

National Curriculum 2012

English

Classes VI-X



National Curriculum & Textbook Board

National Curriculum 2012

English

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Development and Supervision



National Curriculum and Textbook Board
69-70 Motijheel Commercial Area, Dhaka 1000

Financial and Technical Assistance



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FOREWORD

Skilled human resources are preconditions to fulfill the pledges of change and turning the country to a middle income one. From the realization that only quality education can produce skilled human resources, the Government adopts the epoch-making and commonly accepted Education Policy 2010. The most important measure to implement this education policy is to bring about qualitative changes in education in line with the education policy. This is why, National Curriculum and Textbook Board (NCTB) initiates developing the new national curriculum.

Curriculum development is a never-ending process. Curriculum revision or development becomes inevitable to make an education system dynamic as well as ensuring continuity in acquiring knowledge and skills in terms of ideology and vision of a country, history and culture, demand of the contemporary life, science and technology and so on. The existing curriculum for secondary level was designed in 1995. In the mean time, there are changes at several national domains as well as knowledge and science. However, there was no reflection of them in the existing curriculum as there was no change in it. Therefore, developing a new curriculum was a demand of the time.

The curriculum framework is developed based on the National Education Policy 2010. With a view to finalise the curriculum framework a national workshop was held with eminent educationists, intellectuals, and other stakeholders. The framework was revised in the light of the opinions and recommendations received from the workshop, and finally approved by the National Curriculum Coordination Committee (NCCC). Then 17 curricula for classes six to eight and 27 curricula for classes nine and ten have been developed following the approved framework and stages of curriculum development. Subject based committees were involved in this process. These committees comprised subject specialists, teacher educators, practicing teachers, and curriculum specialists.

The new curriculum includes many important subjects and contents such as Information and Communications Technology, Work and Life Oriented Education, Career Education, Climate Change and Our Responsibilities, Adolescence and Reproductive Health, and Women Development Policy. It also upholds the ideals, values, and inspirations of the great Liberation War. In addition, there are changes in teaching-learning activities, and ways of assessment. The curriculum also emphasises learning by doing instead of rote learning. Learners are guided to acquire moral values, honesty, patriotism, qualities of leadership as well as creativity too. Moreover, initiatives are taken so that the curriculum works as a means for the learners to gain necessary work skills besides their personal qualities. Finally the curriculum aims at opening a gateway of life for the learners through befitting education.

I thank the authority of Secondary Education Sector Development Project for their technical and financial assistance in developing this new curriculum. I also thank all the members of the NCCC, Professional committee, technical committee, vetting committee, and committee for overall coordination as they worked relentlessly besides the subject based committees in developing this curriculum.

I earnestly believe that the new curriculum will help flourish a new generation with yearnings for education, and skills in using science and technology. They will be rich in moral values, and respectful and committed to the people of the country. Moreover, they will be inspired by more patriotic zeal and will significantly contribute to the national growth and development.

Professor Md. Mostafa Kamaluddin
Chairman
NCTB

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1. Introduction

- 1.1 The success of any programme depends on an appropriate preplan and its accurate implementation. Curriculum is the name of such a preplan encompassing the entire activities in the domain of education. A curriculum of a specific education programme is laid to accommodate desires, tendencies, abilities, experiences and demands of learners in the backdrop of a society or a country. A curriculum contains answers to questions such as to who, why, what, how, with whose help, by what, where and for how long learners will learn. It also shows the ways of assessing their learning as well. A curriculum also addresses the aims and objectives of education, attainable learning outcomes, subjects and their contents, guidelines for teaching-learning activities and the like. Hence curriculum is called the blue-print for implementing education programmes and works as the base of developing textbooks and other teaching materials as well as conducting teaching-learning activities.
- 1.2 Curriculum development is a continuous process. As part of this process, serial evaluation of curriculum is very essential to identify its strengths and weaknesses as well as its effectiveness. Needless to say that the rapid changes in the domains of knowledge, science and technology results in social changes and learning demands. These changes and demands necessitate updating a curriculum through necessary revision and reformation. Besides, if any curriculum is too old to be revised and cannot meet the demands of any particular time, development of a new curriculum becomes inevitable. In addition, the implementation of a new education policy equally justifies the need of a new curriculum. All these realities underpin the development of National Curriculum 2012.

2. Rationale for the development of a new curriculum in Bangladesh

- 2.1 The existing curriculum at the secondary level was introduced in 1995. The following long period has seen remarkable changes in societal, cultural, economic, political and many other spheres especially in the field of Science, and Information and Communication Technology in both national and international contexts. Learners' demands are also changing fast. To meet the demands and keep teaching-learning updated, it has been mandatory to develop a new curriculum.
- 2.2 The study on the existing secondary curriculum entitled '*Evaluation of the Secondary Curriculum and Need Assessment*' identifies many weaknesses, incongruities and problems. It finds that the curriculum is excessively theoretical and informative, and leads learners to rote learning. Scopes for investigation, acquiring problem solving skills, learning by doing and developing creativity and innovation are limited in this curriculum. Opportunities for developing moral and humane qualities are also insufficient. Some essential subjects and contents such as Information and Communication Technology, Climate Change and Our Responsibilities, Adolescence and Reproductive Health, Energy Security are partially reflected in the existing curriculum. Besides, it heavily emphasises content memorization instead of acquiring listening, speaking, reading and writing skills in case of

mother tongue, Bangla, and international language, English. Moreover the curriculum has inadequate space in making learners work-oriented. The newly developed curriculum tries to address these limitations.

- 2.3 The National Education Policy 2010 is a milestone in the field of education in Bangladesh. The policy acknowledges the need of education for developing time befitting human resources. For this to work the introduction of a suitable curriculum and its proper implementation is necessary. The most important steps in the implementation of Education Policy 2010 are to introduce befitting education system and curriculum in accordance with the education policy.
- 2.4 The Vision 2021 in Bangladesh aims at working for a digital Bangladesh and upgrading Bangladesh as a country of middle income. Developing proper human resources through appropriate education can only work for them. A suitable curriculum is also needed to make it happen.
- 2.5 The report of the International Education Commission formed for the education in the 21st century *The Treasure Within* mentions secondary education as the gateway to life. This means that necessary skills for the practical working life should be acquired through secondary education. The report marks four pillars of education necessary for acquiring these skills. They are – learning for knowledge, learning for work, learning for coexistence and learning for growth. A suitable curriculum is needed to ensure those pillars and develop a competent workforce for the 21st century.

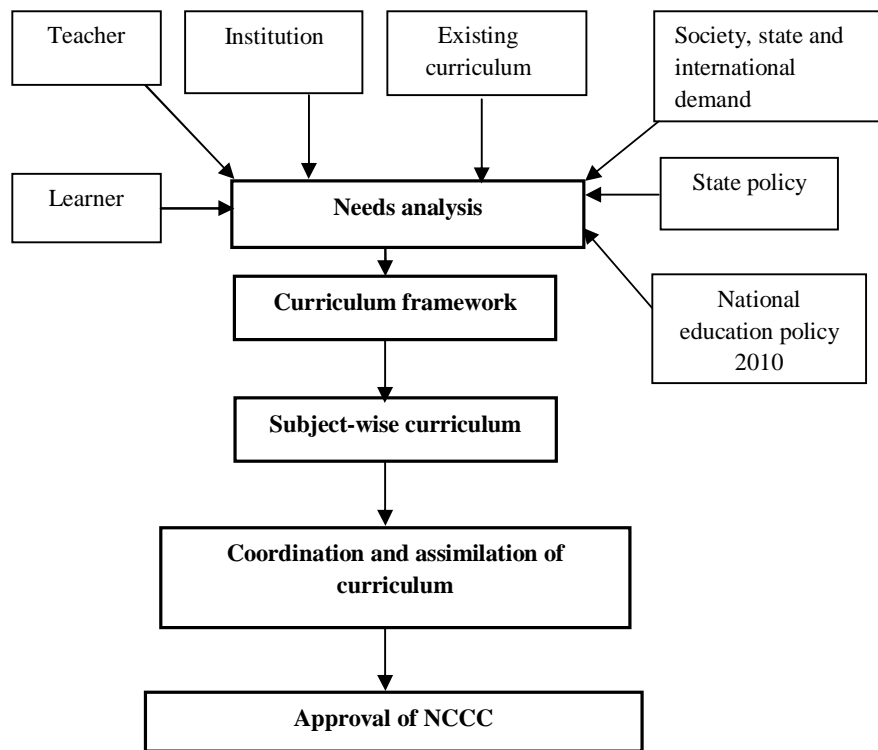
3. Model followed in the development of curriculum

National Curriculum 2012 has been developed based on the objective-learning outcome model. According to this model, aims and general objectives of education are determined first. Then subjects and subject-wise learning objectives suitable to attaining those objectives are selected. To achieve subject-wise objectives, terminal learning outcomes for different grades are determined. Terminal learning outcomes are classified into class-wise learning outcomes. Class-wise learning outcomes are further divided under three heads: cognitive, affective and psychomotor domains. Then contents suitable for a class, teaching-learning activities, assessment techniques and other strategies are laid on the basis of class-wise learning outcomes. This model is also called product oriented model. Many countries in the present world follow this model to develop their curriculum.

4. Process followed in curriculum development

The new curriculum is developed with the technical and financial assistance of Secondary Education Sector Development Project (SESDP) under the full guidance of National Curriculum and Textbook Board (NCTB). A panel consisting of curriculum specialists of SESDP, officers of the secondary wing of NCTB, selected national level curriculum experts, subject specialists, educationists, teacher educators and experienced classroom teachers were involved in this process. The following flowchart shows the different stages of curriculum development.

National Curriculum Development Process



4.1 Needs Analysis

4.1.1 Evaluation of existing secondary curriculum

Curriculum Specialists of SESDP evaluated the secondary level (lower secondary, classes 6-8 and secondary, classes 9-10) curriculum in 2008. Through rationale evaluation the faults and deficiencies of the curriculum and the effectiveness of it in fulfilling learners' learning needs were assessed. The outcomes of this evaluation were considered while developing the new curriculum.

4.1.2 Evaluation of existing curriculum through research

Curriculum specialists of SESDP conducted a research entitled '**Secondary Level Curriculum Evaluation and Needs Analysis Study 2010**'. Through this survey, the strengths and weaknesses of the existing curriculum, its challenges, scopes for revisions, and learners' demands were identified.

4.1.3 National Education Policy 2010

The principles of education mentioned in the National Education Policy 2010 especially the clauses on secondary education are studied to lay the foundation of the new curriculum. As per the Education Policy, initiatives have been made to integrate all the conventional streams of education (main stream, madrasa, English medium) for a unitary system. In this system, all types of educational institutions will follow identical education activities under the same curriculum from classes 1 to 8.

4.1.4 Review of overseas curricula

Contemporary curricula of some countries such as India (state), Srilanka, Malaysia, Singapore, Australia (state), UK and Canada have been reviewed. The education systems especially different aspects of the curricula in these countries have been studied to scrutinize their usability in the context of Bangladesh.

4.1.5 Review of relevant reports, essays and views

Locally and internationally published reports, essays and views on education, especially on curriculum have also been reviewed. Some of them are: Report on education in the 21st century by International Education Commission UNESCO (1996) 'Learning: The Treasure Within; O'Neil, Geraldine (2010) 'Programme Design: Overview of Curriculum Models'; Marsh, C.J (1997) 'Perspective Key Concepts for Understanding Curriculum'; Sheehan, John (1986) Instructional Design, Macmillan; Report of the Study on Lower Secondary, Secondary and Higher Secondary Curriculum, Teacher Training Curriculum and Gender Sensitivity in Textbooks conducted by National Curriculum and Textbook Board (2012); Report on Life Skill Education by UNICEF (2009). Besides, various

projects in Bangladesh, government and non-government organizations and agencies submitted 27 reports to incorporate different findings in the curriculum. After necessary study of these reports, measures have been taken to address relevant issues from them. Some of those 27 reports are: Access to Information (A2I), Food and Nutrition, Reproductive Health, HIV, Children with Special Needs, etc.

4.2 Drawing the outline of curriculum

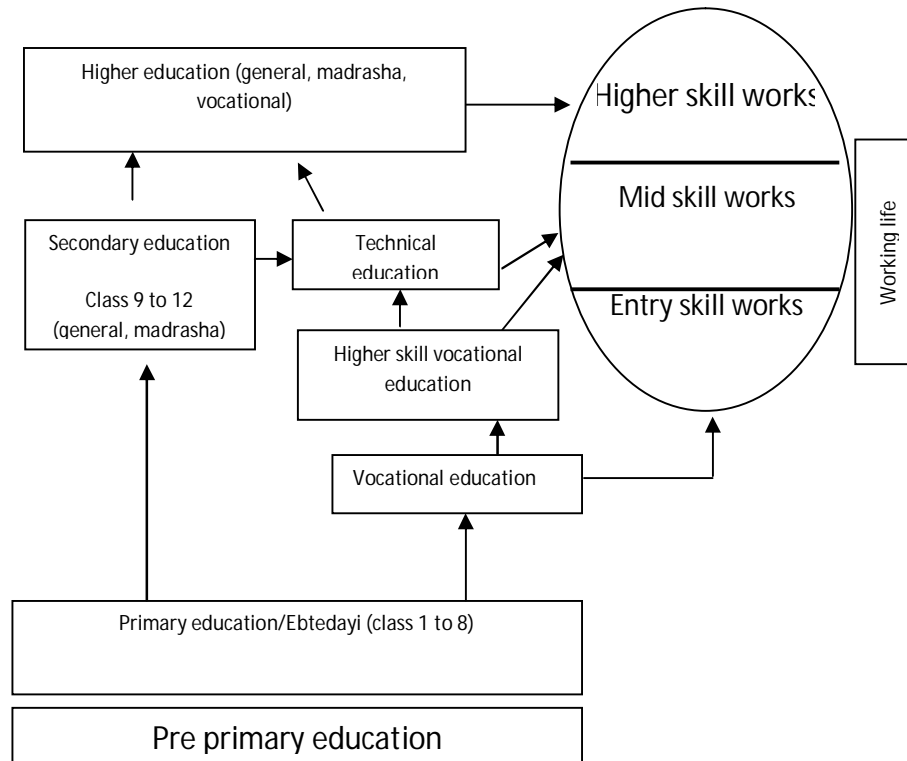
Directed by the National Consultant, Curriculum Specialists of SESDP laid out the principles of the curriculum on the basis of the needs analysis. They also drew a flowchart showing the tendencies of the terminal learners at different level. These established the basis or outline of the curriculum.

4.2.1 Principles of developing curriculum

- creating opportunities for nurturing patriotic feelings on the basis of the Language Movement, Liberation War, and secular values
- emphasising morality and human values
- increasing opportunities for inquisitiveness, creativity and innovation
- grooming learners as science minded and work oriented
- acquiring skills to use modern technology
- underlining scopes for realistic and applied education besides theoretical knowledge
- enhancing opportunities for life skills
- highlighting human rights with a view to removing all kinds of discriminations
- developing human resources as per the demand of the globalized world emphasize

develop

4.2.2 Flow chart of school leavers' tendency for further education and work



According to the flowchart based on the Education Policy 2010, a group of students after completing 8 years of compulsory free primary education will go for 4 years secondary education on the basis of merit and tendency. The other group will go for vocational education. After secondary education they will turn to higher education but there are options at the secondary level. After completing 2 years at this level some learners will go to technical stream. From vocational stream, a portion completing the term will go to the entry-level of working life, and the others will proceed to higher level of vocational education. From here some learners will advance towards technical education and the others will join medium-skill working life. From technical education, a few will go for higher

(Engineering) education and others may join medium-skill working life too. After higher education, learners will join highly-skilled working life. Thus they will start working life with different levels of knowledge and skills.

4.2.3 The draft framework of the curriculum was drawn based on two things. One is the set principles of curriculum development and the other is the flow chart of school leavers' tendency for further education (see 4.2.2). It was discussed and reviewed in a number of internal meetings of the National Consultant with Curriculum Specialists. The draft thus revised was presented in two national seminars (25 August, 2010 and 23 February, 2011). National level curriculum specialists, subject specialists, educationists, teacher educators, education administrators, classroom teachers, members of the parliament and national leaders took active participations in these seminars. The draft was further revised to incorporate the recommendations from the seminars. Then the revised framework was approved by National Curriculum and Textbook Board (NCTB) and National Curriculum Coordination Committee (NCCC). (The framework/outline is added in article 6).

4.2.4 The items included in the curriculum framework are: aims and general objectives of education, grade-wise selected subjects, subject-wise marks, weekly class periods, list of annual working days and holidays, length of class periods, dos in the national days, etc.

4.3 Subject-wise curriculum development

Ministry of Education formed a committee including 5 to 8 member including national level curriculum specialists, subject specialists, classroom teachers and NCTB experts to develop curriculum for individual subjects in line with the curriculum framework. A curriculum specialist from SESDP acts as member-coordinator on each of the committee thus formed.

4.3.1 Subject committees were divided into three groups. They were provided with intensive training on curriculum development. Three major areas of training are: (a) Introduction to the curriculum framework and principles of curriculum development (b) Process of curriculum development, and designing and use of a matrix (c) Development of a matrix based curriculum as a sample for practice and its analysis

4.3.2 Decision was made through discussion in the training sessions that the following aspects to be included in a subject-wise curriculum:

(a) introduction (b) subject specific objectives (c) terminal outcomes (to be attained by the end of class 8) (d) attainable learning outcomes by the end of a each terminal period (for classes 6,7, & 8). Moreover, chapters and number of periods, teaching learning activities, strategies for evaluation, and guidelines for textbooks are also shown in a curriculum matrix. As classes 9-10 are inseparable, class wise learning outcomes are not maintained for these grades.

