

Teachers' Guide

ENGLISH

Class Eight



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



১৯৭২ সালের ১২ই জানুয়ারি মুক্ত স্বাধীন বাংলাদেশের প্রধানমন্ত্রী হিসেবে
শপথ গ্রহণ করছেন বঙ্গবন্ধু শেখ মুজিবুর রহমান

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Developed by the National Curriculum and Textbook Board as a Teachers' Guide
according to the National Curriculum 2022 for Class Eight from the Academic Year 2024

Teachers' Guide
English
Class Eight
(Experimental Version)

Writers & Editors

Rubaiyat Jahan
Bijoy Lal Basu
Md. Abdul Karim
Azran Azmee Kafia
Md Shahnawaz Khan Chandan
Shakina Akter
Atia Naz
Mohammad Kamal Hossain
Md. Nasir Uddin



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Art Direction

Monjur Ahmed

Illustration & Cover

Najmun Nahar Keya

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Preface

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

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

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

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

For implementing this competency based curriculum, proper teaching-learning materials are very necessary. Among these, Teachers' Guide plays the most vital role. How to make the classroom activities more joyous and students centered up to a logical extent by using other necessary learning materials in addition to the textbook is emphasized here. Classroom activities have also been taken outdoors instead of keeping them confined to only inside the classroom. There is also a scope to use digital technology. Teachers from all streams (General, Madrasah and Vocational) will conduct their classes following this Teachers' Guide. We hope that this Teachers' Guide will be helpful for the teachers to conduct joyful and learners centered class room activities.

In developing this Teachers' Guide special consideration has been given on the disadvantaged and children with special needs. Besides, due importance has been given to all irrespective of religion and caste in/while developing this Teachers' Guide. I would like to thank all who put their best efforts in writing, editing, illustrating and publishing the Teachers' Guide.

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

Professor Md. Farhadul Islam

Chairman

National Curriculum and Textbook Board, Bangladesh



English

Teachers' Guide



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Dear colleagues,

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

About this English curriculum -

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

About this teacher's guide –

- This book provides ideas for teaching; however, it does not prescribe specific ways of teaching.
- This book explained the focus of the competencies of each of the experiences.
- This book illustrates the cycle of the experiential learning theory relating to each of the experiences based on which teachers will conduct his/her classes.

English curriculum at a glance

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

For a better understanding, the detailed curriculum of **Grade VIII** is given below –

Grade-wise detailed curriculum				
Subject	English	Total contact hour: 144		
Grade	VIII	Assessment: Continuous assessment Summative		
Grade wise competence statement	Ability to explore different genre and appreciate the use of ornamentation in literary text, to paraphrase and use cohesive devices, and to recognize the power relation in communication			
Grade-wise competency	Descriptor	Learning experience and facilitation strategies	Assessment strategy	Guidelines for teaching-Learning materials
Ability to paraphrase and summarize a conversation /text	Required knowledge: different sentence structures, meaning focused communication, paraphrasing strategies. Skills: four basic language skills.	<i>SS will go through the experience of restating and clarifying the author’s/writer’s point of views/ideas in their own words that demonstrates the students’ ability to interpret the literal as well as/or the intended meaning from the text. Learning experience</i> SS will be exposed to audio/ video clips/reading texts and subsequently will engage into	Writing test to assess students’ ability to summarise and paraphrase text, used by the teacher. Reading test to tap students use of reading sub-skills, conducted by the teacher. Rubrics to assess democratic practices, used by the	Teachers’ guide Student’s’ Book Relevant resource materials (e.g. books, newspapers, graphs, charts, video materials, etc.) Assessment tools, i.e. Rubrics, observation

		<p>discussions relating to the key issues/writer's point of views, sentence structure, and the purpose of the texts.</p> <p>After going through the experience, SS will reflect on their discussion and identify the strategies to restate as well as clarify the speakers'/author's/ writers' ideas in their own words.</p> <p>Finally, SS will interpret the societal practices to paraphrase and/or summarise the ideas.</p>	<p>students, and speakers of different abilities and teachers.</p> <p>- Grammar correction checklist, used by the teacher.</p>	<p>checklist, writing test, reading test</p>
<p>Ability to identify and use cohesive devices in oral/written text</p>	<p>Required knowledge: different connectors/cohesive devices, meaningful communication, cohesion.</p> <p>Skills: four basic language skills.</p>	<p>SS will experience identifying and using different cohesive devices/connectors in the oral/written texts to ensure appropriateness in expressing ideas.</p> <p>Learning experience</p>	<p>Reading/writing test to assess the ability to identify the sentence structures and various cohesive devices, used by the teacher.</p>	<p>Teacher guide Students' Book Authentic texts (both literary and informative; e.g. Newspaper)</p>

		<p>SS will be exposed to different types of texts to analyse the use of various cohesive devices/ connectors.</p> <p>Then, SS will also analyse the text to identify the purpose of the cohesive devices/ connectors following the logical progression of the ideas in the texts.</p> <p>Finally, SS will demonstrate using various cohesive devices/ connectors in articulating ideas.</p>	<p>Writing test to assess the students' use of cohesive devices, used by the teacher.</p> <p>Writing test to assess the students' ability to identify the purpose of the cohesive devices/ connectors following the logical progression of the ideas in the texts, used by the teacher.</p>	<p>Newspaper, story, etc.)</p> <p>Resource material</p> <p>Assessment tools, i.e. writing test, reading test</p>
Ability to explore basic features in different genre of	Required knowledge: formal and informal texts, different types of academic	SS will analyse and reflect on the features of different genre of texts while engaging in exploring the texts,	Reading/ writing test to assess the ability to identify the	Teacher guide Students' Book Relevant

	<p>texts (e.g., expository text, argumentative text).</p> <p>Skills: four basic language skills, analytical skill.</p>	<p>and that demonstrates their ability to produce different genre of texts further.</p> <p>Learning Experience SS will be exposed to different texts and subsequently will be engaged in discussion to reflect on the defining features of different genre of texts.</p> <p>Then, SS will further reflect to identify the specific purpose of different genre of texts.</p> <p>Finally, SS will demonstrate the use of the features of different genre of texts in accordance with the required purpose.</p>	<p>features of different genre of texts, used by teacher.</p> <p>Reading/ writing test to assess the students' ability to identify organizational patterns of different genre of texts, used by the teacher.</p> <p>Writing test to assess the students' ability to identify the purpose of different genre of texts, used by the teacher.</p> <p>Rubrics to assess democratic norms, used by both the teachers and students and speakers of different abilities.</p>	<p>resource materials (e.g. books, journal articles, newspapers, video materials, etc.)</p> <p>- Assessment tools, i.e. Rubrics, observation checklist, writing test, reading</p>
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			Grammar correction checklist, used by the teacher.	
Ability to recognize linguistic norms in relation to power relation and hierarchy in a particular cultural context	<p>Required Knowledge: various language features, language and power relations, instrumental and influential power in language.</p> <p>Skills: four basic language skills, critical thinking, analytical thinking.</p>	<p>SS will be exposed to different texts/ simulated or authentic scenarios and reflect to understand notion of various language features representing power.</p> <p>Learning Experiences SS will be exposed to different texts/ simulated or authentic scenarios. Then, SS will reflect on the relationship between different language features and personal and social group power. Subsequently, SS will identify the</p>	<p>Reading/ writing test to assess idea comprehension, used by the teacher.</p> <p>Rubrics used by both the teachers and students, to assess democratic practice.</p> <p>Grammar correction checklist, used by the teacher.</p>	<p>Teachers' guide</p> <p>Student's' Book</p> <p>Relevant resource materials (e.g. books, newspapers, charts, video materials, authentic documents, etc.)</p> <p>Assessment tools, i.e. Rubrics, observation checklist, writing test, reading test</p>

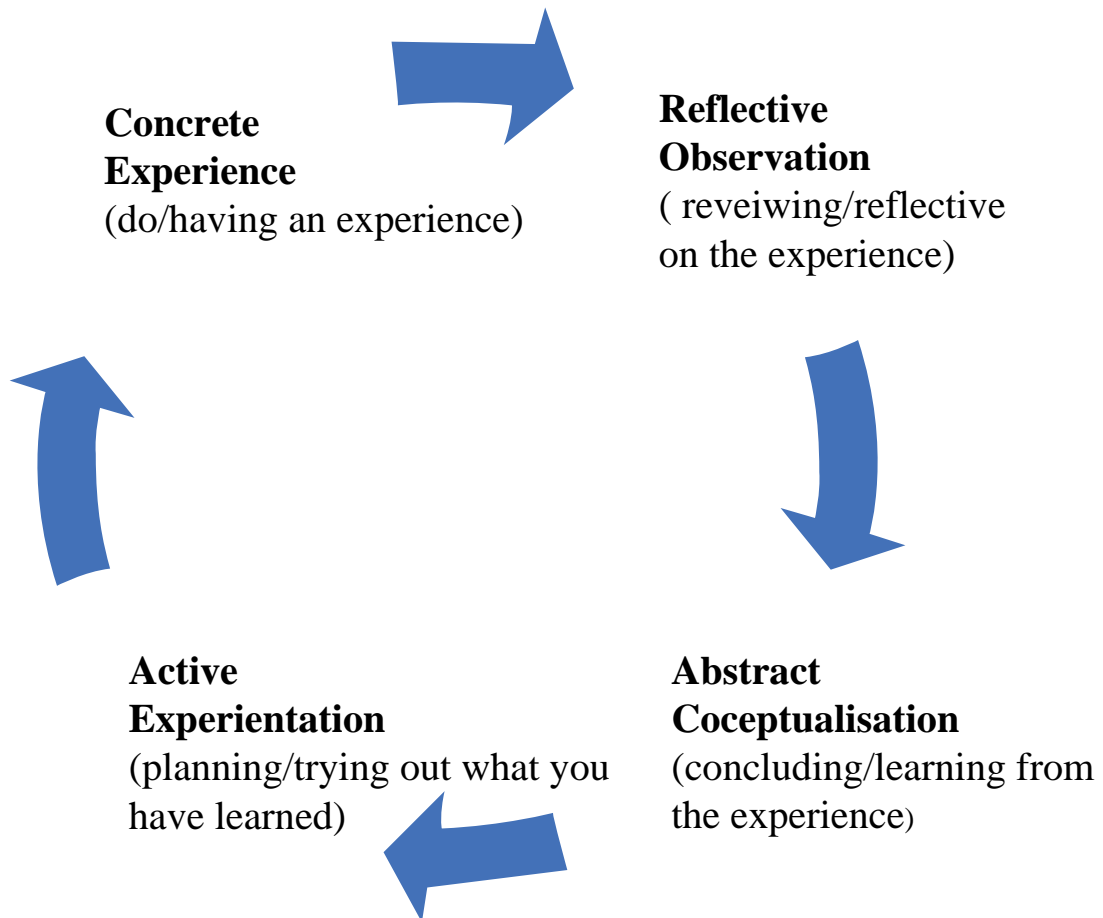
		features of instrumental and influential power associated with language. Finally, SS will demonstrate their ability to identify the areas where power is asserted through language.		
Ability to appreciate the use of stylistics and ornamentation (imagery, simile, metaphor, etc.) in a literary text	<p>Required Knowledge: literary features, stylistics devices.</p> <p>Skills: four basic language skills, critical thinking, analytical thinking.</p>	<p>SS will be exposed to different literary texts and subsequently reflect to identify the stylistic devices embedded in those texts and based on which articulate their personal feelings on them.</p> <p>Learning experience</p> <p>SS will analyse various literary texts and reflect to identify the use of the</p>	<p>Reading/ writing test to assess students' idea comprehension, used by the teacher.</p> <p>Writing test to assess students' narrative ability, used by the teacher.</p> <p>Writing test to assess students' ability to produce literary text</p>	<p>Teacher guide</p> <p>Students' book</p> <p>Different literary texts including stories, poems, play, historical documents etc.</p> <p>Assessment tools, i.e. Rubrics,</p>

		different stylistic devices embedded in the texts. SS will further engage in discussion to understand the purpose of the stylistic devices in various literary texts. SS will demonstrate their ability to appreciate literary texts by internalizing various stylistic devices.	and use of stylistic devices, used by only the teacher. Rubrics used by both the teachers and students, to assess democratic practice. Grammar correction checklist, used by the teacher.	grammar correction checklist, writing test, reading test
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Pedagogical approach

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

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



Experiential Learning Cycle

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

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

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

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

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

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

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

Guideline for teachers to ensure inclusion of all students in the classroom activities:

Following the National Curriculum Framework 2021, a newly designed English textbook for Grade VIII students has been developed. This book is competency-based, and to achieve the stated competencies the pedagogical approach devised for this book is based on the experiential learning theory.

When the students get exposed to this textbook following the cycle of the experiential learning theory, they will be able to learn English through various interesting activities using different literary and academic texts. This book will help them practise English in their day-to-day communication. With this book, students will be able to develop language skills to use English as an effective medium of acquiring knowledge and communication.

However, due to the activity-based nature of the textbook, its efficacy will largely depend on how successfully teachers engage all the students in classroom activities. Usually, some students in every classroom are more proactive than others. Again, some students in every classroom are moderately active or very inactive in the classroom activities. This inactivity, marginalisation or introvertness in the classroom can result from various factors such as disadvantaged socio-economic background, linguistic-cultural difference, disability, unfavourable classroom environment and so on.

This curriculum and the textbook can be applied successfully in the classroom only when teachers ensure full inclusion of all types of students by addressing their issues. Thus, throughout this teacher's guide, teachers have been advised to implement various types of group activities and ensure the involvement of all students in the group activities. Teachers have also been advised repeatedly to walk around the classroom and monitor the students' activities so that no student remains excluded from the performance.

Nevertheless, in the current context, the inclusion of all students in classroom activities may appear as a daunting challenge for many English teachers, especially, where class size is large and students come from diversified backgrounds.

For this reason, this section of the Teachers' Guide suggests some steps for teachers that will help them resolve the barriers to inclusion and give students a favourable classroom environment where they will feel more comfortable engaging with their peers.

The steps are described below:

1. Include Everyone

Teachers have to show commitment that they are determined to include all students in all classroom activities. To ensure inclusion of all students, a teacher can do the following activities:

- Teachers may need to explain to other students the reasons why some students behave differently or talk differently. Teachers must recognise, promote and respect the diversity embedded in classrooms and encourage other students and their parents (during parents-teachers meetings) to do the same.
- The biggest obstacle to inclusion in classroom activities is usually negative attitudes. Students may not be accustomed to other students who look and behave differently. Parents may also be worried about ‘lowering the standards’ if students with disabilities and other special needs are included in mainstream classrooms. Teachers are instrumental in developing positive attitudes among students, parents and of course other teachers.
- Students who use assistive devices such as hearing aids or depend on special equipment can tell the class about it and demonstrate their use. Teachers can also explain their uses to students so that everybody becomes aware and respectful of students with special needs.
- Encourage students to ‘befriend’ students with special needs. It is important for social inclusion that children play and work together. They can also assist them at toilets, moving between classrooms and at break times.
- In this book, teachers have been advised repeatedly to implement peer/group activities in the classroom. Opportunities for peer/group activities increase interaction among students and develop their social skills. During peer/group activities, more able students can assist the less able in the activities. However, teachers need to make sure that children with special needs can also make meaningful contributions to the group activities so that they do not become dependent and objects of ‘help’.
- Promote the talents and efforts of all students by encouraging their participation in classroom activities.
- Involve all students in all school activities even outside the classroom activities; for example, in cleaning the classroom, organising events and as class monitors.

2. Effective Classroom Communication

Effective classroom communication is vital to teaching a foreign language. Besides talking to students, gestures and body language can also convey meaningful messages to students. Teachers can follow the following steps to make their communication clear and accessible to all students:

- You should stand in a place where you can be seen by all the students – you should walk around rather than stand at one position in the classroom.
- Talk clearly and project your voice (slightly raised) but not shouting. Keep the words simple and the sentences short.
- While explaining an important concept or reading out the given instructions, alert the students by saying: “Listen carefully” – and make eye contacts with them if it is culturally appropriate. Repeat important messages.
- Use gestures and facial expressions alongside language to get your meaning across. These are especially useful when organising or managing the class. But they should also be used when explaining and teaching.
- Once you explain something, check with your students that they have understood it. Ask them to repeat what you have said or to say in their own words what you have told them.
- Encourage students to indicate if they have not understood by raising their hands and asking you questions. They should also do this when they do not understand what other students have said.
- If you have a student with a disability in your classroom, you can seek suggestions from his/her parents/brother/sister or immediate caregiver to determine the best way to teach them. You can also allow the caregiver to sit in the classroom with the disabled student to help him/her with the lesson.
- Augment your verbal communication with pictures, drawings and writing.

3. Classroom Management

Efficient classroom management is a vital skill for implementing a competency-based curriculum in the context where class time is limited and resources are scarce. Here are some tips for effective management of the classroom so that you can ensure involvement of all students in the group activities:

- Ensure that students with special needs are sitting close to you and the chalkboard.
- Try to arrange the room so that students can move freely, especially if some have mobility or visual problems. Likewise, some students might need extra light while some might have light-sensitive eyes.
- The students' desks or tables can be arranged in groups so that they can easily work together and help each other.
- If space permits, try to set aside an area of the classroom so that you can work with certain students on a one-to-one basis or in small groups for short periods. This area could be screened off using a moveable screen to reduce the distractions for the child.
- Display charts and posters at students' eye level rather than high up on the walls. Use large writing, pictures and symbols so that these are easily seen and understood by all children.
- With intellectually disabled students, you may need to give them a lesson suited to their needs and leave them to do work on this while you teach the rest of the class. In the textbook, activities have been designed in a way so that students go through different types of classroom activities such as whole-class activities, group work, pair work, and individual tasks. Use different grouping methods (mixed / ability/interest groups) and change groups frequently to avoid labelling and 'streaming'.

