cÖv\_wgK wkÿvi jÿ¨: kv gv mv ˆb gv bv Av Av †` we m„ D

kv - kvixwiK Av - Ava¨vwZ¥K

gv - gvbwmK Av -Av‡ewMK

mv - mvgvwRK †` - †`kvZ¡‡eva

 ˆb - ‰bwZK we - weÁvbgb¯‹Zv

 gv - gvbweK m„ - m„RbkxjZv

bv - bv›`wbK D - DbœZ Rxeb

cÖv\_wgK wkÿvi jÿ¨ AR©‡bi avivevwnK ¯Íi:

 cÖv\_wgK wkÿvi jÿ¨ 1

 cÖv\_wgK wkÿvi D‡Ïk¨ 13

 cÖv\_wgK wkÿvi cÖvwšÍK ‡hvM¨Zv 29

 welqwfwËK cÖvwšÍK ‡hvM¨Zv 189

 †kÖwYwfwËK AR©b Dc‡hvMx †hvM¨Zv

 wkLbdj

 welqe¯‘

 wkLb - wkLv‡bv Kvh©vejx

 g~j¨vqb I hvPvB

 djveZ©b (wdWe¨vK)

welqwfwËK cÖvwšÍK ‡hvM¨Zv 189

 evsjv- 14 (†kvbv- 4 ,ejv-3, cov-4, †jLv -3)

 Englilsh – 31 ( Listening-4, Speaking-8,

 Reading-7, Writing-12.)

 MwYZ- 30

evsjv‡`k I wek¦ cwiPq- 16

 cÖv\_wgK weÁvb- 18

 ag© I ˆbwZK wkÿv- 48 (BI‰bwk-6, wnI‰bwk-9,

 ‡eŠI‰bwk-15. wLªI‰bwk-18)

 kvixwiK wkÿv- 10

 Pviæ-Kviæ Kjv- 13

 msMxZ- 9

Howard gardner’s nine multiple ntelligences:

1. Linguistic intelligence( ‡gŠwLK I fvlve„Ëxq eyw×gËv):
2. Logical/ Mathmathical intelligence(‡hŠw³K I MvwYwZK eyw×gËv ):
3. Musical Rhythmic Intelligence(Q›` I msMxZg~jK eyw×gËv ):
4. Bodily/ Kinesthetic Intelligence( Abyf~wZ I kixie„Ëxq eyw×gËv ):
5. Spatial Intelligence( `„wó I Ae¯’vbg~jK eyw×gËv):
6. Naturalist Intelligence( cÖvK…wZK eyw×gËv ):
7. Intrapersonal Intelligence( AšÍ:e¨w³ eyw×gËv ):
8. Interpersonal Intelligence( AvšÍ:e¨w³ eyw×gËv ):
9. Existential Intelligence( Aw¯’¯Í¡g~jK eyw×gËv)

|  |  |  |
| --- | --- | --- |
| **Instructional language for whole class work (WCW)** | **Instructional language for group work (SGW)** | **Instructional language for pair work (PW)** |
| \*Everybody listen to me.\*Take your English book.\*Listen and say after me.\*take your book.\*Read after me .\*Write in your exercise book.\*Present your work to the whole class. | \*Each five make a group.\*Each bench make a group.\*Each two benches sit face to face .\*Discuss in groups.\*Count 1,2,3,4,5,--all 1’s sit together and make a group so on.\*You are ......(A),All ‘A’s make one group,\*You join with group C,\*You 4/5 make a group,\*Discuss among yourselves.\*Student of every bench make a group. | \*Make a pair with the person next to you.\*You two make a pair.\*Turn your face .\*Sit face to face.\*Talk to the person next to you.\*Ask your partner.\*Discuss it in pairs.\*Change your role.\*You two sit together.\*Discuss it in pairs.\*Make a decision. |
| **Monitoring Language**Carry on.try/write/say it again.Say/read loudly.Do it now.Keep going.Any help?Check the spelling.Avoid over writing.Re-arrange it.Make it clear.Is it clear?Be aware of punctuation.Think more/alone.Be nice to each other.Respect other’s opinion. | **Controlling Language**Don’t make a noise.Avoid side talk.Be attentive.Be quite.keep silent .Don’ttalk/disturb/ dominate.Listen to him/her.Respect others opinion.Don’t shout.Attention please. Be nice to each other.**Language for setting an activity**Listen to me.Do it like me/this..You are going to .......Are you ready?Now start/Do it now.Ask and answer.Listen and do.Follow me .Copy it.First say ,Then write.Answer it/ me. | **Assessing Language**Good/Very good/Nice/ Excellent /Fine.Marvelous.Incomplete/Irrelevant/not clear/Try again. Not bad/Not so good /That’s right.Spell it.What is the meaning of it?Read it/Write it/Draw a ........Say true/false.Fill in the Blanks.What is it?**Language for Checking instructions**Is it clear to you?Do you see what i mean?Who can say?Tell me what you are going to do now?Are you ready?Rise you hand.Put your finger under the line. |

Classroom language on some specific areas

Greetings

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

Getting attention

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

Starting the lesson

Open at page -----, Go to next page,Copy me, Follow me, Start here.

Starting an activity

We’re going to ......., Listen carefully, Do it like this, Say it with me, Are you ready?, Do it now, Read it now, Face down your book,Write this in your notebook/khata.

Finishing an activity

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

Blackboard use

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

Showing teaching aids

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

Ending the lesson/class

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

Lesson Plan frame( English)

Class:........... Lesson:.......... Time:..........

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

1......................................

2.......................................

3.....................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Steps | Activities | Classroom language | Techniques & Materials | Time |
|  | Greetings |  |  |  |
| INPUT | 1. Showing picture
2. Lesson declaration
3. Introducing new words
4. Pronunciation drilling
5. Teacher’s reading aloud
6. Explaning in Bangla
 |  |  |  |
| PRACTICE | 1.Students group reading2. SS pair reading3. SS individual reading infront of the class/ standing in his/her class/ reading in chain4. SS silent reading5. Question and answer/ fill in the gaps.6. speaking activity |  |  |  |
| TASK |  |  |  |  |

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9. Existential Intelligence( Aw¯’¯Í¡g~jK eyw×gËv):

Teaching Vocabulary

The word vocabulary means all the words in particular language.

To teach vocabulary , teacher need to follow these guidelines:

1. Don’t teach more than 5-6 words at a time.
2. Teach vocabulary
* regularly.
* in balance with other skill.
* when students ask.
1. Help the students to guess the meaning of unknown words from the text.
2. Teach new words starting reading(pre-teaching).
3. Teach sound, spelling and meaning when new words come up.
4. Provide regular revision.

How can we teach vocabulary?

The teacher can use different techniques to teach vocabulary. The most important are discussed bellow:

1. Pre- teaching: Pre-teaching means teach new words before starting reading. Teacher may write not more than 5-6 words on the blackboard before letting the students read. Then teachers may use pictures or can give classes to help the students to understand the meaning( may use Bangla).
2. Guessing from the context:

Teachers may use context to teach vocabulary and from this context /situation students will guess the meaning of the word.

For example-

To teach the word ‘Hungry’ teachers can give the context in the following way-

At 7 o’clock in the morning I had my breakfast . Then i worked all day long. Now it’s 3 o’clock in the afternoon. I have not had my launch. How do I feel? I am hungry.

1. Real objects: