8 | Areas for development with suggestions | |
| 8 | Others(if any) | |

Observation format for micro teaching

| | |
|---------------------------------------|---|
| Name of the teacher (student): | Class: Session: Learning Outcome: Skill/activity to be demonstrated: |
| Strengths: | |
| Areas for development: | |
| Notes for feedback: | |

DAY 6, Session-4

Worksheet-21

Think about these statements and ✓ the box that represents your opinion.

| Sl. No. | I believe that | Strongly Agree | Agree | Disagree | Strongly disagree |
|---------|--|----------------|-------|----------|-------------------|
| 1 | Language should be taught as a set of grammatical structures. | | | | |
| 2 | Students should be corrected immediately when they make mistakes. | | | | |
| 3 | English classes should always be taught in English. | | | | |
| 4 | Students should be encouraged to work in groups and pairs in class. | | | | |
| 5 | Using Bangla in an English class is an effective technique to check understanding. | | | | |
| 6 | The teacher should maintain a quiet atmosphere in class. | | | | |
| 7 | A good language lesson is one in which the teacher lectures well on the topic. | | | | |
| 8 | The teacher is the main provider of knowledge in the class. | | | | |
| 9 | Students must have excellent and correct pronunciation. | | | | |
| 10 | Feedback to the students on their work should be positive. | | | | |

Worksheet-22

Course Evaluation

(You can write comments in Bangla, if you want. Put a tick mark where applicable)

1. Time schedule

a) What do you think of the length of the course?

- far too long
- too long
- just right
- too short
- far too short

Comments:

b) In this training course you worked for 6 days, from 09.15 until 17.15 with breaks for tea and lunch. What is your opinion about this time-schedule?

- far too long
- too long
- just right
- too short
- far too short

Comments:

c) How do you think the time was distributed among the different ways of working in this course?

| | Far too much | Too much | Just right | Too little | Far too little |
|-------------------|---------------------|-----------------|-------------------|-------------------|-----------------------|
| Lectures, plenary | | | | | |
| Group work | | | | | |
| Pair work | | | | | |
| Individual work | | | | | |

Comments:

2. Course contents

a) What do you think of the balance between theory and practice:

- too much theory
- just right
- too much practice

b) Expectations

Please try to remember what you expected at the beginning of this course. How are your expectations met?

- Completely
- Largely
- Partly
- To some degree
- Not at all

c) What is your reflection about the topics?

| Topics | Satisfactory | needs minor improvement | needs major improvement | not necessary at all | Remarks |
|---|--------------|-------------------------|-------------------------|----------------------|---------|
| The developmental nature of Language Learning | | | | | |
| Competencies | | | | | |
| IPT, CLT, MWTL | | | | | |
| Listening skills | | | | | |
| Speaking skills | | | | | |
| Reading skills | | | | | |
| Writing skills | | | | | |
| Teaching Vocabulary | | | | | |
| Teaching grammar | | | | | |
| Constructing competency based questions | | | | | |
| Classroom languages | | | | | |
| Pronunciation, Punctuation, stress and intonation | | | | | |
| Classroom management | | | | | |

Comments:

d) Usefulness of the course

Consider the specific requirements of your own job. How useful do you think the course has been?

- very useful
- useful
- of some use
- of limited use
- not useful

e) In your opinion, do you need more training on English subject?

- No
- I do not know
- Yes, similar to this
- Yes, but different from this

Comments:

3. Do you have any suggestion for improving the English subject based training course or the way it is organised?

4. Write the most important things that you have learnt in this subject based training.

5. Write the most important things that you have liked in this training.

6. Write the challenges that you still have.

7. *When and how will you implement what you have learnt?*

Thank you !

Essential Learning Continua
Subject: English
(Classes 1-V)

| Terminal Competencies | Class-wise attainable competencies | | | | |
|---|--|--|--|---|---|
| | Class I | Class II | Class III | Class IV | Class V |
| Listening | | | | | |
| 1. to recognize basic English sound differences, stress and intonation. | 1.1 to become familiar with English sounds by listening to common English words. | 1.1 to become familiar with English sounds by listening to common English words. | 1.1 to recognize English sound differences in the context of words. 1.2 to recognize which syllable in a word is stressed. 1.3 to recognize which words in a sentence are stressed | 1.1 to recognize sound differences in the context of words. 1.2 to recognize which syllable in a word is stressed. 1.3 to recognize which words in a sentence are stressed. 1.4 to recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements. | 1.1 to recognize sound differences in the context of words. 1.2 to recognize which syllable in a word is stressed. 1.3 to recognize which words in a sentence are stressed. 1.4 to recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements. |

