

Diploma in Primary Education

DPEd

English

Resource book

Subject Knowledge & Pedagogical Knowledge

National Academy for Primary Education (NAPE)

Mymensingh

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মুখবন্ধ

বাংলাদেশের প্রাথমিক শিক্ষার শিক্ষকদের পেশাগত দক্ষতার মানোন্নয়নে সার্টিফিকেট ইন এডুকেশন (সি-ইন-এড) কোর্সটি সুদীর্ঘকাল উল্লেখযোগ্য অবদান রেখে আসছে। দেশের সরকারি ও বেসরকারি প্রাথমিক বিদ্যালয়ের অধিকাংশ শিক্ষক সি-ইন-এড প্রশিক্ষণপ্রাপ্ত। সময়ের পরিবর্তনের সাথে সাথে শিক্ষার্থী ও শিক্ষকদের শিখন চাহিদায় পরিবর্তন এসেছে। পরিবর্তিত পরিস্থিতির প্রয়োজনে শিক্ষক-উন্নয়ন কার্যক্রমেরও পরিবর্তন অপরিহার্য হয়ে পড়ে। বাংলাদেশের প্রাথমিক বিদ্যালয়ের শিক্ষকদের পেশাগত দক্ষতা উন্নয়নের জন্য প্রচলিত সি-ইন-এড কোর্সটিকে পরিবর্তন করে ২০১১ সালে ডিপ্লোমা ইন প্রাইমারি এডুকেশন (ডিপিএড) কোর্স চালু করার সিদ্ধান্ত গৃহীত হয়। ডিপিএড এর ৭টি বিষয়ের ১০টি তথ্যপুস্তক ও ইন্সট্রাক্টরদের জন্য ১০টি নির্দেশিকা ছাড়াও শিক্ষাক্রম, মূল্যায়ন নির্দেশিকা, পিটিআই শিক্ষার্থী এবং প্রশিক্ষণ বিদ্যালয়ের জন্য ৩টি নির্দেশিকাসহ মোট ২৯টি ডিপিএড সামগ্রী প্রণয়ন করা হয়। পরীক্ষামূলকভাবে ২০১২ সালের জুলাই মাস থেকে ৭টি পিটিআইতে ডিপিএড কোর্সটি চালু করা হয়। সরকার ডিপিএড কোর্সের চাহিদা মোতাবেক জনবল ও ভৌত সুবিধা সৃষ্টি করার প্রয়োজনে পিটিআইসমূহে পর্যায়ক্রমে এই কোর্স চালু করার সিদ্ধান্ত গ্রহণ করে। পরীক্ষামূলকভাবে চালুকৃত কোর্সটি সফলভাবে বাস্তবায়নের ফলে ২০১৩ সালের জুলাই মাস থেকে ২৯টি, ২০১৫ সালের জানুয়ারি মাস থেকে ৩৬টি, ২০১৬ সালের জানুয়ারি মাস থেকে ৫০টি, ২০১৭ সালের জানুয়ারি মাস থেকে ৬০টি এবং ২০১৮ সালের জানুয়ারি মাস হতে ৬৬টি পিটিআইতে তা সম্প্রসারিত হয়। এভাবে পর্যায়ক্রমে সম্প্রসারণের পর ২০১৯ সালে ৬৭টি পিটিআইতে ডিপিএড কোর্স চালু করার পরিকল্পনা গ্রহণ করা হয়েছে।

প্রচলিত সার্টিফিকেট ইন এডুকেশন (সি-ইন-এড) থেকে ডিপিএড কোর্সটির ধ্যান ধারণাসহ বাস্তবায়ন প্রক্রিয়া আমাদের দেশে সম্পূর্ণ নতুন। কোর্সটিকে মানসম্পন্ন করার লক্ষ্যে কোর্স সামগ্রী ও নির্দেশিকা সামগ্রীগুলোতে পিটিআই এর প্রয়োজনে পরিমার্জন প্রয়োজন হয়। সে অনুসারে ২০১৪ সালে পুস্তকগুলোতে মুদ্রণত্রুটিসহ অন্যান্য ক্ষেত্রে সুপারিশকৃত কিছু পরিবর্তন নিয়ে আসা হয়।

জাতীয় প্রাথমিক শিক্ষা একাডেমী (নেপ) ডিপিএড কোর্সের গুণগত মান নিশ্চিতকরণের জন্য প্রতিবছর পিটিআইসমূহ মনিটরিং করে। নেপ ডিসেম্বর ২০১৪ পর্যন্ত ১০টি মনিটরিং প্রতিবেদন প্রণয়ন করে। উক্ত মনিটরিং প্রতিবেদন, পিটিআই ইন্সট্রাক্টরগণের বিষয়ভিত্তিক প্রশিক্ষণ এবং সুপারিনটেনডেন্টগণের সুপারিশের আলোকে ২০১৫ সালে কোর্স সামগ্রী এবং নির্দেশিকা বইগুলোতে কিছু নতুন বিষয় সংযোজন এবং উপস্থাপনের ক্ষেত্রে কিছু পরিবর্তনসহ সংশ্লিষ্ট বিষয়বস্তু এবং নির্দেশনা বাস্তব ও মানসম্পন্ন করে পরিমার্জন করা হয়েছে। এই কোর্সটির টিম লিডার এবং গ্রুপ লিডারগণ মনিটরিং রিপোর্টের তথ্য ও সুপারিশ বিশ্লেষণ করে উল্লিখিত ডিপিএড সামগ্রীগুলোতে প্রয়োজনীয় পরিমার্জন, সংযোজন ও বিয়োজন করেছেন। সফলভাবে পরিমার্জনের কাজটি সম্পন্ন করার জন্য প্রাক্তন মহাপরিচালক জনাব মোঃ নাজমুল হাসান খান, মরহুম মোঃ ফজলুর রহমান, টিম লিডার প্রফেসর শামিম আহমেদসহ গ্রুপ লিডার, লেখক এবং সম্পাদকবৃন্দকে আমি জানাই অসংখ্য ধন্যবাদ। এই পরিমার্জন কাজে নেপ অনুষদ সদস্যবৃন্দ বিভিন্ন দায়িত্ব পালন করেছেন। সুষ্ঠুভাবে দায়িত্ব পালনের জন্য আমি তাঁদেরকে আন্তরিক ধন্যবাদ জানাই।

ডিপিএড কোর্সের গুণগতমান উন্নয়নের জন্য ৩১ ডিসেম্বর ২০১৪ তারিখে প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের তত্ত্বাবধানে প্রাথমিক শিক্ষা অধিদপ্তর, আই.ই.আর, ঢাকা বিশ্ববিদ্যালয় এবং জাতীয় প্রাথমিক শিক্ষা (নেপ) এর মধ্যে একটি সমঝোতা স্মারক (MoU) স্বাক্ষরিত হয়। সেপ্রেক্ষিতে আই.ই.আর, ঢাকা বিশ্ববিদ্যালয় ২০১৮ সালে ১০টি ডিপিএড কোর্স সামগ্রী-তথ্যপুস্তক এবং পিটিআই ইন্সট্রাক্টরগণের জন্য ১০টি নির্দেশিকা পরিমার্জন করে। এক্ষেত্রে এনসিটিবি এর প্রাথমিক স্তরের শিক্ষাক্রমের সাথে ডিপিএড এর বিষয়বস্তুর সমন্বয় সাধন করা হয়েছে। তাছাড়া এনসিটিবি কর্তৃক প্রণীত শিক্ষক সংস্করণের শিখন-শেখানো কার্যক্রমের সাথে মিল রেখে ডিপিএড এর পাঠ-পরিকল্পনা প্রণয়ন করা হয়েছে। এক্ষেত্রে আই.ই.আর কর্তৃক নির্বাচিত লেখকবৃন্দ, রিভিউয়ারগণ এবং ডিপিএড টিম যথেষ্ট সহযোগিতা করেছেন। এজন্য আমি তাঁদেরকে ধন্যবাদ জ্ঞাপন করছি। আই.ই.আর এর পরিচালক অধ্যাপক সৈয়দা তাহমিনা আখতার এবং ডিপিএড কো-অর্ডিনেটর অধ্যাপক ড. শারমীন হক বিভিন্নভাবে সহযোগিতা করেছেন, সেজন্য আমি পরিচালক মহোদয়, কোর্ডিনেটর ও ডিপিএড টিম এর নিকট আন্তরিকভাবে কৃতজ্ঞ।

প্রাথমিক শিক্ষা অধিদপ্তরের পরিচালক (প্রশিক্ষণ) আমাদেরকে অনেক সহযোগিতা করেছেন। সেজন্য আমি পরিচালক মহোদয় ও তাঁর সহকর্মীদের ধন্যবাদ জানাই। অনুরূপভাবে প্রাথমিক শিক্ষা অধিদপ্তরের মহাপরিচালক এবং অতিরিক্ত মহাপরিচালক মহোদয় বিভিন্নভাবে সহায়তা ও পরামর্শ দিয়েছেন, সেজন্য আমি তাঁদেরকে আন্তরিকভাবে কৃতজ্ঞতা জানাই। প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের সচিব মহোদয়, অতিরিক্ত সচিব (উন্নয়ন), যুগ্মসচিব (উন্নয়ন) মহোদয়সহ অন্যান্য কর্মকর্তাদের সুচিন্তিত নির্দেশনায় এই পুস্তকগুলোর কাজিত মান অর্জন সম্ভব হয়েছে। সেজন্য আমি তাঁদেরকে আন্তরিক কৃতজ্ঞতা জ্ঞাপন করছি।

পরিশেষে আমি মনে করি এই পরিমার্জিত পুস্তকগুলো পিটিআই ইন্সট্রাক্টর ও শিক্ষার্থীসহ সংশ্লিষ্ট কর্মকর্তাদের সহায়তা দিয়ে কোর্সটির কাজিত উন্নয়নের মাধ্যমে প্রাথমিক শিক্ষার সামগ্রিক মান অর্জনের ক্ষেত্রে গুরুত্বপূর্ণ ভূমিকা পালন করবে।

মোঃ শাহ আলম
মহাপরিচালক
জাতীয় প্রাথমিক শিক্ষা একাডেমি (নেপ)
ময়মনসিংহ।

Revised Edition 2019

Diploma in Primary Education (DPEd) is a significant initiative for the primary education in Bangladesh. With the completion of this program the teachers will develop their potentialities and professional responsibilities by ensuring skilled knowledge and values. An official Memorandum of Understanding (MOU) was signed by the Directorate of Primary Education (DPE), National Academy for Primary Education (NAPE) and Institute of Education and Research, University of Dhaka, with the direction of the Ministry of Primary and Mass Education which marked the commencement of the official activities.

In accordance with the MOU, IER will award certificates to successful graduates of DPEd program studying in the Primary Teachers' Training Institute (PTTI). Besides, IER is taking necessary initiatives to implement different programs for the uplift of DPEd in collaboration with DPE and NAPE. Further, IER is also playing a significant role in the revision of DPEd Curriculum, Resource Books and Instructors Guide.

The revision of the DPEd Curriculum, Resource Books and Instructors' Guide was completed through a specific and systematic process of needs assessment. The first step was to review the present status of the books based on the results of the needs assessment. Further, in line with the principles of textbooks and curriculum evaluation guideline and in cognizance of the national and international curriculum and textbooks an index was prepared to review the documents.

A team of experts was selected to revise the DPEd Curriculum, Resource Books and Instructors Guide for each subject. With the leadership of IER, the expert team comprised of teachers from different Universities, Teacher Training Colleges, and faculty members of NAPE, DPE officials, Superintendents, Assistants Superintendents and Instructors from PTTI, the review task was done. Based on the need assessment analysis the experts were given the respective books for revision. Further the revised versions were again given to another group for review, editing and proof reading simultaneously for finalization.

The Resource Book for English Subject Knowledge (SK) and Pedagogical Knowledge (PK) has been revised to obtain a more comprehensive understanding of English language for instructors and DPEd students. Based on the above revision the Instructors Guide (IG) for English SK and

PK were developed. In order for the instructors to obtain the skills of teaching it is essential for them to have a strong grasp of the material they are teaching. They need to have good communication skills in diverse ways to address students who have different learning styles. The guide will support instructors to enhance their professional knowledge which is fundamental to deeper understanding of teaching and learning and is all the more important when considering quality in teacher education.

We believe that the adaptation and modification of the present edition 2019 will have a positive impact on obtaining the goals and objectives of the DPED program. We, on behalf of IER extend our sincere thanks to all the subject specialists' reviewers and editors. The DPED team of IER merits a heartfelt appreciation for their relentless effort in the compilation of the books. The team is indebted to the Dhaka University authority for their continuous support to undergo with the DPED program. We are also thankful to the former Directors, Professor Mohammed Jalal Uddin, Professor, Dr. Md. Abdul Awal Khan, and Professor Husne Ara Begum of IER and our colleagues for their cordial involvement and support.

We extend our sincere thanks to the Secretary, Ministry of Primary and Mass Education, Additional Secretary, and other officials who have given us their sincere support to undertake the activities. Director General, Additional Director General, Director of Training and Finance and other officials of the Directorate of Primary Education merit appreciation for their constant guidance and help.

We owe our earnest gratitude to the present and previous Director Generals, subject specialists and other officials of National Academy for Primary Education (NAPE) for their active and continuous support.

Finally, we anticipate that the primary teachers will benefit from the 2019 revised edition of the resource books to obtain the expected level of teacher standards and uphold the quality of primary education in Bangladesh.

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First part- English: Subject Knowledge Contents and Sub-content

Unit 1: Getting Introduced

Lesson 1: Greetings and introduction

Lesson 2: Personal Profile

Lesson 3: Family and Friends

Unit 2: School

Lesson 1: My School: Where my Heart Belongs

Lesson 2: Library: How big can it be!

Unit 3: Professions and Jobs

Lesson 1: Teacher's life: What inspires every child?

Lesson 2: Nursing: A profession with a difference

Lesson 3: Women: Today and yesterday

Lesson 4: Man behind our survival

Lesson 5: Self employment: Being your own employer

Unit 4: Going out and outing

Lesson 1: Picnicking: Out in the Jungle

Lesson 2: Travelling: How far can we go!

Lesson 3: Visiting Places: Thirst for the unknown

Unit 5: Pastimes and Hobbies

Lesson 1: Different people different pastimes

Lesson 2: Photography: When your camera clicks

Unit 6: Health and Nutrition

Lesson 1: Balanced diet: What your dietician says

Unit 7: The Country I live in

Lesson 1: The 7 war heroes

Lesson 2: The Sundarbans: Home of the Royal Bengal Tigers

Unit 8: Myths, fables and rhymes/poems

Lesson1: Stories

Lesson 2: Rhymes/poems

Unit 9: Environment

Lesson 1: Animals and Birds

Unit 10: Culture and Tradition

Lesson1: National heritage

Lesson 2: Games and sports: Building your bone and muscle

Unit 11: Communication and Transportation

Lesson 1: Internet: Connecting lands and continents

Lesson 2: Transport

Unit 12: Events

Lesson 1: Celebration

Lesson 2: International mother language Day

Lesson 3: The first day of Bangla New Year

Second part- English: Pedagogical Knowledge

Contents and Sub-content

Unit 1: English as an International language

Lesson 1: English: Bangladesh and global context

Unit 2: Primary English Curriculum

Lesson 2: Components of Primary English Curriculum

Unit 3: Learning Style and Effective Teaching

Lesson 1 Language acquisition and Language learning

Lesson 2 Communicative Language Teaching (CLT)

Lesson 3 Practice of Classroom language

*** Clinic Session: Reflection on Teaching Practice**

(i) Use and application of CLT: Principles of IPT for analyzing the primary English textbooks.

(ii) Reinforce learning using language games

(iii) Reinforce learning using rhymes and songs

*** Clinic Session: Reflection on Teaching Practice**

Unit 4: Lesson Planning

Lesson 1 Framework (components) of IPT based Lesson plan relating to EfT content

Lesson 2 Lesson planning using IPT format with demonstration

Lesson 3 Preparing lesson plan for microteaching

*** Clinic Session: Reflection on Teaching Practice**

Unit 5: Listening Skill (1 session)-

Lesson 1 Introduction to listening skills

Lesson 2 Stages, strategies and techniques of teaching listening skills (Pre, while & Post)

Lesson 3 Listening tasks in EfT (Class 1 to 5)

*** Clinic Session: Reflection on Teaching Practice**

Unit 6: Speaking Skill

Lesson 1 Speaking: Controlled and free speaking practice

Lesson 2 Speaking tasks in EFT

Lesson 3 Problems Bangladeshi speakers face in speaking English

Unit 7: Reading Skill

Lesson 1 Reading aloud and silent reading

Lesson 2 Reading: tasks and stages in teaching

Lesson 3 Teaching Vocabulary

*** Clinic Session: Reflection on Teaching Practice**

Unit 8: Writing Skill

Lesson 1 Mechanics of writing

Lesson 2 Copying words, sentences, controlled, guided and free writing

Lesson 3 Process writing

Unit 9: Teaching Grammar

Lesson 1 Teaching grammar in context

Unit 10: Improving Pronunciation

Lesson 1 Organ of Speech and English sounds with phonemic chart

Lesson 2 Pronunciation: Stress and intonation

Unit 11: ICT Applications in Teaching-Learning English

Lesson 1 Using ICT based resources for teaching English

*** Clinic Session: Reflection on Teaching Practice**

Unit 12: Micro-teaching

Lesson 1 Micro teaching: A way of professional development

Lesson 2 Micro teaching: A way of professional development

Lesson 3 Micro teaching: A way of professional development

Unit 13: Lesson Plan Practice

Lesson 1 Preparing a lesson plan focusing on 4 skills (class 3, 4 and 5)

First part

English: Subject Knowledge

Second part

English: Pedagogical Knowledge

Unit 1: Getting Introduced

Lesson 1: Greetings and Introduction

Introduction

Greetings and introduction is an act of communication in which human beings intentionally make their presence known to each other, to show attention to, and to suggest a type of relationship (usually cordial) or social status (formal or informal) between individuals or groups of people coming in contact with each other. Greetings are sometimes used just prior to a conversation or to greet in passing, such as on a sidewalk or trail.

Beyond the formal greeting, which may involve a verbal acknowledgment and sometimes a hand shake, facial expression, gestures, body language and eye contact are also other ways of greetings. Greetings are generally followed by introductions where a person either introduces her/himself or the person/s accompanying him/her. Choice of appropriate language is important in these situations.

Learning outcomes

After completing the session students will be able to:

- introduce yourself
- introduce somebody to others
- use greetings at different times of 24 hours
- form questions with *who* and auxiliary *do, does, did*

A. Getting to know you

Read the following mini conversations and fill in the gaps using the words **below**:

delighted Good morning Hi sorry thanks very well Welcome

1. **Teacher:** Good morning, everyone! How are you all?

Students: _____, teacher! We're _____, thank you.

2. **Reza:** Hello, Renu! How are you feeling?

Renu: _____ Reza! Not too bad, thanks, and you?

Reza: I'm fine, too _____.

3. **Zerin:** Oh, hello, Kawsar, pleased to meet you. This is Dr Charles.

Dr. Charles: I'm _____ to meet you. I'm _____ I'm late.

I was held up in traffic.

Kawsar: Oh that's quite all right. _____ to Bangladesh. I hope your

journey wasn't too tiring

B. Introducing yourself

Samir is introducing himself to a group of people. Choose words from the box to complete the gaps.

Work:	come	enjoy	graduate	introduce	plan
say					
	speak	staying		studying	

"I'll just _____1 a few short words to _____2 myself. My name's Samir and I _____3 from Sherpur, which is in the north of Dhaka. I'm a student at the Jahangir Nagar University and I'm _____4 Modern Languages. I _____5 the course because I'm very interested in languages and I think it's going to be useful for me later. I'm in the second year of the course and I hope to _____6 at the end of next year. I _____7 three languages, apart from Bangla: English, French and Hindi. I _____8 the course a lot, although it's a lot of hard work. At the moment, I'm _____9 in a student hostel with my friends from the university. After I graduate, I plan to _____10 as a translator.

C. Asking questions

With your partner, write the questions for answers about Samir. Think carefully about word order here.

Example: What's his name?

Samir

- | | |
|----------|--------------------------------------|
| 1. | From Sherpur, in the north of Dhaka. |
| 2. _____ | Modern Languages |
| 3. _____ | Because he thinks it will be useful. |
| 4. _____ | At the end of next year. |
| 5. _____ | Three: English, French and Hindi |
| 6. _____ | Yes, although it is hard work. |
| 7. _____ | In a student hostel. |
| 8. _____ | To work as a translator. |

Now practice asking and answering these questions about Samir. Imagine you are Samir and answer your partner's questions.

D. It's your turn

Take some time to plan a short speech to introduce yourself, in the same way that Samir did. Present yourself to the class.

E. Listening for personal information

a. Listen to someone introducing her/himself and complete the table with the correct information.

Name:	
Age:	
Nationality:	
Occupation:	
Place of work:	

b. Match the jobs A to E with the pictures



Now you are going to hear five different people talking about their work. Listen and write the number of the speaker next to their occupation.

- | | |
|------------------|---------------------|
| A. a housewife | SPEAKER NUMBER ____ |
| B. a farmer | SPEAKER NUMBER ____ |
| C. a doctor | SPEAKER NUMBER ____ |
| D. a shop keeper | SPEAKER NUMBER ____ |
| E. a journalist | SPEAKER NUMBER ____ |

F. Social Expressions

Match these expressions with the correct responses

1. Excuse me!
2. Welcome to Dhaka!
3. How do you do?
4. How are you doing?
5. Goodbye!
6. Good night!
7. Hello, I'm Saurav.
8. Have a good weekend.
9. It's good to see you again.
10. How was your weekend?

- a. Very relaxing thank you. What about you?
- b. Fine thanks! How w about you?
- c. Bye! See you soon!
- d. Yes, I can help you?
- e. You too! Sleep well!
- f. Thank you. It's good to be here
- g. How do you do?
- h. Pleased to meet you.
- i. You too. It's been a long time!
- j. Thanks! See you on Sunday!

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Main language points

Asking questions: word order

When you are making questions, think of these letters Q A S I to help you remember the word order.

Question words	For Example: where, When, How many, Why....
Auxiliary verb	For example: do, does, is, are, did
Subject	For example: You, she, he, brothers
Infinite (without too)	For example: live, work, do, have

Look at this table:

Question words	Auxiliary verb	Subject	Infinitive
Where	does	your brother	live?
What	did	you	do yesterday?
How many cousins	do	you	have?
Why	is	Nibras	learning languages?

Find two more questions from this unit and write them into the table.

Useful words and phrases

hard work

a student hostel

a tiring journey

pleased to meet you

interested in languages

useful for me

although

to graduate

to introduce yourself

work as a translator

In this vocabulary focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Lesson 2: Personal Profile

Introduction

A “Personal Profile” is a self-assessment or a self reflecting document that summaries a person’s skills, values, interests, personality traits and other necessary background information. The purpose is to have everything a person discovered from self-assessment on one page as a future reference tool. This gives more clarity to a person for his/her career decision-making. This unit highlights different types of career path which will help DPED students to expose themselves to a different arena of language usage to gain their proficiency in English

Learning outcomes

After completing the session students will be able to:

- talk about other people’s profession
- tell and write your own description
- use have to in your expression

A. Reading and Vocabulary: reading for gist

Read what these three people say and match them with the jobs.

1. Female nurse
2. Retail manager
3. Call centre employee

After I had graduated in **Business** studies, **I applied** for a job as the assistant director of a **A** clothes shop. I got the job and a few years later I got a **promotion**. Now I am the manager of the shop. I have to work hard, but the **salary** is good.

A

I’ve just come back from Dubai, I worked for three years in a **retirement** home. **B** For my job I had to serve meals and help the old people in the home. The hours were long, but I like getting to know people. At the moment I am **unemployed**, but I am looking for a similar work.

B

I work in a call center for a computer company. In my job I have to listen to people **C complaining** a lot! I’ve had the job for five years now. It’s not an easy job, because people are sometimes angry, but it’s a job with regular hours and I enjoy helping people solve problems.

C

B: Match the definitions with the words in bold in the speech bubbles.

- | | |
|---|--------------------|
| 1. talking about why they are not happy | complaining |
| 2. out of work | _____ |
| 3. asked for a job | _____ |
| 4. getting a better job | _____ |
| 5. stopping work forever at the end of a career | _____ |
| 6. money you get for work | _____ |
| 7. got a degree from a university or college. | _____ |

Now read the profiles again and decide if these statements are true or false.

- | | |
|---|-------------|
| 1. Speaker A likes the money he gets from his job. | TRUE/ FALSE |
| 2. Speaker A didn't get the first job he applied for. | TRUE/ FALSE |
| 3. Speaker B has never worked outside the country. | TRUE/ FALSE |
| 4. Speaker B doesn't have a job at the moment. | TRUE/ FALSE |
| 5. Speaker C changed his job recently. | TRUE/ FALSE |
| 6. Speaker C likes some parts of his job. | TRUE/FALSE |

Vocabulary and Speaking: the world of work

1. In small groups, you have three minutes to think of as many different jobs as you can. Add another six to the table:



teacher	doctor	farmer	engineer	journalist

2. Which do you think are...?

- the most dangerous jobs?
- the most interesting jobs?
- the hardest jobs?
- the most well-paid jobs?



the most boring jobs?

3. What's the difference between these pairs of words?

an employer / an employee

a promotion / a raise in

a job / a career

retired / unemployed

C. Language Focus: talking about obligations



For my job I have to get up early in the morning, because I like to prepare my lesson at the beginning of the day. The school is close to my house, so I don't have to travel a long way to go for work.

Before the lessons start, the children have to stand outside for the assembly. They have to listen to some announcements and sing the national anthem. After assembly, pupils have to go inside for the lessons. They can't shout or run in the classroom. In my school they have to wear uniform.

1. Read what the teacher says, and then complete the sentences 1-6 using 'have to' or other verb phrases.

1. She has to get up early in the mornings.
2. She _____ a long way to work.
3. The children _____ outside for the assembly.
4. They _____ some announcements.
5. The children _____ or run in the classrooms.
6. The pupil's _____ a uniform.

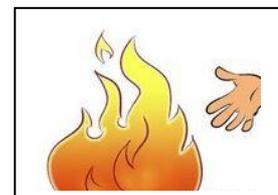
2. Match the sentences with the correct explanation

1. You have to wear it
2. You don't have to wear it
3. You can't wear it

- a. It is important that you do not wear it.
- b. It's OK to wear it. It's OK to not wear it
- c. It's important that you wear it

3. Choose the correct answer, a or b

1. What do you say if you see a child is going to touch the fire?
a. Don't touch it b. You don't have to touch it
2. What do you say when you ask someone to help you?
a. Help me please b. You don't have to help me



3. What do you say when you want a child to be quiet?

- a. You can be quiet b. Be quiet

word stress syllables vowels consonants.

1. These are letters such as a, e, i, o or u. vowels _
2. These are all the other letters of the alphabet. _consonants____
3. These are the cluster of sounds in each word. _syllables____
4. This is relative loudness of sounds in a word. _word stress_

1 st syllable stressed	2 nd syllable stressed	3 rd syllable stressed
pupil	beginning	engineer
journal	Important	unemployed
uniform	computer	underline

assembly university interesting

D. Practise the pronunciation of these questions, and then ask your partner.

- What do you have to do for your job?
 What time do you have to get up?
 Do you have to wear a uniform?
 What do you have to do to prepare for your working day?

Pronunciation Tip

In spoken English, in the sentence, *I have to go, have to is pronounced "haftu"*

Main language points

Look at these sentences from exercise A.
 "I have to work hard."
 "For my job I have to serve meals and help the old people in the home."
 "In my job I have to listen to people"
 We use has to and have to when we want to talk about duties and the things we need to do for our jobs.

E. Complete the sentences 1-5 using have to or has to.

- Example: In my job I have to get up very early.
1. I don't _____ wear a uniform for my job.
 2. A taxi driver _____ be a good driver
 3. I _____ work hard to pass my exams.

4. A doctor _____ study at a medical college for many years.
5. A good teacher _____ understand what her students need.

Write two more sentences about jobs, using has to or have to.

Useful words and phrases

to apply for a job

to get a promotion

to complain

to serve meals

to wear a uniform

to solve problems

a workplace

retirement

an assembly

In this language –focus box, the stressed syllables of some words are underlined to help you with pronunciation

Lesson 3: Family and Friends

Introduction

Human beings cannot live alone. They need their family and friends as pillars of support, especially in difficult times. Having a strong network of supportive family and friends helps enhance our mental well-being. Family and friends is really the most precious thing in anybody's life. They teach us the value of any relationship in the world. The text in this unit portrays a narration of a friendship between two friends who met on a train journey. It also describes the common traits among them.

Learning outcome

After completing the session students will be able to:

- read text with comprehension
- write letters to your friends
- use present simple and continuous forms

A. Reading and language focus: Letter to a friend

1. Read the letter and choose the correct answers to these questions:

1. Who is Mina writing to?

- a. her sister b. her best friend c. someone she met recently

2. What is the purpose of the letter?

- a. to apply for a job b. to improve a friendship c. to give important news

3. What does Mina do?

- a. She is a student. b. She is a teacher. c. She works in a bank.

Dear Helena,

Thanks for your letter. Good to hear that you got back home safe and sound. [I hope/I am hoping] ¹ you're having a good time. It was nice getting to know you on when we [met/were meeting] ² on the train journey. The three hour journey [passed/ was passing] ³ quickly **chatting** with you, now it's great to find out more about each other by letter.

I [think / am thinking] ⁴ I told you on the train that my father works in a bank. My mother's a teacher in a primary school. My sister lives at home and she's studying at the same college as me.

You said in your letter that [you know/you've known] ⁵ your best friend ever since you went to primary school together. My best friend and I have known each other for nearly as long, too! Her name is Sheli and we [were meeting /met] ⁶ at school when we were both twelve. We get on very well together and we have a lot in common. I always ask her advice whenever I need it. You'll have to meet her, if you come and visit me sometime.

Anyway, I should go now, as I have to get on with a project [I work/I'm working] ⁷ on but I hope that you'll write back soon and tell me your news and what you've been up to!

All the best,

Mina

2. Now read the letter again and choose the correct word for the gaps.

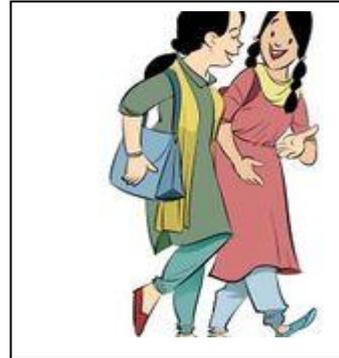
3. Look at the words in bold in Mina's letter and find a word or phrase to match with these definitions.

- | | |
|--------------------------------------|----------|
| 1. talking informally | chatting |
| 2. to start work on | _____ |
| 3. to have a good relationship with | _____ |
| 4. becoming better friends | _____ |
| 5. opinions about what is best to do | _____ |

4. Choose the correct preposition to complete these sentences.

All of these expressions can be found in Mina's letter.

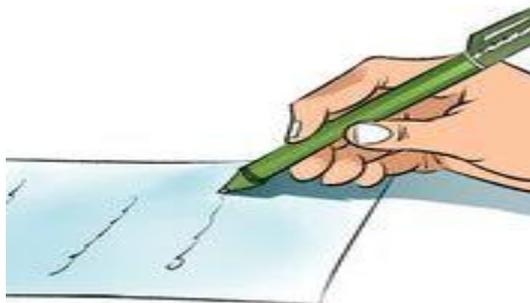
1. I should get [over / on / up] with my work soon.
2. My brother and I get [through / on / in] well together,
3. Call me when you get [over / back / up] home.
4. It's been nice chatting [of / with / from] you.
5. I hope you write [back / over / up] soon.
6. Hurry up or you'll run [into / out of / back] time.



B. Vocabulary: friendship

Match the words with the definitions

- | | |
|--------------------|---|
| 1. a pen-friend | a. someone you don't know very well |
| 2. a classmate | b. someone you work with |
| 3. a roommate | c. someone you write to, but perhaps never meet |
| 4. a close friend | d. someone you study with |
| 5. a colleague | e. someone you like a lot |
| 6. an acquaintance | f. someone you share a room with |



C. Speaking and Writing

With a partner, take turns to ask and answer these questions about your best friend

	You	Your Partner
How long have you known your best friend?		
Where did you meet him / her?		
What do you have in common with him / her?		
Why do you think you get on well together?		
What does he /she look like?		
Can you tell me an interesting fact about your best friend?		

Now report to the class three things about your partner's best friend

1. Talk about these expressions. What do you think they might mean? Match the expressions with the explanations below.

1. Any friend of yours is a friend of mine.
2. A friend in need is a friend indeed.
3. With friends like that, who needs enemies?
4. He has friends in high places.
 - a. *He knows some important people.*
 - b. *If you like him, I will like him.*
 - c. *He is a bad friend to you.*
 - d. *Anyone who helps you when you need it is a good friend.*

2. Writing task: Write a short paragraph about your best friend.

D. Main language points

We use continuous forms to talk about something which is in progress, for example: It is raining. I am wearing a blue jacket. I was sleeping.

We use simple forms to talk about states and complete events, for example: I live in the city. He broke his leg. I have finished my book.

But there are some words which are not commonly used in the continuous form. Here are some of them: have, own, belong, believe, know, understand, like, dislike.

Choose the correct form of the word from each pair of options.

1. I met Helena when I travelled / was travelling to visit my cousins.
2. How long have you known / been knowing your best friend?
3. I believe / am believing that it's important to be completely honest with your friends.
4. Write back soon when you have / are having time.
5. I hope you didn't sleep / weren't sleeping when I phoned you.

Useful words and phrases

safe and sound
to have a good time
to find someone
to ask someone's advice
to write back
to get back home
to get to know someone

In this language –
focus box, the
stressed syllables
of some words are
underlined to help
you with
pronunciation

Unit 2 School

Lesson 1 My School: Where my heart belongs

Introduction

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. School days are always memorable days for everyone's life. We have done a lot of good and naughty things in school days. Remembering those moments after several years is an awesome memory to everyone. Besides, recalling the memories of our teacher student relationship also indicate the bondage of pleasant reminiscence.

Learning outcomes

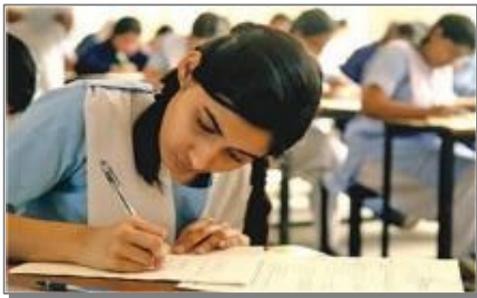
After completing the session students will be able to:

- ask and answer questions about pictures
- listen to and read three texts and answer some questions
- describe your school days from memory
- write a short paragraph on the primary school you studied in

A: Comparing schools

Look at the photographs below of different schools. Talk about them with your partner.

- What can you see in the pictures?
- Do you think these are schools, colleges or universities? Why?
- Are these in towns or villages? Why?
- What kind of school did you go to (rural or urban)?
- What can you remember about the primary school you studied in?



B: Early school memories

Can you remember your very first day at school? How did you feel about it? You are going to hear three teachers talking about their earliest memories of school life. Listen and follow what they say.

I'm Malcolm Griffiths. I remember my first day at school, but not very well. I was only four and a half at the time! It was my mother who took me to school and I remember feeling quiet and calm about it. Before I got there, I didn't think of it as anything very special. During the day, I remember feeling confused. I wasn't really sure what was happening or why it was happening. The first people I remember meeting were other children. We played with some toys on a table until the teacher came to start the class. I can't remember anything about the teacher or what we did on that first day. I was always happy at school. So maybe that first day was nothing very exceptional or unpleasant; just the beginning of something normal or pleasant.

This is Nazrul Islam. Yes I remember my first day at primary school a little. I can't remember how old I was then. Um, may be three and a half or four. Two of my elder sisters used to go to the same school. I also used to go to school holding their hands. They were not in the same class. The elder one was one class up of the younger one. Yes, I can slightly remember I sat with my sisters in alternative periods. As I sat with my sisters, I met my sisters' friends. They loved me very much. Most of the time I played in the school field with girls and boys. I was very happy at school as I could play. I also met teachers. One of them was previously known to me because he lived in our house and his name was the same as mine.

I'm Mohammad Mokarram Hussain. I remember very little about my first day at primary school. I don't remember how old I was then but I guess I was around five. As the school was very near our house, I thought that it was our school. All I remember, I and my younger brother used to go to school together. Although he was not supposed to go to school at his age, he would not listen to anyone. The teachers were very close to us because they were our relations but in those days teachers were generally very unkind with children. They were often very angry and they expressed it through their behaviour. I was not very happy to see it and I did have a good idea of primary school but there was the opportunity of playing in the field that attracted me. So I waited anxiously at school so that I would be able to play with other boys. In the field, we were quite free and could play with anything we liked. There was no control from anyone for some hours and it made us very happy.

Now read through the texts again and find the correct person for each of these statements.

1. He used to go into school with his sisters.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
2. His mother used to take him into school.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
3. He used to go to school with his younger brother.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
4. He met someone with the same name as him.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*



School Building

5. He first went to school when he was about five years old.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
6. He remembers playing with some toys with some other children.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
7. He has a generally positive memory of his first day at school.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
8. Sometimes his teachers used to be angry with the children.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*

C: tell your partner.....

Tell your partner about....

-a good **Memory** you have of your school days.
-a bad **memory** you have of your school days
-something you **remember** doing in the school field.
-something **Memorable** about your first school
-a teacher you will never **forget**
-a smell that reminds you of your school days
-how you **used to feel** when you were at school



Now write the answers to these questions, and then ask your partner about them.

1. What did you use to wear to primary school? _____
2. Who did you use to go to primary school with? _____
3. What games did you use to play at primary school? _____
4. Did you use to enjoy primary school? _____

D: Your primary school!

Write a short paragraph on the primary school, you studied in, answering the following questions:

1. What was the name of your primary school?
2. What did you use to wear to primary school?
3. Who did you use to go to primary school with?
4. What games did you use to play at primary school?
5. Did you use to enjoy primary school? How?

E: Pronunciation- dictation

Listen to your teacher and write the sentences you hear.

Language Focus: talking about past habits

- My younger brother and I used to go to school together.
- Mamun's mother used to take him into primary school every day.

We often use the form/structure 'used to + verb' to talk about things we often did in the past

Main learning points of this lesson

Used to + infinitive

To talk about things we did many times in the past, but now don't do, we can use this form:

I used to go to school every day

by bus.

I didn't use to like geography

at school.

Did you use to have long hair?

We do not use this form when we are talking about something in the past that only happened once. Use the past simple form for this:

~~I used to break my leg last week.~~

I broke my leg last week.

Useful words and phrases

calm
not supposed to do
something
confused
exceptional
pleasant /unpleasant
normal/ special
alternative
previously

behaviour

opportunity

In this language –focus box, the stressed syllables of some words are underlined to help your pronunciation

Lesson 2: Library: How big can it be!

Introduction

School library cannot be over emphasized. A library is an important source of knowledge to young minds in schools. It develops the important habit of reading among the students. Every school should have a library. The school library plays a great role in the life of students by serving as the store house of knowledge.

The library has a positive impact on the academic achievement of the students. Students can perform better during examination by reading various books. It can equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment. This unit also stresses the significance and importance of library for the DPED students.

Learning outcome:

After completing the session students will be able to:

- talk about pictures
- listen to a text and fill in the gaps
- practise comparison of adjectives
- write a short paragraph.

A: What do the buildings look like?

Look at the following pictures and answer the questions that follow:



- A. What does building **A** look like?
- B. Does it look like a library? Why? Why not?
- C. What does picture **B** mean? Why?
- D. What do you see in picture **C**?
- E. What are the boys and girls doing in picture **D**?
- F. As a teacher, what facilities you can get from a library.

B: Vocabulary practice

Fill in the gaps of the following sentences taking the right words from the box:

cheaper, valuable, better, more, wiser, smaller, best

A library plays an important role in our life. We get knowledge and wisdom in a library. To teachers and students, a library is the (1)place to study. A man who visits a library is (2).....than others. Anyone can read books in a library at a very (3).....rate. A book is (4).....valuable than any other assets to a student. A library is a place where a large number of books are stored. In size, a library may be (5) than a shopping centre, but it is more (6).....than any other places. As we remain busy at our school and family, it is (7).....to spend some time in the library for reading books.

C. Listening practice

Listen to the teacher and fill in the gaps:

Worksheet 2

- a) The foundation stone of the Central Public Library was laid in the year _____.
- b) The library was opened in _____ for the public.
- c) _____ provided money for the development of the library.
- d) Every day the library receives most of the Bangladeshi _____ and _____
- e) As of March 2007 the library had _____ books in its collections.

Read the Text

The Central Public Library is the largest public library in Bangladesh. It also houses the Public Library Department which, with 68 public libraries including the Central Public Library in its jurisdiction, is managed by the Directorate of Public Libraries under the Ministry of Cultural Affairs

The foundation stone for Dhaka Central Public Library was laid in 1954 with the Registrar of Dhaka University as part-time Librarian. Designated to be the centre for the public library system in the then east Pakistan on the basis of the recommendations made by Australian Library consultant Mr. L C Key in 1955. It was opened to the public on 22 March 1958 with a stock of 10,040 books. In 1978 the library moved to its building near Shahbag. Between 1980 and 1985 UNESCO provided nearly 9.9 million Bangladeshi taka to develop the library.

As of March 2007, the Library had 119,750 books in its collection, including old and rare books with historical value, along with a small valuable collection of 40 to 50 manuscripts titles for research and reference services. Books in the collection are mostly in Bengali and English, as well as other languages including Urdu, Hindi, Arabic and Persian. As a depository library, it deposits all Bangladeshi publications under the Copyright. The Library receives most of the Bangladeshi daily newspapers and periodicals. It also has a special collection of juvenile material and is providing separate reading facilities for children.

Source: Rahman, Md Zillur (2012). "Library". In Islam, Sirajul; Jamal, Ahmed A. Banglapedia: National Encyclopedia of Bangladesh (Second Ed.). Asiatic Society of Bangladesh

D: Degrees of comparison

Notice the use of adjectives (large, larger, and largest) in the following three sentences:

1. Is your PTI library as **large** as the Central Public Library?
2. The Central Public Library is **larger** than any other library in Dhaka city.
3. The Central Public Library is the **largest** library in the Bangladesh.

These are the three forms of adjectives which are called degrees of comparison. 'Large' is positive degree and it qualifies a single thing, 'larger' is comparative degree and it compares two things of different levels of qualities. 'Largest' is the superlative degree and it compares the level of qualities of more than two things. Sometimes comparatives and superlatives are formed adding respectably 'more' and 'most' before the adjectives (usually before the adjectives of more than one syllable; e.g. beautiful, more beautiful, and most beautiful).

Now write six sentences using the following adjectives:

- a) bright, brighter, brightest
- b) dangerous, more dangerous, most dangerous

E: Writing practice

Write a short paragraph answering the following questions:

- a. Which library have you used most often in your life?
- b. What types of books were in the collection of that library?
- c. What type of books did you read more there?
- d. Did you enjoy reading in that library? Why/how?

Main learning points of this lesson

Degrees of adjectives	
Positive degree	Simple adjective
Comparative degree	Adjective + er or, more + adjective
Superlative degree	Adjective + est or, most + adjective

Useful words and phrases

cheaper
wisdom
remain
cultural institution
collection
rebuild
approximately
copyright
agenda
manuscript
catalogue
arrangement

In this language focus box, the stressed syllables of the words are underlined to help you with pronunciation

Unit 3: Professions and Jobs

Lesson 1: Teacher's life: What inspires every child?

Introduction

Teachers are responsible for planning and then evaluating student performance. They are then responsible for promoting growth through providing additional assistance and meeting with parents and school staff to discuss student development and ways to improve current teaching methods to better suit students. Every child needs a champion; someone who believes in them and encourages them to love learning while igniting their curiosity. For them in their early years, that person is none other than their teacher at the primary school.

Learning outcomes

After completing the session students will be able to:

- read a text and answer some questions.
- prepare some questions and practice asking and answering
- use some words in new sentences
- write a paragraph on your school

A. Reading and Vocabulary: A teacher's life

1. Read the text and answer these questions from the first two paragraphs.

- a. How long has Mursheda Naznin been the Head Teacher at Doshmail Primary School?
- b. How many teachers and students are there?
- c. How far from the school does she live?
- d. How long does it take her to go to school?



A teacher's life

My name is Mursheda Naznin, and I've been the Head Teacher at Doshmail Primary School since 1999. There are five assistant teachers working in the school, and this year we've got just under 450 students. I live more than 12 kms away from school, so it's too far to walk in and there aren't any buses on that route, so I have to go to work by rickshaw. I leave home at around 8 am and it usually takes me about an hour to get there, because of the muddy roads.

When I get to school, first of all, I unlock the classrooms and the office and then I hoist the national flag. After that, I start preparing everything I need for my classes and at 9:30 I ring the bell to start the school day.

My first lesson is with Class 5 students. They aren't really supposed to come in the morning, but I want them to do well in the exams, so they come in anyway. I give them extra Maths and English lessons. In the second shift I teach English to Class 4 and Science to Class 3. In my lessons I use a lot of group work and pair work. I think my students learn better when they are speaking. When I'm not teaching, I usually monitor the other teachers' lessons or office work.

At the end of the day I am always the last person to leave, so I lock all the doors of the school. I usually get home at about six. I have a snack and then I cook dinner for my family. We usually have dinner at about 9 pm. I go to bed at about 11 pm and get up before 5 am and say my morning prayers. I think I have a very busy life.

2. In what order does Mursheda Naznin do these activities? With a partner, place these activities in the correct order.

Mursheda Naznin-	
gets home	
gets up	
gives extra lessons	
goes to bed	
has dinner	
leaves home	
leaves school	
locks the doors	
prepares classes	
puts up the flag	
teaches English	
unlocks the rooms	

2. Now write at least one question about each of the other paragraphs. Then ask these questions to your partner.

Remember the question word order: QASI
Question word + Auxiliary verb + subject + infinite

B. Speaking: your partner's day

Ask your partner questions about his/her typical school day. Try to use each of the following at least once.

1. Where do you...?
2. What time do you...?
3. How do you...?
4. How long does it take you...?
5. When do you...?
6. Why do you...?



C. Speaking: Questionnaire

Complete the questionnaire for yourself. Then compare answers with your partner.

1. How good are you at organizing your time at work?

2. When and how do you plan your lessons?

3. When and how do you make materials for your classes?

4. How quickly do you return the students' homework?

5. How much time do you have for exchanging ideas with colleagues?

6. In the lessons, how much speaking practice do your students have?

7. What's the most difficult part of your working day?

8. What's the most favourite part of your working day?

Discuss your answers with your partner, and improve/edit the answers talking together.

D Your school

Write a paragraph of 10 sentences on your job as a teacher at school. You can mention the following information here:

- a. Name of your school;
- b. Location of the school;
- c. Number of teachers and students in the school;
- d. Time you start for and come back from school;
- e. Classes you take;
- f. Other roles you perform, etc.

Main language points of this lesson

In this Lesson, you have practised the Q A S I word order for questions. Look at the following more examples of this word order.

Question words	Auxiliary verb	Subject	Infinitive
What time	does	she	get up?
How	do	you	plan your lessons?
When	do	you	have lunch?
How much time	do	you	spend preparing lessons?

Now look at the word order for questions with the answer Yes or No. Write two more examples of this word order: A S I

Auxiliary verb	Subject	Infinitive
Do	you	walk to school?
Does	Mursheda Naznin	cook dinner in the evening?

Lesson 2: Nursing: A profession with a difference

Introduction

Nursing is a profession within the health care sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and well being of a person's life. Nurses develop a plan of care, working collaboratively with physicians, therapists, the patient, the patient's family and other team members, that focus on treating illness to improve quality of life.

Nursing is a healthcare profession that involves years of training and continued specialized education to care for patients in a variety of settings. Nurses are often the first healthcare professional that patients meet. They are a technical expert, an educator, a counselor and a resource for the family, using all senses to better care for a patient.

Learning outcomes

After completing the session students will be able to:

- read a text and choose the best answer from choices given
- ask and answer some questions
- practise *-ed* and *-ing* participles
- practise vocabulary items
- practise pronunciation

A. Reading: A Nursing Career

Read the article about Maimuna's career and choose the correct adjectives to complete the gaps.



Sometimes people ask me why I chose nursing as a career. Nursing isn't the best paid job in the world. The hours can be very long, and it can be physically [tired/ tiring] 1. I certainly wouldn't recommend it to someone who is looking for a quiet job in a nice [relaxed / relaxing] 2 office! It's not only the physical work, either, that makes nurses so [tired / tiring] 3 by the end of the working day. We have to work hard to listen to the patients and look after each of them, personally. For them, it can be a very difficult time, so we need to be cheerful and caring all the time.

But even though there are a few things to **complain** about, I certainly don't want to change my job. The reason I was [interested / interesting] 4 in the job, was because, when I was a child, I'd spent quite a long time in hospital myself, as a patient. I had a problem with my back, and I needed several **operations**. I don't really remember many of the doctors who treated me as a patient. For me, as a child, the doctors were **serious**, busy people in white coats, who didn't have much time to talk to me. But the nurses were absolutely [amazed / amazing] 5!

They took the time to explain things to me and made time to chat and make jokes, even though they were so busy themselves. When I first went into the hospital ward, I was [frightened / frightening] 6 of all the tablets and the injections, but the nurses were so kind that after just a few days, I felt much more relaxed about being in the hospital.

So I suppose it was a natural choice for me, to decide to train as a nurse and to make it my career. The good things about the job are the people, of course. My colleagues are my best friends and you could never get [bored / boring] 7 working in a hospital, because there are always new faces and new stories. And when a patient gives me a gift to say thank you that often brings tears to my eyes!

B: Read the text again and choose the correct answer to these questions

1. Why did Maimuna decide to become a nurse?
 - a) Because she had good memories of nurses from her childhood
 - b) Because she thought it would be a well-paid job
 - c) Because she wanted to develop a career in hospital management.
2. According to Maimuna, what can nurses do to reduce their patients' stress?
 - a) They should be very quiet in the hospital wards
 - b) They should try to be cheerful and friendly
 - c) They should do some of the doctor's jobs.
3. What problem did Maimuna have as a child?
 - a) She had a fear of doctors.
 - b) She had a problem with her back.
 - c) She had a serious disease.
4. What does Maimuna enjoy most about her job?
 - a) She likes listening to the doctor's talk about the patients.
 - b) She enjoys the physical exercise and hard work.
 - c) She likes the social contact and the feeling that she is helping people.



C: Vocabulary

Look at the text again and find a word or phrase in bold to match these definitions.

- | | |
|--|----------|
| 1. say bad things about | complain |
| 2. generally happy | _____ |
| 3. suggest as a good thing to do | _____ |
| 4. take care of | _____ |
| 5. profession or job | _____ |
| 6. an act of surgery, cutting open the patient | _____ |
| 7. thoughtful and not joking | _____ |
| 8. people you work with | _____ |
| 9. room in a hospital | _____ |
| 10. talk informally | _____ |

D. Language Focus and speaking: -ed and -ing adjectives

Look at these examples from the text.

1. Nurses often feel very tired at the end of the day.
2. A nurse's job can be very tiring.

Now complete these questions to ask your partner.

1. Are you [interested / interesting] in listening to other people's stories?
2. What is the most [exciting / excited] thing you've ever done?
3. When you were a child, what were you [frightened / frightening] of?
4. What part of your job makes you feel [tired / tiring]?
5. What is the most [interested / interesting] thing about your job?

E. Pronunciation

Put the words into the correct columns.

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
exercise	exciting	operation

absolutely unexciting

profession excited

cheerful physical

Main language points of this lesson

To describe the way a person feels, use the -ed form of the adjective.

To describe a book, film, job etc, use the -ing form of the adjective.

Compare the use of adjectives in the following pairs of sentences.

It's a very interesting book. I am interested in the subject.

I was bored in the maths lesson. The teacher was boring.

The story of the film was very exciting. I felt excited.

Now complete these sentences with the correct word.

1. I watched a fascinating / fascinated programme about birds yesterday.
2. I thought the football match was quite boring / bored.
3. Saba has a very tiring / tired job.
4. I feel very exciting / excited about the party next week.
5. I am very interesting / interested in keeping fit.

Useful words and phrases

nursing
to care for
to look after
an operation
a well paid job
serious
cheerful
stressful
a hospital ward
social contact
physical exercise
surgery

In this language
focus box, the
stressed syllables
of the words are
underlined to help
you with
pronunciation

Lesson 3: Women: Today and Yesterday

Introduction

There have been huge changes for women in terms of employment in the past decades, with women moving into paid employment outside the home in ways that their grandmothers and even their mothers could only dream. The status of women in Bangladesh has been subject to many important changes over the past few years. This unit articulates the positive changes of women today in contrast to women who in the 19th century having a disability has struggled to prepare herself to be in pace with the sighted (a person who can see and hear) world.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions about pictures
- read a text and decide true or false
- make questions from answers
- use ‘joining words’ to express cause and effect
- write a newspaper article based on information provided

A. Speaking: Women in Bangladesh

Talk about these photographs with your partner

What are the women doing in these pictures?

Apart from paid work for an employer, what other jobs do women in Bangladesh do?

How is the role of women in the workplace changing in Bangladesh?

Do you think that in general women work harder than men in Bangladesh?



B. Reading: Helen Keller

Read the given statements and guess whether they are true or false

- Helen Keller was born deaf and blind.
- She was an active campaigner for disabled people.
- Her teacher helped her learn to communicate.
- She only worked in the USA.
- She lived to be nearly 90
- She didn't become famous until after her death.



Now read about Helen Keller who actively worked to change the world.

Helen Keller is one of the figures in history who have changed thousands of people's lives for the better. She helped to improve attitudes towards the deaf and the blind and her work continues to help people every day.

Imagine that you couldn't see pictures or words or hear what people were saying. This is the world that Helen Keller lived in. Helen was born a normal healthy child in Alabama, USA in 1880. When she was a very small child, as the result of an illness, she became completely blind and lost her hearing. Suddenly, her world became dark and lonely.

Of course, her parents were very worried about her, so they hired a teacher called Anne Sullivan. Anne taught Helen how to communicate using her hands. She managed to learn to speak, even though she couldn't hear anyone else speaking. Amazingly, Helen was so intelligent that she learnt not only English but also French, German, Greek and Latin!

She studied at university, and after she graduated in 1904, she started to work to raise money for blind and deaf people. She spent her life travelling around the world, talking about her experiences and supporting human rights for blind people. Her first book, called 'The Story of My Life' was translated into 50 languages and sold many copies. In her life, she wrote a total of eleven books, met 12 American presidents and visited 39 different countries. She lived until she was 87 and she is remembered today as a brave and intelligent woman whose life made a difference.

3. Here are the answers to some questions about, write down the questions.

1. In 1880 2. Anne Sullivan 3. in 1904 4. 50 5. 12

C. Language focus: joining words

in order to, therefore, because, as a result, although, even then, so

It is often necessary to show the relationship between events. The expressions in the box are useful to talk about cause and effect, and the results of an action.

Look at the sentences and choose a suitable word to complete the sentences.

1. Although she was blind and deaf, Helen Keller lived a very full life.
2. I needed to find out some information. _____ I looked it up on the internet.
3. The water in the village is not safe to drink. _____ you should make sure you only drink purified water.
4. He worked all day in the fields _____ it was extremely hot.
5. I went to the library _____ find a book about Helen Keller.
6. The air-conditioning wasn't working and it was very hot, _____ they decided to move the meeting to another day
7. As a child Helen felt lonely _____ she was unable to communicate.



D. Writing: Describing a chain of events

Look at the notes about a woman whose life changed because of a training program and a loan.

Name:	Amina Begum
Age:	35
District:	Jessore
Village:	Kadamtala
Married:	Yes (married at 15 years old)
Husband's occupation:	Truck driver
Children:	2
2002	Husband had a serious accident became unemployed and disabled.
Problems	Not enough money for food children sent to work in fields to earn more money.
Training course by BRAC	2004 training course on farming chickens and goats
Money borrowed as loan	Tk. 4000 from an NGO
Business:	Bought chicks (Tk. 15 each)cared for them (50 days)sold them (Tk. 60-65 each)
Purchased	2 cows + 2 goats
Earning from milk	Tk. 100 a day
Recent achievements	Built a tin shed house and a cow shed. Her children are going to school.

Working with a partner, use the information to write a newspaper article about this woman. Think how you can present all the information given here in the table as a logical story. Use some of these joining words from the box.



So in order to
Therefore
because
as a result
although
even though

Main language points of the lesson

Joining words and phrases

In English we often join two linked ideas together to make one sentence.

When we are talking about a logical result, we can use *so* or *as a result* or *therefore*:

It was raining so I took an umbrella.

The bag broke. As a result all my things fell onto the ground.

There are more students than there are books. Therefore, students have to share.

When we are contrasting two surprising ideas, we can use *though/although*:

Although it was cold outside, he wasn't wearing a jacket.

I like my job, though sometimes it is hard work.

When we are giving a reason for why we do something, we can use *in order to* or *because*:

I went to the book store in order to find a good dictionary.

I got up early, because I wanted to prepare my lesson.

Useful words and phrases

in the workplace
deaf
blind
healthy
lonely
intelligent
an active campaigner
to improve attitudes
to manage to do something
to raise money
to support human rights
amazingly
translated
to make a difference

Remember it's a good idea, to learn phrases, not just single words. Many words in English go together with other words.

Lesson 4: Man behind our survival

Introduction

A person's livelihood is as a set of activities, involving securing water, food, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments (both human and material) for meeting the requirements of the self ,his/her household and the country at large on a sustainable basis with dignity. For instance, a fisherman's livelihood depends on the availability and accessibility of fish. This unit narrates the scenario of different individuals who are giving their relentless effort for the livelihood of the mass people for their survival.

Learning outcomes

After completing the session students will be able to:

- categorize some vocabulary items under certain headings
- match some words with pictures
- read an interview and decide true or false
- discuss answers to some questions
- practise words/phrases to make generalizations
- write a short paragraph

1. Look at the words associated with farming and put them into the correct column.

People	Tools and machinery	Crops and livestock
a shepherd	a spade	cows

chickens rice a spade a plough wheat a beekeeper a tractor a farmer cows a net a shepherd a poultry farmer

Match the words with the pictures.

1. beekeeping	2. cattle farming	3. poultry farming	4. goat farming
5. rice farming	6. soil	7. vegetable crops	





B. Reading: Interview with Rashed

Look at the photographs. What jobs do you think the men in the picture do?

What do you think the interview is going to be about?



Read the interview and decide if the statements are true or false.

1. The weather has been better this year than last year for Rashed's crops.
2. Rashed needs to build a new drainage system next year.
3. Rashed doesn't keep any livestock.
4. The bees haven't made as much honey this year as they did last year.
5. Since the new drainage, there hadn't been any flood damage to Rashed's crops.
6. Rashed sells a lot of chickens in the local market.
7. Rashed never needs to buy any eggs for his family.

Interviewer: Good afternoon and thank you for agreeing to talk to us this afternoon.

Rashed: You're welcome

Interviewer: So can I ask, has it been a good year for you as a farmer? Have you had the right kind of weather condition for your crops?

Rashed: Yes, on the whole it's been a good year. In general, it's been much better than last and the year before that. The weather has been good, fortunately came just at the right time. We've had good crops. We also have a better drainage system now, which makes my life a lot easier.

Interviewer: How does the drainage system make a difference?

Rashed: Well, last year and the year before, all the rain came at once. It flooded some of the field and damaged the crops. Now, when there's a lot of rain, some of the water flows directly into the river, and doesn't flood the field.

Interviewer: So everything has been better this year.

Rashed: Generally speaking, yes, but I also keep bees. It wasn't such a good year for them, because it was quite a cold winter. We didn't get so much honey this year. On the other hand, honey production was down across the whole country, so we're getting a good price for the honey we have.

Interviewer: So, you grow crops and keep bees. Anything else, do you have any animals?

Rashed: Apart from a few chickens and goats, I don't keep much livestock's. By and large I am a crop farmer. The goats and the chicken are just for me and my family. The chickens lay all the eggs my family needs, and we get meat from the goats. But we don't sell any eggs or meat.

Activity C. Speaking: From your own experience

Choose the correct words, and then discuss the questions in small groups.

1. What problems do farmers meet / face with the weather in Bangladesh?
2. What kind of crops are frequently produced / grown in Bangladesh?
3. Have you ever looked after / grown livestock?
4. Does anyone in your family spend time growing harvest / crops?
5. What kind of soil / earth and conditions do you need to grow rice?
6. How important is a farm / farming as part of the Bangladeshi economy

D. Language focus: Making generalizations

In the interview, Rashed uses some expressions to make generalizations about farming conditions. Find them and underline them in the text.

1. Rewrite the sentences using the expressions in the box. Several versions of each sentence are possible.

Example Most of the time, I'm very happy in my job.

Generally speaking, I'm very happy in my job.

1. I tend to prefer working outdoors instead of in an office.
2. The farm makes a good profit, mostly.
3. Nearly all crops will do badly if there are dry conditions.
4. Most people don't know much about beekeeping.

generally speaking
on the whole
in general
by and large

2. Choose the best words to complete these generalizations.

1. Most / Many / Hardly of my time, I spend working in the fields.
2. Nearly / Lots / A lot of my chickens were killed by a fox.

3. Little / Rare / Not many people understand very much about beekeeping.
4. It's normal / basic / everyday for me to work for ten or twelve hours a day.
5. It's typical / usually / common for farmers to complain about the weather.
6. Before we put in drainage, the water wanted / tended / often to flood my crops

E. Writing: generalizing about conditions

In pairs, plan a short paragraph describing the problems faced by farmers and the ways that farmers deal with their problems. Try to use some of the generalizing expressions you have learnt in this session.



Main language points of this lesson

When we are making generalizations, we often use these phrases: generally speaking, on the whole, in general, by and large. In general I spend a lot of time reading. On the whole I prefer living in the city to living in the country. By and large, I get on well with my relatives. Generally speaking, teaching in primary school is hard work.

Useful words and phrases

crop farming
flood damage
drainage
beekeeping
keeping livestock
weather conditions
lay eggs
a poultry farmer
soil
harvest
tractor
in the field
cattle
a plough

In this language focus box, there are some words and phrases, use a dictionary to find the stressed syllables of the words

Lesson 5: Self-employment: Being your own employer

Introduction

Self-employment is a position in which an individual works for himself instead of working for an employer that pays a salary or a wage. A self-employed individual earns his income through conducting profitable operations from a trade or business that he operates directly. The present text highlights a range of jobs that has inspired the local people of Bangladesh to be self reliant and earn their livelihood.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions about pictures
- listen an interview and fill in some gaps
- write a paragraph on the success of a self employed person
- use some vocabulary words in sentence

A. Talking about pictures

Look at the pictures below. Discuss these questions with your partner.

- Where are these people working?
- What education or training do they need for these jobs?
- Do the people in these jobs earn a lot of money?
- Did these people face an interview for these jobs?
- What problems do you think these people might face?





B. Listening to an interview

You are going to listen to an interview with Riaz, who is a cattle farmer. Listen and tick the topics he mentions.

- a friend beekeeping study research shopping
- vegetables his father cattle disease loans university
- self-employment weather

1. Now listen again and complete the gaps.

Riaz is an..... (1) graduate
He started the farm with (2) cows
..... (3).
His partner is (4)
There are (5) cows in their farm
.....(6) people work in the farm
They sell vegetables in..... (7) and milk(8)
The farm has (9) to carry the goods in the town.

C. Speaking and Language Focus: expressing personal opinions

Look at what these people say about self-employment. Do you agree or disagree with them? Discuss these opinions with your partner.

For me, it's much better than working for a boss, because I can choose which hours I want to work.

Personally, I think it's quite stressful being self- employed because you never know what is going to happen. I think I work longer hours for less money than I used to when I worked for an employer.

Although it's harder work than my old job in an office, I must say that I prefer working for myself because I'm only earning money for my family and myself, not for my rich boss.

Well, as far as I'm concerned, it's not easy at all, being self-employed! I can't take time off for holidays or I'm sick. If I don't work I don't have any money.

D. Vocabulary and speaking: employment

Choose the correct verb from the box to complete these sentences. Then ask your partner the questions.

1. How often do you _____ time off?
2. Do self-employed people _____ more money than employees?
3. Do you have to _____ long hours for your job?
4. What happens with your job if you _____ sick?
5. What kind of problems do self-employed people _____?
6. Did you have to _____ an interview to get your job?

have
work
get
face
take
earn

E. Writing practice

Write a short paragraph on a person known to you who is successful in life being self-employed. You can mention the following information:

- a) name of the person
- b) location s/he lives
- c) educational qualifications
- d) job/business/farming s/he is engaged in
- e) nature of her/his work
- f) present financial status

Main language points of this lesson

When we talk about achievements in the past, we often use the present perfect simple form. Look at these examples from the interview with Riaz.

You've taken your life into your own hands

I've made more money working for myself.

I've really worked hard.

Useful words and phrases

personally
I must say
as far as I'm concerned
to achieve something
to make a profit
commercially
disease
to apply for a loan
to discuss what to do
a calf/ a bullock
to study agriculture
a role model
hygiene
to take your life into your own hands
working conditions

Remember that it's
a good idea to learn
phrases, not just
single words. Many
words in English
go together with
other words.

Unit-4 Going out and outing

Lesson 1: Picnicking: Out in the Jungle

Introduction

A picnic is an event to eat outdoors, have a break, enjoy the warm sunshine, and have fun in a free time. It is usually held in a park or other open places. People bring the food for picnics in lunch boxes or in picnic baskets. Food for picnics is prepared on location such as by grilling, or at home. This unit reflects the experiences and pleasure of enjoying picnic with friends and family.

Learning out comes

After completing the session students will be able to:

- read text and answer questions
- use language for agreement and disagreement
- use reflexive pronoun

A. Speaking and Vocabulary: Leisure time

1. Match the words to make natural sounding expressions.

<p style="text-align: center;">go on enjoy take time sit get away it makes pass the daily</p>	<p style="text-align: center;">a change a picnic down and relax from it all routine the time off work yourself</p>
---	--

2. Now complete the missing words for these questions first, then with a partner take turns to ask and answer these questions.

	Me	My partner
1. How often do most people _____ time off work?		
2. Do you think it's important for people to sit _____ and _____ during the working day?		
3. What kind of activities do people do to _____ themselves at the weekend?		
4. When was the last time you took a trip to get _____ from it all?		

5. Do you think it's a good idea to go on trips with the family to _____ a change from the daily _____?		
6. When was the last time you _____ on a picnic?		
7. What kinds of things do you usually do to pass _____ on a long journey?		

3. Now ask partner questions.

B. Reading: A Day out with the family

These people are talking about days out with the family. Which of their opinions and experiences most closely matches your own?

Nazrul

A couple of weeks ago, my family and I went to Modhutila to have a picnic. We thought it would make a nice change for us, to get away from home for the day and enjoy ourselves. Unfortunately, on the way, my son was travel sick. So, of course, when we arrived and wanted to sit down and eat our picnic, he wasn't at all hungry. He complained so much about how sick he felt nobody could really enjoy themselves. The whole day was a bit of a waste of time, and it cost quite a bit, too.

Nahar

One of the things I want to do with my family is going out on a picnic at least once a month. You can get away and see new places. I love looking at the countryside and the natural beauty of the land. Having a family picnic is a great excuse to make lots of interesting and delicious food for everyone to share. Our family goes on a picnic very frequently.

Monira

I went on a great picnic just last week. It was really good fun and I think everyone had a good time. On the way there, we sang some songs and my cousins told jokes and made everyone laugh. We all ate a bit too much and talked a lot. I think it's a great thing to do with the family, because it brings everyone together and makes a break from the boring everyday routine of life.

Karim

My family and I hardly ever go on picnics. To be honest, I think the whole thing is a bit of waste of money. I work in a textiles factory and I don't have a lot of money to spare. Families spend lots of money on travelling to different places, and then, when they get there, they spend the whole day eating. It seems fairly pointless to me. With the same money, my family can eat well for a week at home!

Now read the texts again and answer these questions.

1. Which two speakers mention a recent trip they have been on?

_____ and _____

2. Which two speakers think that picnics are a waste of money?

_____ and _____

3. Which speaker mentions a family member's illness?

4. Which speaker believes that picnics help to bring the family together?

5. Which two speakers mention what happened on the way to a picnic?

_____ and _____

6. Which speaker mentions his or her occupation?

C. Language focus: agreeing and disagreeing

Read the following expressions and put a tick on 'A' next to the expressions of agreement and on 'D' next to the expressions of disagreement.

That's very true.

A / D

I'm afraid I disagree.....

A / D

It is a good idea but.....

A / D

You're absolutely right.

A / D

No way.

A / D

Not necessarily.

A / D

That's not always true.

A / D

Absolutely

A / D



D. Role play: Organizing a picnic

Role play a conversation with your partner. Use some of the expressions for agreeing and disagreeing.

Student A

Imagine you and your partner are family members. You are very keen on picnics and you want to arrange a big family picnic as a celebration for your uncle's birthday next month. Try to persuade your partner to help you organize it and argue with him / her.

Useful language:

It'll make a change!

It'll bring everyone together!

We'll all enjoy ourselves!

Student B

Imagine you and your partner are family members. You can't stand picnics and really don't want to get involved in any. Try to explain to your partner what you don't like about them, and try to persuade him / her to think of an alternative celebration for your uncle's birthday.

Useful language:

It'll be a waste of money!

The journey will take too long!

E. Using Reflexive pronoun

1. Look at these sentences and choose the correct word.

1. I really enjoyed me / myself!
2. The children behaved them / themselves very well.
3. The computer turns it / itself off after 30 minutes.

2. Choose the correct reflexive pronouns from the table to complete the sentences.

1. My cousin Sanjit fell over and hurt _____ on the picnic.
2. We really enjoyed _____ on our trip to Modhutila last month.
3. This meal is delicious. Did you prepare it _____?
4. I've decided to buy _____ a new phone.
5. I hope that your daughter didn't injure _____ when she fell over.
6. Auntie Ruma cut _____ when she was cooking yesterday.
7. Thanks for a great day! I really enjoyed _____

Main language points

I
You
(singular)
He
She
It
We
They
You (plural)

did it

myself.
yourself.
himself.
herself.
itself.
ourselves themselves
yourselves.
themselves.

These words are known as reflexive pronouns:

These words are often used with verbs such as hurt, enjoy, behave, wash, dress etc.

For example:

We really enjoyed ourselves at the football match.

Be careful you don't fall over and hurt yourself

The cat sat and washed itself.

Useful words and phrases

go on trip/ go on a picnic
take time of work
to injure yourself
to be involved in something
a celebration
to organize
to persuade
to be keen on something
everyday routine
it makes a change
to be honest
fortunately / unfortunately
travel sick

In this language focus box, there are some words and phrases, use these in your speaking and writing.

Lesson 2: Travelling: How far can we go!

Introduction

Travel is the movement of people between distant geographical locations. Travel can be done by foot, bicycle, automobile, train, boat, bus, airplane, or other means, with or without luggage, and can be one way or round trip. Travelling will not only help a person learn about the beauty of a country, but about also the attractive places as well. S/he will notice the cultural differences, and will find out what makes his/her culture unique. This unit highlights the pictures of different places and describes the different preparation a person would require and to follow a guideline while travelling.

Learning outcomes

After completing the session students will be able to:

- talk about pictures
- use language for giving advices
- use zero and first conditional sentences

A: Speaking and Vocabulary: where is it?



Can you match the pictures with the places? Which would you like to visit? Why?

Sunset	Guest bird	Rangamati
Sajek valley	Jafflong	Hum Hum water fall

Can you find examples of these things in the photographs?

a bridge	a water fall	birds	sunset	hills
	rocks	houses	lake	

B. Reading: Travel

1. Look at the text and choose the best title for the article.

1. How to be a good traveler
2. The history of tourism
3. The importance of guide books



Since the beginning of history, humans have been travelers. People needed to move around to find food and safe places to live. Now, of course, we don't need to travel to find food, but people still want to discover new places. We love seeing new things around our country. Tourism has become more and more popular because travelling has become easier. So what are the secrets of how to be a good traveler?

Before setting off on a trip, you should find out about your destination and buy a suitable guide book. If you find out about the cultural background of the places you are visiting before you travel, you will have a more enjoyable trip. Before you leave, look up information about where to stay, what to eat, where to go and what to take with you on the internet. A few basic precautions are important. If you travel, make sure you keep your money and travel documents in a safe place.

You should try to pace yourself on your trip. If you spend all your time moving around, you will feel exhausted and you won't remember the places you visit. It's better to see a few places properly than a lot of places very quickly. When you travel, you should use the opportunity to learn about different customs and to make friends. Speak to people and you will enjoy your trip more. If you travel with an open mind, you can learn a lot about different cultures from the people you meet when travelling. They may even teach you to think about life in a different way.

. Now read the article again and answer these questions.

1. According to the article, why has tourism become more popular?
2. What does the article suggest you should buy before you travel?
3. What does the article tell travelers to do with their money and travel documents?
4. Why does the article tell travelers to pace themselves?
5. What can travelers learn about when they travel, according to the article?

C. Vocabulary

Now look at the article again and find a word or phrase in bold to match these definitions.

- | | | |
|-----|---------------------------------------|---------------|
| 1. | the place where you are going to | d_____n |
| 2. | find out | d_____r |
| 3. | pleasant, nice | e_____e |
| 4. | very tired | e_____d |
| 5. | find information in a book or online | g_____ b____ |
| 6. | a chance, a time to do something good | o_____y |
| 7. | go at a steady speed, not go too fast | p_____ c_____ |
| 8. | the opposite of dangerous | s_____e |
| 9. | the things you do to be safer | p_____s |
| 10. | starting a journey | s_____ o_____ |

A good way to remember new vocabulary is to try to use it in a sentence. Pick three words from this exercise and make example sentences.

D. Language Focus: zero and first conditional sentences

Look at these sentences from the article.

If you spend all your time moving around, you will feel exhausted.

If you travel with an open mind, you can learn a lot about different cultures.

If you travel, make sure you have your money and documents safe.

Now in pairs find the right ending for these sentences.

1. If you visit the water fall...
 2. If you talk to people...
 3. If you are going to take a train...
 4. If you take a large bag with you...
 5. If you wear a hat...
- A ...it can be heavy to carry.
B ...buy your ticket before you travel.
C ...remember to take warm clothes.
D ...you will learn about the customs of the place.
E ...it will keep the sun off your head.

E. Language Focus and writing: giving advice

Look at the advice given for travelers. Do you think its good advice?

You should wear sunglasses, to keep the sun out of your eyes.

Make sure you have comfortable shoes, if you are doing a lot of walking.

Don't take too much luggage with you, if you have to carry it.

You shouldn't drink water from the river. It's not clean.

Try to talk to local people to find out more about the place.

Imagine a tourist wants advice on travelling around Bangladesh. What advice would you give? Think about clothing, what time of the year to travel, the best places to go. Are there things they should not do, in your opinion? Write the endings to these sentences.

You should _____.

You shouldn't _____.

Try to _____.

Try not to _____.

Don't forget to take _____.

Make sure you _____.

F: Pronunciation

Put the words into the correct columns.

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
Tourism	Precautions	information

exhausted historical destination ticket opportunity
properly enjoyable suitable discover uncomfortable

Main language points

If sentences: zero and first conditional forms

You can talk about possibilities using sentences with if:

If + present simple // will/won't/can +infinitive (without to)

If you don't take a map, you will get lost.

If you wear thin clothes, you won't be too hot.

If you take a camera, you can take photographs.

should / shouldn't

When we give advice we use should / shouldn't +infinitive (without to)

You should keep your money in a safe place.

You shouldn't swim in the river.

Should I take a phone with me?

Useful words and phrases

birds
stones
a waterfall
a bridge
tourism /tourist
see the beauty of the
country
the secrets of how to....
set off on a journey
suitable
historical
cultural
enjoyable
basic precautions
pace yourself
exhausted
opportunity

When learning new words
try to organize them into
different subjects this will
help you to remember them.

Lesson3: Visiting Places: Thirst for the unknown

Introduction

Learning is a strong reason why people love to visit places. The thirst to know the unknown is an experience which is something unfamiliar and helps a person to acquaint with new skills or knowledge. To many people seeing the world is more educational. Every destination has something unique to teach visitors, and immersing themselves in a completely different world is in many ways a good learning experience. They'll also gain awareness of new customs, cultures, people and places. You realize that there's no one way to live life. Meeting people from other places will show you that the world view isn't the same as everyone else's.

Learning out comes

After completing the session students will be able to:

- respond to a circular
- write a job letter
- answer to questions

A: Read the circular in the box

This summer work is for something more valuable than money

If you're between the ages of 16 and 29, you can take part in one of our under-30 volunteer experiences. Join a group of likeminded peers and become part of a service-based, grassroots community of active global citizens. Build lifelong friendships, see beautiful and unique parts of the world and add some meaning to your international travels. You do not have to be a post-secondary student; however, many participants on these trips will be students enrolled at post-secondary institutions.

As a volunteer, you'll work side-by-side with people from the host community on a sustainable project they've selected. Usually, this means working on small infrastructure projects like the building of a community centre, training facility, house or school. Most teams work on the project from Monday to Friday. These work days include both lunch and plenty of cool down breaks. Your evenings and weekends will be free, but team leaders will often have pre-arranged cultural activities that you can enjoy.

B. Now write a response to the circular and mention your reasons why you want to join this.

C: Read the text in the box

Thirst for knowledge

In a real sense there is no end to learning and sources of acquiring knowledge are innumerable so if you want to achieve novel experiences of different society, culture, norms, way of living, you have to visit places home and abroad. Human thirst for knowledge is unquenchable. Visiting different places can give you an edge to your existing knowledge from your academic studies. In ancient times this was difficult for people as there were no proper roads and highways and scarcity of transportation. With the expansion of science and technological invention movements have become easier, cheap, quick and pleasant. This type of travelling is now regarded as an important part of education. Educational Tour increases our knowledge and new thoughts and ideas grow up in us. The education of a person remains incomplete if s/ he do not visit important places of the world. Reading of books only provides him/her with half knowledge. But travelling with eyes wide open and mind fully gives him/her full knowledge. Travelling also removes his/her narrowness and superstitions. It makes a traveler smart and self-reliant. Owing to the fabulous progress in the field of communication, travelling today involves fewer hazards. Hence, students must take part in educational tours. It is both entertaining and instructing for them. The education of a student remains incomplete without travelling. Educational institutions and tourist bureaus often arrange study tours at affordable rates. Many schools and colleges arrange visit to places that are of geographical or historical importance. Visit to historical places give students a practical insight of the past events. After visiting these historical places, when these students read about those places or events, then they are able to fully understand the subject.

It is very difficult to understand the nature of various types of soils, forests, etc. simply by reading textbooks. Travel to places of geographical importance also helps a student to grasp the depth of the subject.

It has been observed in cities' students are travelling twice a year either with their respective schools/colleges or with their parents or friends, because there is no financial problem with them, whereas students of village schools are deprived of such travels for their want of money.

Government should look into the matter and make arrangement for Education Tours in Village Schools.

D: Now Read the advertisement and apply for joining the program

Are you looking for leadership experience? Become a student team leader! Not only will you have a meaningful adventure, but you will also be building a skill set that employers are looking for. If you have already travelled abroad and wish to expand your leadership skill, you can join our team

E: Now fill in the blanks

1. It is said that there is no-----to learning.
2. Sources of learning are-----.
3. If you want to achieve novel experiences you have to -----places.
4. Visiting places give you an-----to your existing knowledge..
5. Human thirst for knowledge is-----
6. Educational tour -----our knowledge.
7. Education of a person remains-----if he does not visit places of the world.
8. Many schools and colleges ----- visit to places that are of geographical or historical importance.

Main Language points

Present Simple and Continuous, conditional sentences

Visiting places can help you to gain knowledge

If you visit places you can increase your knowledge

Make similar sentences working with your friend.

- Useful words and phrases**
- active global citizen
 - build lifelong friendship
 - post secondary
 - international travel
 - host community
 - sustainable project
 - infrastructural project
 - volunteer
 - innumerable
 - norm, educational tour

When learning new words try to recognize them into different subjects this will help you to remember them.

Unit 5 Past Time

Lesson 1: Different people different pastimes

Introduction

Successful people know there is more to life than simply eating, sleeping, and working. A person needs to enjoy some leisure time every now and then, and making the most of their free time by taking up a hobby like photography gardening , for example, can stimulate their creativity, analytical skills, and fine motor skills. This chapter also attempt to point out a number of pastime activities to augment the proficiency for English language usage.

Learning outcomes

After completing the session students will be able to:

- match words with pictures and discuss answers to some questions
- read a text and answer some questions
- write a paragraph on your own pastime
- practise pronunciation

A. Vocabulary and speaking: Pastimes and hobbies

Match the pastimes with the pictures below:

Watching TV, photography, gardening, playing, fishing, reading, weaving and chess.



Do you have any of these hobbies?
Which do you think is the most interesting?
Which is the least enjoyable?
Can you think of any other hobbies?

B. Reading and Writing: Leisure time activities

1. Read what these four people say. What are their pastimes?

Rina: "I learnt my hobby from my grandmother. For me it's very relaxing to sit quietly and move the wool in and out. I love watching the patterns grow. I feel good when I'm doing this, and I can make some beautiful things."

Pastime: _____

Karim: "I like doing my hobby because it makes you use your brain. It's a quiet thing to do, and you have to think quite hard to beat your opponent. My uncle taught me how to play, but I'm better at playing the game than he is now!"

Pastime: _____

Nazrul: "I've done my hobby since I was a small boy. It's an outdoor hobby, which is nice. My uncle used to take me out, and show me how to do it. It's a great feeling, to catch something you can eat. I feel proud to take home something good to show my family."

Pastime: _____

Monoara: "I've always enjoyed doing this. I usually do it with my daughter. It's nice because you can be outdoors. It feels good to watch things growing, and to make your own food."

Pastime: _____

2. Now write the correct names in the gaps in these three sentences.

1. Both _____ and _____ can eat things from their hobbies.

2. Both _____ and _____ have quiet hobbies.

3. Both _____ and _____ learnt their hobbies from their uncles.

3. Write a short paragraph about your own hobby or pastime, why you like it and who taught you the hobby. Don't say what it is! Your partner can read your paragraph and try to guess your hobby.

C. Language focus: gerunds and infinitives

Look at these sentences from the texts and choose the correct verb form: gerund or infinitive.

1. I feel proud to take / taking home something good.
2. I like to do / doing my hobby.
3. I love to watch / watching the patterns grow.
4. I've always enjoyed to do / doing this.



5. It feels good to watch / watching things growing.
6. It's hard to beat / beating your opponent.
7. It's very relaxing to sit / sitting quietly.

Now complete the following grammar rules with *gerund* or *infinitive*.

After adjectives, such as *good, hard, proud*, etc. use the _____ form.

After verbs of preference, such as *like, enjoy, love*, etc use the _____ form.

D. Reading: Photo sharing

What do you know about sharing photos on the internet? Do you know anyone who does this? Kanta is talking about how her photography habits have changed in recent years. Read what she says and answer the questions.

“Until a few years ago, I hardly ever took photographs. I had an old camera and I sometimes took pictures of my family. I took a few photographs of my cousin’s children when they were babies. It was nice to show people pictures of my family, but it was too expensive to print out the pictures, so I couldn’t do it very often. Nowadays I take pictures almost every day. I don’t even own a camera anymore, because my phone can take pictures. When there’s a birthday, a wedding or a new baby in the family it’s really nice to be able to capture the moment and keep a record of what’s happened. I don’t print out many of my pictures, because I don’t need to. I can send my pictures to people over the internet.

3. What were the disadvantages of using the camera, according to Kanta?
4. How has Kanta’s photography changed in recent years?
5. What are the advantages of the new method of taking photographs?
6. What alternative to printing photographs does Kanta use now?
7. What does she want her friends and family to do?

E: Pronunciation

Put the words into the correct columns.

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
Photograph	photography	photographic
camera internet	family encourage disadvantages opponent	alternative advantages

Gerunds and Infinitives

After adjectives, we use the infinitive form:

It's nice to work outdoors in the garden.

I'm happy to see you again.

It's difficult to play chess with Hassan.

After many verbs of preference, such as like, hate, enjoy, prefer, love, we use the gerund form:

I like watching TV in my free time.

My sister loves gardening.

Pushpita enjoys weaving materials.

Main language points of this lesson

Choose the correct verb form to complete these sentences

1. It's cheap to take/ taking up a new hobby.
2. It's nice to be able to grow / growing your own vegetables.
3. It's good to have / having an outdoor hobby.
4. I enjoy to get / getting photos from my friends.
5. I want to learn / learning how to play chess

Useful words and phrases

a method of doing something

advantages / disadvantages

alternatives

proud of doing something

to beat your opponent

show me how to do it

use your brain-

to do weaving

to go fishing

to play chess

to do photography

to do gardening

to have a pastime

to take up a new hobby

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Lesson 2: Photography: When my camera clicks

Introduction

Photography is the art of capturing beauty and emotion (good or bad) in your own perspective and letting the world enjoy it or feel it. It's like a painting, the image is first created in the mind of an artist, and then it is put on canvas, so that anyone who sees the art enjoys it the way the artist imagined or in their own perspective. This is a very fascinating, as the emotion from seeing a photograph, may change from person to person. Photography lets you tell an underlying story through your eyes.

Learning outcomes

After completing the session students will be able to:

- talk about photographs
- match the functions with the parts of a camera
- read out a dialogue and answer some questions
- use sentences for arguments

A: A special photograph

Talk about the following pictures. Ask and answer the following questions in pairs:

- What are the pictures about?
- Were you present on the spots where these happened?
- Then, how could we see it?





Now think about a special photograph that you like, and tell your friend

- why it is special to you.
- how that photograph has helped you to keep your memories fresh.

B: Parts of a camera

The following table contains the main parts of a camera and their functions. Read them and match.

Parts	Functions
1. Lens	a. The lens is one of the most vital parts of a camera. The light enters through the lens, and this is where the photo process begins. Lenses can be either fixed permanently to the body or interchangeable.
2. View finder	b. The shutter release button is the mechanism that “releases” the shutter and therefore enables the ability to capture the image. The length of time the shutter is left open or ‘exposed’ is determined by the shutter speed.
3. Body	c. The image sensor converts the optical image to an electronic signal, which is then sent to your memory card. There are two main types of image sensors that are used in most digital cameras: CMOS and CCD. Both forms of the sensor accomplish the same task, but each has a different method of performance.
4. Shutter Release	d. The controls on each camera will vary depending on the model and type. Your basic digital compacts may only have auto settings that can be used for different environments, while a DSLR will have numerous controls for auto and manual shooting along with custom settings
5. Image Sensor	e. The aperture affects the image’s exposure by changing the diameter of the lens opening, which controls the amount of light reaching the image sensor. Some digital compacts will

	have a fixed aperture lens, but most of today's compact cameras have at least a small aperture range.
6. Aperture	f. The view finder can be found on all DSLRs and some models of digital compacts. On DSLRs, it will be the main visual source for image-taking, but many of today's digital compacts have replaced the typical viewfinder with an LCD screen.
7. Memory card	g. The on-board flash will be available on all cameras except some professional grade DSLRs. It can sometimes be useful to provide a bit of extra light during dim, low light situations.
8. LCD screen	h. The LCD screen is found on the back of the body and can vary in size. On digital compact cameras, the LCD has typically begun to replace the viewfinder completely. On DSLRs, the LCD is mainly for viewing photos after shooting, but some cameras do have a "live mode" as well.
9. Flash	i. The memory card stores all of the image information, and they range in size and speed capacity. The main types of memory cards available are CF and SD cards, and cameras vary on which type they require.
10. User control	j. The body is the main portion of the camera, and bodies can be a number of different shapes and sizes. DSLRs tend to be larger bodied and a bit heavier, while there are other consumer cameras that are a conveniently smaller size and even able to fit into a pocket.

C: Dialogue

- Act out the following dialogue in pairs.
- Now read the dialogue and answer the questions that follow:

Nizam: Hello, Mita how are you?

Mita: Hello Nizam, I am well. How are you?

Nizam: I am fine, thanks. I would like to thank you at first to find some time for our readers. Tell us how you started thinking about taking photography as profession.

Mita: Actually, in our childhood we had a camera at our home. I used to play with the camera. When we would go out for any trip, I used to take snaps of different objects. Since then, it was my favourite hobby. After I finished my graduation I attended a course at the Aliance Francaise on photography. My hobby became well-informed by the course. So, I felt confident about photography and as I needed a job, I thought of taking photography as a pro Nizam: When you took it as a profession could you find enough female photographers?

Mita: Oh, no. Not enough. Only a few

Nizam: Did you feel any barriers to be successful in this profession?

Mita: Actually the people of our society are not accustomed to seeing a female photographer. As such, people like us are not always welcomed by all. Moreover, we need to wear easy dresses like jeans, T-shirts, fatua etc. But, days are changing. Gradually, the acceptance is increasing.

Nizam: What do you consider to be very important for capturing a good picture?

Mita: It is important to consider the location of the pictures they take. Making sure the sun will not affect the picture in undesired ways, and positioning yourself behind the sun so that the light will create clearer shots is important.

Nizam: What would you suggest to new learners of photography?

Mita: The best way to learn about photography as a hobby is by doing it. Try different things until you have mastered them. Do not be afraid to try new things, or to experiment. Ask other people for their opinions of the work you do, it will help you to improve your hobby.

Nizam: Is there any special issues that stir your emotions while photographying?

Mita: There are many. The distress of people after any big natural disaster is really unbearable and we, the photographers have to stand beside them at that time.

Nizam: It was really nice to listen from you about your experience. Thanks

Questions:

- a. When did Mita start taking picture?
- b. Where did she attend the course?
- c. Where should be the position of the object while taking picture in the sun?
- d. Why should we take others' opinion about photos?
- e. Why does Mita feel honoured?

D: Agreement or disagreement

Write 'A' if the statement indicates 'agreement' or 'D' if it indicates 'disagreement'

a. I agree that public awareness is a must to protect our environment from pollution.	A/D
b. I disagree that photography is an expensive hobby	A/D
c. We have strong disagreement regarding the idea that everyone of Bangladesh should go for higher studies.	A/D
d. People seek solvency. However, earning money in an illegal way can never be appreciated.	A/D
e. You should come to consensus with us that internet is the best way to reach the vast knowledge on the earth.	A/D
f. Probably you will agree with us that in the business-oriented world, creating personal exposure is very important.	A/D
g. You can't deny the fact that our students are gradually becoming dependent on private tutors instead of being creative.	A/D

E: Take a position

Do you agree with the statement "Photographs are the best resources for passing on our history to the next generations"?

Write ten sentences in favour of your position

Useful words and phrases

Interchangeable
Accomplish
Conveniently
accustomed to
capture
master
unbearable
expose
aperture
positioning
business-oriented
instead of

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Unit- 6: Health and Nutrition

Lesson: 1 Balanced diet: What your dietician says

Introduction

The effective management of food intake and nutrition are both key to good health, Proper nutrition and food choices can help prevent disease. Eating the right foods can help your body cope more successfully with an ongoing illness. Understanding good nutrition and paying attention to what you eat can help you maintain or improve your health.

Learning Outcomes

- Talk about food and nutrition
- Match words with pictures
- Read text and decide true or false
- Make a meal chart

After completing the session students will be able to:

A: Look at the pictures and talk about them with your partner :(Pictures of different types of food items)

- a) Which food do you like most?
- b) What is the benefit of these foods?
- c) What is the benefit of eating vegetables?
- d) What is the benefit of eating fruits?

B: Match the words with the pictures

rice

meat

flour

oil

sugar

vegetables

fish

fruits





C: now read the text in the box

In recent time people are very much concerned with their health. Everybody wants to be in sound health. They always worry about how to maintain a good health and be free of diseases. They go to doctors and dieticians for advices and suggestions. They go to gym for exercises and for performing yoga. Nowadays people are so much conscious that nearly everybody living in the city areas is aware of the fact that a combination of balanced diet together with some physical exercises helps them to be in good health. You may ask here, what is a balanced diet? Dictionary definition of balanced diet is: a **diet** that contains the **proper** proportions of carbohydrates, fats, proteins, vitamins, minerals, and water necessary to maintain good health. A balanced diet contains all the six groups of nutrients; carbohydrates, proteins, fats, vitamins, fibers, mineral salts and water in correct proportions. Thus balanced diet can also be called a healthy diet. Each of the above groups has a distinct function in the human body. They provide vital energy to life processes like wear and tear of tissues, growth and development. It also helps in avoiding some fatal diseases like diabetes, heart disease and high blood pressure. However the dietary requirements of these nutrients can be different for different groups of people, depending on their age, sex and physical activity. Besides People's eating behaviour, physical activity, daily routine, sleeping time etc. contribute to their health. We know the proverb, "Early to rise, early to bed, makes a man healthy, wealthy and wise." This proverb has proved to be beneficial to all of our health. Again to prove the benefits of having at least a kind of fruit there is a saying: "An apple for a day keeps the doctor away." In this regard we cannot disregard the sayings of Khona who was a wise woman famous for her advices in this region of the world. She told, 'shokale khele nun ada boiddya lagena kakhono dada' - means if you take a small amount of ginger with a pinch of salt it helps you to be away from the doctor. There are so many herbal medicines/home remedies of viral or infectious diseases in our country, if used properly that have some health benefits. Nowadays doctors advise us to avoid red meat (beef, mutton, etc.), rich foods (biriany, paratha, pulao, other oily and fatty foods, etc.) after the age of 40 and to take fish, vegetables, fruits, and to drink plenty of water. Together with this we have to check our BMI (body mass index, this determines our daily calorie intake) according to which doctors or dieticians can suggest a meal chart for a person. Normally an adult male requires 2000—2500 calories and a woman requires 1500—2000 calories per day.

We should not ignore our daily diets because it is said: health is wealth.

D: Decide in pairs whether the following statements are true or false, if false provide the correct answer:

1. Nowadays people do not worry about their health.
2. Everybody wants to be in sound health.
3. People go to gym for practising dancing.
4. Khona was a saint.
5. A balanced diet is not necessary for a young man.
6. Dietary requirements of different nutrients can be different for different groups of people.
7. Vegetables provide us with vitamins and minerals.
8. According to the passage we should avoid red meat and rich food at the age of 30.
9. A dietician is a person who can advise you a meal chart.
10. To maintain good health we should follow daily regular routine.

E: Read the short text about daily diet chart.

Here is a sample daily food chart that includes foods from all food groups to provide nutrition for both adult men and women. You may use this example of a daily food chart to formulate one that suits your needs and food choices. However, it is best to talk to your doctor or dietician before you choose to follow any diet or food chart.

Breakfast: A healthy breakfast is the right start to your day and should provide protein, complex carbohydrate, a little fat, and a variety of vitamins and minerals.

Try whole grain or multigrain bread with a spread of peanut butter or any other nut butter along with a glass of low fat or skim milk. Complete your breakfast with a fiber rich fruit such as apple.

Another option includes multigrain cereal with skim milk. Add berries to your cereal to provide you with both fiber and antioxidants. Get your dose of proteins through boiled eggs or egg whites cooked in scant oil.

Also you can try two handmade breads with some vegetables, an egg and some seasonal fruits; if possible you can have a cup of milk.

Lunch:

A normal lunch may include a moderate cup of boiled rice, one serving of vegetables, a cup of pulses, and a piece of fish/ meat. You can add a cup of yogurt.

Dinner:

For dinner a person can have a cup of boiled rice / two pieces of handmade chapattis, a cup of vegetables, a cup of dal, together with a piece of chicken or meat.

Snacks:

Snacks may include a vegetable sandwich, / two biscuits/ a singara/ a dalpuri, with a cup of lemon tea. You can add a seasonal fruit.

F: Now make daily meal charts for an adult male and an adult female, keep varieties of options. You can take help from the above text

G: Answer the following questions:

1. Why do people worry about health?
2. Why do people go to gym?
3. What is meant by a balanced diet?
4. How can a dietician help you?
5. What is the basis of dietary supplement for a person?
6. What amount of calorie is required in a daily meal of an adult male?
7. Why do we need to measure BMI?
8. What is meant by the saying: “An apple for a day keeps the doctor away?”
9. How can we follow the health rules?
10. What is the function of carbohydrates in our body?

Main Language points:**Words and phrases**

balanced Diet

dietary supplement

meal chart

carbohydrates

minerals

vitamins

nutrition

protein

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Unit 7: The Country I live in

Lesson 1: The 7 War Heroes

Introduction

The seven heroes did not allow any presence of the enemy on land, sea and the air. They tried to save their land, sea and air for their next generation. They made a great contribution in the liberation war of Bangladesh and created a great footstep in the history. The heroic sacrifice of this seven Bir Sreshtho's inspired all of the freedom fighters in the battle and helped to create a golden history in the world. In the war, many people lost their lives but these seven heroes appeared as a real hero and they were not afraid about their death. They dared to accept death as they cared for independence.

Learning outcomes

After completing the session students will be able:

- ask and answer questions on the text
- read the text and decide true or false
- use the past form in narrating past events
- write a news paper article based on information provided

A. Speaking: The 7 war heroes

Why did the war take place?

When did liberation war take place?

Who are the war heroes?

What was their contribution in the war?

How were the heroes honoured?

B. Reading: The 7 war heroes

Read the statements below and decide whether they are true or false

1. Bangladesh was a happy country before liberation war.
2. East Pakistan was dominated by West Pakistan
3. The war took place in Bangladesh
4. The war started in 1969
5. Millions of people lost their homes
6. People's sufferings knew no bounds during the war

2. Now read about the war heroes.

Like most other countries, independence did not come very easily for Bangladesh. Between March and December, a lot of bloodshed and misery had resulted from the war but on 16th December 1971, a new country was born. So, it is very important for all of us to know about the war heroes who sacrificed their lives to bring us the taste of freedom after long domination of West Pakistan. The Liberation war began on 26 March 1971 and ended with the liberation of Bangladesh on 16 December 1971. The armed struggle was the culmination of a series of events, situations and issues contributing to the progressively deteriorating relations between East and West Pakistan. The questions of land reforms, state language, inter-wing economic and administrative disparities, provincial autonomy, the defense of East Pakistan and many other consequential questions had been straining the relations between the two wings of Pakistan ever since independence of the country from Britain in 1947.

During the liberation war 1971, millions of people lost their lives, were injured, lost their property, lost their home and millions of people were subjected to untold miseries. But among the many these seven heroes are on top of all the events as they preferred to embrace immortal death for the independence of their mother land. They never thought of anything for a moment except the independence of the nation. They had unbelievable bravery, limitless courage and highest sense of patriotism.

These seven heroes did not allow any presence of the enemy on land, in the sea and in the air. They fought to save their motherland on land, in the sea and in air to leave a free country for their next generation. They made a great contribution in the liberation war of Bangladesh and created a memorable great footstep in the history; the heroic sacrifice of these seven heroes inspired all the freedom fighters in the battle and helped to create a golden history in the world. In the war, many people lost their lives but these seven heroes appeared as a real hero and they were not afraid of their death. They dared to accept death as they cared for independence.

Bir Sreshtho (Bangla) (The Most Valiant Hero) is the highest military award of Bangladesh. It was awarded to these seven freedom fighters that showed utmost bravery and died in action for their nation. They are considered martyrs. Bangladesh Gazette on 15th December 1973 declared the reward for their supreme sacrifice in the liberation war.

All the recipients of this award were killed in action during the Liberation War of Bangladesh in 1971. Pictures and details of their place of birth are presented below:

Shaheed Captain Mohiuddin Jahangir

Born: 1948 in the village of Rahimgonj under Babugonj upazilla of Barisal district

Rank: Captain

ID Number: BSS-10439s

Squad: Bangladesh Army.



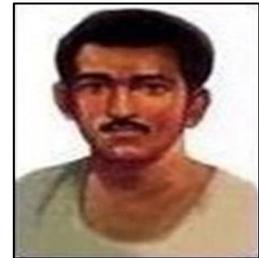
Bir Srehtho Shaheed Hamidur Rahman

Born: 2 February 1953 in Khardo Khalishpur village under Jessore district

Rank: Sepoy

ID Number: 3943014

Squad: Bangladesh Army



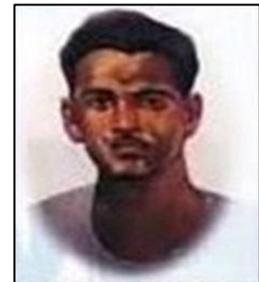
Bir Srehtho Shaheed Sepoy Mostafa Kamal

Born: 16 December 1947 in Hajipur village of Daulatikhan upazilla under Bhola district

Rank: Sepoy

ID Number: 3937798

Squad: Bangladesh Army



Bir Srehtho Shaheed Matiur Rahman

Born: 21 February 1945 at Dhaka

Rank: Flight Lieutenant

ID Number: 4367 (Pakistan)

Squad: Bangladesh Air Force



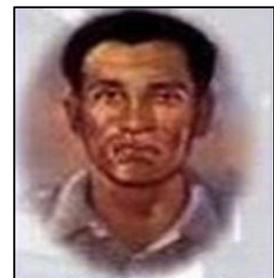
Bir Srehtho Shaheed Md. Ruhul Amin

Born: At Bagpachra in the district of Noakhali in 1934.

Rank: Engine Room Artificer, Class-1

ID Number: 62066

Squad: Bangladesh Navy



Bir Srehtho Shaheed NaikMunshiAbdurRouf

Born: May 1943 at village Salmat of Boalmari upazila under Faridpur district

Rank: Lance Nayek

ID Number: Unavailable

Squad: Bangladesh Rifles

**Bir Srehtho Shaheed Nur Mohammad Sheikh**

Born: 26 February 1936 in Moheskhali village under Jessore district

Rank: Lance Nayek

ID Number: 9459

Squad: Bangladesh Rifles

**C: language focus: use of past forms**

Sometimes we need to give details of past events; in that case we need to use the past form. Read the following passage related to our liberation war. While reading, change the form of the verbs in brackets according to the context.

Like most other countries independence for Bangladesh (not come) very easily. During March to December, a lot of bloodshed and misery (result) from the war but on December 1971, a new country (born). So, it is very important for all of us (Know) about the war heroes who (sacrifice) their lives to bring us the taste of freedom after long domination of West Pakistan. The Liberation war (begin) on 26 March 1971 and (end) with the liberation of Bangladesh on 16 December 1971. The armed struggle was the culmination of a series of events, situations and issues contributing to the progressively deteriorating relations between East and West Pakistan.

These seven heroes (not allow) any presence of the enemy on land, in the sea and in the air. They (fight) to save their motherland on land, in the sea and in air (leave) a free country for their next generation. They (make) a great contribution in the liberation war of Bangladesh and (create) a memorable great footstep in the history. The heroic sacrifice of these seven heroes (inspire) all the freedom fighters in the battle and (help) to create a golden history in the world

Some Useful Words

Bloodshed	struggle
Misery	disparities
Domination	autonomy
Deteriorating	inter-wing
Straining	embrace
Immortal	patriotism

D. Writing: write a newspaper article about our liberation war

You can use the words given in the box above.

Lesson 2: The Sundarbans

Introduction

The Sundarban Mangrove forest is the big forest of Bangladesh. It covers an area of approximately 5900 sq. km. The name may have been derived from the Sundari trees that are found in Sundarbans in large numbers. It provides valuable economic resources. The forest is the abode of the Royal Bengal Tiger. The area is known for the eponymous Royal Bengal Tiger, as well as numerous fauna including species of birds, spotted deer, crocodiles and snakes.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions
- read the text and select titles
- complete sentences
- choose active or passive focus of sentences

A. Speaking and Vocabulary: The Sundarbans

1. How much do you know about the Sundarbans? Talk with your partner about what you know. Think about these questions:

- What can you see in the photographs?*
- What kinds of animals live there?*
- How do you get around there?*
- Why is it an important place?*
- Do you know anyone who has visited there?*



In your classes why do you think is a good idea to talk a little about the subject first and then to ask students about what they already know? Why are pictures useful for students?

2. Put these words into the correct table.

Type of environment	Wildlife	Tourism	Transport

boat marsh tiger deer forest hotels river tours

sightseeing ferry canoe monkeys reptiles stream motorboat

B: Reading and Vocabulary: The Sundarbans

1. Read and choose the right paragraph heading for each paragraph.

- a. A perfect holiday for animal lovers
- b. When to come
- c. Home to a variety of species
- d. How to get around
- e. Where to go



Paragraph One: _____

The Sundarbans covers an area of 38,500 sq km. About a third of it is covered in water. Since 1966 The Sundarbans has been a wildlife sanctuary for over 40 years. It is estimated that there are now 400 Royal Bengal tigers and about 30,000 spotted deer living there. It is also home to many different species of birds, mammals, insects, reptiles and fishes. Over 120 species of fish and over 260 species of birds have been recorded there.

Paragraph Two: _____

The Sundarbans is a very beautiful natural environment. If you're lucky, you might possibly see a Royal Bengal tiger swimming in a stream. Groups of crocodiles can be seen lying lazily by the riverbanks. You may see herds of deer and troupes of monkeys playing in the trees. It is an ideal place for a holiday for people who love to see the wonders of nature.

Paragraph Three: _____

Water transport is the only way to visit the Sundarbans from Khulna or Mongla Port, and many different types of boat can be hired. From Dhaka, visitors can travel by air, road or rocket steamer to Khulna, the gateway to the Sundarbans. Usually it takes 6 to 10 hours by motorboat from Mongla to Hiron Point or Katka.

Paragraph Four: _____

The main tourist spots in The Sundarbans are Karamjol, Katka, Kochikhali, Hiron point and Mandarbaria. Hiron Point (Nilkamal) attracts many tourists who come to see the wildlife and to admire the natural beauty of the area.

Paragraph Five: _____

The best time to visit Sunderbans is during the winter between December and February. This is the time when the weather is pleasantly cool and there are the most migratory birds in the area.

2. Now complete these sentences. Work in pairs to find the answers.

1. One third of the area of the Sundarbans is _____.
2. The Sundarbans has been a _____ for over 40 years.
3. More than 260 _____ of bird have been seen in the area.
4. It's possible to see _____ of deer or crocodiles lying on the _____.
5. You can _____ different types of boat.
6. It usually takes _____ to travel by motor boat from Mongla to Katka.
7. The best season to visit the area is the _____.
8. In the winter there are a lot of _____ in the area.

C: Language Focus: Passives

Look at these examples of passive forms from the text. Can you find any more examples of this form?

A one third of the Sundarbans is covered in water.

Groups of crocodiles can be seen.

Many different types of boat can be hired.

In the following sentences, choose the active or passive form of the verb.

1. The Sundarbans made/was made a wildlife sanctuary in 1966.
2. Thousands of tourists visit/are visited the area every year.
3. Tourists attract/are attracted by the great beauty of the area.
4. Unfortunately, the number of tigers reduced/has been reduced by hunting.
5. The number of visitors to the area is gradually increasing/being increased.

2. Complete these sentences with your own ideas.

1. Recently, I was given _____ by _____.
2. I have never been taught how to _____
3. _____ has shown on television many times.
4. _____ is often written about in the newspapers.

D: Language focus: just in case

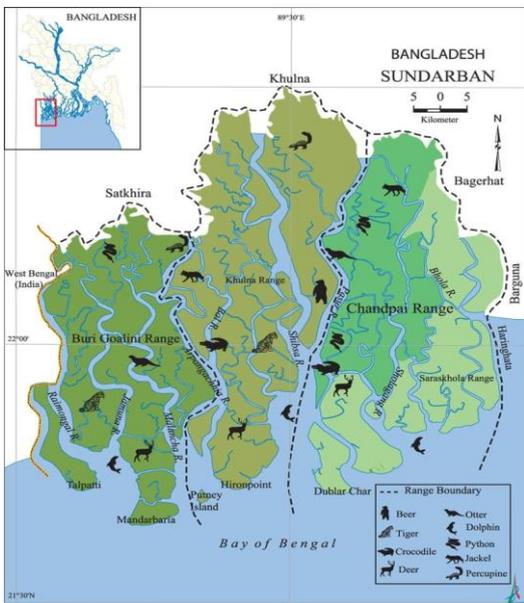
When you are talking about why you did something, you can use the phrase in case. Look at this example:

We'll take a bottle of water, in case we get thirsty.

We will take a bottle because it will be useful if we get thirsty.)

Look at the pictures with a partner and complete the sentences.

1. We'll take a map in case we get lost.
2. We'll take an umbrella -----
3. We'll take a pair of strong shoes.
4. ----- in case the sun is very bright
5. ----- in case we go out at night
6. We'll take a camera in case -----





E: Speaking: Planning a trip

In pairs or small groups, imagine you are going on a trip to the Sundarbans. Talk together about what you should take with you.

How are you going to travel?

How long are you going to stay?

What do you want to see?

Main language points: Passive forms

Look at the structure of these passive sentences and compare with the active form.

Boat trips can be booked in advance.

PASSIVE

You can book boat trips in advance.

ACTIVE

Tigers may be seen in the rivers.

PASSIVE

You may see tigers in the rivers.

ACTIVE

Hiron Point can be visited by ferry.

PASSIVE

Useful words and phrases

in case
wildlife sanctuary
herds of deer
troupes of monkeys
gateway
hire a boat
insects
reptiles
migratory
birds
a flash light
a pair of sunglasses
natural beauty
tourist spot
river banks

You can use these words and phrases in your speaking and writing

Unit 8- Myths Fables and Rhymes/Poems

Lesson 1: Stories

Introduction

Myths and fables are legendary folktales are types of stories originally passed by word-of-mouth, but are now found in writing. They vary in their subject matter, from explaining the natural world and delivering life lessons, to exaggerated events and people grounded in history. What they have in common, though, is their durability as both forms of entertainment and as teaching tools.

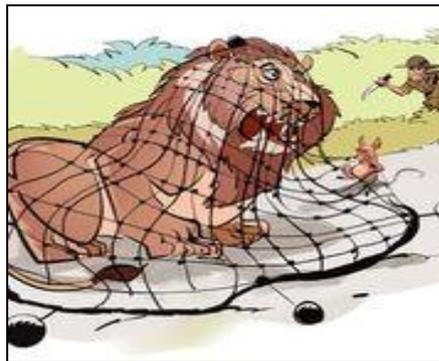
Learning outcomes

After completing the session students will be able to:

- learn vocabulary for practising speaking
- develop reading skill
- practice pronunciation
- practice listening
- use past continuous tense

A: Speaking and Vocabulary

1. Look at the picture. What do you think the story is about? Do you know this story?



2. Can you find these things in the picture? Practice speaking with a partner using these vocabulary

a mouse a lion a hunter a gun teeth a tail a net

3. Match the broken phrases. Do you know what they mean?

1. set...
2. beg...
3. save...
4. cut...
5. learn...
6. size...

- a. a trap
- b. doesn't matter
- c. for your life
- d. someone free
- e. someone's life
- f. your lesson

B: Language focus and Reading: The Lion and the mouse

1. Read the story of the lion and the mouse. What is the moral of the story?

Once there was a lion. He was a very strong lion and proud of his strength. One day, a mouse accidentally entered the lions' den. The lion was furious. He was about to eat the mouse when the mouse begged for his life. He said, 'Please, Mr Lion! Don't eat me! Save me and I promise that one day I'll save your life too.'

The lion laughed and said 'How can a mouse help me?' but because he thought the mouse was funny, he decided not to eat the mouse. A few days later, hunters set a net for the lion and he got caught up in it. Suddenly the mouse appeared and cut the lion free with his sharp teeth. The lion learned his lesson. He saw that size doesn't matter when it comes to help. Even a creature as tiny as a mouse can save a creature as big as a lion.

Now find the past simple form of these verbs and write them into the table.

Irregular verbs	Past simple form
to be	
to say	
to think	
to set	
to catch	
to see	
to cut	
Regular verbs	Past simple form
to beg	
to laugh	
to decide	
to appear	
to learn	

1. Choose a verb from the box to complete these sentences. Use the past simple form.

1. My brother _____ that he was hungry
2. I _____ the book was good.
3. The children _____ at the joke
4. It _____ a very cold day.
5. The boy _____ the ball.
6. I _____ a bird in the tree.

be
catch
laugh
said
see
think

In this reading task, before you read, you talked about a picture, thought a little about vocabulary and thought about the moral of the story. Why is this helpful for students to do this before reading?

C. Pronunciation: Past simple regular verbs

1. Look at the different pronunciation for regular verbs. Practise the pronunciation.

t	d	id
The lion looked at the mouse. We laughed about it. I walked to school.	He begged for his life. The mouse appeared. I learned some new words.	I decided to go home The lion wanted to get out of the net. I waited for an hour.

How do you pronounce the endings of these past simple forms?

- I cleaned my room.
- I worked hard all day.
- I watched a film.
- He looked at me.
- The cat hunted the mouse.
- I visited my cousin.
- I washed my hands.
- We entered the classroom

D. Listening: The Fox and the Crow

1. Now listen to another story. Are these sentences true or false?

- | | |
|--|--------------|
| 1. The crow was sitting in a tree. | TRUE / FALSE |
| 2. The fox was standing near the tree. | TRUE / FALSE |
| 3. The fox had a big piece of meat in its mouth. | TRUE / FALSE |
| 4. The fox was clever. | TRUE / FALSE |
| 5. The fox was silent. | TRUE / FALSE |
| 6. The fox ran away. | TRUE / FALSE |
| 7. The crow opened its mouth. | TRUE / FALSE |
| 8. The fox didn't eat the meat. | TRUE / FALSE |

2. Here is the story again:



One day, a crow was sitting in a tree. A fox was standing near the tree. The crow had a big piece of meat in his mouth. The fox saw the meat in the crow's mouth. He was hungry. The fox was clever. The fox said,
 "Good morning, pretty crow, how are you today?"
 The crow's mouth was shut. The fox said,
 "Dear crow, you are a beautiful bird. You have a very sweet voice. Please sing for me."
 The crow heard all these nice things. The crow opened his mouth to sing for the fox.
 "Crow, Crow", he sang.
 The meat fell out of his mouth and the fox took the meat. He ate the meat for dinner.
 So what lesson can we learn from this story? When you have something you should be content with it. You shouldn't enjoy all the flattery so much.

Can you circle the past simple forms in the story?

E. Language Focus: Past continuous

1. Look at these two sentences from the story of the fox and the crow.

A crow was sitting in a tree.

A fox was standing near the tree.

The two sentences describe something that was in progress in the story. Complete these sentences using was / were + verb +-ing.

1. The sun _____ (shine)
2. The crow _____ happy about his voice. (feel)

2 Can you write a sentence in the past continuous about each of these pictures?



Examples: The girl was using a computer
 Two boys were talking

Main language points

Past simple and past continuous

When you are talking about a finished action in the past, you can use the past simple:

The mouse cut the net with his teeth.

The crow dropped the meat.

The fox caught the meat.

When you are describing a process or continuing action in the past, you can use the past continuous:

The sun was shining.

The lion was walking under the trees.

The bird was singing

Useful words and phrases

Proud of

Strong/strength

Furious about

To beg for something

To promise to do something

Funny

To decide to do something

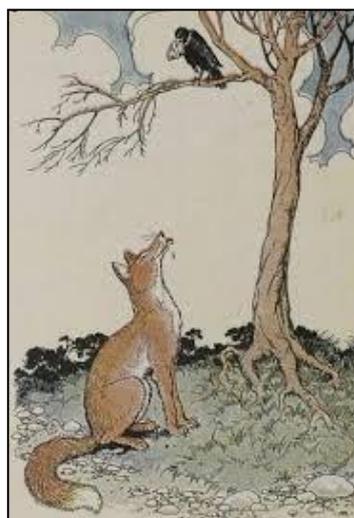
To catch something

To set a net, to cut free

Appear, a creature

Size doesn't matter

Flattery, a crow, a fox



Lesson 2: Rhyme /Poems for developing Listening skill

Introduction

Introduction

Rhymes and poems are great motivators. Poems are often rich in cultural references, and they present a wide range of learning opportunities. Teachers should aim to teach English through poetry, not to teach the poetry itself but to develop their other language skills. As rhymes can help children understand that words which share common sounds often share common letters. Besides, when listening to rhymes and poems, children create a mental picture expanding their imagination.

Learning Outcomes

After completing the session students will be able to:

- explain the importance of rhymes/poems for developing students' other language skills
- recite poems with correct stress and intonation
- enjoy the rhythm of poetry
- practise listening to rhymes with the whole class and in pairs
- assess listening skill through rhymes/poems

A: Reading: importance of rhymes and poems

1. Read the passage and answer the questions

Rhymes are important for language acquisition and help speech development. They help children develop listening skills such as realizing the differences between sounds. Recent research into the development and acquisition of early literacy skills has conclusively shown that rhythm and rhyme play a hugely important role. This is because children's early literacy skills are about listening and speaking rather than reading and writing. So it would be a teacher's regular duty to motivate students sing and tell rhymes/poems or songs as part of everyday life during normal routines. Encourage them to retell these by memory or to finish off the rhyming words before you read them. Play fun word games as time fillers such as making strings of rhyming words that all sound like bat, mat, pat, cat, hat, rat etc. It becomes interesting when it becomes a silly word to match with the sounds.

