

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

English

Teachers' Guide

Class VII

(EXPERIMENTAL VERSION)

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Preface

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

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

Standing on the verge of these challenges and possibilities, implementation of sustainable and effective solutions is required for the transformation of our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, capability to adapt, humanity and patriotism. Amidst all these, Bangladesh has graduated into a developing nation from the underdeveloped periphery and is continuously trying to achieve the desired goals in order 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 NCTB during the year 2017 to 2019 to analyze the current situation of education and assess learning needs. Based on the results of these research studies and technical exercises, a continuous competency-based curriculum from pre-primary to class 12th has been developed to create a competent generation to survive in the new world conditions.

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

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

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

Professor Md. Farhadul Islam
Chairman
National Curriculum and Textbook Board



English

Teachers' Guide



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Introduction

Dear colleagues,

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

প্রিয় সহকর্মীবৃন্দ,

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

About this English curriculum -

- This English curriculum is based on the National Curriculum Framework 2020
- It is competency-based
- The pedagogical approach for this newly designed curriculum is built on the theory of experiential learning
- It focuses on assessing the process of learning
- It promotes local values as well as cultural diversity
- It questions stereotypes of the society
- It promotes low-cost teaching-learning materials
- It facilitates learners' autonomy and independent learning

এই ইংরেজি শিক্ষাক্রম সম্পর্কিত কিছু তথ্যঃ

- এই ইংরেজি শিক্ষাক্রমটি জাতীয় শিক্ষাক্রম রূপরেখা ২০২০ এর উপর ভিত্তি করে প্রণীত।
- এটি যোগ্যতাভিত্তিক।
- এই নতুন শিক্ষাক্রমের দর্শন এবং ভাবনা অভিজ্ঞতাভিত্তিক শিক্ষা মতবাদের উপর প্রতিষ্ঠিত।
- শিক্ষার্থীরা কীভাবে শিখে তার উপর এই শিক্ষাক্রমটি বিশেষভাবে আলোকপাত করে।
- এটি দেশজ মূল্যবোধ এবং সাংস্কৃতিক বৈচিত্র্যকে বরণ করেছে।
- এটি গৎবঁধা ভাবনা ও সংস্কারকে প্রশ্ন করতে শেখায়।
- এটি সহজলভ্য শিক্ষা উপকরণের ব্যবহারকে উৎসাহিত করে।
- এটি শিক্ষার্থীকে স্বতন্ত্রতা দেয় এবং স্বাধীনভাবে শিখতে সহায়তা করে।

About this teacher's guide –

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

এই শিক্ষক সহায়িকা সম্পর্কিত তথ্যঃ

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

English curriculum at a glance

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

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

এক নজরে ইংরেজি শিক্ষাক্রমঃ

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

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

The focus of the competency	Unpacking the competency
Strategies to minimise communication failure	Competency 1: Ability to repair communication breakdown relating to the contexts
	<ul style="list-style-type: none"> ➤ Ability to use different strategic competencies in communication ➤ Ability to communicate using verbal and non-verbal clues ➤ Ability to communicate in formal and informal situations
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ➤ features of interaction (e.g., turn-taking, verbal and non-verbal clues, politeness) ➤ Reading sub-skills ➤ Organizational features of different genres in writing ➤ Contextually appropriate words and expressions (considering time, place, and types of participants) ➤ features of formal and informal communications
	Required skills: 4 language skills and alternative communication skills
	Embedded values and attitude: Politeness, democratic attitude, local values, acceptance of diversity
	Interdisciplinary: Aligned with the 1st competency of Bangla and 5th of Wellbeing

	<p>Competency 2: Ability to recognise and transform different sentence structures</p>
<p>Transformation of sentence structures</p>	<ul style="list-style-type: none"> ➤ Ability to analyse linguistic features of a text ➤ Ability to analyse the purpose of the text and the target audience ➤ Ability to change the verbs in a sentence according to the time of the incidents/facts/ actions ➤ Ability to transform speech from direct to indirect or vice versa ➤ Ability to transform the sentences from active to the passive mode or vice versa
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ➤ linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, formation of words, etc) ➤ purpose of the text ➤ target audience ➤ stated grammar items (referring to grade-wise grammar progression)
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: analytical sense</p>
	<p>Interdisciplinary: Aligned with the 1st competency of Bangla and 5th of Wellbeing</p>

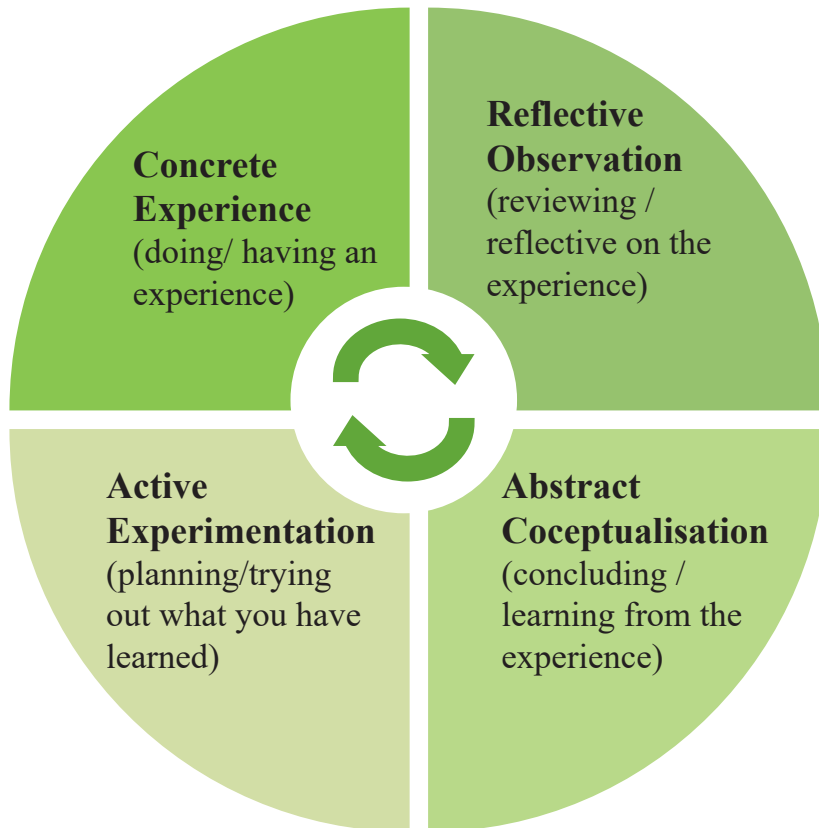
	<p>Competency 3: Ability to practice democratic norms in accordance with relevant social practices</p>
<p>Maintaining a democratic atmosphere in communication</p>	<ul style="list-style-type: none"> ➤ Ability to understand the values of democratic practice required in a particular socio-cultural context ➤ Ability to use culturally appropriate and socially acceptable norms, gestures/expressions in conversation ➤ Ability to maintain democratic practice during a conversation required in a particular socio-cultural context
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ➤ local values ➤ intercultural communicative competence ➤ democratic norms/values ➤ democratic attitude (such as being polite, inviting, and constructive) ➤ inappropriate/rude attitude (such as submissive, authoritative, dominating, etc.)
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: democratic practice, culturally accepted local values, critical thinking, analytical sense, learners' empowerment</p>

	<p>Competency 4: Ability to connect emotionally with a literary text and express personal feelings on it</p>
<p>Articulation of feelings and preferences</p>	<ul style="list-style-type: none"> ➤ Ability to relate real-life experience (where relevant) with the theme/content of literary texts ➤ Ability to express personal thoughts/feelings and preferences of the literary texts ➤ Ability to internalise literary texts (e.g., story, poetry, play, comic strips, etc) ➤ Ability to analyse content as well as literary features of a text ➤ Ability to analyse the plot, setting, character, theme, etc of a literary text
	<p>Required Knowledge:</p> <ul style="list-style-type: none"> ➤ features of different types of literary texts (e.g., story, poetry, short play, comic strips, etc) ➤ reviewing literary texts ➤ reading subskills ➤ writing subskills
	<p>Required skills: 4 language skills and alternative communication skills</p>
	<p>Embedded values and attitude: a sense of aesthetics, critical thinking, creative thinking, analytical sense, articulative</p>
	<p>Interdisciplinary: Aligned with the 1st competency of Bangla and 5th of Wellbeing</p>

Pedagogical approach

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

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



EXPERIENTIAL LEARNING CYCLE

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

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

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

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

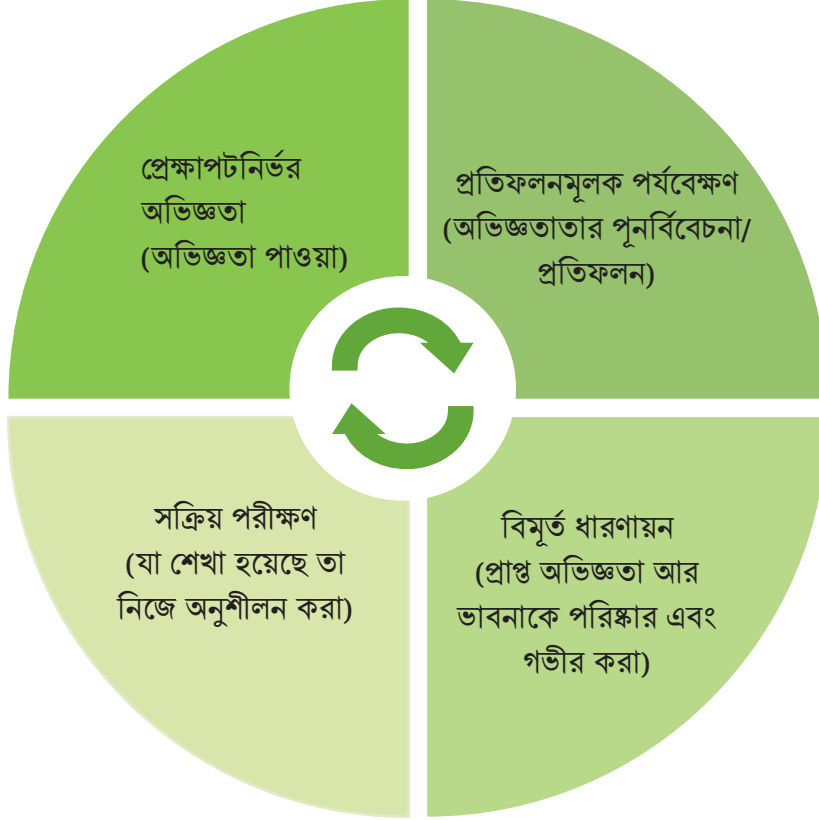
In the active experimentation phase, we would assume that students will continue to practice in real life what they have learned in this process to achieve the particular competency.

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

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

পড়ানোর প্রক্রিয়া:

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



অভিজ্ঞতাভিত্তিক শিক্ষা পদ্ধতির চক্র

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

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

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

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

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

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

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

Assessment process

This English curriculum primarily focuses on the assessment of learning and assessment as learning.

Assessment of learning refers to what students can know and do at a specific point in time. In other words, some assessment tools need to be used to assess the overall learning process of the students that constitutes their knowledge of a particular theory/entity/process and/or skills of critical thinking/creative thinking/problem solving along with four language skills; and values such as democratic attitude in communication. Assessment as learning refers to students' active engagement in assessing their learning. When students will be able to assess and monitor their learning through peer checking that will give them a sense of ownership of their learning.

To meet the curriculum objectives emphasis is given to formative assessment (60%). In doing so, apart from grammar correction and reading assessment checklists a number of rubrics (e.g., to assess oral communication ability; to assess democratic norms) and an observation grid (e.g., to assess the ability to recognize the features of contextually appropriate words and expressions; to assess the analytical competence) are to be used both by teachers and students throughout the year.

All the checklists and rubrics are included in the annexure.

The detailed curriculum of Grade VII

Total contact hours: 126

Grade-wise detailed curriculum				
Subject	English	Total contact hour: 126		
Grade	VII	Assessment: Formative 60%		Summative 40%
Grade wise competence statement	Ability to transform sentence structure and repair communication breakdown, to embed democratic norms with relevant social practices and to create emotional corrections with literary texts.			
Grade-wise competency	Descriptor	Learning experience and facilitation strategies	Assessment strategy	Guidelines for teaching-Learning materials
Ability to repair communication breakdown relating to the contexts		<p><i>SS will be exposed to authentic/ simulated instances of varied communication failure (in form of oral and written) which will enable them to strategize minimizing and repairing communication breakdown.</i></p> <p>Learning experience</p> <ul style="list-style-type: none"> ➤ To enquire about a real-life/ contemporary issue, SS will engage in discussion with speakers of different abilities (e.g., upper or lower-grade students, teachers, etc.) and explore resource materials (e.g., books, newspapers, etc.). ➤ After going through the experience, SS will reflect on their discussion/ communication and identify the strategies they used to interpret/ express to minimize and repair communication breakdown. ➤ To convey their ideas on the particular topic to the teacher and fellow SS, they use the abovementioned strategies to engage in further communication. <p>This experience will contribute to achieving one other competency:</p> <ul style="list-style-type: none"> ➤ Ability to practice democratic norms by relevant social practices 	<ul style="list-style-type: none"> ➤ Reading test ➤ Rubrics to assess student engagement ➤ Rubrics to assess oral communication ability ➤ Rubrics to assess democratic norms ➤ Peer assessment, self-assessment, and teacher assessment 	<ul style="list-style-type: none"> ■ Teachers' guide ■ Student's guide ■ Relevant resource materials (e.g. books, newspapers, video materials, etc.) ■ Assessment tools, i.e., rubrics, reading test

<p>Ability to recognize and transform different sentence structures</p>	<p><i>SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.</i></p> <p>Learning experience</p> <ul style="list-style-type: none"> ➤ SS will be exposed to authentic text (which can be both literary and informative) and identify the patterns in different sentence structures. ➤ SS will analyse linguistic rules related to the different sentence structures, and associate those with the sentences they identified from the given texts. ➤ Then again, SS will also analyse the text to identify the purpose and meaning of the particular sentences. ➤ After conceptualization, SS will transform the sentence structures with their learning of the intent and purpose to transform. 	<ul style="list-style-type: none"> ➤ Reading to assess the ability to identify the sentence structures ➤ Writing test ➤ Grammar activity ➤ Rubrics to assess student engagement ➤ Peer assessment, self-assessment, and teacher assessment 	<ul style="list-style-type: none"> ■ Teacher guide ■ Students' guide ■ Authentic texts (both literary and informative; e.g. Newspaper, story, etc.) ■ Resource material consisting of linguistic rules ■ Assessment tools, i.e., rubrics, writing test, reading test
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<p>Ability to practice democratic norms in accordance with relevant social practices</p>	<p>SS will engage in oral and written communication following due linguistic convention regarding the norms of democratic way of interactions involving socio-linguistics strategies.</p>	<p><i>SS will experience, reflect on, maintain and use basic democratic norms and social practices while engaged in simple oral and written communication.</i></p> <p>Learning Experience:</p> <ul style="list-style-type: none"> ➤ SS will engage in a variety of short and simple conversations on familiar topics with people of different age groups, and different social relations. ➤ Reflecting on their experience, they will identify the appropriate verbal and non-verbal features of communication to practice democratic norms (e.g., listening to others, respecting others' views, tolerance, acceptance, equal justice, reflection, fairness and inclusiveness) and associate them with relevant social practices. ➤ In further communication, SS will use the abovementioned features to practice democratic norms in changing contexts within the same social structure. 	<ul style="list-style-type: none"> ➤ Rubrics to assess democratic norms ➤ Rubrics to assess student engagement ➤ Observation checklist/rubrics to assess oral communication ability ➤ Peer assessment, self-assessment, and teacher assessment 	<ul style="list-style-type: none"> ■ Teacher guide ■ Students' guide ■ Relevant resource materials (e.g. books, newspapers, video materials, etc.) ■ Assessment tools, i.e., rubrics, observation checklist, reading test
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<p>Ability to connect emotionally with a literary text and express personal feelings on it</p>	<p><i>SS will be exposed to different literary texts, share their preferences, and articulate their personal feelings based on the emotional connections that have developed with the characters, plot and settings.</i></p> <p>Learning Experiences:</p> <ul style="list-style-type: none"> ➤ SS will read/listen to different literary texts (stories/ poems/ play/historical facts), comprehend them and reflect on the various literary texts to analyse character, plot and settings with a view to relating the storyline with their own context ➤ SS will express their personal preferences (likes/ dislikes) on the plot, settings and characters and finally gain further insight from it. ➤ SS will produce similar literary texts reflecting the elements of storytelling. ➤ SS will share their personal reflection in groups and draw connections with the aspects reflected in other members' texts. <p>This experience will contribute to achieving one other competency:</p> <ul style="list-style-type: none"> ➤ Ability to repair communication breakdown relating to the contexts ➤ Ability to practice democratic norms in accordance with relevant social practices 	<ul style="list-style-type: none"> ➤ Reading test ➤ Writing test and rubrics to assess the ability to produce literary text (elements of storytelling) ➤ Rubrics to assess oral communication ability ➤ Rubrics to assess democratic practice ➤ Grammar correction checklist ➤ Peer assessment, self-assessment, and teacher assessment 	<ul style="list-style-type: none"> ■ Different literary texts including stories, poems, plays, historical documents etc. ■ Teacher guide ■ Students' guide ■ Assessment tools, i.e., rubrics, grammar correction checklist, writing test, reading test
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The focus of this unit is on

Competency 3: Ability to practice democratic norms in accordance with relevant social practices.