4. Individual Help

Although teachers have suggested in this book to only facilitate students' participation, and let students do all the tasks, in some cases, teachers may have to provide one-to-one help to students who are facing severe challenges in participating in the activities. Here are some tips that have been given to provide individual help to students while enabling them to solve the problems on their own:

- When the class is working on an activity, the teacher may spend time with one or two students going over the main points of the lesson with them or helping them to get started on individual work related to the topic of the lesson.
- The students can be grouped by ability level. The teacher can move from one to another to provide assistance tailored to their needs. This works well with reading and number work. However, this should be used in moderation as often ability grouping tends to create 'labels' and children quickly identify themselves as belonging to 'winners' or 'losers'. Likewise in mixed-ability groupings, the tasks should be designed in such a way that all children can contribute to the task.
- Following the principle of peer tutoring, students with special needs can be paired with a more able student who can help them organise their work and assist them when they have completed their own work. This can benefit both students.
- In more affluent countries, teacher's assistants and often volunteers are employed by the school to work in the classroom. Good communication and pre-planning between teachers and assistants or volunteers are essential. When recruiting volunteers or assistants is not possible, caregivers of students with special needs can also cooperate with the teachers.

5. Assistive Aids

Sometimes students with special needs have to use assistive aids to fully participate in the classroom activities. Teachers should be aware of these aids and allow students to use them in the classroom. Again, sometimes teachers can also use these aids to make their lessons more accessible. Examples of some of these assistive aids are given below:

- **Teaching Aids:** Teachers often use such aids in their lessons. These can include flash-cards to help with reading; wall charts and pictures. The time spent in making aids is worth it as they are a big help to student's learning. Moreover, the aids can often be used with other children and shared with other teachers. They need not cost a lot of money as they can be made from scrap materials. Students can also be engaged in making these aids.
- **Classroom furniture:** Students with physical impairments can have difficulty sitting. They can benefit from special chairs or standing frames that support them correctly. These can be made at little cost from paper mache or scrap wood.
- **Mobility Aids:** Various aids can be made at low cost to help students become mobile. These include trolleys, walking frames and crutches for children with difficulties in walking and the provision of canes for blind children.

6. Managing Students' Behaviours

Students sometimes can cause disruptions and waste valuable time during classroom activities. So, managing students' behaviours will prove crucial to successfully completing all the activities. Some tips to manage students' behaviours are given below:

- Try to identify a cause for the student's problem behaviour. Are they trying to avoid doing work they find difficult? Do they like getting attention from the other students and the teachers? Are they restless because of hunger? Observing and recording when the problem behaviour occurs may give some clues as to its cause and the action that is most appropriate for you to take.
- Students will often show warning signs of disruptive behaviour starting. If you can identify these, try to distract the child: for example, move closer to the students who seem inattentive and monitor their activities.
- You might reposition the students in the class. For instance, you can tell disruptive students to sit at the first desk, closer to your desk.
- Appreciate students' efforts. Rewards and appreciation often work best when the whole class earns an 'incentive (prize, medal) for outstanding performance. This puts 'peer pressure' on disruptive pupils to perform better.

- Use a tone of voice, facial expression and short, simple sentences to convey your displeasure at the pupil's behaviour. Remain calm and in control.
- Punishments are only effective if students can understand the link between them and their behaviour and if it is something they do not like. Having students stand outside the classroom may be a reward to the student who wants to avoid classroom activity! Likewise, do not use extra work as a punishment. The student will then associate lessons with bad behaviour! Corporal punishments are also strictly prohibited.
- Beware of handing over your authority to others. For example, sending a disruptive student to the head teacher gives the message that you are not as capable as the head teacher. Both you and the head teacher should see the student together if the situation demands such action.
- Remember: a method, that works with one student's behaviour, may not work with another. Planned and consistent responses are the keys to success in managing students' behaviours in implementing competency-based curriculum in the classrooms.

(Edited and abridged from 'Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers' by UNESCO. For further reading, teachers are advised to see the UNESCO Teacher Education Resource Pack available in the UNESCO Digital Library.)



Beauty in Poetry

Competency 5: Ability to appreciate the use of stylistics and ornamentation (imagery, simile, metaphor, etc.) in a literary text.

Students will be exposed to different literary texts and subsequently reflect to identify the stylistic devices embedded in those texts and based on which articulate their personal feelings on them.

Learning experience

- SS will analyse various literary texts and reflect to identify the use of the different stylistic devices (e.g., simile) embedded in the texts.
 - SS will further engage in discussion to understand the purpose of the stylistic devices in various literary texts.
- SS will demonstrate their ability to appreciate literary texts by internalising various stylistic devices.

Focus: Simile

Required class: 15

In doing so -

Firstly, Students will be exposed to some situations where they will articulate the similarities of things/incidents. (as well as images of those projected in their minds).

Activity-1.1.1

In the activity 1.1.1, students will bring their experiences of instances where they compare different things/entities/situations using some specific words through an exercise. Read the following instructions to do the activity:

Instructions:

1. Arrange Students in pairs or small groups
2. Ask them to read the expressions in the bubble.
3. Give them sufficient time to read the expressions. If SS are not sure about any word meaning, try to elicit it from the class. If required, consult a dictionary.
4. For any student who cannot read it out for any special need or disability, assist them to read it. For example, you can assist them by saying the correct pronunciation.
5. Ask students to read the questions given below and help them to understand the questions. You can ask students, who have understood the meaning of the questions, help students who are struggling to understand by changing their seating positions.
6. Ask students to discuss the answers with their group members and write down the answers. Make sure all the students in groups participate in the discussion.
7. Encourage them to think creatively and analytically when they work on the last three questions. Ask them to imagine how they might be compared with other persons/things and how they would feel then. Ask them to think about what expression of comparison would make them happy or proud and what would make them sad or depressed? Ask them to think about the reasons (role of expressions) behind changing their feelings.
8. Conduct peer reviews and provide feedback.
9. Tell them to share their answers with other groups by exchanging copies so that all the students can see each other's response.
10. You can ask some Students to justify and their answers to the last two questions verbally to help sharpen their speaking and analytical skills. You should encourage less active/cornered students to come up and share their responses in front of the class.

Activity 1.1.2

In this activity students will identify some qualities of their friends and compare the qualities with some other objects/entities by writing them down in the table above. Follow the instructions below to complete the activity:

Instructions:

1. Engage students in Activity 1.1.2.
2. Ask students to identify 2-3 good qualities of their group members and compare these qualities with someone or something they know about. Show them the one that has been done for their understanding and explain the process again.
3. Ask them to share the qualities that they have identified with other groups.
4. Ask each group to come in front of the class and make a presentation on how they compare the qualities of their group members with other objects/people/entities.
5. **Complete these activities 1.1.1 and 1.1.2 in one class.**

Secondly, students will reflect to understand under what circumstances/realities they compare the similarities.

Activity 1.2.1

In this activity, students will compare the two given texts (text 1 and text 2) where similes have been added to the text number two to make it more interesting and meaningful. Students will be given an exercise followed by their reading of the texts to understand the use of similes. Follow the instructions below to complete the activity:

Instructions:

1. Ask students to go through the following texts (text-1 and text-2) carefully.
2. Help them if they find it difficult to read or understand the meaning of any word or sentence.
3. Ask them to identify and highlight the changes made in the text-2.
4. Ask them to discuss among their group members why these changes were made and whether these changes made the text-2 more interesting and meaningful. Specify the time for group discussion as you feel appropriate.
5. After the group discussion, ask them to write down their answers to question number 3 and 4.
6. Encourage them to think critically while writing the answer. Ask them to imagine the picture of a village and then compare it with the given text. Tell them to think about what could be added to the text to describe a better picture of a village that matches with his/her imagination.
7. Ask students to come in front of the class and explain and justify their answers to question number 3 and 4.
8. **Complete the activity in 1 class.**

Activity 1.2.2

Students will read a text in this activity and write suitable comparing words in the following table. They will also justify why they used those words for comparison. Follow the instructions below to complete the activity:

Instructions:

1. Help students to understand the instructions if necessary.
2. Ask them to go through the following text carefully and ask them to fill up the blanks with suitable words.

3. Then ask them to carefully go through the next table.
4. Ask them to write down the comparing words (name of the comparing person/object/quality in the first column, the person/object/quality they are comparing with in the second column.
5. In the third column, ask them to explain why they made such a comparison.
6. Illustrate them the first example that has been done for their understanding and explain the entire process again.
7. Make sure all the students understand the process and complete the task. You can check copies of individual students.
8. Ask them to share their completed task with other groups by exchanging their copies.
9. Ask students/some students to make a presentation and justify and explain their response. You should encourage students to voluntarily come forward for the presentation. Appreciate students for their enthusiasm and efforts.
10. Do peer checking and elicit answers from the whole class.
11. **Complete the activity in one class.**

Answer key: Answers may vary.

I am Habib, a proud Bangladeshi. To me, my motherland is as dear as my mother. We achieved our independence by sacrificing 30 lacs of people who were as brave as lions. The colour of the circle of our flag is as red as their blood of them. The green colour of the flag is an emblem of the greenery of nature in Bangladesh. My grandparents also fought for the land. My grandfather was as wise as an owl, who confronted the enemies bravely and blew away a connecting bridge to our village. My grandmother also helped the Mukti Fauj of our locality with food, shelter and first aid as silent as a grave. In one face-to-face attack, they killed my 8-year-old aunt whose dead body was found at the front of our house. My father told me her face was as fresh as a daisy while buried. When my father spoke about the history of our freedom fight, it seemed his eyes could visualize those incidents as clearly as crystal and then tears rolled down from his eyes.

Then, students will be exposed to literary texts to identify the use of similes as well as their value to the literary texts.

Activity 1.3.1

Students will recite a poem in groups and recite the poem in front of the entire class. Follow the instructions below to do this activity:

Instructions:

1. Arrange students in pairs or small groups.
2. Tell them to recite a poem and discuss amongst themselves why a poem is important to learn language and literature.
3. Tell students about the background of the poem and life history of the poet very briefly. Do not go deeper into this part to save time for the rest of the tasks.
4. Ask students to recite the given poem. Help them with correct pronunciation and intonations.
5. Tell them to recite it again slowly and clearly. You should also join them to encourage them.
7. Ask students to identify the unknown words and help them to find the meaning of the words using a dictionary.

8. Complete the activity in one class

Activity-1.3.2

In this activity, students will do a question-answer exercise after going through the above-mentioned poem. Follow the instructions below to accomplish this task:

Instructions:

1. Tell students to read the following questions.
3. Help them to understand the meaning of the questions by explaining the meaning of the unfamiliar words.
4. Tell students to discuss the characters of poem amongst themselves, provide clues if necessary.
5. In addition to the students, you can also explain who Balkis and Solomon were and why the poet glorified them. You should remain focused on the poem and avoid going deeper into the historical context.
6. Explain rhyming words and why these words are used in poetry
7. Ask students to identify the repeated words in the poem.
8. Tell them to discuss amongst themselves about why these repeated words are used in the poem for five to 10 minutes. You can facilitate the discussion by sharing your explanation with the students.
9. Ask students to discuss among themselves about the poem. Specify the time for group discussion as appropriate.
10. After the discussion, carefully check whether the students understood the discussion or not by asking them questions
11. Encourage students to ask questions for further queries
12. Once all the students understood the discussion, tell them to write down the answers to the following question.
13. Check copies of the individual student and give them constructive feedback.
14. **Complete the activity in one class.**

The answer to question:

In this poem, the poet opines/ wants to say that even though Solomon and Balkis are king and queen, they talk with bees, butterflies and so on like a common man. So, a true king and queen always love and become a friend of all.

Activity-1.3.3

In this activity, students will read the note on Simile and then they will identify the similes used in the poetry. Finally, they will write sentences using those similes. Go through the instructions given below to accomplish the task:

Instructions:

1. Arrange students in pairs/small groups
2. Ask them to go through the notes given in the textbook. While they are reading, walk around the room and observe whether they are understanding the key concepts. Allocate sufficient time for group discussion.
3. Help students to identify the meaning of the unfamiliar words found in the texts
4. Check whether they understand the concept of simile. If required explain with examples.
5. Once they finish reading the notes, ask questions to assess their understanding. Appreciate after their responses even if they make mistakes. Give corrective feedback in a friendly manner.
6. Then ask SS to recite the poem again and identify the simile used in the poem
7. Ask students to carefully go through the following table. Help them to understand the table if necessary.

8. Tell students to write down the comparing words, simile in the specified columns.
9. Tell students to write a sentence using the simile and ask them to justify using the simile in the specified columns of the table.
10. Check copies of all the SS and give them constructive feedback
11. **Complete the activity in one class**

Activity 1.3.4

Students will go through several conversations given in the textbooks and learn how similes can make a conversation more meaningful and interesting. This activity will help them to apply similes in their day-to-day conversation. Go through the instructions below to do the activity:

Instructions:

1. Tell students to go through the dialogue bubbles carefully. While they read the bubbles, walk around the room and observe whether they are understanding the meaning or not.
2. Tell them to identify the similes used in the conversation. Provide clues to identify the similes if necessary.
3. Tell students to think about the conversations and write 5-10 more similes.
4. Ask them to think whether the similes make sentences more meaningful or not. Tell some students to explain why they think that the similes make sentences more meaningful.
5. Ask them to explain the significance of using similes and justify their answers

6. Tell them to share their copies to other groups so that they can learn from each other. Tell students to ask questions if they cannot understand any response made in the copies. They can also give correct answers if they find any mistake. While they check each other's copy, walk around the classroom and observe whether they are truly going through the copies or not. Encourage students to learn from each other.

Activity 1.3.5

In this activity, students will learn about the rhyming pattern of a poem and explore the rhyming pattern of the poem "True Royalty." Follow the instructions given below to do the activity:

Instructions:

1. Arrange students in pairs/small groups
2. Tell them to go through the note on "The Rhyming Pattern of a Poem". While they read the note, walk around the classroom and observe how they are performing. Ask them to mark out the unknown words and help them to find out the meaning of the unknown words.
3. While walking around the classroom, tell some students to explain the meaning of unknown words particularly those related to the study of poetry such as rhyming pattern, rhyming scheme, rhyming words, stanza, verse, alternate rhyme pattern, ballad, mono-rhyme etc. to check whether they are correctly understanding these key concepts.
5. Ask students to discuss among themselves about the meaning of these words. Walk around the classroom and hear what they are discussing. Intervene and explain if they have any confusion on the key concepts.
6. Ask students questions about these terms to verify whether they have really understood them.
7. Ask students to write down the meaning of these terms in their own words and share their copies with each other.

Then, the next part of the activity will expose students to a situation where they will have a first hand experience to explore the rhyming pattern of poems.

8. Ask students to pinpoint the last sound of each of the verses of the first stanza (as one is done for them).
9. Explain how each of the ending sounds is denoted with A, B and C which indicate the rhyming pattern of the poem. Ask students to discuss in pairs/groups the process of denoting the end sound. Make sure that all students participate in the discussion.
10. Tell students to go through the second stanza and write down the rhyming pattern like the first stanza (in group/pair). Observe whether they are doing the task attentively. Help students to write down the rhyming pattern by giving them tips but do not give direct answers.
11. Check their copies and give constructive feedback
12. Practice peer review in the classroom so that they can learn from each other's mistakes and correct answers.
13. Find out students who gave the correct response and tell a few of them to explain the process of writing down the rhyming pattern of a poem briefly again.
14. **Complete the activities 1.3.4 and 1.3.5 in two classes.**

Activity 1.3.6

In this exercise, students will read another poem “I Wandered Lonely as a Cloud”. Follow the instructions given below to do the activity:

Instructions:

1. Tell students to recite the poem slowly and clearly in pairs/groups.
2. Walk around the classroom and listen to their recitation. Help them to recite by telling them correct pronunciation and intonation if necessary.
3. Tell them to mark out the unknown words and help them to find out the meaning of the words using a dictionary
4. Introduce students with the life and works of William Wordsworth very briefly. Do not spend too much time giving this information to avoid distraction.
5. Tell students to explain what they have understood reading the poem. Tell them to imagine themselves as the poet and explain the poem using their imagination and creativity. You can add to their explanations sharing the correct explanation of the poem.
6. Tell them to read the poem in groups/pairs and write down the rhyming pattern. Monitor their activity and give them tips when necessary. Do not solve the task for them.
7. Ask students to identify the unknown words and explain their meaning for them. Tell some students to tell the meaning of some words arbitrarily to assess their learning.
8. Ask students to match the words and their meanings in the given table. Walk around the class, monitor the activity and give tips where necessary. Do not solve the task for them. Appreciate students' efforts.

9. Ask them to share their copies with each other so that they can learn from each other's response.
10. Check their copies and give corrective feedback and thank them for their enthusiasm and efforts.

Activity 1.3.7

In this activity, students will do an exercise to assess their understanding of the poem. Read the instructions below to complete the activity:

Instructions:

1. Tell students to go through the poem again.
2. Engage students to recap from the previous discussions on the poem.
3. Help students to identify the best answers by telling them the meanings of unknown words.
4. Tell students to come in front of the class and explain their thoughts behind choosing the best answers. Encourage other students to ask valid questions.
5. Give them corrective feedback and appreciate their efforts.
6. **Complete these activities 1.3.6 and 1.3.7 in one class.**

Activity 1.3.8

Students will recite the poem again, identify the similes and learn to use those similes like the activity 1.2.2. Follow the instructions below to do the activity.