Clap/ pat/ stamp along to music with a steady beat, tapping out the rhythm of a chant or even a book. There is strong evidence that feeling the beat and rhythm in your body makes it much easier to learn.

Have fun, keep it light hearted and enjoyable and remember that no time spent reading, singing, or story telling is ever wasted, you are investing in your children's future literacy skills and equipping them with the ability to become strong readers and writes in the next few years.

In short solid rhyming skills will lead to greater auditory discrimination, stronger phonemic awareness and a larger vocabulary, all of which are fundamental building blocks on which the rest of literacy development is built. You cannot simply read and write in an authentic way, with true comprehension and independence, until these basics are well developed.

1.1 After reading, answer the questions:

- a) What is the importance of reading rhymes at primary level?
- b) What are considered children’s early literacy skills?
- c) How can you make children’s learning more interesting?
- d) What is considered as the basic foundation for reading and writing at this level?

1.2 Place the words in their appropriate form in the brackets:

Rhymes are important for language acquisition and (help) speech development. They help children develop listening skills such as (realize) the differences between sounds. Recent research into the development and acquisition of early literacy skills has conclusively (show) that rhythm and rhyme (play) a hugely important role. This is because children’s early literacy skills (be) about listening and speaking rather than reading and writing. So it (be) be a teacher’s regular duty to motivate students sing and tell rhymes/poems or songs as part of everyday life during normal routines. Encourage them to retell these by memory or to finish off the rhyming words before you read them. Play fun word games as time fillers such as (make) strings of rhyming words that all sound like bat, mat, pat, cat, hat, rat etc. It (become) interesting when it (be) a silly word to match with the sounds

Clap/ pat/ stamp along to music with a steady beat, (tap) out the rhythm of a chant or even a book. There is strong evidence that (feel) the beat and rhythm in your body (make) it much easier to learn.

B: Recitation of poems and rhymes

Read aloud the rhyme while reading act out showing the body parts.

Demonstration Text
Rhyme
Head and shoulders, knees and toes, Head and shoulders, knees and toes, Eyes and ears, mouth and nose. Head and shoulders, knees and toes,

C. Pronunciation Practice with similar sound

1. Listen to a recorded rhyme available in EfT books.
2. Say the words aloud from the box and circle the words that have no meaning.

bat	cat	fat	hat	mat	rat	sat	tat	bin	pin	tin	rin
lin	sin	gin	hin	bip	sip	tip	lip	hip	nip	gip	

3. Prepare a list of some words having similar sounds which may be meaningful or may not have any meaning.

D Assessment of listening skill

Assessment of listening can be done in different ways. Best way to do that is face to face i.e. one to one. Listen to the rhymes from the EfT book and do the following exercise.

Rhyme--1: Body Parts

Put your hand on your head
Touch your mouth
Touch your nose
Put your hand on your knee
Touch your ear
Touch your toes

After listening to the rhyme answer the questions:

1. How many body parts have been mentioned in the rhyme
2. Which body part will they touch at the third time?
3. Which body part will they touch at last?
4. With which body part does the rhyme start?

Rhyme—2: Counting Cats

1 cat, 2 cats
Brown cat, white cat
3 cats, 4cats
Black cat, red cat
Count the cats at the door
1,2,3,4!

Answer the questions:

1. How many cats are there in the rhyme?
2. What are the colours of the cats?
3. Where are the cats?
4. Which coloured cats are mentioned first?

Unit: 9 Environments

Lesson 1: Animals and birds

Introduction

An animal class is made up of animals that are all alike in important ways. Scientists have grouped animals into classes to make it easier to study them. There are many different animal classes and every animal in the world belongs to one of them. The five most well known classes of vertebrates (animals with backbones) are mammals, birds, fish, reptiles, amphibians. There are also a lot of animals without backbones. These are called invertebrates and are part of the phylum arthropoda (arthropods). Two of the most commonly known classes in this phylum are arachnids (spiders) and insects.

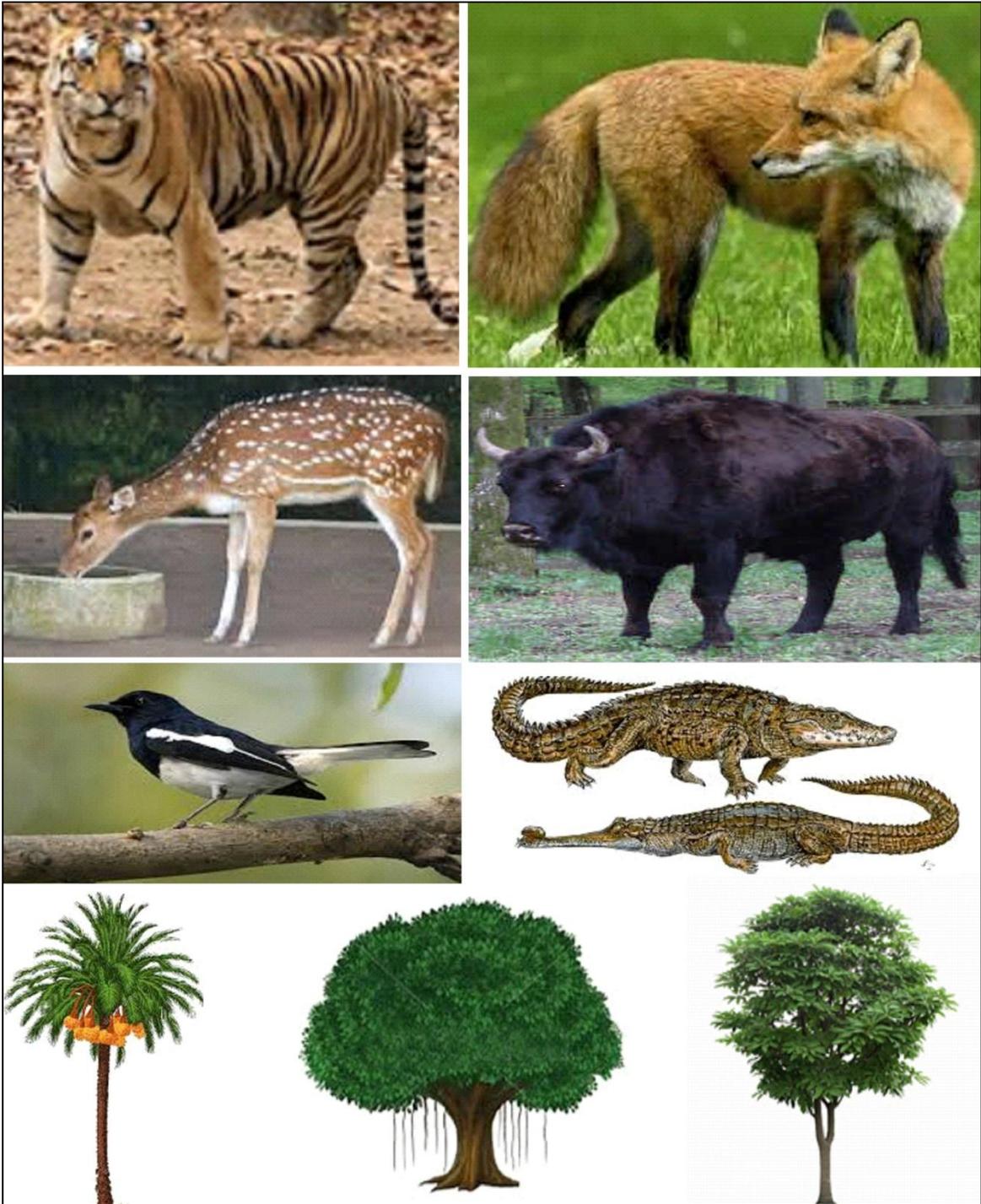
Learning outcomes

After completing the session students will be able to:

- discuss shown pictures
- read a text and circle words on plants and animals
- match words with definitions
- listen to a text and answer some questions
- practise non-defining relative clauses
- practise pronunciation

A. Vocabulary and Speaking: The Animal Kingdom

1. Can you find words in the article on flora and fauna to label these pictures?
2. Do you think the followings are necessary for the environment? How? Discuss with your partner.



3. Look at the table and add more words in each column.

Mammals	Reptiles	Birds	Trees
tiger	crocodile	doel	Banyan tree

B. Reading and Vocabulary: Flora and Fauna in Bangladesh

1. Read the article and circle the different words for plants and animals in the text.

Flora and Fauna in Bangladesh

Bangladesh has lots of different types of wildlife, including 109 species of mammals, 684 types of birds, 119 kinds of reptiles, 19 different amphibians, and 200 varieties of marine and freshwater fish. Unfortunately, the numbers of some species has gone down a lot since the early 20th century because of hunting and the destruction of places where they live. The rhesus monkey is very common, and lemurs can also be seen. The most famous Bangladeshi animal is of course The Royal Bengal Tiger. Other animals include elephants, bears, wild pigs and deer. Domesticated water buffaloes are used for ploughing and pulling carts. There are many jackals, whose strange howling at night is a familiar sound in Bangladesh.

Bangladesh is also a home to many different kinds of birds. Almost everybody hears them, even in the centres of big cities. Most people can recognise the crow, which is the most common bird in Bangladesh. Other well-known birds are the cuckoo, the shayma and the doel, which is the Bangladeshi national bird. The mynah bird and the parrot are talking birds. They can imitate the human voice and other sounds when they are trained. Some of the most beautiful wild birds are the kingfisher, which flies fast, and low over water, and the woodpecker which make its rat-tat-tat-tat sound by pecking at trees looking for food.

Broadleaf evergreen species of trees can be found in the hilly regions. Deciduous trees, such as acacia and banyan, are common in the drier plains areas.

2. Choose a word from the box to match the definitions.

1. Damage or harm
2. worth a lot
3. animals
4. to copy a sound or appearance
5. to know and identify
6. frequent
7. groups of fruit trees
8. preparing the soil for crops

destruction
valuable
wildlife
imitate
recognize
common
groves
ploughing
deciduous
evergreen

9. a kind of tree which loses its leaves
- 10 a kind of tree which has leaves all year

C. Language Focus: non-defining relative clauses

Match the sentence with the missing relative clauses given after the gapped sentences.

1. The crow, _____, can be found in most cities.
2. The doel, _____, is black and white.
3. Jackals, _____, can be found in many places.
4. The kingfisher, _____, is very beautiful.
5. Evergreen trees, _____, can
6. Sundari trees----- can be found in the Sundarbans
 - a) which are commercially valuable
 - b) which flies low over the water
 - c) which howl in the night
 - d) which is the national bird of Bangladesh
 - e) which is the most common bird in Bangladesh
 - f) which never lose their leaves

D. Listening: Hunting birds

1. Match the parts of the sentences. Then listen to the conversation and check your answers.

1. In his childhood, Tareq's family had...	a. quite unusual
2. Now 8 people live....	b. wild deer are also found in the Sundarbans.
3. 20 years ago this situation was...	c. 20 cows and buffaloes.
4. Along with The Royal Bengal Tiger...	d. is decreasing.
5. The number of wild animals	e. in Faruq's village home.

2. Now listen again and answer these questions.

1. How many birds did the hunter kill? _____
2. What type of birds were they? _____
3. Why doesn't Faruq like killing birds? _____
4. How much does a talking bird cost? _____
5. What's the hobby of many urban people? _____

Main language points

Non-defining relative clauses

When you want to give extra information about a subject, you can put two sentences together. Look at these examples:

Tareq works in an office. Tareq lives in Dhaka.s

Tareq, who lives in Dhaka, works in an office

My brother is a doctor. He is older than me.

My brother, who is older than me, is a doctor.

Mangrove trees are beautiful. They grow in the Sundarbans.

Mangrove trees, which grow in the Sundarbans, are beautiful.



Useful words and phrases

species
freshwater
unfortunately
carts
familiar
destruction
to recognize
common to imitate
regions commercially
valuable

You can use these words and phrases to speak and write

Unit: 10: Cultures and Tradition

Lesson 1: National Heritage

Introduction

Historically, Bangladesh has earned the reputation of being at the crossroads of many cultures. The ruins of magnificent cities and monuments left behind in many parts of the country by the vanishing dynasties of rulers still bear testimony to the richness of its cultural heritage. Bangladesh has always been known as a land full of nature's bounties as evident from the vast expanses of its lush crop fields, borderland hills thickly covered with virgin forests and innumerable rivers and their tributaries, making it the world's largest delta.

Learning outcomes

After completing the session students will be able to:

- talk about National Heritage sites in Bangladesh
- read text on different Heritage sites in Bangladesh
- talk about measurements in various ways

A. Speaking: National Heritage sites

1. In pairs, **match** the district with pictures.

a. Chittagong b. Dhaka c. Dinajpur d. The Sundarbans e. Cox's Bazar



1. The longest sea beach in the world

District: _____



2. Kantanagar temple

District: _____



3. Shrine of Byazid Bostami

District: _____



4. Lalbag Fort

District: _____



Talk with your partner:

Have you ever been to any of these places?

What did you like about it?

When did you go?

If not, which of these places would you like to visit? Why?

What other important sites are there in Bangladesh?

Which places do you think are most popular with tourists?

2. What do you know about our country's heritage? Look at the list of places below. Discuss the places with a partner or in small groups. How are these places connected with our national heritage?

DHAKA
CHITTAGONG
COX'S BAZAR
HILL TRACTS
DISTRICTS
SYLHET
THE SUNDARBA
DINAJPUR
MYMENSINGH



B: Reading and vocabulary: National Heritage sites in Bangladesh

1. Match the definitions with a word from the box.

1. the furthest north
2. a system of connected rivers etc
3. an important statue or building
4. someone who travels to a religious place
5. a place
6. the things you can see on the land; the countryside
7. bags, carpets, etc. made by hand
8. traditional stories and belief

folklore
handicrafts
landscape
location
monument
network
northern most
pilgrim

2. Quickly read the following text about the national heritage of Bangladesh and decide which place you would most like to visit.

1. Dhaka

Dhaka is a city with an exciting history and rich culture. It has attracted travelers throughout the ages. It has been developing fast as a modern city and is the capital of Bangladesh. There are many mosques, temples and churches, including the 17th century Seven Domed Mosque and the Dhakeshwari Temple, which is nearly a thousand years old. One of the most famous places in Dhaka is Lalbagh Fort, which was built in 1687. There are many other important buildings, monuments and open spaces in the city.

2. Chittagong

Chittagong is the second largest city in Bangladesh, but it also has green hills and forests, sandy beaches and a pleasant cool climate. One of the main places of interest is the Shrine of Byazid Bostami which attracts a lot of visitors and pilgrims.

3. Cox's Bazar

Cox's Bazar is the tourism capital of the country. It has miles of golden beaches, colourful pagodas, Buddhist temples and delicious sea food. The beach is 120km, long. It is the world's longest beach. Cox's Bazar is the perfect location for a relaxing and enjoyable holiday.

4. Hill Tracts Districts

In this region, you can see forests, the scenic Kaptai Lake and colourful tribal life and culture. The area is famous for the beautiful handicrafts for sale in the region. The towns of Rangamati and Bandarban are two of the most popular places for tourists in the area.

5. Sylhet

Sylhet is located in in the Surma valley with tea plantations and thick green tropical forest around it. This beautiful landscape is very popular with tourists. A visit to the tea plantation in Sylhet is a memorable experience, and there are over 150 of them in the area.

6. Sundarbans

This area is most famous for being the home of the Royal Bengal Tiger. There are beautiful mangrove forests and a network of rivers. The area, which is very rich in wildlife, is a favourite destination for visitors.

7. Dinajpur- Old Ornamental Temple Town

The northernmost district of the country offers a number of attractions to visitors. One is Ramsagar (great sea) lake with rest houses which is a good picnic spot with places for fishing and rowing. Another is Kantanagar temple, one of the finest temples in Bangladesh.

8. Mymensingh-The heart of Bengal Folklore

Mymensingh is important in Bengali literature. It is the place where a lot of folklore began, including many folk songs. It has many associations with the poet Rabindranath Tagore. Along the northern frontier of the district there are many tribes such as Garos, Hajongs and Kochis.



3. Read the text again, and match the sentences with the places.

1. In this place you can buy handicrafts and look at the famous lake.
2. This is a good place to come to look at tea plantations.
3. This is a great place for a beach holiday.
4. In this place you can see the Seven Domed Mosque.
5. This place has connections with a famous poet.
6. Lots of pilgrims come to this place to see the shrine.
7. This is a place with a historic temple and great fishing.
8. This is the most famous mangrove forest with tigers.

a. Dhaka b. Chittagong c. Sylhet
d. Cox's Bazar e. Hill Tract District
f. The Sundarbans g. Dinajpur h. Mymensingh

C: Language Focus: talking about measurements

Look at these sentences from the article:

The Dhakeshwari Temple is nearly a thousand years old. The beach is 120km, long.

1. Practice saying these units of measurement.



centimeter, meter, kilometer,
gram, kilogram, tone, 11km,
130km, 15 cm, 16t, 3.51 gm,
20 m

2. Choose the correct word to complete the sentences. Practice saying the sentences.

1. The bag [weights / weighs] 30kgs.
2. The lake is 150 meters [long / length].

3. The building is 20 meters [height / high].
4. The temple is five hundred years [age / old].
5. The swimming pool is 5 meters [deep / depth].

3. Look at the picture of the tower block and the statistics



Height: 395 m

Floors: 107

Built: 2007

Time from floor 1 to floor 107:

2 minutes, 15 seconds (in the express elevator)

Distance from airport: 27 km

Ask and answer the questions with your partner.

1. How tall is it?
2. How many floors does it have?
3. How old is it?
4. How long does it take to get from the ground floor to the top floor?

D. Speaking: preserving national heritage

Talk about these questions with your partner.

- Why is it important to preserve cultural heritage?
- What problems does cultural heritage face?
- What can be done to help preserve it?

Main language points

You can talk about measurements in various ways:

Questions with adjectives	Questions with nouns	Answers
How long is the room?	What's the length of the room?	It's 10 meters long.
How wide is the river?	What's the width of the river?	It's a meter wide.
How high is that wall?	What's the height of the wall?	It's two meters high.
How heavy is your suitcase?	What's the weight of your suitcase?	It weighs 15 kilograms.
How deep is the pool?	What's the depth of the pool?	It's 4 meters deep.
How old is this building?	What's the age of this building?	It's 150 years old.
How far is it to Dhaka?	What's the distance to Dhaka?	It's about 800 kilometers.

Match the questions with the same meaning.

1. How deep is it?
2. How high is it?
3. How long is it?
4. How old is it?
5. How wide is it?
6. How heavy it is?

- a. What is the length?
- b. What is the width?
- c. What is the depth?
- d. What is the weight?
- e. What is the height?
- f. What is the age?

Useful words and phrases

cultural heritage
tea plantations
handicrafts
historic
a rickshaw
a temple / a mosque / a church
a monument a shrine relaxing
enjoyable
attractive
folklore a
tribe

In this language box,
the stressed syllables of
the words are
underlined, to help you
with pronunciation

Lesson 2: Games and sports: building your bones and muscles

Introduction

Bones are living tissue. Weight-bearing physical activity causes new bone tissue to form, and this makes bones stronger. This kind of physical activity also makes muscles stronger. Bones and muscles both become stronger when muscles push and tug against bones during physical activity. Bone-strengthening activities are especially important for children and teens because the greatest gains in bone mass occur just before and during puberty.

Learning outcomes

After completing the session students will be able to:

- talk about world of sports
- read for key information on sporting achievements
- practice listening on keeping fit and taking part
- use the Present Perfect Continuous

A. Vocabulary and Speaking: A world of sport

1. Look at the photographs. What sports do they show? Have you ever played these?



2. How many different sports can you name? In groups of three or four, you have two minutes to think of as many different sports as possible.

3. Talk about the difference in meaning between these words and expressions.

- to throw a ball / to catch a ball

- to take part in a competition / to win a competition
/a victory / a draw / a defeat /training / coaching



4. These items are all things you need to play different sports. Which sports are they associated with?

- | | | |
|-----------|--------------|----------|
| a racquet | a net | gloves |
| goggles | boots | a goal |
| a pool | a club | a mat |
| weights | a stop watch | flippers |



5. These words are all connected with sport. Are they people, things or places? Write the words into the correct columns.

an umpire	a goal post	a court	a stadium
a race track	a course	a referee	a goal keeper
a medal	a captain	the score	a winner
a trainer			sports kit

People	Things	Places

6. Talk about it



- What is your favourite sport?
- Do you spend more time watching sport or playing sport?
- What kind of sports is regularly played in Bangladesh?
- Do you think it is important to teach children sport?

B. Reading for key information: Sporting achievements

It is often necessary to read complicated texts to find the facts and figures you need. You do not always need to read every word to find the information.

Look at this table and decide what you should look for in the text in order to complete the gaps.

Sport	Achievement	Year
1. football	9th South Asian Games	_____
2. _____	SAFF Games	2003
3. cricket	awarded Test status	_____
4. _____	16th Asian Games	2010
5. boxing	_____	1986
6. _____ shooting	a gold medal	since 1978

Read the text quickly, and do not worry about understanding every word. Just find the information you need.

Sport in many forms is very popular in Bangladesh. One of the nation's favourite sports is football. In 1999, the Bangladeshi football team won the championship of the 9th South Asian Games. In more recent years, the team had another success in 2003, when they became the champions in the South Asian Football Federation (SAFF) Games and also in 2010 when they won the championship in 11th South Asian Games Dhaka.

Cricket is another sport which many Bangladeshis love. In 2000, Bangladesh was awarded Test status by the ICC and now its team is the ninth ranked team in the world. It won the South Asian Games Dhaka-2010 championship and, in the 16th Asian Games in 2010 the team won gold. In 2011, Bangladesh was one of the proud hosts of the ICC World Cup. In other sporting fields, the boxer Mosharraf Hossain won the bronze medal in the 1986 Asian Games. The game of Kabaddi, also sometimes known as Hadudu is the national sport of Bangladesh. The nation has frequently won in the Asian Games in 1990, 1994 and 2002. Bangladesh won Bronze in Kabaddi in 1998 and 2006 Asian Games. The nation has also taken part in the Commonwealth Games since 1978 and has won 3 medals so far, with a gold medal won in the 10 meter air rifle team event.

C: Listening: keeping fit and taking part

1. You are going to listen to four different people talking about different sports. Listen and match the speakers with the photographs.
2. Now listen again and decide if these sentences are true or false.



1. The runner says that his hobby is cheaper than skiing or diving.
2. The runner usually runs alone.
3. The cricketer would like to have a bat for his next birthday.
4. The cricketer was recently injured in a match.
5. The archer has been on the national team for more than four months.
6. The archer took up this sport when he was six.
7. The man has been a rower for five years.
8. After the rowing races, the team members are too tired to talk about it.

Audio script

Speaker One

Man: I like this sport because you don't really need anything except a good pair of running shoes and a place to run. It's much cheaper than going to a gym, or doing expensive things like skiing or diving. I usually go with a friend of mine – there's a good track around the stadium that we use most days.

Speaker Two

Boy: I'm very keen on this sport. It's a competitive sport and I'd love one day to be good. It keeps me fit after school and I enjoy the company of the other players. It's a lot of fun. It can be a little dangerous sometimes, though. Only last week I was hit on the side on my head by a really fast ball. Nothing serious, though. I'm fine now.

Speaker Three

Man: I've been a member of the team for six months now. I feel really proud to be able to represent my country. It's a sport which takes a lot of muscles and coordination. You have to have good eyesight and be able to really concentrate on your target. I've been doing this ever since I was eight years old. My uncle taught me, because he was on the national team when he was younger.

Speaker Four

Man: I've been doing this for around five years, I guess. To take part, you must have good stamina and I have to keep very fit in order to help my team stay ahead. Because there are such a lot of us working together it's a very sociable activity. We are good friends and even though after we've got completely exhausted after a race, we usually spend some time afterwards talking about how the race has gone and what we can do to get faster and better.

D: Language Focus: Present Perfect Continuous

1. Look at the photographs. What have been these people doing?



Make sentences about the photos using the Present Perfect Continuous.

Example: A. He has been playing football.

2. What have you been doing? Take turn to ask and answer with your partner.

Your clothes were wet

your back hurts

You're out of breath

you have soil on your hands

Your face is very red

you look stressed

Main language points

The Present Perfect Continuous form is used to describe activities which people have recently been doing. It is often used when you can see in the present the results of the past activities, for example, when someone is out of breath after they have been running.

The Present Perfect Continuous is formed with have / has + been + verb +ing

A: What have you been doing?

B: I've been playing cricket.

The Present Perfect Continuous form is used to talk about unfinished actions:

I've been playing chess for six years.

We also use the Present Perfect Continuous for recent continuous actions, particularly when you can see the effect of the action:

Useful words and phrases the

championship

to win a match

to take part in an event to win

a medal

to represent your country

the score

a pair of running shoes

a competitive sports

good eyesight

on the national team

exhausted sociable

Remember that it's a good idea to learn phrases, not just single words. Many words in English go together with other words. The examples in this box are underlined

Unit 11 Communications and Transportation

Lesson 1: The internet: Connecting lands and continents

Introduction

The world is ever-changing and with the advent of digital technology, it is changing at a very fast pace. What was once taking a few months to send, now takes seconds. Today, more than ever, Internet communication has made sure to connect people from two opposite sides of the earth with no problem at all.

Learning outcomes

After completing the session students will be able to:

- practice speaking on online activities
- learn vocabulary to read text on internet
- use 'used to' in past habits
- practice speaking on finding Information

A. Speaking: Online activities

All these things can be done on the internet. Can you think of an example for each one? Work with a partner, and write notes in the table.

Example	
1. finding information	
2. sending messages	
3. studying	
4. buying things	
5. talking to friends and family	
6. playing games	
7. listening to music	

B: Vocabulary: The internet

1. What's the difference?

These words are all connected with the internet. Do you know what they mean?

Talk about the differences of meaning with your partner.

working online / working offline uploading a file / downloading a file a browser / a search engine a website / a blog a virus / spam instant messaging/ sending email.



C. Reading: The Internet

1. Read what these people have to say about the internet. Do you agree with them?

Amina

I think that letters are far better than emails. People used to think carefully about what they wrote and how they wrote it before they sent it. These days, they just write quickly without checking that they haven't made any mistakes in their facts or spelling. They're just in too much of a hurry to get on with the next thing to take the time to get it right.

Karim

I'd call myself an internet addict. I probably spend more time than I should online. I really enjoy computer gaming. So after college, I tend to spend time playing with friends, when I should really be working instead.

Yasmin

I can't believe the way people used to wait days or weeks for a letter to arrive. It's much quicker now, with the internet. It's much easier to share ideas and work together. You can download big documents in just a few minutes. It's definitely changed the way I work for the better.

Karim

As far as I'm concerned, the internet is a massive waste of time! In my day, people used to work much harder when they were at work. Nowadays they spend too much time looking at videos and chatting with friends. They never get anything done any more. I think it's terrible for business!

Shahana

My granddaughter showed me how to use the internet a few years ago, and now I don't know what I'd do without it. Before I had it, I used to feel quite lonely, but now I can keep in touch with my family and friends and what's going on, without having to leave the house! It's amazing.

Sohel

I'd definitely say that the internet has improved my life. I'm studying English because I hope to get a job as a translator after I graduate, and it's a great resource for language. There are sites where I can ask grammar questions and practise different language points. And of course, I've made lots of English speaking friends in online forums, which is a great way to practise less formal English.

2. Read what they say again and write the correct names in the spaces given.

1. Which two speakers mention that they enjoy chatting with friends or family?

_____ and _____

2. Which two speakers are pleased about the way the internet has made their work easier?

_____ and _____

3. Which speakers are unhappy about the way the internet has changed life?

_____ and _____

4. Which speaker uses the internet a lot for academic purposes?

5. Which speaker was taught to use the internet by a family member?

6. Which speaker now works cooperatively with people thanks to the internet?

Think about ways that you could use the internet to improve your English. Do you know either of these useful websites?

Learn English

a free website with lots of useful practice material and explanations.

<http://learnenglish.britishcouncil.org/en/>

Learning English

a BBC website with lots of videos, listening practise and reading exercises to improve your skills and language use.

<http://www.bbc.co.uk/worldservice/learningenglish/>

D. Language focus: changes in habits

Look at these sentences taken from the reading task. Which words are missing?

1. People _____ think carefully about what they wrote.
2. People _____ wait days or weeks for a letter to arrive.
3. People _____ work much harder when they were at work.
4. I _____ feel quite lonely.

With a partner talk about some ways that life has been changing since the internet became such an important part of daily life. Use the table to help organize your ideas.

before the internet	nowadays
letters and parcels of documents going to business meetings walking around a bookshop _____ _____	emails and attachments video conferencing browsing an online store _____ _____

Make sentences using used to about these changes.

Example:

People used to send letters and messages in the postal mail, but nowadays they send emails.



E. Speaking: Finding Information

1. Look at the home page of these search engines. Have you used any of these? Which do you prefer to use? Why?



Role play a conversation with your partner, taking it in turns to play these two roles:

Student A

Imagine that you are going to explain some things about the internet to a relative who has used it before. What useful tips can you think of to give your relative? What danger should you warn them about? Be careful to explain clearly, or you will confuse your relative!

Student B

Imagine that you are a relative of student A. You have never used the internet before and you are interested in learning how it works. Ask lot of questions about what exactly you should do. Remember, you've never even touched a computer before today!

Main Language Points

Used to

When we talk about things that happened again and again in the past, but don't happen now we can say I used to / I didn't use to:

I used to smoke but now I've given up.

We also say I used to for things that happened over a long period of time in the past, but are usually not true now:

I used to live in Chittagong, but now I live in Dhaka.

Used to is only for talking about the past, not the present or the future. If you want to talk about habits in the present, use the present simple + usually:

I usually have a large breakfast. NOT I used to have a large breakfast.



Useful words and phrases

a waste of time
to improve
English-speaking
lonely
As far as I'm concerned
to download a document
an internet addict
computer gaming
to work cooperatively
online / off line
a browser
a search
engine to
send an email
to get a virus

In this Language
focus box, the
stressed syllables
of the words are
underlined, to help
you with
pronunciation

Lesson 2: Transport

Introduction

Transport or transportation is the movement of humans, animals and goods from one location to another. Modes of transport include air, land (rail and road), water, cable, pipeline and space. The field can be divided into infrastructure, vehicles and operations. Transport is important because it enables trade between people, which is essential for the development of civilizations.

Learning outcomes

After completing the session students will be able to:

- practice speaking on different types of transport
- learn vocabulary to read text on Bangladeshi transport system
- practice speaking on a journey
- learn languages related to warnings and notices

A. Vocabulary and speaking: types of transport



A boat, A rocket, A launch, An express train, A train, A balloon,
A helicopter, A space and A plane

Match the words with the pictures. Then cover the words and test each other. Can you think of any other forms of transport? Which of these forms of transport is...?

the largest? the smallest? the fastest? the safest?
the most dangerous? the most comfortable to travel in?
the most exciting? the quietest? the noisiest?

B. Reading and vocabulary: The Bangladeshi transport system

1. Read the following text and circle the different types of transport.

The Bangladeshi transport system is a vital part of the country's economy. There is a wide variety of types of transport in the country: by road, rail, river and air. Bangladesh is quite a flat country, with few mountains, so rivers and rails both play an important part in the transport system of the country.

Inland Waterways

Bangladesh has more than 700 rivers, which crisscross the country. It has one of the largest inland waterway networks in the world. It is a safe, cheap and environmentally friendly way to get around. In the wet season, there are 8372 kilometers of waterways in the country. In the dry season the network gets smaller, because there is less water. One of the most famous methods of travel in Bangladesh is the 'Rocket' service from Dhaka to the south. The boats on this route are original paddle steamer.

City Travel

Traveling in and around Dhaka and other big cities isn't always easy. There is a lot of traffic on the roads, and traffic jams are common. There are many buses, bicycles, cycle vans and taxis on the roads. There are also a lot of cycle rickshaws in the cities. There are plans to improve the road system to make transport easier around the city and to reduce traffic jams.

Air

There are 11 airports in Bangladesh, which link up all the major towns with Dhaka. The national airline is called Biman.

Rail

Bangladesh Railway is mostly a passenger railway. It is the busiest on the route between Chittagong and Dhaka, the nation's most important transport corridor.

2. Match the photographs with the correct paragraph.



2. Which words go together to make phrases?

1. waterways
2. transport
3. railway
4. boat
5. van
6. system

3. Match the definitions with a verb from the text.

1. to get smaller
2. to join together
3. to make a network
4. to get better
5. to move

4. Read the text again, and decide if these statements are true or false.

1. Bangladesh is a very mountainous country. TRUE / FALSE
2. Rail and rivers are a vital part of Bangladesh's transport system. TRUE / FALSE
3. There are more rivers in the dry season than in the wet season. TRUE / FALSE
4. Travelling by water is more expensive than other methods of transport. TRUE / FALSE
5. There are sometimes problems with city transport. TRUE / FALSE
6. You can travel by paddle steamer on the Rocket service. TRUE / FALSE
7. There is no national airline. TRUE / FALSE
8. The busiest railway route is between Chittagong and Dhaka. TRUE / FALSE

Speaking: a journey

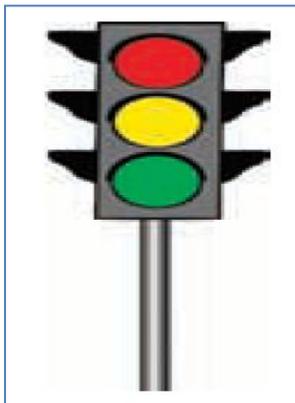
Remember a journey you took. Try to remember as many details as possible. Think about these questions.

- Where did you go?
- Why did you go there?
- What form or forms of transport did you use?
- How was the journey?
- How long did it take?
- How long did you stay?
- Was the return journey any different?

Ask and answer the questions with a partner.

D. Language Focus: warnings and notices

1. What do these signs mean? Where might you find them?



2. Choose the right word from the box to complete the sentences.

should watch permitted attention allowed idea ought

1. When you're crossing this road it's a good _____ to look first to make sure that a train isn't coming.
2. You are not _____ to come through this door.
3. If you are driving a tall vehicle pay _____ here or you could have a crash.
4. Only people who work in this office are _____ through this door.

5. You _____ be careful because there might be children here.
6. You _____ to be careful when you get off the train. If not you may fall between the platform and the railway lines.
7. _____ out because there may be water on the floor and you could fall over.

2. Match the sentences 1 - 7 with the signs. Write the number in the boxes.

3. What warning signs might you see in these places? With a partner, write some signs.

On a ferry	in a bus station	On a door into a low room
On a machine	in a train station	On a plane

Main language points

Here are some different ways of saying that it's a good idea to do something:

You should pay attention.

You ought to be careful.

You'd better watch out.

Here are some ways of saying it's not a good idea to do something:

You shouldn't touch that button.

Mind you don't burn yourself

You'd better not open it.

In spoken English we usually give warnings like this:

Watch out for the steps!

Mind your head on that door!

Be careful of the hot water!

In written English, especially signs, we usually give warnings like this:

Caution! Live electricity

Beware! Deep water!

Danger! Keep clear of the rails.

Useful words and phrases

transport system

railway network

waterways

a route

wide variety

pay attention

be careful caution

Remember that it's a good idea to learn phrases, not just single words. Many words in English go together with other words.

Unit 12 Events

Lesson 1 Celebration

Introduction

Bangladesh is a country of festivals and celebrations. They celebrate different national, cultural, or religious occasions with great enthusiasm and excitement. Celebration of festivals has always played a significant role in the life of the people of Bangladesh. A celebration is an event ordinarily performed by a **community** centering on some characteristic aspect of that community and its **religion** or **cultures**. It is often marked as a local or national **holiday**, Eid, Puja or Christmas. The celebrations offer a sense of belonging for religious, social, or geographical groups, contributing to **group cohesiveness**. They may also provide **entertainment**, which was particularly important to local communities before the advent of mass-produced entertainment. This unit narrates the celebration of different occasion common in Bangladesh.

Learning out comes

After completing the session students will be able to

- find out meaning of difficult words and use them
- read text with comprehension
- answer questions
- use modal auxiliary

A. Speaking and vocabulary practice

What can you see in the pictures? Match the pictures with the titles

Eid festival, Puja festival, Christmas day, friendship day, mother's day



B In pairs find out words with similar meaning as words in A and write them down in column B.

A	B
celebration	
friendship	
occasion	
important	
household chore	
amazing	
respect	
honour	
festival	
commemorate	

C. Read the text in the box:

Bangladesh celebrates as many festivals as there are days in the year. Fairs and festivals play an important role in the social life of ordinary Bangladeshis. The biggest Muslim religious celebrations are the Eid-ul-Fitr and Eid-ul-Azha. Widely celebrated festivals for other religious communities are the Durga Puja for the Hindus, Christmas for Christians and Buddha Purnima for the Buddhists. Bangla New Year's Day (Pahela Baishakh), Shahid Dibas (Language Martyrs' Day) are celebrated nation-wide. Now a day's Bangladesh also celebrates friendship day, father's day and mother's day.

Festivals are an expressive way to celebrate glorious heritage, culture and traditions. They are meant to rejoice special moments and emotions in ones lives with their loved ones. They play an important role to add structure to their social lives, and connect with their families and backgrounds. They give them a distraction from their day to day, exhausting routine of life, and give inspiration to remember the important things and moments in life. Festivals were started to pass the legends, knowledge and traditions onto the next generation.

Family life at home with children can be rich, creative and more meaningful when they celebrate the small things in daily life with consciousness and creativity. It is an opportunity to share their values with their children, to teach them appreciation, to challenge them to observe nature, to be thoughtful, to be creative and to show initiative.

These celebrations in return help families and the societies at large to keep connected to their roots, culture, values, and their origin and guidance to preserve the relationship. It helps people come together and celebrate the occasion joy and happiness.

D. Read the text again and answer the questions

1. Why do we observe mother's day?
2. What is the place of a mother in a family?
3. How do you define a mother's role?
4. When did people start observing the day?
5. What is economic purpose of the day?
6. How can we do justice to our mothers in reality?

E: Language focus: modal auxiliary

Look at the sentence

1. We should/**must** take care of our mothers when they become old
(Choose the correct modal verb)
2. We must/should observe mother's day.
3. We should/must help our mothers in house hold chores.
4. We should /must give presents to our mothers often.
5. We should/must thank our mothers whenever they do something for us.

F Suppose you are going to celebrate a mother's day at your school with the children.

Write a dialogue between a teacher and a student on this topic.

Use the following words:

celebrate	mother's day	permission	decorate	head teacher
stage	flowers	invite	banner	speech

Useful words and phrases

celebration
to celebrate
occasion
festival chores
honour emerge
acknowledge
necessity indebted
mothering Sunday

Practice using the
words and phrases in
your speaking and
writing

Lesson 2: International Mother Language Day

Introduction

International Mother Language Day (IMLD) is a worldwide annual observance held on 21 February to promote awareness of linguistic and cultural diversity and promote multilingualism. First announced by UNESCO on 17 November 1999, it was formally recognized by the United Nations General Assembly in a resolution establishing 2008 as the International Year of Languages.

Learning out comes

After completing the session students will be able to:

- explain some expressions
- talk with your partner about international mother language day
- use adjectives and prepositions

A. Vocabulary: languages

1. Do you know the words or expressions in bold? Explain them to your partner.

- Hasan is **bilingual**. □ New York is a **multicultural** city.
- My **mother language** is Bangla.
- He speaks English as a **second language**.
- My brother speaks Urdu **fluently**.

2. Choose a word from the box to complete the sentences.

1. Faisal has been studying English for twelve years but he still can't make himself _____ . He's not very _____ at languages.
2. Roy and Kylie arrived in Bangladesh only two days ago and they don't speak a _____ of the language.
3. Joseph is Canadian. His mom speaks French and his dad speaks English, so he's _____ .
4. Anna speaks English _____ but Spanish is her _____ tongue.
5. Karl has never studied English at school but he _____ up the language while he was living in London.

word studying understood bilingual
picked good fluently mother

B. Speaking: International Mother Language day

1. Look at the photograph and talk about it with your partner.



Have you ever seen this monument?

Do you know where it is?

Why is it important?

C. Reading: International Mother Language days

Read the text and choose the correct paragraph heading for each paragraph.

- a. Freedom and equality through mother tongue teaching
- b. The importance of the day in other countries
- c. The aim of International Mother Language Day
- d. The importance of the date for Bangladesh

1. _____

In November 1999 the 21st of February was named the International Mother Language Day. The day aims to celebrate different languages and to increase understanding between cultures.

2. _____

The day is very important to Bangladesh. On this day in 1952 a group of students in Dhaka were demonstrating for their language, Bangla. Some of the students were shot and killed by Pakistani police in Dhaka. Since then, Bangla language has become a symbol of independence and democracy.

3. _____

The importance of the freedom to communicate in your own language is not only an issue in Bangladesh. Nelson Mandela once said that “if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. Teaching people in their own language helps education to be fair and equal.

4. _____

Today people from almost two hundred countries observe International Mother Language Day. On this day people think about the importance of their mother tongue, and celebrate the richness and diversity of languages throughout the world.



D. Language focus: adjectives and prepositions.

Complete these sentences with the right prepositions. Then, with your partner, decide if the statements are true or false.

1. It's important to be aware _____ connections between words.
2. I need to be careful _____ using the right tense.
3. Many words in English are connected _____ other words.
4. The way I learn now is different _____ the way I learnt at school.
5. I am excited _____ getting better in English.
6. I am fluent _____ several different languages.
7. My notebook is full _____ new words.
8. I am good _____ listening in English.
9. I am happy _____ my progress.
10. I am interested _____ new teaching methods.
11. I am quite keen _____ watching English language films.
12. I am proud _____ my exam results.
13. I am getting ready _____ an exam.
14. I am serious _____ improving my pronunciation.
15. This book is suitable _____ learners of English.
16. I am surprised _____ how much I have learnt.
17. I sometimes get tired _____ looking up words in the dictionary.
18. I am sometimes worried _____ learning new grammar.



Main language points

In English many adjectives are followed by a preposition. Here is a list of some of them. When you learn new adjectives in English, think about which preposition goes with them.

accustomed to	aware of	afraid of
bad at	based on	bored with
capable of	certain about	connected with
different from	enthusiastic about	excited about
familiar with	famous for	fond of
fluent in	full of	good at
happy about	identical to	interested in
involved with	kind to	keen on
nervous about	pleased with	proud of
ready for	relevant to	sad about
scared of	serious about	suitable for
surprised at	tired of	worried about

Useful words and phrases

mother tongue
bilingual
fluent
to pick up language
to communicate
a second language
multicultural
diversity
richness
demonstrate

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Lesson 3: the first day of Bangle New Year

Introduction

Pahela Baishak is the first day of **Bengali Calendar**. It is celebrated on 14 April as a national holiday in **Bangladesh**. The festival date is set according to the lunisolar **Bengali calendar** as the first day of its first month Baishakh. It therefore almost always falls on or about 14 April every year on the **Gregorian calendar**. The festival is celebrated with processions, fairs and family time. The traditional greeting for Bengali New Year is "Shubho Nabobarsho" which is literally "Happy New Year". The festive **Mangal Shobhajatra** is organized in Bangladesh. In 2016, the **UNESCO** declared this festivity organized by the **Dhaka University** as a cultural heritage of humanity.

Learning out comes

After completing the session students will be able to:

- ask and answer questions in pairs on celebrating pohela boishakh
- use echo responses with no/neither
- use language for agreeing or disagreeing

A. Speaking: Celebrating Pohela Boishakh

Ask and answer questions about the following pictures in pairs. You can ask questions such as:

Where do you think this picture was taken?

What was happening in these photographs?

How do you think the people were feeling?

Do you know what events these are?

How do these photographs make you feel?

What could you tell a foreigner about what was happening?



B. Reading: Pohela Boishakh

1. Read the text about the Bengali New Year and decide if these statements are true or false.

1. The tradition of Pohela Boishakh started in the reign of the Emperor Akbar.
2. New Year has been celebrated in Bangladesh for more than 1000 years.
3. On New Year's Day traditionally tenants had to give their landlords sweets.
4. It is traditional to clean your house very well at New Year in Bangladesh.
5. Bengali New Year markets often sell special food.
6. Bengali New Year celebrations have not changed for centuries.
7. In Dhaka you can see some special events.

The Bengali New Year's festival, which is known as Pohela Boishakh, has been celebrated for more than five hundred years. The tradition started at the time of the Emperor Akbar in 1556. At this time people used to pay all the money they owed on the last day of the year. On New Year's Day, landlords gave sweet food to their tenants, and there were fairs and other festivities. The tradition has continued for over a half a millennium and is still today a day of celebration and fun.

To start the New Year with a clean house, the whole home is completely cleaned. People get up early in the morning, wash and put on their best clothes. A lot of the day is spent visiting relatives, friends and neighbours. Many people cook special foods for their guests.

At this time of year, all around the country there are often fairs or markets. You can usually eat very well there, too, trying delicious sweet delicacies and spicy meat dishes.

Some of the older New Year traditions have disappeared in recent years. There are no longer thousands of beautiful kites flying above the cities at New Year. Some of the popular village games and sports such as horse racing, pigeon flying and boat racing are also disappearing. However, some New Year sports such as the wrestling matches at Chittagong continue to this day.

The most colourful New Year's Day festival takes place in Dhaka. Large numbers of people gather early in the morning under the banyan tree at Ramna Park where Chhayanat artists opessn with a famous song by Rabindranath Tagore.

2. now with your partner, write three more True/False questions, and ask them to another pair.

C. Language focus: So do I / Neither do I

1. Read the dialogue and complete the missing auxiliary verbs

A. "I really enjoyed that meal"

B: "Yes, so _____ I. I don't usually like spicy fish."

A. "Neither _____ I. I prefer chicken and beef"

B: "So _____ I. I'm quite thirsty now."

A: "So _____ I. I'd like a fruit juice."

B: "So _____ I. But I have to work this evening so I can't stay long."

A: "Neither _____ I."

2. Choose the correct letter to complete these grammar rules.

A Neither / Nor + auxiliary verb + pronoun

B So + auxiliary verb + pronoun

3. Match the statements with the responses.

1. I can't understand what he says.

I didn't sleep well last night.

2. I like this restaurant.

3. I'd like something to eat.

4. I've never been here before.

5. My feet are wet.

6. My head hurts.

am
can
do
did
do
would

so do I
so does mine
so would I
neither can I
nor did I
nor have I
so are mine

D. Speaking: Agreeing

Talk about these things with your partner. Agree, using So do I etc.

1. the kind of food you enjoy at New Year
2. something you can do well
3. something you're going to do tomorrow
4. a place you wouldn't like to go to
5. a kind of music you don't like
6. a festival you've seen.



Main language points: Echo responses with so / neither

When you have something in common with someone, you can use the structure So + auxiliary verb + pronoun (for positive sentences) or Neither / Nor + auxiliary verb + pronoun.

Positive	A. I'm late	B. So am I
	A. you look nice	B. So do you
	A. We're finished	B. So have we
	A. I'd like some water	B. So would I

Negative	A. I'm not at all tired	B. Neither am I
	A. I haven't read this book	B. Nor have I
	A. We didn't go out last night	B. Nor did we
	A. I can't finish this food	B. Neither can I

It's also possible to use this structure when talking about your possessions or about other

WITH POSSESSIVE	A: My hands are dirty.	
	A: My grandfather worked in a bank.	B: So are mine.
	A: My teacher never explained this to me.	B: So did mine.
	A: My pen doesn't work.	B: Nor did mine. B: Nor does mine.

people

Notice that for this structure, the auxiliary verb comes before, not after the pronoun:

1. So I am. So am I
2. Neither he has. Neither has he.

Useful words and phrases

tradition tenants
landlord guest
festivities
millennium
delicious
to disappear
to fly a kite
pigeon flying
boat racing
wrestling matches
to gather

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

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Unit 1: English as an International Language

Lesson 1 English: Bangladesh and Global Context

Introduction

The aim of this lesson is to provide a clear understanding of the global status of English used for communication. In particular, the lesson focuses on many names of English for communication such as English as an International Language (EIL), English as a Global Language (EGL), English as a lingua Franca (ELF), World English (WE). In addition, the lesson deals with how English is taught as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign Language (EFL). As such the global status of English will provide critical insights to teachers about teaching and learning English in both local and international contexts.

Learning outcomes

After completing the session students will be able to:

- speak about the status of English used in global communication
- describe how English is taught globally
- explain the importance of English for people in Bangladesh

Activity: A Warmer

10 min

Activity A:

Ask questions, and find people in the room who have done or do the following activities: Remember the rule: You cannot ask a colleague more than one question! Move around the room.

1. Have you ever visited to an English speaking country?
2. Have you ever visited a website written in English?
3. Do you listen to the radio in English?
4. Do you ever read the newspaper in English?
5. Do you have a relative who lives in an English speaking count (e.g. Australia)?
6. Do you write a diary or take notes in English?
7. Do you ever speak in English?

Activity B: True-False about the status of English for global communication 10 min

Read the following statements about English. Some of them are true while some of them are false. Discuss the statements within group. Which ones are true? Which ones are false? If false, discuss the true answer.

Activity B:			
	Statements	T	F
1	Chinese is the world's most widely spoken language.		
2	English is the only international language in the world.		
3	English is a language which has many names.		
4	English has multiple varieties		
5	An international language cannot be bound to any one culture.		
6	Only tourists speak an international language.		
7	English can be used as a lingua franca – a common language for communication		
8	English is an international language, not a global language.		
9	If people cannot communicate by using a common language, they tend to use body language.		
10	English is used only in an English speaking country like the USA, the UK.		

Activity C: Read and answer questions 35 min**Activity C**

In the world of English language teaching (ELT) or English language education (ELE), the status of English varies for demographic and socio-political reasons. English is distinguished as a Native Language (ENL), English as a second language (ESL) and English as a Foreign Language (EFL). English is taught as a native language where English is the main language of the majority of the population. The most prominent geographical areas of ENL are: Australia, Canada, England (UK), the Irish Republic, Liberia, New Zealand, Northern Ireland (UK), Scotland (UK), South Africa, Wales (UK), and the United State.

English is taught as a second language in countries where English is not the primary language but is an important and an official language and also were colonies of any of the English speaking countries. Bangladesh, Botswana, Cameroon, Cyprus, Fiji, Ghana, Hong Kong, India, Kenya, Malaysia, Nigeria, Panama, Pakistan, Papua New Guinea, the Philippines, Sierra Leone, Singapore, Sri Lanka, Tanzania, Uganda, Zambia, Zimbabwe are prominent ESL territories. Although according to Kachru's three concentric circles (Inner, Outer and Expanding), Bangladesh is supposed to be a member of Outer Circle. However, due to socio-political reasons, the status of English in Bangladesh is EFL.

English is taught as a foreign language where English is not used much in the daily life of people, but English is learned at schools. In such countries, there is limited scope to use English out of the classroom. In Japan, China, Indonesia and the Middle East countries - English is treated as a foreign language.

Questions:

1. Where English is taught as native language? s
2. What is the difference between the status of English as a second language and foreign language?
3. What is the status of English in Bangladesh? Why?

Activity D: Importance of English

20 min

Here are some reasons why people in Bangladesh study English. Read each reason, and discuss in your group how important it is. Write (1) if you think it isn't important, write (2) if you think it's quite important, and write (3) if you think it's very important.

Activity D:	
People in Bangladesh study English...	Importance
• to read English newspapers, books and magazines	
• for higher study in Bangladesh – most textbooks are in English	
• to watch English films and TV programmes	
• to get jobs in Bangladesh – for example, in government service or with an NGO	
• to work abroad	
• to do research – most textbooks are in English	
• to understand English literature	
• to travel to other countries	

• because they enjoy learning languages	
• to use the internet and e-mail	
• to do international business	
• to communicate with foreigners and tourists in Bangladesh	
• to pass examinations	
• to study abroad	

Activity E: Reflection

10 min

Think about the following questions:

- a) What is the global status of English for global communication?
- b) Why did you learn English?
- c) Why do you think it is important for people in Bangladesh to learn English?
- d) Why do you think it is important for primary-aged children to learn English?

Additional Information

English is the most frequently used language for communication with people from different countries. When we consider English as a means of communication, it can be addressed by different names such as international language, global language, and lingua franca. Each name has different features. In defining an international language, Smith (1976) contends that a language which is used to communicate with people from different nations is called an international language. McKay (2003) notes that in global sense of EIL, the primary function of English language is to 'enable speakers to share with others their ideas and culture' (p. 12). Jenkins (2012) defines EFL as a means of communication as a common language of choice, among speakers who come from different linguacultural (language and cultural) circumstances.

To be a global language, a language needs to achieve a global status. According to David Crystal (2003), when English is a global language, it can be given official status of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the education system. In addition, a language can be made a priority in a country's foreign language teaching, even though this language may have no official status.

Bolton (2004) interpreted the expression 'World Englishes' in three possible meanings. Firstly, World Englishes is functionally an 'umbrella label' term that covers all varieties of English worldwide. Secondly, in a narrow sense, World Englishes refers to 'new Englishes' like Asian English, African English. Thirdly, it refers to 'the wide-ranging approach to the study of the English language worldwide.

Today 1.75 billion people speak English at a useful level (Neeley, 2012). Among them there are 400 million native speakers (Crystal, 2003, p.67), 600 million speak English as

a second language, and 600 million speak English as a foreign language. More than 80% of communication in English is held between non-native speakers of English (Crystal, 2003). Similarly, Graddol (2006) projects that in the next 10–15 years, the number of English speakers is likely to reach a peak of around 2 billion.

Unit 2: Primary English Curriculum

Components of Primary English Curriculum

Introduction

In this lesson, students learned about the importance of English for people in Bangladesh, and in the primary classroom. Bangladesh recognizes English as a compulsory subject in Classes 1-5. Students will learn more about the principles behind the Primary English Curriculum and the *English for Today* books.

Learning outcomes

After completing the session students will be able to:

- describe the objectives of the English Primary Curriculum.
- explain some of the principles behind CLT in the primary curriculum.
- explain some of the principles behind *English for Today* text books

Activity A: Warmer Golpo Dadu says

05 min

Activity B: English Primary Curriculum

20 min

Read the objectives of the English Primary Curriculum for Bangladesh. Discuss with your partner's

Objectives

The purpose of teaching English in Classes I-V is to enable the students to communicate in the language at a simple level in a natural and spontaneous way. The main objectives of teaching English in Classes I-V are to enable students to:

1. Understand simple commands/instructions/requests in English and carry them out.
2. Speak and understand simple English according to their age level.
3. Read and comprehend textbooks according to their age group and level.
4. Write letters, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.

Activity C: The Principles behind CLT in the Primary Curriculum

40 min

On the basis of Communicative Language Teaching (CLT) principles, NCTB provided some general instructions on using EfT books. Read the instructions given below to comprehend the importance English language. Share with your partner about your opinion.

Activity B:

নির্দেশনা:

আমাদের শিক্ষা-ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা চর্চার মাধ্যমে ক্রমান্বয়ে ওই ভাষার চারটি দক্ষতা অর্থাৎ শুনে বুঝতে, বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে

আমাদের মনে রাখতে হবে শিক্ষার্থীরা সেই ভাষাটিই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সবসময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যিক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের জন্য এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু অভিব্যক্তি যেমন greetings, farewells, commands and instructions ইত্যাদির ব্যবহার ইংরেজি ভাষায় শ্রেণিকক্ষে নিয়মিত সম্পন্ন করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার চর্চার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথপোকথন ও অন্যান্য বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথম জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English for Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে রহঃবৎধপঃ করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pair work, group work, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা তা নিজের অজান্তেই বুঝতে

The current approach of English Language Teaching (ELT) all over the world is communicative (The Communicative Language Teaching or CLT). Very recently, the academicians of Bangladeshi ELT context with the backing of the Government has founded CLT in the general education .CLT requires interactive classroom activities with the integration of the four language skills of reading, writing, listening and speaking. One of the most recognized lists is Brown's five features to characterize the Communicative Language Teaching.

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom. (cited in Brown 1994a :78)

Practitioners have claimed that the five features of CLT is important for learner's who are intending to learn English for academic purpose as well as its use in real life for communication.

The paragraph below is from the introduction of the Eft. Read the paragraph and make notes for the following questions:

1. Which principles of CLT can you see here?

The primary curriculum has been revised in the light of the National Education Policy 2010 which emphasizes learning English as an international language for communicating locally and globally. The 'The English for Today' textbooks have been developed to help students attain competence in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given on listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real life situations, but would also inculcate humanistic values in them as well as broaden their mental horizon. Grammar points and planned activities to develop students' competence in all four language skills have been presented within context in a systematic and graded way.

Which other principles of language learning can you see here?

Now read the primary curriculum and fill in the table that follows:

Curriculum

The term curriculum means the sets of aims and specific objectives to be achieved by learners; the knowledge, understanding, skills and attitudes learners must develop; possible strategies and activities for successful teaching, learning and evaluation processes for assessing students' performance. These various components are guided by certain principles which recognize the importance of providing a balance between the needs and interests of individuals and requirements of society and economy.

Terminal Competencies

On the basis of aims and objectives of the curriculum, subject wise terminal competencies are selected which a learner will achieve through this 5-year education program. These will help students to acquire and use the basic skills of English as a foreign language it is expected that the competencies of knowledge, skills and attitude of the students would be reflected on their reading, writing, listening and speaking skills. So the terminal competencies of English are grouped into listening, writing, speaking and reading.

Listening

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

Speaking

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

Reading

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

Writing

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

11. to write simple personal letters.
12. to fill in simple forms.

Teachers will work in 5 groups. Each group work on a class, like group one class one and so on. In group discuss and fill the following chart

Write the name of the class that you are working on.					
	Questions	Listening	Speaking	Reading	Writing
a	How many terminal competencies of Listening, speaking, reading and writing skill will be practiced by the learners in class?				
b	Which terminal competencies will not be practiced in class? Put tick mark in the appropriate box.				

Here are some of the principles behind the Primary English Curriculum and *English for Today*.

- Using language to communicate
- Practice of the four skills (listening, speaking, reading, and writing)
- Activities are meaningful
- Activities are enjoyable
- Topics and themes relate to real life
- Topics inculcate human values and broaden horizons
- Grammar is presented in context
- Language and skills are graded (REF. Resource Paper of curriculum dissemination training on English by NCTB)

You need a copy of *English for Today*, Class 3 EfT for this activity. In your groups, find examples of activities which demonstrate the following principles.

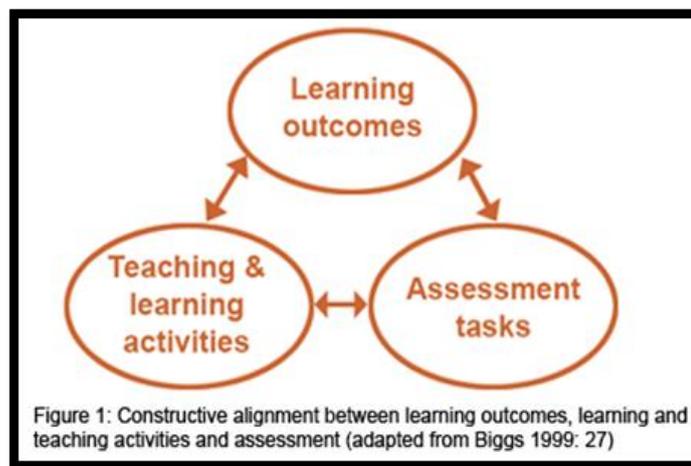
1. Find an activity which helps students to practice listening.
2. Find an activity which helps students to practice speaking.
3. Find an activity which helps students to practice reading.
4. Find an activity which helps students to practice writing.
5. Find an example of a meaningful activity (an activity where students have a reason to communicate)
6. Find an example of an activity which is enjoyable.
7. Find a topic which relates to real life.
8. Find an example of a topic which inculcates human values and broadens horizons.
9. Find an example of grammar presented in context.
10. Explain how the language and skills are graded.

Note that all of these principles are not behind every exercise. Different exercises will demonstrate different principles.

Activity D: Assessment in English class at Primary level

20 min

Primary education is competency based. For all subjects there are selective competencies. Learning outcomes are designed on the basis of those competencies. In English class all teaching learning activities should be based on learning outcomes. Formative and summative assessment also needs to be based on learning outcomes. So before starting class, teachers should select learning outcomes from the Curriculum. Then teachers should select teaching learning and assessment activities from *EfTs*. If there are no activities related to learning outcomes in *EfTs*, the teacher should design activities.



Activity E: Assess yourself

05 min

1. Think about children learning Bangla and English. What is different? Write down two differences.
2. What does CLT mean? Write down three principles of CLT in the primary classroom.
3. Write down one objective of the Primary English Curriculum.
4. How do the *English for Today* text books help students to learn English? Write down three things.
5. What are the components of Primary English Curriculum?

Now check your answers with your partner.

Unit 3: Learning Style and Effective Teaching

Lesson 1: Language acquisition and Language learning

Introduction

Language Acquisition is the manner of learning a language through interest. It provides the student with the practical knowledge of the language. Similarly, language learning focuses on providing theoretical knowledge of a language. Language is the primary form of communication that humans use. However, language is not something that is taught to children. A child will pick up his/her native language just by being around other people, mainly their families. This is called language acquisition. The child acquires the language without any conscious thought.

Language learning, on the other hand, is a structured learning of a language. This is the process that most people follow when trying to learn another language. Here the student is made to study lists of vocabulary, as well as sentence structure and grammar. This is the most common method used in schools and language learning centers.

Learning outcomes

After completing the session students will be able to:

- differentiate between acquisition and learning
- describe the difference between first language acquisition and second language learning.
- describe similarities between first language and second language learning

Activity A: Warmer

05 min

Think about how you learned Bangla as your mother tongue. Now think about how you learned English. Do you find any differences in learning Bangla and English languages? What are the differences you identify? Note them down and discuss with your partner.

Activity B: How children learn languages

10 min

Here are some statements about how children learn Bangla. Think about children who learn English in primary schools in Bangladesh. Is this the same? Discuss with your partner.

1. Children spend a long time only listening to Bangla (up to a year). They begin speaking Bangla by making sounds, then saying words, then putting words together to make sentences. They learn to read and write much later.
2. Children hear Bangla around them all of the time (at home, on TV, in the street).
3. Children are very **motivated** to learn Bangla. They need things, they want information, and they want to be friends with people.
4. Parents don't usually teach grammar to their children. Children 'work out' the rules slowly as they learn the language. Children **imitate**, but they are very creative too.

Activity C: Differences between learning and acquisition.

35 min

Read the following features of learning and acquisition and work with your partner to identify which features are suitable for learning/acquisition of mother tongue (e.g. Bangla) and foreign Language (i.e. English.)

Acquisition vs Learning		
	Learning	Acquisition
	Artificial	Natural
	Technical	Personal
	Priority on the written language	Priority on the spoken language
	Theory (language analysis)	Practice (language in use)
	Deductive teaching (rule driven; top-down)	Inductive coaching (rule discovery; bottom-up)
	Preset syllables	Improvised activities
	Activities ABOUT the language	Activities IN the language
	Focus on form	Focus on communication
	Produces knowledge	Produces an ability

Activity D: First language and second language acquisition

20 min

Read the following statements in the table and identify which features are suitable for first language (L1) acquisition, and second language (L2) learning and which are suitable for both.

Resource Book Activity D				
SL	Features	L1	L2	L1 & L2
1.	An instinct, triggered by birth.	x		
2.	Very rapid.	x		
3.	A personal choice, requires motivation.		x	
4.	Natural.	x		
5.	Never as good as a native speaker, though good competence can be achieved.		x	
6.	learners need comprehensible input and opportunities to learn language in context.			x
7.	a learner's proficiency can vary across situations.			x
8.	the learner uses context clues, prior knowledge, and interaction to comprehend language.			x
9.	knowledge is gained by conscious study on the part of the learner.		x	

10	acquired without too much input from learner's surroundings.	x		
11	children spend several years listening to language.	x		
12	learners always attain native proficiency, unless they have a disability that affects language learning.	x		
13	age is an important factors affecting proficiency.			x
14	Almost everyone acquires.	x		
15	learners have fewer opportunities to learn language authentically.		x	

Activity E: Language teaching, language acquisition and learning 15 min

Read the following text and discuss with your partner. When you discuss consider the following questions:

- a) What would be the role of a language teacher when s/he teaches English as a second/foreign language; b) What aspects s/he needs to consider? c) Will the language teacher play the same role or a different role while s/he teaches English or Bangla?

There is an important distinction made by linguists between language acquisition and language learning. To understand the nature of L1 acquisition, researchers have tried to explain how children progress from "no language" to their mother tongue. In L2 acquisition, however, the process is more complicated as learners already have knowledge of their L1. Language learning to take place depends on various factors such as social, psychological, affective, and physical factors, which means that the language teacher has to account for these factors as much as possible.

While L1 and L2 acquisition reveal some similarities, they also show differences. The teacher should understand that the phenomena in L1 and L2 acquisition are interacting, none of them being solely explanatory. The above similarities and differences between first and second language acquisition (see in activity 4) provide the language teachers with information to aid them in their profession. This information can help the teacher in designing classroom activities, designing the syllabus, choosing an appropriate method, understanding the learning processes of his/her students, and guiding his/her students in the language learn.

Activity F: Reflection 05 min

Answer the following questions:

- a) What is learning? b) What is acquisition? c) How do you differentiate between language acquisition and language learning? d) Do you think the differences between language acquisition and language learning is watertight? e). Are there any similarities between language learning and language acquisition? f) How is first language acquisition different from second language acquisition?

Lesson 2: Communicative Language Teaching (CLT)

Introduction

Communicative Language Teaching (CLT) is an approach which provides opportunity to the learners to communicate in the target language. The use of functional aspects of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approach such as dramas, role plays and games, make learning enjoyable.

Learning outcomes

After completing the session students will be able to:

- Say the aims of CLT in the classroom
- Describe the principles of CLT
- Discuss how the teacher can play her/his role to implement CLT in the classroom

Activity A: Warmer

05 min

Think about how you learned English when you were students in primary schools. Now look at the table below and identify learning activities that you were asked to follow when you learned English in the classrooms. Put tick mark in the right column.

SL	Activities	Followed	Not followed
1	Teachers taught me English using Bangla		
2	Fluency was emphasised more than accuracy		
3	Teachers asked me to translate sentences from English into Bangla, and from Bangla into English		
4	I learned English through interaction with others		
5	I learned many grammar rules		
6	I spoke to my class partners in English		
7	My teacher gave me instructions in English		
8	I practise English by listening to audio recordings		
9	I learned English working in pair or in group		
10	Accuracy was emphasised more than fluency		
11	Speaking and listening skills were not emphasised in classroom activities		
12	I memorised lists of words		
13	Concrete vocabulary was taught through demonstration, objects, and pictures		

Activity B: English teaching-learning practice in Primary schools

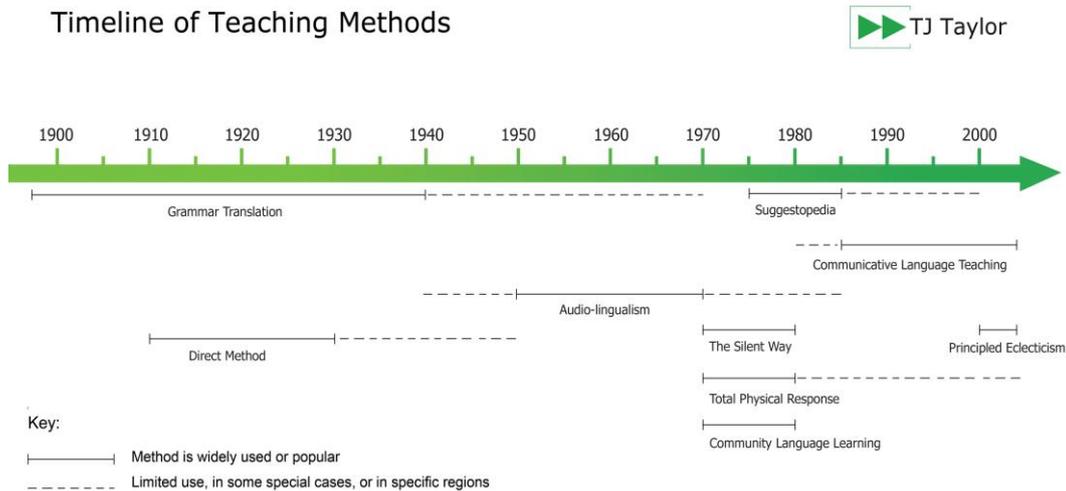
25 min

Look at the table above again and identify activities that you follow in your classes when you teach English. If you wish, you may add more activities that you follow in your English classes. Now identify activities which are communicative, in your opinion. Share with your partners and compare.

Activity C: Methods of English language teaching

20 min

Look at the timeline of teaching methods and discuss with a partner what kind of methods or techniques you have experienced as a learner of (a) foreign language(s). Which ones worked best for you, and which ones did not work well, or not at all? Why?



Activity D: Principles of Communicative Language Teaching

15 min

Read the definition and principles of Communicative Language Teaching (CLT) and share with your partner: a) role of teachers and students b) teaching-learning activities to implement CLT in the classroom.

CLT is an approach to language teaching methodology that emphasizes authenticity, interaction, student-centred learning, task based activities, and communication for the real world, meaningful purposes.” Brown (2007)

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006, p2)

SL	Principles
1	Goal of CL T is to develop communicative competence.
2	Learners learn a language by using it to communicate.
3	Fluency is an important dimension of communication.
4	Different language skills are integrated.
5	Learning happens through interaction and trial and error.
6	Learner's own personal experiences important contributing elements to classroom learning.
7	Links classroom language learning with language activities outside the classroom.
8	Materials need to be authentic to reflect real-life situations and demands.
9	Need to maximize the use of the target language.
10	Promote cooperative and collaborative Learning.

Activity E: Role of Teachers in CLT

15 min

Table: CLT principles

Now read about some of the principles of CLT. Match each principle with things that teachers should do in the primary classroom.

	Principles of CLT		English teachers should:
1	Children use language to communicate	2	include activities with a purpose: for example, understanding an instruction; asking questions to find out information; reading a story to find out what happens to a character; writing a letter to a friend
3	Children need to practise listening, speaking, reading and writing.	4	include activities which help children to understand how the language works.
5	Language practice should be meaningful. Children should have a purpose for listening, speaking, reading and writing. These are called the four skills.	6	include activities in the classroom which help students to practise listening, speaking, reading and writing.
7	Children need to imitate and practise language, but they also need to be creative.	8	include activities in the classroom which encourage students to communicate.
9	Children 'work out' grammar rules.	10	include activities where children repeat words and phrases, and also activities where children play with words and phrases.

The paragraph below is from the introduction of the English for Today books. Read the paragraph and make notes for the following question:

Which principles of CLT can you see here?

CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitates learning, and the role of teachers and learners in the classroom, communicative competencies means:

Knowing how to use language for a range of different purposes and functions;

Knowing how to vary our use of language according to the setting and the participants

Knowing when to use formal and informal speech;

Knowing when to use language appropriately for written as opposed to spoken communication;

Knowing how to produce and understand different types of texts;

Knowing how to maintain communication despite having limitation in one's language knowledge

Reflection

- a) What do you understand by CLT? b) What is the aim of CLT? c) How can teacher play a role to implement CLT? d) What teaching-learning activities are aligned with CLT?

Additional information

Communicative Language Teaching (CLT) is usually characterized as a broad approach to teaching, rather than as a teaching method. This approach has emerged as a response to the Audio-Lingual Method. This approach is underpinned by 'communicative competence' which can loosely be defined as the ability of the learners to apply knowledge of a language with adequate proficiency to communicate. Communicative competence is seen as a combination of grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence comprises knowledge of vocabulary, rules of words and sentence formation, meaning of words and sentences, pronunciation and spelling. Sociolinguistic competence involves the appropriateness of language use and grammatical forms in different sociolinguistic contexts, depending on different socio-cultural factors such as roles, status, and gender of interlocutors, their purposes, and topics of discussion, tasks, norms and conventions of interaction. In discourse competence, 'cohesion' in form and 'coherence' in meaning is important to achieve unity of a text. Strategic competence is the ability to express oneself in the face of difficulties or limited language knowledge. The aim of CLT is to develop communicative competence. Some of the most frequently used classroom activities in

communicative language teaching are: Role-play, Interviews, Information Gap, Games, Language Exchanges, Surveys, Pair Work.

Lesson 3: Practice of Classroom Language

Introduction

In Unit 1, students learned about the role of English in Bangladesh and the primary classroom, and they learned about the principles behind the English Primary Curriculum and the *English for Today* Class books. In this unit, students will learn about *how* to use the *English for Today* books in the classroom. They will learn about how to plan a communicative lesson based on the Class books, and they will have the opportunity to practise teaching in small groups. But first, students will learn more about how to make each lesson in the primary classroom more communicative.

Learning outcomes

After completing the session students will be able to:

- describe the necessity of classroom language
- use classroom language

Activity A: Warmer

05 min

Look at the picture and share with your partner.



Activity B: Watch the video

05 min

Watch this video and write down the classroom language used by teachers and students. Now share in pairs.

Link of the video: <https://www.youtube.com/watch?v=OqaL1YP0pNM>

C: Starting the lesson

20 min

When you start your lesson, what classroom language do you use? Make a list and compare with the following:

Good morning,
Good afternoon
Hello (everyone)
Who is absent/away today?
Let's start!

Activity D: During the lesson**10 min**

Now work in a pair and make a list of classroom language used during lessons. Some examples are given here. Then share with another pair.

Open your book at page (10)
Turn to page (10)
Look at exercise 1 on page (10)

Activity E: Praise, encouragement, thanks and apology**15 min**

Now work in groups and write the following classroom language in the right column.

Thank you; sorry, I am late; good; fantastic; that's much better, I am sorry, I don't understand; Lovely; It's all right, don't worry; good try; try again;

Praise	encouragement	thanks	apology
well done	getting better	thanks	sorry

Activity F: General classroom language**10 min**

Now practice the following classroom language:

Come in
Go back to your place/desk/seat
Stand up (everyone)
Sit down
Hands up/down
Quick
Open/close the door/window/book/eyes, please
Turn on/off the lights
Wait
Just a minute
I cannot hear you.
Pay attention to...
Put/raise your hand
Get into pair or group
Don't show your partner
Who is your partner?
Sit back-to-back
Change your partner
Come and stand here
How do you spell this?
Say it after me.

Activity G: Classroom language for classroom management

10 min

Think and share with your partner about the classroom language that you practice in classroom management. Then match with following.



Activity H: Ending the lesson

05 min

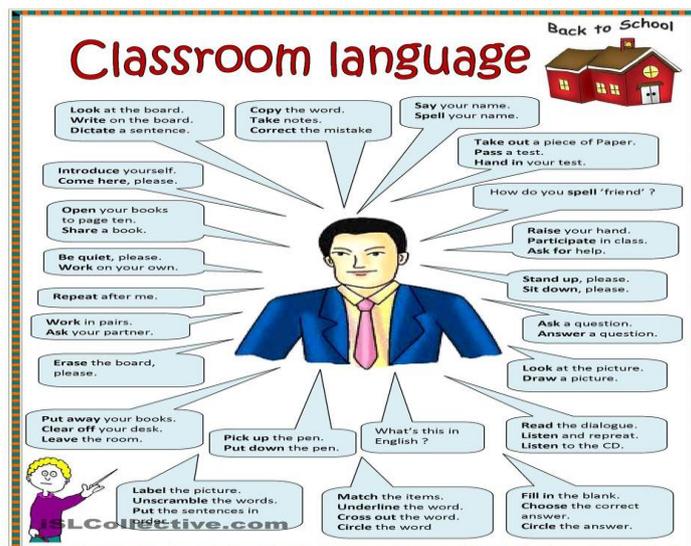
Look at the following classroom language and share with your partner which classroom language you prefer to use.



Reflection

what do you mean by classroom language? b) What classroom language do you consider new to you? c) Did you face challenges with classroom language? if yes, share with whole class.

Additional materials



Clinic session i: Use and Application of CLT

Principles of IPT for analyzing the primary English textbooks.

Introductions

Language is a medium of communication. The teacher needs to plan his/her lesson focusing on communicative purpose of language learning. To achieve this objective, the teacher should present the lesson in various joyful ways and provide ample opportunities for interactive practices. Focusing this, our EFT books are designed using IPT (Input, Practice and Task) framework which helps students to use language in a meaningful communication.

Learning outcomes

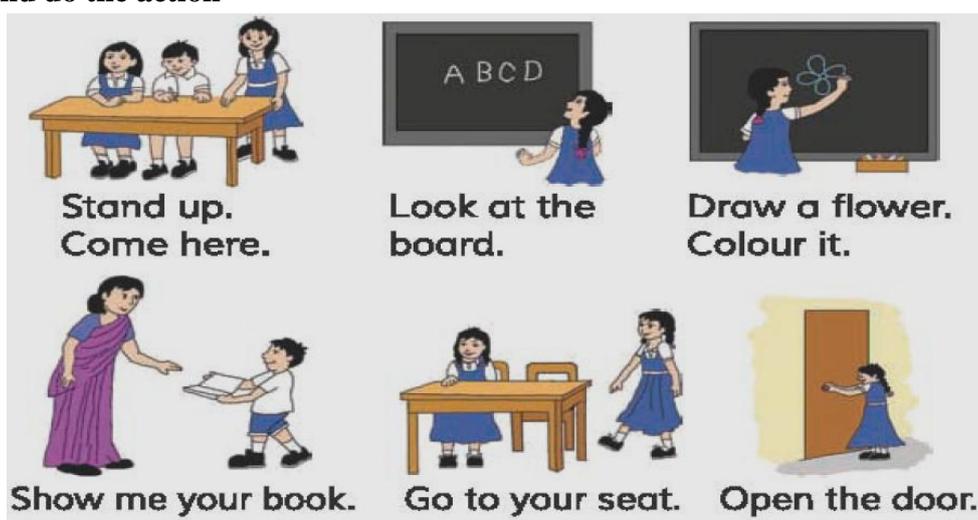
After completing the session students will be able to:

- explain Input, Practice and Task
- identify Input, Practice and Task (IPT) in English textbooks.