Therefore, in this unit

SS will experience, reflect on, maintain and use basic democratic norms and social practices while engaged in simple oral and written communication.



A Dream School

Experience (7.5 hours):

Firstly, SS will take part in a questionnaire survey.

Then, they will be exposed to a story (a narrative of a student containing his/her school experience in an ideal environment/scenario).

After that, they will be engaged in identifying problems of their school in comparison to the story's stated facts and discuss.

Finally, they will write a text about their dream school.

In doing so –

Firstly, SS will take part in a questionnaire survey on the school environment.

Instructions: (i) Before starting the activities, the Teacher can ask SS some questions, e.g.

a) Do you like your school? Why?

b) What do you have in your school?

(ii) Now, engage SS to look at the illustration referring to activity **1.1**. Then, ask SS to make a list of what they love about that school in groups/pairs. (iii) Then, engage SS in activity **1.2**. (iv) Make sure all the students complete the writing. Elicit responses from the whole class. (v) Complete the activities in 1 hour.

Secondly, SS will be exposed to a conversation between Faria and Raihan.

Instructions: (i) Engage 2 students to read and act out the conversation referring to activity **1.3**. One of the SS will be Faria and the other will be Raihan. The rest of the SS will listen. (ii) Ask SS to find unknown words and elicit the meaning. The teacher will help if necessary. (iii) Ask SS to read the conversation again and match the table referring to **1.4** and engage in peer checking. (iv) Complete the activities in One and a half hours.

Answer key to activity 1.4

Words/Phrases	Meanings
1. Calmness	Peacefulness
2. In front of	Before
3. Mine	My own
4. Huge	Very big/large
5. Muddy	Soiled
6. Multi-storied	Having more than two floors/levels .
7. Vehicles	A motor car/bus/truck (that is used for transporting people or goods from one place to another)
8. Nest	Bird's house
9. Nearby	Close
10. Vacation	Holiday

(v) Engage SS in activity **1.5** in groups/pairs. Give them sufficient time to complete the activity and conduct peer checking when finished. (vi) **Use rubrics to assess student engagement.** (vii) Ts will share answers with SS. (viii) Complete the task in 1 hour.

Answer key to activity 1.5

Similarities		Dissimilarities	
Raihan's School	Faria's School	Raihan's School	Faria's School
1. A small pond	A large body of water/'Dighi'	1. Noisy	Calmness
2. A tiny garden	A big garden	2. Risky and busy roads	Muddy Roads
3. Huge library	Small library	3. No tree	Lots of trees
4. Small Playground	Big Playground	4. Multi-storied school building	Two-storied school building

After that, students will be engaged in identifying problems of their school in comparison to the story's stated facts.

Instructions: (i) Engage SS in activity 1.6 groups. (ii) Use the writing of activity 1.5 to discuss and write down a list of similarities and dissimilarities between their schools with that of Faria and Raihan. (iii) Ts will monitor and help. When done, every group will present what they wrote in their copies. (iv) Now engage SS in activity 1.7 in groups. (v) Encourage all the SS to take part when they will discuss the following things.

- a) The good things in your school.
- b) What you need in your school.
- c) What should be improved or removed from your school to make your school a dream school?

(vi) Give them sufficient time to complete the task and **use a rubric to assess the democratic practice.** (vii) When done, every group will exchange copies with each other and present what they wrote on their copies. (viii) Complete the task in 2 hours.

Finally, SS will produce a text on their dream school.

Instructions: (i) Engage SS to read the bubbles, referring to activity 1.8. (ii) Then, encourage SS to discuss in groups before writing about their dream school. (iii) Ask SS to draw pictures of their dream school and stick the drawings on the wall. Ts will monitor and help. (iv) Complete the task in 2 hours.

Ask SS to invite their friends/other SS from other classes during the tiffin period to see their drawings.

The focus of this unit is on

Competency 2: Ability to recognize and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.



Playing With the Words

Experience (6.5 hours):

- **Firstly**, SS will engage in developing a vocabulary list following some clues.
- **Secondly**, SS will reflect to identify the root words and the positions of prefixes and suffixes.
- **Then**, SS will engage in identifying the required features of prefixes and suffixes and their appropriate uses from the text.
- **Finally**, SS will demonstrate the appropriate use of prefixes and suffixes in the given situations.

In doing so -

Firstly, SS will engage in developing a vocabulary list following some clues.

Instruction: (i) Engage SS in activity **2.1** in groups/pairs. (ii) Elicit answers from the whole class (iii) Now engage SS in activity **2.2** in pairs (iv) Give sufficient time to read and discuss (v) Further explain the note with relevant examples. Focus on the characteristics of suffixes, prefixes and base/root (vi) Let SS do the table and then do peer checking (vii) Complete the tasks in 1 hour.

Answer key to activity 2.1

- a. Do you like or dislike cricket? Ans: I like cricket because it is very thrilling.
- b. Are the players spirited or spiritless? Ans: The players are spirited as they are enjoying.
- c. Are the two teams friendly or unfriendly? Ans: Yes, they are friendly.
- d. Are the audience happy or unhappy? Ans: Yes, they are happy.
- e. Are they supportive or unsupportive? Ans: They are supportive.
- f. Are the seats comfortable or uncomfortable? Ans: Not so uncomfortable.
- g. Do you agree or disagree that playing cricket helps make friends? If yes, how? Ans: I agree.

Answer key to activity 2.2

Word	Prefix	Root or root word	Suffix
Dislike	Dis	Like	No suffix
Spiritless	No prefix	Spirit	less
Unfriendly	Un	friend	ly
Unhappy	Un	happy	No suffix
Unsupportive	Un	support	ive
Uncomfortable	Un	comfort	able
Disagree	Dis	agree	No suffix

Secondly, SS will reflect to identify the root words and the positions of prefixes and suffixes.

Instruction: (i) Engage SS in activity 2.3 in pairs and give sufficient time to read and discuss. (ii) Help with the unknown words and do peer checking when they complete the task. (iii) Now, engage SS in activity 2.4. (iv) Monitor and elicit answers from the whole class (v) Complete the tasks in one hour and 30 minutes.

Answer key to activity 2.3

Prefix	Root words	Suffix	Word
	enjoy	ing	Enjoying
	watch	ing	Watching
	perform	ance	performance
	play	er	Player
	win	dow	window
	near	ing	nearing
	proud	Ly	Proudly
wel	come		Welcome
	happy	Ly	Happily
	test	ing	Testing

Activity 2.4: More to read!Answer key to activity 2.4

A.

Prefix	Meaning	Example word	Your words	Your sentences
Re	doing again	Restart	recharge, rehearse	1. Mom needs to <i>recharge</i> her mobile phone. 2. I will definitely <i>rehearse</i> my role as many times as possible.
Pre	before/earlier	Preorder	Prepare, preview	1. I prepared for the examination. 2. Let's see the preview of the movie and then decide to watch it.
En	in/ within	Enlist	Enclose, engender	1. Please enclose the file in the envelope. 2. Air pollution engenders the lives of birds.

Un, Dis, Non, Ir, Il, In/ Im	The opposite of something or someone	Dishonour	Improper, Irregular	<p>1. Your behavior was improper.</p> <p>2. He is very irregular.</p>
Anti	against/ the opposite of someone or something	Antibody	Antisocial, anticlimax	<p>1. Try not be an antisocial.</p> <p>2. We planned a good holiday but the rain ruined it. What an anticlimax!!</p>
Mis	incorrect/ wrong	Misspell	Miscalculate, mistake	<p>1. I miscalculated the outcome.</p> <p>2. I made a mistake.</p>
Non	not/no/none	Nonstop	Nonsense, Nonprofit	<p>1. What you are saying is nonsense.</p> <p>2. School is a nonprofit organization.</p>
Uni	one	Uniform	Unique, unify	<p>1. Her approach is unique like we expected.</p> <p>2. Common interests unify us all.</p>
Co	together/with	Cooperate	Coordinate, Coincide	<p>1. He coordinated the whole thing.</p> <p>2. Our birthdays coincide.</p>
Sub	under	Subject	Subway, submarine	<p>1. Have you ever travelled in a subway?</p> <p>2. I have never seen a submarine in real life.</p>

B.

Suffix	Meaning	Example word	Your words	Your sentences
Able	The adjective form of the word	achievable	comfortable capable	1. The seat is very <i>comfortable</i> . 2. I am <i>capable</i> of leading my study.
ion, tion, ation	condition/ result/ process	situation	Action, Realization	1. Every action has a reaction in some way. 2. After the realization of his wrongdoing, he apologized to the class.
ive	The adjective form of the word	active	Constructive, communicative	1. Try to do something constructive and meaningful. 2. We need to learn communicative English.
al, ial	The adjective form of the word	cordial	Approval, influential	1. I am waiting for your approval. 2. My mother is very influential in my decision-making.
y	The adjective form of the word	lucky	Sleepy, tricky	1. She is looking sleepy. 2. It is a tricky question.
ly	The adverb form of the word	quickly	politely, confidently	1. Speak politely. 2. Present/write your thoughts confidently.

Ness	state/ condition	politeness	Brightness, calmness	1. The brightness of the full moon is beautiful. 2. I always love the calmness of the starry night.
Ous	possessing a quality	virtuous	Courageous, vigorous	1. Her courageous move added more glory to our nation. 2. His vigorous effort resulted in his success.
Ful	Full of	careful	Beautiful, careful	1. Full moon is always beautiful watch. 2. Be careful when you cross the road.
Ing	making continuous tense	writing	Listening, speaking	1. I am listening to music. 2. Look, who is speaking!!

Then, SS will engage in identifying the required features of prefixes and suffixes and their appropriate uses from the text.

Instruction: (i) Engage SS in activity **2.5**. (ii) Do peer checking and elicit answers from the whole class. (iii) Now, engage SS in activity **2.6** in groups (iv) Show SS how to use the ‘Affixation Tree’ by using it yourself. Make a word using the tree and tell SS to follow the process. (v) Monitor and help further if needed (vi) **Use a grammar correction checklist to assess the writing.** (v) Then, engage SS in activity **2.7** in pairs. Monitor the Q&A session and identify the highest scorer (vi) Engage SS in activity **2.8** (vii) Elicit answers from the whole class (viii) Complete the tasks in 2 hours.

Answer key to activity 2.5

- a) new
- b) group
- c) added
- d) prefixes
- e) end
- f) suffixes
- g) meaning
- h) opposite

Answer key to activity 2.8

Column A (Words)	Column B (Antonyms)
Accept	Refuse
Alive	Dead
Advantage	Disadvantage
Deep	Shallow
Easy	Difficult
Divide	Unite
Add	Subtract
Brave	Coward
Complex	Simple
Destroy	Create
Full	Empty
Huge	Tiny

Finally, SS will demonstrate the appropriate use of prefixes and suffixes in the given situations.

Instruction: (i) Engage SS in activity **2.9** in pairs. (ii) Monitor and elicit answers from the whole class. (iii) Engage SS in activity **2.10** (iv) Assist SS to make posters (v) Inspect the posters and give feedback (vi) Give the best poster maker a prize to foster healthy competition (vii) Complete the tasks in 2 hours.

Answer key to activity 2.9

Word	Prefix	Antonym
1. Happy	Un	Unhappy
2. Pleased	Dis	Displeased
3. Connected	Dis	Disconnected
4. Plucked	Un	unplucked
5. Appear	Dis	Disappear
6. Fair	Un	Unfair
7. Obey	Dis	Disobey
8. Responsible	Ir	Irresponsible
9. Regard	Dis	Disregard

The focus of this unit is on

Competency 4: Ability to connect emotionally with a literary text and express personal feelings about it.

Therefore, in this unit

SS will be exposed to different literary texts, share their preferences, and articulate their personal feelings based on the emotional connections that have developed with the characters, plot and settings.



If

Experience (5 hours):

Firstly, students will share their difficult experiences among themselves.

Secondly, they will read the poem and reflect to discuss the themes/ideas of that poem.

Then, they will be exposed to some literary features of the poem.

Finally, they will demonstrate their understanding of the associated key themes as well as the literary features of the poems.

In doing so –

Firstly, students will share their difficult experiences among themselves.

Instructions: (i) Before engaging in activity **3.1**, ask SS if they had ever faced any difficult situation and how they felt that time and how they did overcome the situation. Ts may share such stories of their own. (ii) Ask Ss to read the text referring to activity **3.1**. Ask SS to mark unknown words and elicit the meaning of the words from the SS. Help if needed. (iii) Referring to activity **3.2**, engage SS to share their difficult situation using the table as individual work. Then, SS will exchange their copies and write their feelings on their peer's stories. The teacher will monitor and give feedback. (iv) Complete the tasks in 1 hour.

Secondly, they will read the poem and reflect to discuss the themes/ideas of that poem.

Instructions: (i) Engage SS to recite the poem and others to hear and mark unknown words referring to activity **3.3**. (ii) Now, engage SS in a group discussion on the features of the poem. (iii) Engage SS to read the poem again referring to activity **3.4**. Ask Ss to match the words with meaning and make sentences using the words given in the table. (iv) Do peer checking and elicit answers from the whole class. (v) Now engage SS in activity **3.5** in pairs. (vi) Share the answers with the class. (vii) Complete the tasks in 1 and half hours.

