

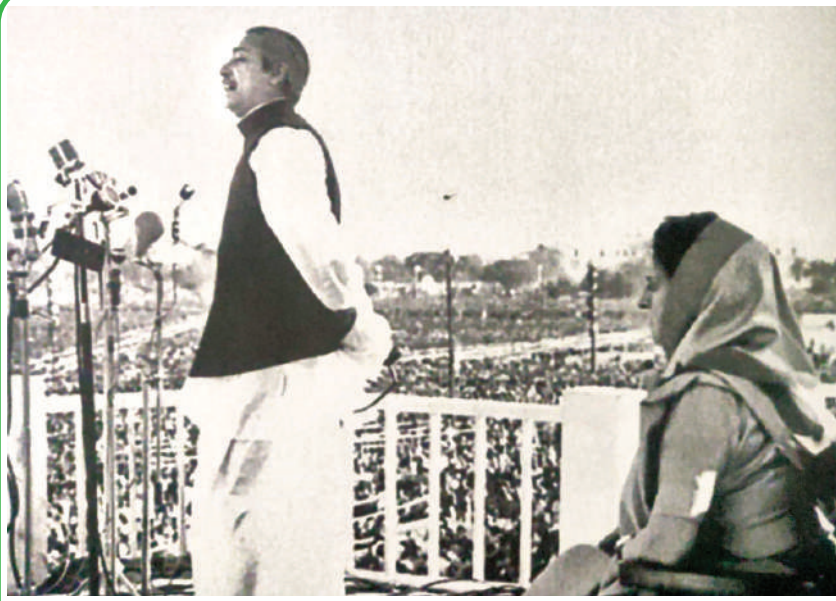
Teachers' Guide

ENGLISH

Class Six



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



১৯৭২ সালের ৬ই ফেব্রুয়ারি কলকাতায় গড়ের মাঠের বিশাল জনসমুদ্রে ভাষণ দিচ্ছেন বঙ্গবন্ধু শেখ মুজিবুর রহমান। পাশে ভারতের প্রধানমন্ত্রী ইন্দিরা গান্ধী।



১৯৭২ সালের ১৭ই মার্চ ভারতের প্রধানমন্ত্রী ইন্দিরা গান্ধী বাংলাদেশ সফর করেন। বিমানবন্দরে উষ্ণ অভ্যর্থনা জানাচ্ছেন প্রধানমন্ত্রী বঙ্গবন্ধু শেখ মুজিবুর রহমান।

Developed by the National Curriculum and Textbook Board as a Teachers' Guide
according to the National Curriculum 2022 for Class Six from the Academic Year 2023

Teachers' Guide
English
Class Six
(Experimental Version)

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Preface

In this ever-changing world, the concept of livelihood is altering every moment. The advancement of technology, in accordance with the emerging knowledge and skills, has accelerated the pace of change. There is no alternative to adapting to this fast changing world. The reason is, the development of technology is at its zenith now compared to any time in the human history. In the fourth industrial revolution era, the advancement of artificial intelligence has brought about a drastic change in our employment and lifestyle and this will make the human interactions more and more intimate. A wide range and nature of employment opportunities will be created in near future, which we cannot even predict at this moment. We need to take preparation right now so that we can adapt ourselves to that upcoming future.

Although a huge economic development has taken place throughout the world, the problems of climate change, air pollution, migrations and ethnic violence have become much more intense than before. The epidemics like COVID 19 has appeared and obstructed the normal lifestyle and economic growth of the world. Different challenges and opportunities have been added to our daily life.

Standing on the verge of these challenges and possibilities, implementation of sustainable and effective solutions is required for the transformation of our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, capability to adapt, humanity and patriotism. Amidst all these, Bangladesh has graduated into a developing nation from the underdeveloped periphery and is continuously trying to achieve the desired goals in order to become a developed country by 2041. Education is one of the pivotal instruments to attain the goals and there is no alternative to the modernization of our education system. Developing an effective and updated curriculum has become crucial for this modernization.

Developing and revising the curriculum is a regular and vital activity of National Curriculum and Textbook Board. The last revision of the curriculum was done in 2012. Since then, a lot of time has passed. The necessity of curriculum revision and development has emerged. For this purpose, various research and technical exercises were conducted under the supervision of NCTB during the year 2017 to 2019 to analyze the prevalent situation of education and assess the learning needs. Based on the researches and technical exercises, a competency-based incessant curriculum from K-12 has been developed to create a competent generation to survive in the new world situation.

The Teachers' Guide has been prepared for the purpose of enabling effective and competent teaching of the newly developed textbook for grade VI. The teaching-learning activities of class VI textbook offer exciting opportunities for the learners to practice authentic experience driven competencies. We hope that this Teachers' Guide will be helpful for the teachers to make the best uses of the textbook so that learning becomes a profound and life-long journey.

I would like to thank all who put their best efforts in writing, editing, illustrating and publishing the Teachers' Guide.

If any one finds any errors or inconsistencies in this experimental version and has any suggestions for improving its quality, we request them to let us know.

Professor Md. Farhadul Islam

Chairman

National Curriculum and Textbook Board, Bangladesh



English

Teachers' Guide



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Introduction

Dear colleagues,

It's a pleasure to introduce you to the new English curriculum designed for grade VI through this teacher's guide. Before going into details let's see some new facts about this new English curriculum as well as about this teacher's guide designed for grade VI.

প্রিয় সহকর্মীবৃন্দ,

এই শিক্ষক নির্দেশিকার মাধ্যমে ষষ্ঠ (VI) শ্রেণির জন্য পরিকল্পিত ইংরেজি শিক্ষাক্রমের সাথে আপনাদের পরিচয় করিয়ে দিতে পেরে আমরা আনন্দিত। বিস্তারিত জানার আগে আসুন আমরা এই নতুন শিক্ষাক্রমের কিছু বৈশিষ্ট্য এবং ষষ্ঠ (VI) শ্রেণির শিক্ষক সহায়িকার ব্যাপারে কিছু তথ্য জেনে নেই।

About this English curriculum -

- This English curriculum is based on the National Curriculum Framework 2021
- It is competency-based
- The pedagogical approach for this newly designed curriculum is built on the theory of experiential learning
- It focuses on assessing the process of learning
- It promotes local values as well as cultural diversity
- It questions stereotypes of the society
- It promotes low-cost teaching-learning materials
- It facilitates learners' autonomy and independent learning

এই ইংরেজি শিক্ষাক্রম সম্পর্কিত কিছু তথ্যঃ

- এই ইংরেজি শিক্ষাক্রমটি জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ এর উপর ভিত্তি করে প্রণীত।
- এটি যোগ্যতাভিত্তিক।
- এই নতুন শিক্ষাক্রমের দর্শন এবং ভাবনা অভিজ্ঞতাভিত্তিক শিক্ষা মতবাদের উপর প্রতিষ্ঠিত।
- শিক্ষার্থীরা কীভাবে শিখে তার উপর এই শিক্ষাক্রমটি বিশেষভাবে আলোকপাত করে।
- এটি দেশজ মূল্যবোধ এবং সাংস্কৃতিক বৈচিত্র্যকে বরণ করেছে।
- এটি গণবীধা ভাবনা ও সংস্কারকে প্রণয় করতে শেখায়।

- এটি সহজলভ্য শিক্ষা উপকরণের ব্যবহারকে উৎসাহিত করে।
- এটি শিক্ষার্থীকে স্বতন্ত্রতা দেয় এবং স্বাধীনভাবে শিখতে সহায়তা করে।

About this teacher's guide –

- This book provides ideas for teaching; however, it does not prescribe ways of teaching.

এই শিক্ষক সহায়িকা সম্পর্কিত তথ্যঃ

- এই সহায়িকাটি একদম অনুসরণীয় কর্মপন্থা না দিয়ে আপনাকে শিক্ষণকার্য পরিচালনায় নতুন কিছু ভাবনা বা ভাবনার খোরাক দিবে।

English curriculum at a glance

English is viewed here as a language and the focus of learning this language is on the notion of effective communication. This curriculum is designed in a way that along with the use of English in real-life situations, learners will internalize a sense of aesthetics and will have the experience to communicate in a democratic atmosphere.

For Grade VI four articulated competencies along with their required knowledge, skills, values, and attitudes are given below –

এক নজরে ইংরেজি শিক্ষাক্রমঃ

এ শিক্ষাক্রমে ইংরেজিকে প্রধানত একটি কার্যকর যোগাযোগের ভাষা হিসেবে দেখা হয়েছে। এখানে এমনভাবে শিখন-শিক্ষণ কার্যক্রমগুলোকে সাজানো হয়েছে যে বাস্তবিক বিভিন্ন পরিস্থিতি থেকে শুরু করে শিক্ষার্থী ইংরেজি ভাষার নান্দনিকতাকে অনুধাবন করতে পারবে এবং একটি গণতান্ত্রিক পরিবেশে মত প্রকাশের আচরণিক সক্ষমতা অর্জন করবে।

যোগ্যতাকে এই শিক্ষাক্রমে জ্ঞান, দক্ষতা, দৃষ্টিভঙ্গি এবং মূল্যবোধের নিরিখে সংজ্ঞায়িত করা হয়েছে। ষষ্ঠ (VI) শ্রেণির জন্য প্রয়োজনীয় জ্ঞান, দক্ষতা, দৃষ্টিভঙ্গি এবং মূল্যবোধ নিচে বর্ণনা করা হলো।

The focus of the competency	Unpacking the competency
	<p>Competency 1: Ability to communicate with relevance to a given context</p>
<p>Content-specific communication</p>	<ul style="list-style-type: none"> ● Ability to use context/situation-specific ways of addressing (according to power distance/age/relationship) to peers and adults ● Ability to communicate in formal and informal situations ● Ability to communicate using verbal and non-verbal clues ● Ability to use context/situation-specific expressions/words (formal and informal situation)
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ● features of interaction (e.g., turn-taking, verbal and non-verbal clues) ● Contextually appropriate words and expressions (considering time, place, and types of participants) ● features of formal and informal communications
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: Politeness, democratic attitude, local values, culturally accepted norms</p>
	<p>Interdisciplinary: Aligned with the 1st competency of Bangla and 5th of Wellbeing</p>

যোগ্যতার মূল বিষয়	যোগ্যতার বিবৃতি
	<p>১ম যোগ্যতাঃ প্রদত্ত প্রসঙ্গে প্রাসঙ্গিকতার সাথে যোগাযোগ করার সক্ষমতা</p>
<p>বিষয়বস্তু সুনির্দিষ্ট যোগাযোগ/অথবা বিষয়বস্তু অনুযায়ী যোগাযোগ</p>	<ul style="list-style-type: none"> ● সমবয়সী এবং প্রাপ্তবয়স্কদের সাথে পরিস্থিতি ও প্রসঙ্গ অনুসারে সঠিকভাবে সম্বোধন করার সক্ষমতা (দূরত্ব/ক্ষমতা/বয়স ও সম্পর্ক অনুযায়ী) ● আনুষ্ঠানিক এবং অনানুষ্ঠানিক উভয় পরিবেশে যোগাযোগ করার সক্ষমতা। ● মৌখিক অথবা মৌখিক নয় এমন সব ধরনের উপাদান ব্যবহার করে যোগাযোগ করার সক্ষমতা। ● প্রসঙ্গ বা পরিস্থিতি অনুযায়ী সঠিক অভিব্যক্তি বা ভাষা ব্যবহার করার সক্ষমতা (আনুষ্ঠানিক এবং অনানুষ্ঠানিক উভয় পরিবেশে)
	<p>প্রয়োজনীয় জ্ঞানঃ</p> <ul style="list-style-type: none"> ● তথ্য আদান প্রদানের মূল উপাদানসমূহ (যেমন, টার্ন-টেকিং, মৌখিক এবং অ-মৌখিক উপাদান ইত্যাদি) ● প্রাসঙ্গিকতার বিচারে উপযুক্ত শব্দ/ভাষা এবং অভিব্যক্তির ব্যবহার। (স্থান, কাল এবং পাত্র বিবেচনায়) ● আনুষ্ঠানিক এবং অনানুষ্ঠানিক উভয় পরিস্থিতিতে যোগাযোগের বৈশিষ্ট্য সমূহ।
	<p>প্রয়োজনীয় দক্ষতাঃ ৪ ধরনের ভাষা বিষয়ক দক্ষতা এবং বিকল্প যোগাযোগ দক্ষতা</p>
	<p>অস্তিত্বহীন মূল্যবোধ এবং দৃষ্টিভঙ্গিঃ ভদ্রতা, গণতান্ত্রিক মনোভাব, স্থানীয় মূল্যবোধ, প্রচলিত সাংস্কৃতিক আদর্শ।</p>
	<p>আন্তঃবিভাগীয়ঃ বাংলা যোগ্যতা ১ এবং ভালো থাকা যোগ্যতা ৫ এর সাথে সামঞ্জস্যপূর্ণ</p>

	<p>Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) and structures in accordance with the context.</p>
<p>Context -specific use of grammar rule</p>	<ul style="list-style-type: none"> ● Ability to use context-specific expressions/words in communication ● Ability to analyze linguistic features of a text ● Ability to analyze the purpose of the text and the target audience
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ● linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, formation of words, etc) ● different genre/types of text (personal, informative, imaginative) ● purpose of the text ● target audience ● stated grammar items (referring to grade-wise grammar progression) ● reading subskills ● writing subskills
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: Creative expression, creative and critical thinking, analytical sense</p>
	<p>Interdisciplinary: 3</p>

	<p>২য় যোগ্যতাঃ প্রসঙ্গ অনুযায়ী শব্দ, অভিব্যক্তি (প্রতিশব্দ/বিপরীত শব্দ/বাক্যাংশ ইত্যাদির ব্যবহার) এবং ব্যাকরণগত কাঠামো ব্যবহারের সক্ষমতা।</p>
<p>বিষয়বস্তু অনুযায়ী ব্যাকরণমালার ব্যবহার</p>	<ul style="list-style-type: none"> ● বিষয়বস্তু অনুসারে নির্দিষ্ট ও অভিব্যক্তি ব্যবহার করার সক্ষমতা। ● একটি নির্দিষ্ট পাঠের ভাষাগত বিশ্লেষণ করার সক্ষমতা। ● নির্দিষ্ট পাঠের উদ্দেশ্য বিশ্লেষণ করার সক্ষমতা।
	<p>প্রয়োজনীয় জ্ঞানঃ</p> <ul style="list-style-type: none"> ● ভাষাগত বৈশিষ্ট্য (শব্দ, বাক্যাংশ, বিবৃতির প্রকারভেদ, বাক্য গঠনের প্রকৃতি শব্দগঠন ইত্যাদি) ● বিভিন্ন ধরণ/প্রকার এর পাঠ (ব্যক্তিগত, তথ্যপূর্ণ, কল্পনাপ্রসূত ইত্যাদি) ● পাঠটির উদ্দেশ্য ● যাদের সাথে ভাষার আদান-প্রদান করা হবে তাদের সম্বন্ধে জ্ঞান ● ব্যাকরণ পঠনের দক্ষতা ● লিখনের দক্ষতা
	<p>প্রয়োজনীয় দক্ষতাঃ</p> <p>চারটি ভাষা বিষয়ক দক্ষতা এবং বিকল্প যোগাযোগের দক্ষতা।</p>
	<p>অন্তর্নিহিত মূল্যবোধ এবং মনোভাবঃ</p> <p>সৃজনশীল অভিব্যক্তি, সৃজনশীল এবং সমালোচনামূলক চিন্তাধারা, বিশ্লেষণমূলক মনোভাব।</p>
	<p>আন্তঃবিভাগীয়ঃ ৩</p>

	<p>Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly</p>
<p>Maintaining a democratic atmosphere in communication</p>	<ul style="list-style-type: none"> ● ability to understand the values of democratic practice ● Ability to use culturally appropriate and socially acceptable norms, gestures/expressions in conversation ● Ability to maintain democratic practice during a conversation ● Ability to promote democratic norms and values
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ● features of interaction (e.g., turn-taking) ● local values ● democratic norms/values ● democratic attitude (such as being polite, inviting, and constructive) ● inappropriate/rude attitude (such as submissive, authoritative, dominating, etc.)
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: democratic practice, culturally accepted local values, critical thinking, analytical sense, learners' empowerment</p>
	<p>Interdisciplinary: aligned with 3rd competency of Wellbeing</p> <p>Intradisciplinary: 1</p>

	<p>৩য় যোগ্যতাঃ যোগাযোগের ক্ষেত্রে উপযুক্ত গণতান্ত্রিক পরিবেশের সমাদর করা ও অংশগ্রহণ করার সক্ষমতা</p>
<p>কথোপকথনের ক্ষেত্রে গণতান্ত্রিক পরিবেশ বজায় রাখা।</p>	<ul style="list-style-type: none"> ● গণতান্ত্রিক চর্চার মর্ম অনুধাবন করার সক্ষমতা। ● কথোপকথনের সময় সাংস্কৃতিকভাবে উপযুক্ত এবং সামাজিকভাবে স্বীকৃত প্রচলিত নিয়ম, অজ্ঞা বিক্ষিপ্ত/অভিব্যক্তি ব্যবহারের সক্ষমতা। ● কথোপকথনের ক্ষেত্রে গণতান্ত্রিক চর্চা বজায় রাখা। ● গণতান্ত্রিক নিয়ম-নীতি ও মূল্যবোধের চর্চা সমুন্নত রাখার সক্ষমতা।
	<p>প্রয়োজনীয় জ্ঞানঃ</p> <ul style="list-style-type: none"> ● মিথস্ক্রিয়ার উপাদান সমূহ ● দেশজ মূল্যবোধ সমূহ ● গণতান্ত্রিক মূল্যবোধ ● গণতান্ত্রিক মনোভাব (যেমন ভদ্রতা, আগ্রহী এবং গঠনমূলক) ● অনুপযুক্ত/অভদ্র মনোভাব (উদাহরণস্বরূপ প্রভুত্বব্যঞ্জক, কর্তৃত্বপূর্ণ এবং আধিপত্যশীল)
	<p>প্রয়োজনীয় দক্ষতাঃ</p> <p>৪টি ভাষাবিষয়ক দক্ষতা এবং বিকল্প যোগাযোগের দক্ষতা।</p>
	<p>অন্তর্নিহিত মূল্যবোধ এবং মনোভাবঃ</p> <p>গণতান্ত্রিক অনুশীলন, সাংস্কৃতিকভাবে স্বীকৃত আঞ্চলিক মূল্যবোধ, গঠনমূলক সমালোচনা, বিশ্লেষণধর্মী ধারণা, শিক্ষার্থী ক্ষমতায়ন ইত্যাদি।</p>
	<p>আন্তঃবিভাগীয়ঃ</p> <p>ভালো থাকা যোগ্যতা ৩ এর সাথে সামঞ্জস্যপূর্ণ</p> <p>আন্তঃবিভাগীয়ঃ ১</p>

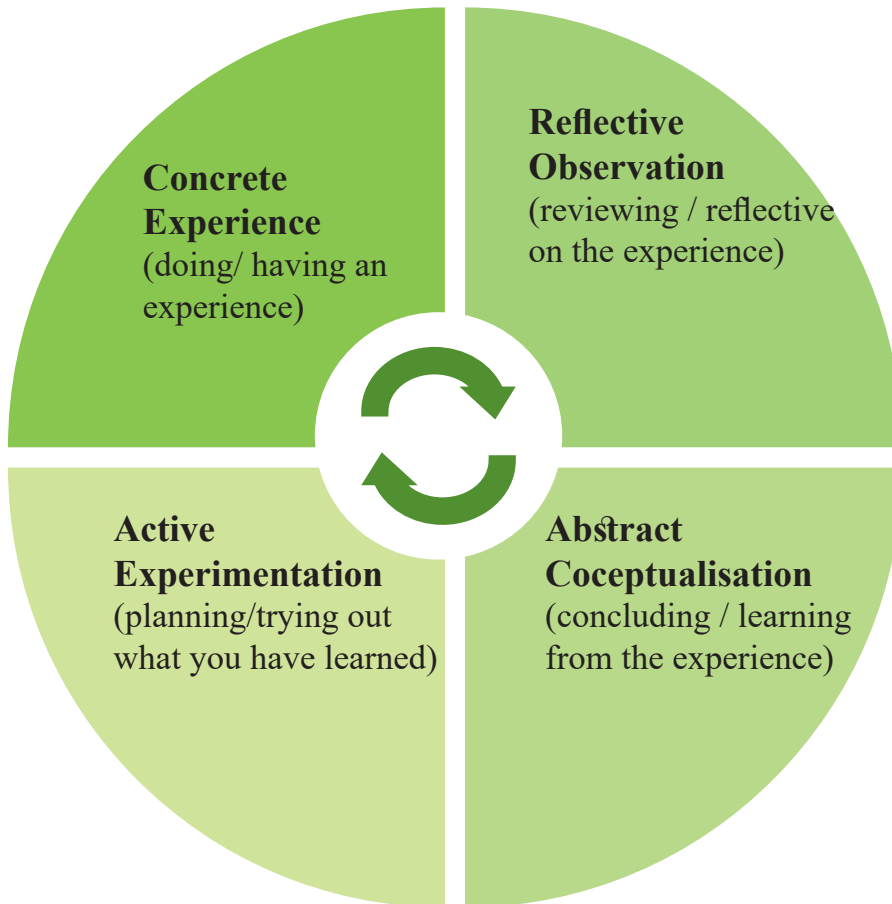
	<p>Competency 4: Ability to comprehend and connect to a literary text using contextual clues</p>
<p>Sense of aesthetics</p>	<ul style="list-style-type: none"> ● Ability to internalize literary texts (e.g., story, poetry, play, comic strips, etc) ● Ability to analyze content as well as literary features of a text ● Ability to analyze the plot, setting, character, theme, etc of a literary text ● Ability to relate real-life experience (where relevant) with the theme/content of given texts ● Ability to express personal thoughts/feelings
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ● features of different types of literary texts (e.g., story, poetry, short play, comic strips, etc) ● reading subskills ● writing subskills
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: a sense of aesthetics, critical thinking, creative thinking, analytical sense</p>
	<p>Interdisciplinary: aligned with the 6th competency of Bangla and 4th of Art and Culture</p> <p>Intradisciplinary: 2</p>

	<p>চতুর্থ যোগ্যতা: প্রাসঙ্গিকতার বিচারে সাহিত্য পাঠ বোঝা এবং তার সাথে সংযোগ স্থাপনের সক্ষমতা।</p>
<p>নান্দনিক জ্ঞান</p>	<ul style="list-style-type: none"> ● সাহিত্য পাঠ সম্পূর্ণরূপে বোঝার সক্ষমতা ● পাঠের সাহিত্য বৈশিষ্ট্যকে অভ্যন্তরীণ করতে পারা ● একটি সাহিত্য পাঠের পটভূমি, বিন্যাস, চরিত্র, মূলভাব ইত্যাদি বিশ্লেষণ করার সক্ষমতা। ● প্রদত্ত পাঠের মূলভাব/বিষয়বস্তুর সাথে বাস্তব অভিজ্ঞতা (যেখানে প্রাসঙ্গিক) সম্পর্কিত করার সক্ষমতা। ● ব্যক্তিগত চিন্তা ভাবনা/অনুভূতি প্রকাশ করার সক্ষমতা।
	<p>প্রয়োজনীয় জ্ঞানঃ</p> <ul style="list-style-type: none"> ● বিভিন্ন ধরনের সাহিত্য কর্মের বৈশিষ্ট্য (উদাহরণস্বরূপ, গল্প, কবিতা, ছোট নাটিকা, কৌতুক ইত্যাদি) ● পঠন দক্ষতা ● লিখন দক্ষতা
	<p>প্রয়োজনীয় দক্ষতাঃ</p> <p>৪ ধরনের ভাষা বিষয়ক দক্ষতা এবং বিকল্প যোগাযোগের দক্ষতা।</p>
	<p>অন্তরনিহিত মূল্যবোধ এবং মনোভাবঃ</p> <p>নান্দনিক জ্ঞান গঠনমূলক সমালোচনা, বিশ্লেষণাত্মক জ্ঞান।</p>
	<p>আন্তঃবিভাগীয়ঃ বাংলা দক্ষতা-৬ এবং শিল্প ও সংস্কৃতি দক্ষতা-৪ এর সাথে সামঞ্জস্যপূর্ণ।</p> <p>আন্তঃবিভাগীয়ঃ ২</p>

Pedagogical approach

To actualize the curriculum requirement experiential learning is chosen as the pedagogical approach. Experiential learning is a flexible teaching-learning approach that allows teachers to be innovative in teaching.

Experiential learning follows an ongoing learning cycle that consists of four steps, namely, concrete experience, reflective observation, abstract conceptualization, and active experimentation.



Experiential Learning Cycle

So how would this pedagogical approach work for us!! One way to see this is that we can start with a complete plan (known as experience design) to achieve a particular competency before starting any lesson. This plan or experience design must capture all four steps of the learning cycle mentioned above.

In the first step, concrete experience, we need to bring out students' experiences that demonstrate their prior knowledge and/or skills, values, and attitudes required to achieve a particular competency.

In the second step, reflective observation, we will encourage and facilitate the students to use their critical thinking and/or analytical ability and unpack the experiences they shared among themselves initially. So that students can understand that they already hold some knowledge and/or skills, values, and attitudes required for the competency they are about to achieve.

During the third step, abstract conceptualization, our duty is to help the students relate their known knowledge and/or skills, values, and attitudes with the theory that is needed to achieve competency. In this step, tasks and activities would play a vital role in the sense that during activities students must have sufficient opportunities to be (i) critical and/or creative thinkers; as well as to be (ii) interactive and expressive.

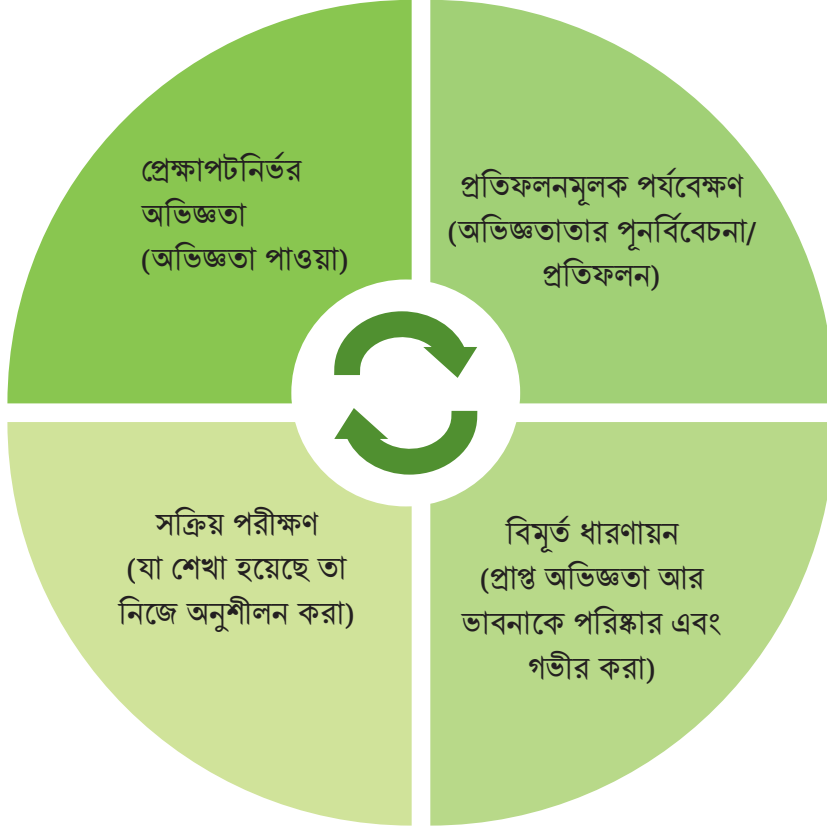
In the active experimentation phase, we would assume that students will continue to practice in real life what they have learned in this process to achieve the particular competency.

So how would we understand that we are conducting our sessions following the experiential learning pedagogical approach!! It's simple. When we will design an interesting experience for competency and to achieve that we will create sessions that will be even more –

- Vibrant
- Interactive
- Student engaging
- Student-centric
- Learning focused
- Process-oriented
- Inductive in approach

পড়ানোর প্রক্রিয়া:

শিক্ষাক্রমের আবশ্যিক শর্তসমূহ পূরণ করার জন্য পড়ানোর প্রক্রিয়া হিসেবে অভিজ্ঞতাভিত্তিক শিক্ষা পদ্ধতি গ্রহণ করা হয়েছে। অভিজ্ঞতাভিত্তিক শিক্ষা পদ্ধতি একটি নমনীয় শিখন-শিক্ষণ পদ্ধতি যা শিক্ষকদের শিক্ষাদানের ক্ষেত্রে উদ্ভাবনী হতে সাহায্য করে। অভিজ্ঞতাভিত্তিক শিক্ষা পদ্ধতি একটি চলমান শিক্ষা প্রক্রিয়াকে অনুসরণ করে। যার চারটি ধাপ রয়েছে, যথা- প্রেক্ষাপটনির্ভর অভিজ্ঞতা, প্রতিফলনমূলক পর্যবেক্ষণ, বিমূর্ত ধারণায়ন এবং সক্রিয় পরীক্ষণ।



অভিজ্ঞতাভিত্তিক শিক্ষা পদ্ধতির চক্র

জেনে নেওয়া যাক কিভাবে এই শিক্ষাগত পদ্ধতিটি আমাদের জন্য কাজ করবে। একটি দিক হচ্ছে যে, কোন নির্দিষ্ট পাঠ শুরু করার পূর্বে একটি নির্দিষ্ট যোগ্যতা অর্জনের জন্য আমরা একটি পরিপূর্ণ পরিকল্পনা করে নিতে পারি। এই পরিকল্পনাটি অবশ্যই উপরে উল্লিখিত শিক্ষা পদ্ধতির চক্রের চারটি ধাপসমৃদ্ধ হতে হবে।

১ম ধাপ, প্রেক্ষাপটনির্ভর অভিজ্ঞতায় আমাদের শিক্ষার্থীদের সেইসব পূর্ব অভিজ্ঞতা সমূহ বের করে আনতে হবে যা তাদের পূর্বের জ্ঞান এবং/অথবা দক্ষতা, মূল্যবোধ, একটি নির্দিষ্ট যোগ্যতা অর্জনের জন্য প্রয়োজনীয় মনোভাব নির্দেশ করে।

দ্বিতীয় ধাপ প্রতিফলনমূলক পর্যবেক্ষণে আমরা শিক্ষার্থীদের গঠনমূলক সমালোচনাধর্মী চিন্তাধারা এবং/ অথবা বিশ্লেষণী ক্ষমতা ব্যবহার করতে উৎসাহিত করব যা প্রাথমিকভাবে তাদের নিজেদের মধ্যকার পূর্ব অভিজ্ঞতাগুলো উন্মোচিত করতে সাহায্য করবে। যাতে তারা বুঝতে সক্ষম হবে যে, প্রয়োজনীয় দক্ষতাটি অর্জন করার প্রয়াসে ইতোমধ্যে তারা কিছু প্রয়োজনীয় জ্ঞান এবং/অথবা দক্ষতা, মূল্যবোধ, দৃষ্টিভঙ্গি অর্জন করতে চলেছে।

তৃতীয় ধাপ, অর্থাৎ বিমূর্ত ধারণায়নে শিক্ষার্থীরা যেন তাদের পূর্ববর্তী জ্ঞান এবং/অথবা দক্ষতা, মূল্যবোধ, মনোভাব এর সাথে কাঙ্ক্ষিত দক্ষতা অর্জনের ক্ষেত্রে যে তাত্ত্বিক দিকগুলো রয়েছে তার সাথে সংযোগ স্থাপন করতে পারে তা নিশ্চিত করাই আমাদের দায়িত্ব। এই পর্যায়ে 'টাস্ক' ও 'একটিভিটি'সমূহ অত্যন্ত গুরুত্বপূর্ণ ভূমিকা পালন করে; এই অর্থে যে একটিভিটি চলমান অবস্থায় শিক্ষার্থীদের গঠনমূলক ও সৃজনশীল চিন্তাধারা প্রকাশের পর্যাপ্ত সুযোগ তৈরী হয়।

কার্যকর পরীক্ষণের ধাপে, আমরা ধরে নেই যে শিক্ষার্থীরা একটি নির্দিষ্ট যোগ্যতা অর্জনের পথে যা শিখেছে তা পরবর্তীতে বাস্তব জীবনেও প্রয়োগ করতে সক্ষম হবে।

তাহলে কীভাবে বুঝতে পারবো যে অভিজ্ঞতাভিত্তিক শিক্ষা পদ্ধতির সমন্বয়ে আমাদের শিক্ষাদান পরিচালন করতে পারছি? বিষয়টি একদম সহজ। যখন আমরা একটি কাঙ্ক্ষিত যোগ্যতা অর্জনের জন্য একটি আনন্দদায়ক অভিজ্ঞতা সাজাতে পারব এবং তা অর্জনের ক্ষেত্রে যখন আমাদের সেশনগুলো হবে আরো-

- প্রাণবন্ত
- মিথস্ক্রিয়া
- শিক্ষার্থীদের জন্য আকর্ষণীয়
- শিখনকেন্দ্রিক
- প্রক্রিয়ামুখী
- আরোহী পন্থা

The assessment process for this English Book is based on continuous assessment and summative assessment. Besides, students' behavioural changes will also need to be recorded following a specific rubric. Both continuous assessment and summative assessment will be conducted and subsequently will be recorded following a set of performance indicators. Below, all the ideas are presented in detail.

Continuous Assessment:

The objective of continuous assessment is to assess learners **over a period** by using different tasks. It consists of coordinated activities; for example, oral or written assignments, observations, presentations, checklists, demonstration of skills, role-playing, and quizzes throughout the year. The purpose of this assessment is to evaluate learners' comprehension, their learning needs and academic progress during learning experiences. However, teachers will upload learners' assessment reports **twice a year**.

Summative Assessment:

The purpose of the Summative Assessment is to assess learners' learning progress, and it will take place **twice a year**; i) after the **first half of the year** and ii) at the **end of the year**. Teachers will **design problem-solving** activities (half-yearly) and **project-based activities** (year-end) relating to learners' experiences and imagination obtained from their environment to assess their learning progress. Here, teachers can use coordinated activities like oral or written assignments, observations, presentations, checklists, demonstration of skills, role-playing, quizzes and others. The mentioned two assessments are expected to be conducted **within 3 to 5 successive classroom hours in the classroom**.

Behavioural Assessment:

The purpose of the behavioural assessment is to assess learners' **behavioural changes** over a period. Teachers **observe their learners in class** and **collect information** about them from their peers and parents in relation to the **behavioural indicators** to determine their change.

Performance Indicators:

Performance indicators indicate the **concrete actions** that learners will be able to perform by **participating in inside/outside classroom activities**. The knowledge and skills necessary for the desired performance of learners are described under **relevant evidences**.

Total contact hour: 126

Formative assessment:

Summative assessment:

Grade-wise competency	The learning experience and facilitation strategies	Assessment strategy	Guidelines for teaching-Learning materials
<p>Ability to communicate with relevance to a given context</p>	<p><i>Students will be exposed to various authentic/ simulated instances, reflect on the required features of a given context to communicate with peers and adults with a wide range of vocabulary using multiple strategies.</i></p> <p>Learning experience:</p> <ul style="list-style-type: none"> - SS will engage in discussion with adults and peers to communicate different ideas in different situations on real-life things/objects and explore resource materials (e.g. books, newspapers, etc). - After going through the experience, SS will reflect on their discussion and recognize the features (of given contexts) such as contextually appropriate words, expressions, and types of participants. - Present their learning to adults and peers, and continue to apply their learning in further communication 	<ul style="list-style-type: none"> - Observation checklist to assess the ability to recognize the features of contextually appropriate words and expressions used by the teacher - Rubrics to assess oral communication ability used by the students and teachers - Rubrics to assess written communication used by only teachers. - Grammar correction checklist, used by the teacher 	<ul style="list-style-type: none"> - Teachers' guide - Student's guide - Relevant resource materials (e.g. books, newspapers, video materials, etc.) - Assessment tools, i.e. Rubrics, observation checklist

<p>Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.</p>	<p><i>Students will be exposed to different genres of texts, reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc.), and will produce texts based on that.</i></p> <p>Learning experience</p> <ul style="list-style-type: none"> - SS will engage in reading different types of texts (personal, informative, and imaginative) to comprehend the intended ideas. - After going through the experience, SS will reflect on their text and recognize the linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), of a given text. They will, then, analyze the piece of writings to identify the audience and purpose; for example, by doing a comparative study among multiple genres of reading materials. - Subsequently, produce various kinds of texts (personal, informative, and imaginative) based on their comprehension, reflection, and analysis. 	<ul style="list-style-type: none"> - Reading test to assess idea comprehension of the text - Observation checklist to assess the analytical competence, used by the teacher - Rubrics to assess democratic norms, used by the students - Rubrics to assess oral communication ability used by the students and teachers - Rubrics to assess the ability to produce written text (personal, informative, and imaginative), used by only teachers - Grammar correction checklist, used by the teacher 	<ul style="list-style-type: none"> - Teachers' guide - Student's guide - Authentic texts (both literary and informative; e.g. Newspaper, story, etc.) - Resource material consisting of linguistic norms - Assessment tools, i.e. Rubrics, observation checklist, reading test
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<p>Ability to appreciate the democratic atmosphere in communication and participate accordingly</p>	<p><i>SS will experience, reflect on and use common verbal and non-verbal expressions (linguistic, vocal and gestures etc) for expressing intentions, attitudes, feelings and conventions promoting and maintaining democratic values and practices in and outside the classroom.</i></p> <p>Learning Experience: SS will be exposed to and engage in an interactive environment where they will experience a range of culturally appropriate, socially acceptable language, gestures, and norms conveying democratic values, attitudes, and practices. SS will reflect on their discussion to analyze the features of interaction to identify democratic values and varied attitudes which are democratic (such as being polite, inviting, constructive) and are not such as (submissive, authoritative, dominating, etc.) SS will be able to apply their inferences from their reflection and have democratic interactions in various instances in culturally appropriate and socially acceptable norms and gestures.</p>	<ul style="list-style-type: none"> - Rubrics to assess oral communication ability used by the students and teachers - Observation checklist to assess the reflective discussion used by the teacher - Rubrics to assess democratic norms, used by the students and the teachers 	<ul style="list-style-type: none"> - Teachers' guide - Student's guide - Relevant resource materials (e.g. books, video materials, etc.) - Assessment tools, i.e. Rubrics, observation checklist
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<p>Ability to comprehend and connect to a literary text using contextual clues</p>	<p>Learning Experiences:</p> <p><i>Students will be exposed to different genres of literary texts, and reflect on the elements of storytelling (plot, character and setting) which will enable them to connect to the text, and based on that they will be able to express their appreciation.</i></p> <p>Learning experience:</p> <ul style="list-style-type: none"> - SS will listen to or/and read various literary texts and identify the literal and intended meaning. - SS will engage in a discussion to analyze the plot, characters, and settings; subsequently, they will relate the storyline with their own experience and narrate their views on it. - SS will produce similar literary texts reflecting the elements of storytelling. 	<ul style="list-style-type: none"> - Reading test to assess idea comprehension of the text. - Observation checklist and writing test to assess the analytical competence, used by the teacher - Rubrics to assess democratic norms, used by the students - Rubrics to assess oral communication ability used by the students and teachers - Writing test and rubrics to assess the ability to produce literary text (elements of storytelling), used by only teachers - Grammar correction checklist, used by the teacher 	<ul style="list-style-type: none"> - Relevant resource materials (Different literary texts including stories, poems, play, historical documents, etc.) - Teacher guide - Students' guide - Assessment tools, i.e. Rubrics, observation checklist, reading test, worksheet
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শ্রেণী ভিত্তিক দক্ষতা	শিক্ষার্থীদের অভিজ্ঞতা ও সুবিধামূলক কৌশল সমূহ	মূল্যায়ন কৌশল সমূহ	শিক্ষাদান ও শিক্ষা অর্জন বিষয়ক নির্দেশিকা সমূহ
<p>প্রদত্ত প্রসঙ্গে উপযুক্ততা অনুযায়ী যোগাযোগ করার সক্ষমতা</p>	<p>শিক্ষার্থীরা বিভিন্ন প্রামাণিক/কৃত্রিম দৃষ্টান্তের সংস্পর্শে আসবে যা তাদের প্রদত্ত প্রসঙ্গে উল্লেখযোগ্য দিক গুলো সম্পর্কে অবগত করতে এবং সমবয়সী ও প্রাপ্ত বয়স্ক সকলের সাথে যোগাযোগের ক্ষেত্রে বিস্তৃত শব্দভান্ডারসহ একাধিক কৌশল ব্যবহার করতে উদ্বুদ্ধ করবে।</p> <p>শিক্ষা অভিজ্ঞতা</p> <p>বিভিন্ন বাস্তব পরিস্থিতিতে বাস্তব উপাদান/বস্তুর সাথে সম্পর্কিত বিভিন্ন ধারণা সম্পর্কে জানতে প্রাপ্ত বয়স্ক ও সমবয়সীদের সাথে কথোপকথনে লিপ্ত হবে এবং বিভিন্ন জ্ঞান অর্জনের উৎসসমূহ (যেমন বেই, পত্রিকা ইত্যাদি) অনুসন্ধান করবে। -এই অভিজ্ঞতার মধ্য দিয়ে যাওয়ার পর SS (তাদের আলোচনার প্রতিফলন স্বরূপ) বিভিন্ন বৈশিষ্ট্য (প্রদত্ত প্রসেসের) চিহ্নিত করবে যেমন- প্রাসঙ্গিকভাবে উপযুক্ত শব্দ, অভিব্যক্তি, অংশগ্রহণকারীর ধরন, ইত্যাদি।</p> <p>-তারা বয়োপ্রাপ্ত ও অভিজ্ঞ ব্যক্তিদের কাছে তাদের ধারণা ব্যক্ত করবে এবং পরবর্তীতে তথ্য আদান-প্রদানের সময় তা প্রয়োগ করবে।</p>	<p>-পর্যবেক্ষণ তালিকা, যার দ্বারা শিক্ষক কর্তৃক ব্যবহৃত প্রাসঙ্গিকভাবে উপযুক্ত শব্দাবলী ও অভিব্যক্তি চিহ্নিত করার সক্ষমতার মূল্যায়ন করা যাবে।</p> <p>-শিক্ষক ও শিক্ষার্থী উভয়ের মৌখিক যোগাযোগের সক্ষমতা নিরূপনের জন্য রুবিক্স বা বিধিসমূহ।</p> <p>-শুধুমাত্র শিক্ষকদের লিখিত যোগাযোগ মূল্যায়নের</p>	<p>-শিক্ষক নির্দেশিকা</p> <p>-শিক্ষার্থী নির্দেশিকা</p> <p>-প্রাসঙ্গিক উৎস উপাদানসমূহ (যেমন বেই পত্রিকা, ভিডিও উপাদান, ইত্যাদি)</p> <p>-মূল্যায়ন কৌশল সমূহ (যেমন রুবিক্স, পর্যবেক্ষণ তালিকা ইত্যাদি) জন্য রুবিক্স বা বিধানসমূহ</p> <p>-শিক্ষকদের ব্যবহারের জন্য ব্যাকরণ সংশোধনের তালিকা</p>