| | | | | | |
|---|---|--|--|---|---|
| 2. to understand simple commands, instructions and requests and carry them out. | 2.1 to follow simple commands and instructions. e.g.. Stand up. Sit down. Come here. Go there. | 2.1 to follow simple commands and instructions. e.g. Open, Close, Repeat, etc. | 2.1 to carry out simple commands and instructions. 2.2 ----- 2.3 to respond to requests. e.g. Can you....? | 2.1 to carry out simple commands and instructions. 2.2 to carry out a set of commands and instructions. 2.3 to comply with requests. e.g. Can you.....? Could/Would you.....? | 2.1 to carry out simple commands and instructions. 2.2 to carry out a set of commands and instructions. 2.3 to comply with requests. e.g. Can you.....? Could/Would you.....? |
| 3. to understand simple questions and statements. | 3.1 to understand simple questions asked by the teacher about the students and a few familiar objects, e.g. What's your name? What's this? | 3.1 to understand simple questions, statements about the students and familiar things around them. | 3.1 to understand simple questions about family, the students and friends. 3.2 to understand questions about familiar objects. 3.3 to understand statements. | 3.1 to understand questions asked about the students. 3.2 to understand questions about family, friends and neighbors of students. 3.3 to understand questions about objects around them. 3.4 to understand statements made by the teacher and students. | 3.1 to understand questions about the students. 3.2 to understand questions about family, friends and community of students. 3.3 to understand questions about objects around them. 3.4 to understand statements made by the teacher and students. |

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| 4. to listen to, understand and enjoy simple rhymes, poems and stories. | 4.1 to enjoy the rhythm and music of simple rhymes. | 4.1 to enjoy the rhythm and music of simple rhymes. 4.2 to enjoy simple stories. | 4.1 to enjoy simple rhymes. 4.2 to enjoy and understand simple stories. 4.3 to enjoy and understand simple poems. | 4.1 — 4.2 to enjoy and understand simple stories. 4.3 to enjoy and understand simple poems. | 4.1 — 4.2 to enjoy and understand simple stories. 4.3 to enjoy and understand simple poems. |
| Terminal Competencies | Class-wise attainable competencies | | | | |
| | Class I | Class II | Class III | Class IV | Class V |
| Speaking | | | | | |
| 1. to use English sounds, stress and intonation appropriately . | 1.1 to repeat after the teacher and say simple words and phrases and sing the Alphabet Song. | 1.1 to repeat after the teacher and say simple words, phrases with proper sounds, stress and intonation. | 1.1 to repeat after the teacher and say words, phrases and sentences with proper sounds, stress and intonation. | 1.1 to say words, phrases and sentences with proper sounds, stress and intonation. | 1.1 to say words, phrases and sentences with proper sounds, stress and intonation. |
| 2. to exchange greetings and farewells and to make introductions. | 2.1 to say Good morning, Hello! Hi! Bye-bye! Good-bye! I'm your English teacher. My name is..... | 2.1 to say Good morning ! Hello! Hi ! and ask "How are you"? and reply by saying " I am fine, thank you", etc. | 2.1 to exchange greetings and farewells and make simple self – introductions Good morning! Hello, Hi, Bye, See you, etc . | 2.1 to exchange greetings, farewells and make simple self-introductions/ introductions. How do you do? | 2.1 to exchange greetings, farewells and make introductions. How do you do? Nice to meet you. etc. |

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| 3. to ask and answer questions. | 3.1 to ask and answer questions about the students and a few familiar objects. | 3.1 to ask and answer questions about the students and familiar objects. | 3.1 to ask and answer simple Wh and Yes/No questions. | 3.1 to ask and answer Wh and Yes/No questions. | 3.1 to ask and answer Wh and Yes/No questions. |
| 4. to recite rhymes and poems. | 4.1 to repeat rhymes after the teacher. | 4.1 to repeat rhymes after the teacher and recite. | 4.1 to repeat rhymes and simple poems after the teacher and recite. | 4.1 to recite poems . | 4.1 to recite poems. |
| 5. to say the names of the days of the week and the months and to tell the time. | 5.1 ----- | 5.1 to say the names of the days of the week. | 5.1 to say the names of the months. | 5.1 to tell the time(hours only) and mention a.m./p.m. | 5.1 to tell the time (hours and minutes) and mention a.m./p.m. |
| 6. to talk about simple things and actions. | 6.1 ----- | 6.1 ----- | 6.1 to say what the speaker is doing and others are doing. | 6.1 to say what the speaker is doing and others are doing. | 6.1 to say what the speaker is doing and others are doing. |
| | 6.2 ----- | 6.2 ----- | 6.2 to talk about people and objects . | 6.2 to talk about people, objects, events, etc | 6.2 to talk about people, objects, events, etc. |