Instructions:

1. Arrange students in pairs/groups
2. Tell students to go through the poem again in pairs/groups. Observe the students while they go through the poem to find out whether they have understood the correct meaning or not.
3. Tell students to identify the similes used in the poem. Check whether they are identifying the similes correctly or not. Observe those who are struggling with the task and give them clues so that they can identify similes without giving them direct answers.
4. Fill up the following table as they did in the activity 1.2.2.
5. Tell some students to recap the procedure of activity 1.2.2 and help SS to complete the task. Give corrective feedback as necessary.
6. Make sure all the students understand the process and complete the task.
7. Ask them to share their completed task with other groups so that they can learn from each other's responses.
8. Ask students/some students to make a presentation and justify and explain their response. Encourage students to use poster-paper, whiteboards or props to make the presentation engaging. If possible, actively engage with students to make those materials. Make sure that the materials are made with low-cost/cost-free, locally available resources. Encourage other students to ask questions and make the presentation interactive. Thank students by appreciating their enthusiasm and efforts.
9. **Complete the activity in one class.**

Activity-1.3.9

In this activity, students will learn to imagine and visualise images that have been depicted in the poem by the poet. Students will learn to utilise their creativity and imagination skills in this activity. Follow the instructions given below to do this activity:

Instructions:

1. Arrange students in pair or small groups.
2. Tell students to go through the poem “I Wandered Lonely as a Cloud” again.
3. Tell them to describe freely what comes in their mind while they read the poem.
4. Then ask students to discuss in group what they thought about the meaning of the poem. Specify the time for group discussion. Monitor the group discussion and help them to keep the discussion on track.
5. Ask students to write about the scene that comes in their mind after reading the poem. You can tell them to write some key words first and then they can generate more ideas around those keywords.
6. To facilitate their understanding, the probable meaning of the first stanza of the poem has been given below briefly. Explain that text to students so that they can imagine a picture and describe it through their writings. If you find one or more students who have understood the first stanza, tell them to explain it instead of yourself.
7. Encourage students to think creatively while imagining pictures and do not instruct them like “your imagination is right and yours is wrong.”
8. Encourage them to write as much as they can to describe all the pictures that they can visualize after going through this poem.

9. Ask students to share their copies with each other so that they can learn from each other's responses.
10. Ask students to come in front of the class and explain what they wrote and why they wrote it. Encourage them to speak without any hesitation in front of the class.
11. Ask students to explain how their imaginations help them to connect more meaningfully with the poem
12. Check their copies and give corrective feedback
13. Do not use negative remarks to criticise their ways of imagination. Encourage them to think creatively, critically without any boundaries when they think about the poem. Appreciate their enthusiasm, imagination and efforts.
14. **Complete the activity in two classes.**

Finally, students will be able to articulate their preferences on the use of similes embedded in the literary texts.

Activity 1.4.1

Students will read different situations and learn to use similes to better describe the situation. Follow the instructions below to do this activity:

Instructions:

1. Review their prior knowledge about similes by asking questions and give corrective feedback if necessary.
2. Tell students to read the situations given in the textbook carefully and use simile to describe the situation/person/object with appropriate simile. Help students to understand the meaning of unknown words by using a dictionary.

3. Provide special assistance to students if they have faced any difficulty or special need.
4. Elicit answers from the whole class.
5. Ask students to come in front of the class and explain why they chose those similes to describe the person/situation/object. Encourage students to ask questions to make the class interactive.
6. Give students constructive and corrective feedback. Appreciate students' enthusiasm and efforts.
7. **Complete the activity in one classes.**

Answer key to Situation-1: Probable answer as busy as a bee.

Answer key to Situation-2: Probable answer as silent as grave.

Answer key to Situation-3: Probable answer a gift like an angel

Answer key to Situation-4: Probable answer as big as an elephant

Answer key to Situation-5: Probable answer a fish out of the water

Activity 1.4.2

In this group activity, students will select a poem and explore the rhyming pattern, similes and will try to visualize the pictures depicted in the poem. Through this activity, students will be able to appreciate the beauty of poetry as a form of literature. Follow the instructions given below to do the activity:

Instructions:

1. Arrange students in small groups.
2. Help students to choose poems from Bangla or English textbooks.
3. Tell students to find out the similes and rhyming scheme of the poem. Walk around the class and monitor whether they are doing it correctly or not. Give individual feedback where necessary.
4. Tell students to draw the pictures/images that they visualize while reciting the poem like they did in the previous activities. You can ask a student to explain what picture they imagined while reciting the selected poem.
5. Ask students to make group presentations about their completed task on the poem. Specify time for group presentations and give constructive, corrective feedback after each presentation.
6. Encourage students to make the presentation interactive and engaging. Help them to prepare some presentation materials such as colourful poster papers and props using low-cost/cost-free materials. Tell students to explain how much s/he loves poems and why they love poems at the end of presentation.
7. Encourage students to ask questions after the presentation. Facilitate the question-answer session by maintaining allocated time. Give corrective feedback as you feel necessary.
8. Appreciate students' efforts after each presentation.
9. **Complete the activity in two classes.**



The Bizhu Festival

Competency 1: Ability to paraphrase and summarise a conversation /text.

Students will go through the experience of restating and clarifying the author's/writer's point of views/ideas in their own words that demonstrates the students' ability to interpret the literal as well as/or the intended meaning from the text.

Learning experience

- SS will be exposed to audio/video clips/reading texts and subsequently will engage into discussions relating to the key issues/writer's point of views, sentence structure, and the purpose of the texts.
- After going through the experience, SS will reflect on their discussion and identify the strategies to restate as well as clarify the speakers'/author's/writers' ideas in their own words.
- Finally, SS will interpret the societal practices to paraphrase and/or summarise the ideas.

Focus: Summary writing and direct and indirect speeches.

Allocated class: 11

In doing so -

Firstly, SS will interview peers/adults/known/unknown people. (Interview focus should be on gathering personal information and opinion on any issue)

Instructions for the Activities:

Activity 2.1.1

In this activity students will be familiarised with the concept of interview. Read the following instructions to do the activity:

Instructions:

1. Arrange students in small groups and pairs.
2. Ask students about whether they know what the interview is. Ask a few students to share their thoughts and experience about interview
3. Tell students to go through the questions and discuss with the group members about the questions.
4. Walk around the classroom and observe what they are discussing. Help them to stay focused on questions during the discussion.
5. Allocate specific time for the discussion.
- 6. Complete the activity in one class.**

Activity 2.1.2

In this activity, students will practically learn how to conduct an interview and how to write down information extracted from an interview. Go through the following instructions to do the activity:

Instructions:

1. Tell students that they are going to interview their friends in this activity.
2. To prepare for the interview, tell them to think of 6-10 questions and write them down.
3. Walk around the classroom and check whether they are writing appropriate questions.
4. Show them the table where one sample question, sample reply and an example of how s/he can share his/her friend's opinion is given.

5. Tell students to interview each other and take notes of their friends' response.
6. Tell students to note down their peer's replies and in the next column they write down their peer's opinions in their own words
7. Walk around the class and ensure all students are participating in the activity.
8. Check their copies and provide constructive feedback. Appreciate students' efforts.
- 9. Complete the activity in one class.**

Then, SS will reflect on how to summarise the ideas from a conversation and the purposes of direct and indirect speeches.

Activity 2.2.1

Students will go through a text to experience how direct and indirect speeches work together in an authentic scenario. Go through the following instructions to do the activity:

Instructions:

1. Tell each student to go through the text individually.
2. Walk around the class and monitor their discussion. Ensure all students are participating in the activity.
3. Guide their discussion by providing corrective feedback and helping them to stay focused on the text during the discussion.
4. Ask some students to share their understanding in front of the class.
5. Appreciate students' efforts.

Activity 2.2.2 & 2.2.3

Students will write down and share answers to some question which will enable them to reflect on how they can narrate an experience/incident with others while changing direct speech into indirect speech. Go through the following instructions to do the activity:

Instructions:

1. Arrange students in small groups or pairs.
2. Tell them to imagine a situation that after returning home they are now talking to their parents about their experience in the class.
3. To determine how they will run the conversation with their parents, tell students to go through the given questions. Help them to understand the meaning of the questions if necessary.
4. Tell students to discuss the answers to these questions with their group members.
5. Walk around the classroom, monitor the discussion and ensure that all students are participating in the discussion.
6. Ask some students to share their understanding in front of the class.
7. Appreciate students' efforts and complete the activity in one class.
- 8. Complete activities 2.2.1, 2.2.2 and 2.2.3 in 2 classes.**

After that, SS will read some texts, identify the differences between direct and indirect speech following their purposes, and internalize the strategies for summarizing texts.

Activity 2.3.1

Students will go through a note on Direct Speech and Indirect Speech and share their understanding with their peers. Go through the following instructions to do the activity:

Instructions:

1. Arrange students in pairs or small groups.
2. Tell them to go through the note on Direct and Indirect speeches in groups or pairs.
3. Walk around the classroom and monitor their reading activity. Ensure that all students take part in the activity.
4. Help them to understand the meaning of the unknown words.
5. Ask some students to share their understanding of the note in front of the class.
6. You can add to their speeches and provide correction if necessary.
7. Appreciate students' efforts and complete the activity in one class.

Activity 2.3.2

Students will go through a table to understand the change of reporting verb in indirect speech according to tenses. They will do some exercises after going through the table. Read the following instructions to do the activity:

Instructions:

1. Tell students to go through the table carefully.
2. Tell students to identify how reporting verbs have been changed in the indirect speech according to its tenses. Tell them to carefully follow the given examples of direct and indirect speech.
3. Tell students to think and discuss why these verbs have changed.

4. Tell students to write down some more similar examples and share their copies with each other.
5. Make sure all students participate in the activity.
6. Then discuss the exception when verbs do not change in the indirect speech. Give them an example.
7. Ask students to write down some sentences like the given example.
8. Provide corrective feedback.

Activity 2.3.3

Students will now write down in their own words the text they read in 2.2.1.

Instructions:

1. Help them to organise their thoughts.
2. Explain the beginning of the writing following the given queues. Help them with words.
3. **Complete the activities 2.3.1, 2.3.2 and 2.3.3 in two classes.**

Activity 2.3.4

Students will go through a note on “Summary” and share their understanding with their peers. Read the following instructions to do the activity:

Instructions:

1. Tell students to go through the given notes on “Summary” in groups/pairs.
2. Check their prior knowledge about some key terms mentioned in the notes such as comprehension, condensing, concise, combine, shortening etc.

3. Explain them the note with examples if necessary.
4. You can demonstrate the guideline and rules of writing summary on a poster paper in front of the class for better visibility and understanding.
5. While students going through the notes, walk around the class and monitor whether all of them are participating in the activity or not.
6. Ask some students about what they have understood from the notes and tell them to share their understanding with the entire class.
7. Give them constructive feedback and appreciate their efforts.
- 8. Complete the activity in one class.**

Activity 2.3.5 and 2.3.6

In these activities, students will go through a story and demonstrate their reading capability. Read the following instructions to do the activities:

Instructions:

1. During the reading activity, tell them to find out unknown words and help them to find out the meaning of the words using a dictionary.
2. Help them if they cannot understand certain cultural or ethnic expressions by explaining them with examples.
3. Tell some students to share what they have understood by reading the passage with the whole class.
4. Ask them to complete the activity 2.3.6. elicit answers from the whole class and provide feedback.
- 5. Complete the activities in two classes.**

Activity 2.3.7

Based on their knowledge gained from the previous activities, students will summarise the passage given in activity 2.3.5 individually. Read the following instructions to do the activity:

Instructions:

1. Now, tell students to go through the activity 2.3.5 again in groups/pairs
2. Write down the guideline (given in activity 2.3.7) for summarising a passage in a poster paper and demonstrate it in front of the class.
3. Ask questions about the guideline/steps to assess their understanding.
4. Explain the guideline if necessary.
5. Tell students summarise the story (given in activity 2.3.5) in one paragraph following the demonstrated guideline/steps. Students will do it individually.
6. While they summarise the passage, walk around the class and monitor whether all of them are participating in the activity.
7. Engage them in peer checking and monitor. Check copies of all the students.
8. Provide corrective feedback and appreciate students' efforts.
- 9. Complete the activity in one class.**

Activity 2.4.1

In this activity, students in groups will select any content from different kinds of sources and will be able to summarise the content. Read the following instructions to do the activity:

Instructions:

1. Arrange students in pairs/groups.
2. Tell them to go through the instructions carefully.
3. Help students to understand the instructions, explain where necessary.
4. Provide students with books/newspapers from which they will be able to select a story/drama/short story/news article. You can arrange this activity in the school library where they can easily avail these resources.
5. Allocate some time for selecting and going through the content.
6. Students will do the activity as per the instructions.
7. Walk around the room and monitor whether they are following instructions or not.
8. Engage them in peer checking and monitor.
9. Check all the copies and give them feedback.
10. Appreciate students' efforts and complete the activity in two classes.
- 11. Complete this activity in one class.**



Language and Power

Competency 4: Ability to recognize linguistic norms in relation to power relation and hierarchy in a particular cultural context.

SS will be exposed to different texts/simulated or authentic scenarios and reflect to understand notion of various language features representing power.

Learning Experiences

- SS will be exposed to different texts/simulated or authentic scenarios.
- Then, SS will reflect on the relationship between different language features and personal and social group power.
- Subsequently, SS will identify the features of instrumental and influential power associated with language.
- Finally, SS will demonstrate their ability to identify the areas where power is asserted through language.

Focus: Power hierarchy in language.

Required classes: 10

In doing so –

Firstly, SS will be exposed to some short conversations.

Instructions for the Activities:

Activity-3.1.1

In this activity, students will read some conversations. From their reading, they will try to understand the relationship between the characters. Follow the instructions to do the activity:

Instructions:

1. Tell students to look at the illustrations and guess who they are.
2. Ask some students to share their responses in front of the class.
3. Provide feedback if necessary.
4. Tell students to go through the dialogue boxes carefully. Walk around the class to monitor and help them understand the dialogues if they face any difficulty.
5. Then ask them to identify the relationship between the characters of the conversations. Tell that they may choose the characters from the list of names given in the box and apply those where they feel appropriate in the dialogue boxes.
6. Now, tell them to check the responses in pairs and invite some students to share the responses in front of the class. Also, they will explain and justify their responses.
7. Provide constructive feedback and appreciate students' efforts.
8. Complete the activity in one class.

Answer Key:

Dialogue-1: (between father and son)

Dialogue-2: (between rickshaw puller and a passenger)

Dialogue-3: (between teacher and student)

Dialogue-4: (between shopkeeper and a customer)

Then, students will read a few short texts depicting various examples of language and power relationships.

Activity-3.2.1 and 3.2.2

Through this activity, students will learn how different persons in different situations use English language in many different ways. They will also learn to analyse conversations and to extract key information from the conversation. To get this experience, students will do the following activities:

Instructions:

1. Tell students to go through the dialogue boxes again in groups and pairs.
2. Demonstrate the table and tell students to carefully go through the instructions given above the table.
3. Explain the instructions if necessary.
4. Tell students to fill up the specified column of the table given on the textbook.
5. You can also arrange a more elaborate group exercise through this activity. You can draw this table on a large poster paper and place it in front of the class using a stand-banner or stick it on the wall.
6. Make sure all students are participating in the activity.
7. Tell students to write the answers to the questions on sticky notes and stick the notes to the specified column.
8. The group that will stick most of the notes and do the exercise faster than others can be declared winner. Or, you can tell the students to fill up the specified column of the table given on the textbook.
9. Ask each group to explain and justify their answers.
10. Provide corrective feedback and appreciate students' efforts.

Activity 3.2.2

In this activity, students will learn variation of words, expressions used by people of different age groups and of different social or personal relations. Follow the instructions to do the activity:

Instructions:

1. Tell students to go through the dialogue boxes and the previous table.
2. Tell students to discuss the answers to the following questions in pairs/groups. Help them to understand the questions if necessary.
3. Allocate specific time for group discussion. Walk around the classroom to monitor the group discussion. Make sure all students are participating in the group discussion.
4. Tell students to write down the answers to the questions at home.
5. Practice peer-review in the next class.
6. Give corrective feedback and appreciate students' efforts.
7. **Complete these activities in one class.**

After that, SS will discuss and identify the features of instrumental power associated with language.

For this experience, students will go through the following activities.

Activity-3.3.1

Through this activity students will read a passage that goes deeper into the association of social authority with features of language. Students in groups will make presentation about what they have understood by careful study of the passage. Follow the instructions to do the activity:

Instructions:

1. Arrange students in pairs or small groups.
2. Tell them to go through the given note titled “How Power is Associated with Language’ very carefully.
3. Walk around the class and help students to understand the meaning of unknown words.
4. Help students to understand the concept of power/instrumental power with such positive examples (such as good manners, respecting parents, respecting seniors/religious leaders) so that they do not get any negative message that promotes inequality.
5. Tell students to go through the table and help them to understand how features of language change according to social positions.
6. Keep students focused on the reflection of social position on features of language, do not normalise or promote inequality with negative examples.
7. After going through the text and table, tell each group to present what they have understood from the passage. Make sure that all students are participating in the presentation.
8. Ask them share examples of how they change their words and expressions when they interact with their parents, teachers and friends in front of the class. Focus on the change of words, sentence structure when they share examples with the class.
9. Take questions from students and give presenters corrective feedback.