গ্রেড ভিত্তিক দক্ষতা	শিক্ষার্থীদের অভিজ্ঞতা ও সুবিধামূলক কৌশল সমূহ	মূল্যায়ন কৌশল সমূহ	শিক্ষাদান ও শিক্ষা অর্জন বিষয়ক নির্দেশিকা সমূহ
<p>প্রাসঙ্গিকতায় উপযুক্ততা অনুযায়ী যথাযথ শব্দাবলী ও অভিব্যক্তি চয়ন করার সক্ষমতা (প্রতিশব্দ, বিপরীতর্থক শব্দ, বাক্যাংশ প্রয়োগ ইত্যাদির মাধ্যমে)</p>	<p>শিক্ষার্থীরা বিভিন্ন ঘরানার পাঠের সাথে পরিচিতি হবে যা বিভিন্ন প্রয়োজনীয়, ভাষাগত বৈশিষ্ট্য প্রতিফলন করে (শব্দকোষ, বাক্যাংশ, বিবৃতির প্রকারে বাক্যাংশের প্রকৃতি ইত্যাদি) এবং এর মাধ্যমে তারা পাঠ কর্ম তৈরী করতে পারবে।</p> <p>শিক্ষা অভিজ্ঞতা</p> <p>-বিভিন্ন ধরনের SS পাঠ পঠনে অংশ নেবে এবং অভিপ্রেত ধারণা সমূহ অনুধাবন করবে।</p> <p>-এই অভিজ্ঞতার মধ্য দিয়ে SS তাদের পাঠের প্রতিফলন করতে সক্ষম হবে এবং নির্দিষ্ট পাঠের ভাষাগত বৈশিষ্ট্যসমূহ (যেমন: শব্দ ভান্ডার, বাক্যাংশ বিবৃতির প্রকার, বাক্য গঠনের প্রকৃতি ইত্যাদি) চিহ্নিত করতে সক্ষম হবে। এর পর তারা পাঠকর্ম গুলোর বিশ্লেষণ করে এর শ্রোতা এবং লক্ষ্য চিহ্নিত করতে সক্ষম হবে; উদাহরণ স্বরূপ –বিভিন্ন ঘরানার সাহিত্য কর্মের মধ্যে তুলনামূলক অধ্যয়ন করা।</p> <p>-পরবর্তীতে তাদের উপলব্ধি প্রতিফল ও বিশ্লেষণের মাধ্যমে বিভিন্ন ধরনের নতুন পাঠকর্ম (ব্যক্তিগত তথ্যপূর্ণ এবং কল্পনা প্রসূত) তৈরী করতে সক্ষম হবে।</p>	<p>-লিখিত পাঠ (ব্যক্তিগত, তথ্যপূর্ণ এবং কল্পনাপ্রসূত) নির্মাণে শধুমাত্র শিক্ষকের সক্ষমতার মূল্যায়নকারী রুবিঞ্জ।</p> <p>-শিক্ষকের দ্বারা ব্যবহৃত ব্যকরণ সংশোধন তালিকা।</p>	<p>-শিক্ষক নির্দেশিকা -শিক্ষার্থী নির্দেশিকা -প্রামাণিক পাঠ্য (সাহিত্যিক এবং তথ্যপূর্ণ উভয় প্রকারই; যেমন সংবাদ পত্রিকা, গল্প ইত্যাদি। -ভাষাগত নিয়ম সম্বলিত উৎস সমূহ -মূল্যায়ন সরঞ্জাম/কৌশল, যেমন-রুবিঞ্জ পর্যবেক্ষণ, তালিকা, পঠন পরীক্ষা ইত্যাদি।</p>

গ্রেড ভিত্তিক দক্ষতা	শিক্ষার্থীদের অভিজ্ঞতা ও সুবিধামূলক কৌশল সমূহ	মূল্যায়ন কৌশল সমূহ	শিক্ষাদান ও শিক্ষা অর্জন বিষয়ক নির্দেশিকা সমূহ
যোগাযোগের ক্ষেত্রে গণতান্ত্রিক পরিবেশ এর সমাদর করা এবং যথাযথভাবে অংশগ্রহণ করা।	<p>- SS মৌখিক এবং অ-মৌখিক যোগাযোগের ক্ষেত্রে (ভাষাগত এবং কষ্টভঞ্জি ইত্যাদি)</p> <p>শ্রেণি কক্ষে এবং শ্রেণি কক্ষের বাইরে নিজেদের অভিপ্রায় মনোভাব, অনুভূতির প্রকাশ এবং গণতান্ত্রিক মূল্যবোধের প্রতিপালন ও প্রচার এর ক্ষেত্রে অভিজ্ঞতা লাভ, প্রতিফলন ও ব্যবহার করতে সক্ষম হবে।</p> <p>শিক্ষা অভিজ্ঞতা</p> <p>- SS একটি মিথস্ক্রিয় বা ইন্টারএকটিভ পরিবেশের সম্মুখীন হবে এবং অংশগ্রহণ করবে যেখানে তারা সাংস্কৃতিকভাবে যথোপযুক্ত, সামাজিকভাবে স্বীকৃত ভাষা, অজ্ঞভঞ্জি এবং গণতান্ত্রিক নীতি, মূল্যবোধ এবং চর্চার অভিজ্ঞতা অর্জন করবে। - SS তথ্য আদান প্রদানের ক্ষেত্রে এবং নিজের আলোচনার প্রতিফলনের ক্ষেত্রে বিভিন্ন গণতান্ত্রিক মূল্যবোধ এবং দৃষ্টিভঞ্জি চিহ্নিত করবে (যেমন ভদ্রতা, আমন্ত্রণমূলক এবং গঠনমূলক আচরণ) এবং অসদাচরণ (যেমন প্রভূত্ব ব্যঞ্জক বস্তুত পূর্ণ ও আধিপত্যশীল আচরণ) থেকে বিরত থাকবে।</p> <p>-তথ্য আদান প্রদান বা ইন্টারাকশনের সময় তাদের শিক্ষার প্রতিফলন এর মাধ্যমে সাংস্কৃতিকভাবে যথোপযুক্ত এবং সামাজিকভাবে স্বীকৃত গণতান্ত্রিক চর্চার বিভিন্ন উদাহরণ স্বরূপ স্বীকৃত নিয়ম ও অজ্ঞভঞ্জির অনুমান ও প্রয়োগ করতে সক্ষম হবে</p>	<p>-শিক্ষক ও শিক্ষার্থী কর্তৃক ব্যবহৃত মৌখিক যোগাযোগের মূল্যায়ন নির্ধারণকারী রুবিক্স বা বিধি বিশেষ</p> <p>-শিক্ষকের ব্যবহারের জন্য নির্ধারিত পর্যবেক্ষণ তালিকা যা আলোচনার প্রতিফলন মূল্যায়ন করে।</p> <p>-শিক্ষক ও শিক্ষার্থী কর্তৃক ব্যবহৃত গণতান্ত্রিক চর্চার মূল্যায়নকারী রুবিক্স বা বিধি।</p>	<p>-শিক্ষক নির্দেশিকা</p> <p>-শিক্ষার্থী নির্দেশিকা</p> <p>-প্রাসঙ্গিক উপাদান সমূহ (যেমন, বই, ভিডিও উপাদান ইত্যাদি)</p> <p>-মূল্যায়ন সরঞ্জাম সমূহ (যেমন-রুবিক্স, পর্যবেক্ষণ তালিকা, ইত্যাদি)</p>

গ্রেড ভিত্তিক দক্ষতা	শিক্ষার্থীদের অভিজ্ঞতা ও সুবিধামূলক কৌশল সমূহ	মূল্যায়ন কৌশল সমূহ	শিক্ষাদান ও শিক্ষা অর্জন বিষয়ক নির্দেশিকা সমূহ
<p>প্রাসঙ্গিক সূত্রসমূহ ব্যবহার করে নির্দিষ্ট সাহিত্য কর্মের মর্মোদ্ধার এবং সাহিত্য কর্মের সাথে সংযোগ স্থাপন করার সক্ষমতা</p>	<p>শিক্ষার অভিজ্ঞতা -শিক্ষার্থীরা সাহিত্যের বিভিন্ন ধারা বা ঘরানার সাথে পরিচিত হবে, গল্পের উপাদান গুলো (পটভূমি, চরিত্র ও বিন্যাস) সম্পর্কে জানবে যার দ্বারা তারা তাদের নির্দিষ্ট পাঠটির সাথে সংযোগ করতে পারবে এবং এর ভিত্তিতে তারা তাদের অনুধাবিত করতে সক্ষম হবে।</p> <p>শিক্ষার অভিজ্ঞতা -SS বিভিন্ন সাহিত্য পাঠ শুনবে অথবা/এবং পড়বে এবং এর আন্তরিক ও অন্তর্নিহিত উদ্দেশ্যমূলক অর্থোদ্ধার করতে সক্ষম হবে। - SS গল্প বলার উপাদান গুলোকে প্রতিফলিত করে অনুরূপ সাহিত্য পাঠ তৈরি করতে সক্ষম হবে।</p>	<p>-পঠন পরীক্ষা যা পাঠের উপলব্ধি মূল্যায়ন করবে। -শিক্ষকের ব্যবহারের জন্য পর্যবেক্ষণ তালিকা এবং লিখিত পরীক্ষা যা বিশ্লেষণধর্মী দক্ষতা মূল্যায়ন করে। -শিক্ষার্থীদের ব্যবহারের জন্য রুবিক্স বা বিধি যা গণতান্ত্রিক চর্চার মূল্যায়ন করে। -মৌখিক যোগাযোগ এর সক্ষমতা মূল্যায়নকারী শিক্ষক ও শিক্ষার্থী দ্বারা ব্যবহারের রুবিক্স -শুধুমাত্র শিক্ষকের ব্যবহারের জন্য লিখিত পরীক্ষা ও রুবিক্স যা সাহিত্য রচনার সক্ষমতা মূল্যায়ন করে (গল্প বলার উপাদান সমূহ) -শিক্ষকের ব্যবহারের জন্য ব্যাকরণ সংশোধন তালিকা</p>	<p>-প্রাসঙ্গিক উৎস উপাদান (বিভিন্ন সাহিত্যকর্ম, যেমন, গল্প, কবিতা, নাটক ঐতিহাসিক দলিল ইত্যাদি) -শিক্ষক নির্দেশিকা -শিক্ষার্থী নির্দেশিকা -মূল্যায়নের সরঞ্জাম, যেমন- রুবিক্স পর্যবেক্ষণ তালিকা পঠন পরীক্ষা, কার্যপত্রক ইত্যাদি।</p>



Talking to People

The focus of this experience is on:

Competency 1: Ability to communicate with relevance to given contexts.

Therefore, in this experience

Students will be exposed to various authentic/simulated instances, and reflect on the required features of a given context to communicate with peers and adults with a wide range of vocabulary using multiple strategies.

Experience (Six hours)

- Firstly, SS will be exposed to various illustrations or situations.
- Then, they will read the conversations of various situations.
- After that, SS will be engaged in a discussion about different features of conversations in different contexts.
- Finally, they will practice these in real-life situations.

Firstly, SS will be exposed to some illustrations containing conversations in different situations.

Instruction: (i) Engage SS in activity 1.1 and monitor (ii) Now engage SS in activity 1.2 in groups/pairs (iii) Provide SS sufficient time to think and give clues if requires and demonstrate asking and answering questions (iv) Monitor and elicit answers (v) Complete the task in fifty minutes.

Activity:

1.1 Ask and answer the following questions with your friend:

- How many members do you have in your family?
- Describe your relationship with them.
- Do you talk to your parents in the same way as you talk to your grandparents?

1.2 Look at the pictures below. Then, ask and answer the following questions in pairs:

- What can you see in the picture?
- What do you think their relationship is?
- What do you think they are talking about?

Secondly, SS will be engaged in reading conversations.

Instruction: (i) Engage SS in activity 1.3 and give SS sufficient time to think (ii) Monitor and provide clues (iii) Now engage SS in activity 1.4 (iv) Help SS to identify the differences in the pattern of conversations of the situation 1 and situation 2 (v) (iv) Use a rubric to assess student engagement (vi) Now engage SS in activity 1.5. Show correct answers and tell SS to match with their answers (vii) Complete the task in one hour.

Activity:

1.3 Read the following list of formal and informal expressions and practice in groups:

Formal expressions	Informal expressions
Hello!	Hi!
It's a pleasure to meet you	Nice to meet you
I apologize	I'm sorry
Much appreciated	Thanks
Could you please help me?	Can you help me? /Help me!
How are you doing?	What's going on?/what's up?
Do you want to share?	Want to share?
I'm not able to do it	I can't make it

Activity:

1.4 Read and practice the following two conversations with your friends. Do you see any difference between the features of formal and informal conversation (phrases/expressions)?:

Situation 1: Talking to an unknown elderly person.

Shimul is a student of class six. She meets an unknown elderly person standing just outside her house.

Shimul: Hello! Good afternoon aunty.

(No response from the lady)

Shimul: Excuse me! (Are you) Looking for someone? May I help you?

Aunty: Oh, hello! Sorry, I didn't get you.

Shimul: I saw you standing here for a long time, can I help you?

Aunty: Thank you, dear. I am waiting here for my daughter. She should be here in no time.

Shimul: Okay. It may rain soon. Better you stand under that shade (pointing across the road).

Aunty: Oh sure! Thank you.

Shimul: That's okay. Have a good day.

Aunty: You too (have a good day).

Situation 2: Helping a friend to find an address.

Shreya and Raya are both students at the same school. Shreya meets Raya standing just outside her house. The conversation between them goes something like this:

Shreya: Hey! What's up?

Raya: Not much.

Shreya: Why are you standing here? Come inside, will you?

Raya: (showing an address to Shreya) No. I need to be at this address, but I can't find it.

Shreya: That's easy. Go straight and then turn left. This house should be the third on your right.

Raya: You don't say! I just have come from that direction. I must have missed it.

Shreya: Yes, you must have.

Raya: I am in a bit of a hurry. Some other time, perhaps.

Shreya: All right. Don't forget, I owe you one.

Raya: Yes, of course. See you later.

Shreya: Okay, see you.

1.5 Guess the meanings of the following expressions in the conversation and discuss with your peers:

- I didn't get you.
- I wondered if you might need any help.
- What's up?
- You don't say!
- I owe you one.

Sample answers of 1.5:

- I didn't get you: I didn't understand you.
- I wondered if you might need any help: I think you need some help.
- What's up?: How are you doing?
- You don't say!: really!! (a way to express being surprised)
- you owe me one: I will do something for you in future

Language Focus

Everyday we talk to many people. Some of them are very close to us like our friends & family. We have an informal relationship with them. Also, some of them are not so close to us (e.g. our Head Teacher) and some of them could be our new acquaintances. We have a formal relationship with them. While talking to the close ones we use informal language and while talking to unknown or elderly people we usually use formal language.

Thirdly, SS will be engaged in discussion.

Instructions: (i) Engage SS in activity 1.6 – 1.10 in groups/pairs and monitor (ii) For activity 1.8 give SS sufficient time to think and provide clues following BOLD mark notes in the conversations (iii) Use rubric to assess student engagement (iv) For all the activities do peer checking and elicit answers (v) Complete the task in three hours.

1.6 Read the expressions given in the table. Then, categorize them as formal or informal expressions in the table:

(a) Hello! Good afternoon. (b) Need any help? (c) You can wait inside if you want! (d) Hi, what's up? (e) The pleasure is all mine, (f) Good day! (g) Say hello to ... (h) May I help you?

Suggested answers:

Formal Expressions	Informal Expressions
a	b
c	d
e	f
g	
h	

1.7 In pairs, make a short conversation on the given situations and act it out.

Imagine that Silvia, one of your friends, had to go to the village home because her school was closed due to the Corona situation. Now the face-to-face classes have started, and Silvia needs help in English and Mathematics. Write a short conversation offering your help.

1.8 Read the conversations and identify the features of formal and informal conversation in pairs.

[N.B: Here the focus is to identify and use different features (given under every situation) of conversations. The formal conversation is official, systematic, and rigid. It follows grammar rules. On the other hand, in informal conversation grammar rules are flexible. Here effective communication is the main purpose. Frequent contractions and even slang are used in informal conversations.]

Situation 3: A conversation between a parking guard, Salam, and a Kenyan student, Ali, who is studying at Dhaka University, about the parking of a bicycle. It goes like this:

Salam: Hey, you're parking wrong!

Ali: Sorry?

Salam: You shouldn't park your bicycle here. This place is for people with disabilities (pointing to the sign)

Ali: Oh okay, didn't notice that! I'll place it somewhere else.

Salam: That's all right, just park it right next time.

Ali: I'll keep that in mind. Have a good day.

Salam: You too.

[N.B: This is an example of a casual conversation between Salam and Ali. The guard is only doing his duty and Ali does what is right. And in the end, Ali thanks Salam as he is just doing his duty.]