- 4.3.3** Each subject committee sat in 10 day-long meetings to make the draft curriculum in the prescribed format. Then the draft was presented and discussed in a joint meeting of similar-subject committees and the Curriculum Consultant. The subject committee revised the draft in line with the feedbacks.
- 4.3.4** Four groups were formed comprising similar-subject committees and residential workshops are held at BARD, Comilla. Members of the subject committee, members of the concerned vetting and editorial committee, members of the technical committee for curriculum development formed by the MoE participated in the workshops. The subject-wise draft curriculum was presented and discussed there. Concerned committees did the necessary revision in line with the discussions.
- 4.3.5** Later the generic section of the curriculum was prepared and assimilated with the subject-wise curriculum previously developed according to the framework. Thus the curriculum takes its complete shape.
- 4.3.6** Curriculum thus prepared was presented and discussed in workshops at Divisional Headquarters. In the workshops, subject teachers in groups studied the respective curriculums intensively and made specific recommendations. Later, the subject committee worked on the document to finalise it by incorporating the recommendations.
- 4.3.7** The complete curriculum revised by the technical committee was approved by the professional committee formed by MoE and NCTB. Finally after having the approval of NCCC, the curriculum is accepted as '**National Curriculum 2012**'.

4.4 Activities at different stages in developing curriculum

Level	activities	Developer/preparer
1. Needs/situation analysis	1.1 Revision of secondary level curriculum 1.2 Conducting secondary level curriculum evaluation and needs analysis study 2010 1.3 Analysis of national curriculum 1995-96 1.4 Study of overseas curricula 1.5 Study of related reports, articles, and opinions	1.1 Curriculum Specialists of SESDP 1.2 Curriculum Specialists of SESDP 1.3 Curriculum Specialists of SESDP 1.4 Curriculum Specialists of SESDP and National Curriculum Consultant 1.5 Curriculum Specialists of SESDP and National Curriculum Consultant
2. Preparing the curriculum	2.1 Setting principles for curriculum development	2.1 Curriculum Specialists of SESDP directed by National Curriculum Consultant

framework	2.2 Preparing flow chart for school leavers' tendency for further education and work 2.3 Preparing curriculum framework	2.2 Curriculum Specialists of SESDP directed by National Curriculum Consultant 2.3.1 Curriculum Specialists of SESDP directed by National Curriculum Consultant 2.3.2 Participants in the two National seminars
3. Subject-wise curriculum development	3.1 Finalising process and matrix for subject-wise curriculum development 3.2 Intensive training on curriculum development 3.3 Subject-wise curriculum development	3.1 Curriculum Specialists of SESDP directed by National Curriculum Consultant 3.2 Curriculum Consultant and Technical Committee 3.3.1 Subject-wise curriculum development committee consisting of Education experts, subject experts, experienced classroom teachers and Specialists of NCTB and SESDP in guidance of National Curriculum Consultant 3.3.2 Subject teachers participating Divisional workshops and Curriculum Specialists of SESDP 3.3.3 Technical committee
4. Assimilation of different parts in curriculum and approval of the curriculum	4.1 Developing the generic part of the curriculum and finalizing the complete curriculum assimilating other components 4.2 Approval of the curriculum	4.1.1 Curriculum Specialists of SESDP directed by National Curriculum Consultant 4.1.2 Technical committee 4.1.3 Vetting committee 4.1.4 Professional committee 4.1.5 NCTB 4.2 National Curriculum Coordination Committee

5. Special features of National Curriculum 2012

- 5.1 introduction of an identical and unitary curriculum for all education streams including general, madrasa and English up to class 8
- 5.2 inclusion of ICT, and Career Education as new subjects; and Bangladesh and Global Studies instead of conventional Social Science
- 5.3 inclusion of issues like climate change, reproductive health, autism, etc.
- 5.4 inclusion of 'Small Ethnic Group's Language and Culture' as elective subject

- 5.5 emphasis on moral learning in all subjects including religious studies
- 5.6 emphasis on patriotism and national integrity on the basis of the Language Movement, the Liberation War, and secularism
- 5.7 emphasis on developing science-minded, rational, work-oriented, skilled human resources
- 5.8 special emphasis on four skills such as listening, speaking, reading and writing instead of content memorization in case of teaching and learning of mother tongue, Bangla and International language, English
- 5.9 making learners creative through teaching-learning strategies, i.e ensuring creativity and innovation through the exercise of analytical and thought-provoking work along with creative questions
- 5.10 maintaining a balance between theory and practice in subjects with practical work such as science, physics, chemistry, biology, agriculture, home science, physical education and hygiene, career education, ICT and fine arts
- 5.11 focusing cooperative learning and learning by doing
- 5.12 promoting use of technology in classroom teaching
- 5.13 emphasising life-oriented and pragmatic education
- 5.14 highlighting the achievable knowledge, skill, values and attitudes at the beginning of each chapter and relating them to the cognitive, affective and psychomotor domains
- 5.15 creating human resources compatible for local contexts
- 5.16 removing discriminations in terms of gender, religion, race, ethnicity, profession and financial status through uniform education
- 5.17 developing human resources in line with the demand of globalization
- 5.18 increasing the number of periods and annual work days, and determining the number of periods for each chapter
- 5.19 introducing measures for observing national days keeping schools open
- 5.20 introducing formative assessment to identify learners' weak areas and taking remedial measures accordingly
- 5.21 reforming summative assessment and terminal or public exams

6. Curriculum framework

6.1 Aims and objectives of education for classes 6-12

Aims

- creating knowledgeable, skilled, rational, creative and patriotic human resources full of human, social and moral qualities through holistic development of the learners

Objectives:

1. to help develop learners' creativity, imagination and inquisitiveness by arousing their inherent talent and potential
2. to firmly induce in learners human qualities such as, moral values, honesty, perseverance, tolerance, discipline, self confidence, good manners, respect for others, aesthetic perception, civic relationship and sense of justice
3. to help learners grow up as potential citizens inducing in them patriotism, nationalism and democratic values in the light of great Language Movement, spirit of Liberation War and secularism
4. to give learners a firm and well-founded knowledge about Bangladesh, its history, tradition, culture and the practice of socio-economic and democratic politics; and thereby enable them to contribute to the progress and development of the country in the context of the present world
5. to enhance learners' positive attitude towards dignity of labour, and to improve their habit and interest of work so that they can accomplish individual or group work with moral sense and responsibility
6. to consolidate learners' skills in using standard Bangla in making effective communications, and to build up a regular reading habit in them
7. to enable learners enjoy and explore the inherent aesthetic beauty of Bangla literature, and the discipline and association of the language
8. to help learners acquire the basic skills of English language for effective communications at different spheres including contemporary work places, and higher education
9. to make learners acquainted with arithmetical logics, methods and skills; and increase their abilities to apply them for problem solving s concerning day to day and global affairs
10. to increase learners' interest about technology and make them confident, productive and creative in the use of Information and Communication Technology
11. to help learners acquire scientific attitude and skills so that they can improve qualities of life by applying them in investigations and solutions of real life problems

12. to make learners acquainted with local and global environmental issues with emphasis on climate change, and natural and social environment in the context of our country and the world
13. to help learners acquire necessary knowledge, life-skills and views about hygienic life-style emphasizing food and nutrition, physical fitness, diseases, productive health and personal safety
14. to guide learners to be respectful towards other religions and followers of other religious practices in addition to their own religious beliefs, values and practices
15. to develop among learners a feeling of fraternity and a sense of respect for human beings irrespective of gender, race, clan, language, culture (Bangalees and other small ethnic groups), class or occupation
16. to form a habit of regular co-curricular activities such as sports, physical exercise, cultural activities, or fine arts among learners for their physical and mental upbringing
17. to consolidate learners' knowledge, skills, and attitudes about their personal and social life, contemporary work opportunities, and self employment; and to prepare them for being life-long learners
18. to help learners develop their leadership, cooperation and communications skills through collaborative activities

6.2 Subject framework:

Class 6-8 subject frameworks, distribution of marks and contact hour/period

	Compulsory subjects for all streams (general education, madrasa education and English education)	Marks in exams	Distribution of time (class periods)		
			weekly	terminal	Annual
1.	Bangla	150	5	87	174
2.	English	150	5	87	174
3.	Mathematics	100	4	70	140
4.	Bangladesh and Global Studies	100	3	53	106
5.	Science	100	4	70	140
6.	Information and Communication Technology	50	2	35	70
	Total	650	23	402	804
7.	Compulsory subjects of general education stream Religion and moral education: Islam and Moral Education/Hindu Religion and Moral Education/Christian Religion and Moral Education/Buddhist Religion and Moral Education	100	3	53	106
8.	Physical Education and Hygiene				
9.	Career Education	50	2	35	70
	Arts and Crafts	50	2	35	70
		50	2	35	70
	Total	250	9	158	316
10.	Compulsory subjects of general stream(only one can be taken) Small ethnic group's language and Culture/Agriculture Education/Home Science/Arabic/Sanskrit/Pali	100	2	35	70
	Total	1000	34	595	1190

Note:

- The length of first period is 60 minutes and other periods are 50 minutes.
- There will be 6 periods a day from Saturday to Wednesday. Thursday will have 4 periods.
- Duration of daily assembly is 15 minutes and there will be a mid-day break after 3rd period for 45 minutes.
- Time range will be 5 minutes less in every case provided the school has 2 shifts. In such case the mid day break will be of 25 minutes.