Activity A: Warm up

10 min

Say and do the action



Activity Bi: Explaining input, practice and task

50 min

Discuss and answer the questions in groups. Write the answers in the following 2 lists.

1. Activities, which you as a teacher usually do in your classes.
2. Activities that your students do.

List A: Activities, which you as a teacher usually do in your classes.	List B: Activities that your students do.
<ul style="list-style-type: none"> • Showing picture. • Teacher's reading. • • 	<ul style="list-style-type: none"> • Student's reading aloud. • Ask and answer. • •

2. Answer the questions.

- What do you call the activities on List (a)?

- What do you call the activities on List (b)?

Keys:

Activities on List A the (teacher's activities) are called input

Activities on List B the (student's activities) are called practice and tasks

Now read the resource paper and make bullet points for input practice and task.

(Discuss with your partners if necessary)

Input, Practice and Task

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

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

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

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

There are also activities, which focus on helping students to learn and practice language points which help them to complete the tasks.

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

Activity Bii: Identify Input, practice and Task (IPT) in EfT**25 min**

1. In groups analyze Unit 3 and 4 of EfT book 3 in terms of Input, Practice and Task. Write answers in the following table. Write only A, B and C in the respective box. Give the reason for your choice.

Input	Practice	Task
Key		
Input	Practice	Task
A	B	C

2. Take part in plenary discussion for more understanding. Come to a sensible decision with the help of participants' opinions and your judgments.

Activity C: Assess yourself**05 min**

Select a lesson from *EfT* book and identify input, practice and task.
Now check your answers with your partner.

Clinic Session ii: Reinforcing learning using language games

Introduction

Young learners like games very much. When language games are played in the classroom, they think they are playing, not teachers are teaching them. Thus the young learners should be attracted towards school. Here teachers can play an important role following a routine work for practicing game. In this lesson, the benefits of games will be focused; in addition how games enhance language learning will be discussed.

Learning outcomes

After completing the session students will be able to:

- explain the benefits of using language games
- narrate the guidelines of using language game in the classroom
- download and use language games for teaching language effectively

Activity A: Benefits of using language games

50 min

Read the following benefits of using language games in English class. Decide whether these benefits are achievable in primary or secondary or both levels (Tick [] the right column).

Sl no	Benefits of language games	In Primary classes	In Secondary classes	Both in primary and secondary classes
1	Games add interest to what students might not find very interesting			
2	Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place.			
3	The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction			
4	The variety and intensity that games offer may lower anxiety and encourage shyer learners to take part, especially when games are played in small groups.			
5	Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.			
6	Games are a welcome break from the usual			

	routine of the language class.			
7	Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.			
8	Games provide language practice in the various skills- speaking, writing, listening and reading.			
9	Games encourage students to interact and communicate.			
10	Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.			
11	Games can provide stimuli to add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.			
12	Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.			
13	Through playing games, even shy students can participate positively.			
14	As a revision activity, games help learners recall material in a pleasant, entertaining way.			
15	Even if games result in noise and entertain students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.			

Activity B: Some guidelines to follow using language game

30 min

Read the following guidelines for using language games. Discuss the following question with your colleague:

Which one of the following, according to you, is the most important? Why?

- a. Demonstrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.
- b. Demonstrations can accompany directions, and directions can be given when needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications can be accepted.
- c. A list of useful phrases, key vocabulary and concepts may need to be explained.
- d. Games already known to students should be used.
- e. Games are used to revise and recycle previously studied content, rather than involving new content.
- f. Groups are heterogeneous in terms of current language proficiency, so that the more proficient members can help others.
- g. Resources, online or print, such as dictionaries and textbooks should be available.

How to choose games

1. A game must be more than just fun. A game should involve "friendly" competition.
2. A game should keep all of the students involved and interested.
3. A game should encourage students to focus on the use of language rather than on the language itself.
4. A game should give students a chance to learn, practice, or review specific language, like; vocabulary, structure, pronunciation, etc.

When to use games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Games should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Many people suggest that games can be used at all stages of the lesson, provided that they are suitable and carefully chosen.

Activity C: Using games to reinforce learning

10 min

The following is a list of language games that can be used in teaching English. These help practicing English with fun. Read all the games including the procedure of playing these in the classroom. From the list below, choose any one and demonstrate it with a group of your colleagues (think of them as learners) as if you are using it in the real primary classroom.

Some Games for Primary Level

The following games can be used in the primary English classes:

1. Bingo game: The bingo game is known to be one of the best language games of the world. The simplicity of bingo has made it much more famous than any other games. There are millions of bingo lovers present in the world who love to play a bingo game.

Players: pairs, groups, whole class and even individually.

Materials: Taught letters written on the black board/ cards/poster papers

Procedure (The following bingo is suitable for lower primary students):

Write **5-6** letters on the black board/show letters on cards or poster paper that you have taught already or would like to review.

- a. Tell the students to choose any **3** of them and write them down in their exercise books.
- b. Tell them that you will say letters and if they have written down any one of the letters that you have said, to cross it out. Tell them as soon as they have crossed out all their 3 letters, they tell you by shouting 'bingo'.
- c. Now read out the letters one by one and in any order. Keep a record of what you say in order to be able to check that the students really have heard all their letters.
- d. Declare that student(s) who could cross out first as per instructions win(s) the game.

Variations: The Bingo game can be played with numbers, lexis and sentences

2. Dominoes: This is a matching activity. The teacher gives an equal number of cards (e.g. picturewords) to the students. The students match them depending on whether the letter or number or picture matches. It can be played in pairs or groups. This game is good for practising upper case-lowercase, letter numbers, words, etc.

Players: 2 or groups (any number of players)

Language: I got..... (For example, the word apple/picture of an apple), Sorry, I don't have.... (The word apple/picture of an apple)

Materials: Words and picture cards.

Procedure:

- a. Choose a dealer randomly. The dealer shuffles the cards and deals them out as evenly as possible to all of the players. It's fine for some players to have one card more than other players.
- b. Each player looks at his cards, and does not show them to others.
- c. The player who got a card more than the others or is sitting to the left of the dealer goes first. Play then moves clockwise.
- d. The player who goes first will put one of his/her cards face up.

- e. Then the player of his/her left will put a card matching either with a picture or word by saying 'I have got..... (for example, the word *apple*/picture of an apple). If she/he does not have the card to match then say sorry by saying 'Sorry, I don't have... (The word *apple*/picture of an apple) and the turn goes to the next player and the game will continue.
- f. The player who will be able to match all his/her cards is the winner.

3. Guessing Games

Players: Pairs, groups, whole class and even individually on online.

Language item: Is it an odd/even number? Is it bigger/smaller than....?

Materials: Taught numbers written on the black board/ cards/poster papers

Procedure:

- a. Ask a child to come in front of the class and to think of a number and to write it secretly.
- b. The other(s) ask Yes/No questions. For example- "Is it an odd number?" "Is it an even number?" "Is it bigger than 50?" "Is it smaller than 50?" to guess the number.
- c. The child who has thought the number reply by saying only yes or no
- d. In this way questions and answers will continue until the number is guessed correctly.
- e. When they are able to guess correctly, show the written number.
- f. Then ask another or the students who guessed correctly to come in front and to guess another number.

4. Kim's game: This is one kind of recalling game. It can be played in Pairs/groups/whole class

Players: Pairs, groups, whole class.

Materials: Taught vocabulary on the black board/ cards/poster papers

Language item: Which one is covered? Which one is rubbed out?

Procedure:

- a. Writes taught words in random order on the board or show words randomly written on poster paper/cards.
- b. Ask the students to see the words carefully.
- c. Then ask them to close their eyes.
- d. Now cover or rub out one word.
- e. After that ask the students to open their eyes and say which word has covered/gone.
- f. Declare that student winner who said it first.

Variation: This game can be played for practising alphabet, numbers, words, days, Verb-tenses, etc.

5. Spotting mistakes:

Players: Pairs, groups, whole class.

Materials: Short text

Language item: Vocabulary of the text

Procedure:

- a. Ask the students to open the text which you will read.
- b. Read the text and ask the students to listen to as well as go through the text silently.
- c. Ask the students to shout the missed word while you read.
- d. Now read the text and miss some words intentionally.
- e. Declare winner who shouts correctly and very loudly.

Variation: This game can be played for practising alphabet, numbers, name of the days of a week, months of a year, etc.

6. Mime game

Players: Pairs, groups, whole class.

Materials: Short text

Language item: He/she is.....

Procedure:

- a. Ask a volunteer to come in front of the class.
- b. Show him/her an action verb, for example, sing
- c. Tell the other students to watch what he/she does without saying anything and tell you that in full sentence, for example, He/she is singing.
- d. Ask the volunteer to mime and other to write/say the sentence.
- e. The person who is able to say correctly, ask him/her to come and mime.
- f. In this way continue the game with some boys/girls.

7. Preposition game:

a) **Players:** Pairs, groups, whole class.

b) **Materials:** Realia/Picture of a box or chair or table or desk and a thing, for example: a pen

c) **Language item:** Where is the? Is it near/ in, under, over, in front of, on, behind etc?

Procedure:

- a. Show the class a pen that you hide somewhere in the box.
- b. Ask the class to close their eyes.
- c. Then put the pen behind the box.
- d. Now ask them to open their eyes.
- e. Ask the class "Where is the pen?"
- f. To find out it tell the students to use the language, for example, 'is it in the box'?
- g. Say no as it is not.
- h. Encourage the students to ask using the preposition written on the board.
- i. In this way continue the game with not more than 10 action verbs.

8. Noughts and crosses/tic-tac-toe

Players: Pairs, groups, whole class.

Materials: Why-question words grid

Language item: Making correct question sentences with the written question words

Procedure:

- a. Divide the class into two teams-Team A and Team B or give any name of the team.
- b. Team A uses the nought (0) and team B uses the cross (x).
- c. Draw a grid on the board and fill each box with a word or phrase. For example - if you want to practise question words the board might look like this.

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

- d. Ask the team in turn to make correct sentences using the words in the box.
- e. The winner team which has made maximum correct sentence.

Variation: This game is also suitable for practising adverbs (always, often, sometimes, never) preposition, vocabulary etc.

9. Crossword puzzle

Simple crossword puzzles are easy to construct. Teachers can give the clues either in simple phrases or sentences or by using pictures.

Players: individual, Pairs, groups.

Materials: Puzzle sheet

Language item: Recalling words

Procedure:

- a. Give the following puzzle sheet to each student.
- b. Ask the students to write letters and make words that represent the picture.
- c. Ask to take help from the partners.

For example:

	B			
	O			
	O			
	K			

Variation: Crossword puzzle may be easy or difficult depending on the level of the students.

10. Word Square: In this activity pupils must look for words within the square.

Players: individual, Pairs, groups.

Materials: Word Square sheet

Language item: Recognizing and/or recalling words.

Procedure:

- a. Give the following puzzle sheet the students.
- b. Ask the students to pick up as many words from the square as possible.
- c. Ask to take help from the partners.
- d. You can give them clues of what type of words they will explore from the puzzle, for example, they will find family words from this square: **father, mother, brother, sister, uncle, aunt, cousin, son.**

	F	C	O	U	S	I	N
E	A	L	N	S	U	J	R
T	T	N	A	U	N	T	E
S	H	P	U	A	C	R	H
I	E	K	M	D	L	P	T
S	R	M	S	T	E	Q	O
M	O	T	H	E	R	E	R
D	S	S	O	N	V	X	B

How to Make a Cross word Puzzle/ word Square:

- a. Draw as many square boxes as you need.
- b. Write letters of your earlier selected words/clue letters in the box horizontally, vertically and diagonally.
- c. Try to cross a few letters in more than one word.
- d. Then fill the blank squares of your surrounding words with any other letters as you wish.

Note: Word square can be developed for any kind of taught vocabulary, for example: colours, animals, foods etc.

11. Can you remember?

The teacher puts pictures or objects in a box. A child is chosen to pick one out and say, “I have a “ A second child is chosen to say “X has a or S/he has a and I have””

12. Hunt the pencil game

One child goes out of the room or covers his/her eyes. Another child places a pencil somewhere in the room. The first child has to find the pencil by asking questions to the other children in the class. This is also a good game for practising nouns and prepositions

Questions may be asked like-

- a. Is the pencil at my front/back/right/left?
- b. Is it under the bench/chair/table?
- c. Is it behind the board?, etc.

13. Complete the picture

- a) The teacher draws part of a picture on the board. The children copy it. The teacher tells the children how to finish the picture. For example - "Put a cat near the tree".
- b) The children work in pairs, one giving instructions to the other, by rotation.

14. Possessives

The teacher prepares 1 bag/envelop with the names of the students in it and 1 bag/envelop with pictures of objects in it. A student takes a piece of paper and uses them to make sentences e.g. This is..(name)'s..(noun).. or This/That is my..... This is his..... . The is hers. The is mine etc. Students score 1 point for each correct sentence. Repeat with 2 more papers.

Downloading and using language games from websites

Following are some of the web address where hundreds of games are available to download:

https://www.youtube.com/results?search_query=language+games

<http://iteslj.org/games/>

<http://www.vocabulary.co.il/>

<https://learnenglish.britishcouncil.org/en/vocabulary-games>

http://www.learninggamesforkids.com/vocabulary_games.html

<http://www.vocabulary.co.il/english-language-games/>

<http://learnenglish.britishcouncil.org/en/games/beat-keeper> ;

.....and many more

Clinic Session iii: Reinforcing learning using rhymes and songs

Introduction

The young learners like songs, rhymes and poems. When they hear rhymes and songs with rhythm and melody, they enjoy those greatly. All learners don't come to school with the same ability. Using rhymes and songs can help learners achieve learning objectives with great pleasure and enthusiasm. This lesson will focus the benefits of rhymes, songs and poems. At the same time, how rhymes and songs can be used in English class will also be addressed in this lesson.

Learning outcomes

After completing the session students will be able to:

- explain the benefits of using rhymes and songs in English class;
- identify the appropriate rhymes and songs to reinforce learning outcomes of EFT lessons; and use rhymes and songs effectively in English class.

Activity A: Benefits of rhymes/songs

45 min

Match the two columns to make meaningful sentences.

SL	A	B
1	Rhymes, songs and poems provide your children with	helps children to remember the words and to develop auditory memory skills.
2	Children, who have difficulty in recognizing words through reading,	sounds make words and that words are fun!
3	The rhythm of songs, poems and rhymes	opportunities to develop an appreciation for rhyme and rhythm, as well as to develop their memory and auditory skills.
4	Listening is an important skill to encourage and it is	paint word pictures and rhymes help to activate that awareness.
5	Poems and verses use words to	and develop an understanding of humour.
6	While you read, sing, play and act out rhymes together, you are conveying to your children that	have a great influence of rhymes and songs to do the task easily.
7	Rhymes also help children to appreciate	you should use them as opportunities to develop vocabulary around these concepts.
8	Since many rhymes also include mathematical concepts, like counting, time, height, measurement, position, volume, weather, temperature etc.,	an important step towards learning to read.

Some guidelines for using songs/rhymes in the classroom

- a. Carefully examine what it is you want your class to learn in the lesson
- b. Think about the language level of your class
- c. How old are your learners?
- d. Are there any specific cultural issues regarding the make-up of your class?
- e. What kind of access do you have to the song?
- f. Miss out rhyming words: encourage children to finish the line.
- g. Change words to make your own personalized rhymes, for example, ‘Solomon Grundy had born on Monday’ or, ‘Rain rain go away, Come again another day.
- h. Devise your own actions for rhymes. Let your child suggest suitable ones which they’ll be more likely to remember.
- i. Clap along and establish a steady beat.
- j. Say the wrong words and let your children correct you!

Activity B: Steps for making a song the focus of your class 25 min

The following is the list of six steps to follow while using a rhyme/song in English class:

1. Listen to the song first
2. Ask some questions about the title
3. Listen to the song again, this time with lyrics
4. Focus on a particular verb tense or aspect of grammar
5. Focus on vocabulary, idioms and expressions
6. Round things off with some creativity

Now read the following activities against each step. Write the name of the step as the title in the left column against the activities for each step.

Title	Activity
	<p>This time, you should give learners the chance to read the lyrics to the song. At this point you might do one or more of the following activities:</p> <ul style="list-style-type: none"> • Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion. • You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen. • You can make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

	<p>Here are a couple of examples of the types of questions you can ask: For ‘Head and shoulder’ rhyme:</p> <ul style="list-style-type: none"> • Which one is head/shoulder/knee, etc?’ • Can you jump? (better you can mime ‘jump’) • How can you punch? (You mime ‘punch’) <p>Alternatively, prior to having listened to the song you can teach a couple of words and give a simple task for the first listening. It is also possible to give three or four words from the song and ask them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening. Creativity is an important part of maintaining motivation but it shouldn’t be limited to the teaching approach. Depending on the factors like- age, language level, cultural specifics, etc., you might want to try finishing things off with an activity that stimulates creative thought. However, keep in mind that this strategy may fit with the upper primary students with good English background.</p>
	<p>We’ve noted that many songs bend the rules of grammar. It’s also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Start with questions like these (again, for Queen’s classic song ‘<i>We are the champions</i>’):</p> <ul style="list-style-type: none"> • What does ‘I’ve paid my dues’ mean? • What does ‘my share of’ mean? • What does ‘I’ve taken my bows’ mean? <p>Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make sure that the meaning is clear.</p>
	<p>That’s it – start things off by just listening. It’s important to remember that this is supposed to be a fun activity; don’t make it too serious or boring. As an alternative, you can show a video clip if you have one – in fact, it is helpful, as it will cater to more learners’ needs in terms of learning styles (visual and audible). Ask learners if they’ve heard it before, and don’t overload them with tasks at this point; simply let them enjoy the music.</p>
	<p>Virtually every song centers on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. It is good to start with questions such as:</p> <ul style="list-style-type: none"> • How many examples can you find of the past simple in the lyrics? • Why did the writer of this song choose this verb tense?

Activity C: Tasks on rhymes/songs **20 min**

Rhymes/songs can be exploited in many ways. Some are mentioned below. Read these and choose which one(s) you have tried already and which one(s) you think are challenging. Then share with your partner.

No	Name of the task	Description
1	Gap Filling	<p>This is the most familiar and popular activity, and for that reason is probably overused. However, there are many important things to bear in mind when using them, and there are many different ways to use them.</p> <ul style="list-style-type: none"> • Have a point, may be it vocabulary or prepositions or whatever. • For lower levels: give the first letter, miss out word endings, give dashes for letters, or give a glossary. • Give vocabulary clues or synonyms for the missing words. • Get students to work in pairs to predict words before you play the tape. • Insert extra words which students then cross out as they listen. <p>Change the words to personalize</p>
2	A-B Activities	Students match beginnings (column A) and ends of lines (column B)
3	Mixed-up Activities	<ul style="list-style-type: none"> • Generally, have the lines of the song on separate strips of paper. • Students put down strips as they hear them. • Mixed-up lines/verses. <p>Students try to organize in advance (use prompts).</p>
4	Dictation	<ul style="list-style-type: none"> • Wall dictation • Self-dictation (whole song blanked) <p>Part Dictation</p>
5	Translation	<ul style="list-style-type: none"> • Children listen to a song/rhyme • Groups translate. • Check with other groups.
6	Composing	<ul style="list-style-type: none"> • Listen to the song. • Students add verses of their own. • Students finish the line in each verse, and then listen to check. • In groups, students then write their own verse.
7	Writing	<ul style="list-style-type: none"> • Put random words from the song on the board. Students try and write the "tale of the song." • Students paraphrase the song <p>Cut the song in half. Students predict the other half.</p>

8	Pronunciation	<ul style="list-style-type: none"> Minimal pairs- ship/sheep, man/men, pin/bin etc. Tongue twister- She sells sea-shells on the sea-shore; etc.
9	Vocabulary	<ul style="list-style-type: none"> Miming verbs Dictionary work Matching
10	Listening	<ul style="list-style-type: none"> Give Ss a word list. Ss number words as they hear them. Sound discrimination, e.g. tempted/tended

Some practical tips and tasks for using songs

Focus it

Start with a focusing activity: anything that will get students thinking about the subject of the song. Let them think about the title of the song, in groups or pairs. Find a picture that relates to the subject of the song and ask students to guess about it.

Highlight it

Put a selection of important words from the song on your board. Tell students to ask each other what the words mean. Then, ask students in groups to write or tell a quick story that uses the words. You can also get students to circle, underline or highlight specific words or word categories.

Stop it

Again, write a selection of words on the board. Students must shout STOP any time they hear one of the new words. You could also stop the song before a word you want them to guess.

Lip sync it

Have students lip sync the rhyme/song. This allows them to become familiar with the words, rhythm, stress and intonation before actually singing the words out loud.

Strip it

Cut the song into strips. Give each student one strip to memorize. Students put the strips in their pockets. They get up and tell each other their part of the song, without looking at their part or showing their part to anyone else. Students then organize themselves in the right order, speak the song and then listen and check. You can also have students put the strips on a table in order.

Question it

Have students ask each other question about the song (about the words, about the topics or about characters in the song). For more advanced students (upper primary classes) you could choose two songs of a similar theme, and split the class into two teams. Have each group listen to their song and draw up a list of (open or True/False) questions. Pair each student with a member of the opposite team and have them take turns asking their questions.

Change it

Change words (adjectives, adverbs, nouns -names, places or feelings), and invent new lyrics for the melody.

Draw it

Get students to draw or collage the song and compare the visualizations in class.

However, the possibilities are endless. Rhymes and songs are fun, and most people enjoy them. Make songs a regular feature in your lessons!

Rhymes/songs for ESL/EFL primary classes (downloaded from <http://www.englishcurrent.com/songs/english-esl-songs-efl/>)

The following is a list of sampled rhymes/songs suitable for different classes. This is just descriptive but not prescriptive. Many more are possible too.

Grade	Song	Source to download
Grade 1	Hello song	Youtube
Grade 1	ABC song	Youtube
Grade 1	Head, Shoulders, Knees & Toes	Youtube
Grade 1	I Can Sing a Rainbow	Youtube
Grade 1	Incy Wincy Spider	Youtube
Grade 1/2	The Wheels on the Bus	Youtube
Grade 1/2	Five Little Monkeys	Youtube
Grade 1/2	If You're Happy and You Know It	Youtube
Grade 1/2	Mickey Mouse Club March	Youtube
Grade 1/2/3	The Hokey Pokey	Youtube
Grade 1/2/3	B-I-N-G-O	Youtube
Grade 2/3	Old MacDonald	Youtube

Grade 2/3	Going to the Zoo	Youtube
Grade 3/4	The Lion Sleeps Tonight (by The Tokens)	Youtube
Grade 4/5/6	Sing a Song (by The Carpenters)	Youtube
Grade 4/5/6	Hello Goodbye (by The Beatles)	Youtube
Grade 5/6	You Are my Sunshine	Youtube
Grade 5/6/7	Here Comes the Sun (by The Beatles)	Youtube
Grade 5/6/7	All Together Now (by The Beatles)	Youtube
Grade 6/7/8	Friday I'm in Love (by The Cure)	Youtube
Grade 7/8	On the Road Again (by Willie Nelson)	Youtube

Downloading rhymes/songs from websites

All kinds of songs and rhymes are available in the website www.youtube.com. Just write the key word of the song/rhyme in the youtube website, press 'enter' key and then many songs/rhymes will appear. Click the song you want to download, it will play, then write 'just before 'y' of 'youtube' on the URL bar, keep cursor at the end of the web link, press 'enter' key.

A new page will appear, press 'download' and then the song/rhyme will be downloaded. You can save it in a drive/folder you desire.

Unit 4: Lesson Planning

Lesson 1: Framework (components) of IPT based lesson plan relating to *EfT* content

Introduction

In this lesson, students learned about how to use *EfT* books. They will analyze a lesson plan for *EfT*, and will develop and evaluate a lesson plan themselves. They will also identify components of IPT based lesson plan. Lesson plan will guide the teachers to complete the lesson following clear instructions and materials. Lesson plan will help the students to achieve the learning outcomes successfully because all the activities in the lesson plan are based on learning outcomes.

Learning outcomes

After completing the session students will be able to:

- Explain the role of a lesson plan for teachers
- Describe some components of a lesson plan
- Write and evaluate a lesson plan for *EfT*.

Activity A: The role of a lesson plan

30 min

In your groups, discuss the following question and make notes: How do lesson plan help teachers?

Lesson planning is a significant element of teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it is essential to classify the learning outcomes for the class. It is important because it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic. Pre-planning helps the teacher to be better equipped in answering questions asked by the students during the lecture. An effective lesson plan has three basic components; aims and objectives of the course, teaching and learning activities and, assessments to check student understanding of the topic.

Activity B and C: The components of lesson plan

50 min

Here is a lesson plan for *EfT*. The components of the lesson plan are in the wrong order. Can you put the stages in the right order?

a. Classroom language	Listen – and say the words. Let's sing a song. Are you ready? Sing slowly! Sing quickly! You say the words. Let's play a game. Oh dear, that's not your nose. What's your nose? Get into groups please! Five students here!
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	Excellent! That's very good! Well done!
b. Learning Outcomes	<p>Students can respond to the phrase: 'Touch your...'</p> <p>Students can point to these parts of the body: head, shoulders, knees, toes, eyes, ears, mouth, nose</p> <p>Students can say: 'Touch your...'</p> <p>Students can say these parts of the body: head, shoulders, knees, toes, eyes, ears, mouth, nose</p>
c. Task	<p>Put students into groups of 5 (5 students in each group).</p> <p>Students take it in turns to play GolpoDadu in their groups.</p> <p>Demonstrate first with one group.</p> <p>Walk around the class and help students if they need it.</p> <p>Encourage students to use words for other parts of the body if they know them.</p>
d. Practices	<p>Tell students that they are going to play a game – Golpo Dadu. When you say 'Golpo Dadu says touch your head', students should touch their head. When you say 'Touch your head', students should NOT touch their head.</p> <p>Play the game with parts of the body (head, shoulders, knees, toes, eyes, ears, mouth, nose)</p> <p>Ask two or three students to come to the front of the class to be Golpo Dadu.</p> <p>They give instructions to the rest of the class: Touch your nose!</p>
e. Lesson title	Class 2, Unit 11, Lesson 1-6
f. Input	<p>Touch head and say 'head'. Children copy action and repeat word.</p> <p>Touch shoulders and say 'shoulders'. Children copy action and repeat word.</p> <p>Touch knees and say 'knees'. Children copy action and repeat word.</p> <p>Touch toes and say 'toes'. Children copy action and repeat word.</p> <p>Repeat several times.</p> <p>Touch eyes and say 'eyes'. Children copy action and repeat word.</p> <p>Touch ears and say 'ears'. Children copy action and repeat word.</p> <p>Touch mouth and say 'mouth'. Children copy action and repeat word.</p> <p>Touch nose and say 'nose'. Children copy action and</p>

	<p>repeat word. Repeat several times. Sing rhyme 'Head, Shoulder, Knees and Toes'. Students sing along, and touch the parts of the body as they sing. Sing song several times, sometimes quickly and sometimes slowly. Gradually stop singing the words – and just do the actions. Students sing the song and say the words while you are silent.</p>
g. What students already know	<p>Students already know how to say 'Touch your...' and 'nose' Students already know how to play Golpo Dadu</p>

There are many different types of lesson plan, and the lesson plan in activity B is just one example. However, it is useful to have a guide so you can use this one for now. The lesson plan in activity B has several components – or parts. In your group discuss the importance of the following components in the lesson plan. What is the role of each part in the lesson plan?

Learning Outcomes

What students already know?

Input

Practice

Task

Activity D: Assess yourself

10 min

Select a lesson from EfT books. Find out learning outcomes. Then identify sections on Input, Practice and Task (IPT).

Now check your answers with your partner.

Lesson 2: Lesson planning using IPT format with demonstration

Introduction

For this unit, the students will prepare a lesson plan for *EfT* books following IPT format and will demonstrate in the class. This will help them to analyze and evaluate a lesson plan themselves. It also develops their professional knowledge and understanding on conducting a class. These practices will help each other to learn from peer and also in developing their reflective thinking.

Learning outcomes

After completing the session students will be able to:

- Write and evaluate a lesson plan for *EfT*.

Activity A1: Recalling the stages of an IPT linked lesson planning 75 min

Discuss in groups the following questions.

What are the stages of an IPT linked lesson planning? What is the role of each part?

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

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

The second part is PRACTICE stage. The students will do different types of activities (controlled, guided and freer) either with the help of their classmates or teachers for better understanding of the input.

The third is the 'TASK' stage. In this stage students get the opportunity to perform activities which could be writing, discussion or making something in order to use their new knowledge and language they have learnt in the previous stages (input, practice) and also the previous lessons or classes. It will help them to build up confidence in using English language for communication.

Activity A2: How to identify the learning outcomes of a lesson?

From your experience answer the following question.

Identifying learning outcomes is very important for planning a lesson because all activities are based on it. The primary teachers depend on their teachers' edition for this. But in that book general learning outcomes are written based on skills, so the teacher has to go through the lesson carefully and consider the new vocabulary, grammar points and skills. She/he has to identify if there are any language items that are revised. Then she/he needs to decide which learning outcomes could be taught in this lesson.

How to set Input, Practice and Task (IPT) activities for a specific lesson?

At first the teacher arranges some activities on the basis of his/her learning outcomes to present the input.

After this the teacher needs to set practice activity to achieve the outcome.

Finally the teacher needs to design a task that helps students to integrate their knowledge and skills. The teacher may not always have a task in every lesson. In this case teacher has to set activities for checking learning as well as to provide students fun.

Activity A3: Prepare a lesson plan for demonstration using the given format.

Class:	Lesson:	Time:
Date: -/-/20--	Unit:	Today's lesson:

Lesson Plan format

Learning Outcome(s): Students will be able to –

-
-

Stages	Activities	Materials	Time
Input	Warm up Showing picture for title & new words Teacher's Reading /Demonstration of activities Instruction for level based activities		
Practice	Level based activity (without teacher's help) Creative work(without teacher's help) One minute reading/oral Drill(with teacher's help) Small Group Work (2groups, each group 6 minutes, with teacher's help)		
Task/CL	Task type activities Help/feedback on student activities/SRM		
Note	<i>Level based Lesson Plan</i> একটি সাময়িক ব্যবস্থা। জানুয়ারি মাসে বেইজলাইন করার পর যদি ভিন্ন ভিন্ন স্তরে শিক্ষার্থী একই শ্রেণিতে পাওয়া যায় তবে শিক্ষকের পরবর্তী দুই বা তিন মাসের জন্য এমন পরিকল্পনা থাকবে যে ওই সময়ের ভেতরে সকল শিক্ষার্থী যেন এই শ্রেণির ন্যূনতম যোগ্যতা অর্জন করতে পারে। এবং এই যোগ্যতা অর্জনের একটি শ্রেণি কৌশল হল স্ফুর্ভিতিক পাঠদান। শিক্ষার্থীরা ন্যূনতম যোগ্যতা অর্জন করার পর শিক্ষার্থীদের সক্রিয় শিখন নিশ্চিত করতে বিভিন্ন চ্যালেঞ্জিং কাজের মাধ্যমে শিক্ষককে শ্রেণি কার্যক্রম পরিচালনা করতে হবে, যা হবে শিশুর চাহিদার সাথে সামঞ্জস্যপূর্ণ ও শ্রেণিভিত্তিক অর্জনোপযোগী যোগ্যতা ও শিখনফলের আলোকে। এক্ষেত্রে সরকার নির্ধারিত (এনসিটিবি অনুমোদিত) যেকোন পদ্ধতিতেই পাঠদান করতে পারেন পৃঃ৩ MT Manual, Nape 2015)		

Activity B: Assess yourself

Select a lesson from EfT books. Find out learning outcomes. Then prepare a lesson plan.

Now check your answers with your partner.

Lesson 3: Preparing lesson plan for microteaching

Introduction

So far in this course, students have learned about the principles behind the English Primary Curriculum and the *English for Today* books. In this Unit, students will explore some ways that can make their classrooms more communicative, and a way that they can use to organize a lesson around English for Today. In this lesson, students will get the chance to put the theory and the plans into practice. They will get an opportunity to teach a small part of their lesson plan to their colleagues. It will help them to learn from each other by collaborative practice. Through this practice, they can enrich themselves by exchanging their ideas with peer and reflecting himself or herself with others. As a result, they will be able to continue their professional development on English teaching.

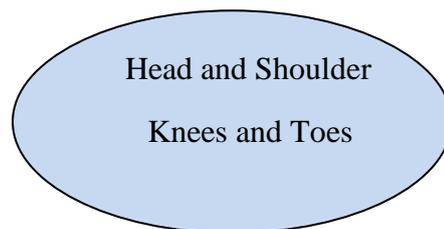
Learning outcomes

After completing the session students will be able to:

- Plan for a microteaching
- Evaluate the microteaching

Activity A: Warmer

05 min



Activity B: Improving your lesson plans

10 min

In group, improve your lesson plan which you prepared in the last lesson.

Activity C: Planning for micro-teaching

15 min

Microteaching is organized practice teaching. The goal is to give DPEd students confidence, support, and feedback by letting them try out among friends and colleagues a short slice of / a part of / a section of what they plan to do with their students. After the presentation, review and provide feedback by the experienced teaching consultant.

Now, choose one activity from your lesson plan. Prepare to teach this activity to a small group of colleagues. The activity should last approximately 5 minutes.

Here are some questions to help you prepare:

- Which activity are you going to use? What is/are the learning outcomes of the activity?
- Do you need to give any instructions? Can you give the instructions in English? What phrases will you need? Remember to use as much English as possible.
- Do you need to ask any questions? Can you ask them in English? What phrases will you need?

Activity D: Micro-teaching**40 min**

- Each member of your group will teach for approximately 5 minutes. Decide who will teach first, second, third and so on.
- Each time one member teaches, another member will be an observer. The observer will watch the micro-lesson, and will make notes using the sheet below. The observer must also make sure that the 'teacher' does not take more than 5 minutes.
- Decide who will be the observer first, second, third and so on. Remember that group members can't teach and observe at the same

Observation sheet	
Teacher name: Date: ,	Class, Unit, lesson: Learning outcome(s):
Does the teacher use English most of the time?	
Does the teacher give clear instructions?	
Does the teacher ask clear questions?	
Do all of the students take part in the activity?	
Do all of the students speak English?	
Does the activity meet the learning outcome?	

Activity D: Assess yourself**20 min**

- Read the notes from your observer. Do you agree with their comments?
- Can you use more English when you teach next time? How?
- Did you give clear instructions and ask clear questions?
- Did you include all of the 'students' in the activity? How can you make sure you do this next time when you teach?
What did you do well?
- How can you improve your teaching?

Now check your answers with your partner.

Unit 5 Listening Skill

Lesson1: Introduction to Listening skills

Introduction

So far, students have learned about the importance of **oral** English in the primary classroom. Students have learned that it is important for students to listen to as much English as possible, and to speak as much English as possible. In Unit 4, students will explore the subject of listening further. In this lesson, they will learn more about the importance of listening to English in the primary classroom, how they can increase opportunities for students to learn English, and how they can help their students to listen to English. In lessons 2 and 3, students will learn how they can use **texts** from *English for Today* for listening practice.

Learning outcomes

After completing the session students will be able to:

- tell the importance of English in daily communication
- state characteristics of good listeners
- explain the principles of listening

Activity A: Warmer

05 min

Make a list of what you listen to in English and what you listen to in Bangla. An example is given for you. Then share with your partner and discuss if anything you or s/he has missed.

Listening in Bangla	Listening in English
Bangla News	English news

Activity B: Importance of listening

40 min

In daily life people listen for different purposes. Why do you consider listening to English language is important? Think in pair and share. Examples:

- 1) If I listen to English sounds properly, I can pronounce English words correctly.
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----

Activity C: Characteristics of good listeners**25 min**

There are characteristics of good and inattentive listeners mentioned below. Place those in the right column. First one is done for you.

Characteristics:

1. Concentrate alertly and consciously.
2. Interrupt frequently and jump to conclusions without waiting for the whole message.
3. Only listen for what they like to hear.
4. Identify the central idea of the topic.
5. Get distracted by the details.
6. Identify and relate the supporting ideas or detail of the speaker.
7. Retain the logical sequence of the topic mentally, maintain a running summary of the speakers' points.
8. Make justifiable inferences.
9. Stop listening when the subject matter gets difficult.
10. Let their emotions take over.
11. Make mental notes of agreement and disagreement; ask question for clarification.
12. Is so busy formulating their replies that they do not listen to the speaker?

Good listeners	Inattentive listeners
Concentrate alertly and consciously	Interrupt frequently and jump to conclusions without waiting for the whole message

Activity D: Principles of Listening Skills**20 min**

Here are the principles for teaching listening skills. What you consider most suitable and what least. Use 1 for the principle that you consider most important while 10 for the least important. Then share with your partner.

SL	Principles	Make a rank
1	Focus on process.	
2	Focus of the comprehension of meaning.	
3	Combine listening with other skills.	
4	Integrate listening into course.	
5	Use authentic language and text.	
6	Include both bottom and top down listening.	
7	Teach listening strategies.	

8	Use techniques that are intrinsically motivating.	
9	Consider how student will response.	
10	Include local cultures.	

Reflection

What principles do you practise in the classroom while you teach English? 2) How will you understand your students are effective listeners? 3) How does listening play significant role in learning English.

Lesson 2: Stage, strategies and techniques of teaching listening skills

Introduction

In lesson 1 of this unit students learned about why it is important for students to listen to English in the primary classroom. They learned about how teachers can increase opportunities for students to learn English, and how they can help their students to listen to English. In this lesson, students will look more closely at using **texts** in the classroom for listening purposes. These include dialogues from *English for Today* books, and rhymes.

Learning outcomes

After completing the Session students will be able to:

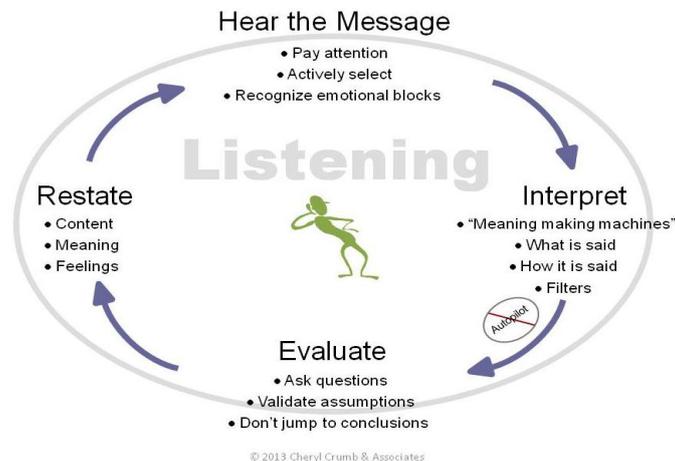
- tell the stages of listening
- explain the strategies of listening
- describe the challenges to listening

A. Warmer

05 min

First think about the following questions about you, and then make pair and share.