Situation 4: A conversation between a student and his school gardener.

Hasib is a student at a high school. He meets Jalal, the gardener of his school, outside the school. Though Jalal does not recognize him, Hasib does. The conversation between them goes something like this:

Hasib: Hi, Jalal chacha! How are you? (Informal greeting)

Jalal: I am fine. Thank you.

[NB: Answering questions even to strangers is a nice thing. Make sure to thank them if they compliment you or ask about your well-being but avoiding counter-question is better.]

Hasib: Where are you going?

Jalal: I'm sorry, I think you mistook me for someone else. Umm...Do I know you?

[NB: Politely stating that you do not recognize him]

Hasib: Don't say you didn't recognize me!! (Indicates that these two know each other and they have informal relationship)

Jalal: You seem familiar. Where do I know you from?

Hasib: Come on, Mali Chacha! I go to 'X' High School. Remember how I asked you about gardening just the other week? [NB: Again, this signifies the informal relation]

Jalal: How forgetful of me! You are Hasib if I remember correctly. Sorry, I am getting old! (Laughing.)

Hasib: Yes, you are. (Laughing)

Jalal: I was just going to the nursery to purchase some flower plants.

Hasib: For the school, I guess.

Jalal: Yes, indeed.

Hasib: I mustn't hold you back then. See you later uncle.

Jalal: See you.

[N.B: Here Sifat is controlling the direction of the conversation. He is the conversation starter. He is joking during the conversation which signifies an informal/friendly relationship with the much older gardener.]

Situation 5: Meeting your class teacher in a shopping mall.

Jahid meets his class teacher Ms. Shakina in a shopping mall. The conversation they have is somewhat like this:

Jahid: Hello, Ma'am! **(Formal greeting)**

Ms. Shakina: Hey, Jahid! How are you? **(Informal greeting)**

Jahid: I'm fine, Ma'am. I hope you are also fine. **[NB: Avoidance of direct questions, as asking direct questions can be perceived as impolite in some situations]**

Ms. Shakina: I'm fine too. Shopping for the winter, I guess? **[NB: asking direct questions such as 'Why are you here?' is impolite in some situations]**

Jahid: Yes, Ma'am.

Ms. Shakina: Me too. **[NB: Teacher is giving the answers unasked]** Are you with your parents?

Jahid: No, Ma'am. I'm with my uncle.

Ms. Shakina: Give my regards to your parents.

Jahid: Of course, Ma'am.

Ms. Shakina: Well, enjoy your shopping.

Jahid: Thank you, Ma'am. You too enjoy your shopping. **[NB: Avoid saying only 'you too' as it is not very formal]**

Ms. Shakina: See you later.

Jahid: Yes, Ma'am. **[NB: Avoid saying something like "see you" as it is not formal]**

[N.B: Here Ms. Shakina is controlling the direction of the conversation. In a formal situation like this one, when one will talk to someone elderly, one should not speak until spoken to, and only answer what is asked and should not ask counter questions.]

1.9 Read the conversations and write the appropriate expressions in the blanks:

a) Hey Delowar! Don't sit here. These seats are reserved for women.

_____.

b) Don't break the line. Always stand in a queue.

_____.

c) Your face says you don't remember me. We were classmates.

_____.

d) Hello, son! How are you?

_____.

e) Sorry friend, I'm getting late. I need to go.

_____.

Sample answer of 1.9

- a. Sorry! I haven't seen the notice.
- b. Sorry. Thank you for reminding me./It won't happen again.
- c. Sorry friend! /Really!! It has been a long time since we last met.
- d. Hi Mila, I am fine. What about you?
- e. It's all right. See you soon.

1.10 Read the conversations again and write 'T' for true sentences and 'F' for false sentences.

- a. "Hi! How are you?"- is an informal greeting.
- b. You should not ask personal questions to elderly people.
- c. "Come on, dear!"- is a formal expression.
- d. You should always thank when someone does a favour to you.

Sample answer of 1.10

a	b	c	d
T	T	T	T

Finally, SS will develop and/or engage in conversations following illustrations containing different situations.

Instructions: (i) Engage SS in activity 1.11 (ii) Provide SS sufficient time to think and give clues if required (iii) Use rubric to assess oral communication ability (iv) Complete the task in one hour.

Activity:

1.11 Work in pairs/groups. Make short conversations on the situations given in the illustrations.

Language Focus

Everyday we talk to many people. Some of them are very close to us like our friends & family. We have an informal relationship with them. Also, some of them are not so close to us (e.g. our Head Teacher) and some of them could be our new acquaintances. We have a formal relationship with them. While talking to the close ones we use informal language and while talking to unknown or elderly people we usually use formal language.



Little Things

The focus of this experience is on:

Competency 4: Ability to comprehend and connect to a literary text using contextual clues.

Therefore, in this experience

Students will be exposed to different genres of literary texts, and reflect on the elements of storytelling (plot, character and setting) which will enable them to connect to the text, and based on that they will be able to express their appreciation.

Experience (6.5 hours)

- **Firstly**, SS will share their experiences of how they tried to make others happy.
- **Then**, SS will be exposed to the poem.
- **After that**, SS will be engaged in the discussion to find out some interesting things in the poem as well as some literary features of the poem.
- **Finally**, they will produce texts.

In doing so –

Firstly, SS will share their experiences of how they tried to make others happy.

Instructions: (i) Engage SS in activity 2.1 and provide SS sufficient time to speak (ii) Monitor and give clues if required (iii) Complete the task in 45 minutes.

Secondly, SS will engage in reading the poem.

Instructions: (i) Engage SS in activity 2.2 (ii) The teacher can recite or invite a student to recite the poem. While the full poem will be here (given below), the poem will be with 7 missing words in the Student's Book. Highlighted words are the missing words (iii) Recite repeatedly and slowly so that SS can understand and identify the missing words to complete the poem in their book (iv) Guide them to identify and fill in the missing words. (v) Ask SS to do pair checking. (vi) Complete the task in 45 minutes.

LITTLE drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant **land**.

Thus the **little** minutes,
Humble though they be,
Make the mighty ages
Of eternity.

Little deeds of **kindness**,
Little words of **love**,
Make our earth an Eden,
Like the heaven above.

Then, SS will engage in a discussion to find out the interesting features of this poem.

Instruction: (i) Engage SS in activity 2.3 (ii) For the game, choose some difficult words (e.g., drops, grains, mighty, pleasant, little, humble, deeds, earth, Eden, heaven, etc) from the poem and write the words on small pieces of paper (iii) Now show the words one by one to SS and ask them to pronounce after you and if needed help them with meaning. (iv) After that, distribute the words among the SS (v) Now utter the words randomly and ask SS to hold up the right word cards within 5 seconds and make a sentence of their own. Continue the activity until almost all the students have responded successfully (vi) Engage SS in activity 2.4 (vii) Ask SS to do peer checking and elicit the answers (viii) Complete the tasks in two hours.

After that, SS will engage in a discussion to identify the different characteristics of a poem.

Instruction: (i) Before engaging SS in activity 2.5, ask them to share with the class if they ever tried to write any poem and ask them to share their own writing experience if they have at all (ii) Now engage SS in activity 2.5 (iii) Help SS to read the **note** and explain if needed (iv) Invite them to do peer checking, elicit answers and provide feedback (v) Complete the task in one hour.

Note

A poem is a kind of literary writing. It has some characteristics. Two of them are Stanza and Rhyming.

Stanza: A stanza is a group of lines in a poem. It consists of two or more lines arranged together as a unit. Most poems are divided into stanzas. A stanza in a poem is like a paragraph in an essay.

Rhyming: The similar sounding words at the ends of the alternate lines of a poem.

Finally, SS will produce texts in writing.

Instruction: (i) Engage SS in activity 2.6 (ii) Before starting activity 2.6, SS can discuss in groups/pairs (iii) Use grammar correction checklist to assess the writing and provide feedback (iv) Now engage SS to make posters, referring to activity 2.7 and help them in each step of the task (v) To make the posters, instruct the student to ask other students 2-3 questions and take notes to find out about undesirable activities that make the classroom dirty. After collecting the information, they will discuss it among the groups and decide on the little steps that encourage SS to keep the classroom neat and clean (vi) Finally, they design the poster using pictures, drawings, texts, or anything they need and hang those in a suitable place so that all the SS can see and follow the steps (vii) **Use rubric to assess democratic practice.** (viii) Complete the tasks in three hours.



Future Lies in Present

The focus of this experience is on:

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

Therefore, in this experience —

Students will be exposed to different genres of texts, and reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), based on what will produce texts.

Experience (seven hours)

- **Firstly**, students will write the description of an illustration and reflect to find out persons, objects, pets, etc. and identify the use of nouns, pronouns & articles in their produced texts.
- **After that**, SS will be engaged in reading a text along with discussing the appropriate uses of articles, nouns, and pronouns in different contexts.
- **Finally**, SS will produce a short text focusing on people's daily activities from their surroundings using appropriate articles and pronouns.

In doing so –

Firstly, students will describe an illustration and will reflect to identify nouns and pronouns from their descriptions.

Instructions: (i) Engage SS in activity 3.1 in pairs. (ii) First, tell them to discuss and then to write the answers. (iii) Give a few examples of person and object for clarification. (iv) Ask the students to present their answers and do peer checking. (v) Complete the task in one hour.

Activity: Look at the illustration below. Then, in pairs make a list of the persons, things, pets and others in the following table:

Person	Things	Pet and others

After that, students will be engaged in reading a text and in discussing the use of nouns, pronouns and articles in the sentences.

Instructions: Engage students in activities 3.2 in pairs/groups (i) For activities 3.2 to 3.3, refer the students back to activity 3.1 (names of person, object pet etc. from the picture) and ask them to complete that. Give some more examples of nouns, pronouns and articles. (ii) Provide sufficient support for each grammar item. (iii) Conduct peer checking. (iv) Allow L1 for their discussion, especially for activity 3.6. (v) Complete the activities in four hours.

Activities

Activity: 3.2: Read the text in the box below. Then, discuss which parts of speech all the names of persons, things, and pets are.

Language Focus

Noun: Noun is a part of speech. A noun is a word that names a person, place, thing, or idea; e.g. boy, girl, Pintu, Naureen, water, gold, Bangladesh, honesty, etc. Sometimes verbs with -ing work as nouns. e.g. walk + ing = walking: Walking is a good exercise.

Usually, a noun is a single word. Sometimes, it is made with two or more words. Then, it's called 'Compound Noun' e.g. What a beautiful swimming pool! (swimming pool)

Activity: 3.3: Read the text in the box below. Then, in groups/pairs discuss and write appropriate pronouns for each of the nouns: One is done for you.

Pronoun:

A pronoun is also a part of speech. It is used in place of a noun, e.g. we use 'she' for grandma and 'it' for a pet. I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc. are some common pronouns we use every day.

Name	Word used for name
Father	He
Mother	She
Father and mother	They
Boy	He
Girl	She
Grandma	She
Cat	It
Food	It
Mat	It
Newspaper	It
Book and pen	Those/these

Activity 3.6: Read the following story. In pairs/groups, first list the nouns in the left side column and then, write the pronouns for the nouns in the right side column.

List of the nouns	Pronouns used for the nouns
1.	1.
2.	2.
3.....	3.....

Game

Engage the students in the game.

Get the students into pairs. In each pair, tell one member to utter a noun and the other member the pronoun of that noun, and vice versa. Before starting the game, ask them to write 10 nouns individually for their use.

Activity 3.7: In pairs/groups, read the following sentences and write why the underlined articles are used in the sentences.

Sentence	The reason to use article
1. One day <u>a</u> cowboy was taking his cows to	'a' is before the noun 'cowboy' which begins with a consonant 'c'
2. He met <u>an</u> old wise man.	
3. Seeing the man, <u>the</u> cowboy asked him	
4. He met an old wise man with <u>an</u> umbrella.	
5. He was <u>a</u> unique man.	

Finally, SS will produce a short text focusing on people’s daily activities from their surroundings using appropriate articles and pronouns.

Instructions: Engage students in activity 3.8 in groups/pairs. (i) In this activity, inspire students to discuss in the form of an argument, especially for sequencing the activities. (ii) Tell them to use as many articles and pronouns as possible. (iii) Give ideas/themes of the illustrations as clues. Finally, tell them to present their writing. (iv) Use a grammar correction checklist to provide feedback on the writings. (v) Complete the task in two hours (one hour for discussion for sequencing, and one hour for writing and presentation).

Language Focus

Noun: Noun is a part of speech. A noun is a word that names a person, place, thing, or idea; e.g., boy, girl, Pintu, Naureen, water, gold, Bangladesh, honesty, etc. Sometimes verbs with -ing act as nouns. e.g., walk + ing = walking: Walking is a good exercise.

Usually, a noun is a single word. Sometimes, it is made with two or more words. Then, it's called 'Compound Noun' e.g. What a beautiful swimming pool! (swimming pool)

Language Focus:

Noun হচ্ছে Part of Speech. যে শব্দ দ্বারা কোন ব্যক্তি, স্থান, বস্তু ও ধারণা (গুণের নাম) কে বোঝায় তাকে Noun বলে। যেমন- ছেলে, মেয়ে, পিন্টু, নওরীন, পানি, স্বর্ণ, বাংলাদেশ, সত্যতা ইত্যাদি।

মাঝে মাঝে verb এর সাথে ing যুক্ত হয়ে কিছু শব্দ Noun এর কাজ করে। যেমন- Walk+ing= Walk-ing

Walking is a good exercise.

সাধারণত Noun একটি একক শব্দ, মাঝে মাঝে দুই বা ততোধিক শব্দ একসাথে যুক্ত হয়ে Noun হতে পারে। যেমন- What a beautiful swimming pool!

(এখানে swimming pool টি Noun)

Pronoun: A pronoun is also a part of speech and is used in place of a noun, e.g., we use 'she' for grandma and 'it' for a pet. I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc. are some common pronouns we use every day.

Pronoun (সর্বনাম): Pronoun ও Parts of Speech এবং Noun এর পরিবর্তে Pronoun ব্যবহৃত হয়। যেমন- দাদীর (Grandma) পরিবর্তে she এবং it ব্যবহৃত হয়েছে pet এর পরিবর্তে। আমাদের প্রাত্যাহিক জীবনে সাধারণভাবে ব্যবহৃত Pronoun গুলো হচ্ছে: I, me, he, she, herself, you, it, that, they, each, few, many who, whoever, whose, someone, everybody ইত্যাদি।

Article:

An article is a word that comes before a noun to show whether the noun is specific or not. In English grammar, the articles are 'a, an, and the'.

Example: In the illustration, there is a man. The man is reading a newspaper. (In the first sentence, a man is not specific but in the second sentence the man is the specific man mentioned in the first sentence.)

English has two articles-

1. Definite Article (The): **The** is used to refer to particular nouns.
2. Indefinite Article (A and an): **A** and **An** are used to refer to any noun which is not particular. Remember that, 'A' and 'An' are used only before a singular noun.

Article:

যে শব্দগুলো **Noun** এর পূর্বে বসে **Noun** কে নির্দিষ্ট বা অনির্দিষ্টভাবে বোঝায় তাদেরকে **Article** বলে। ইংরেজি **Grammar** এ **Article** গুলো হচ্ছে **A, An, The**.

English has two Articles (ইংরেজি ভাষায় দুই ধরনের **Article** আছে।)

১. **Definite Article (The)**: নির্দিষ্ট করে কোন **Noun** কে বোঝাতে **The** ব্যবহৃত হয়।
২. **Indefinite Article (A, An)**: অনির্দিষ্টভাবে কোন **Noun** কে বোঝাতে **A** এবং **An** ব্যবহৃত হয়। মনে রাখতে হবে **A** এবং **An** শুধুমাত্র একক **Noun** এর আগে ব্যবহৃত হয়।

Use of Articles

Indefinite Article:

'A' is used before a noun that begins with a consonant sound (e.g., a cat, a pen, etc.).

'An' is generally used before a noun **that** begins with a vowel sound (e.g., an apple, an egg, etc.).

Exceptions (ব্যতিক্রম):

'A' is used before the vowel 'U' when it is pronounced and sounded as 'You' (e.g., a uniform, a unit, etc.).

'An' is used before a consonant if the first 'h' of a word is silent (e.g., an honest man, an hour, etc.).

'An' is used before some words that begin with consonants but have a vowel sound (e.g. He/she is an M.A.).

Definite Article:

1. 'The' is used before specific singular or plural nouns (e.g., I saw a boy in front of the gate. The boy was crying).
2. 'The' is used before a noun that is unique and does not have any alternative to it (e.g., the sun, the earth, etc.).

Present the vocabulary - expectation, well-known, inspire, nearest, unique, advice, concentration, scattered, seek, led – using appropriate techniques



Ask and Answer

The focus of this experience is on:

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

Therefore, in this experience —

Students will be exposed to different genres of texts, and reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), based on what will produce texts.

Experiencce (six hours)

- **Firstly**, SS will be exposed to a short conversation and will reflect on how to ask answer question in terms of sentence structure.
- **Then**, SS will read a text and will reflect to identify the position of auxiliary verbs (in terms of the subject of the sentence)and understand the purpose of each type of sentence in relation to their purposes.
- **After that**, SS will be engagaed in a discussion about the uses of different sentences.
- **Finally**, SS will demonstrate their ability to use assertive and interrogative sentences by interviewing their friends and family.

In doing so –

Firstly, SS will be exposed to a short conversation and will reflect on how to ask and answer questions in terms of sentence structure.

Instructions: (i) Engage SS in activity 4.1 in groups/pairs. (ii) Now tell them to identify 5 statements and 5 questions. (iii) Then, tell them to write the structure of a statement and that of a question. (iv) Next, tell students to discuss the differences between a statement and a question. In each case, allow peer checking, provide scaffolding and give feedback. Complete the activity in one hour.

Note

Question/ Interrogative sentence:

An interrogative sentence is used to ask a question. When we need to know something, we use interrogative sentences. There are two types of questions: wh- questions and verbal questions. In an interrogative sentence, the position of the auxiliary verb is always before the subject.

- A. Wh question- Example: Where do you live? Structure: Wh-word (Where) + Auxiliary verb (do) + Subject (you)+ Main verb (live) + Question mark (?)
- B. Verbal question (yes/no question)- Example: Do you like plants? Structure: Auxiliary verb (Do) + Subject(you) + Main verb(like) + plants Question mark(?)

Statement/ Assertive sentence:

An assertive sentence is used to state facts, history, incidents, opinions, events, feelings, beliefs, etc. This **sentence usually** ends with a full stop.

Example: She writes a diary.

Structure: Subject (she) + Verb (writes) + Object (a diary)+ . (full stop)

Interrogative Sentence ব্যবহৃত হয় প্রশ্ন জিজ্ঞাসা করার জন্য। যখন কোন কিছু জানার প্রয়োজন হয়, তখন আমরা Interrogative Sentence ব্যবহার করি। Interrogative Sentence দুই ধরনের। একটি ধরন হচ্ছে i) Wh- Question, আরেকটি ধরন হচ্ছে ii) Verbal Questions বা সাহায্যকারী verb দিয়ে তৈরি Questions. Interrogative বাক্যে সাহায্যকারী verb টি সব সময় Subject এর পূর্বে বসবে।

বিবৃতি/বিবৃতিমূলক বাক্য:

বিবৃতিমূলক বাক্য সাধারণত কোন সাধারণ সত্য, ইতিহাস বর্ণনা, ঐতিহাসিক ঘটনা বর্ণনা, মতামত, কোন ঘটনা, অনুভূতি ও বিশ্বাস প্রকাশের জন্য ব্যবহৃত হয়।

Activity 4.1: Read the following conversation. In pairs or groups, identify 5 statements and 5 questions. Then, write their structures of those sentences. Finally discuss the differences between these two types of sentences.

Differences between a statement and a question

A statement expresses a fact whereas a question wants to know something.

A statement ends with a full stop but a question ends with a question mark.

A statement may or may not have an auxiliary verb, but a question must have an auxiliary verb.

In a statement, the auxiliary verb is used after the subject whereas the auxiliary verb is used before the subject in a question.

Next, SS will read a text and identify the position of auxiliary verbs in sentences.

Instructions: (i) Engage students in activity 4.2 in groups/pairs. (ii) Ask SS to read the text and match the meaning of the words. (iii) Do peer checking and elicit answers from the whole class. (iv) Complete this activity in one hour.

Activity 4.2: In pairs/groups, read the short story “Count Wisely”. Then, match the words given in column A with their meanings in column B.

Next, SS will be engaged in a discussion about the purposes of assertive and interrogative sentences.

Instructions: (i) Engage SS in activities 4.3 – 4.5 in groups/pairs. (ii) For **activity 4.3**, get the students into groups of four; ask them to read the underlined sentences in the story and categorize them as assertive or interrogative. (iii) Invite feedback from all the groups while eliciting answers. (iv) For activity 4.4, ask students to read the note and check their understanding. (v) Explain the note with sufficient examples. (vi) Then, ask them to match the affirmative and negative sentences. (vii) Allow peer checking. (viii) For **activity 4.5**, ask the students to work in groups to complete the sentences. (ix) In elicitation, conduct a plenary and give feedback. (x) Complete activities 4.3 – 4.5 in two hours.

Activities

Activity 4.3: Now, in pairs or groups read the underlined sentences of the story “Count wisely”, and categorise them in the following two columns. Then discuss the purposes of the sentences. One is done for you.

Activity 4.3 - Probable answers

Assertive sentence	Purpose	Interrogative sentence	Purposes
1. <u>Everyone in the courtroom became puzzled.</u>	States the situation of the courtroom	1. “ <u>How many crows are there in the city?</u> ”	The king asked the question to know the number of birds in the city.
2. <u>Birbal immediately smiled and went up to Akbar.</u>	Birbal was happy as he knew the answer.	2. <u>Is it possible to count all the crows of a city?</u>	Advisors wanted to know others' opinions
3. <u>... he announced the answer.</u>	Birbal informed the number of birds.	3. <u>What is the matter?</u>	Birbal wanted to know why everyone was talking.
4. <u>If there are more, then the relatives of the crows must be visiting them from nearby cities.</u>	It expresses the logic of being more birds than Birbal told.	4. <u>Can I tell?</u>	Birbal seeks permission of the King to say something.
5. <u>He was pleased with the answer.</u>	Expresses mental state of the king.	5. <u>How did you count the number of the crows?</u>	Akbar wanted to know the process of counting the number of birds.

Activity 4.4: Read the following note and match the sentences given in column A with the negative sentences in column B. One is done for you.

Answer Key: 1+D, 2+G, 3+F, 4+B, 5+H, 6+C, 7+A, 8+E.

Activity 4.5: Now, in pairs/groups, read the following text. Then, fill in the blanks with different types of sentences (Assertive, Interrogative, Assertive-Affirmative/Negative, or Interrogative-Affirmative/Negative) to make the passage meaningful.

Activity 4.5

Probable answers

1. I couldn't.
2. I go to school everyday.
3. Why have you brought mangoes?
4. I can't give you
5. I don't like singing.
6. Where are your books and pencil?

Finally, SS will demonstrate their ability to use assertive and interrogative sentences by interviewing their friends and family.

Instructions: (i) Engage SS in activity 4.6 in groups/pairs. (First, ask them to decide whom they are going to interview.) (ii) Then ask them to reshape some questions based on whom they are interviewing. This is because questions will vary depending on whom they are interviewing. (iii) Tell them to conduct interviews in their free time. (iv) Ask the students to write a paragraph on their findings from the interview. (v) Fix a date in the following week for the presentation of their findings. (vi) Use a grammar correction checklist to assess the paragraphs produced by the students. (vii) Complete this task in two hours.

Activity 4.6: Interview your friend/ teacher/ relatives/neighbour to know about their favourite pastime. Then, present your findings in a paragraph in class. You can ask the following questions or you can ask any question you like.



Together We are a Family

The focus of this experience is on:

Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly

Therefore, in this experience —

SS will experience, reflect on and use common verbal and non-verbal expressions (linguistic, vocal and gestures, etc.) for expressing intentions, attitudes, feelings, and conventions promoting and maintaining democratic values and practices in and outside the classroom.

Experience (6.5 hours)

- **Firstly**, SS will make a list of what their family members do all over the day.
- **Then** they will read a passage on helping parents with household chores.
- **After that**, they will discuss in groups how they are contributing or can contribute to the household work and family discussions.
- **Finally**, they will produce a text on their role in household chores/their findings from the discussion.

In doing so -

Firstly, SS will talk about their family and who usually does the household jobs in their family.

Instructions: (i) Engage SS in activity 5.1 in groups/pairs and monitor (ii) Provide SS sufficient time to speak and give clues (e.g., how many members are there in their family?; who cooks for them, or who usually cleans your house?; does SS help in the household activities?) (iii) Ensure participation of all SS and during discussion **use rubrics to assess student engagement** (iv) Complete the task in one and half hours.

Activity:

5.1 Discuss the following questions in pairs:

1. How many members are there in your family?
2. Who usually cooks for your family?
3. Who usually cleans your house?
4. What are the things that you do at your home?
5. What more can you do to help your family?

Secondly, SS will be exposed to the text.

Instruction: (i) Engage SS in activity 5.2 and do peer checking. (ii) Now ask SS to read the text individually, referring to activity 5.3 (iii) Check if there are unknown words and try to elicit the meaning of unknown vocabulary from SS if it's needed, the teacher will help with the meanings (iv) Engage SS in the activities 5.4 – 5.5 in groups/pairs and monitor (v) Ask SS to do peer checking and elicit answers (vi) Complete the task in one hour.

Activity:

5.2 Activity one: Have you done any of these before! [Tick (✓) all the relevant boxes]

Checklist:

- Ironing the clothes
- Looking after your little brother/sister
 - Cleaning reading table
 - Cleaning plates
 - Sweeping the floor
 - Clearing the dining table
 - Making one's bed
 - Cooking
 - Carrying the shopping bags
 - Helping your brother/sister with his/her homework
 - Buying things from the market
 - Taking care of pets and animals
 - Washing clothes

[After ticking the list by the SS, ask them to move around the class and ask questions to two friends on the items they have ticked. Then tell them to present in front of the class what each SS does at home compared with two other SS.]

5.4 Work in pairs. Match the words in column A with their meanings in column B in pairs:

Column A	Column B
Consist of	To offer help or service
Household chores	To tell what/how you think or feel about someone or something
Come forward	To be made up of things or people
Clean	To recognize how good someone or something is, and/or to value something
Expressing opinion	To make a place/object free from dirt/dust
Appreciate	The daily work that is done to keep the house clean and proper

Answer Key: 1+C, 2+F, 3+A, 4+E, 5+B, 6+D.

5.5 Look at the grid below. It shows the household chores of Anamika's family. Read the text again and put a tick to show who does which work and then use full sentences to describe the grid in pairs/groups. One is done for you.

Example sentence: Anamika's father and mother both do the cooking.

Household chores	Anamika	Father	Mother	Brother
Cooking				
Washing clothes				
Washing plates				
Cleaning house				
Expressing opinion				

Thirdly, SS will be engaged in discussion.

Instructions: (i) Engage SS in activity 5.6 – 5.7 in groups/pairs and monitor (ii) For activity 5.6, do peer checking and elicit answers (iii) For activity 5.7, provide SS sufficient time to speak and give clues, if necessary (iv) As 5.7 is an open activity, different answers will come from different students. Appreciate all the answers and encourage their participation (v) Complete the task in two hours.

Activity:

5.6 Discuss in pairs/groups whether the sentences are True or False. If false, give the correct information.

- a) Anamika has one sibling.
- b) In Anamika’s family, only female members do the household chores.
- c) Everyone’s opinion is important in Anamika’s family.
- d) Nobody is happy in Anamika’s family.
- e) In Anamika’s family, they help each other with household chores.
- f) Each family member does his or her work by himself or herself.
- g) They help each other in solving problems.
- h) The family members show respect to each other’s opinions.

Sample answer of 5.6

a	b	c	d	e	f	g	h
T	F	T	F	T	F	T	T

5.7 In groups of 5 discuss to find out who usually does the following household chores in your family and write the names in the grid below. One is done for you.

Name of the household chores	Student 1	Student 2	Student 3	Student 4	Student 5
Cooking	Mother				
Sweeping					
Shopping					
Washing clothes					
Feeding pets					
Cleaning bathrooms					
Mopping the floor					

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Finally, SS will be engaged in a writing activity.

Instructions: (i) Before engaging SS in activity 5.8, give them sufficient time to think and discuss (ii) Now engage SS in activity 5.9 and to assess writing, use the grammar correction checklist (iii) Complete the task in two hours.

Activity:

5.8 Discuss the following questions in groups. And then share your answers with the class.

- What are the household chores you usually do?
- What else can you do?
- Do you think there should be specific household chores for boys and girls? If yes, why?

5.9 Discuss in pairs/groups and write at least 3 reasons why all the members of a family should do household chores.



The Missing Tenth Man

The focus of this experience is on:

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

Therefore, in this experience —

Students will be exposed to different genres of texts, reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), based on what will produce texts.

Experience (6 hours)

- **Firstly**, SS will be exposed to the ideas of capitalization and punctuation by reading a text.
- **Then**, SS will be engaged in a discussion on the use of capital letters and to find out how punctuation marks change the meaning of a text.
- **After that**, SS will identify the punctuation marks and discuss the uses of different punctuation marks in different contexts.
- **Finally**, they will use capital letters and different punctuation marks in different situations (both orally and in writing).

In doing so –

Firstly, SS will be exposed to the ideas of capitalization and punctuation by reading a text.

Instructions: Engage SS in activities 6.1 – 6.2. (i) For activity 6.1, first introduce the vocabularies and ask them to read the text (ii) Then ask SS to discuss the question that follows in pairs. Encourage them to take part in the discussion, no matter whether their answers are correct or not. (iii) At the end, give feedback. (iv) For activity 6.2, ask SS to read the notes in the box. (v) Invite questions, if they have any. (vi) Make the use of capital letters clearer by giving some more examples. (vii) Complete these.

The answer to activity 6.1: The men forgot to count themselves and hence, the number was always nine.

Secondly, SS will be engaged in a discussion on the use of capital letters and to find out how punctuation marks change the meaning of a text.

Instructions: Engage SS in activities 6.3 – 6.4. (i) For activity 6.3, ask SS to do it in pairs. (ii) Then ask them to join two pairs together and match their answers. (iii) At the end, elicit answers and give feedback.

Probable answers of 6.3

1. 'T' is capital because it is the first letter of a sentence.
2. 'G' is capital because it is the first letter of a river.
3. 'M' is capital because it is the first letter of a title.
4. 'I' is capital because it indicates a person (a pronoun).

For activity 6.4, (iv) Ask SS to do it in groups of four. (v) Provide them support to understand the meaning of the sentences. (vi) Invite comments of the students while eliciting answers. (vii) Complete activities **6.3 – 6.4** in one and half hours.

Probable answers of 6.4

Pair 1

What do you want me to cook? It is simply a question where the speaker wants to know what to cook.

What? Do you want me to cook? Here the speaker wants to be clear whether the s/he needs to cook.

Pair 2

Let's eat Grandma! It means the speaker proposes someone to eat grandma!

Let's eat, Grandma! It means the speaker proposes grandma to eat food.

Part 3

Congratulation wished Rupa. Here 'Congratulations' seems to be a person and hence it is used as a subject of the sentence.

"Congratulations!" wished Rupa. It means Rupa congratulates someone.

Thirdly, SS will identify the punctuation marks and discuss the uses of different punctuation marks in different contexts.

Instructions: Engage SS in activities 6.5 – 6.6. For activity 6.5, (i) Practise drill with the punctuation marks. (ii) Next, tell SS to work in pairs and write the punctuation marks on the table next to each name. (iii) Elicit answers from one pair and asks others to give feedback. (iv) Invite a student to the front, pronounce the punctuation marks one by one and tell her/him to draw these on the board

For activity 6.6, (v) Ask SS to read the note on punctuation marks, (vi) Tell them to discuss in pairs, (vii) Make the use of punctuation marks clear by giving sufficient examples, (viii) Complete the tasks 6.5 & 6.6 in one hour.

Finally, they will use capital letters and different punctuation marks in different situations.

Instructions: Engage SS in activities 6.7 & 6.8. For activity 6.7, (i) ask the students to do it in pairs, (ii) Do peer checking and elicit answers from the whole class.

Probable answers of 6.7

- a) This is a beautiful tea garden.
- b) Hello dear friend.
- c) What are you doing here?
- d) Dr. Rana is my neighbour.
- e) I bought a funny and interesting colourful book.

For activity 6.8, (iii) ask the students to do it in groups of four, (iv) monitor and support, where necessary, (v) ask 2 - 3 groups to present their story, (vi) ask others to comment. (vii) Complete activities 6.7 & 6.8 in two hours.

Probable answers of 6.8

1) Once in a village, there lived a wise man. People from nearby have been coming to the wise man. 2) They complained about the same problems every time. 3) One day he told the villagers, 4) "Dear friends, listen to a joke." Hearing the joke, the villagers roared in laughter. After a couple of minutes, 5) he told the same joke and then a few of them smiled. 6) When he told the same joke the third time, no one laughed anymore. 7) The wise man smiled and said, 8) "You can't laugh at the same joke over and over. 9) So, why are you always crying about the same problem?"

Note: Punctuation marks are the symbols that we use in written sentences to make their meanings easy and clear. Punctuation marks also show how the sentence should be read. Some of the very common punctuation marks are- Full Stop / Period (.), Comma (,), Question Mark (?), Exclamation Mark (!), Quotation Marks / Speech Marks (“ ”)

Note: Punctuation Marks (যতি চিহ্ন) ব্যবহৃত হয় লিখিত বাক্যকে যাতে সহজে এবং পরিষ্কারভাবে বোঝা যায়। কিভাবে বাক্যকে পড়তে হয় তা যতি চিহ্নের মাধ্যমে শেখা যায়। সাধারণভাবে ব্যবহৃত কিছু Punctuation Marks হলো: Full stop/ Period (.), Comma (,), Question Mark (?), Exclamation Mark (!), Quotation Marks / Speech Marks (“ ”)।

Punctuation Marks	
! Exclamation	● Full Stop
, Comma	? Question Mark
⋮ Semi Colon	: Colon
/ Slash	“ ” Quotation Marks
() Round Bracket	— Dash

The use of Punctuation marks: (যতিচিহ্নের ব্যবহার):

1. The Full Stop/Period:

A Full Stop (.) is used -দাঁড়ি ব্যবহৃত হয়:

- at the end of a sentence. (বাক্যের শেষে) Example- They are my neighbours.
- to shorten a word. (শব্দকে সংক্ষিপ্ত করার জন্য) Example- Oct. - October
- to initiate letters (বড় কোন শব্দকে সংক্ষেপে বোঝানোর জন্য)- U.K.- United Kingdom, M.P. - Member of Parliament

2. Question Mark (?):

A question mark is used-(প্রশ্নবোধক চিহ্ন ব্যবহৃত হয়)

- at the end of a question sentence. (প্রশ্নবোধক বাক্যের শেষে) Example- Have you taken breakfast?

3. Exclamation Mark (!):

- An exclamation mark is used-(বিস্ময়সূচক চিহ্ন ব্যবহৃত হয়):

- at the end of a sentence or a short phrase that expresses a very deep or sudden emotion or feeling. (গভীর আবেগ ও বিস্ময় বোঝানোর জন্য অথবা হঠাৎ আবেগ ও অনুভূতি প্রকাশের জন্য) For example- Wow! What a beautiful picture it is.
- to show emphasis. (হঠাৎ কোন বিষয়ে জোর দেয়ার জন্য) For example- Stop! Watch out for the speeding cars!

4. Comma (,):

A comma is used-(কমা ব্যবহৃত হয়)

- to give a little pause (বাক্যে অল্প থামার প্রয়োজন হলে): Example- Please, open the window.
- to separate items in a list (একটি তালিকার ভিতরের একই ধরনের বস্তুকে আলাদা করার জন্য): For example: Yesterday I bought a book, a pen, a ruler, and a school bag.

5. Quotation mark (“ ”):

- Quotation marks are written as a pair of opening and closing marks in two styles (Quotation Marks লিখা হয় জোড়ায় জোড়ায়। Quotation Marks দুই ধরনের। একক Quotation Marks, এবং Double Quotation Marks):
- single (‘...’): Single quotation marks are used within a double one to indicate a quotation within a quotation. (Single Quotation Mark ব্যবহৃত হয়, Double Quotation এর ভিতরে নিদিষ্ট করে কোন কিছুকে বুঝাতে): Tarin said that the teacher said, “We will discuss ‘Punctuation marks’ tomorrow.”
- double (“...”): A double quotation mark is used to quote someone directly (Double Quotation ব্যবহৃত হয় কোন ব্যক্তির বক্তব্যকে সরাসরি প্রকাশ করার জন্য): For example- Mother said, “Don’t receive an unknown call.”



A Day in the Life of Mina

The focus of this experience is on:

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

Therefore, in this experience —

Students will be exposed to different genres of texts, and reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), based on what will produce texts.

Experience (5.5 hours)

- **Firstly**, SS will be exposed to a text.
- **Then**, they will identify the adjectives from the text.
- **After that**, they will be engaged in the discussion to use appropriate adjectives relevant to the context.
- **Finally**, they will produce a text to describe the attributes of someone from their friends or family.

In doing so –

Firstly, SS will be exposed to a text and identify various types of adjectives from the storyline.

Instruction: (i) Ask SS to read the text ‘A Day of Mina’ referring to activity 7.1 (ii) Check if there are any unknown words and try to elicit the meaning of unknown vocabulary from SS. If it’s needed, the teacher will help with the meanings (iii) Engage SS in activity 7.2 in groups/pairs and monitor. (iv) In activity 7.3, tell the students to work in pairs where one student will ask questions and the other one will answer from the table. (v) Complete the tasks in one and a half hours.

Activity 7.2:

**Discuss in groups/pairs and find out a few words that describe the following:
(One is done for you.)**

Names	Descriptions
The road	Muddy and slippery
Mina	
The old man	
The dog	
The boy	
Mina’s classmate	
The field	
Her relationship with her mother	

Suggested answers of 7.2

Names	Qualities
The road	Muddy and slippery
Mina	helpful, kind, punctual
The older man	tall
The dog	Red, Frightening
Mina’s classmate	wet
The field	sloppy
Her relationship with her mother	cordial and friendly

Activity 7.3:

Read the story again, and practice the activity in pairs. Make five questions from the table below and then find out the suitable answers from the story.

One is done for you.

Question: How was Mina?

Answer: Mina was helpful.

Questions		
How	was	Mina?
		the field?
		the boy?
		the road?
		the dog?

Secondly, SS will experience the use of appropriate adjectives in relevance to the context.

Instructions: (i) Engage SS in activity 7.4 – 7.5 in groups/pairs and monitor (ii) Engage SS to do peer checking and elicit answers (iii) Complete the task in two hours.

Activity:

In group/pairs, find out the meanings of the following adjectives and use them in your sentences. The first one is done for you.

Gloomy	Muddy	Frightening	Scared	Fearless	Kind
Friendly	Punctual	Attentive	Playful	Cordial	Sloppy

1. Gloomy: Dull The weather looks gloomy today.
2. Muddy: Dirty.....
3. Frightening: Terrifying.....
4. Scared: Afraid.....
5. Fearless: Not afraid.....
6. Kind: Generous.....
7. Friendly: Cordial.....
8. Punctual: Being on time.....
9. Attentive: Mindful.....
10. Playful: Lively.....
11. Cordial: Friendly.....
12. Sloppy: Untidy.....

7.5 Game

Work in groups of 3. Go and find out the adjectives in the poem “Little Red” pasted on the wall.

(In a group of 3, one will be the writer, and the other two will be messengers. Hang/paste 5-6 copies of the poem “Little Red” on the walls and ask the groups to run, read and find out the adjectives. The messengers will run around the class and find out adjectives from the poem on the wall and come back to the writer and say the word. The writer will write them down. Then each group will share the adjectives with the class. The group which will collect more adjectives will be the winner.)