6.3 Subject-frame work, number and time allocation for classes 9-10 (general stream)

Type	Subjects	Number	Time (Class periods)		
			Weekly	Terminal	Annual
Compulsory	1. Bangla	200	5	80	160
	2. English	200	5	80	160
	3. Mathematics	100	4	64	128
	4. Religion and moral Education (Islam & moral Education/ Hinduism & Moral Education/ Christian Religion & Moral Education/Buddhist Religion & moral Education /	100	2	32	64
	5. Information and Communication Technology				
	6. Career Education	50	2	32	64
	7. Physical Education, Health Science and Sports	50	1	16	32
		100	2	32	64
	Total	800	21	336	672
Group wise Subjects: Compulsory subjects for Science	8. Physics	100	3	48	96
	9. Chemistry	100	3	48	96
	10. Biology/Higher Mathematics	100	3	48	96
	11. Bangladesh and Global Studies	100	3	48	96
Optional Subjects for Science (one will be chosen)	12. Biology/Higher Maths/Agriculture/Home Science/Geography and Environment/Arts and Crafts/ Music	100	3	48	96
	Grand Total	1300	36	576	1152

Note:

- A student will choose a group from science, humanities or business studies and take compulsory subjects from that groups
- There will be six working days in a week and each day will have 6 periods.
- Duration of period will be the same as classes 6-8.

Compulsory for Business Studies Group	8. Business Entrepreneurship	100	3	48	96
	9. Accounting	100	3	48	96
	10. Finance and Banking	100	3	48	96
	11. Science	100	3	48	96
Optional for Business Studies group (one will be chosen)	12. Geography and Environment/ Bangladesh and Global Studies/ Agriculture/Home Science/Small Ethnic Group's Language and Culture/Arts and Crafts/Music	100	3	48	96
Grand Total		1300	36	576	1152
Compulsory for Humanities Group	8. History of Bangladesh and World Civilization	100	3	48	96
	9. Geography and Environment	100	3	48	96
	10. Economics/Civics and citizenship	100	3	48	96
	11. Science	100	3	48	96
Optional for Humanities group (one will be chosen)	12. Economics/Civics and Citizenship/Arts and Crafts /Agriculture/Home Science/ Small ethnic group's language and culture/Arabic/Sanskrit/Pali	100	3	48	96
Grand Total		1300	36	576	1152

7 Annual list of holidays

Serial No	Subject
1.	*Akheri chahar Somba
2.	*Eid-e- Miladunnabi
3.	Sri Sri Saraswati Puja
4.	Shahid Dibosh and International mother language day
5.	* Fateha Iaj Daham
6.	*Maghi Purnima
7.	Sri Sri Shibratri
8.	Birthday of Fahter of the Nation Bangabandhu Sheikh Mujibur Rahman
9.	Independence and National day
10.	Holy Doljatra
11.	Easter Sunday
12.	Banla Nobobarsho (New year)
13.	May day
14.	Summer vacation, *Buddha Purnima/Boishakhi purnima
15.	*Shab - e - Meraj
16.	*Shab - e – Borat
17.	Holy Ramadan, Jumatul Wida, Shab – e – Qadr, Eid – ul – Fitr
18.	National Mourning Day
19.	Holy Jonmastomi
20.	Durga Puja, Eid – ul – Azha, Sri Sri Laksmi Puja
21.	Sri Sri Kali Puja/ Sri Sri Shayma Puja
22.	*Hijri New year
23.	* Ashura
24.	Victory Day
25.	Winter vacation, Christmas day
26.	Holidays reserved for Head master

*** Subject to moon sight**

Note:

- School shall remain open on Independence Day, Victory Day, Martyrs' Day (Shaheed Dibash) and International Mother Language Day, National Mourning Day, and Birth Day of the Father of the Nation Bangabandhu Sheikh Mujibur Rahman. These days will be observed keeping class activities suspended.

8. Teaching-learning strategies and techniques

To ensure learning through proper implementation of the curriculum i.e. achieving learning outcomes depends mainly on two things. The most important one is the class teacher's active cooperation. It is the application of appropriate teaching-learning methodology or technique by the teacher. The second one is the appropriate use of quality textbooks and other teaching aids. In both the cases, the role of teachers is very important. To cut it short, there is nothing better than a teacher to ensure learning. In fact, many difficult and complex works exacting labour and time can be performed properly with ease and less effort by applying appropriate method and technique. The same applies to teaching-learning. Having preparation beforehand and applying appropriate method and technique, a teacher can achieve learning outcomes with less efforts and time.

8.1 A few words about ensuring learning

8.1.1 Learner-participation is a very important aspect in the teaching-learning process. This can be mental participation or physical. Mental participation is sensitizing learner's thought process on learning object. It is giving learners such work or assignment that needs thinking. Physical activation is learning by doing. Learning can take place easily and in less time if learners actively participate in the learning process.

8.1.2 Human beings cannot concentrate on single work for a long time. Children's duration of concentration is less than that of adults. It has been found in many studies that the duration of concentration for children between the ages of 12 to 16 is 8 to 10 minutes. And that also depends on how much the work is attractive and pleasurable. So class activities should be varied. Learners' attention can be drawn through discussions, group works, story writing, drawing, debates, role play, practical work, question-answer, demonstrations if relevantly used with their course work.

8.1.3 As every individual is unique, so is every learner. Each learner has her/his own learning style. So learning becomes easy for learners if necessary cooperation is provided. However, this cooperation should address the individual need.

8.1.4 Education is called a 'block process'. Blocks placed one upon another build up a huge building. Similarly, learners can be helped achieve new knowledge, skills and values on the basis of known experience, knowledge and skills. So learning may be easy if learners are helped to achieve new knowledge and skills. They should be presented in a way so that learners can relate their new learning to their own life by comparisons/contrasts, and examples.

8.1.5 Learners should learn through understanding. They should have a clear understanding of what they are learning. Mere memorization without understanding is not any learning. Learning through understanding, or applying an argument or a theory from understanding, helps learners solve a problem independently. This is why, importance should be given on learning than memorization.

- 8.1.6 Appropriate teaching materials are also important in the process of teaching-learning. There are scopes for using teaching aids in all subjects. Teaching aids make difficult or abstract matters simple and concrete. For an example, if a small tree is used in the classroom to show different parts of a tree, or if multimedia is used to show how the eclipse of the sun or the moon takes place, the result is magnificent which cannot be earned by any other ways. If multimedia is not available, a chart can be used to show how the earth, the sun, and the moon function.
- 8.1.7. Practice makes learning long lasting. When practiced repeatedly, learning is not only permanent but also transformed from theory to application.
- 8.1.8. Teacher's positive attitude to learners is very important in education. The teacher-student relation should be such so that a student can easily discuss any family or personal problem with a teacher as she or he does about the classroom related issues without any hesitation. The teacher would suggest ways and help for the student as much as she or he can. There should not be any wall between a teacher and a student. This relation will be based on affection, respect and cordiality.
- 8.1.9 A teacher has to believe that all the students have abilities to learn. The ways and pace may vary but everyone learns, if suitable situations are created and proper cooperation is provided. If a teacher develops a kind of negative attitude towards a learner, it is difficult for him or her to learn from that teacher. A teacher should carry high opinions about the learners. She/he should not use derogatory language such as – 'What a bull-shit head!' (*mathay gobor*), 'You are a worthless guy' (*toke diye kichu hobena, opodartho*), you are nothing but an ass (*gadha*) etc. Using canes or giving any kinds of mental or physical punishment is a barrier to learning. It is a punishable offence in the penal code of the country too. It should be kept in mind that inspiration provokes learning desire among the learners.

9 Learning theories

9.1 Learning theories are very important aspects in education. The Trial and Error Theory of Thorndike, the Condition Reflex of Pavlov, Gestalt theory of Koffka and Köhler have been in educational practice for a long time. The theory of Cognitive Development of Piaget that endorses difference of ability among children according to their age has special contribution in education. In this theory, children aged 1-16 are categorized in 4 groups as per the difference in their abilities: (a) 0-2 years: sensorimotor stage (b) 2-7 years; pre occupational stage (c) 7-11 years: concrete operational stage (d) 11-16 years: formal operational stage. The cognitive abilities of learners are very vital in the process of curriculum development and teaching-learning activities. It is extremely essential to have an understanding of the age level of children and their abilities and inabilities in perception. The theories mentioned above belong to the behaviorism. However the most talked about learning theory in the modern world is the constructivist theory.