10. Complete the activity in two classes.

Activity 3.3.2

In this activity, students will go through a conversation between teacher and students and enrich their vocabulary. Follow the instructions to do the activity:

Instruction:

1. Tell students to go through the conversation.
2. Help them to understand the meaning of unknown words.
3. Tell them to make a list of unknown words and write down one sentence using each of those words. You can provide them sticky notes to write down the unknown word and sentence.
4. Tell each group to stick the notes on a hardboard/or a sheet of paper once they finish going through the text and identifying unknown words.
5. Tell each group to give their hardboard/sheet of paper with sticky notes to another group as a gift so that all students can learn the meaning of unknown words from each other's work.
6. Check their works and give them corrective feedback.
7. You can later paste all the sheets/sticky notes on a large poster paper/blackboard.
8. You should walk around the classroom and monitor their discussion and activity. Help them to understand the meaning of unknown words and make sure that all students are participating in this activity.
9. Tell them to do the matching activity and check in pairs.
- 10. Complete the activity in one class.**

Activity 3.3.3

In this activity students will summarise the conversation while extracting the main ideas reflected in the conversation. Follow the instructions given below to do the activity:

Instruction:

1. Tell students to go through the conversation again.
2. Tell them to discuss the main ideas of the conversation in pairs and groups.
3. Now, students have to write a summary of the conversation. Before engaging them in this task, assess their knowledge about the steps of summarising a passage that they did in the experience titled “The Bizhu Festival.”
4. If necessary, you can give them a brief recap of the activity 2.4.1.
5. Then tell the students to follow the given instructions of the current activity carefully to write down the summary.
6. Help them to understand the instructions if necessary.
7. Walk around the class and monitor their activity. Ensure that all students are engaged in the activity.
8. After summarising the passage, tell each group to check each other's copy (peer reviewing).
9. Check all the copies and give corrective feedback. Appreciate students' efforts

10. Complete the activity in one class.

Activity 3.3.4

In this activity, students will analyse the previous conversation to record how instrumental power impacted the conversation in a given table. Follow the instructions given below to do the activity:

Instruction:

1. Arrange students in pairs or small groups.
2. Ask them questions about instrumental power and its association with different features of language.
3. Give them a brief recap of the activity 3.3.1 if necessary.
4. Tell students to go through the conversation in activity 3.3.2 again in pairs or groups.
5. Tell students to analyse the conversation to identify the characters who hold the instrumental power and explain how it is evident from the conversation.
6. Tell them to record their findings in the given table. You can provide a large poster paper to each group to prepare the table.
7. Walk around the classroom and monitor students' activities. Ensure all students are engaged in the activity.
8. Tell each group to present their table in front of the class.
9. Facilitate a question-answer session to make the presentation more interactive.
10. Provide corrective feedback and appreciate students' efforts.

11. Complete the activity in two classes.

Activity 3.3.5

Students will learn how social position gets reflected in formal texts and how different features of language vary according to social positions. Go through the following instructions to do the activity:

Instructions:

1. Tell students to go through the two texts in pairs/groups.
2. Tell them to discuss which text represents people with a better social position and which text represents people with lower social position.

3. Tell them to identify words and expressions from which they can distinguish between social positions.
 4. Tell them to write down their answers explaining how they can distinguish social positions just by reading a text.
 5. Tell each group to share their answer in front of the class.
 6. Facilitate a question-answer session and give corrective feedback. Appreciate students' efforts.
- 7. Complete the activity in one class.**

Activity 3.3.6

In this activity, students will complete a dialogue applying variation of language according to social positions. Go through the following instructions to do the activity:

Instruction:

1. Tell students to go through the instructions carefully.
2. Ask students to explain why the aunt has instrumental power and how it can be reflected in her speech. Give corrective feedback to their responses.
3. Tell the students to go through the speeches of their aunts carefully.
4. Tell them to feel in the blanks with words that are suitable for them that means words that are suitable for a person with lower social position than the aunt.
5. Practice peer-review. Collect all the copies and check all of the copies at your own time and later, give corrective feedback.
6. Tell some students to share their responses in front of the class.
7. Appreciate students' efforts and complete the activity in one class.

The entire conversation can be like this:

Aunt: Hi, doing something serious?

You: Assalamualikum aunty. No, nothing serious. I'm just watching a short video on presentation skills.

Aunt: Are you presenting anything?

You: Actually, I am the leader of my group. As a group leader, I have to present the work of my group.

Aunt: Sounds great! So, how are you preparing yourself for the presentation?

You: I have talked with my group members and watched the videos to be a better presenter.

Aunt: Okay. Do you think these are enough to be a better presenter?

You: Maybe. I mean these will help me to an extent.

Aunt: Hmm... I think you should talk to your teacher. Besides, you can also read some authentic write-ups on this topic.

You: Sure, I will.

Aunt: Also, practise as many times as possible. It will help you to be confident.

You: Okay, I understand. Thank you, Aunty.

Aunt: Take care.

Finally, students in pairs will produce a text (Dialogue incorporating ideas and examples of language and power) reflective of their understanding and if possible, will enact the dialogue before the whole class.

To get the experience, students will do the following activity,

Activity 3.4.1

Students will stage plays clearly demonstrating social relationships and their influence in our day-to-day communication. Go through the following instructions to do the activity:

Instructions:

1. Divide the class into four groups to stage a short play.
2. You can give a briefing about staging a play by recapping 'King Lear' from the English textbook of grade 6. Help students to understand the new words.
3. Tell each group to choose an idea from the list of four ideas.
4. If you have to make more groups due to the large number of students, then one idea can be assigned to more than one group. However, make sure that dialogues of the play are unique and reflect some unique points of view.
5. Tell each group to carefully go through the instructions. Explain the instructions if necessary.
6. Tell students to develop the draft script of the play following the instructions.
7. Keep the play short, within 10-15 minutes max.
8. Monitor their activities carefully and ensure that they are developing unique and creative scripts for their play.
9. Engage all students in the activity.

10. While finishing the draft, help students to assign roles among the group members for the play. Ensure that all the students have a role in the play.
11. Arrange rehearsal for each group as much as possible
12. Provide corrective feedback in a friendly way. Remain engaged with the students throughout the rehearsal.
13. Arrange a show (in the auditorium if possible) with all the four plays. Invite the head-teacher, other teachers, students of different grades and parents to enjoy the show.
- 14. Complete the scripting and rehearsal within two to three classes max.**

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words



Paraphrasing and Rephrasing

Competency 1: Ability to paraphrase and summarise a conversation /text.

SS will go through the experience of restating and clarifying the author's/ writer's point of views/ideas in their own words that demonstrates the students' ability to interpret the literal as well as/or the intended meaning from the text.

Learning experience

- SS will be exposed to audio/video clips/reading texts and subsequently will engage into discussions relating to the key issues/writer's point of views, sentence structure, and the purpose of the texts.
- After going through the experience, SS will reflect on their discussion and identify the strategies to restate as well as clarify the speakers'/author's/writers' ideas in their own words.
- Finally, SS will interpret the societal practices to paraphrase and/or summarise the ideas.

Focus: Paraphrasing

Required sessions: 11

In doing so -

Firstly, SS will be exposed to some visuals and reading texts reflecting the same facts.

Activity 4.1.1

Students will go through a graph and text and discuss the main ideas of these two texts. They will read the word meanings given in the grid after text-2 to understand it better. Later, they share their thoughts with the class.

Instruction:

1. Tell students to look at the graph first and then go through the text individually.
2. Tell them to read the word meanings given in the grid after text-2 to understand it better.
3. Engage students in small groups/pairs and tell them to discuss the main ideas of these two texts.
4. Walk around the class and monitor their reading activity. Help them to understand the main ideas of the texts if necessary.
5. Later, ask the groups to share their thoughts with the class.
6. Complete the activity within 20 minutes.

Activity-4.1.2

Students will check their understanding of the texts in Activity 4.1.1 by doing a “Fill in the Blanks” activity.

Instruction:

1. Tell students to go through the text and the graph again in groups/pairs.
2. Tell them to fill in the gaps with information extracted from the text individually.
3. Inspire them to use as many synonyms as they can to fill in the blanks.
4. Tell them to check their answers in pairs/groups.
5. Elicit answers from the whole class and provide corrective feedback.
6. Finally, appreciate students' efforts.
7. Complete the activity within 20 minutes.

Suggestive Answers:

The blank spaces are filled for teachers' convenience. Do not disclose it to students and encourage them to use synonyms of the suggested words:

Present Bangladesh can be **proud** of the progress the women have made in recent years. It will be clear if we consider the **education** sector. According to different sources, in some areas, female students are **ahead** of male students. Also, women are contributing greatly to the economic **progress** of Bangladesh. They are working in almost every sector and have been well appreciated for their work. Now, it's time to recognize their contribution and inspire women to **participate** in building a better Bangladesh.

After that, SS will reflect on the key ideas of those texts along with the different ways of presenting those ideas.

Activity- 4.2.1

Here students will reflect on the key ideas of the two texts in Activity 4.1.1 along with the different ways of presenting those ideas.

Instruction

1. Tell students to reflect on the graph and the text in pairs/groups.
2. Tell them to go through the questions and discuss the answers to the question with their group members based on their reading.
3. Walk around the classroom and monitor their group discussion. Help students to understand the question and stay focused on the question during the discussion.
4. Then, tell them to write the answers to the questions.
5. Tell each group to present their responses in front of the class.
6. Facilitate a question-answer session after each presentation followed by your corrective feedback. Appreciate students' efforts.
7. Complete the activity in one class.

Then, SS will read a text and subsequently will engage in discussion on the presentation of the same information in various ways.

Activity 4.3.1

In this activity, Students will go through a note on “The techniques of paraphrasing a text” and in pairs/groups discuss on their understanding of the techniques of paraphrasing a text. Later, they will deliver group presentations based on what they have learnt from the note.

Instruction:

1. Tell students to go through the note on “The techniques of paraphrasing a text” individually.
2. Walk around the class and monitor the reading activity and help them to understand meanings of unknown words. If the students need help them to understand the steps of paraphrasing a text.
3. Once they finish reading it, tell them to sit in the previous groups and discuss what they have learnt from the note. Tell the groups that each group is going to demonstrate their understanding through a presentation and each group will use their own example to describe the steps of paraphrasing a text.
4. If possible, provide them with poster-paper and marker where they can highlight the steps to paraphrase a text and present the steps in front of the class.
5. Then, invite the groups to give their presentation. After every presentation, ask other groups to ask related question if they have.
6. Ask questions to assess their understanding after each presentation. Provide feedback and additional explanations as necessary.
- 7. Appreciate students’ efforts and complete the activity in two classes.**

Activity 4.3.2

In this activity, students will apply their knowledge of paraphrasing that they have gained from the previous activity by paraphrasing some texts.

Instructions:

1. Arrange students in small groups or pairs.
2. Give them a brief recap of the previous activity that is the steps of paraphrasing a text.
3. Tell the groups to go through the text and the instructions for paraphrasing the text given just below the text and complete the activity. Guide them to follow the given instructions.
4. Walk around the class and help them if necessary. Ensure all students' participation.
5. Tell the groups to exchange their copies with the nearby groups and give feedback.
6. Later, tell all the groups to do necessary edits and submit the final copy of the paraphrase. Check all the copies and provide corrective feedback.
7. Tell students to go through the next text and paraphrase it at home. Later, they will submit their works. Check all the copies and provide corrective feedback.
8. **Complete the activity in one class.**

Activity 4.3.3

In this activity, students will read a conversation, guess and write the meaning of the given words. Later, they will share the meaning of the words with the whole class.

Instruction:

1. Tell students to go through the given conversation in groups/pairs.
2. Tell them to guess the meaning of the words in the grid given below the conversation. Tell them to add words in the grid if they find any other unknown words. Help them to find the meaning of unknown words using different reading skills. Later, they will write the meaning of the words in the grid/exercise books.

Help them to know about some new concepts such as gender parity, puberty etc. by explaining the concepts to them if necessary.

3. Walk around the class and check this word list of all the groups.
4. Once they are done identifying the words, tell them to share their copies with other groups.
5. Finally elicit the meanings of the words from different groups. Ensure that all the students have understood the meaning of the words.
6. Give corrective feedback if necessary and appreciate students' efforts.

7. Complete the activity in one class.

Activity-4.3.4

Students will paraphrase the conversation given in activity 4.3.3 according to specific techniques of paraphrasing.

Instruction:

1. Ask students to work in the previous groups/pairs.
2. Tell them to go through the conversation again.
3. Then, tell them to go through the steps given in this activity. These are techniques to paraphrase a text in the correct way.

4. Walk around the class and help them to understand the steps.
5. If possible, provide them with poster paper or separate sheets where they will make the list of key ideas, make the list of new words and their synonyms, list of words removed etc.
6. Tell students to paraphrase the conversation applying the given steps.
7. Tell them to compare their text with the original conversation and discuss in groups how the paraphrased text is different from the original conversation.
8. Tell them to share their copies with other groups.
9. Collect and check the copies in free time. Later (may be in the next class), give necessary corrective feedback.

10. Complete the activity in one class.

Finally, students will demonstrate their ability to rephrase and paraphrase the texts.

Activity-4.4.1

In this activity, students will describe a graph by writing a text, paraphrase it and present the paraphrased text in front of the class.

Instruction:

1. Tell students to look at the graph in Activity 4.4.1 and discuss the information that they have got from the graph in groups/pairs.
2. Tell them to write the information as a text.
3. Walk around the class and monitor their discussion and writing activity. Help them if they need it. Make sure that all students are participating in the activity.

4. Tell students to reflect on the five steps of paraphrasing again.
5. Following the steps, tell them to paraphrase the text that they have just written.
6. Walk around the class, check their copies and make corrective feedback. Do not solve their problem, just support them to complete the work.
7. Tell each group to present their paraphrased text in front of the class.
8. Make corrective feedback and appreciate their efforts.
- 9. Complete the activity in one or two classes.**

Activity-4.4.2 and 4.4.3

Here, the students will experience an application of paraphrasing a text in a real-life situation by playing a game.

Instruction:

1. Tell one representative from each group to come in front of the class and stand in a queue.
2. Tell the first student standing in the queue to take a short passage kept on the table.
3. Ask the first student to read the passage two times and whispers the message in his/her own words to the student next to him/her. Likewise tell everyone to do the same up to the last student in the queue.
4. Invite the last student in the queue to share what s/he heard from his/her friend with the class.
4. Finally, tell the students to share what they like about the game.

5. Conclude the session saying that sometimes when we paraphrase a message, we will change the original message that we should not do. So, we need to follow and practice all the steps of paraphrasing a text in our lives.
6. Then move to the next activity.

Activity-4.4.3

In this activity, students will learn to develop graphs, they will describe the graph, paraphrase it and present it according to a guideline.

Instruction:

1. Divide the class in groups of 4-6.
2. Show them some pictures of household chores and elicit their understanding on household chores.
3. Ask students whether they do any household chores, if yes, tell them to describe the chores done by them and by other family members.
4. Show them some charts and graphs. Ask them whether they know about different types of charts and graphs. If the answer is yes, ask them to describe why these charts are used. If the answer is no, you can explain it to them.
5. Then, tell students to go through the given guidelines.
6. Help them to understand the guidelines.
7. Ask students to make a presentation by following the guideline.
8. Monitor their activity and keep the records of the steps like collecting information, compiling the information, arranging the information in a graph/chart/table. Provide support as needed. The students will do these works out of the class.

9. While, the groups are ready with the presentation, tell each group to present before the whole class. In their presentation, they will describe all the steps. Allocate specific time for presentation. You can invite other teachers, students and parents to the presentation as you feel appropriate.
10. Provide corrective feedback and appreciate students' efforts.
11. **Complete the activity in two classes.**

When you will conclude the experience, check students' understanding of the new words. If necessary, help them to understand the words.



Writing Cohesively

Competency 2: Ability to identify and use cohesive devices in oral/written text.

&

Competency 3: Ability to explore basic features in different genre of texts

SS will go through the experience of identifying and using different cohesive devices/connectors in the oral/written texts with a view to ensuring appropriateness in expressing ideas.

&

SS will analyse and reflect on the features of different genre of texts while engaging in exploring the texts, and that demonstrates their ability to produce different genre of texts further.

Focus: The use of cohesive devices and the relationship between paragraph and essay.

Required classes: 14

In doing so -

Firstly, Students will go through the experience of generating ideas on different issues/steps of a given broader or a general problem/event/process and will produce texts.

Activity-5.1.1

Through this activity, students will be able to experience how they can describe a place by producing a coherent text.

Instructions:

1. Arrange students in groups of 4-6
2. Ask them to look at the picture and discuss among themselves about what is depicted in the picture
3. Tell them to think of a place like this (that is shown in the picture) in their locality.
4. Tell them to write a short text describing the salient features of the place
5. Tell them to read the given guideline carefully and help them to understand the guideline
6. Tell them to organise the text they have written according to the guideline
7. Tell students to share their copies with each other.
8. Ask one of the group representatives to come in front of the class and read out the text they have written.
9. Tell students to ask questions to the presenter and help the presenter to answer to those questions.
10. Provide special cares to students with special needs to ensure their active participation. Special cares may include: helping them to understand the task, arranging their seat in the front row, ensure that they can clearly listen to the instructions etc.
11. Appreciate students for their efforts
12. **Complete the activity in one class.**

Secondly, they will reflect to explore the features required in clarity of presentation (focus is on cohesive device) and the interrelationship among those texts/ideas in terms of a general problem/event.