Answer key to activity 3.4

a+4 = Your room looks very untidy when you lay your clothes in a heap on the floor.

b+3 = He took the risk to save the kitten from the burning house.

c+9 = I have no idea about the pitch-and-toss game.

d+1 = Read the poem again from the beginning.

e+8 = Don't breathe a word to anyone about your friend's secrete.

f+7 = You can feel pain in the sinew after a heavy exercise.

g+5 = My uncle serves in the Army.

h+2 = Everyone seems happy except me.

i+6 = This is my will that I want to travel the whole world.

Answer key to activity 3.5

i. If;

ii. poet;

iii. start again a new beginning;

iv. your failures;

v. hold on to the will to do something well;

vi. stanza and rhyming;

vii. loss;

viii. one;

Then, they will be exposed to some literary features of the poem.

Instructions: (i) Ask SS to read the note referring to **3.6** and explain the central theme of the poems. (ii) Then, engage SS in groups to identify the central theme of the poem and write it down. (iii) Then, engage SS to read the poem again and fill in the gaps referring to activity **3.6**. Ask SS to share their copies with the other groups. (iv) Monitor the discussion and help if required. (v) Complete the tasks in 1 hour.

Finally, they will demonstrate their understanding of the associated key themes as well as the literary features of the poems.

Instructions: (i) Engage SS in activity **3.7** in pairs. (ii) Check the unknown words and try to elicit meanings from the SS. Then, elicit the broader meaning of the poems. Ts will guide Ss to understand the poems. (iii) Ts will divide the class into 4/8 groups. Half of the groups will work on **My Books** and the rest of the groups will work on **Be the Best of Whatever You Are**. Each of the groups will be engaged in a group discussion on their topic and identify the central theme. **Use a rubric to assess student engagement.** Then, from each of the groups, 1 or 2 members give presentations on the central ideas of those two poems. Ts will monitor group work and give feedback after every presentation. (iv) Complete the tasks in 1 and half hours.

The focus of this unit is on

Competency 2: Ability to recognize and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another about the purpose.



The Frog and the Ox

Experience (5 hours 45 minutes):

Firstly, students will reflect to discuss the interrelations between adjectives and nouns/pronouns.

Secondly, they will engage in reading a story to identify the different types of adjectives and their purposes in the sentences.

After that, they will be exposed to the concepts of degrees of adjectives.

Finally, they will demonstrate the appropriate use of degrees of adjectives for their purposes.

In doing so -

Firstly, students will reflect to discuss the interrelations between adjectives and nouns/pronouns.

Instruction: (i) Engage SS in activity **4.1** in groups. (ii) Give sufficient time to discuss and give clues if required. (iii) Now, engage SS in activity **4.2** in pairs and give clues if required (iv) Complete the tasks in 45 minutes.

Answer key to 4.2

- a) Which parts of speech are the underlined words? **Ans: Underlined words are adjectives.**
- b) What are the positions of these words in the sentences? **Ans: These words are positioned mostly before and after the noun, and sometimes they follow verbs.**
- c) What are the functions of these words? What do they do in the sentences? **Ans: These words modify a noun. They provide more information and details about a noun.**

Secondly, they will engage in reading a story to identify the different types of adjectives and their purposes in the sentences.

Instruction: (i) Engage SS in activity 4.3 in pairs (ii) Give sufficient time to read and discuss (iii) Elicit answers from the whole class (iv) Engage SS in activity 4.4 in pairs and do peer checking. (v) Engage SS in activity 4.5. Give clues to help SS identify an adjective that usually sits near a noun or pronoun (vi) Elicit answers from the whole class (vii) Complete the tasks in 1 hour and 30 minutes.

Answer key to 4.3

Column A (word)	Column B (meaning)
Creature	Any living thing, esp. an animal
Puffed	To make something larger by filling it with air
Breath	The air that goes into and out of our lungs
Croak	To make deep sounds by a frog
Turn away	To move your face in a different direction as you don't want to see someone or something
Furious	Extremely angry
Enormous	Extremely large or great/ huge
Burst	To break open suddenly

Answer key to 4.4

a) Who is the biggest creature in the pond?

Ans: In this story, the frog is the biggest creature in the pond.

b) What did the frog do to be as big as the ox?

Ans: The frog took a deep breath and blew himself up to be as big as the ox.

c) How do you describe the frog?

Ans: The frog is arrogant.

d) Whom do you think is bigger, the frog or the ox?

Ans: The Ox is bigger than the frog.

e) What have you learnt from the story?

Ans: From the story, I have learnt that arrogance brings downfall.

Answer key to 4.5

Adjective	Who/what they describe
1) Big	Describes the size of the frog
2) Small	Describe the size of the pond
3) Large	Describe the size of the frog
4) Enormous	Describe the volume of breath
5) Huge	Describes the size of the Ox
6) Furious	Describes the anger level of the frog

After that, they will be exposed to the concepts of degrees of adjectives.

Instruction: (i) Engage SS in activity 4.6 in pairs. (ii) Give sufficient time to discuss and explain the note with relevant examples. (iii) Engage SS in activity 4.7 in pairs. (iv) Elicit the answers from the class. (v) Engage SS in activities 4.8 and 4.9. **Use an inductive approach.** First, Tell SS to name some adjectives like bigger and smaller. After that explain the rule to make a comparative by adding er (small+ er = smaller). (vii) Give clues if required. Elicit answers from the whole class (viii) Complete the tasks in 1 hour 30 minutes.

Answer key to 4.7

- a. A big frog once lived in a small pond.
- b. No one anywhere is bigger than I am.
- c. The frog decided he must also be the biggest thing in the world.
- d. One day a huge ox came to drink at the pond.
- e. I can make myself just as big as you.
- f. The frog took a deep breath.

Sentence	Degree of Adjective	Purpose
a) A <u>big</u> frog once lived in a small pond.	Positive degree	To tell the size of the frog. Here it does not show any comparison.
b) No one anywhere is <u>bigger</u> than I am.	Comparative degree	To compare the size of the frog with another animal that lives in a small pond. It compares with only one animal.
c) The frog decided he must also be the <u>biggest</u> thing in the world	Superlative degree	To compare the size of the frog with every creature in the world. It compares with more than two things.
a) One day a <u>huge</u> ox came to drink at the pond.	Positive degree	To tell the size of the ox. Here it does not show any comparison.
b) I can make myself just as <u>big</u> as you.	Positive degree	To tell the size of the ox. Here it does not show any comparison.
c) The frog took a <u>deep</u> breath.	Positive degree	To tell the volume of the breath. Here it does not show any comparison.

Answer key to 4.9

Positive	Comparative	Superlative
Slow	Slower	Slowest
Beautiful	More Beautiful	Most Beautiful
Happy	Happier	Happiest
Dangerous	More Dangerous	Most Dangerous
Ugly	Uglier	Ugliest
Thin	Thinner	Thinnest
Famous	More Famous	Most Famous
Far	Farther/ Further	Farthest/ Furthest
Cold	Colder	Coldest
Handy	Handier	Handiest
Talented	More Talented	Most Talented
Fat	Fatter	Fattest

Finally, they will demonstrate the appropriate use of degrees of adjectives for their purposes.

Instruction: (i) Engage SS in activity **4.10** in pairs. (ii) Do peer checking and elicit answers from the class. (iii) Then, engage SS in activity **4.11**. (iv) Monitor and help them if required. (v) Encourage SS to write on their own. (vi) Give feedback and **Use a grammar correction checklist to** assess the writing. (vii) Complete the tasks in 2 hours.

Answer key to 4.10

Hello friends! This is my family. We live in a **beautiful** village. I think no other place is as **scenic** and clean as my village. My parents, two of my siblings and my grandparents, all live together in our house. My grandfather is the **oldest** and my little brother, Anik is the **youngest** member of my family. My mother takes care of all of us. My father is also as **caring** as my mother. No other member of my family is as **quiet** as my mother. My grandmother is my **closest** friend. To me, no one is **friendlier** than my grandmother. My grandfather talks very little. Nobody talks as **little** as my grandfather in my house. My elder sister, Sarah is **active** and **smart**. I think she is the **smartest** one in my family. Our dining room is the **noisiest** place in my house. This is our meeting place, and we discuss almost everything here. The old mango tree in front of my house is **quieter** than any other place. I spend most of my leisure time there. I love my family and my living place **more** than anything else in the world

The focus of this unit is on

Competency 4: Ability to connect emotionally with a literary text and express personal feelings about it.

Therefore, in this unit

SS will be exposed to different literary texts, share their preferences, and articulate their personal feelings based on the emotional connections that have developed with the characters, plot and settings.



Have You Filled a Bucket Today?

Experience (6 hours 45 minutes):

Firstly, SS will be introduced to the idea that stories are everywhere.

Secondly, SS will reflect to discuss the literary characteristics of the short story.

Then, they will read a short story and comprehend the ideas of the story as well as will identify some linguistic features from it.

Finally, they will write a story following some clues.

In doing so –

Firstly, SS will be introduced to the idea that stories are everywhere.

Instructions: (i) Before engaging in activity **5.1**, ask SS what are their favourite things to do in school. Then, engage in reading the table referring to activity **5.1**. (ii) Engage SS in activity **5.2** in pairs. (iii) Monitor and make sure all the SS participate in the discussion. (iii) Complete the tasks in 45 minutes.

Secondly, SS will reflect to discuss the literary characteristics of the short story.

Instructions: (i) Before engaging in activity **5.3**, ask SS to share a story of the most memorable day in their life. The teacher will guide them by asking the following questions:

- a) what happened that day?
- b) whom did you meet?
- c) how everyone interacted with you?
- d) what was the most interesting part of that day?

Then, ask SS to read what they wrote in their copies. Now, Ts will ask them the following questions:

- a) who is narrating the story?
- b) who are the main characters of the story?
- c) what will your readers learn from your story?

Based on SS' answers, Ts can talk about the features of a story (characters, point of view, main theme).

- (ii) Now, engage SS in reading the text referring to activity **5.3** in groups/pairs.
- (iii) Ask SS to discuss and answer the following questions in groups/pairs referring to activity **5.4**. Ts can refer to this activity as the previous activity where SS wrote about their memorable day. After Ss finished writing, engage them in open discussion on the questions and give feedback.
- (iv) Engage SS in activity **5.5**.
- (v) Explain the features of a story (characters, point of view, central theme). Ts can refer to SS' memorable day or Afia's story while explaining the features.
- (vi) Ask SS to read the text again and complete activity **5.6**.
- (vii) Conduct peer checking and elicit answers from the whole class.
- (viii) Complete the tasks in one and a half hours.

Answer key to activity 5.6

Characteristics of a story	Answers
The characters	Afia herself, Pushpo, Subha, Tanha and Mritika
Point of view	First-person point of view
Central theme	Afia's friend threw a surprise birthday party for her/Friends never forget your special days.

Then, students will read a short story and comprehend the ideas of the story as well as will identify some linguistic features from it.

Instructions: (i) Engage SS in activity 5.7. (ii) Ask SS to mark unknown words and elicit the meaning of the words from them. Help if needed. (iii) Now engage SS in activities 5.7 and 5.8 (iv) For 5.7, ask SS to discuss in pairs and for 5.8 do peer checking. (v) Before engaging in activity 5.9, ask SS the following question-

- How does it feel when it is winter?
- How does it feel when it is summer?
- What is the size of an elephant?
- And what is the size of an ant?

Based on SS responses, introduce antonyms of words. (vi) Now, engage in reading the note referring to activity 5.9 in pairs. Then, ask Ss to read the text and list the underlined words. Elicit the word meanings and help if needed. (vii) Then, ask SS to re-write the text by replacing the words with antonyms and checking in pairs. (viii) Monitor and share answers with SS. (ix) Complete the tasks in two and a half hours.

Answer key to activity 5.8

Word	Meaning	Your own sentence
Invisible	Something that cannot be seen because it's hidden	I can feel my mother's blessings though they are <u>invisible</u> .
Purpose	Cause or reason to do something	My <u>purpose</u> of studying is to learn.
Empty	Having nothing inside, not filled with anything at all	Our classroom becomes <u>empty</u> when school time is over.
Dip	To put something into a liquid and lift it out again.	I love to <u>dip</u> biscuits into tea and eat them.
Ignore	To give no attention to something or someone	You should <u>ignore</u> what others say and focus on your dream.
Bully	To hurt people by saying or doing something bad	I do not <u>bully</u> my friends because this is bad.
Guess	To answer something without knowing that the answer is correct	Can you <u>guess</u> what I am thinking right now?
Happen	To take place	What <u>happens</u> when fire catches the wood?
Invite	Make a polite and friendly request to do something	Sometimes, I <u>invite</u> my friends to visit my house.
Cost	Price/ The money that needs to be paid to buy, do, or make something	This pen <u>costs</u> me 10 taka only.

Answer key to activity 5.9

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

Answer key to activity 5.10

Words	Antonyms
Visible	Invisible
Bad	Good
Unfriendly	Friendly
Unspecial	Special
Good	Bad
Welcome	Hatred
Empty	Full
Full	Empty
Hatred	Welcome
Unkind	Kind
Always	Sometimes
Dipper	Riser
Worse	Better
Difficult	Easy

Finally, they will write a story following some clues.

Instruction: (i) Engage SS in activity **5.11** in groups/pairs. (ii) Monitor and provide clues if needed. (iii) **Use a rubric to assess student engagement.** (iv) Engage SS in activity **5.12** in pairs and elicit answers from them. (v) Before engaging them in activity **5.13**, ask SS to review what they wrote in their copies for activity **5.12**, and discuss it in groups. (vi) Then, engage SS in writing a story including the features of a story, e.g., characters, point of view, and themes. Later, SS will share their copies for peer checking and give feedback. **Use a rubric to assess democratic practice** (vii) Complete the tasks in two hours.

The focus of this unit is on

Competency 2: Ability to repair communication breakdown relating to the contexts.

Therefore, in this unit

SS will be exposed to authentic/simulated instances of varied communication failure (in form of oral and written) which will enable them to strategize minimizing and repairing communication breakdown.



A Good Reader

Experience (6 hours and 30 minutes)

Firstly, SS will share any instance where they could not or were unable to make sense while reading any texts.

Then, SS will read a text that depicts an instance of communication breakdown while reading a text and will relate it to their experiences.

Afterwards, SS will be exposed to some strategies with which they can analyse unknown words and use those to make sense while reading any texts.

Finally, SS will demonstrate the use of some strategies in reading any texts.

Firstly, SS will share any instance where they could not or were unable to make sense while reading any texts.

In doing so -

Instructions: (i) Engage SS in activity **6.1** in pairs and monitor. (ii) Encourage them to share their answer with the class. (iii) Then engage SS in activity **6.2** (iv) Check SS' pronunciation of those unknown words and discuss and make sure SS understand the words and their meaning. (vi) Complete the tasks in an hour.

Then, SS will read a text that depicts an instance of communication breakdown while reading a text and will relate it to their experiences.

Instructions: (i) Engage SS in activity **6.3** in groups/pairs. (ii) Chose a pair and role-play the conversation from activity **6.3**. (iii) Discuss the intended meaning of the dialogue. (iv) Engage SS in activity **6.4**. (v) Monitor and elicit answers. (vi) Finish the tasks in 1 and a half hours.

Answer key to activity 6.4

- a) Rodoshi and Kanko are talking about **an article**.
- b) Antelope is a kind of animal that **eats tree shoots, leaves, plants, grasses and flowers**.
- c) After reading the article Rodoshi and Kanko couldn't understand **what is antelope**.
- d) Rodoshi and Kanko guessed Antelope is an animal because **it eats food**.
- f) To find out the meaning of any written text **we must read it carefully**.
- g) Pictures and headlines **are needed to understand the purpose of the article easily**.