9.2. Constructivist theory

The constructivist theory is considered to be the latest theory on how learners learn. The word ‘construct’ comes from the Latin word ‘constrvere’, which means ‘to organise’ or ‘to construct’. This is why, the main theme of this theory is to develop ideas. The theory also believes that learning takes place through continuous changes and development in our thinking brought by different types of tangible information. Every individual learner develops new knowledge and ideas in own way according to his/her own experience and environment. If we encounter anything new, we compare and contrast it with our previous knowledge and experience. Thus we acquire or develop our new ideas. In this process if anything appears irrelevant, we discard it. In the field of learning Jerome Bruner emphasizes more on the development of environment and language. He perceives that environment has more effects on the development of a language and opines that a child uses unique ways to solve his problems in the process of learning development. The whole process is related to a child’s previous experience and knowledge as well.

David Jonassen emphasizes the role of a teacher in constructing learner’s new ideas. He believes that a teacher will not only be a transmitter of theory and information, she/he will provide the learners with guidance to investigate or solve a problem. This will create opportunities for learners to experiment and conceptualize their own learning and to develop their own decisions which they can share with others in an environment of group learning. In this process, the teacher inspires learners to decide on the benefits of the new learning. Jonassen further believes that learners gradually enrich their experience through continuous self-questioning and experimentation regarding their own approach to learning. It helps them learn how to learn. It makes them lifelong learners. Constructivism suggests a kind of spiral learning. It proposes constant acquisition of new ideas, knowledge, and attitudes in addition to what one has presently in those aspects. Jonassen believes that a constructivist classroom should be –

- constructed: learners will create their new ideas and concepts through reflection where they will compare and contrast their previous knowledge, ideas, and experience with those in the present time.

- active: learners themselves will create their own concepts. A teacher will give necessary guidance and create opportunities for learners so that they can experiment, use materials, ask questions, and take initiatives for their own learning. She/he will facilitate learners in deciding on objectives and work strategies of their experimentations.
- reflective: The teacher will make rooms for learners so that they question their own learning process and reflect on that. Learners can do this individually or in groups.
- collaborative: constructive learning will be collaborative. Learners will learn from each other in a group through cooperation. When learners have opportunities to analyse or reflect collaboratively in groups, they can accept the more effective one from each other.
- inquiry or problem based: Constructivism advocates problem solving activities. Here learners apply different methods and techniques of investigation to know or enquire something.
- involving: Learners may consider a part of their previous knowledge untrue or incomplete through their analysis and reflections. In that case, they will either come to a new decision through investigation or carry out their investigation for the same. They will revise their old learning through the new findings of their investigations.

9.3 There are similarities between constructivism and structuralism. The word ‘Gestalt’ is a German word that means ‘structure’. The process of concept formation in learning does not depend on individual elements; rather, it depends on the elements in general which is the focus of structuralism as well. And it depends on the previously acquired ideas, knowledge, experience, and the surroundings of the learners. According to the structuralisms, we have complete ideas about the information we receive through different senses of ours such as eyes, ears, skin etc. However, the constructivists believe that our mind shapes up the experience we receive through our senses in our own way. Thus we make a picture in our mind through which we create our experience. Learning takes place through experiences thus created one after another.

10 Some methods and techniques of teaching-learning activities

Much of the learners’ learning depends on the methods and techniques of the teacher/s. These methods and techniques depend on learners’ abilities, tendencies, and the characteristics of the lesson. If appropriate methods and techniques are applied properly, learners can learn easily. Some methods and techniques are discussed briefly in the below:

10.1 Question and answer method

This is a massively used method. This method can be used to cooperate a learner by keeping him/her active, if applied properly. Questions can be asked for different reasons such as questions for learning, questions for measuring learning outcomes, questions for analyzing utility of any special activity etc. Here we will discuss questions for learning and their types.

10.2 Traditions of asking questions

- If questions are asked to an individual, one learner can be active but others are inactive or inattentive. Therefore questions should address everyone so that the whole class is involved to work out the answer.
- Some time should be given for thinking.
- There should be a discipline in answering questions. Those who are capable in answering the questions would raise their hands. Learners should avoid their tendency to answer the questions altogether.
- Questions should not be asked to a particular learner repeatedly. Everyone should have a turn. If necessary, clues can be given for learners to answer. If any answer is incorrect, teacher should choose a new person to answer.
- The correct answer should be repeated.
- After the correct answer is received, teacher can ask the passive learners to repeat that.
- If and where necessary, teacher can ask probing questions. When questions are asked from the answer of a previous question, it is called probing questions.

10.3 Types of questions

- The language of questions should be easy and suitable for the grade.
- Questions should be thought provoking and inspiring. If questions are asked with words such as ‘why’, ‘how’, ‘what for/what is the reason of’, ‘explain’, ‘analyse’, ‘compare’, learners has to think for the answer.
- It is better not to ask ‘yes/no’ questions. Better to avoid memory test questions as well that starts with ‘what’, ‘who’, ‘where’, or ‘how many’.
- Questions can be asked in a way so that clear conceptions are needed about the subject matter to answer. If necessary, discussion can be done in the midst of question-answer.
- Probing questions i.e., making further questions from the answers should be asked. For examples,
Main question: What is the average attendance in the school?
Answer: Generally 85%, in special occasions 50%.
Probing question: Why is the percentage low in special occasions?
Answer: During the season of sowing and harvesting of rice, many children help their guardians and so they do not come to school.

10.4 Dos for teachers

- A teacher should inspire learners for correct answers.
- A teacher should provide guidance and inspiration even if the answer is incorrect.
- A teacher should refer back to the right context/s that may help learners come up with correct answers.
- A teacher should create opportunities as well as inspire learners to ask questions. He should also answer learners' questions.

11 Group based cooperative method

Group based cooperative method is a successful teaching-learning activity. In this process, learners of the same age or stage work together in a symbiotic process. Here, a teacher has indirect but important roles. Groupwork not only increases a learner's knowledge and skills, but also his human qualities such as discipline, tolerance, leadership, and mutual understanding.

11.1 Forming a group

A group can be formed in different ways. It can be either a group of equal or mixed abilities. It can also be a subject based group, or regional group. A group of mixed abilities has more facilities. Formation of groups in each and every subject or lesson is time taking. This is why, a class teacher, who takes the class in the first period, will form groups. If necessary, re-grouping can be done in every month. It results in better symbiosis among students. Other teachers of the same class will engage the groups in collaborative learning. Each group will have 6-10 members maximum and a name. Usually names of flowers, fruits, birds, rivers, or colour are used for this purpose.

11.2 Sitting arrangements for groupworks

Sitting arrangements can be done in a way so that all students in a group have face in. If the classroom is spacious, and have sufficient furniture, students can sit around a table in circles. If there is no arrangement like this, they can sit on the floor or mats. Another alternative is that students of the first bench will turn around to sit face to face with students of the second bench. Similarly students of the third bench will sit face to face with students of the fourth bench. In this way, students of a group will sit in two benches. As soon as a teacher asks for a group work, students will start doing the activity. No time should be spent for rearranging furniture.

11.3 The process of groupworks

- The teacher will give clear instructions on what to do before students get into groups.
- The teacher will nominate one student to work as a team leader. Everyone will get this chance in turns.
- Students will get into groups. Everyone in a group will think about a certain problem. Then they will discuss among themselves. When one speaks, others will listen. Nobody will interrupt anyone during the discussion process. However, if the discussion goes too long or is irrelevant, the team leader will take control over it to guide it in the right direction politely.
- Everyone in the group will participate in the discussion.
- Learners will analyse theory or information, present or refute arguments through discussions.
- One has to listen patiently to others even if what she or he is listening is not similar to his or her own opinions. Later counter arguments can be given. There is no room for showing anger or unacceptable behavior.
- None will impose own opinion on others.
- The result of any discussions will be recorded as group decision and everyone has to comply with that.
- The team leader will present the group decision to the whole class. If there are any questions or queries from other groups regarding it, the team leader will answer for that.
- If there is any difference of opinions among the group members, the team leader will raise hand for teacher's help.

11.4 Types of group work

Groupworks should be mainly investigative or problem solving. It will facilitate sensitivity, creativity, and analysis. Any general theory, information or cognitive matter should not be a subject of any group discussion as it has nothing to sensitise or investigate.

11.5 Some examples of group work

- a. Find out reasons of why birds in Bangladesh are gradually getting extinct and how they can be protected.
- b. Make a list of students' responsibilities to make villagers health conscious.
- c. Identify the qualities of different types of soil through experiments.
- d. Decide on the role of the Government, society, and guardians to protect children of Bangladesh.
- e. Making summary of content.

11.6 Topics not suitable for group work

- a. Write the elements of air along with their proportion.
- b. Describe the geo-natural qualities of Bangladesh.
- c. Make a list of capitals, population, and per-capita income of SAARC countries.
- d. Describe the formation of atoms.
- e. Describe the Information Right Law.

11.7 Overcoming learning difficulties through group works

Some learners may not acquire particular learning outcomes for different reasons. Special groupworks can be designed for those after identifying their weaknesses through continuous assessment. In this process, one smart learner can be chosen as the team leader to cooperate other learners in their learning. The teacher provides the team leader with necessary instructions beforehand. When one learner helps another learner of his equal status, it is called peer-learning.

11.8 Teacher's role during the group work

The teacher moves around the class to monitor each group's work and provide necessary guidance and assistance. Later teacher identifies errors or mistakes in the group presentations (if any), and suggests ways to overcome them.

11.9 Demonstration methods

Through demonstrations helps can be provided for learners to get ideas of something. It can be used for showing something. Instead of mere narration of a particular thing, if something is shown, it's easier for learners to create ideas which ultimately increase learners' interests and enthusiasm. In this process, real objects related to a lesson are shown or narration goes with demonstrations followed by discussions or questions-answers to help learners create ideas. For examples, a hibiscus flower is shown to give ideas about different parts of a flower; or in the laboratory hydrogen can be produced before students using appropriate apparatus and mixing non-concentrated sulphuric acid with Zinc, etc.

Sometimes real objects or incidents cannot be shown. In that case ideas are created through semi real things. For example, CDs or videos on how the earth rotates round the sun can be shown through multimedia in classrooms to make students understand about the eclipse of the sun or the moon. If multimedia is not available, charts can be used too for the same purpose. Sometimes role plays can be used for students' help. Sometimes students are taken to the real world outside the classrooms to make them familiar with the realities. For an example, reasons of soil erosion can be shown directly. If possible, learners can be taken to the historical places to show and describe different places or objects of historical interest. For example, students are taken to the Shalbon Bihar at Kotbari, Comilla, to help them see and learn some of the features of the then Buddhist civilization.

Demonstration methods increase learners' enthusiasm. It is handy for creating learners' ideas. It has long lasting impacts too. However, care should be taken so that all students can see properly.

12 Investigation process

Investigation process is a work related process. It is based on Dewee's action hypothesis. In this process learners learn individually or in groups following some systematic process. Here a learner investigates the reason, effects, or reaction of something. Investigation can be done in different ways such as analyzing files, visits, observation, interview etc. for examples-

- The reasons and effects of young generation's addiction to satellite culture
- The reasons and effects of air pollution in the industrial areas
- The effects of using too much pesticide in food production

12.1. Learning through investigation

For every investigation first a subject or problem is selected. The few steps are followed. They are-

- a. Deciding on objectives
- b. Planning
- c. Implementation
- d. Evaluation

The first step is deciding on the objectives without which we cannot start anything. Objectives should be well specific. Then comes the step of planning for implementation. Planning includes what to do, how to do, when to do to achieve objectives. At the third stage activities are done according to the plan. Materials or tolls needed for activities are also done or collected at this stage. After doing the activities learners will prepare a report on the investigation work.

12.2 A few more words about teaching learning activities

There are many ways for teaching-learning. Some of them are learner centric while some others teacher centric. Learners' active involvement enhances the teaching learning process. But there are positive sides as well as limitations in all teaching learning methods. There is no particular method which can be applicable to all for every situation. The success of learners depends on the teacher's skillful application of any method, or how appropriately she or he can apply the techniques and methods in line with the lessons or subject. It's the teacher's role to select an activity or activities/techniques according to the need of the lesson to make it fruitful. The success of a lesson depends on the teacher's intelligence, subject knowledge, and proper application of teaching learning activities. This is why it is said that teacher is the best method.

Learner-centric teaching is multifarious. Here only a few learner centric activities are discussed in brief. The more a teacher knows about methods and techniques, higher are his or her opportunities to apply or make a blend of them to conduct a lesson. While teaching if she or he understands that learners are not learning in a certain method, she or he instantly can change it for a different one. This is why a teacher should be skilled in different methods.

13 Learner assessment

Generally assessment means measuring learner achievements from a certain teaching learning activities. In other words how far of the learning outcomes previously set in the curriculum are achieved by the learners are measured in the assessment. In fact, assessment has a larger connotation. We assess or evaluate learners in different ways. Based on the time and type, there are two major kinds of assessment: (a) formative or continuous assessment and (b) summative assessment. Sometimes we assess learners during a lesson or after a certain part of a lesson. This type of assessment is formative or continuous assessment. On the other hand, the assessment we do after a certain period or program such as terminal assessment, final examination, SSC examination etc. are summative assessment. Both the types are necessary but continuous assessment has more positive aspects for the following reasons:

- Continuous assessment helps identify learner's learning weaknesses and work out for preventive measures instantly.
- It provides opportunities to observe learners' practical work and offer guidance for improvement.
- Assessment can be done in less time, and less expenditure; and strategies for prevention can be taken in phases. Summative assessment cannot measure these flaws.
- Some special skills of learners such as listening, speaking, reading, etc can be assessed in this way quickly in low cost and guidelines can be provided accordingly.
- The affective aspects of learners especially their individual and social behavior, values etc can be done in formative assessment for further corrections.
- Through learner assessment teaching-learning methods and techniques are also assessed to measure strengths and weaknesses and bring about necessary changes.

14 Continuous assessment

- There is provision for continuous assessment from classes 6 to 10 for the following two aspects:
 1. Continuous assessment of subject specific knowledge and psychomotor factors
 2. Continuous assessment of affective factors

14.1 Continuous assessment of subject specific knowledge and psychomotor factors

- Every subjects has 20% marks for continuous assessment
- Marks distribution for continuous assessment of each subjects will be:

	Assessment area	Marks
a	Class work	10
b	Home work and investigation work	05
c	Class test	05
		Total 20

Every subject teacher will do continuous assessment of his or her students out of 20% marks and keep records of it using specific table.

14.1.1 Class work

Class work means the activities done by a learner during the teaching-learning process in the class. Class work may vary from one subject to another subject. Class work includes narrating or writing answers, drawing (picture, table, graph, and chart), discussions and debates, role play, practical work etc. Listening, speaking, reading, and writing are considered as class work in Bangla and English.

For each subject three samples of evaluation will be kept in record. One sample of practical work will be recorded along with two samples of class work for the subjects with practical work.

Each subject teacher will continuously assess a student using the following criteria and for every term she or he will keep 3 records of student assessment done once in every two months.

14.1.2 Home work

Home work is the curriculum based activities that a learner does at home. It is expected that the work will be done by the learners independently at home. Here a teacher needs to be sure that the work can be done by the learner alone. A learner's capacity of thinking and values will be evaluated through home work. Teachers will provide necessary supports based on the type of the home work and the learning outcomes. She/he will make sure that the home work will not demand memorisation. Home work should facilitate thinking ability and creativity. There should be scopes for incorporating ideas gained from the classrooms. Measures should also be taken so that learners are prepared for creative questions from their home work. In this regard, the specimen home work shown in the curriculum matrix can be followed. Home work should be designed in a way so that those can be done in 20-25 minutes. A teacher will choose quite a few home work in each term. For record keeping in classes six to eight, two home work samples will be used from each of the subjects

such as science, Bangladesh and global studies, information and communications technology, work and carrier studies. For classes nine and ten two samples from each subjects will be kept in record except elective subjects. Home work with good marks will be considered for record keeping. A teacher can choose any marks for home work. But the marks achieved will be converted out five for record keeping. If the converted figure has any fragments, that will be recorded intact.

14.1.3 Investigation work

Investigation work helps identify learner's problem solving skills and thinking abilities. An investigation work may need few hours or few days. A teacher will decide upon the duration.

Investigation work is done following particular steps. From classes 6 to 8, teacher does the work of problem identification, planning, and designing of investigation tools/schedule/questionnaire for collecting data. Students themselves will do the work of data collection which is one of the basic features of investigation. Students will try to collect data from their families, neighbours, and locality as much as possible. Learners' security should be kept in active consideration in the process of data collection. Teacher will also ensure that students are not embarrassed in the data collection process. For science subjects data collection may be in the laboratories. Before the investigation process begins, teacher will explain the process needed to start the investigation.

Primary and secondary sources can be used for data collection. Learners will work for findings and express their comment on them through data analysis. There will be a report on the whole process narrating the activities of the whole process. Teacher will guide learner in preparing this report. Investigation work will be conducted by learners in groups. However, the data analysis, finalizing results, and explaining the result will be done by learners individually. Here assessment too will be done individually. Learners of classes nine and ten will run this investigation taking minimum support from the teacher. There are no fixed marks for this investigation. But that will be converted in 5 and the marks achieved will convert accordingly so that it is a test out of 5 for record keeping. If the converted marks has any fragment that will be kept intact.

14.1.4 Class test

There will be class test after each chapter. Class tests with higher marks will be kept as records. The answers scripts of the class tests will be kept in record after they are being seen by the examinees. Samples of two practical and one paper and pencil test will be kept as records for subjects with practical work. For other subjects samples of three class tests will be recorded. The assessment criteria for practical work will be similar to that of class work. Class test will be either practical or theoretical. Class tests will be of short duration and they will be conducted in the periods specified for that particular subject. This time cannot exceed more than one period. The other activities in other periods will run as usual on the day of the class test.