Activity-5.2.1

In this activity, students will complete a checklist to find out whether they could generate the idea properly and embed it into their text. They will also find out where they need improvement by completing the checklist.

Instructions:

1. Tell students to go through the following checklist. Help them to understand the checklist.
2. Explain to students: if they get yes against a particular row (such as number 1 or 2 or 3 etc.) then that area of their writing was correct and if they get no, then that area of their writing needs to be improved.
3. While checking their peer's copy, tell students to fill up the checklist as instructed.
4. For every 'yes' answer students will award their peers with appreciatory symbols such as smiley, heart, star, flower, thumbs up etc.
5. After finishing the checklist, tell students to return the copies
6. Tell the groups to make all the necessary changes to make the text understandable to the readers in the next column as shown in the book. Finally, they will present their tables in front of the class.
7. Ensure that all students participate in this task
8. Appreciate students for their efforts.
9. Complete the activity in one class.

Then, SS will be exposed to a text and subsequently analyse the purposes of cohesive devices and the interrelationship among the paragraphs that contribute to the whole text.

Activity-5.3.1

Through this activity, students will focus on the practical usage of cohesive devices. They will learn how they can make sentences more meaningful by using cohesive devices, conjunctions and connectors.

Instructions:

1. Tell students to read the note “Ways to make a text more engaging and clearer to the readers”.
2. Explain the use of cohesive devices, pronouns, conjunctions, connectors, and phrases with examples and help them understand how to make sentences easy and understandable to readers.
3. Tell students to read the note again at home and write a short text on what they have learned from the text using their own language.
4. Tell students that in the next class, they will share their learnings from the note in front of the class.
5. **Complete this activity in two classes.**

Activity: Work to complete outside of the classroom

Here, all the group members will notice the cohesive devices (Bangla/English) people use around them, compile all the cohesive devices they have found. And later, they will present them on a poster with how and why people use them at their own time. Finally, every group will present their posters in front of the class.

Instruction:

1. Form group of 4-6.
2. Tell the groups to decide on an interesting name for their groups.
3. Tell the members of the groups to notice the cohesive devices people use around them. Make a list of the cohesive devices they have found.
4. Tell that all the groups will make a poster on the most useful cohesive devices they have found, how people use them and why they use them at their own way.
5. Fix a date to present the posters in front of the class.
6. Tell other groups to give their feedback after every presentation.
7. Appreciate students' efforts and participation and complete the activity in one session.

Activity: The reading text “How Schools Educate Students about Mental Health”

1. Tell students to read the text titled “How Schools Educate Students about Mental Health”
2. Tell them to read the meaning of the words given in the grid to understand the text better.
3. Tell them to add words to the list if they have found any new words and find out the meanings of the words with the help of a dictionary, peers and teacher.
4. Tell them to read the text again and find out the cohesive devices used in the text and their purposes to the use in the text.

5. Tell them to list them in the grid.
6. Tell a representative from each group to come in front of the school and share their findings with the class.
7. **Complete the activity in one class.**

Activity-5.3.2

Through this activity, students will learn about coherent and meaningful paragraph writing by finding answers to some given questions.

1. Arrange students in pairs or small groups
2. Tell them to go through the text on mental health again.
3. Ask them to write down the answers of the following questions.
4. Help them to understand the questions and extract answers from the given text.
5. Provide special assistance to children with special needs by explaining the questions and giving them tips to find out the answers
6. Ask each group to present their answers in front of the class.
7. Tell other students to ask questions to the presenting group and tell presenter to explain their answers. Appreciate the students who ask valid, well-articulated questions.
8. Make corrective comments where necessary and appreciate students' efforts after each presentation.
9. **Complete this activity in one class.**

Activity: Reading a note on Coherence

In this activity, the students will read a note on coherence and learn how to write a coherent paragraph and essay.

Instruction:

1. Tell students to read the note on “How to make a text coherent!”.
2. Tell them to read the note individually and discuss the steps of writing a paragraph and an essay in pairs.
3. Explain the steps with examples and help them understand how to write a coherent paragraph and an essay.
4. Invite the groups to share their learnings from the note in front of the class.
5. Conclude the session with necessary feedback.
6. **Complete this activity in two classes.**

Activity-5.3.3

In this activity, students will organise an unorganized paragraph by applying their knowledge of coherence and different parts of paragraph.

1. Arrange students in pairs or small groups
2. Tell them that they are going to get a task where they will be able to test what they have learnt about coherence
3. Present this following paragraph before the students where the sentences are not chronologically organised and tell them that they have to organise it
4. Tell them to go through the paragraph
5. Help them to identify the unfamiliar words and help them to find out their meaning using a dictionary
6. Present the following table which they will use to organise the sentences

7. Help them to understand the table. Tell them that they have to identify and place the sentences according to the structure of the paragraph (introduction, body and conclusion). They also need to identify the cohesive devices and explain the purpose of the cohesive devices.
8. Ask students to share their copies with each other.
9. Ask each group to present their table in front of the class.
10. Facilitate a question-answer session among the students
11. Make corrective remarks where necessary and appreciate students' efforts after each presentation
12. Allocate time logically for the group work and the presentation.
- 13. Complete this activity in two classes.**

The Organised Paragraph

Prasun's bird teacher has played an important role in his life by teaching him valuable life lessons and being a faithful companion. Firstly, the bird has shown him the importance of patience through the long and laborious process of building a nest. Secondly, the bird has taught him about the value of hard work by tirelessly searching for food and taking care of its young. Thirdly, the bird has demonstrated to him the importance of being adaptable by adjusting its behaviour according to different situations. Finally, the bird has served as a constant source of joy and comfort for Prasun, providing him with a loyal friend and companion. Overall, Prasun's bird teacher has been an exceptional role model, imparting essential life skills and providing him with unwavering companionship.

Activity-5.3.4

Through this activity, students will learn about essay writing by organising several unorganised paragraphs.

1. Arrange students in pairs and groups
2. Tell them to go through the paragraphs
3. Tell them to use the word meanings given below to understand the text better.
4. Tell them that the paragraphs are not organised
5. Tell them to find out the cohesive devices used to connect different paragraphs to organize them in a coherent text.
7. Tell them to share their copies with each other and ensure that all students participate in the activity
8. Tell them to submit their copies and check them at your own time. Later, give the necessary corrective feedback to the students.

This arranged essay will be in the TG

Prasun's bird teacher has been a significant influence in his life. The lessons it has taught him have helped to shape him into the person he is today.

Firstly, the bird has shown him the importance of patience. As he watched the bird build its nest, Prasun learnt that anything worth having takes time and effort. He always keeps this lesson in mind. He recognises that patience is a key virtue, and very essential to have while working towards a goal.

Secondly, the bird has taught Prasun the value of hard work. Every day, it tirelessly searches for food and takes care of its young. He has learnt that hard work is essential for achieving success. Keeping this in mind, he also works hard to achieve his goals. The bird has shown him that anything is possible with hard work and dedication.

Thirdly, the bird has demonstrated the importance of being adaptable. It adjusts its behaviour to different situations, showing Prasun that flexibility is necessary for success. He has learnt that change is a constant, and it is important to be able to adjust to it. The bird has shown him that being adaptable is a valuable skill that can help one navigate through difficult situations.

Finally, the bird has provided Prasun with a constant source of joy and comfort. It has been always a loyal friend and companion by her side during difficult times. The bird's unwavering companionship has transformed him into more compassionate and understanding towards others. He has learnt that having a good friend by his side can make all the difference in life.

In conclusion, Prasun's bird teacher has been an exceptional role model, imparting valuable life skills and providing unwavering companionship. The bird has shown him the importance of patience, hard work, adaptability, and companionship. These lessons have helped him to become a better person and have provided him with the tools he needs to succeed in life. Prasun will always be grateful for the time he spent learning from his bird teacher, and he carry the lessons with him for the rest of his life.

Activity-5.3.5

Students will have more comprehensive knowledge about the different parts of the essay and maintain coherence between different paragraphs.

1. Arrange students in pairs or small groups
2. Tell them to look at the table and discuss with their group members.
4. Tell them to go through the previous essay again
5. Tell them to find out which paragraph fits with the which part of the essay as stated in the left column of the following grid
6. Ask them to identify the cohesive devices used in the paragraph and write those in the specified column of the grid
7. Ask them to write down why those cohesive devices are used in the specified column of the table
8. Tell each group to present their table in front of the class
9. Tell them to explain why they placed paragraphs in the particular boxes and why the cohesive devices are used and why they are not used.
10. Facilitate question-answer session among students
11. Ensure that all students are participating in the group activity. Provide individualised care to students with special needs so that they can also fully participate in the activity.
12. Praise students after each presentation for their efforts and make corrective remarks where necessary
13. **Complete this activity in one class.**

Finally, SS will demonstrate their ability to use different cohesive devices and paragraphs according to their purposes while producing texts.

Activity-5.4.1

In this activity, students will write an essay or a paragraph on a given topic and apply cohesive devices in their texts.

Instruction:

1. Divide the class in two groups and read the instructions. Ensure that all the students have understood what they will do.
2. Tell all the students to go through the text 'How Schools Educate Students about Mental Health' again in Activity 5.3.13. Tell them to go through the guidelines for paragraph or essay writing. The guidelines can be displayed through poster paper/PPT slides. Help them to understand the guidelines.
4. Ask them to imagine that their school has initiated an awareness raising programme to help students struggling with mental health issues
5. Tell them to discuss in groups what type of mental health issues they may face and how this program should support them.
6. Now ask one group to write a paragraph on 'The ways your school can help the students with mental health issues; and another group to write an essay on the same topic.
7. Tell students to share their copies with each other. Ensure that all students are participating in this activity and provide extra care to those with special needs.
8. Finally, tell them to present their paragraph or essay in front of the class. On the presentation day, if possible, invite other students, groups, teachers, headteacher and parents.
9. Facilitate a question-answer session after the presentation. Praise students who ask valid, logical questions and also for correct responses

10. Ensure that students with special needs can also participate in the task. During the group activity, easier and accessible tasks can be assigned to students with special needs to ensure their involvement
11. Appreciate students' efforts after each presentation. Also ask the audiences to recognise their efforts.
12. **Complete the activity in two classes.**

Activity-5.4.2

Students will write a paragraph/essay based on their experience of doing the activity 5.4.1 and submit it as an assignment.

Instruction:

1. Tell students to go through the instruction and ask what they will do
2. Tell them to follow the steps to write the paragraph/essay. Address the queries of the students if they have any,
3. Finally, give the assignment as a homework.
4. Tell them to submit a copy of the paragraph/essay to assess the students.
5. Finally, appreciate their supports and hard work and conclude the experience.
6. Complete this activity in one class.

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words



Introducing Someone Formally

Competency 3: Ability to explore basic features in different genre of texts.

SS will analyse and reflect on the features of different genre of texts while engaging in exploring the texts, and that demonstrates their ability to produce different genre of texts further.

Learning Experience

- SS will be exposed to different texts and subsequently will be engaged in discussion to reflect on the defining features of different genre of texts.
- Then, SS will further reflect to identify the specific purpose of different genre of texts.
- Finally, SS will demonstrate the use of the features of different genre of texts in accordance with the required purpose.

Focus: Formal and Informal text

Required session: 15

In doing so -

Firstly, SS will be exposed to some illustrations of short texts (newspaper clips, application, CV, personal letter, poems, essay, paragraph, etc)

Activity-6.1.1

Through this activity students will see an illustration showing different types of writing and go through a group discussion about these writings.

Instructions:

1. Arrange students in small groups or pairs.
2. Tell them to look at the illustration given in the textbook.
3. Tell them to make a list of items of writings they can see in the illustration.
4. You can arrange several group discussions on different topics such as newspaper reports or articles, literary writings, formal writings etc.
5. In these group discussions, students will discuss why they feel interested to read these writings, which parts attract them most, what make these writings formal or informal and the purpose of writing these items.
6. They can also discuss their experience of writing these items, if they have any.
7. After each group discussion students will write a summary of their discussion.
8. Based on their discussion, students in groups will write answers to the following questions.
9. You should monitor students' group discussion by walking around the class and facilitate their discussion by providing useful feedback.
10. While monitoring, check the list they have developed and the summary of their discussion. Provide constructive feedback where necessary.
11. Then tell them to write the answers to the given questions, check copies of each group in free time and provide corrective feedback.

12. Complete this activity in two classes.

Activity- 6.1.2

In this activity, students will learn to differentiate between formal and informal addresses.

Instructions:

1. Tell students to make a list of words that they use and the words that they avoid to show courtesy/respect when they write an application to the headmaster.
2. Tell students to make a list of commonly used words that they use while talking to their friends and cousins.
3. Students in groups will discuss the differences between these words that they wrote in two different lists.
4. Walk around the class and check their copies to monitor what they have included in the list.
5. Provide feedback where necessary.
6. Ask some students to come in front of the class and explain the differences between these two types of words/phrases.
7. Provide constructive feedback as necessary.
8. Complete the activity in one class.

Secondly, SS will reflect to explore the distinguishing elements that separate those texts in terms of their formality.

Activity-6.2.1

In this activity, students make a presentation about different linguistic features of formal and informal writings.

Instructions:

1. Tell students to reflect on the activity 6.1.2 again.
 2. Tell them to identify and list down the differences between formal and informal writings such as differences in use of first or second persons, contractions, imperatives, subjective, objective, polite or casual words etc.
 3. Walk around the class and monitor their activity. Provide feedback if necessary but do not solve their task by yourself.
 4. Tell each group to come in front of the class and present their list. They will also explain the differences between two types of words and their usages in different types of speeches and writings.
- 5. Complete the activity in one class.**

Thirdly, SS will be exposed to some texts and will engage in analysing the characteristics of formal and informal texts in accordance with their purposes.

Activity-6.3.1

In this activity, students will go through a text and complete a table by identifying the formal features (by assigning numbers to the sentences) of the given text.

Instructions:

1. Students will go through the first part of the text titled “Ethical issues of Child Labour: in small groups or pairs.
 2. Help students to find the meaning of unknown words using a dictionary.
 3. Students in groups will identify the formal features of a text and complete the table according to the given example.
 4. Walk around the class and monitor their activity.
 5. Tell students to check each other’s copy.
 6. Elicit responses from the whole class and provide corrective feedback.
- 7. Complete the activity in one/ two class.**

Answer to Activity-6.3.1

Features of formal writing	Sentences used in -
use of formal choice of words	<p>Sentence no. 1: Child labour is described as work depriving children of their childhood, potential, and dignity, which harms physical and mental development.</p> <p>Sentence no. 7: On the other hand, there are arguments in favour of child labour, such as the need for children to support their families financially, the importance of learning practical skills, and the argument that the alternative to child labour may be begging, stealing, or worse.</p>
Use of passive form	<p>Sentence no. 1: Child labour is described as work depriving children of their childhood, potential, and dignity, which harms physical and mental development.</p> <p>Sentence no. 2: It is a highly contentious ethical issue in developing and underdeveloped countries, where millions of children are forced to work under hazardous conditions to support themselves and their families.</p> <p>Sentence no. 6: In addition, they are paid low wages and are often denied access to education and healthcare.</p>
Use of long sentences (compound, complex)	<p>Sentence no. 2: It is a highly contentious ethical issue in developing and underdeveloped countries, where millions of children are forced to work under hazardous conditions to support themselves and their families.</p> <p>Sentence no. 5: Children employed in these regions are often subjected to dangerous working conditions and long working hours, which can lead to physical and mental health problems.</p>

Literal language and academic vocabulary, cohesive devices	<p>Sentence no. 6: In addition, they are paid low wages and are often denied access to education and healthcare.</p> <p>Sentence no. 7: On the other hand, there are arguments in favour of child labour, such as the need for children to support their families financially, the importance of learning practical skills, and the argument that the alternative to child labour may be begging, stealing, or worse.</p>
Use of sentences fully elaborated and concluded	<p>Sentence no. 7: On the other hand, there are arguments in favour of child labour, such as the need for children to support their families financially, the importance of learning practical skills, and the argument that the alternative to child labour may be begging, stealing, or worse.</p>

Activity- 6.3.2

In this exercise, the students will go through the last part of the text titled “Ethical Issues of Child Labour” and learn about more features of formal text.

Instructions:

1. Tell students to go through the last part of the text in groups.
2. Help them to understand the meaning of unknown words using a dictionary.
3. You can recap the previous activity (6.3.1) and discuss some features of formal text.
4. Tell students to go through the text again and identify the features of formal text and complete the following table like the given example. You can explain the example for the students’ better understanding.
5. Walk around the class and monitor their activity. Ensure that all students are participating. Motivate them to solve the task on their own.
6. Tell students to check each other’s copy.
7. Elicit responses from the whole class. Ensure that all understand the responses and finally, provide corrective feedback.
8. **Complete this activity in one class.**

Answer to Activity 6.3.2

Sentences from the text	Features of formal text used
1. However, the mind of a child is always growing and learning new things.	Academic vocabulary (However) is used.
2. They are innocent and very fragile emotionally	Third person (They) is used (no first person)
3. While child labour is often considered a necessary evil in some regions due to poverty and lack of education, it remains a violation of fundamental human rights and ethical principles.	Passive (child labour often considered), objective (impersonal), and complex sentences (while ...) are used
4. In addition, child labour has significant long-term consequences on social, economic, and cultural development.	No generalizations and no cliché are used. Rather, literal and academic vocabularies (in addition, significant, consequence etc.) are used.
5. Prevention of child labour can be achieved through the provision of education, awareness building, and social services to families.	Objectivity (impersonal) and passive (...can be achieved) are used.
6. In addition, businesses and consumers in developed countries must be made aware of the ethical implications of child labour and take steps to avoid products that are made with child labour.	Cohesive device (in addition), academic word choices (consumers, implications etc.), passive (... that are made ...) are used
7. It can only be achieved through a collective effort by governments, non-governmental organizations, businesses, and consumers around the world.	Use of polite comment (recommendation), not emotional

Activity- 6.3.3

Students will go through a text on ‘Formal and Informal Writing’ and solve some questions in groups or pairs.