Little Red

Once there was a girl,
And her name was Little Red,
She set off to her grandma’s house,
For Gram was sick in bed.

She wandered through the forest,
With her basket full of bread,
She ran into the Big Bad Wolf,
“Where Are you going?” he said.

“I’m headed to my grandma’s house,
Can’t stop to talk,” said Red.
The sneaky wolf, he made a plan,
And then away he sped.

When Red got to her Grandma’s house,
She saw her there in bed,
“oh, what big eyes, and ears, and teeth,
You have upon your head!”

“The better to eat you with my dear”

The hungry wolf just said.

“Please don’t eat me,” said Little Red,

“Just eat my bread instead”.

Finally, SS will produce a text to describe the attributes of someone from their friends or family.

Instructions: (i) Engage SS in activity 7.6 – 7.7 in groups/pairs and monitor (ii) Invite SS to do peer checking and elicit answers (iii) Complete the task in two hours.

Activity:

7.6 Read the conversations and describe Mina using adjectives.

Situation 1

Asking for a pen

Sabuj: Hey, Mina. Can I have your pen, please?

Mina: Yes, sure. Here it is. Please take it.

Sabuj: Oh, Mina. Thank you so much. You just saved me.

Mina: Mention not, Sabuj. It’s my pleasure.

Describe Mina with some adjectives in this situation: **Polite, Helpful, Cordial, Friendly.**

Situation 2

Helping Grandmother

Mina: Grandmother, you look cold. Can I help you?

Grandmother: Yes dear. Can you bring me the blanket, please?

Mina: Of course. Here is the blanket.

Grandmother: Thank you, dear.

Mina: Ask me if you need anything else.

Grandmother: Ok, my dear.

Describe Mina with some adjectives in this situation: **Caring, Kind, Responsible.**

Situation 3

Helping a beggar

Street beggar: Hello girl! Could you please help me?

Mina: Hello, uncle! How can I help you?

Street beggar: I'm starving. Can you please give me some food?

Mina: Yes, take this apple.

Street beggar: So kind of you, my dear. Thank you.

Mina: It's my pleasure.

Describe Mina with some adjectives in this situation: **Kind, Helpful, Sympathetic**

Situation 4

Studying regularly

Father: Hey, Mina. What are you doing?

Mina: Hello, Dad. I'm studying.

Father: It's good to see you study regularly.

Mina: Thank you, Dad.

Describe Mina with some adjectives in this situation: **Responsible, Attentive, Sincere.**

Situation 5

Feeding street dog

Plabon: Hey, Mina. What are you doing?

Mina: Hi, Plabon. I'm feeding this dog.

Plabon: Aren't you scared of dogs? They can bite you.

Mina: No, I think they are not harmful.

Plabon: Ok. I see. But I'm so afraid of dogs.

Describe Mina with some adjectives in this situation: Brave, Fearless, Kind.

7.7 Write a short text answering the questions and then compare it with a your friends.

- How many members are there in your family?
- Who are they?
- What are their names?
- Describe them using 3-5 adjectives. You may use adjectives from the list, or you can use them on your own.

Hardworking	Punctual	Friendly	Rude	Polite
Loving	Funny	Tidy	Affectionate	Strict
Smart	Caring	Gentle	Lazy	Honest



Bangabandhu, My Inspiration

The focus of this experience is on:

Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly

Therefore, in this experience —

SS will experience, reflect on and use common verbal and non-verbal expressions (linguistic, vocal and gestures etc.) for expressing intentions, attitudes, feelings, and conventions promoting and maintaining democratic values and practices in and outside the classroom.

Experience (5 hours)

- Firstly, SS will watch/listen to a short video/audio clip on Bangabandhu and will discuss Bangabandhu's childhood.
- Then, they will be exposed to a reading text on Bangabandhu.
- After that, SS will make a list of attributes that describe Bangabandhu. SS can also do research by reading other books and explaining those characteristics in writing based on some incidents.
- Finally, SS will produce a written text on the key two-three attributes of Bangabandhu. They will focus on the attributes they want to acquire, why they want to acquire them, and how they plan to acquire those.

In doing so –

Firstly, SS will watch/listen to a short video/audio clip on Bangabandhu and will discuss Bangabandhu's childhood.

Instructions: (i) Engage SS in activity 8.1 in pairs. If there is no provision for a projector/multimedia in the class teacher can use their phone to play the video/audio clip. (ii) Ensure participation of all SS during the activity and elicit answers from the

whole class. (iii) Now engage SS in activity **8.2** in groups/pairs. (iv) Check if there are any unknown words and try to elicit the meaning of the words from the SS. (v) Now engage SS in activities **8.3 and 8.4** in pairs (vi) Complete these tasks in two hours.

Answer key of Activity 8.2

1d, 2i, 3b, 4a, 5h, 6c, 7f, 8g, 9e

Answer key:

Read the text again and ask and answer the following questions in pairs.

1. What was Bangabandhu's dream?

Answer: Bangabandhu's dream was to make Bangladesh independent.

2. Why do people call him 'The Father of the Nation'?

Answer: People call him 'The Father of the Nation' because he sacrificed every bit of himself and led Bangladesh to achieve its independence.

3. How do you know he was courageous?

Answer: He was never afraid of speaking against injustice, even once the chief minister of undivided Bengal, Sher-e-Bangla AK Fazlul Haque visited the school. Then, Mujib along with his friends came forward with their demands to repair the school hostel's roof. That's how I know he was courageous.

4. What was his favourite sport?

Answer: His favourite sport was football.

5. Why did he read newspapers?

Answer: He read newspapers to gather knowledge.

Secondly, SS will make a list of attributes that describe Bangabandhu by reading other books and/or watching videos/documentaries on *The Father of the Nation*.

Instructions: (i) Engage SS in activity **8.4** in groups/pairs (ii) Ensure participation of all SS during the activity and elicit answers from the whole class (iii) Complete the task in one hour.

8.4 Read the text again. In pairs/groups, discuss the following qualities of Bangabandhu and describe those with an example in the next column to it. If you need, you can read any books, articles, etc for reference. One is done for you.

Answer key:

Qualities	Description
1. Dreamer	He was a dreamer because he had a dream that one day Bangladesh would be a free and peaceful country.
2. Great leader	He was always careful, and loved the people and spoke for all of us. That's why he was a great leader.
3. Helpful	From his very childhood, he always stood by his friends in times of need by giving them textbooks, umbrella etc.
4. Courageous	Because he was not afraid to speak up against injustice.
5. Good player	He loved to play football, volleyball, and hockey. He had a reputation as a team player.
6. Knowledgeable	He gathered knowledge by reading newspapers.
7. Great speaker	He influenced the Bengalees by charismatic words to fight against injustice. So, we can call him a great speaker.
8. Friendly	He loved people and was always surrounded by them. He could mix with people easily.
9. Kind	From his very childhood, he always stood by his friends in times of need. So, he was kind.
10. A true patriot	Because he dreamt of seeing Bangladesh as a free, peaceful, and prosperous nation.

Finally, SS will produce a written text explaining some of the key attributes of Bangabandhu that they want to acquire.

Instructions: (i) Engage SS in activity 8.5 in pairs (ii) Ensure participation of all SS during the activity and use a rubric to assess student engagement (iii) elicit answers from the whole class and use a grammar correction checklist to provide feedback on the writing (iv) Complete the task in two hours.



Politeness

The focus of this experience is on:

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

Therefore, in this experience —

Students will be exposed to different genres of texts, and reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), based on what will produce texts.

Experience (5 hours)

- **Firstly**, SS will be asked to share their experience about how they seek help from others.
- **Then**, SS will be exposed to a few conversations containing modal verbs.
- **After that**, SS will be engaged in the discussion to identify different features of modal verbs in different contexts.
- **Finally**, SS will produce a text using modal verbs.

In doing so -

Firstly, SS will share their experience about how they usually seek help from others.

Instruction: (i) Engage SS in activity 9.1 (ii) Provide SS sufficient time to speak and give clues (e.g., how do you seek help from your seniors? How do you request your friend or teacher to borrow a book?) (iii) Complete the task in 30 minutes.

Activity: 9.1

In groups, talk about a situation you asked for help from your teacher, friend, or senior. Then write down the sentences which contain can, could, may, might, must, have to, should and underline them.

Now try to find the answers to the following questions in the group discussion.

- What do the underlined words mean?
- What are they called?
- How are they different from other auxiliary verbs?

Secondly, SS will read texts and reflect on the use of modal verbs.

Instruction: (i) Engage SS in activity 9.2 and tell them to underline the unknown word (ii) Then ask SS to make groups and engage them to do activity 9.3 (iii) Ask them to do peer checking (iv) Guide them to find the actual meaning of the sentences and expose them to modal verbs (v) Complete the task in one and half hours.

Modal Verbs ব্যবহারের নিচের Note টি পড়। এখন দলে ভাগ হয়ে নীচের বাক্যগুলো থেকে ভুল খুঁজে বের কর এবং সঠিক বাক্যটি লিখ। তারপর শ্রেণিতে বাক্যগুলো Share কর।

Note:

1. বিভিন্ন Subject এর সাথে Modal Verbs এর পরিবর্তন হয় না।
2. Modal Verbs এর পরে to বসে না।
3. Modal Verbs এর পরে not ব্যবহৃত হয়। Modal Verbs এর পূর্বে কখনও don't/ doesn't/did't/isn't/aren't/wasn't/weren't ব্যবহৃত হয় না।

Note:

1. Modal verbs do not change form with different subjects. (বিভিন্ন Subject এর সাথে Modal verb এর পরিবর্তন হয় না।)

Example- He can swim.

He cans swim. X (not correct)

2. Use a base verb after a modal. Do not use 'to'. (Modal এর পরে মূল verb ব্যবহার করা। To ব্যবহার করো না।)

Example- He might join the class party.

He might to join the class party. x (not correct)

3. Use not after modal. Do not use don't, doesn't, isn't, aren't, wasn't, or won't. (Modal পরে not ব্যবহৃত হয়, don't, doesn't, isn't, aren't, wasn't or won't ব্যবহৃত হয় না।)

Example- You should not disobey the traffic rules.

You don't should disobey the traffic rules. X (not correct)

Activity: 9.2

Read the conversations.

Polite request by using 'can, could, may'

Suppose a student is seeking help from a teacher, and the conversation is like this-

Student: **May** I come in sir?

Teacher: Yes, please.

Student: Sir, I didn't understand this topic. **Could** you please explain this again, sir?

Teacher: Sure. I will. But before I explain, you **should** read chapter two of this book.

Student: I don't have this book. **Can** I please borrow your book for a while?

Teacher: Sure. But return it to me in two days and read attentively or you **could** fail to get my explanation.

Student: I will sir. Thank you so much.

Teacher: Welcome.

Activity: 9.3

Note:

1. বিভিন্ন Subject এর সাথে Modal Verbs এর পরিবর্তন হয় না।
2. Modal Verbs এর পরে to বসে না।
3. Modal Verbs এর পরে not ব্যবহৃত হয়। Modal Verbs এর পূর্বে কখনও don't/doesn't/did't/ isn't/aren't/wasn't/weren't ব্যবহৃত হয় না।

We use 'must, have to' for obligation. To indicate possibility we use 'might'.

(বাধ্যবাধকতা অর্থে আমরা must, have to ব্যবহার করি এবং সম্ভাবনা অর্থে might ব্যবহার করি।)

Suppose, two friends are planning to go on a picnic and the conversation is like this—

Ratna: Hi Jibon, we are going on a picnic the next week. **Would** you like to join us?

Jibon: I would love to join you. But I **must** take permission from my parents.

Ratna: Ok. I think they will allow you.

Jibon: They **might** allow me. **I have to** take some preparation for it as well.

Ratna: That's good. I hope you will join us.

Jibon: I hope so.

Note

1. Modal verbs do not change form with different subjects.

Example- He can swim.

He cans swim. X (not correct)

2. Use a base verb after a modal. Do not use 'to'.

Example- He might join the class party.

He might to join the class party. x (not correct)

3. Use *not* after modal. Do not use don't, doesn't, isn't, aren't, wasn't, or won't.

Example- You should not disobey the traffic rules.

You don't should disobey the traffic rules. X (not correct)

Answer Key: 9.3

- a. I can't do the exercise.
- b. You must give up bad habits.
- c. She will return soon.
- d. My friend might help us.
- e. My grandma can stay with us.

Thirdly, SS will engage in discussion to identify the value of modal verbs in meaningful conversations.

Instruction: (i) Engage SS to do activities **9.4 – 9.6** in groups (ii) Engage them to do peer checking and in group discussion (iii) Guide SS to find out the correct answers (iv) Complete the task in 2 hours.

9.4 In groups, make sentences of your own using the given modal verbs.

Request politely		
Modal Verbs	Sentences	
Can		
Could		
May		

Obligation		
Modal Verbs	Sentences	
Must		
Have to		

Possibility		
Modal Verbs	Sentences	
May		
Might		

9.5 Activity for Polite Request.

Suppose that you have gone on a trip to Cox's Bazar. You need to know something about this new place. You want to ask the following questions to someone. Now, rewrite these questions/sentences in polite form.

- i. What time is it?
.....you tell me what time it is?
- ii. Where is the nearest hotel?
.....you tell me where the nearest hotel is?
- iii. Where is the ATM booth?
.....you tell me where the ATM booth is?
- iv. Give me a change for a hundred taka note.
.....I have a change for a hundred taka note?
- v. What would be the best route to the beach?
.....you tell me what the best route to the beach would be?

Sample answers of 9.5

- i. Could, ii. Could, iii. Could, iv. Can, v. Would

Activity 9.6

See the illustrations and respond to the situations in writing.

Situation-2: Jibon wants to borrow a pen from Ratna. What should Ratna do?

Suggested response: Ratna should give him a pen

Situation-3: Someone is bullying your friend. What should you do?

Suggested response: You should protest

Situation-4: In Bangladesh, road accidents occur frequently. What can be done to avoid road accidents?

Suggested response: I must obey the traffic rule.

Situation-7: One of your friends was absent from class on Sunday. Now, how can you help him?

Suggested response: You can help him by giving class notes if he wants.

Context-9: Cloudy Sky. Now, Predict the weather.

Suggested response: It might rain.

Finally, SS will produce text.

Instruction: (i) Engage SS in activity **9.7** (ii) Provide SS sufficient time to speak and give clues (iii) Use grammar correction checklist to assess writing (iv) Complete the task in one hour.

Activity:

9.7 Complete the writing.

Write down 10 sentences using modal verbs about “Your responsibility as a student towards yourself and your community”. For example, you can start with:

As a student, I must study regularly. I should not waste my time.....



The Boy Under the Tree

The focus of this experience is on:

Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly.

Therefore, in this experience —

SS will experience, reflect on and use common verbal and non-verbal expressions (linguistic, vocal and gestures etc.) for expressing intentions, attitudes, feelings, and conventions promoting and maintaining democratic values and practices in and outside the classroom.

- **Firstly**, SS will talk about their favourite sports that they usually play during the school/tiffin break.
- **Then**, they will reflect to comprehend the idea of gender inclusion in choosing sports.
- **After that**, SS will be exposed to a story of a physically-challenged student followed by a discussion on inclusiveness.
- **Finally**, SS will provide their ideas on how they can maintain inclusiveness in some given social situations/instances.

In doing so –

Firstly, SS will talk about games and sports and will reflect to discuss gender inclusiveness in choosing games and sports.

Instructions: (i) Engage SS in activities **10.1** and **10.2** in groups/pairs. (ii) Elicit answers from the whole class. (iii) Now engage SS in activities **10.3** and **10.4** in groups/pairs. (iv) Provide SS sufficient time to think and discuss; give clues if requires. (v) Ensure participation of all SS in the discussion, and **use rubrics to assess student engagement**. (vi) Ask each group to share their findings in the class. (vii) Complete these tasks in one and a half hours.

Secondly, SS will be engaged in reading a story about a physically-challenged student.

Instructions: (i) Engage SS in activity **10.5** in groups/pairs. (ii) Check if there are any unknown words and try to elicit the meaning of unknown vocabulary from SS. (iii) Engage SS in activities **10.6** in groups/pairs and do peer checking. (iv) Now ask SS to do activity **10.7** in groups/pairs and monitor. (v) Give them sufficient time to discuss prior to writing the answers. (vii) Complete these tasks in two hours.

Answer key:

10.6 Read the story again. Now choose the correct words/phrases to make the following sentences meaningful.

tiffin, under, interested to, plays, usually, an idea, happy, follow, smile

- Zahin **plays** with his friends in the **tiffin** time.
- Jamal **usually** watches his friends play sitting **under** a Banyan tree.
- Jamal is also **interested to** play with his friends.
- Zahin finds **an idea** to make his friend Jamal **happy**.
- We all should **follow** Zahin to make a friend **smile**.

10.7 In groups/pairs write the answers to the questions given below. Then, exchange your copy with other groups/pairs.

- Who are Zahin and Jamal?

Answer: Zahin and Jamal are classmates.

- What does Zahin notice while playing cricket?

Answer: Zahin notices that a boy was sitting under the banyan tree while they are playing cricket.

- What does Jamal usually do during the tiffin break?

Answer: In the tiffin period, Jamal usually sits under the banyan tree and watches his classmates playing cricket.

- What is Zahin's plan to include Jamal in the game?

Answer: Zahin's plan is to play chess so that Jamal can join them.

e. Do you have any students who are physically challenged in your class/school?

Answer: Yes/No.

f. Have you done anything like Zahin to make them smile? If yes, write in short.

Answer: The answer varies. The answer may be–

Yes, once we arranged a sound-producing cricket ball to play with one of our classmates who was visually challenged.

g. Write 5 ways you can help physically challenged students in your school.

Answer:

1. Assist them to step up the stairs.
2. Help them take class notes.
3. Involve them in playing.
4. Assist them to enter the school and move into the classroom.
5. Make them feel included.

Finally, SS will provide their ideas on how they can maintain inclusiveness in some given social situations/instances.

Instructions: (i) Engage SS in activity **10.8** in groups/pairs and monitor. (ii) Give them sufficient time to discuss prior to writing the answers. (iii) Ensure participation of all SS during the discussion, and **use rubrics to assess student engagement**. (vi) Ask each group to share their findings in the class. (vii) Complete the task in two hours.

Answer key:

Activity 10.8

10.8 In groups/pairs, read the following situations and then write what you can do in those situations to make your friend smile.

Situation one: To make Rida feel included we will always invite her in every aspect of our school life. For example, in our group discussion, we will ask her to share her opinions. Sometimes we will play such games that she can also play like cricket with a sound-producing ball, ludo, chess etc. Whenever we study in a group, we will never exclude her. We will try to help her in studying.

Situation two: Firstly, we will accept that Marche Chakma came from a different place, so it is normal that his Bangla pronunciation will not be appropriate like ours. That is why we will never make him feel embarrassed and resist others mocking her. We will

also help her to learn our language. We will include him in our cultural festivals, games, picnics, and group discussions so that he can feel more welcome.

Situation three: Firstly, we will not make him feel neglected in school. We can make the school environment friendly for him. Sometimes we can gift him something such as a pencil, eraser, colour pencil, toys etc, and we can share food with him. At festivals, we can invite him to our home, and we can also visit his house as well.

Situation four: We can join her festivals to make her less alone. Besides, we can invite her to join our festivals.



Meeting an Overseas Friend

The focus of this experience is on:

Competency 1: Ability to communicate with relevance to given contexts.

Therefore, in this experience —

Students will be exposed to various authentic/simulated instances, and reflect on the required features of a given context to communicate with peers and adults with a wide range of vocabulary using multiple strategies.

Experience (5 hours)

- **Firstly**, SS will share their approaches to communicating in different circumstances.
- **Then**, SS will be exposed to a conversation between a Bangladeshi and a foreign boy talking about different manners and etiquette.
- **After that**, SS will be engaged in group discussions to find cultural differences in communication.
- **Finally**, SS will play a role in a group according to given situations, and/or SS will address some appropriate forms of conversations from the given situations; or complete 2/3 incomplete conversations.

In doing so –

Firstly, SS will share their approaches to communicating in different circumstances.