Afterwards, SS will be exposed to some strategies with which they can analyse unknown words and use those to make sense while reading any texts.

Instructions: (i) Engage SS in activity **6.5** in groups/pairs. (ii) Explain and check if they understood everything. (iii) Engage SS in activity **6.6** in pairs. (iv) Provide SS sufficient time to think and give clues if required. (v) Monitor and elicit answers. (vi) Now engage SS in activity **6.7** in pairs and **use a rubric to assess student engagement**. (vii) Engage them in peer checking and elicit the answer from SS. (viii) Complete the tasks in 2 hours.

Answer key to activity 6.6

- a) The steps of the contextual clues technique that Rodoshi and Kanko used to understand “*What is an Antelope?*”

Steps: Rodoshi and Kanko found out-

- 1) Their **food habit**.
- 2) they have a **baby** which is called a **calf**.
- 3) **Lions** and **other predators** hunt it.

Finally, they understood that Antelope is **an animal**.

b) The steps of the contextual clues technique that Rodoshi and Kanko used to understand “*Where does Antelope live?*”

Steps: Rodoshi and Kanko found out-

- 1) the word **live isn't used here**.
- 2) the **first** and **last** line.
- 3) the United States **imports** Antelopes.

Finally, they decided that it lives in **Africa** and **Eurasia**.

c) The steps of the contextual clues technique that Rodoshi and Kanko used to understand “*Why is this paragraph written?*”

Steps: Rodoshi and Kanko found out-

- 1) pictures or a **headline**.
- 2) the antelopes are in **danger**.

Finally, they understood that the paragraph is written to **increase awareness** about Antelope.

Answer key to activity 6.7

Types of situations	Types of reading
You are searching for the meaning of the word 'Delight' in the dictionary.	1. Skimming
You were searching for the meaning of a word in a dictionary. You got the word and read the meaning.	1. Skimming 2. Scanning
You need to call your class teacher. So, you are reading the school diary to find out his/her number.	1. Skimming
You are going to order a gift for your mother on her birthday. So, you are checking the products of an online shop.	1. Scanning
You are in your school library. You are checking the catalogue for a specific book.	1. Skimming

Finally, SS will demonstrate the use of some strategies in reading any texts.

Instructions: (i) Engage SS in activity 6.8 in groups. (ii) Provide SS sufficient time to think and give clues if required. (iii) Write down the list from the groups and discuss it with SS. (iv) Then engage SS in activity 6.9 in groups/pairs. You can distribute 5 different texts to different groups/pairs. (v) Monitor and help to use different strategies to find out the meaning of the words. Share the activities among the groups. (vi) **Use a rubric to assess student engagement.** (vii) Complete the tasks in 2 hours.

The focus of this unit is on

Competency 2: Ability to recognize and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.



Using Verbs Easily

Experience (4 hours):

Firstly, SS will be exposed to an illustration and will reflect on the use of auxiliary and principal verbs.

Then, SS will read a text to identify the verbs and adverbs through different classroom activities.

Finally, SS will demonstrate the appropriate use of adverbs following some simulated stances.

In doing so –

Firstly, SS will be exposed to an illustration and will reflect on the use of auxiliary and principal verbs.

Instruction: (i) Engage SS in activity 7.1 (ii) Monitor and explain the illustration if required (iii) Elicit answers from the whole class (v) Complete the task in 30 minutes.

Then, SS will read a text to identify the verbs and adverbs through different classroom activities.

Instruction: (i) Engage SS in activity 7.2 in groups/pairs. (ii) Give sufficient time to discuss and monitor. (iii) If needed, further explain the note by giving more examples of principal and auxiliary verbs. (iv) Now engage SS in activity 7.3 in pairs. (v) Help SS make sentences using clues. (vi) Do peer checking and Elicit answers from the whole class. (v) Then engage SS in activity 7.4 and elicit answers from the whole class (vi) Complete the tasks in 2 hours.

Activity 7.2: Read the note given below and discuss in groups/pairs.

Note

Let's know Principal and Auxiliary verbs.

- A. Principal verbs are words that generally express an action or state something.

Example:

1. To express an action

My friend helps me. Here 'help' is a verb because it refers to the action of my friend.

2. To state something

My friends are helpful. Here 'are' is a verb because it refers to the state of my friends.

- B. Auxiliary or helping verbs:

An auxiliary verb is used in a sentence to express the tense, mood, or voice of the principal verb. It gives more meaning to the principal verb. It cannot stand alone in a sentence. The main auxiliary verbs are:

1. To do: do, does, did
2. To be: am, is, are, was, were being, been
3. To have: have, has, had, having

Answer key to activity 7.3

Clues	Sentences	Expressing actions/ states
The man in the cloth store, buy	The man is buying a dress.	action (because the verb tells what the person is doing)
The two women in the jewellery shop, choose	The two women are choosing jewellery.	Action (because the verb tells what the two women are doing)
The little girl, eat a banana	The little girl is eating a banana.	action (because the verb tells what the little girl is doing)
The open space in the market, spacious	The market is spacious.	state (because the verb indicates how the market is)
The cleaner, clean	The cleaner is cleaning.	action (because the verb tells what the cleaner is doing)
The security guard, check	The security guard is checking.	action (because the verb tells what the security guard is doing)
The washroom, clean	The washroom is clean.	state (because the verb indicates how the washroom is)

Answer key to activity 7.4

- 1) Do you watch a cricket match on television? (To make a question)
- 2) I do not like to wait for a long time. (To make negatives)
- 3) My friend is helping me to clean the classroom. (To indicate an action happening in the present)
- 4) I did not call you last night. (To make negatives in the past)
- 5) Didn't (did not) you attend the last class? (To make a question in the past)

Finally, SS will demonstrate the appropriate use of adverbs following some simulated stances.

Instruction: (i) Engage SS in activity 7.5 in pairs. (ii) Let SS do the table, monitor and help if required. (iii) Do peer checking and elicit answers from the whole class. (iv) Now engage SS in activity 7.6 in groups/pairs and before that engage them to read the Note on the adverb. (v) Monitor and give them sufficient time to think and write. (vi) Elicit answers from the whole class and **use a grammar correction checklist to assess the writing**. (vii) Complete the tasks in 1 and a half hours.

Answer key to activity 7.5

Verbs	degree/ extent/ manners of the verbs
1. Talking (How was the young man talking?)	Gently
2. Showing (How was the shop assistant showing the customers?)	Patiently
3. Eating (How was the little girl eating the banana?)	Gladly
4. Sweeping (How was the cleaner sweeping the road?)	hastily/neatly
5. Checking (How was the security guard checking everyone?)	Seriously
6. Asking (How was the cleaner asking everyone?)	Gently

Answer key to activity 7.6

So, let's clean our surroundings regularly.

So, let's cross a road safely/attentively.

So, let's love trees dearly.

So, let's use devices properly.

So, let's support this wholeheartedly.

The focus of this unit is on

Competency: Ability to recognize and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.



Heroes of Bengal

Experience (6.5 hours):

Firstly, SS will be exposed to an illustration and will reflect to identify the placement of the living and non-living things depicted in the illustration.

Then, SS will be exposed to the different features and grammatical uses of prepositions and conjunctions.

After that, SS will read a text to identify different prepositions and conjunctions in different contexts.

Finally, SS will demonstrate their use of prepositions and conjunctions in different situations.

In doing so –

Firstly, SS will be exposed to an illustration and will reflect to identify the placement of the living and non-living things depicted in the illustration.

Instruction: (i) Engage SS in activity **8.1** in pair and monitor. (ii) Provide SS sufficient time to think and give clues if required. Encourage them to take part in the discussion, no matter whether their answers are correct or not. (iii) Engage SS in reading **Note**, referring to activity **8.2** (v) Discuss the grammatical uses of the preposition in detail with examples. (iv) Elicit answers from the whole class. (v) Now, engage SS in activity **8.3** in a group of three students. (ix) Monitor and guide them to complete the task. (x) Then, engage the group SS in activity **8.4**. (xi) Provide SS sufficient time to think and give clues if required. (xii) Ask the students one by one to present their answers. (xiii) Invite feedback from all the groups while eliciting answers. (xiv) Complete the tasks in 2 hours.

(Probable answer to activity 8.2)

Q: What can you see on the table?

A: can see some books, and a pen holder with a pen and pencil on the table.

Q: Where is the chair?

A: A chair is in front of the table

Q: Where is the pen?

A: The pen is in the pen holder.

Q: Where is the cat?

A: The cat is under the table.

Q: What can you see between the globe and the pen-holder?

A: I can see a charger light between the globe and the pen holder.

Then, SS will be exposed to the different features and grammatical uses of prepositions and conjunctions.

Instructions: (i) Engage SS in activity **8.5** in groups/pairs. (ii) Encourage them in the discussion. (iii) Engage SS in activity **8.6** in groups/pairs. (iv) Provide SS sufficient time to think and give clues if required. (v) Elicit the correct answers and discuss the purpose of conjunction with them. (vi) Complete the tasks in 1 hour.

Answer key to activity 8.6

Sentence	The function of the conjunction
1. His brother was talking, but suddenly he became silent.	Connects an opposite idea
2. One day Badal and his elder brother were going to school.	Joins similar kinds or types of objects or things
3. We will bring independence or will die.	Indicates an alternative

After that, SS will read a text to identify different prepositions (in, at, on, by, to, into, over, above, below, between, among, besides, in front of) and conjunctions (and, or & but) in different contexts.

Instructions: (i) Engage SS in activity **8.7** in groups/pairs. (ii) Invite questions if they have any. (iii) Guide them to make the list of prepositions and conjunctions. (iii) Engage SS in activity **8.8** in pairs. (iv) Do a pair checking and give feedback and discuss. (v) Chose a student and complete activity **8.9** with him/her. (vi) Guide him/her to do all the tasks. (vii) Engage SS in activity **8.10** in pairs. (viii) Tell them to write down their answer. (ix) Do peer checking and elicit the correct answers from the whole class. Write the answer on the board and discuss. (x) Complete the tasks in 2 hours.

Answer key to activity 8.7

Prepositions	On, in, of, at, with, to, against, for, before, among
Conjunctions	And, but, or, as well as, because

Answer key to activity 8.8

Badal’s family lives **in** a village. It’s a green village **under** an open blue sky. The village is **beside** a big river. There is a bridge **on** the river. A village hat (market) sits **at** one end **of** the village on Thursday. People can buy and sell fish and vegetables **in** the afternoon every day. Badal’s school was one kilometre away **from** his home. He used to go to school **on** foot with his brother. Often, he went to school **by** rickshaw.

Answer key to activity 8.10

- a) I like cooking and eating.
- b) I drank lemonade and a glass of cold water.
- c) He reached school on time, but his friend was late.
- d) I want to go to play but I'm sick.
- e) Is it Thursday or is it Friday today?
- f) My mother wants me to be a teacher, but my father wants me to be a football player.
- g) One day his father went to the market, and bought a football for him.
- h) Our Headteacher is honest and very friendly.
- i) I'm hungry but I have nothing to eat.

Finally, SS will demonstrate their use of prepositions and conjunctions in different situations.

Instructions: (i) Engage SS in activity **8.11** in groups and complete it in 2 days. (ii) On the first day, make some groups and assign task **8.11** to them and provide them sufficient time to plan the presentation and help them if required. (iii) Encourage them to generate ideas and provide them with the necessary equipment for making poster presentations and guide them. (iv) On the next day, ask the groups to present their posters. (v) Complete it in 90 minutes.

The focus of this unit is on

Competency 3: Ability to practice democratic norms in accordance with relevant social practices.

Therefore, in this unit

SS will experience, reflect on, maintain and use basic democratic norms and social practices while engaged in simple oral and written communication.



Knowing Our Parents

Experience (6.5 hours):

Firstly, SS will talk/write about themselves following a checklist.

Secondly, SS will reflect to identify some elements of a narrative type of text from their writing.

Then, SS will read some biographies and identify the interesting elements from those biographies as well as the features of narrative texts.

Finally, SS will produce biographies of their parents following narrative techniques.

In doing so -

Firstly, SS will talk/write about themselves following a checklist.

Instruction: (i) Engage SS in activity **9.1** in groups/pairs. (ii) Give them sufficient time for the discussion and encourage SS to develop their guideline. (iii) First, tell them to make a list of things they want to write. (iv) Ask SS to exchange copies and provide feedback. (v) Complete the task in 1 hour.

Secondly, SS will reflect to identify some elements of a narrative type of text from their writing.

Instruction: (i) Engage SS in activity **9.2** in groups/pairs. (ii) Explain the note further with relevant examples, if required. (iii) Engage SS in activities **9.3** and **9.4** in pairs. (iv) Elicit answers from the whole class and give feedback (v) Complete the task in 1 hour.

Activity 9.2: Read the note on “The Narrative Text”. Then in pairs/groups, do the “True or False” activity.

Note

A narrative text is a form of writing. The writer uses a narrative form of writing to express emotion, experience, incident, event etc. The narrative form of writing can be essays, biographies, news stories, poems, etc. We also use narrative text to tell our stories. For example, when you tell a story to a friend or family member about an event or incident in your day, you are using narrative text.

Some elements of a narrative text are:

1. A narrative text usually has three parts - a beginning, a middle and an end.
2. A narrative text is usually written in the past tense.
3. Narrative texts are written in the first person or third person (e.g. I, me, he, she, etc.)
4. A narrative text tells the events chronologically (in the order they happened)
5. A narrative text may have characters and dialogues.

Answer key to activity 9.3

- a) **False.** Correct answer: We use narrative texts to tell our own stories as well as of others.
- b) **True.**
- c) **True.**
- d) **False.** Correct answer: We use past tense when we tell our past events.
- e) **True.**

Answer key to activity 9.4

- It is a narrative text.

Then, SS will read some biographies and identify the interesting elements from those biographies as well as the features of narrative texts.

Instruction: (i) Engage SS in activity **9.5** in groups/pairs. (ii) Give sufficient time to read and help SS in reading and understanding the texts. (iii) **Introduce the whole class to new words.** Intentionally avoid giving exact meanings of the words that are in the matching table. (iv) Check the answers and provide feedback. (v) Then engage SS in activity **9.6** in groups and **use a rubric to assess student engagement.** (vi) Give clues if needed. Do peer checking and give feedback and share the answers with the class. (vii) Engage SS in activity **9.7** in pairs. (viii) Give clues if needed. Elicit answers from the whole class. (ix) Complete the tasks in 2 hours.

Answer key to activity 9.5

Column A (word/phrase)	Column B (meaning)	Meaning in the text
Marie Curie		
Hand in hand	Closely connected	Marie and Pierre Curie are closely connected by family. They did research together and loved each other.
Radioactive material	Something that releases radiation	Mary Curie and her husband Pierre jointly did research on materials that release radiation.
Incomplete research	An experiment that is not finished	Mary Curie finished her husband's experiment which he could not finish as he died in a road accident.
Rapid studies	Intensive/ huge research	She did intensive research even after losing her husband.
Radium radiation	The energy comes from radium (a chemical)	The energy coming from radium caused her death.

Bangamata Begum Fazilatunnessa Mujib

Work selflessly	Someone who works for other people, not for himself/herself	Begum Fazilatunnessa Mujib worked her whole life for others.
Masterfully handled	Expert to do work with great confidence	She managed her household and her husband's political life expertly.
Conveyed	To make others known/ carry messages	She let others know what Bangabandhu wanted them to do.
Mass uprising	A democratic political movement in East Pakistan (now Bangladesh) (উনসত্তরের গণঅভ্যুত্থান)	The mass uprising of 1969 was once in a lifetime event.
Strong-willed	Determined to do something	She was determined to stay on her husband's side.
A real guerrilla	Someone who fights as part of an unofficial army, usually against an official army	She was an unofficial fighter of our liberation army.
Besieged Dhaka city	Surrounded by armed forces to capture it	The joint forces of India and Bangladesh surrounded Dhaka.

Jahanara Imam

Another identity	Another quality of someone	She was a humanitarian.
Gave up	To surrender	She never surrendered to injustice
Slaughterhouse	A place where animals are killed for their meat	During our liberation war slaughterhouse of Rayerbazar was used by the Pakistan allied force to kill our people.
Seek justice	To want/pursue what is right and just	She never stopped her quest to seek justice.
Pakistani allied	People or organisations worked for Pakistan	She ensured that justice reached the Pakistani allies who committed war crimes.

Answer key to activity 9.6

	Marie Curie	Begum Fazilatunnessa Mujib	Jahanara Imam
1) What were their professions?	A scientist	A housewife and a political activist.	A teacher and the founder of “Ekattorer Ghatak Dalal Nirmul Committee”
2) What are their best two qualities?	1. Work ethic 2. Dedication	1. Selflessness 2. Bravery	1. Determination 2. Selflessness
3) For whom did they work?	Whole humankind	The people of Bangladesh	The victims of genocide made by the Pakistani allied forces.
4) What are the two similarities among them?	All three were selfless. All three tried to do their best for the greater good.		
5) Why do people remember them?	Contribution to science	Contribution to the liberation war of Bangladesh	Ensuring justice for the victims of genocide

Answer key to activity 9.7

Elements of a narrative text	Text on Marie Curie	Text on Begum Fazilatunnessa Mujib	Text on Jahanara Imam
1. Has three parts (a beginning, a middle and an end)	Yes, it is divided into three parts. The beginning introduces her, the middle gives more information about her research work, and the end talks about her death.	It has three parts. The First part is an introduction of her, the second part is about her contribution during the liberation war, and the third part is about the hardship she experienced during that period of time.	No. It has two parts. The first part introduces her and the second part talks about her work. It lacks the ending part.
2. Written in the past tense	Yes	Yes	No
3. Used third or first person	Third person	Third person	First-person
4. Has characters and dialogues	Character- yes Dialogue- no	Character- yes Dialogue- no	Character- yes Dialogue- yes
5. The events are described chronologically	Yes	yes	yes

Finally, SS will produce biographies of their parents following narrative techniques.

Instruction: (i) Engage SS in activity 9.8 in groups/pairs. (ii) Start by asking ‘who sacrifices most for your happiness?’/ ‘don’t you think your mother makes a lot of sacrifices for you?’ these types of questions. (iii) Then, engage SS in activity 9.9 in groups. (iv) First tell SS to discuss in groups and make a list of things they want to include in their parents’ biography (v) **Use a rubric to assess democratic practice** during the discussion. (vi) Assist SS in the writing. (vii) Collect the biographies. **Use a grammar correction checklist to assess their writing** and provide feedback. Give them the opportunity to make changes according to feedback (viii) Complete the tasks in 2 hours and 30 minutes.

The focus of this unit is on

Competency 3: Ability to practice democratic norms by relevant social practices

Therefore, in this unit

SS will experience, reflect on, maintain and use basic democratic norms and social practices while engaged in simple oral and written communication.



Freedom of Choice

Experience (6 hours):

Firstly, SS will talk about what are the things they like or dislike.

Then, SS will reflect to discuss that we all are different in our preferences and choices.

After that, SS will engage in reading a story and comprehend from the story that there is nothing unnatural to have different preferences and choices.

Finally, SS will demonstrate their understanding of the acceptance of differences in different situations.

In doing so –

Firstly, SS will talk about what are the things they like or dislike.

Instruction: (i) Engage SS in activity **10.1** (ii) Randomly select three students and tell them to act out the dialogue before the whole class (iii) Let SS think and answer (iv) Elicit answers from the whole class (v) Complete the task in 30 minutes.

Answer key to activity 10.1

a) Noha, Navid and Nira have respect for each other/ have positive minds.

Ans: True

b) Noha, Navid and Nira don't always like to do the same thing.

Ans: True.

c) Nira loves to play with her toys.

Ans: False. Correct Info: Nira loves to play with her pet.

d) To make a friendship one has to choose someone who has the same likings and dislikes.

Ans: False. Correct info: Differences are not a barrier to friendship

e) Two people with differences can be good friends.

Ans: True.

Then, SS will reflect to discuss that we all are different in our preferences and choices.

Instruction: (i) Engage SS in activity **10.2** in groups. (ii) Give SS sufficient time to discuss and write. (iii) Monitor and provide assistance if required. (iv) Give scope to share the tables with the whole class (v) Engage SS in activities **10.3 and 10.4** in groups. (vi) Take one member from each group and give them two options to choose from. Give chance to as many students as possible (vii) Complete the tasks in 1 hour.

Activity 10.2: Now, in groups of 6-8 identify how you are similar and different from each other. Use the given table to organise/showcase your responses: One is done for you.

You can ask the following questions to know your friend.

Question: Hi Roza! What's your favourite colour/dish/subject/person and game?

Answer: My favourite colour is white. My favourite dish is ‘Morog Polao’. My favourite subject is English. My favourite person is Palli Kabi Jasimuddin and my favourite game is chess.

Name	Colour	Dish	Subject	Person	Game
Roza	White	Morog Polao	English	Palli kabi, Jasimuddin	Chess
Fatimah	Black	Biriyani	English	Shakespeare	Football

After that, SS will engage in reading a story and comprehend from the story that there is nothing unnatural to have different preferences and choices.

Instruction: (i) Engage SS in activity **10.5** in pairs. (ii) Monitor and provide assistance if required. (iii) Engage SS in activity **10.6** in groups/pairs. Give sufficient time to read and discuss. Assist SS to understand the text. Intentionally avoid giving exact meanings of the words from the table. (iv) Do peer checking. Elicit answers from the whole class (v) Complete the tasks in 1 hour and 30 minutes.

Answer key to activity 10.5

Column A (Word)	Column B (Meaning)
1) Excitement	a) To make something/someone ready to use
2) Angel	b) Having different forms or types
3) Arrive	c) Having differences
4) Prepare	d) A feeling of happiness and eagerness
5) Variety	e) To reach/come to a place
6) Feast	f) Being the only one of its kind
7) Progress	g) A messenger of God/ A kind and beautiful person
8) Unique	h) Not an interesting place
9) Diversity	i) Special/good food for many people
10) Dull place	j) To do better/ to develop

Answer:

1+ d, 2+ g, 3+ e, 4+ a, 5+ b, 6+ i, 7+ j, 8+ f, 9+ c, 10+ h

Answer key to activity 10.6

1) Who are Nabiha and Tasfia?

Ans: Nabiha and Tasfia are cousins.

2) How are they similar or different from each other?

Ans: They are similar or different from each other by their taste of choice.

3) “Uniqueness and diversity make the world beautiful”- what does the sentence mean to you?

Ans: Uniqueness and diversity make the world beautiful means we should accept the differences among us, and the variety of our choices makes the world more beautiful.

4) Do you accept or reject differences among people? / Are you tolerant of others?

Ans: I accept differences among people. I can tolerate others.

5) Do you think with these differences we all can live happily?

Ans: Though there are these differences, I think we all can live happily.

Finally, SS will demonstrate their understanding of the acceptance of differences in different situations.

Instruction: (i) Engage SS in activity 10.7 in groups. (ii) Monitor and explain the steps in detail if required. (iii) Complete the tasks in 3 hours.

Activity 10.7: Now, design a poster in groups of 6-8 to make people accept differences. The heading of your poster can be “Uniqueness and diversity make the world a safer place” or you can choose your heading.

The focus of this unit is on

Competency 2: Ability to recognise and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.



Let's Explore the Sentences

Experience (4 hours):

Firstly, SS will be exposed to illustrations of actions that reflect different types of sentences.

Secondly, SS will reflect to identify different types of sentences in their purposive uses.

Then, SS will engage in identifying the required features of assertive, interrogative, imperative, optative, and exclamatory sentences from a text.

Finally, SS will demonstrate the use of different types of sentences according to the situation.

In doing so -

Firstly, SS will be exposed to illustrations of actions that reflect different types of sentences.

Instruction: (i) Engage SS in activity **11.1** in groups/pairs. (ii) Let SS act out the dialogue if they are interested. (iii) Then, engage SS in activity **11.2** in pairs. (iv) Give clues to help SS identify. For example, when we express extreme emotions, we use (!) in a sentence. (v) After the identification, highlight how these sentences differ from each other. For example, Assertive sentences have a subject first and interrogative sentences have auxiliary verbs first and give additional examples (vi) Now, engage SS in activity **11.3** in pairs.

(vii) First select a pair of students randomly. This pair will carry out the question-answer session. One will ask the questions and the other will answer. Ignore any mistakes they make during the session. After the session, SS will write the answers individually. Ask the students to present their answers and do peer checking (viii) Complete the task in one hour.

Answer key to activity 11.2

Sentence	Structure	Features/characteristic
1. How are you?	Question word + Verb + Subject + ?	<ul style="list-style-type: none"> ➤ Starts with a question word (how) ➤ Verb (are) comes before the subject (you) ➤ Ends with a question mark (?)
2. That's a great idea!	Subject + Verb + Object + !	<ul style="list-style-type: none"> ➤ Starts with subject ➤ Ends with an exclamatory mark (!) ➤ Expresses extreme emotions like joy, sorrow
3. Please take care of your health, sir.	Requesting word + verb + object	<ul style="list-style-type: none"> ➤ Starts with requesting words when requesting ➤ Starts with a verb when commanding like 'open the door' ➤ Ends with a full stop (.)
4. Wish you all success.	Wish/may/ long + Object + Extension	<ul style="list-style-type: none"> ➤ indicates a wish or hope regarding a given action
5. I want to study Physics.	Subject + Verb + object	<ul style="list-style-type: none"> ➤ Starts with subject ➤ Verb comes second ➤ Ends with object

Answer key to activity 11.3

- a) **Interrogative**
- b) **Assertive**
- c) **Negative**
- d) **Yes/no question and WH question. Did you do this? (yes/no question)
What is your name? (WH question)**
- e) **A question is what you use when you need to receive information and a statement is what you use to transmit information. A question is used to know something and a statement is to say something.**

Secondly, SS will reflect to identify different types of sentences in their purposive uses.

Instruction: (i) Engage SS in activity 11.4 in groups. (ii) Give sufficient time to comprehend the **Note**. (iii) Explain the note further with relevant examples if required. In your explanation focus on the features of these sentences and how they are distinct from one another (iv) Engage SS in activity 11.5 in pairs. (v) Monitor and assist if required. (vi) Elicit answers from the whole class (vii) Complete the task in 45 minutes.

Activity 11.4: Now, read the following note in pairs/groups to learn more about sentences.

Note

In English grammar, sentences are of 5 kinds. In class six you have already learned about Assertive and Interrogative sentences. Now, let's read the rest of the 3 types of sentences.

- A. **Imperative sentence:** An imperative sentence is a sentence that expresses an order, command, instruction, request, invitation, proposal etc. It begins with a verb and ends with a full stop.

Example sentences – Feel free to choose one. Please wash your hands before taking food. Never make fun of others.

Read the following situation and do accordingly:

Think that your final exam is knocking at the door. But one of your friends can't concentrate on studying. Now, what will be your suggestions for him/her?

Your answer: Do away with things that break your concentration.

B. Optative sentence: A sentence that expresses a wish or a desire or prayer for someone or something is called an optative sentence. Usually, it starts with “may”, “wish” or “long” and ends with a full stop.

Example sentences – May my grandparents live with us for some more days.

Wish you a safe journey.

Read the following situation and do accordingly:

Imagine that yesterday your friend fell from a bicycle and hurt his ankle. Now, what will be your prayers for him?

Your answer: Wish you get well soon.

C. Exclamatory sentence: A sentence that expresses a strong emotion is called an exclamatory sentence. In this sentence, exclamation marks(!) are used to express our strong feelings or emotions.

Example sentences – Congratulations! You have got the scholarship. What an exciting match it was! Oh no! She cannot join us for a picnic.

Read the following situation and do accordingly

Imagine that you are visiting Bandarban for the first time. You have become overwhelmed to see the hills. How will you express your emotions?

Your answer: Wow! How beautiful the hills are.

Activity 11.5: Now, read the note again and do the ‘Fill in the Gaps’ activity using the words from the box in pairs/groups. You may use one word more than once. Then, check your answers with your peer.

Interrogative	Exclamatory	Five	Imperative	Assertive	Optative
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There are (a) **five** types of sentences in English. An (b) **Assertive** sentence begins with a noun or pronoun. An (c) **Assertive** sentence may be affirmative or negative. An (d) **Interrogative** sentence is used to ask questions. An (e) **Imperative** sentence begins with a verb. We pray for or wish others with an (f) **Optative** sentence. An (g) **Exclamatory** sentence expresses our strong emotion or excitement.

Then, SS will engage in identifying the required features of assertive, interrogative, imperative, optative, and exclamatory sentences from a text.

Instruction: (i) Engage SS in activity **11.6** in groups/pairs. (ii) Give sufficient time to read the story and help SS to understand the story. Intentionally avoid giving SS the exact meanings of the underlined words. (iii) Try to elicit answers from the whole class. (iv) Engage SS in activity **11.7** in groups. (v) Give sufficient time to discuss. Monitor and assist if required. (vi) Give clues such as, “find sentences that end with question marks (?)” (vii) **Use a rubric to assess student engagement and democratic practice.** Elicit answers and give feedback. Explain the answers. (viii) Complete the task in 1 hour.

Activity 11.6: Read the story ‘Bellerophon of Greece’ and then match the words/phrases with their meanings.

Answer key to 11.6

Words	Meanings
Companion	A person or animal with whom one spends a lot of time
Dawn to dusk	From sunrise to sunset
Fleet of boats	A group of boats under a single command
Task	Work to be done
Witness	A person who sees something that happened
Fire- breathing	Releases flame from the mouth
Regret	Feel sad when one fails to do something
Serpent	A large snake
Splashing	The noise made by hitting the water
Strike	Attack

Activity 11.7: Read the story again and do the following activities.**A. Work in a group of 5/6.**

First, find out the following characters in the story. Then, discuss and write 2/3 sentences to describe them. Later, identify the types of sentences you use to describe the characters. Finally, share it with other groups.

Answer key to 11.7 (A)

Name of the characters	Description	Name of sentences and why
Bellerophon	What a brave guy Bellerophon is! He is very kind. He tries to do what is right.	Exclamatory as the sentence ends with an exclamatory mark (!)
Philo	He is the best friend of Bellerophon. He spends most of his time with Bellerophon. He is huge.	Assertive as the structure of the sentence is- Subject + verb ++ full stop.
Prince Proitos	He did not have a good reputation. He died because of his own mistake. He isn't a likeable man.	Assertive but Negative as the structure is Subject + verb + not + + full stop.
King Lobates	Long live the king. He is wise. He is patient in his grief.	Optative as the sentence starts with 'long'
Pegasus	He is a winged horse. Who will not want to have him?	Interrogative as the sentence structure is- Question word + verb + + ?

B. Now, find out any five questions from the story. List them in the given table. Then, write the name of the sentence and why it is a question. One is done for you.