Instructions:

1. Arrange students in small groups or pairs.
2. Tell some students to explain briefly about what they have learn in activity 6.3.1 and 6.3.2.
3. Tell them to share some features of formal and informal writing from their knowledge that they gained from the last two activities.
4. Tell them to go through the text on ‘Formal and Informal Text’ very carefully.
5. Help them to understand the text by explaining the meaning of some difficult words and expressions. Ensure that all students are participating in the reading activity.
6. Then tell them to compare the features they have discussed with the features and rules described in the text.
7. Ask some students to present what they have learnt from this comparison. They can explain the differences between formal and informal text in that presentation.
8. Then tell students to write down the answers to the given questions in groups or pairs.
9. Help students to understand the questions if necessary.
10. Walk around the classroom and monitor their activity.
11. Once they are done writing the answers, tell them to check each other’s copy. Then, tell groups to share their responses with the class.
12. Complete the activity in two classes.

Activity-6.3.4

In this activity students will do an exercise to learn the use of synonyms.

Instructions:

1. Tell students in groups to write the meaning of all the words given in the table in their copies.
2. They will use dictionary to find out the meaning of the unknown words.
3. Then students will draw the table in their copies and match words of the left column with the correct synonyms given in the right columns.
4. Tell students to check other's copies. Elicit answers from the whole class and give corrective feedback.

5. Complete this activity in one class.

Answers to Activity-6.3.4: 1f, 2i, 3a, 4h, 5b, 6j, 7d, 8c, 9g, 10e

Activity-6.3.5 and 6.3.6

Students will learn practically about the features of informal writing through an exercise.

Instructions:

1. Tell some students to give a recap of what they have learnt about informal writing from activity 6.3.5
2. You can tell them to note down some features of informal text from the recap session.

3. Then tell students to go through the text titled “Khaleque’s Aspiration”. Help them to understand the meaning of the words and sentences in the text if necessary.
4. Then tell them to identify five sentences with features of informal text and write them down in the following table. You can discuss the example given in the table to help them understand the exercise.
5. Implement peer review and also check all the copies of the students to give them corrective feedback.
- 6. Complete the activity in one class.**

Answers of Activity 6.3.6:

Informal sentences	Feature of informal text used
1. My name is Khaleque, and I am twelve years old.	Personal and subjective, i.e. first person is used
2. I haven’t seen my father.	Contraction is used (haven’t)
3. I begin my work at 6 am.	A very short and simple sentence is used
4. But my M.D. likes me very much.	The abbreviation (M.D.) is used
5. Many children like me come to the restaurant with their parents with a view to eating food.	Phrasal verb (with a view to) is used
6. One day we all - me and my brothers and sister wanna go to school.	Casual word (wanna) is used.

Activity-6.3.7

In this activity, students will practically learn the use of informal and formal sentences through an exercise.

Instructions:

1. Tell students to go through the features of formal and informal text that is described in activity 6.3.3.
2. Tell them to have a look at the examples of informal text that they have written in the previous activity.
3. Tell them to go through the following table and rewrite informal sentences into formal sentences.
4. Walk around the class and ensure that all students are participating in the task.
5. Once they finish rewriting, tell each group to present their task in front of the class and explain what they have changed and why they changed.
6. Provide corrective feedback and appreciate students' efforts after each presentation.
- 7. Complete this activity in one class.**

Answers for Activity 6.3.7:

Sl No.	Informal sentence	Formal sentence
1	The movie was really funny; it made me LOL.	The movie was funny; it made me laugh.
2	Mom told me to bite my tongue and not say anything.	Mother told me to be quiet and not make any comments.
3	Hey. You, all right?	Hello, are you all right?
4	Sorry, I have a frog in my throat and I keep coughing.	I am sorry. My throat is irritated, and I am coughing.
5	My dad joked that my mom was over the hill at her last birthday.	My father joked that my mother was getting older at her last birthday.
6	I thought I should write you an e-mail cuz can't figure out this homework and need your help.	I am writing because I am having difficulty with my homework and hope you can help me.
7	I've been working more than an hour and it's still too tough for me.	I have been working on this homework for more than an hour and have found it very difficult.
8	Ok, thanks. Bye.	Okay, thank you. Goodbye.
9	Oh, he's got a heart of gold; he's a good person.	He is a good and honest person.

Finally, SS will demonstrate their ability to produce formal and informal texts considering their intended purposes.

Activity-6.4.1

In this activity, students will learn to use cohesive devices in formal and informal text.

Instructions:

1. Tell students in groups to have a brief recap on the chapter titled “Writing Cohesively.”
2. Tell them to go through the following text titled “Wonders of the Ancient World” individually.
3. Help them to understand the meaning of the text if necessary.
4. Tell them to identify the cohesive devices used in the text in pairs/groups.
5. In the following table, students will write the cohesive devices they identified and write down the purpose of use as done in the given example.
6. Walk around the classroom and monitor students’ activities. Ensure that all students participate in the activity.
7. Implement peer review and check all the copies. Provide corrective feedback and appreciate students’ efforts.

8. Complete the activity in one class.

Activity 6.4.2

In this activity, students will gain further expertise in informal and formal writing by converting an informal text into formal text.

Instructions:

1. Tell students to give a recap on Activity 6.3.5 and Activity 6.3.3.
2. You can divide the classes in two groups and one group can give a recap presentation on Activity 6.3.5 and another group can present on Activity 6.3.3. They will mostly focus on what they have learned from those activities.
3. After each presentation, you will provide corrective feedback and reiterate important lessons from those activities.

4. Then, tell students to rewrite the text given in Activity 6.3.5, which is written in an informal style, into formal style.
5. Walk around the classroom and ensure that all students are participating in the activity.
6. Implement peer review. You should also check their task and provide feedback.
7. Once they are done, ask each group to give a presentation on their writing. They should focus on how they changed the text, which words or phrases they introduced and which ones they removed in the converted text. They can also explain the rules of writing a formal text at the end of their presentation.
8. Provide corrective feedback after each presentation and appreciate students' efforts.
9. Complete the activity in two classes.

Activity-6.4.3

In this activity students will write sentences in informal way describing some illustrations.

Instructions:

1. Arrange students in small groups and numbers.
2. Tell them to go through the ways of writing informal text in the previous activity (activity 6.3.3).
3. Tell them to look at the illustrations carefully.
4. Ask some students to explain what they understood by looking at the illustration.
5. Allocate some time to discuss the illustration with their group members.
6. Tell them to describe the illustrations, which depict friendly, informal settings, by writing two-three informal texts.
7. Monitor their activity and ensure that all students are participating in the activity.

8. Implement peer review and also check their copies.
9. Provide corrective feedback and appreciate students' efforts.

10. Complete the activity in one class.

Activity 6.4.4

Students will prepare a formal presentation applying the rules of formal style of writing

Instructions:

1. Arrange students in small groups or pairs.
2. Tell students to go through the features of formal text given in the box in Activity 6.3.3
3. Students now have to develop a presentation on their learning and academic achievement which they will present before a guest (a renowned social worker.)
4. Provide students with necessary materials such as poster-papers, markers, highlighters, glue, scissors etc.
5. Assign different topics and roles to different groups so that all students can participate in the task.
6. Monitor their activity to make sure that students are rightly applying the rules to write formal text while developing the presentation.
7. Allocate specific time for the presentation.
8. You can facilitate a question-answer session after the presentation.
9. Provide corrective feedback and appreciate students' efforts.

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words



A Hole in the Fence

Competency 1: Ability to paraphrase and summarize a conversation /text.

SS will go through the experience of restating and clarifying the author's/ writer's point of views/ideas in their own words that demonstrates the students' ability to interpret the literal as well as/or the intended meaning from the text.

Learning experience

- SS will be exposed to audio/video clips/reading texts and subsequently will engage into discussions relating to the key issues/writer's point of views, sentence structure, and the purpose of the texts.
- After going through the experience, SS will reflect on their discussion and identify the strategies to restate as well as clarify the speakers'/author's/writers' ideas in their own words.

Competency focus: Use of the right form of verbs and summary writing.

Required classes- 9

In doing so -

Firstly, SS will share their experience of what/how they do/respond in given situations

Activity 7.1.1 and Activity 7.1.2

Activity-7.1.1

Through this activity students will learn to introduce themselves in a particular way.

Instructions:

1. Tell students to go through the personal timeline given in the activity. You can ask students about their prior knowledge about a timeline and you can share your knowledge with the students.
2. Tell all students to develop a personal timeline of their own like the one given in the activity. They can help each other to develop the timeline but make sure that they are not copying the same information from their friends.
3. Tell them to exchange their copies in pairs for peer reviewing. Ask two or three interested students to share their responses with the whole class.
4. Collect the copies and check them at your free time and provide necessary feedback.
5. Appreciate their efforts.
6. **Complete the activity in one class.**

Activity: Let's talk about ourselves in a different way!

By doing this activity, the students will learn how to describe information in sentences. To do this activity the students will follow the instructions given below:

1. Tell students to read the information they have written in their timeline and write a short text using that information.
2. Now, tell them to use appropriate transition words to connect the sentences. Then, they will organize the information and make it a meaningful text.
3. Tell them to follow the given template in the book.
4. Now, tell them to exchange their copies in pairs.

Activity 7.1.2

Through this activity students will learn to respond differently in accordance with a different situation.

1. Arrange students in small groups.
2. Tell students to go through the first timeline and their written introduction that they have written in activity 7.1.1.
3. Tell them to discuss the differences between to introductions with their group members. Monitor the group discussions and ensure that all students are participating in the discussion.
4. Tell them to think about which style of introduction is better.
5. You can ask students from each group for their opinion and tell them so support their opinion with logic.
6. You should also provide corrective feedback after each response.
7. Complete the activity in one class.

Secondly, SS will reflect to analyse the time of actions based on their provided actions/responses and the strategies for rewriting texts

Activity 7.2.1, 7.2.2, and 7.2.3

Through these activities students will reflect on the use of time indicating words like recently, now, last year etc. and how the form of verbs have changed with these time indicating words in sentences.

Instructions:

1. Arrange the students in pairs or small groups.
2. Tell students to go through their personal timeline and their written introduction that they developed in the previous activities.
3. Tell them to go through the following questions and discuss their answers in pairs or with the group members. You can explain the questions if they face any difficulty.
4. Each group can write their answers based on the group discussion. Walk around the classroom to ensure all students are participating in the activity.
5. At the end, ask each group to present their answers.

6. Engage students with the activities 7.2.2 and 7.2.3
7. Then, engage them in peer checking. Elicit answers from the whole class.
8. Provide corrective feedback in their copies and after each presentation.

9. Complete the activity in two classes.

Then, SS will read some texts to analyse the use of tenses and the strategies for summary writing.

Activity 7.3.1

Students will go through a story and learn the right form of verbs.

Instructions:

1. Arrange students in small groups or pairs.
2. Tell them to go through the story in pairs or groups.
3. Tell them to underline the unknown words and time-indicating words.
4. Tell them to find out the meaning of the unknown words using a dictionary.
5. Then tell students to look at the following table and find out the corresponding words from the story.
6. They will write a sentence using the word. Tell each student to find out the words and write a sentence with the word.
7. Make sure that they do not copy the sentence from their peers. Walk around the class and monitor their activity.
8. Implement peer review and at the end, share all the answers with the class.
9. Provide corrective feedback and appreciate students' efforts.
10. Complete the activity in one class.

Activity-7.3.2

In this activity students will learn about the time-indicating words and their influence on the verbs.

Instructions:

1. Tell students to go through the story in activity 7.3.1 again in groups.
2. Tell them to discuss the meaning of the time-indicating words and how these words changed the form of verbs.
3. Walk around the class during group discussion and help them if they face any difficulty.
4. Then tell students to go through the instructions of the activity 7.3.2 and help them to understand the instructions.
5. Tell each student to complete the table according to the instructions.
6. Walk around the classroom and make sure that all students are completing the table in their copies.
7. Practice peer review and then elicit answers from the whole class.
8. Provide corrective feedback and appreciate students' efforts.

9. Complete the activity in one class.

Activity-7.3.3

In this activity, students will learn about gerund, participles and infinitives by reading a simple conversation.

Instructions:

1. Tell students to go through the conversation in groups or pairs.
2. Help students to understand the key concepts by telling them the meaning of unknown words.

3. Walk around the class and make sure that all students are reading the conversation attentively.
4. Allocate specific time for group study.
5. Then tell students to read the following questions and find out answers to the questions from the conversation between Ratri and her brother. Help them to understand the questions as necessary.
6. Tell each student to write down the answers in their copies.
7. Practice peer review and then check all the copies at your free time.
8. Provide corrective feedback and appreciate students' efforts.
- 9. Complete the activity in one or two classes.**

Activity-7.3.4, 7.3.5 and 7.3.6

Through these activities, students will learn the rules of writing a summary and summarise the previous conversation following the rules.

Instructions:

1. Tell students to go through the previous conversation (activity 7.3.5) again in groups or pairs.
2. Then tell them to go through the following note on "Summary Writing." Help them to understand the note by explaining the key concepts as necessary. However, prioritise students' own efforts to read and understand the note on their own.
3. Then tell students in groups to summarise the conversation following the rules of summarising a text.
4. Tell students to highlight where they have used the right form of verbs while summarising the text.
5. Walk around the classroom and ensure that all students are participating in the group activity.
6. Tell each group to share their copy with other groups and practice peer review.

7. Ask the interested groups to share their summary with the whole class and provide corrective feedback.
8. You may give the summary writing activity as homework.
9. Engage them in activity 7.3.6 and elicit answers from the whole class.

10. Complete the activity in one or two classes.

Finally, SS will demonstrate their ability to write texts following a time of action

Activity-7.4.1

Students will summarise the story following the rules of writing a summary.

Instructions:

1. Tell students to read the story “A Hole in the Fence” again.
2. Tell them to write the summary of the story according to the rules they learnt.
3. Tell them to underline the right form of verbs they used while summarising the story.
4. Walk around the class and ensure that all students are involved in the activity.
5. At the end, you can ask each group to present their summary in front of the class.
6. Provide corrective feedback and appreciate students’ efforts.
- 7. Complete the activity in one or two classes or you may give this activity as homework.**

When you will conclude the experience, check students’ learning of the new words. If necessary, help them to understand the word



Life in the Woods

Competency 5: Ability to appreciate the use of stylistics and ornamentation (imagery, simile, metaphor, etc.) in a literary text.

SS will be exposed to different literary texts and subsequently reflect to identify the stylistic devices embedded in those texts and based on which articulate their personal feelings on them.

Learning experience

- SS will analyse various literary texts and reflect to identify the use of the different stylistic devices embedded in the texts.
- SS will further engage in discussion to understand the purpose of the stylistic devices in various literary texts.
- SS will demonstrate their ability to appreciate literary texts by internalising various stylistic devices.

Focus: Metaphor and sonnet.

Required classes: 15 or 16

Firstly, SS will engage in sharing their experiences.

Activity-8.1.1

Students will learn to share their feelings meaningfully about different objects in this activity.

Instructions:

1. Tell students to think about what they feel about the things mentioned in the activity 8.1.1
2. Then tell students to go through the following questions. Explain the questions with the given example if necessary.

3. Tell students to discuss answers to the questions in groups or pairs.
4. Tell each student to write down the answers to the questions in their copies.
5. Tell students to share each other's copy to practise peer review.
6. Invite interested students to share their responses with the class and provide corrective feedback.
- 7. Complete the activity in one class.**

Activity-8.1.2 and 8.1.3

In this activity, students will learn comparing their feelings with others and learn to express subtle feelings in English.

Instructions:

1. Tell students to go through the following text.
2. Tell them to compare the text with the feelings they shared in the previous activity.
3. Tell students to go through the following questions and discuss their answers in group.
4. Tell each student to write down the answers in their copies based on the group discussion.
5. Tell them to match column A with column B based on their knowledge of the text.
6. At the end, ask them to share each other's copy to practice peer-review.
7. Elicit all the responses from the whole class and provide corrective feedback.
8. Complete the activity in one class.

Secondly, they will reflect to identify the ideas of metaphor in their shared experiences.

Activity 8.2.1

In this activity, students will learn to compare one object with another to make sentences more meaningful and readable.

Instructions:

1. Tell students to go through the instructions following the texts (text-1 to text-6) carefully.
2. They are required to identify the comparing object/person and with what/whom it is compared.
3. Tell them to go through the given examples before solving the rest.
4. Help them to understand the texts if necessary.
5. At the end, practice peer review and invite the interested students to share the responses with the whole class.
6. Finally, provide corrective feedback.
- 7. Complete the activity in one class.**

Then, SS will be exposed to some notes on sonnets and metaphors, and subsequently engaged in a discussion to identify and use the metaphors embedded in those texts.