1. Do you consider yourself a good listener, why and why not?
2. Do you follow any process (see the diagram below)?
3. What do you usually do before, while and after listening something?



Source: <http://www.ccrumb.com/hello-is-anyone-listening/>

Activity B: Stages

30 min

Listening is described as a process divided into three phases/stages: pre-listening, during listening and after listening. There are different activities/tasks used in the above three phases/stages. Place those activities in the right column.

Pre-listening activities	during listening activities	post/after listening activities

Activity C: Strategies

30 min

Go through the following listening techniques and share with your partners about which techniques your students apply in listening class.

Listening strategies and techniques	put tick or cross mark
Predicting a speaker's purpose by the context of the spoken discourse	
Guessing meaning	
Associating information with one's existing background knowledge	
Looking for key words	
Looking for nonverbal cues	
Take notes	
Respond	
Summarise	
Ask questions if sense is not clear	

Activity D: Listening practice in Bangladesh

10 min

Here is a list of listening activities. Which activities do you practice in English class?

Type of listening activities	Yes	No
Single word Dictation		
Line-by-line dictation		
Full-text dictation		
Listen and answer to questions		
Listen and role play		
listen and fill up the gaps		
Listen and put tick marks		
Listen and sentence completion		
Listen and summary completion		
Listen and sentence matching		
Listen and identify the main idea		
Listen and identify the setting		

Activity E: Challenges to effective listening**10 min**

Imagine the possible challenges to effective listening. Then share with you partners and discuss how to overcome. Two examples of challenges are given below:

Examples:

- Unfamiliar vocabulary
- Accent

Activity F: Reflection**05 min**

Why do you think listening is process? b) What listening techniques are suitable for Bangladeshi students? c) What is the existing situation of listening practice in primary schools?

Lesson 3: Listening task in EfT

Introduction

In this unit DPED students will learn about why it is important for them to listen to English language in the primary classroom. They will learn about how teachers can increase opportunities for students to learn English, and how they can help their students to listen to English. In this lesson students will look more closely at using texts in the classroom for listening purposes. These will include dialogues and rhymes from EfT text books rhymes.

Learning outcomes

After completing the session students will be able to:

- identify listening activities designed in the EfT textbooks
- relate learning competencies with listening tasks
- demonstrate how to practice listening activities in the classroom

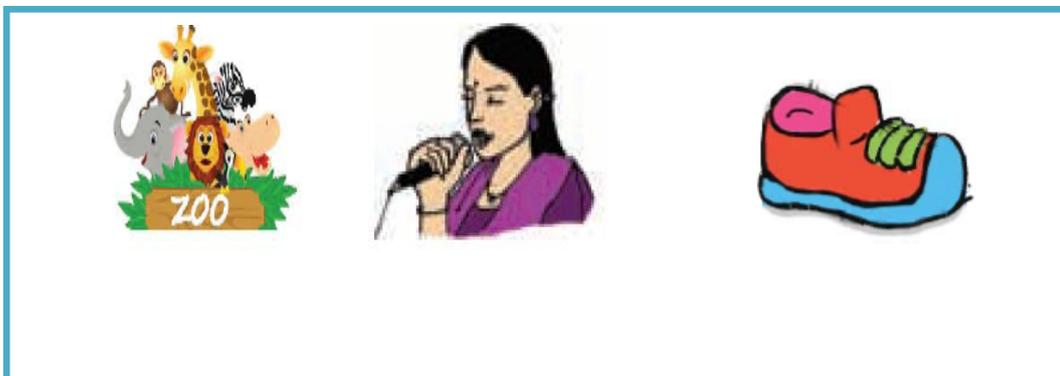
Activity A: Ask participants the following questions 05 min

- a) What listening activities do you find in EfT textbooks?
- b) What learning competencies are focused on these listening tasks?

Now ask participants to get into 4/5 groups (subject to number of participants). Each group will review a particular EfT (from grade I-V) and find out listening activities and learning competencies focused in EfT books. Participants may take help of English curriculum .Then, each group will present identified listening activities and learning competencies in poster papers.

Activity B: Demonstrating a listening activity (Match sound with words) 45 min

Student will choose a particular listening task from EfT textbook. For an instance, s/he may practise phonetic sounds with equivalent words. Before starting, s/he needs to give an example. Imagine that the student is going to demonstrate the following sounds.



Phonetic symbols	sound	equivalent words
z		zoo
S		singer
sh		shoe

Then supply a handout with pictures and ask participants to circle the pictures that have /s/sound while they will underline the pictures that have /sh/ sound. They will put tick mark to the pictures that have /z/ sound.

N. Circle the pictures that have the sound **s**. Underline the pictures that have the sound **sh**. Do nothing to the pictures that have the sound **z**.

Now ask participants to check in pair if they are able to do the task properly.

Activity C: Demonstrating a listening activity (Listening and filling out gaps) 20 min

To practice ‘listening and filling out gaps’, students may develop a handout choosing a text/rhyme and omitting some of the words from the text/rhyme. Then, s/he may supply a handout to participants and give them instruction to listen to her/him and fill out the gaps given in the text/rhyme.

Solomon Grundy,
 Born on -----,
 Named on -----,
 Married on -----
 Got -----on Thursday,
 Died ----- Friday,
 Buried on Saturday,
 -----f or on Sunday,
 That was the -----of Solomon Grundy.

Now tell the answers of the gaps, and participants with check their answers.

Activity D: Student participation

20 min

Ask participants to choose a listening activity from EfT and demonstrate a listening task with necessary preparation. Every participant will demonstrate and other participants will give his/her feedback.

Reflection:

- a) What type of listening tasks do you find in EfT?
- b) Tell some of the competencies of listening mentioned in curriculum.

Unit 6 Speaking Skill

Lesson 1 Speaking: Controlled and free speaking practice

Introduction

In Unit 5, you learned about the importance of listening to English in the primary classroom, and you also learned about ways teachers can increase opportunities for students to listen to English, and how they can use texts in *English for Today* textbook for listening practice. In Unit 6, you will learn about another skill – speaking. In this lesson, you will learn the importance of speaking activities in the primary classroom, and the ways teachers can do this.

Learning outcomes

After completing the session students will be able to:

- reflect on the speaking practice
- explain the importance of speaking activities in primary English books
- describe the stages of **controlled** to **free** speaking practice
- identify some differences between **controlled** and **free** speaking activities

Activity A: Reflection

10 min

Think about the experience you have had on your classroom placement, or your own classroom experience. Which activity can engage students most in speaking? Mark these from 1 (the most engaging) to 5 (the least engaging). Then compare your list with a colleague.

You speak, all students respond.	
You speak, one student responds. Other students listen.	
One student speaks to another student, the second student responds. The rest of the class listens.	
Students speak together in pairs.	
Students speak together in small groups.	

Activity B: Importance of speaking practice in primary school

40 min

Write one importance of teaching speaking skill in primary school. Then jot down all the points together and thus make a big list.

Some of the importance of speaking skills are as follows:

- to speak with foreigners
- to participate in the interview
- English is used in the corporate offices
- for a job in a foreign country
- to be confident before others
- to reply with someone speaking English
- good speaking improves other skills also
- to explain anything clearly in English
- to hold a good position in the work place/society
- for travelling abroad comfortably.

Activity C: Stages of controlled to free speaking activity

20 min

C1: Look at a speaking activity that a teacher has planned to do with her class. The stages of the activity are not in the right order. Put them in a suitable order, numbering them 1 to 5. Start with the stage where the teacher has the most control over what happens. Then in each activity the teacher has a little less control. The final stage of the activity gives the students the most control over what they say.

a. In their notebooks, the students complete the following question: 'Can you	
b. The teacher does a chain drill: one student asks another who asks another, and so on. Students ask a question beginning with 'Can you ...?'	
c. The teacher invites students to ask him/her questions with 'Can you ...?' They can ask any questions they like.	
d. The teacher asks individual students questions with 'Can you ...?'	
e. The students work in pairs and take it in turns to ask/answer the questions using 'Can you...?'	

C2: *You have watched or experienced this activity. Now discuss the following questions with your partner.*

1. Are the stages in the same order?
2. Why is it often a good idea to begin with a lot of control over what the students say, then gradually reduce the amount of control?
3. Why is it good for students sometimes to choose what they say rather than always following instructions?

Activity D: Differences between controlled and free speaking activity 20 min

Look at the table below. There are two different kinds of speaking activity – one is more **controlled** and one is more free. Read the questions in the left-hand column and make notes for each type of speaking activity.

Speaking activity	<i>Controlled</i>	<i>Free</i>
	<p>Student A asks student B: Do you like apples?</p> <p>Student B replies: Yes, I do OR No, I don't.</p> <p>Student B then asks the same question to Student C, and so on. The rest of the class listens.</p>	<p>Students play a guessing game in small groups. The group chooses an animal and writes the name – but student A cannot see the name of the animal. Students give clues about the animal. Student A guesses the names of the animal.</p>
How much speaking does each student do?		
How much help do students have with the language?		
How much choice does each student have?		
How does this activity help learners with speaking?		
What level might this activity be suitable for?		
When does the teacher correct the students if they make mistakes?		

Controlled and free speaking activity

Controlled activities give students repeated practice in accuracy and the form of language, and allow them to make few mistakes. They are mostly used to guide students in using the form of target language. Some examples of controlled activities are copying words or sentences and drills. In drills, students can either repeat some model language as a class (choral drills) or as individuals (individual drills), replace a

key word in given sentences (substitution drills) or use new words to create sentences with a different structure (transformation drills).

On the other hand, free activities allow students to use whatever language they wish in order to complete a task. In free activities, the teacher may not be able to predict what language the students will use, and so can't use these activities to give practice in specific language. These activities focus on fluency, giving students practice in recalling and joining together the language they know and giving them opportunities to try to interact and communicate. Discussions, problem solving activities, sharing or comparing ideas, ranking/ordering or prioritizing etc. are the examples of free speaking activities.

Between controlled and free speaking activities, there are guided/freer activities in which the teacher can predict to some extent what language the students will need to use. These activities provide repeated practice of target language, guiding students to use its form correctly and integrate new language with language students already know. Examples of guided/freer activities are role plays, sentence completion, gap fills, survey, etc.

It is not always possible to categorize activities as controlled, guided or free as it depends on how the teacher uses them. However, we can summarize that controlled activities give students lots of guidance and support in using language accurately, guided activities give a little less guidance and support, and free activities do not give any guidance or support to students in the language they use.

Following is the example of three types of speaking activities:

Controlled speaking activity	Guided (less controlled) speaking activity	Free speaking activity
Tell the following sentences about yourself using <i>can</i> or <i>can't</i> <ol style="list-style-type: none"> 1. I swim. 2. I speak French. 3. I play the guitar. 4. I use a computer. 5. I run very fast. 	Ask questions to the receptionist of a language school to know about their courses. Find out: ...when the courses are ...what the courses are abouthow much they costhow long the courses are.	Tell your friend over telephone how you spent the last summer vacation.

Lesson 2: Speaking tasks in EfT

Introduction

In lesson 1, you have come to know importance of speaking activity in primary school, different types of speaking activities you can practice in the classroom. In this lesson, you will learn about getting students to speak by using individual and choral repetition. You will also learn how you can help students move from repeating words and phrases to making their own sentences.

Learning outcomes

After completing the session students will be able to:

- describe a variety of ways that teachers can include speaking practice in the classroom
- use some techniques for using repetition with primary students
- identify more speaking activities (from EfT)
- explore the stages of a speaking activity and their purpose

Activity A: Matching

15 min

*Here are some different **interactions** of the primary classroom. These can all be used for speaking practice. Read each **interaction** (in the left-hand column) and match each one with a speaking activity.*

Teacher speaks, all students respond.	Student A asks student B: 'Do you like apples?' Student B answers: 'Yes, I do'. Student B asks student C: 'Do you like mangoes?' and so on. Other students in the class listen. This is also called a chain drill.
Teacher speaks, one student responds.	Students practise a dialogue in pairs. The teacher walks around the room and monitors
One student speaks to another student, the second student responds. The rest of the class listens.	Teacher says an action rhyme (for example, One, Two, Buckle my Shoe) and the students repeat the rhyme.
Students speak together in pairs.	Students play Golpo Dadu in groups. One child in each group gives instructions: 'Touch your nose!' Teacher walks around the room and monitors.
Students speak together in small groups.	Teacher points to a picture in the Class book and asks: 'What's this?' Students raise hands. Teacher chooses one student to respond.

Now think of one more example for each type of speaking practice. Think of activities you have seen so far on this course, or of classroom experience. Remember that it is good for teachers to include all kinds of speaking practice in the primary classroom.

Activity B: Repetition practice

25 min

It is difficult for young children to learn to speak in another language. When students are beginning to speak in English there are ways teachers can help them. One way is to use repetition. Students can repeat:

Words	Phrases	Rhymes
-------	---------	--------

Now you are going to experience some of these. Note some of the ways that the teacher makes the activity more interesting and fun for the students.

Tips for repetition

- Don't ask students to repeat the same thing too many times – they will get bored.
- Use mime or gesture to make repetition more interesting.
- Ask students to repeat in different ways: slowly, quickly, loudly, quietly, in a high voice, in a low voice, like a mouse, in a sad way, in a happy way...
- Bring variations in selecting students to repeat. Sometimes the whole class can repeat sometimes individual students. Make sure you choose different students from around the room – not just from the front of the room.
- Divide the class into groups – groups can say different parts of a dialogue, or different lines of a rhyme or poem.

Activity C: More speaking activities

25 min

It is important to make sure that activities carried out in the primary classroom relate to children's lives, and this is true of speaking activities. Several lessons in *English for Today* include giving information about family members. Now you will watch – or experience - using this topic, asking questions with 'How many ... do you have?' to find out how many brothers and sisters other students have. The kind of activity is more suitable for older primaries. After the video/ demonstration, now discuss the following questions in your group:

1. How did the teacher set up the activity and make sure that everybody understood what to do?
2. How did the teacher make sure the students used the language s/he wanted to practice?
3. Why did the teachers finish the activity by asking some students to report what they learned from other students during the activity?
4. The teacher did not do many corrections of student's mistakes during the activity. Why not?
5. When do you think the teacher will correct the student's mistake?
6. Have you seen or experienced any other speaking activities? Tell the people in your group about them.

Here are some different speaking activities that you can do in the primary classroom:

- Repeating new words and phrases
- Joining in with rhymes, songs and stories – encourage students to repeat key words and phrases
- Reading aloud – students can read some words and phrases aloud
- Memory game – I went to market and I bought...
- Acting out dialogues and stories
- Talking about pictures
- Exchanging personal information
- Debate
- Guessing game – for example, asking questions to guess an animal that you are thinking of.
- Find someone who – students can ask questions about different topics (the video/ demonstration is an example of this activity).
- Role-play – students pretend to be different people and act out scenes, for example, one student can be a shopkeeper, and another can be a customer.

Activity D: Stages/procedures of a speaking activity and their purpose: 25 min

Stages	Activities	Purposes
Pre- speaking stage	vocabulary presentation	To review vocabulary
	introduction of the new structure	To introduce form and show pronunciation
While- speaking stage	class practice of new structure	To give student practice with the new structure
	pair practice of the new structure	To give students further practice in new structure
	Monitoring	To check whether everybody is speaking or not, or if they are having some confusion
Post-speaking stage	Feedback	It is good for correction of mistakes.

Lesson 3: Problems Bangladeshi speakers face in speaking English

Introduction

Speaking is an important productive skill. To improve this skill among the learners, lots of activities can be used in the classrooms. All these activities must be done either in pairs or in groups. However, learner's especially Bangladeshi people face some problems practicing speaking skills in the classroom. This lesson will highlight benefits of pair and group work as well as the challenges Bangladeshi speakers face in speaking English.

Learning outcomes

After completing the session students will be able to:

- list benefits of pair and group work to improve speaking skills
- identify challenges of pair work and group work
- explore the principles of arranging pair work and group work
- analyze the problems Bangladesh speakers face in speaking problems
- facilitate speaking sessions minimizing the challenges

Activity A: Benefits of pair and group works

45 min

Individually, write one benefit of pair work and one of group work of speaking class. Combine all the benefits of both pair and group work separately. Do it first in pairs, then in groups of four, next in groups of eight, and so on. At the end, make a list of the benefits in a poster paper.

Activity B: Features and challenges of pair and group work

15 min

Work in groups of 4/5. Identify some challenges you may face when you practise pair/small group work in speaking class. Now read the list of 'tips' in the table below and match your challenges with any tips that go with to solve them:

1. Outline the benefits of pair work

Make it clear to the students when they are meant to be practicing their accuracy and when they are meant to be working on fluency. Better yet, make the communication task so engaging that students will want to try to contribute something meaningful to the conversation.

2. Encourage clarification-seeking

Teach students some communication strategies such as asking for clarification (*Sorry, did you mean...? Can you explain....please?*) and checking understanding (*Do you see what I mean?*). These phrases can be posted on the wall for students to refer to during communication activities.

3. Let them talk

Students need to learn to solve communication problems on their own – this is part of the learning speaking process. They also need to learn to do it on their own – to build their confidence in their speaking abilities.

4. Monitor but don't interfere

Listen to the conversations and make a note of any important errors or vocabulary issues. Make a note of good use of language, too. At the end of the activity, write the mistakes on the board (without saying who said the sentence!) and get the students to correct. This will be much more memorable to the students than correcting immediately. By giving feedback at the end, students can be more focused on correcting the mistake. Be sure to point out any good language use so that students can also see what they did right!

5. Develop your eaves dropping technique

If you are standing near one pair, listen to another. Do this so that the pair you are nearest doesn't get nervous and stop talking.

6. Answer student questions quickly, then move away

If a student has a question about how to say something, help him or her out, and then move on so that the pair can continue their conversation.

7. Let them know that mistakes are OK

Teach students the importance of trying to say something even if it's not completely accurate. Some students don't want to say anything unless it is correct. This may mean they are accurate, but not able to say much at all. Help them understand the importance of getting their message across. Make sure the classroom is a 'safe' place to try out language and make mistakes.

8. Ask students to reflect on their own performance

After the activity, ask students to make a note of anything they wanted to say but couldn't. At this point you can help them create the phrase they needed. Ask students if they noticed when they made a mistake and if they were able to self-correct at any time. This kind of reflection on performance can help students be more self-aware and independent.

Finally share your ideas with your friend

Activity C: Problems of Bangladeshi speakers face in speaking English 30 min

Read the problems, in the left column, learners face while speaking English in the classroom. The right column has the solution of these problems. Match the solutions with the problems. More than one solution may go with one problem.

problems	solutions
<p>1. Inhibition: Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.</p>	<p>a. Conduct the activity in easy language Simple language makes it easier for students to speak for long without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity so that the learners can use familiar vocabulary and even structure in speaking.</p>
<p>2. Nothing to say: Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.</p>	<p>b. English monitors A monitor can be appointed for each group to remind students speaking their mother tongue to switch back to English. This is more important in a large class where the only teacher cannot keep eyes on every student. This approach also helps grow leadership among the learners.</p>
<p>3. Low or uneven participation: Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.</p>	<p>c. Clear guidelines Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation in a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.</p>

<p>4. Mother tongue use: In classes where all, or a number of, the learners share the mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.</p>	<p>d. Interesting topic Choosing a topic according to the interests of the class ensures students' motivation. If a speaking activity is designed on an up-to-date and interesting topic or subject matter, students will be more likely to meet the challenge set for them. It is also possible to choose the topic after discussion with the learners. In this case, learners can enjoy autonomy which ensures learners' motivation and satisfaction.</p>
	<p>e. Group work Group work increases the amount of time available for oral practice and allows more than one student to get benefit from speaking at a time. Working in groups also lowers the inhibitions of shy students who are not comfortable in speaking in front of the whole class.</p>

Some important principles to remember to arrange a pair/group activity for speaking practice:

- Be sure to fully explain the procedure before splitting the class up.
- Always demonstrate yourself with the help of a volunteer exactly what they have to do.
- Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.
- Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.
- Don't forget to have feedback time after pair work so that the children don't feel that they have been wasting time. It's important to share their work as a whole group although this doesn't have to be systematic.
- Set a clear time limit.
- Control who works with who so children aren't always being dominated or dominating others.

Unit 7 Reading Skill

Lesson1: Reading aloud and silent reading

Introductions

Reading is about much more than just recognizing words. In this unit, students learn about ways to help students read and understand whole sentences and longer texts. In this lesson, students are introduced to the concept of reading for different purposes, and to some different approaches to teaching reading in the primary classroom.

Learning outcomes

After completing the session students will be able to:

- Explain that we read different texts for different purposes
- Describe the effectiveness of two different approaches to teaching reading
- List the advantages and disadvantages of reading aloud and silent reading
- Explain the rationale of an alternative approach to teaching reading

Activity A: Your own reading habits

15 min

Types of Reading:	
In the left-hand column below are five ways of reading, and in the right-hand column examples of different types of reading texts. Which way of reading would you use for each type of text?	
1. Searching for specific information	a) a story or poem for pleasure
2. Reading to get the important points	b) a newspaper review of a new film
3. Reading for the one main idea	c) an advertisement for a museum to find which days it's open
4. Reading every word carefully	d) a cooking recipe
5. Reading quickly or carefully, depending on how you feel about what you're reading	e) a legal agreement

Activity B: reading lesson

20 min

Read what two different teachers have to say about their lessons. Which teacher is more effective at helping his or her students to develop reading skills? Which students will understand the text best? Why?

Teacher A:

I have a large group of Class 4 students. The next lesson in *English for Today* has a letter written to a friend. I am going to read the sentences aloud, and the students will follow in their books. Then I am going to ask some of the students to repeat the sentences aloud in front of the class. I think that this is a good way to learn to read– the students will hear me say the words, and then they can read by themselves.

Teacher B:

I have a large group of Class 4 students.
In the previous lesson in *English for Today* there was a text which was a letter to a friend. First of all students in the class talked about what we include in a letter, for example, the date and name and so on. Then I gave students some questions and told them to read the letter silently, and to find the answers. I gave them only two or three minutes. It was a kind of competition. They had fun seeing who could find the answers.

Activity C: pros and cons of reading 20 min

Resource Book: Section C

Copy the table and answer the following questions in your groups and make notes:

- What are the pros and cons of reading aloud?
- What are the pros and cons and silent reading/
- Why should teachers include silent reading in the classroom?

Pros and cons of reading aloud	Pros and cons of silent reading
--------------------------------	---------------------------------

Activity D: techniques for reading aloud 05 min

Reading aloud is just one technique that a teacher can use in the classroom. There are other techniques which may be more effective for helping students to understand texts. You are now going to watch- or experience – a different approach. You will need the following text for the activity.

Read aloud the given text and ask the students read aloud too

A balanced diet is necessary for keeping our body healthy. A balanced diet is a diet that contains adequate amounts of all the necessary nutrients in order to keep our body healthy. We should take balanced diet everyday.

All the food belongs to six food groups. In order to get healthy life, we should eat proper amount of food from each of these food groups. We can get all nutrients form variety of foods in each of these food groups. Balanced diet contains adequate amounts of all the necessary nutrients. We can select balanced diet easily from available and reasonable variety of food.

Mentioned in the following activity:



Activity : Selection of available and reasonable balanced diet

What to Do :

1. Make a table like the one shown below.

menus		
breakfast	lunch	dinner

2. Make a list of balanced diet menus in the table based on the pictures of reasonable foods that are available in Bangladesh below.
3. Share your idea with your classmates.



Discuss the following questions in groups:

1. Why did the teacher ask the students how many meals are mentioned in the chart? What skill does this practise?
2. Why did the teacher ask the students to find food words in the text? What skill does this practise?
3. Why did the teacher ask the students to listen and point? What skills do this practise?
4. Why did the teacher also ask the students to take it in turns to choose and read out a sentence?
5. Why did the teacher then ask the students to repeat the activity in pairs and threes?
6. Using the reading text in this way was more interesting and enjoyable for the students than just reading it aloud. Why is this important?

Section E

Do you ever read in English? What do you read? What do you think about reading aloud and reading silently? What do you think about the approach that you saw or experienced?

Lesson 2: Reading: Task and stages in teaching

Introduction

In lesson 1 of Unit 8 students were introduced to the concept of reading different texts for different purposes, and also to some different approaches to teaching reading in the primary classroom. In this lesson, students will look more closely at using longer texts from *English for Today* in the classroom (texts from Class 3, 4 and 5). They will consider three different stages to using a text: introducing a text (sometimes called the **pre-reading** stage); reading a text (sometimes called the **while-reading** stage); and after reading a text (sometimes called the **post-reading** stage). Students will also have the opportunity to assess their understanding of the different stages of a reading lesson.

Learning outcomes

After completing the session students will be able to:

- Explain some reasons for introducing reading texts (the **pre-reading** stage)
- Explain some reasons for providing **while-reading** activities
- Explain some reasons for providing after reading activities (the **post-reading** stage)
- Give some examples of activities appropriate for each stage of a reading lesson

Activity A: Warmer

05 min

In pairs read the story of Saikat's family in class V unit 3 lessons 1-2 and talk about the picture.

Activity B: Introducing a text

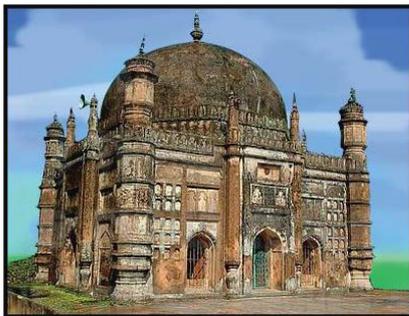
20 min

In Unit 5, lesson 2 you learned about the need to introduce texts that students are going to listen to. We can say the same thing about reading texts. It can be quite difficult to read in another language, and we can help students to read a text in English if we introduce them to the text first.

Look at this text from *English for Today*, Class 5. It is long, and it is quite difficult, with some complex structures and vocabulary. Imagine that you have to teach this text in your lesson. What could you do to introduce this text to your students? Think about some of the techniques you learned in unit 5 about using texts for listening. Make notes of your ideas.

A. Read about Mamun's home district.

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



Shah Muhammad Mosque

Kishoreganj is a small town, but there are many important places in and around it. The largest Eid fairgrounds, called Solakia Eid Ground and the well-known Government Gurudayal College are in the town. People from many districts come to this place to celebrate Eid. The Pagla

Mosque is also in my home district. Outside the town, you can visit the fort of Isah Khan at Jangal Bari. You can also see the Shah Muhammad Mosque at Egaroshindhur. Near the Fuleshwari River, you can see the Shiva Temple of Chandrabati.



Upendrakishore Roy Chowdhury



Zainul Abedin



Syed Nazrul Islam

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

B. Pairwork. Ask and answer the questions.

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

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

Activity C: Reading a text

30 min

Task 1: You have watched (or experienced) a technique a teacher can use with texts. Practise the technique in your groups with the text about Kishoreganj (Activity B).

Task 2: Read the following text and fill the gaps.

English for Today often has longer texts for students to read. It is important to prepare students for the texts before they read them. This is sometimes called the 1. _____ stage of a lesson.

Once students are prepared, they can begin reading the text. This is sometimes called the 2 _____ stage of a lesson. It is important to make sure that students have a 3 _____ for reading a text.

Teachers should provide students with something to do while they are reading. Some examples of activities that students can do while they are reading are:

Finding 4. _____ or structures in the text (for example, naming the river)

Listening to words or

5. _____ and finding them in the text listening to

somebody reading the text and finding ss

6. _____ Finding

7. _____ to questions

Read the text and then answer the following questions:

While-reading activities help students to understand a text. In *English for Today*, there are also often activities for students to do *after* reading a text. This is sometimes called the **post-reading** stage of a lesson. These activities are useful because:

- They can help teachers and students check understanding of the text
- They can help students understand the text further
- They can give students a chance to practise the language from the text
- They can provide opportunities for students to practise other skills apart from reading (for example, speaking and/or writing)
- They can help students relate the topic of the text to their own lives

Look at the **post-reading** activities for the text about Kishoreganj from *English for Today*, Class 5 below. What kinds of activities are they? What is the purpose of these activities?

Look at copies of *English for Today* Class 3-5. Find some examples of **post-reading** activities and make notes.

Assess yourself

Complete the following table without looking at your notes from this lesson. Then look at your notes to check your answers.

Stages of a lesson	Example activities	Some reasons for the stage of the lesson
Introducing a text (pre-reading)		
Reading a text (while reading)		
After reading a text (post-reading)		

Lesson 3: Teaching vocabulary

Introduction

So far in Unit 7, students have learned about different types of reading, approaches to teaching reading in the primary classroom, and also the stages of a reading lesson (**pre-reading**; **while-reading** and **post-reading**). Students have considered these approaches in relation to the longer texts of *English for Today*, particularly Class 3-5. Many of these longer texts will feature words that students have not previously learned. In this lesson, students will learn some techniques for dealing with texts that have a lot of unknown vocabulary. They will also learn how to help their students to learn some different strategies for learning and remembering vocabulary.

Learning outcomes

After completing the session students will be able to:

- explain the need for pre-teaching vocabulary before a text
- help students cope with new vocabulary and phrases within a text
- help students expand, record and remember vocabulary

Activity A: Warmer

05 min

Start with a Bingo game.

Activity B: Dealing with vocabulary in texts

30 min

Task 1: Look at the following words and phrases. With your partner, decide how you would teach each word to a group of Class 3 students. Your notes from Unit 33, Lesson 1-2 will be very useful here.

frogs
near the pond
happy
play (verb)
find

Task 2: Discuss the following questions with your group.

The words and phrases that you just practised teaching are from a story in *English for Today*, class 3. It can be sometimes a good idea to teach vocabulary to your students before they read a text (remember that this is called pre-teaching vocabulary).

1. Why do you read a text (remember that this is called pre-teaching vocabulary).

Activity C: English for Today text analysis**30 min**

Work in small groups. One group member is your reporter. Follow these instructions:

1. Choose a longer text from Class 3, 4 or 5.
2. Write a list of the words or phrases in the text that students may not know.
 - *Which of these could you pre-teach?*
 - *Which of these words or phrases could students guess or find out for themselves?*
 - *Some words or phrases are probably not important for students to understand the meaning of the text. Can you find some examples?*
 - *Which words and phrases are useful for students to learn and remember?*

Activity D: Expanding, recording and remembering vocabulary**30 min**

Write notes for the following questions:

1. How do you learn new English vocabulary? How do you remember and record new words?
2. Think about the experiences at your school placement. How do the students remember and record new words?

Activity E: Action Research**05 min**

You may be interested in carrying out some action research around the topic of reading.

Observe: The next time you are at your school placement note how the teacher uses texts in the classroom.

- Does the teacher read aloud, or does he/she encourage silent reading? Does the teacher include three clear stages (pre-reading; while-reading; post-reading)?
- Does the teacher pre-teach vocabulary? How does the teacher help students deal with the vocabulary in texts?

Your turn: If it is possible, try using a text with some students. Try some of the techniques from this lesson.

Unit 8: Writing Skills

Lesson 1: Mechanics of writing

Introduction

Writing is one of the two productive skills. Learning to write begins with learning to scribble. The motor skills involved in writing will develop over time. Most likely child will read or recognize letters before they can actually write them. Once they are doing that they will move on to writing letters.

Learning Outcomes

After completing the session students will be able to:

- to describe the mechanics of writing.
- to use these mechanics to teach alphabet writing.

Activity A: Warm up free writing

05 min

Practice some pre-writing task

Activity B: Describing the mechanics of writing

45 min

Read the following text and make a list of mechanics of writing.

Mechanics of writing:

a) Learning to control the pencil:

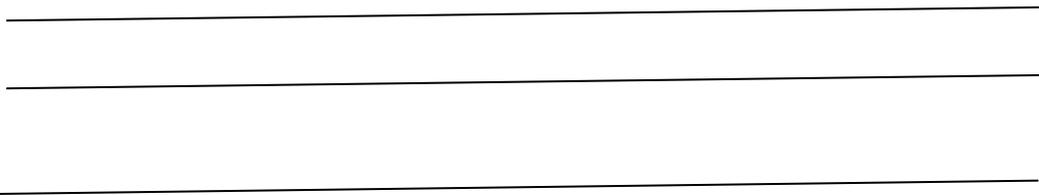
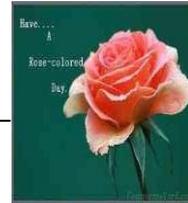
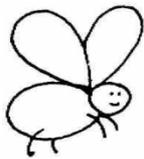
Before teachers begin to teach students to write the letters of the alphabet, it is important that they learn to control their pencil or pen or crayon correctly, particularly if they have never written before.

If possible, students should start to write in their exercise books with a pencil or crayon because it is easier to write with than a pen. They can begin to use a pen when they are able to form the letters correctly. But even before they use a pencil, they can begin to make patterns with a small stick in the sand outside the classroom. It is not wise to force the left hander to hold the pencil/pen/crayon in right hand.

Help the students to control their writing movements in the following way:

- Show them how to hold the stick or pencil correctly (see below).
- Show them how to write from left to right by drawing two pictures, one on each side of the blackboard, for example- a bee on the left side of the board and a flower on the right side. Teachers can then draw a line between the two starting from the left. Explain, in mother tongue if necessary, that the bee goes to the flower.

- Tell students to draw lines in the same way from left to right. If they can draw the bee and the flower and the other objects, let them do so.

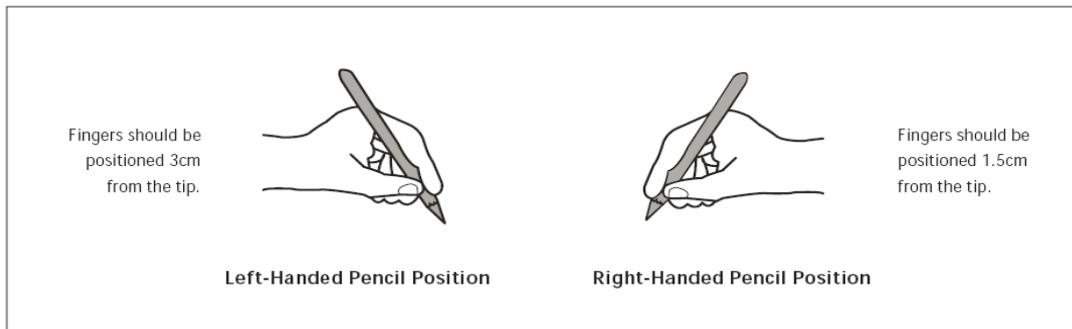


b) Holding the pencil correctly:

Teachers should show their students how to hold their pencils correctly so that they have good control over their writing.

- Tell them to hold their pencil between their first finger and thumb. It should rest on the knuckle of the second finger.
- Tell students to hold the pencil about an inch (2cm) up.
- Tell them to place the paper on the desk at a slight angle to make writing easier.





c) Drawing patterns:

According to Don Neal Thurber letters (both lower and upper case) are composed of only 4 single strokes: They are-

Vertical lines |

Horizontal lines —

Diagonal lines \ /

semicircles ()

Circles and ○

Before letting students write the actual letters of the alphabet, it is useful to let them draw strokes on the paper or board, in order to learn to control the movement of the pencil or pen or crayon and to practise moving it smoothly.

The following drawing patterns will help the learners to form especially lower case letters. The learners, therefore, need to provide sufficient time to copy the patterns.

d) Introducing letter writing:

Introducing the letters based on the hand and finger movements used to form the letters is particularly helpful for learners with poor fine motor skills. After providing the ample opportunity to practise the above strokes and drawing patterns repeatedly, teacher should show to form the upper case and then lowercase and lastly number as below.

SL no.	Strokes used in forming letters	Uppercase	Lowercase	Number
1	The letters formed only by vertical stroke are	<u>I</u>	i, j, and l	
2	The characters (letters) formed only by diagonal strokes are	<u>V</u> , <u>W</u> , and <u>X</u> .	v, w, and x	
3	The letters which have both vertical and horizontal strokes are	<u>E</u> , <u>F</u> , <u>H</u> , <u>L</u> and <u>T</u> .	f, t, and r	
4	The characters having both vertical and diagonal strokes only are	<u>K</u> , <u>M</u> , <u>N</u> and <u>Y</u>	K and y	7
5	The characters having horizontal and diagonal strokes only are	<u>A</u> , and <u>Z</u>	z	
6	The simplest of characters formed by circular and semicircular strokes are	<u>C</u> and <u>O</u> .	c, e and o	0, 3, 6, 8, 9
7	The letters having vertical and semicircular strokes are	P	a, b, d, p and q	
8	They are only a C and O with a tail on.	<u>G</u> and <u>Q</u> .	-	
9	The characters formed with the combination of vertical and curve strokes are	<u>B</u> , <u>D</u> , <u>J</u> , <u>P</u> , and <u>U</u> .	m, n, u and h	
10	Think of the first part as a C and the last part as backwards C.	<u>S</u> .	s	

11	Semicircular and curve stroke are in	-	g	
12	It's a P with a leg on.	<u>R</u>	-	
13	The numbers formed by vertical, horizontal, diagonal strokes are			1, 4
14	The numbers having vertical, horizontal and curve strokes are			2 5

Letter formation

The formation of letters involves starting and finishing places, direction of movement and number of strokes per letter. The following features should be kept in mind before teaching letter formation.

Size

Letter shapes should be proportionate. Within letters, the heads, bodies and tails should be of equal proportion. This means letters will maintain relativity in both width and height to each other.

Slope

A slight slope to the right is the outcome of a well- developed cursive technique for learners who are using a relaxed finger–hand–arm movement. Slope should be consistent for each individual. However, a variation of 5 to 15 degrees in the slope to the left or right of vertical is acceptable between individuals.

Spacing

Consistent spacing enhances the legibility and appearance of handwriting. Spacing within words, between words, between lines of writing, and the use of blank space on the page should be highlighted to learners.

Alignment

The visual pattern of words becomes more consistent when hooks, links, descending letters and ascending letters are positioned accurately in relation to each other.

Cursive style

The correct stroke sequence for each letter should be learned in order to develop a legible, consistent cursive style. The differences between the beginners' alphabet and cursive formation are apparent in the letter f and in the exits of a d h i k l m n o r t u v and w.

When cursive formation is being taught, two points should be considered:

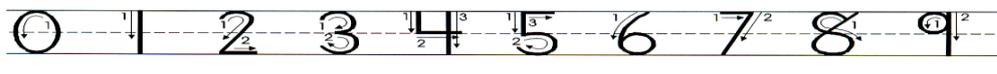
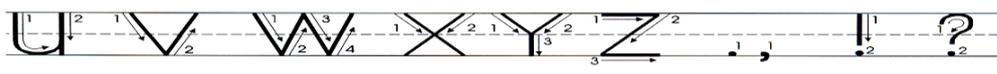
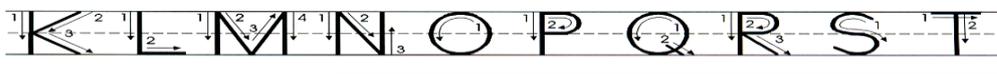
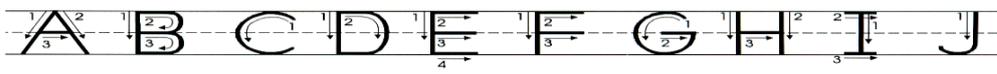
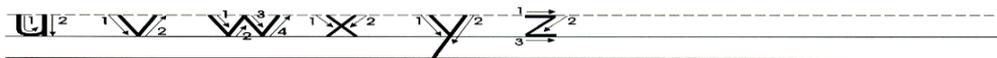
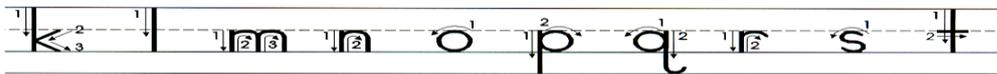
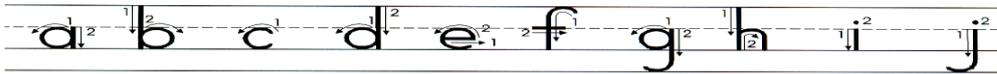
- special attention will be required for letters with exits
- more attention will be required in the spacing of letters.