15 Affective: Continuous assessment of values

This curriculum stresses on personal development of learners. The curriculum not only suggests a learner to be intelligent, she or he has to be a good human being as well. This is why assessment of a learner's behavior and attitude needs to be assessed too. This can be done through continuous assessment. A particular incident in the school is not sufficient to assess a learner's behavior, and social values. Therefore a learner will participate in different activities beside his or her class work. They include daily assembly, and sports, cultural activities, study tours, observing national days, religious festivals, science fairs, Maths Olympiads, Boys Scouts, Girls Guides, and preservation of environment and ecology activities. A dependable assessment regarding learners' behavior and values can be done through prolonged observation of their participation in different activities. The curriculum encompasses assessment of learners' affective domains too. For this to work the qualities and values will be assessed are discipline, patriotism, leadership, honesty, discipline, cooperation, active participation, tolerance, consciousness, and punctuality.

16 Terminal examinations and public examinations

The national curriculum divides an academic year into two six months long terms. Each year will have two terminal examinations. Promotion of students to the next class will depend on their marks acquired in the both the terminal examinations added to the marks acquired in the continuous assessment.

Questions in the terminal and public examinations will follow the creative questions pattern and answers to the questions will follow the guidelines in this regard. The subject teachers in consultation with the head teacher of the school will decide upon the distribution of contents in the curriculum in two terms. The number of working days in the school ought to be considered in this distribution. Subject teachers will plan and carry out teaching accordingly. Chapters assessed in one term cannot be assessed for another term. However, this directives are not applicable for public exams in the classes eight and ten (JSC, SSC). The curriculum specifies the full marks for different subjects and number of papers in the examinations after each term. The subject outline of the curriculum framework shows the full marks for different subjects.

The creative questions will have two types: Multiple Choice Questions (MCQ) and creative questions. There will be three types of MCQ: simple MCQ, multiple completions, and situation set. Different MCQ should be arranged proportionately so that they can touch all four spheres of thinking skills (such as cognition 40%, comprehension 30%, application 20%, and higher skills 10%). All chapters in a subject should be included in assessment. There should be guideline for question setters before they set questions. Each MCQ will have one mark and it will have one stem followed by four alternatives. These four alternatives will belong to the four spheres of thinking skills to test learners' different skills (cognitive, comprehension, application, and higher skills). Answer scripts will be assessed following marker-guidelines.

3. tUKubK`vj KvgW		
μvgK	bvg I c`ne	KvgWtZ c`ne
1.	c0dmi tgrt Ave`j ReYvi c03b cwi Pvj K, bvtqg, XvKv (ewo bs-7, moK bs-11, tm±i bs-4, DEiv gWj UvDb, XvKv-1230)	AvnerqK
2.	Aa`vcK W. Aveynw` j wZd mrcvi wbdgwi Aa`vcK, AvBBAvi, XvKv wekpe``vj q, XvKv	m`m`
3.	c0dmi Ave`jn mervb c03b gnicwi Pvj K, c0_wgK wk`lv Awa`Bi (m-8, eimv bs-52, tiwW bs-6/G, avbgwU AvewmK Gj vKv, XvKv)	m`m`
4.	Aa`vcK W. tWjvg i mj wgvv c03b Aa`q , wUPm`Ulbs Ktj R, XvKv (eimv bs-47, tiwW bs-02, tm±i -09, DEiv gWj UvDb, XvKv-1230)	m`m`
5.	W. tgrt w0w` Ki ingvb civgkK GmBGmWvc, gva`wgK I D`Pwk`lv Awa`Bi, wk`lv Feb, XvKv	m`m`
6.	c0dmi W. tgrt bvrGj Kwi g tPšajx e`e`vcbv wefvM, XvKv wekpe``vj q, XvKv	m`m`
7.	W. Avaj gvtj K Aa`vcK, AvBBAvi, XvKv wekpe``vj q, XvKv	m`m`
8.	Rbve tgrv`š RwkI trntmb wk`lvμg wekI A GmBGmWvc, GbimUwe, XvKv	m`m`
9.	Rbve kixbviv teMg wekI A, GbimUwe, XvKv	m`m`
10.	Rbve tgrt tgvLtj m Di ingvb wekI A, GbimUwe, XvKv	m`m`
11.	Rbve tgrt di n`j Bmjvg EaYzb wekI A, GbimUwe, XvKv	m`m`-miPe

4. tFils KvgW		
μvgK	bvg I c`ne	KvgWtZ c`ne
1.	evsjv	1. Aa`vcK Ave`j un Aveymvq` cwi Pvj K, wekpmwZ` tK`š, XvKv 2. c0dmi bRrvnb teMg Aa`q , mi Kwi weAvb Ktj R, XvKv
2.	BstiuR	1. c0dmi Ave`jn mervb c03b gnicwi Pvj K, c0_wgK wk`lv Awa`Bi, XvKv (m-8, eimv bs-52, tiwW bs-6/G, avbgwU AvewmK Gj vKv, XvKv) 2. c0dmi tgrt kvgmj nK c03b Wxb, evsj vt`k Dbš wekpe``vj q, MvRvcj (eimv bs-25, G`vclU`gU-we-5, tiwW bs 68G, _j kvb-2, XvKv-1212)
3.	MwYZ	1. c0dmi W. tgrt Avaj gwZb MwYZ wefvM, XvKv wekpe``vj q, XvKv 2. c0dmi W. tgrt Avajm Qvgv` MwYZ wefvM, XvKv wekpe``vj q, XvKv
4.	weAvb	1. c0dmi W. tgrt AvRRj ingvb c`v`weAvb wefvM, XvKv wekpe``vj q, XvKv 2. Rbve tgrv`š bfi Avj g wmi Kx mnhvMx Aa`vcK, AvBBAvi, XvKv wekpe``vj q, XvKv
5.	evsj vt`k I wekpm Pq	1. c0dmi W. nviab Di iwK` ivoteAvb wefvM, XvKv wekpe``vj q, XvKv 2. W. `mq` nmdRj ingvb mnhvMx Aa`vcK, cwi tek weAvb wefvM Rrvv`xi bMi wekpe``vj q, mrvvi, XvKv
6.	Z` I thvM`thvM c03b	1. c0dmi W. gnv`š Rvdi Bkev Kv`uDUvi mtqY GU BwAvbqwi s wefvM kvrRvj vj weAvb I c03b wekpe``vj q, wmtj U 2. Rbve tgrt mcdDj Avj g Lvb mnKvi x Aa`vcK, Z` c03b BYwUwDU, XvKv wekpe``vj q, XvKv
7.	cwi tek cwi vPz	1. c0dmi W. G Gm Gg gvKmj Kvgvj fZ`Ej wefvM, XvKv wekpe``vj q, XvKv 2. c0dmi W. tgrt Lexi D`i xb cwi tek weAvb wefvM, Rrvv`xi bMi wekpe``vj q, mrvvi, XvKv

5. **ᐃᓕᓄᓄᓄ ᐃᓕᓄᓄ ᐃᓕᓄᓄ**

ᐃᓕᓄᓄ: ᐃᓕᓄᓄᓄ		ᓕᓄᓄ: ᐃᓕᓄᓄ
ᓄᓄᓄᓄ	ᐃᓕᓄᓄ ᐃᓕᓄᓄ	ᐃᓕᓄᓄᓄᓄ ᐃᓕᓄᓄ
1	cᓄᓄmi kvnb Gg. Kexi Aa'vcK, BstiwR wefVM, Rvni/xi bMi wekpe`vj q, XvKv	AvneqK
2	W. KvRj Kᓄ e'vbrRᓄ ^ᓄ Aa'vcK, BstiwR wefVM, XvKv wekpe`vj q, XvKv	m`m`
3	Aa'vcK Bqvmigb evby cᓄᓄb cwi Pj K (cwi Kí bv I Dbᓄᓄ), bvtqg, XvKv	m`m`
4	Rbve wKkI qvi Kvgj Aa'vcK I wefVMx cāvb, BstiwR wefVM mi Kwi t`te`Ktj R, gwibKMA	m`m`
5	W. tgvētkjv Lvbg mnthvMx Aa'vcK, BstiwR wefVM, RvZxq wekpe`vj q, MvRxcj	m`m`
6	Rbve tiwRbv cwi wfb mnKvix wKᓄK, tZRMvd mi Kwi ewj Kv D`P we`vj q, XvKv	m`m`
7	Rbve bwiMᓄ Av ³ vi evby mnKvix wKᓄK, gwZsJ mi Kwi ewj Kv D`P we`vj q, XvKv	m`m`
8	Rbve Aveytbnv gví Kí ingvb Mtel Yv KgRZᓄ, GbimUwe, XvKv	m`m`
9	Rbve Zvgvægj íx Mtel Yv KgRZᓄ, GbimUwe, XvKv	m`m`
10	Rbve tMSZg ivq Kwi Kj vg wekIÁ, GmBGmWvc, GbimUwe, XvKv	m`m`
11	Rbve mjwRr ivq gRg`vi Kwi Kj vg wekIÁ, GmBGmWvc, GbimUwe, XvKv	m`m`
12	Rbve tgvētkjv ingvb Kwi Kj vg wekIÁ, GmBGmWvc, GbimUwe, XvKv	mgšqKvix