Activity-8.3.1

Students will learn about sonnet and recite a sonnet.

Instructions:

1. Announce that you are going to have a poetry recitation session today.
2. Tell them briefly about the poem they are going to recite.
3. Briefly explain about the poet and sonnet
4. Tell them to go through the short note on ‘Sonnet’ and tell 2 or 3 students to share their understanding with the whole class.
5. Recite the poem two or three times with correct pronunciation for the students.
6. Tell students to recite after you.
7. Then tell students to discuss the meaning of the poetry with the group members.
8. Walk around the class and help them to understand the poem by finding the meaning of the unknown words.
9. Tell each group to present what they like about the poem.
10. Provide corrective feedback and appreciate students’ efforts after each presentation.

11. Complete the activity in one class.

Activity-8.3.2

Here students will learn about the meaning of the new words that they found in the poem.

Instructions:

1. Tell students to identify the new words that they found in the poem.
2. In Activity 8.3.2 a list of new words has been given with meanings and sample sentences using those words.

3. Tell them to write a new sentence in the right blank column using the new words.
4. Tell them to share each other's copy for peer-review.
5. Check all the copies at your free time and give corrective feedback.
- 6. Complete the activity in one class.**

Activity-8.3.3 and 8.3.4

The students will read a simplified version of the poem and understand its meaning better through an exercise.

Instructions:

1. Tell students to go through the simplified version of the poem.
2. Tell them to discuss its meaning with the group members.
3. Allocate specific time for group discussion.
4. Walk around the class and observe whether they are really getting the correct meaning.
5. Ask some students to assess their understanding.
6. Tell students to go through the table in activity 8.3.4
7. Tell them to match the line of the poem with their explanations.
8. Practice peer review after they finish matching the lines.
9. Elicit the responses and provide corrective feedback.

10. Complete the activities in one or two classes.

Activity 8.3.5 and 8.3.6

Students will read a note on metaphor and practically learn how metaphors are used in poetry

Instructions:

1. Tell students to go through the note in groups or pairs.
2. Help them to understand the note by finding the meaning of the unknown words and expressions.
3. Walk around the classroom and make sure that everyone is reading the note attentively.
4. Then, tell students to go through the instructions of the activity 8.3.6
5. Explain the instructions and the first example if necessary to ensure better understanding.
6. Practice peer review after they complete the table.
7. Elicit all the responses and provide corrective feedback.
- 8. Complete the activities in one or two classes.**

Activity-8.3.7 and 8.3.8

Students will read the summary and the central theme of the poem again to strengthen their understanding of the poem. Then, they will do a question-answer activity.

Instructions:

1. Give a brief recap of the activity 8.3.3 and 8.3.4.
2. You can ask some students to volunteer to give the recap so that you can also assess their learning.
3. Then, tell students to go through the text given in activity 8.3.8.
4. Walk around the classroom. Help them to understand the text properly by explaining the key concept and meaning of the unknown words.

5. Then, tell students to discuss the answers to the questions given in activity 8.3.7
6. Walk around the classroom and monitor the group discussion. Help them to stay focused during the group discussion.
7. Tell each student to write down the answers in their copies based on the group discussion.
8. Once they finish writing, practice peer review.
9. Elicit the responses and provide corrective feedback.

10. Complete the activities in one class.

Finally, SS will demonstrate their ability to use various metaphors in articulating their personal feelings.

Activity-8.4.1

Students will read some texts, identify metaphors, comparing-sections and they will also be able to explain why such comparisons are made.

Instructions:

1. Tell students to go through the note on metaphor again.
2. Tell some students to give a recap on activities 8.3.5 and 8.3.6
3. Tell students to go through the instructions of the activity 8.4.1
4. Help them to understand the instructions and explain the first given example if necessary.
5. Tell them to complete the following tables according to the instructions as homework.
6. Check all the copies at your free time and provide corrective feedback.

7. Complete the activities in two classes.

Activity-8.4.2

In this activity, students will list some metaphors that are often used in daily conversation and they will learn to use these metaphors.

Instructions:

1. Tell students to go through the note on metaphor again.
2. Tell them to discuss in groups or pairs what metaphors are used in daily conversation.
3. You can suggest them to think about nature, school, playground and other related spaces and think of metaphors related to these spaces.
4. Explain the table and the activity using the given example.
5. Tell them to make a list of these metaphors and complete the table according to the given instruction at home.
6. Later, arrange a group presentation after they complete the table. Make sure that each group comes up with as many unique metaphors as possible. Thus, the presentations will enrich their collection of metaphors.
7. Provide corrective feedback and appreciate students' efforts after each presentation.
8. **Complete the activities in two sessions.**

Activity 8.4.3

Students will go through a story and learn to write chronologically coherent and complete sentences.

Instructions:

1. Tell students to go through the story in groups or pairs.
2. Help them to understand the story by finding the meaning of unknown words. You can engage students with dictionary to find the meaning of the unknown words.

3. As the story is a Korean folktale, you can share some context using PPT slides/ Poster paper etc. of the story before giving the task.
 4. Based on their reading of the story, tell students match sentences of column A with the sentences of column B. Then tell them to rearrange the sentences in an orderly manner.
 5. Once they finish writing, practice peer review.
 6. Share the answer and ask them to match their answers. Later, provide corrective feedback.
- 7. Complete the activities in one or two classes.**

Activity-8.4.4

In this activity, students will read the story again and answer the given questions to strengthen their understanding.

Instructions:

1. Tell students to go through the story again.
 2. Walk around the class and ask questions to students about different aspects of the story.
 3. Tell them to go through given questions. Help them to understand the questions.
 4. Tell students to discuss the answers to the allocated questions in groups.
 5. Based on their discussion, tell each student to write down the answers in their copies.
 6. Once they finish writing, practice peer review.
 7. Invite 2 or 3 students to share their responses and provide corrective feedback.
- 8. Complete the activities in one class.**

Activity-8.4.5

Students will identify metaphors in the given story and practise using the metaphors.

Instructions:

1. Engage students to give a brief recap on the note on metaphor. You can ask questions to students to assess their knowledge on the previous activities on metaphor.
2. Also engage students to give a brief recap on the activity 8.4.2 where they did a similar type of activity.
3. Then tell students to go through the story again and identify the metaphors.
4. Like the activity 8.4.2, tell students to list the metaphors and complete following table according to the given instruction.
5. Once they complete the table, practice peer review.
6. Invite 2 or 3 students to share their responses and provide corrective feedback.
- 7. Complete the activities in one class.**

Activity 8.4.6

Through this activity, students will prove their comprehension on metaphor by developing a text on metaphor.

Instructions:

1. Arrange students in groups or pairs.
2. Tell students to go through the note on metaphor again.

3. Then tell them to go through the guidelines given in activity 8.4.6
4. Tell them to develop a text on metaphor following the guidelines. Help them to understand the guidelines as necessary.
5. Tell each group to develop the text. Make sure that all students are participating in the group activity.
6. Make sure that each group does not copy from other group's work.
7. Once they complete the text, arrange a group presentation.
8. Make sure that every member of the group presents different parts of the text.
9. Facilitate a question-answer session and provide corrective feedback.
10. Appreciate students' efforts after each presentation.
11. After the presentation, tell students to share each other's copy for peer review.
- 12. Complete the activity in two classes.**

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words



Writing Differently

Competency 3: Ability to explore basic features in different genres of texts.

SS will analyse and reflect on the features of different genre of texts while engaging in exploring the texts, and that demonstrates their ability to produce different genre of texts further.

Learning Experience

- SS will be exposed to different texts and subsequently will be engaged in discussion to reflect on the defining features of different genre of texts.
- Then, SS will further reflect to identify the specific purpose of different genre of texts.
- Finally, SS will demonstrate the use of the features of different genre of texts in accordance with the required purpose.

Focus: Descriptive, narrative and expository texts.

Required : 11

In doing so -

Firstly, SS will be exposed to an illustration and asked to share their reflections on it.

Activity-9.1.1

In this activity, students will look at the picture and describe it in their own words while answering some specific questions.

Instructions:

1. Arrange students in groups or pairs.
2. Tell them to look at the picture and imagine what is going on there.
3. Tell them to read the given questions and discuss the answers with the group members.

4. Tell each student to write down the answer to the questions in their copies according to their group discussion.
5. Walk around the class. Ensure participation of all the students and make sure that they do not copy each other's answer.
6. At the end, practice peer review.
7. Check all the copies and provide corrective feedback.
- 8. Complete the activities in one class.**

Secondly, they will reflect on the nature of their produced texts and subsequently will discuss some related issues.

Activity-9.2.1

Now students will learn to apply themes to a text and learn to distinguish between different types of text.

Instructions:

1. Ask students whether they are familiar with the word “theme.” Ask some questions to assess their prior knowledge about “theme” of a text. You can add to their responses to reinforce or correct their understanding.
2. Then, tell students to go through the text they wrote in the previous activity.
3. Tell them to read the given questions and discuss their answers in groups or pairs.
4. Tell each student to write down the answers to the questions in their copies according to their group discussion.
5. Walk around the class. Ensure participation of all the students and make sure that they do not copy each other's answers.
6. At the end, practice peer review.
7. Elicit the responses and provide corrective feedback.
- 8. Complete the activities in one class.**

Activity-9.2.2

Students will be introduced to three different types of texts and will be able to identify three different types of texts.

Instructions:

1. Tell students to read the text that they wrote in activity 10.1.1 again.
2. Then tell them to go through the instructions of activity 10.2.2
3. You can ask them to explain the characteristics of three different types of text in their own words. You can add to their responses to correct them.
4. Then tell them to do the activity according to the instructions.
5. Walk around the classroom and monitor their activity.
6. At the end, practice peer review.
7. Invite two or three students to share their responses with the whole class and provide corrective feedback.

8. Complete the activities in one class.

Then, SS will read some texts and subsequently engage in activities to internalise the concepts of descriptive, narrative and expository types of texts.

Activity-9.3.1

Students will go through a text on 'Reading Habit' and identify the unknown words and find out their meaning.

Instructions:

1. Ask students some questions about their experience of reading books; whether they read any book except the textbooks, what type of books they love most, why is it important to read books.
2. Encourage students to respond to your questions freely.

3. Then tell students that they are going to read a text on reading habit.
4. Arrange students in groups or pairs for the reading activity.
5. Tell them to go through the text titled “Good Habit of Reading.”
6. Tell them to identify the unknown words and find out their meaning.
7. Then tell them to match the words with their meaning in the following table.
8. At the end, practice peer review.
9. Elicit responses from the whole class and provide corrective feedback.

10. Complete the activities in one class.

Activity-9.3.2

Students will analyse the text to find out answers to some given questions.

Instructions:

1. Arrange students in groups or pairs.
2. Tell them to go through the given questions. You can ask some students to explain the questions in their own words. Provide feedback to their answers.
3. Then tell them to go through the text again and find out answers to the questions in the text. Tell them to discuss the answers in groups or pairs.
4. Tell each student to write down the answers to the given questions.
5. At the end, practice peer review.
6. Check all the copies at your free time and provide corrective feedback.
- 7. Complete the activities in one class.**

Activity-9.3.3

Students will know the features of three types of text in detail and do an exercise to strengthen their understanding.

Instructions:

1. Tell students to have a recap on activity 10.2.1. You can ask students to share what they learned in that activity. Provide corrective feedback as necessary after their response.
2. Then tell students to go through the following texts and discuss the characteristics of these writings with the group members.
3. According to their discussion, tell students to complete the table.
4. Walk around the classroom and ensure that all students are participating in the activity.
5. At the end, practice peer review.
6. Elicit responses from the whole class and provide corrective feedback.
- 7. Complete the activities in one class.**

Activity-9.3.4

Students will go through a note on the characteristics of different types of writing and find answers to some questions from the note.

Instructions:

1. Tell some students to give a brief recap on the activity 10.2.1 and 10.3.3
2. Tell them to go through the questions given below the note.

3. Then, tell them to go through the following note in groups or pairs and find out the answer to the questions in the text.
4. Walk around the classroom and monitor their reading activity
5. Help them to find out the meaning of unknown words to understand the note.
6. Tell each student to write down the answers to the given questions according to the group discussion.
7. Walk around the classroom and make sure that students are not copying answers from each other.
8. At the end, practice peer review.
9. Check all the copies in your free time and provide corrective feedback.

10. Complete the activities in one or two classes.

Finally, SS will demonstrate their ability to produce descriptive, narrative and expository texts in accordance with their purposes

Activity-9.4.1

Students will be introduced to formal and informal ways of writing and will be able to distinguish between formal and informal writing.

Instructions:

1. Ask students about whether they have any prior knowledge about formal and informal text.
2. You can give some random examples of formal and informal text and ask students to distinguish between them. You can tell them to explain their responses.
3. Then, tell students to go through the text titled “Good Habit of Reading” again in activity 10.3.1 in groups or pairs.
4. Tell each student to complete the table as instructed in the activity.

5. Walk around the class and monitor their activity. Make sure that all of them are participating and they are not copying from each other.
6. Ask some students to present their response in front of the class. They will explain why they think the text is a formal or an informal text.
7. At the end, practice peer review.
8. Check all the copies and provide corrective feedback.
- 9. Complete the activities in one class.**

Activity-9.4.2

Students will develop three types of texts and present their texts before the class

Instructions:

1. Arrange students in groups or pairs.
2. Give them a brief recap on activity 10.2.1.
3. Tell students to look at the pictures and choose one to develop a particular type of text describing the pictures.
4. Walk around the class and make sure that all students are participating in the group activity.
5. Make sure that one group is not copying their work from others.
6. After they complete the texts, tell them to present before the class. If possible, provide them with poster papers, where they will write the texts and present them before the class.
7. Facilitate a question-answer session and provide corrective feedback after each group presentation. Appreciate their efforts.
- 8. Complete the activity in two classes.**

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words



Success is Counted Sweetest

Competency 5: Ability to appreciate the use of stylistics and ornamentation (imagery, simile, metaphor, etc.) in a literary text.

SS will be exposed to different literary texts and subsequently reflect to identify the stylistic devices embedded in those texts and based on which articulate their personal feelings on them.

Learning experience

- SS will analyse various literary texts and reflect to identify the use of the different stylistic devices embedded in the texts.
- SS will further engage in discussion to understand the purpose of the stylistic devices in various literary texts.
- SS will demonstrate their ability to appreciate literary texts by internalising various stylistic devices.

Focus: Themes of the poems.

Required class: 17 or 18

In doing so -

Firstly, SS will engage in discussing some illustrations and share their opinions of those.

Activity-10.1.1

In this activity, students will describe some illustrations in groups and will try to understand the meaning of achievement.

Instructions:

1. Tell students to look at the given illustrations and think about what have been depicted there.
2. Tell students to go through the following questions and discuss the answers in groups/pairs.
3. Explain the questions for students if necessary.
4. Tell them to write down the answers in their individual copies based on the group discussion.
5. Tell them to explain what do they mean by the word “achievement” and why do they think that they are achievers.
6. Implement peer review and elicit answers from the whole class.
7. Provide corrective feedback as you feel necessary.

8. Complete the activity in one class.

Secondly, they will reflect on the characteristics and distinctiveness of the achievers.

Activity-10.2.1

In this activity, students will identify different social roles/professions from the illustrations and explain what special qualities make them achievers.

Instructions:

1. Tell students to identify different social roles/professions by carefully looking at the given illustrations.
2. Tell them to discuss in groups/pairs what special qualities make them achievers or successful in their professions or roles.
3. Tell them to describe the activities associated with the role/profession in the following table. In the next column, tell them to write down the special qualities or distinctiveness that make them successful or achievers in their professions/roles.

4. Each group will complete the table within the given time and share their copies with other groups.
5. Tell each group to present the table and explain why do they think the qualities they have noted down are special and make them achievers.
6. Facilitate a question-answer session if possible.
7. Provide corrective feedback and appreciate students' efforts.
- 8. Complete the activity in two classes.**

Activity-10.2.2

Now students will write a passage explaining how they can be achievers like the persons they described in the previous activity.

Instructions:

1. Arrange students in groups or pairs.
2. Tell students to think about what they want to be in the future.
3. Tell them to think about how they could excel in their professions or roles. Tell them to identify the qualities they need to acquire to excel in their roles or professions.
4. Then tell all students to write down how they will develop qualities within themselves to be an achiever in their copies.
5. Tell them to share their copies with each other for peer reviewing.
6. Invite students to share their responses and provide corrective feedback.
- 7. Complete the activity in one class.**

After that, students will read some poetry and engage in activities to internalise the themes of these poetry.

Activity-10.3.1

In this activity, students will go through a poem and reflect on ‘how to be an achiever’.

Instructions:

1. Students will go through the background of the poem and the poem in groups or pairs.
2. Ask students whether they knew about the poet and the poetry before. If yes, tell them to share their previous knowledge with the class.
3. Then tell them to think about what the poet has indicated about being successful in the poem.
4. Ask each group to explain what they have understood in general by going through the poem.
5. Provide corrective feedback as you feel appropriate.
6. Complete the activity in one class.

Activity-10.3.2

Through this activity students will try to have a better understanding of the poem by learning the meaning of the unknown words.

Instructions:

1. Tell students to go through the poem again in small groups or pairs.
2. Tell them to identify the unknown words.
3. Tell students to find out the meaning of the unknown words using a dictionary.
4. Tell all students to draw the given table in their individual copies and write down the meaning of the words in the table.
5. Then, tell students to think about sentences using the unknown words. All students will write down the sentences in their individual copies.
6. Tell students to share each other's copy.