Instruction: (i) Engage SS in activity **11.1** and monitor. (ii) Provide SS sufficient time to think and give clues if requires, and demonstrate asking and answering questions. (iii) Now engage SS in activity **11.2** in pairs/groups. (iv) Do peer checking and elicit answers from the whole class. (v) Complete these tasks in one hour.

Note:

Greeting:

A greeting is something friendly that we say or do when we meet someone (e.g., *hello, hi, Assalamu Alaikum, Namaskar, Adab, Good Morning, etc.*).

Address:

When we talk to someone, we address them. Sometimes we use their names (e.g., *Dipok, Helal Chacha, etc.*), or titles (e.g., *Ms. Yesmin*), and sometimes we use a word that shows our feelings for them (e.g., *my son, dear friend, etc.*).

Refusal:

A refusal is when we say *no* to someone or we *disagree* with something (e.g., *No, I'm not. Sorry that I can't take it, etc.*).

Closing:

The way we end a conversation (e.g., *see you again, bye, good night, etc.*)

Answer key:

11.2 In pairs/groups, discuss the following questions. Then, write the answers in the table below. One is done for you.

a. Who do you talk to every day?

Answer: I talk to some people regularly. For instance, my mother, my father, my sister, my brother, my grandmother, my grandfather, my teachers and my friends.

b. How do you greet them?

Answer: I greet older persons by giving them a Salam.

c. How do you address them?

Answer: I address my parents by saying 'abbu/baba/dad', 'amma/ma/mom'. I address my grandparents as dada and dadi. I address my friends by their names. I address my siblings by apu and bhaiya.

d. How do you accept or refuse someone/something?

Answer: I accept someone/something by thanking him/her. For example, 'Thank you so much, I will be happy to do it or have it.'

I always try to be polite whenever I need to refuse someone or something. For example, 'I'm extremely sorry, I can't join you now'.

e. How do you end the conversations?

Answer: I always end the conversation by saying goodbye/have a nice day/ take care/ see you later, etc.

Secondly, SS will be exposed to a conversation between a Bangladeshi and a foreign boy talking about different manners and etiquette.

Instruction: (i) Engage SS in activity **11.3** and monitor. (ii) Check if there are any unknown words and try to elicit the answers from the students. (iii) Now engage SS in activities **11.4 and 11.5** in pairs/groups. (iv) Do peer checking and elicit answers from the whole class. (v) Complete these tasks in two hours.

Activity 11.4

Answer key: Answers are in bold

11.4 Here are some words from the above conversation. The meanings of these words/phrases are given below with alternatives. Choose the best answer among the four.

A. I find it interesting the way you address the people you meet. Here the underlined word means-

- i) valuable
- ii) familiar
- iii) **different**
- iv) rare

B. We say hello to elders and strangers. Here the underlined word means-

- i) Elderly persons
- ii) Youngers
- iii) Seniors
- iv) **Unknown persons**

C. We have cultural differences around the world. Here the underlined word means-

- i) Exchange
- ii) Choices
- iii) **Varieties**
- iv) Practice

D. We usually say no directly. Here the underlined word means-

- i) Personally
- ii) Simply
- iii) **Straightly**
- iv) Lately

E. I used to think that everyone greets us the way we do. Here the underlined word means-

- i) Never in the past
- ii) Sometimes in the future
- iii) **Always in the past**
- iv) Always in the future

Activity 11.5

Answer key:

11.5 Now in pairs/groups, ask and answer the following questions.

a. Who are Leonard and Dalia?

Answer: Leonard is from Canada and Dalia is from Bangladesh. Both read in class six.

b. What did Leonard find interesting in addressing people?

Answer: Leonard found A interesting the way Dalia addressed the people she met.

c. In Canada, how do people call their teachers?

Answer: In Canada, people call their teachers by their names.

d. How do Muslims and Hindus greet each other in our country?

Answer: Muslims greet each other by saying 'Assalamu-Alaikum and Hindus greet each other by saying 'Namaskar'

e. How do the people of Canada say 'no' to others?

Answer: Canadian people do not say 'no' directly. Instead, they use words such as 'apology', 'I am afraid', 'sorry, but', then they explain why they are refusing.

Thirdly, SS will be engaged in a discussion to find cultural differences in communication.

Instruction: (i) Engage SS in activity **11.6** in groups/pairs. (ii) Do peer checking and elicit answers from the whole class. (iii) Complete the task in one hour.

Activity 11.6

Answer key:

11.6 Read the conversation again. In pairs/groups, identify the cultural differences between in the communication of the Bangladeshis and Canadians.

	Bangladeshi Culture	Foreign/Canadian Culture
Addressing elders	Uncle, Aunty. Sister. Brother	By his/her first name
Addressing strangers	Brother, Sister, Bhai	Hello
Addressing teachers	Sir	Either first name if informal or Mr/Mrs/Dr/Professor+ surname in formal contexts.
Greeting teachers	By giving salam or namaskar or adab	By saying good morning/good afternoon etc
Greeting elders	By giving salam or namasker or adaab	<i>good morning and good night.</i>
Greeting strangers	By giving salam or namasker or adaab	<i>good morning and good night</i>

Greeting friends/ youngers	Hi	Hi
Refusing something/ someone	By directly saying no.	Use words ‘apology’, ‘I am afraid’, ‘sorry, but’, then explain why we are refusing.

Finally, SS will address some appropriate forms of conversations from the given situations and act them out.

Instruction: (i) Engage SS in activity 11.7 in pairs. (ii) Elicit answers from the whole class. (iii) Complete the task in one hour.

Answer key:

Activity 11.7

11.7 Now read the following conversation. In pairs/groups, complete it with appropriate words/expressions. Practise the conversation in pairs. And later, act it out in front of the class.

Rakib: Hi. Good afternoon.

(Respectful initiation)

Scott: Hello. Good afternoon.

(Response and comprehension)

Rakib: I see that you are holding a book on birds. Are you interested in wildlife?

(Inquiring and probing)

Scott: Yes. I really enjoy reading about wildlife. Do you like them as well?

(Actively listening and showing understanding)

Rakib: Yes indeed. That’s why when I saw you with his book, I had to ask you whether you are also an animal lover? I am Rakib by the way.

(Clearing the reasoning for conversation initiation)

Scott: Nice to meet you, Rakib. My name is Scott.

(Comprehension)

Rakib: Nice to meet you, Scott. What do you think about this book fair?

(Enquiring and probing)

Scott: I read about this book fair earlier, but I did not know that there would be more than 400 stalls. There are so many books to check out and buy.

(Being clear and concise)

Rakib: Yes, I have already bought two science fictions, one fiction, and a poetry collection. The more stalls I visit, the more I want to buy.

(Actively listening and adding to the conversation)

Scott: I understand how you are feeling. I feel the same way. A copy of *Wildlife* was the last book on my list. I will go home now. It was nice to meet you, Rakib.

(Clarifying)

Rakib: I still have a book to buy. After that, I will go home. It was nice to meet you too, Scott.

(Respectfully showing understanding)



Medha's Dream

The focus of this experience is on:

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

Therefore, in this experience —

Students will be exposed to different genres of texts, and reflect on the required linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, etc), based on what will produce texts.

Note:

Tense refers to the time when an action takes place. According to time, there are three main tenses.

The Present Tense refers to an action in the present and a habitual, or extremely true action.

The Past Tense refers to an action in the past.

The Future Tense refers to an action that will take place in future.

Experience (5.5 hours)

- **Firstly**, SS will talk about the purpose of a diary.
- **Then**, SS will be exposed to a story to identify different forms of tenses.
- **After that**, SS will engage in discussion about the uses of different tenses in different contexts.
- **Finally**, SS will use different tenses in producing sentences.

In doing so –

Firstly, SS will talk about the activities they usually can note down in a diary.

Instruction: (i) Show SS the illustration of an opened diary and engage in activity **12.1** (ii) Help them to discuss in groups/pairs what they probably can do with a diary. Provide necessary clues (e.g., SS can write about their important things and/or memorable or interesting things in a diary; SS can note down what they are planning to do in the next few days (iii) During discussions, help SS notice the things they did and that they will do in terms of verbs and tenses (iv) Engage SS in the activity **12.2** in groups/pairs and provide SS sufficient time to think (v) Ask them to write three complete sentences (e.g., I played ...; I went to...) (vi) Monitor and elicit answers (vii) Give them initial ideas of three tenses along with sufficient examples. (viii) Complete the task in one and a half hours.

Secondly, SS will read the story and identify tenses from some sentences.

Instruction: (i) Ask SS to read the story referring the activity **12.3** and then engage in activity **12.4** in pairs (ii) Help them with the meaning of the story, e.g., explaining difficult vocabulary (iii) After the completion of the task **12.4**, engage them in peer checking (iv) Give feedback while eliciting answers (v) Complete the task in one hour.

Sample answers of 12.4

1. Present Simple/ Indefinite
2. Past Simple/ Indefinite
3. Present Simple/ Indefinite
4. Past Simple/Indefinite
5. Future Simple/ Indefinite
6. Past Simple/ Indefinite
7. Present Progressive/Continuous
8. Future Simple/Indefinite

Thirdly, SS will be familiar with the structures of different tenses and write structures of some sentences.

Instruction: (i) Engage SS in activity **12.5 – 12.8** (ii) Ask SS to notice the structures of the given sentences (iii) For activity **12.6**, ask them to read the story again and write structures of 10 sentences individually from there (iv) For all the activities do peer checking (v) Finally elicit answers and provide feedbacks (vi) Complete the task in two hours.

Sample answers of 12.8

1. go
2. rises
3. helps
4. take
5. helped
6. got
7. played
8. will prepare

Finally, SS will produce sentences using different tenses.

Instruction: (i) Engage SS in activity **12.9 – 12.10** in pairs/groups (ii) Ask SS to do peer checking (iii) Elicit answers and provide feedback (iv) Complete the task in one hour.

For the game, if there is not enough space in the classroom for making a circle, SS may be asked to play the game sitting on the benches. In this case, students who will go out of the game (making mistakes) will stand up.



My Books

The focus of this experience is on:

Competency 4: Ability to comprehend and connect to a literary text using contextual clues

Therefore, in this experience —

Students will be exposed to different genres of literary texts, and reflect on the elements of storytelling (plot, character and setting) which will enable them to connect to the text, and based on that they will be able to express their appreciation.

Experience (5 hours)

- **Firstly**, SS will reflect to discuss what are the new things they learned from a book (Such as new words, use of adjectives, stories, poems, and features of conversation)
- **After that**, SS will be engaged in a discussion on different perspectives of reading books.
- **Then**, SS will read a poem and will be engaged in finding literal and intended meaning, and different features of the poem.
- **Finally**, SS will produce a written text on their favourite book/story/poem focusing on what makes this book/story/poem interesting to them. (or SS will produce a short story/poem of their own.)

In doing so-

Firstly, SS will reflect to discuss what new things they learned from this textbook.

Instructions: (i) Engage SS in activity **13.1** in groups/pairs. (ii) Elicit answers from the whole class. (iii) Now engage SS in activity **13.2** in pairs. (iv) Ensure participation of all SS during the activity. (v) Complete these tasks in one and a half hours.

Special instructions for activity 13.2: Make pairs and ask SS to count 1 & 2. All 1s will stay in the same seats and all 2s will move and ask the question and note each other’s responses. They will talk for 2 mins. At the end of 2 mins, the teacher will clap or ring a bell and SS will move to the next partner. Likewise, every SS will ask & answer the question.

Secondly, SS will read a poem and will be engaged in finding literal and intended meaning as well as different features of the poem.

Instructions: (i) Engage SS in activity 13.3 in pairs. (ii) Recite the poem, and then ask the students to recite it. Make sure all SS get the chance to recite in pairs or individually. (iii) Now engage SS in activity 13.4 and do peer checking. (iv) Then engage SS in activities 13.5 and 13.6 in pairs/groups. (v) Elicit answers from the whole class. (vi) Complete these tasks in two and a half hours.

Answer key:

Activity 13.4

Column A	Column B
a. Knights	Across (e)
b. Gnomes	To show the way to a group of people (f)
c. Quaint	Lively (d)
d. Hearty	A rank of honor for courage or special achievements (a)
e. Through	Exciting experience (h)
f. Lead	An imaginary small old bearded man with a hat in children’s storybooks (b)
g. Winding	A road with many turns (g)
h. Adventuring (an arrow symbol)	Interesting person (c)

Activity 13.5

Answer key:

Characteristics of the poem 'My Book'

1) Stanzas: The poem has 3 stanzas

I love my book – Knights and gnomes is stanza 1

Each time I read I make a call- And lead me through his wonderland is stanza 2

Each book is like- And take me off adventuring! is stanza 3

2) Rhyming words: homes-gnomes, call-small, hand-land, street-meet, sing-adventuring

Answer key: The answers are in bold

Activity 13.6

a) **'Books are the homes of queens and fairies.'**- what does the sentence mean?

i) Queens live in books happily.

ii) Fairies live in books happily.

iii) Both queens and fairies love to live in books

iv) By reading books you can know about queens and fairies.

b) **What does the poet compare books with?**

i) Gnomes

ii) Quaint person

iii) City street

iv) New friends

c) **What does the poem say about what can you do by reading books?**

i) Know the brave persons in history

ii) Go to the wonderland

iii) Make a call

iv) Meet all the lovely people

d) **How many stanzas are there in this poem?**

i). Two

ii) Three

iii) Four

iv) Five

e) What is the rhyming word for 'homes'?

i) Queens

ii) Small

iii) Friends

iv) Gnomes

Finally, SS will produce a poem of their own.

Instructions: (i) Engage SS in activity **13.7** in groups. (ii) Ensure participation of all SS during the activity and **use the rubric to assess student engagement.** (iii) Ask each group to recite their poem in front of the class. (vi) Complete the task in one hour.

Special instructions for activity 13.7: Collect all the poems and make a spiral binding/ paste into a diary. Later, share the poems with the SS.



Arshi's Letter

The focus of this experience is on:

Competency 1: Ability to communicate with relevance to given contexts.

Therefore, in this experience —

Students will be exposed to various authentic/simulated instances, and reflect on the required features of a given context to communicate with peers and adults with a wide range of vocabulary using multiple strategies.

Experience (6 hours)

- **Firstly**, SS will be engaged in a discussion on whether they have communicated in writing to anyone they know.
- **After that**, SS will be exposed to a text and will reflect to identify some formal and informal features used in letter writing.
- **Then**, they will be asked to re-write the piece of the letter according to the situation and context.
- **Finally**, they will produce formal (official) and personal letters using appropriate features according to the situation and context.

In doing so –

Firstly, SS will be engaged in sharing their experience of written forms of communication with their friends and family.

Instructions: (i) Engage SS in activities 14.1 and 14.2 in groups/pairs. (ii) As there are no specific answers to those questions, encourage them to speak; give clues if required. (iii) Complete the tasks in 30 minutes.

Secondly, SS will be exposed to a reading text, and then will reflect to identify some formal and informal features (e.g., greetings and closing remarks) used in letter writing.

Instructions: (i) Engage SS in activity **14.3** in pairs. (ii) Now engage SS in activity **14.4** and do peer checking. (iii) Now engage them in activities **14.5** and **14.6** in groups/pairs. (iv) For **14.5** provide sufficient time to comprehend and give clues if needed. (v) For **14.6**, first do peer checking and then share the answers with the whole class. (vi) Complete the task in two hours.

Activity 14.4

Words	Meanings
a. Worried	1) Become afraid (c)
b. Abroad	2) To give water (d)
c. Scared	3) Not near (f)
d. Pour water	4) Feeling troubled or upset about something (a)
e. Forehead	5) Become puzzled and don't know what to do (g)
f. Far away	6) A foreign country (b)
g. At a loss	7) The part of the face above the eyebrows (e)

Answer key: a+4, b+6, c+1, d+2, e+7, f+3, g+5.

Note:

Greetings:

'Greetings' are words that we write at the beginning of a letter or email to address a person. It's also called 'Salutation'. For example, If you write to your friend you can use *hello, dear, dear friend, Hey there*, etc. If you write to your teacher you can use 'Dear madam/sir'. So, which greetings you will use depends on your relationship with the receivers.

Body:

'Body' contains the message of a letter or email. It should be simple, clear, and direct. The language of the body can be formal or informal. Again, it depends upon your relationship with the receivers.

Closing remarks:

'Closing remarks' are expressions that come at the end of the letter/email. It is a polite way to end your message. We write the closing remarks right before our name. The common closing remarks are *sincerely yours, love, best, kind regards*, etc. Like greetings and body, which closing remarks you will use depends on your relationship with the receivers.

Activity 14.6

When you write a letter/email to your friend		When you write a formal letter/email to your senior or teacher	
Greetings	Closing remarks	Greetings	Closing remarks
Hi Rupa!	Your friend,	Dear Madam/Sir	Yours truly,
Hi there	All the best	Dear Mr. Chowdhury	Sincerely Yours
Hello Friend	Bye		Yours obediently
	Cheers		Yours
	Best wishes		
	Best regards		
	Love		
	Best		
	Regs		

Thirdly, SS will be engaged in re-writing the piece of Arshi's letter using appropriate formal features (e.g., greeting, closing remark, etc) according to the situation and context.

Instructions: (i) Engage SS in activity **14.7** in groups/pairs and elicit answers from the whole class. (ii) Now engage SS in activity **14.8** in groups/pairs. (iii) Elicit answers and provide feedback to the whole class. (iv) Complete the task in one and half hours

Answer key:

Activity 14.7

Hi Raisa! (This greeting is informal)

How are you? I didn't see you at school yesterday. I called your mother's mobile number but the phone was switched off. Is everything OK?

Please let me know.

Take care.

Bye

Tamanna

Answer key:

Activity 14.8

Hello Madam,

Assalamu Alaikum. I am Arshi, a student of class VI. My mother is unwell. My father is abroad for work. I'm alone. Nobody is around to help us.

A doctor came to see my mother yesterday. He told me something that made me scared. He told me that she seemed to have Dengue symptoms. He asked me to keep the surroundings clean. He also told me to remove all the empty cans, bottles and tubs etc. Who will do all these works? Who will give her medicine? Who will pour water on her forehead when it is too hot? Who will feed her? Our relatives live far away. I am at a loss and can not think properly.

I miss my classes. I miss my friends. Please forgive me, Madam.

Bye.

Arshi Zaman,

Class Six, ID No: 003

Appropriate answer:

Dear Madam/Dear Ms Gulshan,

Assalamu Alaikum. I am Arshi, a student in class VI. I wanted to inform you that my mother is very ill. She has been diagnosed with Dengue symptoms. My father is abroad for work. Only I am here with my mother. I am the only one to look after her but the doctor asked me to keep my surroundings clean. She has no other caretaker. I am at a loss and don't know what to do.

My apologies Ma'am but I need your advice on what to do.

Obediently yours,

Arshi Zaman

Class Six, ID No: 003

Finally, SS will produce formal or personal letters based on the given situation.

Instructions: (i) Now engage SS in activity **14.9** in groups/pairs.** (ii) Prior to engaging SS in writing, give them enough time to plan and decide the topic, sender, receiver, appropriate greetings and closing remarks required for the letters. (iii) **Use a grammar correction checklist to provide feedback on their writings.** (iv) Complete the task in two hours.

**** Write different communication ways with suitable topics on pieces of paper and ask every group to choose one without seeing what is written there. SS will complete activity 14.9 based on that.**



A Fresh Pair of Eyes

The focus of this experience is on:

Competency 4: Ability to comprehend and connect to a literary text using contextual clues

Therefore, in this experience —

Students will be exposed to different genres of literary texts, reflect on the elements of storytelling (plot, character and setting) which will enable them to connect to the text, and based on that they will be able to express their appreciation.

Experience (Six hours)

- **Firstly**, SS will describe the surroundings of their houses (if there are rivers, open sky, trees, ponds, green fields, playgrounds, etc. near their houses).
- **Then**, SS will engage in reading the story.
- **After that**, they will engage in discussing the interesting things in the text. SS will also reflect to identify the characteristics of a story.
- **Finally**, they will produce some texts on given illustrations based on themes extracted from the storyline using their imagination.

In doing so –

Firstly, SS will talk about the surroundings of their houses.