Answer key to 11.7 (B)

Question	Name of the sentence	Why it is a question
1) Why are you stopping here?	Interrogative	Because- <ul style="list-style-type: none"> ➤ The sentence starts with a wh question word (why) ➤ The auxiliary verb (are) sits before the subject (you) ➤ The sentence ends with a question mark(?)
2) How did he get across then?	Interrogative	<ul style="list-style-type: none"> ➤ Starts with a WH question (how) ➤ Auxiliary verb (did) sits before the subject (he) ➤ The sentence ends with a question mark(?)
3) Do you have any witnesses to prove your case?	Interrogative	<ul style="list-style-type: none"> ➤ Starts with yes/no question ➤ Verb (do) sits before the subject (you) ➤ The sentence ends with a question mark(?)
4) What do you say, shepherd?	Interrogative	<ul style="list-style-type: none"> ➤ Starts with a WH question (what) ➤ Auxiliary verb (do) sits before the subject (you) ➤ The sentence ends with a question mark(?)
5) How will we find the Chimera?	Interrogative	<ul style="list-style-type: none"> ➤ Starts with a WH question (how) ➤ Auxiliary verb (will) sits before the subject (we) ➤ The sentence ends with a question mark(?)

C. Finally, find out 2 sentences of each type (orders/ requests, prayers, and sentences of strong feelings) from the story. List them in the given table and write their names. Also, tell why it is an imperative/optative or exclamatory sentence. One is done for you.

Answer key to 11.7 (C)

Type of sentence	The sentence from the story	Name of the sentence	Why it is an imperative/optative and exclamatory sentence?
1. Order, request etc.	1. "Go after him." 2. Come with me.	Imperative	<ul style="list-style-type: none"> ➤ Because it's an order. ➤ It starts with a verb and ends with a full stop
2. Prayers	1. Wish you good luck 2. May you live long my son	Optative	<ul style="list-style-type: none"> ➤ Because it is a prayer ➤ It starts with wish/may
3. Strong feelings	1. How dare you! 2. Disrespectful shepherd! I will have your head.	Exclamatory	<ul style="list-style-type: none"> ➤ Because it is expressing extreme ➤ Ends with an exclamatory mark (!)

Finally, SS will demonstrate the use of different types of sentences according to the situation.

Instruction: (i) Engage SS in activity **11.8** in groups/pairs. (ii) Give sufficient time to think and discuss. (iii) Tell SS to make a list of sentences they are planning to use. (iv) Monitor and assist if required to use all five types of sentences. (v) Give feedback and explain the answers. (vi) Complete the task in 1 hour.

Answer key to activity 11.8**A VISIT TO THE SUNDARBANS**

I am Safir. I'm a student in class seven. I'm passionate to visit new places and talk to new people. I live with my parents and my younger sister, Bushra in Khulna. My sister and I watched a travel show about the Sundarbans on TV six months ago. Both of us were eager to visit the Sundarbans and shared our desire with our parents. They agreed to take us on a trip to the Sundarbans during the upcoming winter vacation.

It was December last year. Our final exams had just been over. We started our journey from Khulna River port at 9 pm on a ship. After some time, the sun rose from the east of the deep sea. This moment was simply incredible. Bushra and I were fascinated by the beauty around us. When we landed at Kotka sea beach, we saw **some _deer eating leaves.** _____

A few travellers joined us. We were roaming around and met a forest officer. I got the chance to know about the trees, honey and animals of the Sundarbans, especially the Royal Bengal tiger. So, I asked him _ " _____

_____. It was a great experience to talk to the forest officer. He offered us tea. He requests us saying, _____ . He also gave us some instructions for our safety like Don't _____

_____. Our next destination was Dublar Chor. When the ship was moving along the river, suddenly I saw a glimpse of a Royal Bengal Tiger drinking water from the river. My sister was initially frightened at the sight of the animal. But she overcame her fear and started taking pictures of the majestic Royal Bengal Tiger. Soon the ship reached Dublar Chor. This island is located in the Bay of Bengal. It is surrounded by a deep blue sea. Once again, we were astonished by the beauty of the island. Out of surprise my sister shouted _____

_____. My parents also became so charmed with the beauty of the island. They said happily _____

_____. Our time was limited so it was time to return home. I was sad to leave so soon. We told goodbye to each other saying _____ . But I will cherish the memories of the visit all my life.

The focus of this unit is on

Competency 2: Ability to recognize and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.



Subha's Promise

Experience (6 hours):

Firstly, SS will observe and narrate what is happening inside and outside the classroom.

Secondly, SS will reflect to discuss the forms of verbs.

Then, SS will engage in reading a story/text to identify and comprehend appropriate forms of verbs focusing on the use of simple, continuous, and perfect tense.

Finally, SS will demonstrate the appropriate use of different forms of verbs in sentences.

In doing so -

Firstly, SS will observe and narrate what is happening inside and outside the classroom.

Instruction: (i) Engage SS in activity **12.1** in pairs. (ii) Give the relevant examples of the simple present, past and future tenses to help SS identify these tenses (iii) Elicit answers from the whole class. (iv) Engage SS in activity **12.2** in groups/pairs. (v) Give sufficient time to think. (vi) Monitor and engage all the SS. (vii) Give scope for sharing the answers and rectify mistakes (viii) Complete the tasks in 45 minutes.

Secondly, SS will reflect to discuss the forms of verbs.

Instruction: (i) Engage SS in activity **12.3** in groups/pairs. (ii) Help SS understand the content of the box with further explanations. (iii) Give sufficient time for the discussion and monitor the discussions closely (iv) Now, engage SS in activity **12.4** in groups/pairs. (v) Give enough time to think. (vi) Monitor and elicit answers from the whole class. (vii) Complete the task in 1 hour.

Activity 12.3: Read the note on Present Continuous Tense in the box and discuss in pairs/groups.

Note

Present Continuous or Present Progressive tense talks about–

- an action taking place at the moment of speaking. For example - Now, you are reading a note on Present Continuous Tense.
- an action that may not be exactly happening when speaking. For example - My friend, Rima is taking swimming lessons. (Actually, Rima is not taking swimming lessons when she is talking about it.)
- an arranged or planned action. For example- Next week we are going to visit a new place.

The structure of the present continuous tense verb:

am/is/are + main verb+ing, Example sentence- It **is raining** now.

The negative verb form of the present continuous tense:

am/is/are +not+main verb+ing, Example sentence - The sun **is not shining** now.

The interrogative verb form of the present continuous tense:

am/is/are+ subject + main verb + ing, Example sentence - **Is it raining** now?

Exception:

The verbs which are not normally used in the continuous form-

see, hear, smell, notice, feel, like, hate, think, believe, agree, remember, know, look, love etc.

For example, when you smell something, you don't say - I'm smelling a sweet fragrance. You say- I smell a sweet fragrance.

Answers key to activity 12.4

- (1+f) The girl is reading a storybook under a tree.
- (2+c) Two elderly men are doing physical exercise.
- (3+a) Some boys and girls are swimming in the lake.
- (4+j) A young boy is selling peanuts.
- (5+b) A girl of 10 or 12 is trying to sell different colours of balloons.
- (6+h) A boy is playing the guitar.
- (7+e) A little boy and girl are running after their pet dog.
- (8+i) A boy is taking pictures of his family.
- (9+d) A little girl is rowing a boat with her father.
- (10+g) A gardener is trimming the small trees.

Then, SS will engage in reading a story/text to identify and comprehend appropriate forms of verbs focusing on the use of simple, continuous, and perfect tense.

Instruction: (i) Engage SS in activity 12.5 in groups/pairs. (ii) Further explain the **Note** with examples. (iii) Give sufficient time to reflect and further explain why the forms are different. (iv) Then engage SS in activity 12.6 in pairs and elicit answers from the whole class. (v) Now engage SS in activities 12.7 and 12.8, and elicit answers from the whole class (vi) For 12.8, instruct SS to produce an answer sheet. Provide feedback (vii) Engage SS in activity 12.9 and explain the **Note** with examples. (viii) Then engage SS in activity 12.10 and elicit answers from the whole class and **finally compare the three Notes and highlight the differences.** (ix) Complete the tasks in 2 hours.

Activity 12.5: Now, read the note on Past Continuous Tense in the box and do the activity it follows.

Note

Past Continuous or Past Progressive tense talks about

- an action that was going on(happening) at some time in the past. For example-*Last Monday when **I was leaving** the birthday party, my friends said goodbye.*
- a past habit. For example- *My father's school was close to his home. So, **he was always walking** to school.*

The structure of the past continuous tense verb:

was/were + main verb+ing. Example sentence - It **was raining** yesterday.

The negative verb form of the past continuous tense:


was/were +not+main verb+ing, Example sentence- The sun **was not shining** then.

The interrogative verb form of the past continuous tense:

was/were+ subject + main verb + ing, Example sentence - **Was it raining** then?

Activity 12.6: Now, look at the following time in the table. Write what you are doing today at this particular time and what you did yesterday at that time. Then in pairs/groups compare the verb forms of the sentences. **One is done for you.**

7.00 AM, 8.00 AM, 8.30 AM, 9.00 AM, 9.30 AM, 10 AM, 12.30 PM, 1.00 PM,

Time	Activity	
	Today	Yesterday
1. 	Today at 10 AM I am taking a bath.	Yesterday at 10 AM I was talking to my friend.
2.	Today at 7 AM I am eating my breakfast.	Yesterday at 7 AM I was sleeping.
3.	Today at 8 AM I am brushing my teeth.	Yesterday at 8 Am I was eating my breakfast.
4.	Today at 12.30 PM I am getting ready for my school.	Yesterday at 12.30 PM I was watching TV.
5.	Today at 1 PM I am reading in my classroom.	Yesterday at 1 PM I was taking a nap.

Activity 12.7: Read the sentences given below. Then use the given verbs in the brackets to express the actions you are doing now and you were doing at a certain time in the past. One is done for you.

1. Today I **am having** breakfast with my little sister but yesterday I was having my breakfast with my grandparents. (have)
2. Today I **am making** my bed but yesterday my father **was making** my bed. (make)
3. Now my sister **is helping** my mother but last Friday I **was helping** my mother. (help)
4. Today **I am going** to school at 10 am but yesterday I **was going** to school at 9 am. (go)
5. Now team 'Sunflower' **is cleaning** the classroom but yesterday team 'Padma' **was cleaning** the classroom. (clean)
6. This week **I am supporting** the teacher but last week, my friend **was supporting** the teacher. (support)
7. This evening I **am playing** with my cousins but yesterday, I **was playing** with my friends. (play)
8. Today at 7 pm **I am doing** math but last night at 7 pm I **was doing** the assignment. (do)
9. Now **I am watching** cartoons but last evening I **was watching** a cooking show. (watch)
10. Today at 10 pm **I am going** to bed but last night at 10 pm I **was going** to my uncle's house. (go)

Activity 12.8: In pairs/groups ask and answer the following questions.

- a) I have come to school at 10 AM.
- b) Mr Jahid has taken the last English class.
- c) I have learnt about story writing from that class.
- d) I have faced a problem understanding some words.
- e) Yes, he has helped me to solve the problem.
- f) Present perfect, I think.

Activity 12.9: Now, read the following note on Present Perfect and Past Perfect Tense in the box. And, in pairs/groups identify the differences in the forms of verbs.

Note

Present Perfect Tense talks about:

- an action or situation which began in the past and is continuing to the present. Example sentence: I have lived in this small town all my life. It means that I started living in this small town many years ago and still I am living here.
- an action which happened before now but the time of that action is not stated or specific. Example sentence: I have visited the capital city Dhaka recently. Here, the time of the visit is not mentioned.
- an action that was completed in the very recent past. 'Just' is used to express this kind of action. Example sentence: I have just finished my homework.

Remember that the present perfect has always a connection with now. The action in the past has a result now. For example- I have lost my new pen. It means that I don't know where it is now. 'Just', 'already' and 'yet' are the 3 words we very often use with present perfect tense.

'Just' means a short time ago.

'Already' means before the present time or earlier than the expected time

'Yet' means until now.

The structure of the present perfect tense verb:

have/has + past participle of the main verb. Example sentence - I **have already visited** Cox's Bazar.

The negative verb form of the present perfect tense:

have/has + not + past participle of the main verb. Example sentence- I **have not yet visited** the Sundarbans.

The interrogative verb form of the present perfect tense:

have/has + subject + past participle of the main verb, Example sentence - **Have you read any new book** recently?

Activity 12.10: Read the following sentences and fill in the blanks with the appropriate form of verbs (present perfect/past perfect) in the bracket.

1. Today is my birthday. I have **planned** a lot to make it special.
2. I had **completed** my work when my parents arrived.
3. When we were in school, we **had not performed** this song live.
4. My friend, Raimy has already **watched** the movie.
5. Have you **participated** in the school cultural program?
6. Have you ever **been** to India?
7. My brother had **solved** five math problems before I completed two.
8. I have **drunk** four glasses of water today.
9. Had he **met** my brother when you reached?
10. We felt sad that the movie has already **started** before we got there.

Finally, SS will demonstrate the appropriate use of different forms of verbs in sentences.

Instruction: (i) Engage SS in activity **12.11** in pairs. (ii) Give sufficient time to discuss and give clues if required. (iii) After SS produce the answers conduct peer checking. (iv) Engage SS in activity **12.12** and explain when to use what tense. (v) In explanation use relevant examples, such as, “today I am in the class but we say yesterday I was in the class”. (vi) Then engage SS in activity **12.13** in groups. (vii) First tell SS to make a list of things they want to write for each topic, and monitor the list-making. (viii) Assist SS to choose the proper tense to write each topic and when the writing is done give feedback. (ix) Give time to rewrite and share the texts in the class. (x) Finish the tasks in 2 and a half hours.

Activity 12.11: Read the conversation below. And in pairs/groups discuss the answers to the following questions.

- a) 4. Present Continuous, Past simple, Present perfect, Simple Future.
- b) Past simple.
- c) No. I am studying.
- d) Past simple.
- e) Because she will help her mother in the future.
- f) Call. Present simple.

Activity 12.12: Read the text below and identify the tense of the underlined sentences. Then, discuss why the tense forms are used.

Sentence	Tense	Why the tense form is used
1. This year we will celebrate Independence Day at school.	Simple Future	To indicate future
2. Our class has planned to act out a drama on Liberation War	Present Perfect	To indicate the recent past
3. It was a Friday morning	Past simple	To indicate past
4. Almost all the people were carrying red and green dresses	Past continuous	To indicate ongoing past
5. I got amazed to see the sea of people in the memorial complex.	Past simple	To indicate past
6. Some people were showing their respect	Past continuous	To indicate ongoing past
7. I couldn't resist myself	Past simple	To indicate past
8. I took a vow	Past simple	To indicate past
9. I haven't forgotten my promise	Present perfect	To indicate the recent past
10. I am working on that.	Present continuous	To indicate ongoing present

The focus of this unit is on

Competency 4: Ability to connect emotionally with a literary text and express personal feelings about it.

Therefore, in this unit

SS will be exposed to different literary texts, share their preferences, and articulate their personal feelings based on the emotional connections that have developed with the characters, plot and settings.



Be the Best of Whatever You Are

Experience (6 hours):

Firstly, SS will talk about what they want to be in life and why it is so.

Then SS will read a poem.

After that SS will discuss among themselves the main focus of the poem namely being the best at what they want to be.

Finally, SS will produce a piece of writing about how they will be the best in what they want to be.

In doing so -

Firstly, SS will talk about what they want to be in life and why it is so.