Direction

Teachers can use the directions during forming letters such as “down”, “up”, “round”, “under”, “over” and “across”. For example, as they write the letter “W”, teachers can say - “down and up and down and up”, for the letter ‘b’ say “down and round” and for ‘g’ “round and down and under” and so on.

- Tell students to write the letter in the air with their finger, or let them use a stick to form the letter in the sand outside.
- When teachers have shown students how to write the letter, say the sound of the letter (not the name of the letter) several times and tell students to repeat the sound after the teachers.
- Tell students to write several rows of the letter.
- Go round the class to make sure they are doing this correctly. If not, help them to form the letters correctly.
- Then draw four lines on the blackboard and tell students to draw lines in the same way in their exercise books (khatas). Note the size of the lowercase letters.

How can a teacher teach forming letters?





Find activities for teaching mechanics of writing from the *EFT* books. Work in group, then present it to the plenary session.

Activity C: Using mechanics to teach alphabet 30 min

Group work: in group; prepare a lesson note for teaching letter writing using mechanics of writing from *EFT* lesson. Then demonstrate it to the whole class.

Activity D: Self assessment 10 min

Assess yourself

Make a list of activities for mechanics of writing from *EFT* books class 1-3.

Now check your answers with your partner.

Lesson 2: Copying words, sentences, controlled, guided and free writing

Introduction

In this lesson, students learned about teaching students how to start writing. They learned how they could help students to practice writing letters and words. They also will learn about helping students to write longer sentences and paragraphs. They will learn about different kinds of writing activities teachers can include in the classroom, how they can support students with writing, and how they can correct and assess writing.

Learning outcomes

After completing the session students will be able to:

- Explain controlled and free writing activities with examples.
- Describe the characteristics of controlled and free writing activity.
- Use a number of different controlled writing activities in the primary classroom.

Activity A: Controlled and free writing activities

15 min

As you know, the English Primary Curriculum in Bangladesh focuses on four language skills: listening, speaking, reading and writing. For the writing skill, the Curriculum lists the following **competencies**:

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

Controlled and guided writing activities have the following characteristics:

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

Characteristics of free writing

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

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

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

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

3. Teachers might have the following problems:

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

There are many students in the class. It is difficult to correct and grade all of the paragraphs.

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

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

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

Activity C: More controlled writing activities

40 min

The activity that you just saw or experienced is called a **gap-fill** activity. It can be a good way to get students practicing writing in a controlled way. You will find more **controlled** writing activities below. In pairs, choose an activity and prepare to teach it using language from an *English for Today* book, when you are ready, try out your activity with other students.

Jumbled sentences

Write sentences on the board jumbled up, for example: croaks a frog.

Students must write the sentence in the correct order.

Correction: Elicit correct sentences. Students correct own work. Teacher checks some students' work.

Sentence memory

Write a sentence on the board from *English for Today*, for example: The girl is dancing.

Give students some time to memorise the sentence, then rub out some of the words.

Students write the sentence in their books.

Correction: Write the missing words on the board. Students correct own work. Teacher checks some students' work.

True sentences

Write some sentences on the board. Some are true, and some are false. . For example, the teacher could write sentences about the classroom: Three books are on the teacher's desk. There are thirty two boys in the room.

Students must copy the true sentences only.

Correction: Elicit the true sentences. Students correct own work. Teacher checks some students' work.

Complete the question

Write the first part of a question on the board, for example:

What time do you _____? Do you like _____? Can you _____?

Activity D: Supporting free writing in the primary classroom 10 min

In Activity C, you identified some of the challenges of including **free** writing activities in the primary classroom. Look at the table below. In the left-hand column are some of the challenges.

1. Add any other challenges that you thought of to the list.
2. Think of some possible solutions for these challenges, and make notes in the right-hand column.

Challenges	Possible Solutions
1. Students may not have many ideas for free writing.	
2. Students may not have enough language (for example, vocabulary) for free writing.	
3. It is difficult to help all of the students	
4. It is difficult to help all of the students	
5. It is difficult to correct and grade all of the written work.	

Lesson 3: Process writing

Introduction

Process writing is very important for developing writing skills, organizing ideas and developing accuracy in writing. In this lesson, student teachers will learn steps of process writing and using them in primary classroom.

Learning Outcomes

After completing the session students will be able to:

- Explain the process writing.
- Using the steps of process writing in primary classroom.

Activity A: Warm-up

10 min

Ask the students to write their names and their class in English

Activity B: Explain the process writing

30 min

Read this text about learning to write, and note some key words and phrases about process writing. Compare your answer with your partner.

Learning to write is like learning to read. Both follow a sequential process. Writing requires and combines more basic skills than any other subject area. Taking into account the developmental stages of children, educators teach writing through a series of steps that build on a child's learning experiences. Children are usually eager and willing to scribble their ideas on paper. Even at early developmental stages, they are becoming writers. Parents and other caregivers encourage the excitement of writing in their child by being interested and involved with the writing process their child uses in school. The writing process begins in the early grades by exposing students to a variety of quality books read aloud. Children see and hear the ways that authors use language to create and tell a story. Children use the books they hear and read as models for their own writing. Educators often teach writing to the whole class at one time. As children watch and listen, the teacher models the writing lesson and encourages the children to add their ideas as well. Sometimes writing instructions may occur in small groups with a teacher or teaching assistant. Small group instructions help children who may need extra attention develop strategies needed to become independent writers. Most teachers in grades use a writing process. This process involves several steps to guide children from the beginning of

writing to creating a finished piece. Teachers use these steps to provide structure and continuity in all forms of writing.

Success in writing greatly depends on a child's attitude, motivation, and engagement. Teacher can help children think carefully about each step of their writing by guiding them through the process writing repeatedly throughout the year and across various content areas.

Activity C: Using the steps of process writing in primary classroom 40 min

Here are the steps of process writing. Can you put them in the right order? Check your answer with your partner.

The Steps

Final Draft - Children produce a copy of their writing in full page with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

First/Rough Draft - Children put their ideas on the right half of a piece of paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

Generating ideas - Children make mind maps or brainstorm to generate ideas for writing. They can do this individually, in pairs or in groups. They should decide what words and phrases they need to use; and who the audience of the piece of writing is (e.g. a pen friend, readers of a newspaper, etc),

Editing - Children work with the teacher and/or peers to correct mistakes in grammar and spelling.

Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication!

Second draft- The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. Still they write on the right half and keep the left hand blank for teachers' feedback. The teacher gives feedback at this stage by asking questions, too.

Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other to understand the story by asking who,

what, when, where, why, and how questions on the left half of the paper. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

Parent’s involvement in the writing process

The writing process provides children with a model that is sequential and consistent.

Children of all ages and levels benefit from the structure of the writing process. Parents need to be familiar with the writing process that their child uses in school.

Parents are in a wonderful position to provide experiences that translate into meaningful writing by doing the following:

- Provide a print-rich environment at home.
- Read to your child from various genres.
- Involve your child in daily writing by having him/her make lists for the store, label photos, or write letters and thank-you notes.

These activities can make long-lasting impressions on your child. By modeling writing in the home, parents signal to their children that good writing skills are important.

Activity D: Assess yourself

ss10 min

Select a topic from EfT books, write down the steps for writing on the topics (for example: My Family).

Now check your answers with your partner.

Unit- 9 Teaching Grammar

Lesson 1: Teaching Grammar in Context

Introduction

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

Learning outcomes

After completing the lesson students will be able to:

- Describe the effectiveness of different approaches to teaching grammar to primary students.
- Describe the stages of teaching grammar
- Help students learn new language structures

Activity A: Beliefs about teaching grammar

30 min

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

Teacher A:

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

Teacher B:

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

Teacher C:

I know that young children find it difficult to understand grammar rules, so I don't give students rules to copy. But I think it's important for students to practise new **structures**. When I teach grammar, we practise new **structures** in the class, and students practise them in pairs. Older students also write the new

Activity B: The stages of teaching grammar**25 min**

Teacher C (from Activity A) is teaching Class 2, Unit 7, and Lesson 1-3. She decides to use this lesson to teach the structures: Are you 8 years old? Yes, I'm /No, I 'm not. Here are the activities from her lesson plan – but they are in the wrong order. Read them, and put them in the right order.

Point to the class and ask one student: Are you 7 years old?

If student shakes their head, help student to say: No, I 'm not.

Ask all students to repeat the phrase: No, I 'm not.

Organise students into pairs. Students take it in turns to ask each other questions using the question on the board Are you 7 years old?

Point to the question and ask one student: Are you 7 years old?

If student nods, help student to say: Yes, I'm.

Ask all students to repeat the phrase: Yes, I'm.

Ask two students to stand up. Tell the first student to ask the other: Are you 8 years old?

The second student should answer: Yes, I'm OR No, I'm not.

Tell the first student to sit down, and ask a third student to stand up. Tell the second student to ask the third student: Are you 8 years old?

The third student should answer: Yes, I'm OR No, I'm not.

Tell the second student to sit down, and ask a fourth student to stand up.

Repeat with five or six students

This technique is called a chain drill.

Activity C: The stages of teaching grammar**15 min**

The stages in **Activity B** are a useful way to teach new **structures** in the primary classroom. Students get a lot of opportunities to hear and say the new **structures**, and they practise them in a meaningful way. Students can respond truthfully about whether it is Yes, I'm OR No, I'm not.

Now you are going to watch – or experience – another example. s

Questions for after video or demonstration

1. Think about the video you just watched – or the activities you just experienced. Does the teacher follow the same stages? Are they in the same order?
2. Does the teacher add any extra activities? Which ones? Why?
3. Do you think teachers can use these stages and activities to teach other **structures**?

Introducing new language could be an interesting topic for you to explore. Next time you are on your school placement, observe a lesson and note the following.

- How is a new language taught?
- Which techniques for teaching vocabulary are more effective?
- Do the stages of teaching grammar seem useful?
- Do children seem to understand and use grammar rules?

Unit 10 Improving Pronunciation

Lesson 1: Organs of speech and English sounds with phonemic chart

Introduction

In this lesson, students will learn about an important part of speaking – pronunciation. They will be acquainted with different parts of organs of speech. They will also be familiarized with English sounds with phonemic chart.

Learning outcomes:

After completing the session students will be able to:

- Identify different parts of organs of speech
- learn phonemic name of organs of speech
- Pronounce Consonant sounds from the phonemic chart.
- Pronounce Vowel sounds from the phonemic chart.

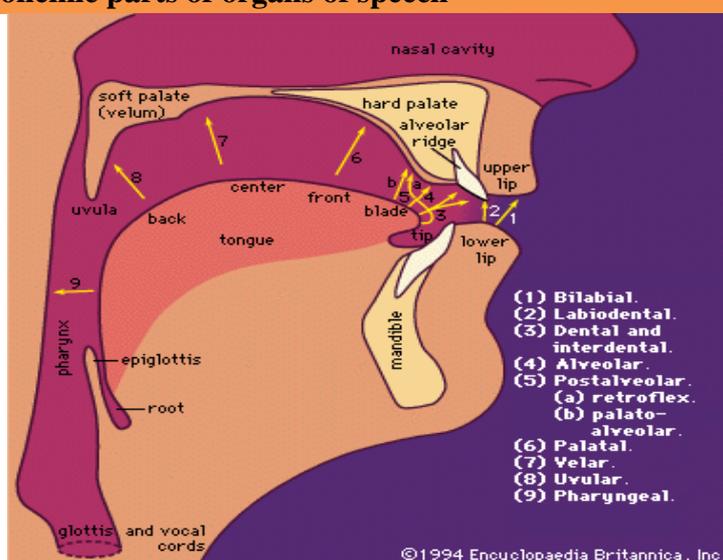
Activity A: Organs of speech

10 min

All the sounds we make when we speak are the result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere. We have a large and complex set of muscles that can produce changes in the shape of the vocal tract, and in order to learn how the sounds of speech are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators, and the study of them is called articulatory phonetics.

Activity B: Phonemic parts of organs of speech

20 min



Instruction:

Instructor will point out every organ of speech and describe the function of that particular organ.

Practice:

Instructor will ask students to get into pairs with the right/left elbow partner. One of the students will point out the organ of speech and the other partner will say the name of the organ.

Activity B: Phonemic name of organs of speech Phonemic Names 15 min

<u>Common Name</u>	Phonemic Name
a. Lip	Labial
b. Two-lips	Bi-labial
c. Teeth	Dental
d. Lip and teeth	Labio-dental
e. Teeth ridge	Alveolar (ridge)
f. Palate and teeth ridge	Palato-alveolar
g. Hard palate	Palatal
h. Soft palate	Velar
i. Glottis	Glottal
j. Nose	Nasal

Activity C: Consonant sounds with phonemic chart 25 min

	labial	labio-dental	interdental	alveolar	palatal	velar	glottal
stops	p b			t d		k g	
fricatives		f v	θ ð	s z	ʃ ʒ		h
affricates					tʃ dʒ		
nasals		m		n		ŋ	
liquids lateral retroflex				l r			
glides		w			j		

Most consonant sounds are recorded between vowels, to make them easier to distinguish.

Consonant words Vowels Diphthongs voiceless voiced

Activity D: Vowel sounds with phonemic chart
20 min
Vowel Chart

		Front	Central	Back
High	Tense	i (beat)		u (boot)
	Lax			ʊ (book)
Mid	Tense	e (bait)		o (boat)
	Lax		ʌ (but) ə (about)	ɔ (paw)*
Low		æ (bat)		ɑ (pot)

*(not in all dialects)

Lesson 2: Pronunciation: stress and intonation

Introduction

In this lesson, students will learn about an important part of speaking – pronunciation. Students will see and experience examples of using lessons and activities from *English for Today* for pronunciation practice.

Learning outcomes

After completing the session students will be able to:

- Give some examples of how teachers can include pronunciation practice in the primary classroom
- Use pronunciation lessons and activities from *English for Today* to practise sounds, **stress, intonation** and **rhythm**
- Prepare pronunciation activities for the primary classroom

Activity A: Speaking English in the primary classroom

10 min

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

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

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

Activity B: Sounds**15 min**

English for Today Class books have several activities and lessons that focus on pronunciation or that can be used for pronunciation practice. Some of these focus **on sounds**. You are now going to experience an activity to practise sounds. The activity is based on an exercise from Class 3, Unit 13, and Lesson 1-3.

Your instructor will say some words. Listen to each word and decide if the word has the sound of the 'a' in 'hat' /a/ or the sound of the e in 'hen' /e/. Write the word in the correct column.

Afterwards, check your answers, and practise saying the words.

hat	hen

Activity C: Stress**15 min**

Pronunciation is not just about sounds. Speakers of English also **stress** certain **syllables** in words, and certain words in sentences. This means they emphasise the **syllable** or the word. Here is an activity which helps students to practise word **stress**. The activity is based on class 4 Unit 30 lesson 1-3.

*Here are the months of the year. Listen to your instructor and underline the syllable that is stressed. **Stress** the parts of the words that are in **blue colour**. Afterwards, check your answers, and practise saying the words.*

C. Say the names of the months. Stress the parts of the words that are in blue colour.

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

60

2018

Students need to know how individual words sound in English, but of course when we speak, we don't just use individual words. Student also needs to practice saying sentences, so that they can practice **intonation** – which means the voice going up or down- and rhythm.

*Task 1. Here is an activity from class 4 unit 22 lessons 1-4. This activity helps students to practice **intonation**.*

Language Focus

B. Using our voices

When we talk, our voice may go up (↗) or down (↘). When we ask questions, our voice also rises or falls. For questions beginning with **What, When, Where, Why, Who** and **How**, our voice goes down. In statements, our voice goes down, too.

C. Pairwork. Ask and answer the questions. Make sure your voice goes down.

- 1 What's your name? (↘)
- 2 Where do you live? (↘)
- 3 How old are you? (↘)
- 4 What's your favourite food? (↘)
- 5 What's your favourite colour? (↘)

Language Focus

A. Using our voices

For questions that can be answered with **yes or no**, our voice usually goes up. When we answer these questions our voice goes down.

Do you like lentils? (↗)

Yes, I do. (↘)

Are you from Chittagong? (↗)

No, I'm not. (↘)

B. Pairwork. Ask and answer the questions. Make sure your voice goes up or down.

1 Is your name Ruma?

2 Do you have a brother?

3 Are you in Class 5?

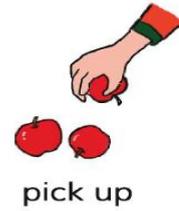
4 Do you like flowers?

5 Can you swim?

6 Can you fly?

Task 2: Here is a rhyme from Class 1, Unit 27 Lesson 1-3. Rhymes are good for helping students to practise many aspects of pronunciation, especially **rhythm**. Listen to your instructor and repeat clapping with the **rhythm**.

A. Listen and say.

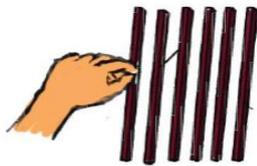


B. Rhyme. Look, listen and say.



1, 2,
Put on your shoe.

3, 4,
Close the door.



5, 6,
Pick up sticks.

7, 8,
Lay them straight.



9, 10,
Draw a hen.



C. Say and do.

54

2018

In your group, make ONE pronunciation activity which helps students practice sounds, stress, intonation or rhythm, the activity must be suitable for primary students. You can use language and rhymes from English for Today.

Sounds: Think of two sounds that are difficult for Bangla speakers (for example [p] and [f]). Choose some words with the sounds and prepare an activity like the one you did in Section B.

Stress: Write down some words from English for Today (any Class). Underline the stress. Prepare an activity like the one you did in Section C.

Intonation: Write down some questions and answers (refer to Class 4, unit 22 lesson 1-4), and add arrows to mark rising/falling intonation. Prepare an activity like the one you did in Section D.

Rhythm: Choose a rhyme from any English for Today Class book, or choose another English rhyme that you know. Practise saying rhymes and clap with the rhythm. Get ready to teach the rhyme.

Assess yourself

Think about the following questions:

How is your own English pronunciation?

Are there any areas of your own pronunciation that you would like to improve? What are they?

How can you do this?

Unit 11: ICT: Application in Teaching-Learning English

Lesson 1 Using ICT based resources for teaching English

Introduction

New technology, often in educational context means information and communication technologies (ICT), offer huge potential in language teaching and learning. Now-a-days, the use of technology in language learning has become a commonplace. However, technologies are not themselves instructors; rather, they are instructional tools to enhance the language learning. The effective use of any tool in language learning requires the thoughtful application of second language pedagogy. This session focuses on the use of ICT resources for teaching and learning English as a second or foreign language.

Learning outcomes

After completing the lesson students will be able to:

- use English vocabulary to talk about technology
- describe how a teacher can use technology in and outside the classroom
- access useful websites for teaching and learning English (if internet access is available)
- describe how technology can be used in the classroom and for teachers' professional development
- reflect on the possibilities of future educational technology in Bangladesh

Activity A: Using technology

10 min

Think about the following questions and then comment about yourself.

- How do you feel about technology? Do you feel nervous like teacher A? Or do you love technology?
- Have you ever used a mobile phone in the classroom? If yes, what did you teach with the mobile phone?
- Do you use internet? Have you ever used it to practise English?
- How can internet help for teachers for professional development?
- Have you ever used social networking sites like facebook?
- Do you write a blog?
- Have you ever used any other technology with students – for example, a radio, video, etc.? How?

Activity B: Defining terms**15 min**

Here are some words related to technology. Do you know what they mean?
Discuss them with your partner and make notes, or draw pictures.

Monitor	
Mouse	
Screen	
Laptop	
MP3 player	
Tablet	
Cell phone	
SMS	
Multimedia	
Wireless	
Social networking	
Blog	

Activity C: Teacher's view**10 min**

Many teachers use technology in their daily lives as well as in the classroom.
Read the comments from some primary English teachers. Do you feel the same as any
of the following teachers?

A. I don't really like technology. I'm always nervous about using a computer,
and I've just got a mobile phone. I don't use it very much though –
I'm not sure how to use it!

B. I am a fan of the internet. Actually, I am on facebook, and I also write a blog
about my hobby. Perhaps I could write a blog about teaching English...

C. We've got some computers at school in a computer room. I'm not sure how to
use these with the children – there are not very many computers, and sometimes
there isn't any electricity.

D. I love my mobile phone! I use it to talk to family and friends all of the time,
and I take lots of photos. Sometimes I show the photos on my phone to my
students.

They really like to see them. I also use it to improve my own English – I record
myself speaking in English and listen to it.

E. I go to a cyber café in my town, and I use the internet all the time. I have found a lot of useful websites to help me learn English. There are also lots of sites with ideas for teaching English and they are very useful.

Activity D: Case study

30 min

Here are four case studies of teachers using technology. Read the relevant case study (for example, if you are Number 1, read case study 1). As you read make notes and think about the following:

- Do you know of any other examples like this?
- Is this something that you could do? How?

Case study 1: Social networking on the internet

Teachers who have studied together on training courses can use social networking sites – like facebook - to stay in contact. They can continue to share their experience and help each other develop when they are far away from each other, even in remote places.

Ananya is a teacher facilitator for the *English in Action* programme. She teaches full time and she also leads professional development activities with groups of teachers. She uses the *English in Action* Teacher Facilitators page on facebook for all kinds of reasons: to find out project news and dates of meetings; to find out about new materials; to send encouragement to other teacher facilitators; to share good and bad experiences; to talk about problems and share suggestions. Other people involved in the project also use the site: central administration; core trainers and UK specialists.

Case study 2: BELTA website

BELTA is the Bangladesh English Language Teachers' Association. BELTA has around 2000 members, who are all teachers in primary, secondary, tertiary and various private institutions all over the country.

Saleha is a primary school teacher and she is a member of BELTA. As phone calls are expensive, and the postal service is often unreliable, she uses the BELTA website to keep in touch, and to keep up-to-date with BELTA activities. On the website, she can find out important news about what's happening in English teaching in Bangladesh, and there are usually plenty of photos to remind her that it's a lively community. The site has links to BELTA's publications, such as the newsletter, which can be downloaded directly from the site, and Saleha can find information about training courses which BELTA organises with other organisations. There are also links to the regional chapters around the country. The website is especially busy during the few months before BELTA's conference. The site gives all the necessary information for people who want to give a presentation or simply to apply to attend. Saleha is hoping that she will be able to go to the next conference. The website address is: <http://www.belta-bd.org>

Case study 3: Mobile devices in the classroom

Many teachers are now starting to find that mobile phones can be very useful and not only for telephoning and sending messages. Even very simple and cheap mobile phones can store a lot of audio material that teachers can play directly in lesson so that their students can get to hear a lot more English and practise their listening skills. Even when there is no electricity in the school, the teacher can plug the mobile into a portable rechargeable speaker and all the students can then hear it even in large classes. These devices are getting better and cheaper all the time.

Rahim is a teacher with the *English in Action* programme. As part of the project, he has a mobile phone with recordings of the dialogues and texts from the *English for Today* text books. He finds that the recordings really help to make his lessons lively and enjoyable, especially the songs and rhymes with catchy tunes. Many of his students really enjoy them and love to sing in class. Rahim also uses his phone to take photos of things that will interest his students and help them to practise English. For example, he took a photo of his son into class. He described the photo to his students who drew a picture. Then he showed the picture to his students in groups to compare their drawing with the picture. Students practised a lot of English in this activity, and they really enjoyed seeing the photo of Rahim's son.

Case study 4: Trainer in the pocket

A simple, cheap mobile phone can now help teachers to develop in their profession. Teachers can download short video clips of other teachers working with real classes of students in typical schools. Many teachers find that it's much easier and takes less time to see teaching activities on a video rather than read about them in books. Projects like *English in Action* now provide cards for mobile phones containing a lot of materials like this so that teachers can look at them whenever they want and wherever they are. Soon materials like this will be made widely available as free 'open education resources (OER)' and anyone with a mobile phone will be able to use them

Arif uses his mobile phone to improve his own English language skills. He often records himself speaking English, and then listens to it to see where he can improve his speaking skills. He also receives mini lessons on his phone. He dialed 3006 (he is in Bangladesh) and got lessons from the BBC Janala programme. This programme is not just for teachers, and the other members of his family use the lessons too. The website address of BBC Janala is: <http://www.bbcjanala.com>.

Activity E: Technology in future

25 min

Here are some predictions for future technology (from the *NMC Horizon 2012* report). Look at the list and answer the following questions:

- Do you think this is true of Bangladesh?
- How do you think this could be important for primary school teachers and students in Bangladesh?

- The world of work is increasingly global and collaborative.
- People expect to work, learn, socialize and play whenever and wherever they want to.
- The internet is becoming a global, MOBILE network.
- Technology has increasingly more capacity, with a rapid growth in videos and other rich media.
- Authority is losing its importance, and people increasingly look for open content created by people like themselves.
- Notions such as privacy and ownership are increasingly becoming more complex.
- Certain parts of the world are developing new ways of getting large numbers of people to access information and education, for example, China, India and Africa.
- The internet is making us change the way we think about learning and education.
- Learning is becoming increasingly informal.

Some useful technologies used in teaching and learning

Below are some of the ways that technology can help developing language skills are discussed below:

Instant language lab: Making an effective language laboratory is very easy. We need computers with some cheap headphones that have an attached microphone. Some audio recording software's, which are inexpensive and even free, can be used to make recordings for students to listen to (eg. stories, dictation etc.). Students can use it to record their own voice too.

Mobile phones: In terms of language teaching and learning, common features of mobile phones now include Internet access, voice-messaging, SMS text-messaging, cameras, and even video-recording. In language learning, all of these features enable communicative language practice, access to authentic content, and task completion. The use of telephones in distance language learning is a unique to m-learning. It can help in vocabulary practice, quizzes, word and phrase translations, and access to live talking tutors. Live tutoring is effective with mobile phones, but poor audio quality can often affect comprehension adversely.

Online notice boards or walls: It is a wall equivalent to a notice board in the class. It is typically a website with a single page that anyone can add a message to. It's like sticking a post-it note or scrap of paper on a board. It's a great collaborative tool. Popular uses of online notice board include collecting birthday greetings for a friend, brainstorming ideas or getting feedback on an idea etc.

Video conferencing: It is not very hard to create an online webcam link now a days. Any student or teacher can link up with another school in another place or country for reports, discussions and shared tasks. Videoconferencing uses telecommunications of audio and video to bring people at different sites together for a common lesson. This can be as simple as a conversation between two people in private offices or involve several sites with more than one person in large rooms at

different sites. Besides the audio and visual transmission of meeting activities, video conferencing can be used to share documents, computer-displayed information and whiteboards.

PDA: Using PDAs, students can repeatedly practice saying unfamiliar words typed into the machine, they can take written notes about new words and phrases learned from the machine; they can type full words into the machine and quickly learn to recognize word stems; they can see words in context according to the lexical approach, and they can quickly improve their spelling. PDAs offer numerous other uses including internet and wireless access, and therefore file-sharing between teachers and students and amongst students themselves. Data is also easily backed up on personal computers. Further, at present, a standard feature of these devices is handwriting and voice recognition.

Blogs: A **blog** is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or videos. Entries are commonly displayed in reverse-chronological order. Most blogs are interactive, allowing visitors to leave comments and even messages. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art, photographs, videos, music, and audio (podcasting). Micro blogging is another type of blogging, featuring very short posts.

iPods: iPod can be used for listening and recording purposes as well as for responding to verbal quizzes, submit audio assignments, record audio journals, and receive oral feedback from their instructor. It can also be used to listen to authentic materials such as news, songs, and poems, and to the instructor's vocabulary. The iPod has also introduced a new form of media known as podcasting, which is a combination of iPod and broadcasting. Subscribers to such podcasts automatically receive updates. Once downloaded the audio content can be transferred to a media player automatically. Recently, podcasting is widely utilized in language learning, both to access authentic content and to record it. **English in Action (EiA)** a British aided project in Bangladesh is using iPods for teaching English effectively.

Wiki: A wiki is a website that allows the creation and editing of any number of interlinked web pages via a web browser using a simplified markup language or a text editor. Wikis are typically powered by wiki software and are often used collaboratively by multiple users. The software can also be used for personal note taking. Wikis serve different purposes. Some permit control over different functions. For example, editing rights may permit changing, adding or removing materials.

Others may permit access without enforcing any changes. Many sites offer free wikis – but they are frequently used as a part of a wider website or Virtual Learning Environment.

Some useful websites for teaching and learning English

If you have access to the internet, have a look at the following websites:

Some websites that can help you improve your own English and teach English to primary students:

1. Shikhhok Batayon (শিক্ষকবাতায়ন): <https://www.teachers.gov.bd> This website contains hundreds of resources on primary English including lesson plan, digital content etc. Any teacher can download it, adapt (if necessary) and use it in the classroom. There is also opportunity of uploading resources in this website.
2. BELTA (Bangladesh English Language Teachers Association): <http://www.belta-bd.org/>
3. British Council/BBC website with lots of articles and ideas for teachers of English: <http://www.teachingenglish.org.uk/>
4. A British Council/BBC website for teachers of English to primary students: <http://www.teachingenglish.org.uk/language-assistant/primary-tips>
5. A website for English Language Teachers: <http://www.onestopenglish.com/>
6. http://www.tes.co.uk/article.aspx?storyCode=6081830&s_cid=RESads_TTVvi_deos
7. BBC Janala – an English language learning programme for learners in Bangladesh: <http://www.bbcjanala.com/>
8. BBC World Service – Resources for adult learners of English: <http://www.bbc.co.uk/worldservice/learningenglish/>
9. British Council website for primary-aged children who are learning English: <http://learnenglishkids.britishcouncil.org/en/>
10. British Council website for teenagers who are learning English:
11. <http://learnenglishteens.britishcouncil.org/>
12. www.iatefl.org, a website for English teachers worldwide
13. www.youtube.org
14. And many more.

Unit 12: Micro- Teaching

Lesson 1: Microteaching: a way of professional development

Observe the lesson presented by the student teacher and give feedback using observation checklist. After feedback prepare the lesson plan again improving the feed backed areas. Then share it in the peer group.

Observation sheet

Teacher name:		
Date:		
Class:	Unit:	lesson:
Learning outcome(s): 1. 2.		
Does the teacher use English most of the time?		
Does the teacher give clear instructions?		
Does the teacher ask clear questions?		
Do all of the students take part in the activity?		
Do all of the students speak English?		
Does the activity meet the learning outcome?		
How does the teacher assess students activity?		
What does the teacher do well?		
Do you have any suggestions for the teacher?		

Lesson 2: Microteaching: a way of professional development

Observe the lesson presented by the student teacher and give feedback using observation checklist. After feedback prepare the lesson plan again improving the feed backed areas. Then share it in the peer group.

Observation sheet

Teacher name:		
Date:		
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Learning outcome(s): 1. 2.		
Does the teacher use English most of the time?		
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Does the teacher ask clear questions?		
Do all of the students take part in the activity?		
Do all of the students speak English?		
Does the activity meet the learning outcome?		
What does the teacher do well?		
Do you have any suggestions for the teacher?		

Lesson 3: Microteaching: a way of professional development

Observe the lesson presented by the student teacher and give feedback using observation checklist. After feedback prepare the lesson plan again improving the feed backed areas. Then share it in the peer group.

Observation sheet

Teacher name:		
Date:		
Class:	Unit:	lesson:
Learning outcome(s): 1. 2.		
Does the teacher use English most of the time?		
Does the teacher give clear instructions?		
Does the teacher ask clear questions?		
Do all of the students take part in the activity?		
Do all of the students speak English?		
Does the activity meet the learning outcome?		
What does the teacher do well?		
Do you have any suggestions for the teacher?		

Unit 13: Lesson Plan Practice

Lesson 1: Lesson plan focusing on listening and speaking skills

Introduction

In this course, you have come to know that the main purpose of teaching English to students is to help them acquire four English language skills i.e. listening, speaking, reading and writing. Most often, more than one skill are taught in the same lesson. This lesson will help you experience of teaching listening and speaking skills in lower primary class.

Learning outcome

After completing the lesson students will be able to:

- identify the stages of an English lesson
- gain skills of teaching listening and speaking skills in the lower primary class

Activity A: Watching the video/demonstration

70 min

Lesson	Class 2, Unit 13, lesson 2: Days of the week
Learning outcomes	5.1.1 Say the names of the days of the week.
Students already know	Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday
Classroom language	Good morning. How are you? Open your book at page 26 What can you see here? How many pictures are there? Who is s/he? Listen to me. Listen and repeat. Make pairs. Ask you partner/friend. Thank you.
Introducing the lesson	Ask the students in Bangla ‘What day is it today?’ Ask again to some particular students who are introvert (feel shy to speak) Ask students to open the book at page 26. Ask students what picture they can see. They may answer ‘boy’, ‘girl’, ‘teacher’ etc. Tell students that they are going to listen and say

	<p>about the days of the week. Write the seven days on the board. Tell the Bangla meaning of the days.</p>
<p>Listening practice</p>	<p>Read the seven days of the week and ask the students to repeat after you. Read the sentences loudly but slowly. Ask the students to follow their books and repeat the sentences as choral drill after you: How many days are there in a week? Ans: 7/There are 7 days in a week What day is it today? Ans: its Sunday. Make sure students can understand the meaning of 'week', 'today', 'how many'. You can tell them Bangla meaning of the words and phrases. Now tell a particular student to repeat the sentences after you. Read the sentences above and notice whether that very student can pronounce the words/sentences accurately. Help her/him, where necessary. Now tell all the students that you will ask the questions and they will read the answers. Explain the meaning of the questions and answers in Bangla. Notice whether every student can answer the questions. Now ask the questions to an individual student. Ask all other students to notice how this student answers your questions Next, ask the questions to another student. In this way, go on asking questions to several students.</p>
<p>Speaking practice</p>	<p>Divide the class into two groups: group A and group B Ask group A to ask the questions and group B to answer. Ensure all students participate. Then ask group B to ask the questions and group A to answer. Ensure that everyone understands the questions and answers, and participate. Now get the students into pairs.</p>

Speaking practice	<p>In each pair, name a student 'A' and the other 'B' Invite one pair to come at the front.</p> <p>Ask 'A' to ask the questions and 'B' to answer the questions. Help the pair to ask and answer the questions. Now ask all the 'A's to ask the questions and all the 'B's to answer the questions. Monitor and help so that all the students participate in speaking. Then ask to change the role i.e. 'B' will ask questions and 'A' will answer.</p> <p>Now tell the students which day is today, e.g. today is Wednesday. Tell them that they will ask and answer the questions again, but this time they will give real answer (Give the instruction in Bangla). Again, first all 'A's will ask questions and all 'B's will answer. Then they will change role. Monitor and help the students.</p>
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Activity B: Reflection

20 min

After watching the video/demonstration, discuss the following questions:

- a. How many skills have the learners (or, you) practiced in this lesson? What are they?
- b. What, according to you, are the main challenges of teaching listening and speaking skills in lower primary class (class 1 and 2)? How can you minimize/solve these challenges?
- c. How much are you confident for teaching listening and speaking skills in the lower primary classes?

Lesson 2: Preparing a lesson plan focusing on four skills

Introduction

In this course, you have learnt about many aspects of English language teaching, and have focused particularly on the four skills: listening, speaking, reading and writing. Of course, in lessons, these skills are not usually taught separately. It is likely that students will practice more than one skill in each class. In this lesson, you will plan a lesson which **integrates** the four skills.

Learning outcomes

After completing the lesson student will be able to:

- explain what is meant by the term ‘**integrated skills**’
- prepare and evaluate a lesson plan on integrated skills from ‘*English for Today*’

Activity A: Integrated skills

30 min

Activity A: Integrated skills

In this course you have learned about many aspects of English language teaching. You have learned about four language skills: listening, speaking, reading and writing. These skills are not usually taught separately. Look at an example of what may happen when students learn a phrase such as ‘What is he/she doing?’. Students may:

- *Listen* to the question and examples of answers
- Practise *saying* the question and answers
- *Ask* the question in pairs, and *listen* to their partner’s answers
- *Write* the question and *write* answer

Here, the students practise *listening*, *speaking* and *writing*. Three skills are **integrated** into the lesson.

Question: Think about some activities that you have seen and experienced in this course.

Which skills are **integrated** into the activity? Note them down.

Now you are going to watch or experience a lesson which integrates all the four skills. As you watch or experience the lesson, think about the skills that the students (or you) are practising. You will need this page from *English for Today* class 5, Unit 3 lesson 1-2 for the video or demonstration.



Unit 3

Saikat's family

Lessons 1-2

A. Talk about the picture.



B. Listen and read.

Saikat Islam lives with his parents in a flat in Bogra. His father Mr. Rashidul Islam is a banker. But in his free time Mr. Islam writes stories and listens to music. Saikat's mother is Mrs. Monwara Islam. She is a housewife. In her free time she enjoys sewing. She makes dresses. She often gets orders from her friends and neighbours.

Saikat is in Class 5. He is a good student. He wants to improve his English, so he watches cartoons on TV every day. He also reads English books. He likes books about animals, especially tigers and lions.

C. Pairwork. Ask and answer the questions.

- 1 What is Saikat's father's name?
- 2 What is Saikat's mother's name?
- 3 What do his parents do in their free time?
- 4 What does Saikat do in his free time?
- 5 What kind of books does Saikat like?

10

(*Note:* Practise speaking skill for section A, listening and reading skills for section B, and writing skill for section C [when the students write the answer of the questions])

After the video/demonstration

Discuss the following questions with your partner and make notes of your answers:

- a. Did the students (or you) practice listening? When? How?
- b. Did the students (or you) practice speaking? When? How?
- c. Did the students (or you) practise reading? When? How?
- d. Did the students (or you) practise writing? When? How?

Activity C: Peer assessment

Assess your colleagues

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

- Are the **learning outcomes** included?
- Has **classroom language** been included? Is it simple enough for students to understand?
- Does the lesson plan clearly include opportunities for students to practise THREE or FOUR different skills? Which skills? How?
- Does the lesson plan include any opportunities for assessing students?
- Look at the **learning outcomes** again. Do you think the activities and tasks in this lesson help students to meet the **learning outcomes**?
- Is it possible to carry out all parts of this lesson with a large class? Do you have any suggestions for ways to improve the lesson plan?

Activity D: Developing a lesson plan on integrated skills

30 min

Choose a lesson from primary EfT book which has all the four skills to practise. Prepare a plan on that lesson and share with your colleagues in the class.