Instructions: (i) Engage SS in activity **15.1** in groups/pairs (ii) Provide SS sufficient time to speak and give clues if needed (iii) Complete the task in one hour.

Activity:

15.1 Ask and answer the questions in pairs.

- Where do you live?
- What things (river, house, yard, tree, etc) can you see in your surroundings?
- What do you like most about your surroundings? Describe two of these.
- Is there anything you do not like about your surroundings? What is that? Give one reason. **Secondly, engage SS to read the story.**

Secondly, engage SS to read the story.

Instructions: (i) Ask SS to read the story individually, referring to activity **15.2** (ii) Check if there are any unknown words and try to elicit the meaning of unknown vocabulary from SS. (iii) Engage SS in activities **15.3** in groups/pairs and monitor (iv) Use rubrics to assess student engagement (v) Ask SS to do pair checking (vi) Complete the task in one hour.

Activity:

15.3 Read the story again and rearrange the sentences given below to make a meaningful story.

- a. They stayed there for a few days and nights.
- b. The son replied, "Now I understand that we are poorer than the farmer."
- c. One day a rich father visited a poor farmer's family with his son.
- d. After their return, the father asked his son, "Have you understood how poor the farmers are?"
- e. The father wanted to show his son how it was to be poor.

Sample Answers: c, e, a, d, b

Thirdly, engage SS in the discussion.

Instructions: (i) Engage SS in activity **15.4** in groups/pairs and monitor (ii) invite SS to do peer checking and elicit answers (iii) Engage SS in activity **15.5** in groups/pairs and monitor. (iv) **Use rubrics to assess student engagement and democratic practice** (v) Elicit answers and provide feedback (vi) Complete the task in two hours.

Activity: 15.5

Read the following note and discuss the characteristics of the story in pairs.

Note: A story has a beginning and an end, character/characters, time, place, incident, and theme. These characteristics make a story different from a poem or an essay.

Sample answers of 15.5: theme, beginning, ending, character, time, place, moral

Finally, SS will produce texts both orally and in writing.

Instructions: (i) Engage SS in activity **15.6** and elicit answers (ii) Ask SS to discuss in groups/pairs for activity **15.7** to generate ideas for the story. Help them with clues, when required. (iii) In elicitation, allow peer feedback and add your comments (iv) **Use a rubric to assess student engagement.** (v) Complete the task in two hours.

15.6 Read the story ‘Into the Wild.’ Identify the following characteristics of the story given below:

- The beginning
- The end
- Characters
- Incidents
- Time
- Place
- Theme

15.7 Discuss in groups and write a description individually on the illustrations. You can also choose any other theme.

Note: While writing the description follow the guidelines below:

- **Select the theme.**
- **Decide the time and place**
- **Now think, how will you start and end the description?**



Save Our Home

The focus of this experience is on:

Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly.

Therefore, in this experience —

SS will experience, reflect on and use common verbal and non-verbal expressions (linguistic, vocal and gestures etc.) for expressing intentions, attitudes, feelings, and conventions promoting and maintaining democratic values and practices in and outside the classroom.

Experience (6 hours)

- **Firstly**, SS will reflect and share their views on a safe home environment from their experiences.
- **Then**, SS will be exposed to a comic strip on an environmental issue.
- **After that**, SS will be engaged in a discussion on the environmental issues depicted in the comic strip.
- **Finally**, SS will recreate a comic strip (by writing/drawing/creating a comic strip) to provide some environmental solutions based on their discussion.

In doing so –

Firstly, SS will share their views on a safe home environment from their experiences based on some guided questions/clues.

Instructions: (i) Engage SS in activity 16.1 in groups/pairs and elicit answers from the whole class. (ii) Now engage SS in activity 16.2 in groups. (iii) Provide SS sufficient time to think and discuss; give clues if required. (iv) Ensure participation of all SS during the discussion, and **use a rubric to assess student engagement**. (vi) Ask each group to share their findings in the class. (vii) Complete these tasks in one and a half hours.

Answer Key:

Activity 16.1

Things that are increasing in your environment	Things that are decreasing in your environment
1. roads	1. rivers
2. cars	2. ponds
3. houses	3. rain
4. heat	4. cultivable land
5. machines	5. trees
6. plastic	6. birds
7. market places	7. playgrounds
8. dust	8. animals
9. buildings	9. fishes
10. wastes	10. forests
11. rickshaws	
12. floods	
13. chemical fertilizer	
14. brick fields	
15. crops	

Secondly, SS will engage in reading a comic strip and will reflect to discuss the environmental issue depicted in the text.

Instructions: (i) Engage SS in activity 16.3 in groups/pairs. (ii) Check if there are any unknown words and expressions, and try to elicit the word meanings from the class. (iii) Now engage SS in activity 16.4 in groups/pairs. (iv) Do peer checking and elicit answers from the whole class. (v) Complete these tasks in one and half hours.

Answer key:**Activity 16.3**

Expressions	Meanings
1. Why the long face?	It's time to be happy. (3)
2. If not, what are friends for?	It's very sad! (4)
3. Be done with your sad face.	Life in the world isn't as safe as it was in the past. (5)
4. That's awful!	What makes you sad? (1)
5. What this world is coming to!	In need, a true friend is always beside a friend. (2)

Answer key:**Activity 16.4**

The characters in the comic strip	The reasons for sadness
1. Sifat	his best friend is moving to another city
2. The tree	There are no trees left
3. The bird	It's friends and family are homeless
4. The fish	the pond is becoming small

Finally, SS will recreate a comic strip (by writing/drawing/creating a comic strip) to provide some environmental solutions based on their discussion.

Instructions: (i) Engage SS in activity 16.5 in groups/pairs. (ii) Provide them sufficient time to think and elicit answers from the whole class. (iii) Now engage SS in activity 16.6 in groups/pairs. (iv) Provide them sufficient time to think and plan prior to writing the ideas. (v) Ensure participation of all SS during the discussion. (vi) Complete these tasks in three hours.

Answer key: Probable answers are in bold

Activity 16.5

a. If one of your best friends is unhappy, you will-

- i) **spend a good time with him**
- ii) offer some gifts.
- iii) **listen to him attentively**
- iv) tell a joke

b. If your friend, the bird, has lost its home as someone has cut the tree where it used to live, you will-

- i) buy it a cage
- ii) **plant as many trees as possible**
- iii) **tell people not to cut trees**
- iv) make a new nest in a tree

c. If your friend, the tree, has lost its family to meet up human needs, you will-

- i) **plant new trees**
- ii) **tell people about the importance of trees**
- iii) **write to newspaper against it**
- iv) make a long face

d. If your friend, the fish, has lost its home because people are filling the water bodies, you will-

- i) put it into an aquarium
- ii) try to forget it
- iii) **make posters to make people aware**
- iv) **talk to your friends and make a plan**



King Lear

The focus of this experience is on:

Competency 4: Ability to comprehend and connect to a literary text using contextual clues

Therefore, in this experience —

Students will be exposed to different genres of literary texts, reflect on the elements of storytelling (plot, character and setting) which will enable them to connect to the text, and based on that they will be able to express their appreciation.

Experience (5.5 hours)

- **Firstly**, SS will talk about their known genre of literary texts (e.g., poetry, short stories).
- **Secondly**, SS will reflect to associate their ideas with play/drama in terms of their preferences and in terms of literary features.
- **Then**, they will be exposed to an excerpt from King Lear and will engage in a discussion on the features of a play.
- **Finally**, SS will produce comparative writing on different genres of literary texts.

In doing so-

Firstly, SS will talk about their known genre of literary texts.

Instructions: (i) Engage SS in activity 17.1 in pairs. (ii) Now engage SS in activity 17.2 in pairs/groups. (iii) Ensure participation of all SS during the activity and elicit answers from the whole class. (iv) Complete these tasks in one hour.

Answer key:**Activity 17.2**

Literary Writings	Characteristics
1. Short story	common themes are time & space travel; explores the impact of science on people. (5)
2. Play/Drama	Has stanza, rhyme, and rhythm. (3)
3. Poetry	Has the beginning, ending, characters, facts, time, place, and theme and is short on length (1)
4. Fable	Divided into acts and scenes, includes a plot, settings and dialogues, etc. (2) [see the SS book]
5. Science fiction	Short and has a moral lesson. (4)

Secondly, SS will reflect to associate their ideas with play/drama in terms the literary features.

Instructions: (i) Engage SS in activity 17.3 in pairs. (ii) Ensure participation of all SS during the activity and explain if requires. Make all the elements of a play/drama clear to the SS with sufficient examples. (iii) Complete the task in half-hour.

Note-1:

A play is a form of literature written by a playwright. It is performed on a stage. A play is more to be seen than to be read. Usually, a play has dialogues, characters, plot (that is, the sequence of the story like a beginning, climax, ending, etc.), and setting (that is, where the story is set). A play is divided into acts and scenes.

Thirdly, SS will be exposed to an excerpt from King Lear and will engage in a discussion on the features of a play.

Instructions: (i) Engage SS in activities 17.4 and 17.5 in pairs. (ii) Ensure participation of all SS during the activity and elicit answers from the whole class. (iii) Now engage SS in activity 17.6. (iv) For activity 17.6, the teacher will encourage and help them to prepare the set and costume. **Later, in the Annual Cultural Program or any other suitable celebration, SS will act it out on the stage.** (v) Complete these tasks in three hours.

Answer key:**Activity 17.5**

Column A (Characteristics)	Column B (Examples)
1. Dialogue	Cordelia: Nothing, my lord. King Lear: Nothing?
2. Characters	King Lear
3. Plot	King Lear wants to know who loves him the most and divides his kingdom among them according to their love
4. Acts & scenes	Act 1 Scene 1
5. Setting	Ancient Britain

Finally, SS will produce comparative writing on different genres of literary texts.

Instructions: (i) Engage SS in activity **17.7** in pairs/groups. (ii) Provide SS sufficient time to discuss and give clues or examples if requires. (iii) Ensure participation of all SS during the activity and **use the rubric to assess student engagement**. (iv) Complete the task in one hour.



Four Friends

The focus of this experience is on:

Competency 4: Ability to comprehend and connect to a literary text using contextual clues

Therefore, in this experience —

Students will be exposed to different genres of literary texts, reflect on the elements of storytelling (plot, character and setting) which will enable them to connect to the text, and based on that they will be able to express their appreciation.

Experience (5 hours)

- **Firstly**, SS will be engaged in sharing their memories of how they celebrate their festivals.
- **Then**, SS will reflect to discuss the differences among various festivals in Bangladesh.
- **After that**, SS will read a story and will be engaged in identifying the key theme of the story.
- **Finally**, SS will discuss among themselves and produce a text on how they can celebrate all the festivals with their friends.

In doing so-

Firstly, SS will be engaged in sharing their memories of how they celebrate their festivals.

Instructions: (i) Engage SS in activity **18.1** in groups/pairs. (ii) Elicit answers from the whole class. (iii) Now engage SS in activity **18.2** in pairs. (iv) Ensure participation of all SS during the activity and elicit answers from the whole class. (v) Complete these tasks in half an hour.

Answer key:**Activity 18.2**

18.2 Bangladesh is a country of festivals. Throughout the year, we celebrate different types of festivals such as religious, national and cultural. Now, in pairs/groups complete the following table and share it with the class.

The festivals we celebrate

What is the name of the festival?	When do you observe it?	What kind of dress do you wear?	What are the foods you eat?	Where do you visit?	What fun activities do you do?
Pahela Boishakh	14 April, First day of Bangla New Year	Panjabi, Saree	Panta (Watered Rice), Elish (Hilsha)	Ramna, Boishakhi Mela	Mangal Sovajatra, Boishakhi Mela
Eid-ul-Fitr Eid-ul-Adha	1 st of Shawwal and 10 th of Zilhajj	New dress Panjabi, Salwar, Saree etc.	Sweets, Meats, Fruits	Eidgah, Relatives' house, Eid Mela	Fun with friends and family members, Get together
Durga Puja	Bangla Ashwin month	New Dress	Sweetmeats Fruits Laddu Prasad (Foods that are devoted to Goddess)	Pujamondop, Mondir, Mela, Bijoya	Friends and family get together, Gifting each-other
Probarana Purnima	Bangla Ashwin month	New dress	Sweetmeats Fruits Laddu		Friends and family get together, Gifting each-other
Christmas	25 December	New Dress	Sweetmeats Fruits Cake		Santa Clause and his gift treading, New Gift from parents,

Secondly, SS will reflect to discuss the differences among various festivals in Bangladesh (e.g., religious and cultural festivals, national festivals, etc).

Instructions: (i) Engage SS in activity **18.3** in groups/pairs. (ii) Ensure participation of all SS during the activity and provide clues if required. (iii) **Use a rubric to assess student engagement.** (iv) Elicit answers from the whole class and provide feedback. (v) Complete these tasks in one hour.

Answer key:

Activity 18.3

18.3 In pairs/groups, read the names of the festivals in the box below and then categorize them in the right columns in terms of their types. Now, write 2-3 differences among these festivals/nation days. One is done for you.

Eid-al-Fitr, Durga Puja, Christmas, Prabarona Purnima, Pahela Boishakh, Mother Language Day, Diwali, Independence Day, Easter Sunday, Independence Day, Nabanno, Eid-al-Adha

Types of festivals	Name of the festivals
1. Religious	1. Eid-al-Fitr 2. Durga Puja 3. Christmas 4. Prabarona Purnima 5. Easter Sunday 6. Diwali 7. Eid-al-Adha
2. Cultural	1. Pahela Boishakh 2. Nabanno
3. National	1. Mother Language Day 2. Independence Day 3. Victory day

Differences among these festivals:

1. Religious festivals are celebrated mainly by people from different religions. For example, the Muslims celebrate Eid, the Hindus celebrate Durga puja. But, cultural and national festivals are celebrated by the people of all religions.
2. Cultural festivals are celebrated by people of the same culture. For example, the Bangalee people celebrate Pahela Boishakh as the new year's first day, and tribal people of our country like Chakma celebrate their Biju instead of Pahela Boishakh.
3. National festivals are celebrated by the people of a similar nation. It varies from nation to nation. For Example, in Bangladesh, we celebrate 16 December as our Victory Day.

Thirdly, SS will engage in reading a story, “Four Friends”, and will engage in identifying the key theme of the story.

Instructions: (i) Ask SS to complete activity **18.4** as a home task. (ii) Now in class, engage SS in activity **18.4.1** in groups/pairs and elicit answers from the whole class. (iii) Now engage them in activity **18.5** in groups/pairs. (iv) Ensure participation of all SS during the activity and provide clues if required. (v) Elicit answers from the whole class and provide feedback. (vi) Now engage SS in activity **18.6** in groups/pairs. (vii) Elicit answers from the whole class and provide feedback. (viii) Complete these tasks in two hours.

Answer key:**Activity 18.5**

18.5 Now in groups/pairs find out the meanings of the following words. Also, write a sentence of your own with these words. If necessary, take the help of a dictionary or your teacher. Then, share the table with the class. One is done for you.

Words/Phrases	Meaning	Your sentence
1. Hug	Embrace, squeeze someone tightly in one's arms	We hug each other on Eid Day.
2. Bend down	Bow	
3. Wrapped	Covering/packaging something with paper or anything like that	He wrapped the gift in brown paper.
4. Explode	To burst forth emotionally	He exploded with joy.
5. Giggle	keep laughing in a childlike way/মুখ চাপিয়া হাসা	Who is giggling there?
6. Nodded	Bend the head forward and quickly backwards	She nodded to say 'yes'
7. Delight	A high degree of pleasure or enjoyment	She takes great delight in writing poems.
8. Temple	A place where people worship their deity	Let's visit the temple.
9. Gazed at	Staring at something	They all gazed at the plane.
10. Beard	Hair grows at the chin	The priest has a long white beard.
11. Swaying	Flowing/flying	The pendulum is swaying.
12. Sack	Bag to keep or carry things	My father bought a sack of rice.

Answer key:**Activity 18.6**

18.6 Can you remember the characteristics of a story? If needed open at page 115, and have a look. One of the main characteristics of a story is ‘the theme of the story.’ Now, read the note in the following box and find out the major theme of the story ‘Four Friends’. Then explain it to the class.

Note:

In a story, you may find more than one theme. The key theme is the lesson that the author wants you to learn. The author doesn't tell it in the story. You have to understand it. For that, you have to observe the characters, their activities and the results of their activities.

When you will write the theme of a story, remember the following things:

- You have to write a complete sentence, not a word.
- You cannot write any character's name of the story.
- And finally, the theme of the story will be true for everyone.

For example, the theme of the story ‘A Lair Cowboy’ may be ‘If you lie you lose the trust of people.’

Now, let's write!

You can start writing the theme of the story 'Four Friends' in the following way or you can start in your way.

The key theme of the story 'Four Friends' is religious harmony. Because in the story the main characters, the four friends, were from different religions, but they celebrate their religious festivals with each other. Religious differences cannot make any barrier to their friendship. They also help each other to learn about different religions and its culture.

Finally, SS will discuss among themselves and produce a text on how they can celebrate all the festivals with their friends.

Instructions: (i) Engage SS in activities **18.7.1** and **18.7.2** in groups. (ii) Teacher can ask different groups to choose either one of the activities. (iii) Provide them sufficient time to think and plan before completing this activity. (iii) Ensure participation of all SS during the activities and provide clues if required. (iv) **Use a grammar correction checklist to assess the writings.** (v) Complete the task in one and a half hours.



Model of Glossary

Talking to People			
Word	Meaning	Example sentence	Your sentence
Appreciate	Admire (প্রশংসা করা)	The man appreciated the boy for his help.	
Elderly	Old/ Aged (বয়স্ক)	We must have respect for the elderly people.	
Conversation	Discussion (কথোপকথন)	We have a long conversation about our food habit.	
Direction	Way/ Course (নির্দেশনা)	We should follow the direction of our teachers.	
Later	Behind/ Behind the time (পরে)	She returned from home several weeks later.	
Relationship	Connection (সম্পর্ক)	I have a close relationship with my brother.	
Acquaintance	Familiarity/ Contact (পরিচিতি)	We have close acquaintance with our neighbours.	
Parking	Locating/ Positioning (যানবাহন রাখার জায়গা)	The car was parked in the parking place.	
Guard	Protector/ Sentry (পাহারাদার)	He worked as a guard in the prison.	
Disability	Incapacity/ Ailment (অক্ষমতা)	Physical disability hampers our normal life.	
Gardener	Nurseryman/ Greenkeeper (মালি)	The gardener mows the grass regularly.	
Outside	Outdoor (বাহিরে)	He waited for me outside the classroom.	
Recognize	Identify (চিনতে পারা)	I could not recognize her at first.	
Stranger	Outsider/ Unknown person (অপরিচিত ব্যক্তি)	I was a stranger there.	
Compliment	Praise (প্রশংসা)	We should give him complement for his good job.	
Well-being	Comfort/ Happiness (সুস্থতা)	Physical well-being is necessary for normal life.	





কম্পিউটার ল্যাব

বর্তমান সরকার শিক্ষায় তথ্য ও যোগাযোগ প্রযুক্তির বহুমাত্রিক ব্যবহার বিষয়ে অধিকতর গুরুত্ব দিয়েছে। ফলে সামগ্রিক শিখন-শেখানো কার্যক্রমে অভাবনীয় সাফল্য এসেছে। শিক্ষার্থীদের হাতে-কলমে শিক্ষাকার্যক্রম পরিচালনা নিশ্চিত করতে দেশের বেশিরভাগ বিদ্যালয়েই কম্পিউটার ল্যাব স্থাপন করা হয়েছে। বিভিন্ন প্রকল্পের মাধ্যমে প্রতিটি বিদ্যালয়ে কম্পিউটার ল্যাব স্থাপন ও আনুষঙ্গিক উপকরণ সরবরাহের কাজ এগিয়ে চলছে।

Academic Year 2024

Class Six

Teachers' Guide

ENGLISH

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে
— মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

Always speak the truth

তথ্য, সেবা ও সামাজিক সমস্যা প্রতিকারের জন্য '৩৩৩' কলসেন্টারে ফোন করুন

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টারে
১০৯ নম্বর-এ (টোল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



Ministry of Education

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