Instruction: (i) Engage SS in activity **13.1** in pairs. (ii) Let SS act out the dialogue, monitor and help if required. (iii) And then engage SS in activity **13.2** in pairs. (iv) Elicit answers from the whole class. (v) Engage SS in activity **13.3** and make sure all the students get a chance to participate in the game. (viii) Complete the tasks in 2 hours.

Activity 13.2: Now circle the correct answer from the alternatives.

Correct answers:

1. ii) three
2. i) Anita
3. ii) swimmer
4. iii) Changing thoughts
5. iii) animals

Then, SS will read a poem.

Instruction: (i) Engage SS in activity **13.3** in groups/pairs. (ii) Give enough time to read the poem, explain any word if needed and let SS match the pictures and elicit answers from the whole class. (iii) Engage SS in activity **13.4** in pairs. (iv) Recite the poem properly first, and then let SS recite the poem and give feedback if needed. (v) Engage SS in activity **13.5** in pairs. (vi) Ask the questions and let SS answer orally. (vii) Complete the tasks in 2 hours.

Answer key to activity 13.3:

- A. i) pine ii) scrub
- B. i) bush ii) Grass iii) tree
- C. i) Muskie ii) Bass
- D. i) Crew ii) Captain
- E. i) Trail ii) Highway

Activity 13.5: In pairs, recite the poem maintaining proper stress and intonation. Then recite it for the whole class.

Answers:

Question: If you can't be a pine, what will you be?

Answer: I will be a scrub because I want to be the best little scrub.

Question: If you can't be a muskie, what will you be?

Answer: I will be a bass because I want to be the liveliest bass.

Question: If you can't be a bush, what will you be?

Answer: I will be a bit of grass because I want to make some highways happiest.

Question: If you can't be a captain, what will you be?

Answer: I will be crew because there are works for all of us to do.

Question: If you can't be on a highway, what will you be?

Answer: I will be a trail.

After that SS will discuss among themselves the main focus of the poem namely being the best at what they want to be.

Instruction: (i) Engage SS in activity **13.6** in pairs. (ii) Give clues to help identify the pictures. (iii) Help SS to write why they are famous and share the answers with the class. (iv) Now engage SS in activity **13.7** in groups. (v) Give enough time to think. (vi) Monitor and assist if needed. (vii) Sharing the answers in the class. (viii) Complete the tasks in 1 hour.

Answer key to activity 13.6:

Picture 1: He is Birshreshtha Munshi Abdur Rouf. He is famous because he is one of the best freedom fighters in our liberation war.

Picture 2: She is Begum Sufia Kamal. She is one of the best female poets in Bangladesh.

Picture 3: He is Selim Al Deen. He is a renowned playwright in our country.

Picture 4: He is Jibanananda Das. He is one of the best poets of Bangla literature.

Answer key to activity 13.7:

My Daily Activities	The way I can be the best of me
1. Study	<ul style="list-style-type: none"> ➤ I will be more attentive to my class. ➤ I will take notes in class.
2. Do group work	<ul style="list-style-type: none"> ➤ I will study in a group ➤ I will take part in group activities
3. Sing/ listen to a song	<ul style="list-style-type: none"> ➤ I will memorise the lyrics of the songs
4. Draw pictures	<ul style="list-style-type: none"> ➤ I will draw pictures of different things ➤ I will attend workshops on how to be a better painter
5. Do homework	<ul style="list-style-type: none"> ➤ I will do my homework properly ➤ I will try to do my homework on my own
6. Recite poems	<ul style="list-style-type: none"> ➤ I will recite poems from different poets ➤ I will listen to poem recitations daily
7. Play games	<ul style="list-style-type: none"> ➤ I will try to learn the rules of the games I play ➤ I will practise daily to get better

8. Do gardening	➤ I will water my garden every day and take care of the plants
9. Clean my room	➤ I will keep my room in order
10. Do daily exercise	➤ I will wake early in the morning to do the exercise
11. Write my diary	➤ I will note down my memorable things
12. Help friends	➤ I will help my friends when they need any
13. Read storybooks	➤ I will make a list of books I want to read ➤ Try to read as many books as possible
14. Listen to my teachers	➤ I will follow my teachers' pieces of advice
15. Say my prayers	➤ I will pray on time
16. Help my mother	➤ I will help my mother with cooking and cleaning

Finally, SS will produce a piece of writing about how they will be the best in what they want to be.

Instruction: (i) Engage SS in activity 13.8 in groups/pairs. (ii) Encourage SS to make their preferred changes in format. (iii) Monitor and provide detailed feedback after assessing the text and focus on how can SS be better. (iv) allow making changes according to feedback (v) Complete the tasks in 1 hour.

Answer key to activity 13.8:

BEST OF ME

Hello friends!

I'm Rafid. When I grow up, I would like to be a cricketer like Sakib Al Hasan. He is very talented and hard-working. When he plays, it's like poetry in motion. He is very patriotic too. He always tries to do what is best for Bangladesh cricket. He tells young players that we all have what it takes to be a great cricketers. We have to just work hard. That's how we can be the best of ourselves.

To be a good cricketer I will do the following things:

- I will practice seriously.
- I will work hard.
- I will take healthy food.

The focus of this unit is on

Competency: Ability to recognize and transform different sentence structures.

Therefore, in this unit

SS will go through the experience of identifying different sentence structures and will transform sentences from one form to another in relation to the purpose.



Our Language Movement

Experience (6.5 hours):

Firstly, SS will respond to some given writing instance of the passive form of sentences.

Secondly, SS will reflect to discuss the intended purposes of the active and passive forms of sentences.

Thirdly, SS will identify the grammatical features of passive forms in sentences and comprehend the purposes of active and passive forms.

Finally, SS will produce texts following some given instances.

In doing so –

Firstly, SS will respond to some given writing instance of the passive form of sentences.

Instructions: (i) Before starting the activities, the teacher can write two sentences in Bangla on the board, e.g.- (a) এখানে ইংরেজি ক্লাস হচ্ছে।; (b) আমরা ইংরেজি ক্লাস করছি। Now ask SS to identify which one focuses on the action and which one focuses on the doer. Ask SS to explain why they think so. Then, share your answer with them that (a) focuses on the action and (b) focuses on the subject. (ii) Now, engage SS to read the text aloud referring to activity **14.1**. (iii) Ask SS to mark unknown words and elicit the meaning of the words from the Ss. Help if needed.

(iv) Referring to activity **14.1** at the beginning of the class, ask SS to identify the focuses of the underlined sentences in the text whether on the action or the subject (doer). Ask SS to list the sentences according to the table given with the text in pairs. Also, write down the reason to list a sentence in a particular column.

(v) Elicit the answers for the underlined sentence one by one from the whole class. Then, the teacher matches each answer with his answer. (vi) Complete the task in I hour.

Answer key to activity 14.1:

The focus of the sentence is on the doer of subject	The focus of the sentence is on the action
<p>She wrote her memory of that day in her diary.</p> <p>Reason: Here the focus is on who wrote the memory.</p>	<p>The school building was painted white and pink.</p> <p>Reason: Here the focus is on the painting not who did the painting.</p>
<p>Our headteacher welcomed us at the entrance</p> <p>Reason: Here the focus is on who welcomes us.</p>	<p>Many posters were hung on different walls.</p> <p>Reason: Here the focus is on the posters that are hung, not who hung them.</p>
<p>I met my friends.</p> <p>Reason: Here the focus is on who met my friends.</p>	<p>We were asked to wear musk and wash our hands frequently.</p> <p>Reason: Here the focus is on wearing musk and washing hands, not who asked to do that.</p>
<p>I spent a really good time with my teachers and friends.</p> <p>Reason: Here the focus is on who spent a good time.</p>	<p>special tiffin was served</p> <p>Reason: Here the focus is on what was served, not who served.</p>

Secondly, SS will reflect to discuss the intended purposes of the active and passive forms of sentences.

Instructions: (i) Engage SS to read the **Note** referring to activity **14.2**. (ii) Now ask SS to identify active and passive sentences' focus/emphasis and structures. Explain with appropriate examples picked from the text. The teacher can follow the steps given below -

- a) Ts will write an active sentence on the board, e.g.- 'Shaoli wrote her memory' and engage SS to answer the following questions. After each answer, Ts can share theirs and compare it with SS' answer. Thus, explain the focus/emphasis and structure of active sentences.
 1. What is the focus/emphasis of an active sentence? (The answer is *Shaoli*, who wrote the memory. Ts can explain that active sentences focus/emphasise the subject/doer; the person or thing who does the task.)
 2. What is the structure of an active sentence? (Sub: Shaoli+ Verb: wrote + Obj: her memory; Ts can explain the structure using some other sentences.)

- b) Ts will write a passive sentence on the board, e.g. - 'Her memory was written by Shaoli' and engage Ss to answer the following questions. After each answer, Ts can share theirs and compare it with Ss' answers. Thus, explain the focus/emphasis and structure of passive sentences.
 1. What is the focus/emphasis of a passive sentence? (The answer is: her memory was written, not who wrote it. Ts can explain that, the focus/emphasis of a passive sentence is on the result of an action rather than the person or thing doing it.)
 2. What is the structure of a passive sentence? (Sub: Her memory + Verb: was written + Agent: by Shaoli; Ts can explain the structure using some other sentences.)

(iii) Engage SS in activity **14.3** to identify the active and passive sentences and write the reasons. Ts will monitor and later will share their answers with SS. (iv) Conduct peer checking and elicit answers. (iv) Complete the tasks in 1 hour.

Answer key to activity 14.1:

Sentence	Active or Passive	Why active/passive Voice?
1) I got ready for school.	Active	Because the subject (I) is active in the sentence. She did the action - got ready for school.
2) The school building was painted white and pink.	Passive	Because the action is emphasised/focused in the sentence. Something has happened- the school building was painted.
3) Many posters were hung on different walls.	Passive	Because the action is emphasised/focused in the sentence. Something has happened - posters were hung.
4) We were asked to wear musk and wash our hands frequently.	Passive	Because the action is emphasised/focused in the sentence. Something has happened - they were asked.
5) Our headteacher welcomed us at the entrance.	Active	Because the subject (Our headteacher) is active in the sentence. She did the action- welcomed us.
6) I met my friends.	Active	Because the subject (I) is active in the sentence. She did the action- met her friends.
7) Special tiffin was served.	Passive	Because the action is emphasised/focused in the sentence. Something has happened- tiffin was served.
8) I spent a really good time with my teachers and friends.	Active	Because the subject (I) is active in the sentence. She did the action- spent a really good time.

Thirdly, SS will identify the grammatical features of passive forms in sentences and comprehend the purposes of active and passive forms.

Instructions: (i) Before starting activities **14.4** and **14.5**, ask SS to refer back to the structure of active and passive voice. Explain writing two sentences on the board, e.g.- “Shaoli wrote her memory” and “Her memory was written by Shaoli”. Now, ask SS to tell the difference in the structures of these two sentences and explain how the form of these types of sentences can be interchanged when changing an active sentence into a passive sentence or a passive sentence into an active sentence.

(ii) Now, engage SS to read the **Note** given in activities **14.4**. Ask SS if they don't understand anything in the box. Then, write the active and passive sentences of each tense given in the box on the board, and explain how the forms change keeping the subject-verb agreement in mind.

(iii) Then, divide the class into 4/8 groups, and name the groups (e.g. group 1, 2, 3, 4 etc.). Ask the even-numbered groups to make a sentence with a singular verb and a sentence with a plural verb in the active voice for each tense, and ask the odd-numbered groups to a sentence with a singular verb and a sentence with a plural verb in passive voice for each tense. Then even-numbered groups will exchange their transcripts with the odd-numbered group, and change the voice of the sentences. When done, transcripts will be returned to the previous group for checking. Monitor and later give feedback to every group.

(iv) Engage SS to read the **Note** given in activity **14.5**. Ask SS if they don't understand anything in the box. Ts will emphasise explaining direct objects and indirect objects with different examples elicited from SS. Ts will also explain the changing forms of pronouns in changing active into passive and passive into active using examples from Ss. Write a few active and passive sentences elicited from SS containing both a direct object and indirect object as well as pronouns, and ask SS to change the voice. Ts will monitor and answers will be checked in pairs.

(v) Engage SS in activity **14.6** and do peer checking. Later, Ts will share her/his answers with SS. (vi) Complete the tasks in 1 and a half hours.

Answer key to activity 14.6:

a	(iii)
b	(i)
c	(ii)
d	(iii)
e	(ii)
f	(iii)
g	(ii)
h	(iii)
i	(ii)
j	(ii)

Finally, SS will produce texts following some given instances.

Instructions: (i) Engage SS in activity **14.7**. Ask SS to identify unknown words and elicit the meanings from SS. Ts will help Ss if needed. (ii) Engage SS to match the words with meanings in the table given with the text, and do peer checking. Ts will share their answers with SS later.

Answer key to activity 14.7:

1) d; 2) e; 3) g; 4) a; 5) f; 6) i; 7) c; 8) j; 9) h; 10) b

(iii) Form 4/6/8 groups and name the groups (e.g., 1,2,3,4,5,6 etc.) and engage SS in activity **14.7.1**. Then, ask even-numbered groups to exchange their answer-shits with odd-numbered groups, and evaluate. Ts will monitor, and later, give feedback to each group.

(iv) Now engage them in activity **14.7.2**. Ts will ask Ss to list the text's underlined sentences in the table's right column and change them into the opposite voice (active-to-passive or passive-to-active). Then, even-numbered groups exchange their copies with odd-numbered groups and evaluate. Ts will monitor and share their answers with the SS later.

Answer key to activity 14.7.2:

Active Voice	Passive voice
1) People observe 21 February with pride in Bangladesh.	1) 21 February is observed with pride in Bangladesh.
2) Bangladesh was known as East Pakistan.	2) People knew Bangladesh as East Pakistan.
3) The Pakistani rulers declared Urdu the only state language.	3) Urdu was declared the only state language by the Pakistani rulers.
4) Police fired bullets at the peaceful group of protesters.	4) Bullets were fired at the peaceful group of protesters by the police.
5) This made the whole nation outraged.	5) The whole nation was made outraged by this.
6) The ruler was compelled to declare Bangla as one of the state languages of Pakistan.	6) Protesters compelled the ruler to declare Bangla as one of the state languages of Pakistan.
7) The whole world acknowledged it.	7) It was acknowledged by the whole world.
8) People sacrificed their lives for their mother language rights.	8) Lives were sacrificed for the mother language rights.
9) Eventually, the sacrifice of the language warriors was recognised all over the world.	9) Eventually, people all over the world recognised the sacrifice of the language warriors.

(v) Engage SS in activity **14.8** in groups/pairs. Ask SS to notice the illustrations. Elicit what is happening in every situation from the whole class. (vi) Then, form 4/6/8 groups and engage SS in group discussion for every situation. SS will discuss which is more important to talk about between the doer and the action and write down the reason. Then, ask each group to choose either active sentences or passive sentences to describe the situation, and write down why they chose a particular voice. **Use a rubric to assess student engagement and democratic practice.** Finally, SS will produce texts describing the situations. (vii) Monitor and give feedback to each group. (viii) Complete the tasks in 3 hours.

The focus of this unit is on

Competency 1: Ability to repair communication breakdown relating to the contexts.

Therefore, in this unit

SS will be exposed to authentic/simulated instances of varied communication failure (in form of oral and written) which will enable them to strategize minimizing and repairing communication breakdown.



Write to Make Aware

Experience (5.5 hours):

Firstly, SS will be exposed to some illustrations of different genres of texts.

Then, they will read a text and reflect to discuss different forms/genres of texts.

After that, they will discuss their experience of some social issues and will reflect to discuss how they can raise voices against/for these issues in form of writing.

Finally, they will produce texts (i.e., application/letter/report) on their identified issues/problems.

In doing so –

Firstly, SS will be exposed to some illustrations of different genres of texts.

Instructions: (i) Engage SS in activity **15.1** in groups/pairs. (ii) Provide SS sufficient time to think and give clues if required. (iii) Ask them to share with the class whatever they have written and discuss. (iv) You can also share your personal life experience of writing a personal letter or application or news article. (v) Now engage SS in activity **15.2** in pairs. (vi) Monitor and elicit answers from the whole class. (vii) Complete the tasks in 45 minutes.

Answer key to activity 15.2

Questions	Personal letter	Application	News articles
To whom do we write?	We write to friends, family, and relatives.	Headteacher, Authorities, Seniors, Colleagues, etc.	Newspaper, Magazine
Why do we write?	We write personal letters to thank, invite, request, reply to another letter, etc.	We write applications to request and/or ask for something or to know/collect information.	To make someone aware of any issue
What do we write?	We can write anything in a personal letter	We formally ask permission for something	Social issues, incidents, travel experience

Then, they will read a text in form of a personal letter/news article (containing some social issues/problems) and reflect to discuss different forms/genres of texts.

Instructions: (i) Engage SS in activity **15.3** in groups/pairs. (ii) Show a real personal letter, a formal letter and a news article to the class if possible and discuss. (iii) Ask SS to read the **Notes** and explain the different features of informal letters, formal letters, and news articles with examples. (iv) Engage SS in activity **15.4** in groups/pairs. (v) Ask every group to present their ideas to the class and provide feedback. (vi) Now engage SS in activity **15.5** in pairs. (vii) Monitor and conduct peer checking. (viii) Complete the tasks in 1 and a half hours.

Answer key to activity 15.5

Problems/challenges	The receivers
i. Supply of clean drinking water in school	Headteacher
ii. Traffic Jam in front of the school	Mayor
iii. Sound pollution	UNO (Upazila Nirbahi Officer)
iv. A playground	Chairman
v. Bullying/ Mocking in the school	Headteacher
vi. Need extra English class	Headteacher/Teacher

After that, they will discuss their experience of some social issues and will reflect to discuss how they can raise voices against/for these issues in form of writing.

Instructions: (i) Engage SS in activity 15.6 in groups. (ii) Give them clues to find out social problems (such as eve teasing, and child labour)/environmental problems (such as tree cutting)/and school-related problems (such as unclean playgrounds and unhygienic toilet facilities). Refer them to units such as *Save Our Home* or *My Dream School*. (iii) Give clues in discussing, *who can solve the problem?* and *how to address them*. (iv) Give them sufficient time to think and discuss in groups and **use a rubric to assess democratic practice**. (v) Ask the groups to write down their thoughts/points. (vi) Upon completing the task, ask each group to present to the class and give them feedback. (vii) Complete this task in 45 minutes.

Finally, they will produce texts (i.e., application/letter/report) on their identified issues/problems.

Instructions: (i) For activity 15.7, encourage SS to find out any real problem from their surroundings. (ii) Help them to generate ideas, or ask them to use the findings from activity 15.6 and **use a rubric to assess student engagement and democratic practice**. (iii) Draw a sample application/letter/ news article on the board/ make a poster if needed. (iv) Use a grammar correction checklist to assess their writing. Provide feedback and encourage them to rewrite if needed. (v) Complete this task in 2 hours.

The focus of this unit is on

Competency 4: Ability to connect emotionally with a literary text and express personal feelings about it.

Therefore, in this unit

SS will be exposed to different literary texts, share their preferences, and articulate their personal feelings based on the emotional connections that have developed with the characters, plot and settings.



AS YOU LIKE IT

Experience (4 hours):

First, SS will reflect to discuss the literary characteristics of a play.

Then, SS will engage in reading some excerpts from a Shakespearean play.

After that, SS will engage in identifying the literary characteristics of the play.

Finally, SS will act out the play.

In doing so -

First, SS will reflect to discuss the literary characteristics of a play.

Instruction: (i) Engage SS in activity 16.1 in pairs. (ii) Try to remind SS about the play *King Lear* which SS read in class six. Use questions like “Do you remember a play you read in class six?”/ “Who was the writer of that play?”/ “Do you remember the play written by Shakespeare which you read in class six?”. Also, ask them “What are interesting things you found in *King Lear*?” (iii) Elicit answers from the whole class. (iv) Complete the task in 30 minutes.

Activity 16.1: Now in pairs/groups, ask and answer the following questions. Then, share your answers with the whole class. (If needed have a look at the class 6 English book, unit “King Lear”)

Answer key to activity 16.1

- a) What type of literary writing is ‘*King Lear*’?
Answer: It is a play/drama.
- b) How many characters are there in the scene? Who are they?
Answer: Four. They are King Lear and his three daughters, Regan, Goneril, and, Cordelia.
- c) What do you like about ‘*King Lear*’?
Answer: It has a nice plot.
- d) What are the characteristics of a play, you have found in “King Lear”?
Answer: It is divided into acts and scenes, and has a plot, characters (roles), setting, dialogue, etc.

Then, SS will engage in reading some excerpts from *As you like it*.

Instruction: (i) Engage SS in activity **16.2**. Divide SS into groups each containing three members. Every member will pick one character and act out the dialogue. Further, explain the dialogue if required (ii) Then, engage SS in activity **16.3** in pairs and elicit answers from the whole class. (iii) Now engage SS in activities **16.4** and **16.5** in groups/pairs. Explain the dialogue after reading. Check the answers. (iv) Engage SS in activity **16.6** in pairs and conduct peer checking. (v) Now engage SS in activities **16.7** and **16.8** in groups/pairs. For **16.8**, engage SS in pairs. (vi) Monitor and elicit answers from the whole class. (vii) Now engage SS in activity **16.9** in groups. Help them explain the scene. (viii) Finally, engage SS in activities **16.10** and **16.11** in pairs. Do peer checking and elicit answers from the whole class (viii) Complete the tasks in 2 hours.

Activity 16.3: Now, discuss in pairs/groups whether the following sentences are true or false. If false, write the correct information. Later, check your answers with other pairs/groups.

Answer key

- a) False. Correct answer: Oliver is older than Orlando.
- b) True.
- c) False. Correct answer: Adam is Orlando’s former loyal servant.
- d) False. Correct answer: Oliver and Orlando are on bad terms.
- e) False. Correct answer: It is an insult to Adam as he is old and faithful to Oliver’s family.

Activity 16.5: Now, read dialogue 2 again and in pairs/groups match the words/phrases in column A with their meanings in column B.

Answer key

Column A	Column B
Cheer up!	Stop feeling sad and be happy
Banish	To send someone away, especially from their country, and not allow them to come back
Rib	A curved bone in a person's chest
Dissuade	To tell someone not to do something
Embrace	Accept
Give over	To stop doing something
Call off	To cancel something
Confess	To admit that you have done something wrong

Activity 16.6: In pairs/groups, read dialogue 2 again and ask and answer the following questions. Then, share your answers with the whole class.

Answer key

- A wrestling match is going to take place shortly which is the setting of this scene.
- There are five characters in the scene. They are CELIA, ROSALIND, LE BEAU, DUKE FREDERICK, and ORLANDO.
- Rosalind is sad because her father was banished.
- The wrestlers are Orlando and Charles.
- Orlando won the match.

Activity 16.8: Read dialogue 3 again in pairs/groups and match column A's sentence parts with column B's sentence parts to make them meaningful sentences. One is done for you.

Answer key

Column A	Column B	Answers
1) Rosalind never did anything	a) the <i>Forest of Arden</i>	(1+d) Sentence- Rosalind never did anything that offend her uncle.
2) Duke Frederick called Rosalind	b) are cousins	(2+f) Duke Frederick called Rosalind a traitor.
3) Celia can't live	c) to keep her safe	(3+e) Celia can't live without Rosalind.
4) Rosalind and Celia decided to go to	d) that offend her uncle	(4+a) Rosalind and Celia decided to go to the Forest of Arden.
5) Rosalind dressed up as a man	e) without Rosalind	(5+c) Rosalind dressed up as a man to keep her safe.
6) Ganymede and Aliena	f) a traitor	(6+b) Ganymede and Aliena are cousins.

Activity 16.10: Read dialogue 4 again in pairs/groups. Then match the words with their meanings in the following table. One is done for you.

Answer key

Word	Meaning
Exile (add an arrow symbol)	Banish
Loyal	Faithful
Peril	Great danger
Misfortune	Bad luck
Indeed	Truly/In fact
Groan	A deep, long sound showing great pain or unhappiness/cry
Usurper	A person who takes control of something, especially a position of power, without having the right
Tyrant	A ruler who has unlimited power over other people, and uses it unfairly and cruelly
Dwelling place	The place where one lives

Activity 16.11: Now, discuss the questions in pairs/ groups:

Answer key

- Duke Senior says life is sweeter in the forest as it is free from the peril of the palace.
- Jaques is not happy in the forest.
- The killing of the animals makes Jaques sad.
- Jaques called human beings usurpers because humans act like tyrants to frighten the animals and kill them.
- I can reduce environmental pollution and that can protect animals' natural habitats.

After that, SS will in engage in identifying the literary characteristics of the play.

Instruction: (i) Engage SS in activity **16.12** in groups/pairs. (ii) Give sufficient time to discuss. (iii) Give clues about the different characteristics rather than the name of the characteristics. (iv) Elicit answers from the whole class and give feedback. (v) Now engage SS in activity **16.13** in pairs and **use a rubric to assess student engagement**. (vi) Tell SS about various techniques to rearrange a story such as “read all the lines first”. (vii) Do peer checking and share the correct sequence of the sentences at the last. (viii) Complete the tasks in 1 hour and 30 minutes.

Activity 16.12: In class six, you learned the characteristics of a play. Now, in pairs/groups find out the characteristics of a play in “As You Like It”. Then, write and describe them in the given table. One is done for you.

Answer key

Characteristics	Description
1. Plot	The play has a plot (beginning, climax and end). As there are four scenes here, we have only the beginning of the play. And, the play begins with a conversation between Orlando and Oliver.
2. Characters	This play has various characters. There are two brothers - Oliver and Orlando, and two cousins - Rosalind and Celia, Banished Duke Senior and his young brother Duke Frederick and Late Sir Rowland de Boys. We also can see some more characters like Adam, Monsieur Le Beau and loyal men who are with exiled Duke like- Lord Amiens and Jaques.
3. Dialogue	Dialogues are what the characters say. In this play, there are many dialogues.
4. Settings	Settings refer to where and when a play takes place. The settings of <i>As you like it</i> are the palace of the Duke and the forest of Arden.
5. Theme	It is what a play is all about. It is the thing that a play tries to preach.

Activity 16.13: In pairs/groups, discuss the whole story and rearrange the following sentences to retell the story. Later, share it with the whole class.

Answer Key

(c) Orlando challenges Charles the Wrestler to a match. (b) At the match, Orlando meets Rosalind and Celia who wish him success. (a) Orlando defeats Charles. (d) Duke Frederick finds out that Orlando is the son of his enemy. (e) He cannot trust Rosalind and asks her to leave. (f) Rosalind disguises herself as a man so they can safely travel. (i) At the same time, Orlando realizes his brother Oliver wants him dead. (h) Orlando heads off to the Forest of Arden.

Finally, SS will act out the play.

Instruction: (i) Engage SS in activity **16.14**. (ii) Tell them how to do a play. Show them a play, if possible. (iii) Organise after-class/school schedules so that they can rehearse the scenes of the play. (iv) Students will act out the play in the school's annual function.

Activity 16.14: Finally, it is time to act out the play!



Annexure

1. Grammar correction checklist

1. Spelling
2. Articles
3. Number
4. Gender
5. Person
6. Parts of speech
7. Punctuations and capitalization
8. Sentence construction
 - Subject-verb agreement
 - Tense
9. Organization of the text
 - Topic sentence
 - Body of the text
 - Concluding sentence
11. ¹Literary features of text
 - Character
 - Plot
 - Setting

¹ For literary texts (such as poetry, short story, play) Ts must discuss those literary features.

2. Reading assessment observation checklist

Aspect	Score	Criteria
Identifying the intrinsic element of the story	3	Students can identify the intrinsic elements of the story completely and precisely.
	2	Students can only identify two or one intrinsic element of the story correctly.
	1	Students cannot identify the intrinsic elements of the story correctly.
Analyzing the message of the story	3	Students can analyze the message based on the contents of the story.
	2	Students can analyze the message, but not based on the contents of the story.
	1	Students cannot analyze the message based on the contents of the story.
Responding to the story	3	Students can respond to the contents of the story logically in accordance with the contents of the story.
	2	Students can respond to the contents of the story logically, but not in accordance with the contents of the story.
	1	Students cannot respond to the contents

3. Rubrics

Area		Scale
Oral communication ability	1. SS can communicate with friends in informal settings	1. Fully
	2. SS can communicate with friends in formal settings	2. Moderately
	3. SS can communicate with an unknown person in informal settings	3. Partially
	4. SS can communicate with an unknown person in formal settings	4. Minimally

The descriptor of oral communication ability

Fully: SS will maintain/demonstrate/ address **all** the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Moderately: SS will maintain/demonstrate/ address **most** of the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Partially: SS will maintain/demonstrate/address **some** of the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Minimally: SS will maintain demonstrate/address **a few** of the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Democratic practice	<ol style="list-style-type: none"> 1. SS demonstrates their ability to listen to others 2. SS demonstrates their ability to respect other's opinion 3. SS demonstrates their ability to argue logically 	<ol style="list-style-type: none"> 1. Fully 2. Moderately 3. Partially 4. Minimally
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The descriptor of democratic practice

Fully: SS will maintain/demonstrate/ address **all** the democratic norms such as being polite, inviting, and constructive in communication.

Moderately: SS will maintain/demonstrate/ address **most** of the democratic norms such as being polite, inviting, and constructive in communication.

Partially: SS will maintain/demonstrate/ address **some** of the democratic norms such as being polite, inviting, and constructive in communication.

Minimally: SS will maintain/demonstrate/ address **a few** of the democratic norms such as being polite, inviting, and constructive in communication.

Student engagement	1. SS participate willingly in the discussion	1. All the SS 2. Most of the SS 3. Some of the SS 4. A few of the SS
	2. SS demonstrates their ability to encourage others in the discussion	1. Fully 2. Moderately 3. Partially 4. Minimally
	3. ² SS with challenges in verbal communication contribute to the discussion	5. Fully 6. Moderately 7. Partially 8. Minimally 9. Not applicable

The descriptor of student engagement

²SS with verbal communication challenges: students with hearing and speech impairment, students with cerebral palsy, students with autism, and other associated conditions.

SS demonstrates their ability to encourage others in discussion

Fully: SS will demonstrate **all** the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

Moderately: SS will demonstrate **most** of the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

Partially: SS will demonstrate **some** of the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

Minimally: SS will demonstrate **a few** of the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

SS with challenges in verbal communication contribute to discussion

Fully: for encouraging SS with communication challenges SS will create scope **fully** in communication by allowing them to express non-verbally (e.g., by writing or by drawing, or by gesture) and other features such as inviting them to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by them.

Moderately: SS will demonstrate **most** of the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

Partially: SS will demonstrate **some** of the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

Minimally: SS will demonstrate **a few** of the key features such as inviting others to participate in the discussion, complementing the ideas if not clearly articulated, and appreciating the ideas produced by others.