7. Check all the copies in your free time and provide corrective feedback as you feel appropriate.
8. Complete the activity in one class.

Activity-10.3.3

This activity will enable students to comprehend the theme and inner meaning of the poem.

Instructions:

1. Tell students to go through the poem again in groups or pairs.
2. Tell them whether they are familiar with the word 'theme'. If some students know about its meaning, tell them to explain it with example for the rest of the class. If you find that their general understanding of the word is poor, you can explain it with example. But, first let your students try.
3. Then tell students to go through the following passage in groups or pairs.
4. Tell them to discuss what they have understood by going through the passage.
5. Tell them to find out the meaning of unknown words using a dictionary if they find any in the passage.
6. Tell each group to explain what they have understood by reading the passage in their own words in front of the class.
7. Ask questions during their presentation to improve their understanding. Provide feedback on their presentation.
8. Then tell students to fill in the following gaps individually based on their understanding of the passage.
9. Check their copies and provide corrective feedback.
10. Appreciate students' efforts.

11. Complete the activity in two classes.

Activity-10.3.4

In this activity, students will learn to choose the best way to do a project by applying the lesson they learnt from the poem.

Instructions:

1. Arrange students in groups to plan the awareness program on Hygiene.
2. Tell them to go through the instructions carefully.
3. You can help them if they find it difficult to understand the instructions.
4. Tell them to go through the questions given below the instructions.
5. According to the questions, tell students to think about the most feasible way to organise the awareness raising program.
6. Tell them to discuss how they can arrange the program.
7. Tell each group to write down a plan explaining how they will organise the program.
8. Walk around the class; monitor their activity and make sure that all of them are participating in the activity.
9. After they are done with their activity, tell each group to present their plan in front of the class. Tell them to explain how they have chosen the plan and how their lesson from the poem helped them to choose the plan.
10. Provide corrective feedback as you feel necessary.

11. Complete the activity in two classes.

Activity-10.3.5

Through this activity, students will learn to reflect on success and failure in the light of their lesson learnt from the two poems (Activity 10.3.1 and Activity 10.3.5)

Instructions:

1. Tell students to go through the instructions in groups/pairs.
2. As they try to imagine that their plan has failed, you can help them by explaining various reasons why the plan did not work well.
3. Ask students from each group to explain whether they think themselves as achievers or failures?
4. Then, tell students to go through the following poem in groups or pairs. Before going to the poem, you can give a brief introduction to the poet as given in the textbook.
5. Ask students to explain what they have understood by reading the poem in their own words.
6. Provide corrective feedback as you feel necessary.

7. Complete the activity in one class.***Activity-10.3.6***

Through this activity, students will have a better understanding of the poem by knowing the meaning of the unknown words.

Instructions:

1. Tell students to go through the poem again in groups or pairs.
2. Tell them to identify the unknown words and the words/phrases given in the following table.
3. Tell them to find the meaning of these words using a dictionary.
4. Then tell all students to draw the given table in their individual copies and match the words/phrases in Column A with their meanings in Columns B.

5. Tell students to share their copies with their peers.
6. Elicit the responses as well and give corrective feedback.
- 7. Complete the activity in one class.**

Activity-10.3.7

In this activity, students will comprehend the theme and inherent meaning of the poem.

Instructions:

1. Tell students to go through the given text in groups/pairs.
2. Tell them to discuss the message conveyed by the text with their peers.
3. Facilitate their reading by helping them to find out the meaning of the unknown words using a dictionary.
4. Ask some students from each group to explain what they have understood by reading the text in their own words.
5. Then tell all students to draw the given table in their individual copies and match column A with column B according to the given instruction.
6. Then tell students to share each other's copies and practice peer review.
7. Also, invite two or three groups to share their responses check and provide feedback as necessary.
- 8. Complete this activity in one class.**

Finally, students will demonstrate their ability to analyse the literary features.

Activity- 10.4.1

In this activity, the students will learn how to turn failure into success in the light of their lesson learnt from the poem 'Success is Counted Sweetest'.

Instructions:

1. Tell the students to think that the awareness program they have arranged was unsuccessful.
2. Tell them to read the poem again and discuss how they can be achievers from their learning of the poem.
3. Tell them to list the ways they can be achievers after their failure.
4. Finally, tell each group to share their plans for being successful in the light of the poem with the whole class. Ask other groups to offer their feedback.
5. Conclude the session with appreciation and complete this activity in one session.

Activity-10.4.2

Students will go through the poems again and identify the literary features of the poem (stanza, rhyming pattern). Then they will analyse how these literary features make poems more enjoyable.

Instructions:

1. Tell students to go through the two poems in groups or pairs.
2. You can ask them to have a recap on the activities of chapter-1 so that they can remember what they studied on literary features and stylistic devices of poetry.
3. Then tell students to identify rhyming pattern, simile, metaphor, stanzas in the two poems in groups and record their responses in the given table. They have to draw the table in their individual copies and write the responses in their own copies.
4. Tell students to discuss with their peers about why literary features and stylistic devices are important in writing poetry.
5. Walk around the class and monitor their group discussion.

6. Then you can ask randomly selected students (at least one student from each group) to explain different literary features and stylistic devices with examples. (For example; what is simile/metaphor? Give an example from the poem “I wandered lonely as a cloud.”)
7. Provide feedback on their responses.
8. Then ask all students to write a short text explaining how the stylistic devices make the poems enjoyable and help them to connect better with the poem at home. They have to write this short text based on their group discussion.
9. Tell them not to copy-paste each other’s response. Encourage them to be creative and think critically.
10. Later, tell them to share their copies with each other and practise peer review.
11. Ask some students (preferably at least one from each group) to read out the text for the entire class.
12. Provide feedback as you feel necessary.
13. Also, check all the copies in your free time.

14. Complete the activity in two classes.

Activity 10.4.3

In this group activity students will recap their lessons that they learned from the poem ‘Success is Counted Sweetest’. Then they will apply their lesson to write a complete essay on the life of an ‘achiever.’

Instructions:

1. Arrange students in small groups.
2. Tell them to have a brief recap of the activities done in chapter 5 (writing cohesively), chapter 7 (connecting thoughts and ideas) and chapter 4 (paraphrasing and rephrasing). You can dedicate a class just to consolidate the lessons learned from these chapters.

3. Then tell students to act according to the given instructions and give this as an assignment.
4. You can help them to understand the instructions as necessary.
5. While they select achievers, you have to observe what criteria they are applying to select an 'achiever.' They should not select any individual of controversial or questionable reputation. Help students to set criteria for achievers that are universally acceptable.
6. Before engaging students in proof-reading, you can give them a briefing on the techniques of proof-reading.
7. You must ensure that all students are participating in the group activity and in the group presentation. Facilitate a question-answer session after each presentation.
8. Appreciate students' efforts after each presentation.
- 9. Complete the activity in 2 classes.**

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words



The Merchant of Venice

William Shakespeare

Competency 5: Ability to appreciate the use of stylistics and ornamentation (imagery, simile, metaphor, etc.) in a literary text.

SS will be exposed to different literary texts and subsequently reflect to identify the stylistic devices embedded in those texts and based on which articulate their personal feelings on them.

Learning experience

- SS will analyse various literary texts and reflect to identify the use of the different stylistic devices embedded in the texts.
- SS will further engage in discussion to understand the purpose of the stylistic devices in various literary texts.
- SS will demonstrate their ability to appreciate literary texts by internalising various stylistic devices.

Focus: Themes of the play.

Required class: 16

In doing so -

Firstly, SS will talk about the qualities they expect in their friends.

Secondly, they will reflect on the value of friendship.

Then, SS will be exposed to some excerpts from a play and discuss the use of literary as well as stylistic features.

Finally, SS will express their feelings on how they value themes and stylistic features of this play.

Firstly, SS will talk about the qualities they expect in their friends

Activity: 11.1.1

In this activity, the students will solve some riddles and explore the importance of a true friend. For doing this activity, follow the given instructions:

1. Arrange the students in pairs or small groups.
2. Tell the pairs or groups to go through the riddles and solve them.
3. Share the correct responses using PPT slides or poster paper and tell every group to score a star for each correct answer. Later, each group will share their scores with the class.
4. Finally, tell them to share what they love about the activity. Encourage students share their thoughts.
5. **Complete this activity in one session.**

Activity- 11.1.2

Here, the students will ask and answer some questions to have a deep insight about friendship. For doing the activity, follow the given instructions:

1. Ask students to work in pairs or small groups.
2. Tell them to go through the given questions and help them to understand the questions as necessary.
3. Allocate time to discuss and write the answers to the questions.
4. Finally, invite groups to share the responses of specific questions they are asked to answer.
5. Tell other groups to add if they have any ideas.
6. **Complete this activity in one class.**

Activity- 11.1.3

Here, the students will explore the qualities that their friends possess through playing a game. For doing the activity, follow the given instructions:

1. Announce that today they are going to make fun and explore each other's qualities by playing a game.
2. Ask them to go through the instructions carefully and ask two or three students to check their understanding. You may choose an open place like the playground, lobby or any other suitable place to play the game.
3. Choose two or three students to help conduct the game.
4. Monitor that a volunteer is listing all the qualities on the board or a poster paper.
5. Later, invite students to have a look of all the qualities they possess.
6. Appreciate the students for their participation and complete this activity in one class.

Secondly, they will reflect on the value of friendship.

Activity- 11.2.1

Here, the students will explore deeper understanding of friendship and focus on what they can do to maintain a good friendship. For doing the activity, follow the given instructions:

Instructions:

1. Tell the students in pairs or small groups, look at the illustrations given in this activity.
2. Tell them to read the story and decide on the arrangement of the illustrations. Later, elicit the answers from the whole class.

3. Now, tell them to read the questions and discuss the answers to the questions.
4. Tell each group member to write the answers on their own answer sheets and exchange their copies with each other.
5. Finally, elicit some responses from the whole class and give the corrective feedback if necessary.
- 6. Complete this activity in one class.**

Then, SS will be exposed to some excerpts from a play and discuss the use of literary as well as stylistic features.

Activity-11.3.1

Students will get introduced to William Shakespeare's epic play 'The Merchant of Venice' and read its first scene. Before that do the activity on Reflection.

Instructions:

1. Arrange the students in small groups and ask them to reflect on the plays 'King Lear' and 'As You Like It' from grade six and seven. It is better to ask them to read those two plays beforehand to make the class more engaging.
2. Tell them to go through the questions and if necessary, help them to understand the questions and how to organize the answers.
3. Later, elicit answers from randomly selected groups. Give corrective feedback as necessary.
4. Now, briefly introduce students about the plot of 'The Merchant of Venice.' You can explain why this play is considered as one of the most notable works of Shakespeare and why it is important to study this play.
5. Tell students to go through scene 1 of the play and discuss their understanding in groups or pairs.

6. Tell them to identify new words and list them in the given table by adding additional rows and columns.
7. You can ask them to write one sentence using the newly learned words.
- 8. Complete the activity in two class.**

Activity-11.3.2

Students will analyse scene-1 to extract answers to some given questions. This will help students to further improve their understanding of this particular segment of the play.

Instructions:

1. Tell students to go through scene-1 again in groups or pairs.
2. Then ask them to read the given questions and find their answers in scene-1.
3. Encourage students to discuss the answers with their peers.
4. Then tell all students to write down the answers in their individual copies.
5. You should monitor their activities so that they do not copy-paste each other's answers.
6. After writing the answers, tell students to practise peer review.
7. Check their copies and provide corrective feedback.
8. You can discuss the answers to further clarify their understanding at the end of the class.
9. Complete the activity in one class.

Activity-11.3.3

Students will read scene-2 of the play and identify unknown words and find out their meaning to better understand the scene.

Instructions:

1. Tell students to go through scene 2 of the play in groups or pairs.
2. Tell them to identify new words and list them in the given table by adding additional rows and columns.
3. Tell students to think about the role of different characters in the play.
4. You can ask them to write one sentence using the newly learned words.
- 5. Complete the activity in one class.**

Activity-11.3.4

Students will analyse scene-2 to extract answers to some given questions. From this scene, students will try to analyse the role of different characters in the play. This will help students to further improve their understanding of this particular segment of the play.

1. Tell students to go through scene-2 again in groups or pairs.
2. Then ask them to read the given questions and find their answers in scene-2.
3. Encourage students to discuss the answers with their peers.
4. You can ask some students (at least one from each group) to share their opinions about different characters of scene-2 such as Antonio or Portia.
5. Then tell all students to write down the answers in their individual copies.
6. You should monitor their activities so that they do not copy-paste each other's answers.
7. After writing the answers, tell students to practise peer review.
8. Elicit answers and provide corrective feedback.
9. You can discuss the answers to further clarify their understanding at the end of the class.

10. Complete the activity in one class.

Activity-11.3.5

Students will read scene-3 of the play and identify unknown words and find out their meaning to better understand the scene.

Instructions:

1. Tell students to go through scene 3 of the play in groups or pairs.
2. Tell them to identify new words and list them in the given table by adding additional rows and columns.
3. You can ask them to write one sentence using the newly learned words.
4. You can ask some students to summarise scene-3 in their own words in front of the class.

5. Complete the activity in one class.

Activity-13.3.6

Students will analyse scene-3 to extract answers to some given questions. Students will try to analyse the features of two different characters in the play. This will help students to further improve their understanding of this particular segment of the play.

1. Tell students to go through scene-3 again in groups or pairs.
2. Then ask them to read the given questions and find their answers in scene-3.
3. Encourage students to discuss the answers with their peers.
4. You can ask some students (at least one from each group) to share their opinions about the characters Shylock and Antonio.
5. Then tell all students to write down the answers in their individual copies.
6. You should monitor their activities so that they do not copy-paste each other's answers.
7. After writing the answers, tell students to practise peer review.

8. You should also check their copies and provide corrective feedback.
9. You can discuss the answers to further clarify their understanding at the end of the class.

10. Complete the activity in one class.

Activity-11.3.7 to 11.3. 10

Students will read the scenes of the play and identify unknown words and find out their meaning to better understand the scene. They will analyse the conversation and do the activities as instructed at home.

Instructions:

1. Tell students to go through the scenes of the play at home and do the activities as instructed.
2. Tell them to identify new words and list them and find their meanings.
3. Tell them to come up in the class if they have any queries and help them accordingly.
4. Later, elicit the answers from as many students as possible and ensure that they have a good understanding of the dialogues.
5. **Complete these activities in one class.**

Activity-13.3.11

In this activity, students will learn about the importance of tone of voice in literature and day to day conversation.

1. Tell students to think about and discuss different tones of voices they have encountered in the play 'The Merchant of Venice'.
2. Tell them to go through the note in groups and pairs.
3. You can help them to understand the note by explaining the words and concepts students may find difficult to understand.

4. Then tell students to go through the following conversation
 5. You can ask a group of students to re-enact the conversation and other students to note down the tone of voice they are applying during the conversation.
 6. Ask some students to explain the importance of tone of voice in literature and day to day conversation.
- 7. Complete the activity in one class.**

Activity-11.3.12

Students will analyse the play “The Merchant of Venice” to explain its literary and stylistic characteristics.

Instructions:

1. Tell students to go through the entire play in groups and pairs.
 2. While reading the play, they will identify its literary (plot, character, setting, dialogue and scene) and stylistic characteristics (simile, metaphor and allegory) and take notes in their individual copies.
 3. You should walk around the classroom and monitor their activities.
 4. Then tell students to draw the following table and explain the literary characteristics of the play according to the given instructions.
 5. Practice peer review. Also, you must check all the copies to provide corrective feedback.
- 6. Complete the activity in two classes.**

Finally, SS will express their feelings on how they value themes and stylistic features of this play.

Activity-11.4.1

In this activity, students will apply their knowledge of Shakespearean play to develop a play following the given instructions.

Instructions:

1. Tell students to go through the literary and stylistic characteristics of “The Merchant of Venice” again.
2. Tell students to go through the following instructions. Help them to understand the instructions, if they face any issues.
3. If the class size is large, you can divide the students into small groups and tell each group to develop their own play under the common theme that is “Friendship.” In this case, the duration of each play should not be more than 10-15 minutes.
4. You can help them to assign roles so that all students can be involved in the activity.
5. You can arrange a few rehearsal sessions to practise the play.
6. On the final day, you may ask parents/teachers of your students to enjoy the play.
7. Finally, according to the instructions, students will submit an assignment on the literary and stylistic features of the play they developed. The assignment should be done and submitted by all students individually at their own time.
- 8. Complete the activity in three to four classes.**

When you will conclude the experience, check students' learning of the new words. If necessary, help them to understand the words





সামাজিক নিরাপত্তা কর্মসূচি

প্রধানমন্ত্রী শেখ হাসিনার উদ্যোগে হতদরিদ্রদের জন্য ২০০৮-২০০৯ অর্থবছরে ১৩,৮৪৫ কোটি টাকা বাজেট বরাদ্দের মাধ্যমে সামাজিক নিরাপত্তা কর্মসূচি চালু করা হয়। বয়স্ক, বিধবা ও স্বামী পরিত্যক্তা দুস্থ নারী, অসচ্ছল মুক্তিযোদ্ধা, প্রতিবন্ধী ও অক্ষম জনগোষ্ঠীকে সামাজিক নিরাপত্তা কর্মসূচির আওতায় মাসিক ভাতা প্রদান করা হচ্ছে।

Academic year 2024

Class Eight

Teachers' Guide

ENGLISH



শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে
— মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

Necessity is the mother of invention

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

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



Ministry of Education

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