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| 7. to give instructions, commands and to make requests. | 7.1 to give simple instructions and commands. | 7.1 to give simple instructions and commands. | 7.1 to give simple instructions and commands 7.2 to make requests and to respond. Can you...? Yes, sure. No, Sorry. | 7.1 to give instructions and commands. 7.2 to make requests and to respond. Could you...? Yes, sure. No, Sorry, thanks. You are welcome, etc. | 7.1 to give instructions and commands. 7.2 to make requests and to respond. Giving short answers Could you...? Yes, sure. No, Sorry, thanks. You are welcome. No problem. That's ok, etc. |
| 8. to take part in conversations on topics related to students' daily life. | 8.1 ----- | 8.1 to ask and answer simple questions about everyday life. | 8.1 to take part in simple conversations(exchanging personal information) | 8.1 to take part in conversations on simple topics(likes/dislikes, hobbies, holidays, family, friends, etc.) | 8.1 to take part in conversations on appropriate topics. |
| Terminal Competencies | Class-wise attainable competencies | | | | |
| | Class I | Class II | Class III | Class IV | Class V |
| Writing | | | | | |
| 1. to write non-cursive and cursive letters both capital and small. | 1.1 to practice letter shapes/ simple writing patterns, etc. 1.2 to write non-cursive capital letters. | 1.1 to write non-cursive capital letters. 1.2 to write non-cursive small letters. | 1.1 to write cursive capital letters. 1.2 to write cursive small letters. | 1.1 to write non-cursive and cursive capital letters. 1.2 to write non-cursive and cursive small letters. | 1.1 ----- 1.2 ----- |

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| 2. to write cardinal and ordinal numbers. | 2.1 to write cardinal numbers up to 10 in figures. | 2.1 to write cardinal numbers up to 30 in figures. | 2.1 to write cardinal numbers up to 100 in figures . | 2.1 to write cardinal numbers 101 to 500 in figures. 2.2 to write ordinal numbers up to 10 th . | 2.1 to write cardinal numbers 1 to 500 in figures. 2.2 to write ordinal numbers up to 20 th . |
| 3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small. | 3.1 ----- | 3.1 to write words and phrases using non-cursive capital and small letters. | 3.1 to write words , phrases and simple sentences using non-cursive capital and small letters. | 3.1 to write sentences using non cursive and cursive capital and small letters. | 3.1 to write sentences using non cursive and cursive capital and small letters. |
| 4. to write figures for words and words for figures. | 4.1 ----- | 4.1 to copy and write cardinal numbers up to 10 both in figures and in words. | 4.1 to copy and write cardinal numbers up to 30 both in figures and in words. | 4.1 to copy and write cardinal numbers up to 50 both in figures and in words. 4.2 to write ordinal numbers up to 10 th both in figures and in words. | 4.1 to write cardinal numbers up to 100 both in figures and in words. 4.2 to write ordinal numbers up to 20 th both in figures and in words. |
| 5. to use punctuation marks. | 5.1 ----- | 5.1 ----- | 5.1 to use full stop, comma and question mark. | 5.1 to use full stop, comma, question mark and exclamation mark. | 5.1 to use full stop, comma, question mark and exclamation mark. |

| Terminal Competencies | Class-wise attainable competencies | | | | |
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| | Class I | Class II | Class III | Class IV | Class V |
| Writing | | | | | |
| 6. to use capital letters. | 6.1 ----- | 6.1 ----- | 6.1 to use capital letters for sentence beginnings and proper nouns. | 6.1 to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks. | 6.1 to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks. |
| 7. to write the names of the days of the week and the months, and to write the time. | 7.1 ----- | 7.1 ----- | 7.1 to write names of the days of the week. | 7.1 to write names of the days of the week and months. 7.2 to write the time (hours only) and mention a.m./p. m. | 7.1 ----- 7.2 to write the time (hours and minutes) and mention a.m./p. m, half past, quarter past, quarter to, etc. |
| 8. to write words, phrases and sentences correctly. | 8.1 ----- | 8.1 ----- | 8.1 to write words, phrases and sentences from the textbook or model presented by the teacher . | 8.1 to make sentences using words and phrases, following instructions. | 8.1 to make sentences using words and phrases, following instructions. |
| 9. to take dictation. | 9.1 ----- | 9.1 ----- | 9.1 to take dictation of words and phrases only. | 9.1 to take dictation of words, phrases and sentences. | 9.1 to take dictation of short and simple paragraphs. |

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| 10. to write short and simple compositions. | 10.1 ----- | 10.1 ----- | 10.1 to write a short and simple paragraph by answering a set of questions. | 10.1to write a short paragraph by answering a set of questions. 10.2 to write a short composition about oneself, friends, family and other familiar topics. | 10.1to write a short piece of composition by answering a set of questions. 10.2to write short compositions on familiar objects, people, places, events , etc. |
| 11. to write simple personal letters. | 11.1 ----- | 11.1 ----- | 11.1 ----- | 11.1 to write simple letters to friends. | 11.1 to write simple letters to friends and relatives. |
| 12. to fill in simple forms. | 12.1 ----- | 12.1 ----- | 12.1 ----- | 12.1 ----- | 12.1 to fill in simple forms. |