ᐃᓕᓄᓄ: ᐃᓕᓄᓄᓄ		ᓕᓄᓄ: beg`kg
ᓄᓄᓄᓄ	ᐃᓕᓄᓄ ᐃᓕᓄᓄ	ᐃᓕᓄᓄᓄᓄ ᐃᓕᓄᓄ
1	cᓄᓄmi tgvētkjv nK wmbqi Bstij k wPs t`úkwj ó, AvBBw, e'vK wekpe`vj q, XvKv	AvneqK
2	W. KvRj Kᓄ e'vbrRᓄ ^ᓄ Aa'vcK, BstiwR wefVM, XvKv wekpe`vj q, XvKv	m`m`
3	Aa'vcK Bqvmigb evby cᓄᓄb cwi Pj K (cwi Kí bv I Dbᓄᓄ), bvtqg, XvKv	m`m`
4	W. tgvētkjv Lvbg mnthvMx Aa'vcK, BstiwR wefVM, RvZxq wekpe`vj q, MvRxcj	m`m`
5	Rbve tiwRbv cwi wfb mnKvix wKᓄK, tZRMvd mi Kwi ewj Kv D`P we`vj q, XvKv	m`m`
6	Rbve bwiMᓄ Av ³ vi evby mnKvix wKᓄK, gwZsJ mi Kwi ewj Kv D`P we`vj q, XvKv	m`m`
7	Rbve tMSZg ivq Kwi Kj vg wekIÁ, GmBGmWvc, GbimUwe, XvKv	m`m`
8	Rbve mjwRr ivq gRg`vi Kwi Kj vg wekIÁ, GmBGmWvc, GbimUwe, XvKv	m`m`
9	Rbve tgvētkjv ingvb Kwi Kj vg wekIÁ, GmBGmWvc, GbimUwe, XvKv	mgšqKvix

6. mveŘ mgšŔ KvgvŮ		
μvgK	bvg I c`ve	KvgvŮŤZ c`ve
1.	Rbve tgvv=š` RvKi tnvŤmb Kvwi Kj vg veŤkI Á I GmBGmMvvc tduKvj cŤqU Kvwi Kj vg ŤWŤfj cŤqU BDwbU RvZxq vkyvμg I cv`cŤK teW©;XvKv	mveŘ mgšŔKvix
2.	Rbve tgvkZvK AvnŤg` fBqv veZiY vbqšK RvZxq vkyvμg I cv`cŤK teW©;XvKv	mveŘ mgšŔKvix

Curriculum

Classes 6-8

1. Introduction

The objectives of and approach to teaching-learning of English have undergone radical changes over the past two decades in Bangladesh. Today the need for learning English for communication in a global world – be it for trade, commerce, job market, medical assistance, higher education or access to information - is indisputable. Being able to use the language for effective communication in real life situations locally and globally has become the prime purpose for learning English as a foreign language. Currently the role of English as a foreign language in grooming the school goers as human resources compatible for a digitised society is also significant. The English curriculum at the primary level (classes 6-8) has been designed in the light of the general objectives stated in the National Education Policy 2010 for learning English as a foreign language.

This curriculum, like the earlier one, suggests Communicative Language Teaching (CLT) approach that emphasises learning all the four language skills in an integrated way. CLT approach advocates “learning by doing” and proposes that grammar is not to be taught explicitly; rather, the structural and functional aspects should be presented in a systematic and graded way within contexts. However, considering the ground realities of the learners and teachers’ long time practice in grammar teaching, communicative English grammar will be taught simultaneously as English Paper Two.

- Hence, the proposed curriculum suggests presentation of grammar points and vocabulary within real life contexts in a systematic way.
- The same learning outcomes have been proposed for classes 6, 7 and 8 for reinforcement. However, language content should be presented in varied contexts covering a wide range of situations. The level of difficulty will vary from class to class.
- New vocabulary should be introduced at every class however; vocabulary taught in the previous classes may be repeated. Detailed guidelines will be provided in the Teacher’s Guide on how to teach grammar and vocabulary in context.
- Making audio-visual materials available to students in classrooms has been strongly recommended.
- For fruitful realisation of the general objectives of learning English at the primary level (6-8), it is imperative that teachers should be competent in all four skills of English language. What the teachers are expected to do in classrooms to realise the objectives is directly linked with the teachers’ own competence in the four skills.
- Therefore, teachers’ language skills development should be given priority over training them in teaching methodology or any such other areas.
- The curriculum also deems that the student-teacher ratio, as suggested by the National Education Policy 2010, is a very important factor for students’ interaction in classroom as well as successful monitoring and evaluation of students’ progress.

The curriculum, taking all these factors into account, provides clear and comprehensive guidelines for English textbook writers, teachers, students, and all other stakeholders. It puts emphasis on systematic language practice, use of proper pronunciation, stress, intonation and using audio-visual materials in language classrooms. In addition, this curriculum deems the importance of developing the young learners as competent human resources for a digital Bangladesh and global world. It has thus set the objectives and the terminal learning outcomes and has suggested content, teaching learning activities in a way to equip the learners of this level with basic language skills in English to function in an international context with confidence.

Below are the general objectives and the terminal learning outcomes for learning English as a Foreign Language in the English curriculum for classes 6-8:

2. Objectives

1. To help students develop competence in all four language skills, i.e. Listening, Speaking, Reading, Writing.
2. To help students use the competence for effective communication in real life situations.
3. To help students acquire appropriate language and communicative competence for the next level of education.
4. To support them gain accuracy.
5. To facilitate learners to be skilled human resources by using English language appropriately.

3. Terminal Learning Outcomes

Students will be able to:

1. follow instructions, commands, requests, announcements and act accordingly.
2. recognise and use English sounds, stress and intonation appropriately.
3. understand and enjoy stories, poems and other texts.
4. interact through short talks and simple dialogues, conversations and discussions.
5. read aloud texts with proper pronunciation, stress and intonation.
6. understand written instructions and texts through silent reading.
7. use dictionary and understand the table of content of a book.
8. write answers to questions, short compositions(paragraphs, essays, letters) and simple CVs.
9. use proper punctuation marks.

4. Classwise Learning Outcomes

Class wise Learning Outcomes			Terminal Learning outcomes
Class-6	Class-7	Class-8	
Listening	Listening	Listening	
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. follow instructions, commands, requests and act accordingly. 2. i. recognise English sounds ii. recognise word stress and stress on words in sentences. iii. recognise intonation in sentences. 3. understand and enjoy stories and poems. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. follow instructions, commands, requests, announcements and act accordingly. 2. i. recognise English sounds ii. recognise word stress and stress on words in sentences. iii. recognise intonation in sentences. 3. understand and enjoy stories, poems and other texts. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. follow instructions, commands, requests, announcements and act accordingly 2. i. recognise English sounds ii. recognise word stress and stress on words in sentences. iii. recognise intonation in sentences. 3. understand and enjoy stories, poems and other texts 	<ol style="list-style-type: none"> 1. follow instructions, commands, requests, announcements and act accordingly 2. recognise English sounds, stress and intonation appropriately 3. understand and enjoy stories, poems and other texts

Classwise Learning Outcomes			Terminal Learning outcomes
Class-6	Class-7	Class-8	
Speaking	Speaking	Speaking	
<p>students will be able to:</p> <p>2. i. use English sounds appropriately. ii. use word stress and stress on words in sentences. iii. use intonation in sentences properly.</p> <p>4. i. talk about people, places and familiar objects in short and simple sentences. ii. ask and answer questions. iii. participate in short dialogues and conversations on familiar topics.</p>	<p>students will be able to:</p> <p>2.i. use English sounds appropriately. .ii. use word stress and stress on words in sentences. iii. use intonation in sentences properly.</p> <p>4.i. talk about people, places, familiar objects and events in short and simple sentences. ii. ask and answer questions. iii. participate in short dialogues and conversations on familiar topics.</p>	<p>students will be able to:</p> <p>2.i. use English sounds appropriately. .ii. use word stress and stress on words in sentences. iii. use intonation in sentences properly.</p> <p>4.i. talk about people, places, familiar objects and events in short and simple sentences. ii. ask and answer questions. iii. participate in short dialogues and conversations on familiar topics.</p>	<p>2. recognise English sounds, stress and intonation appropriately</p> <p>4. interact through short talks and simple dialogues, conversations and discussions</p>

Classwise Learning Outcomes			Terminal Learning outcomes
Class-6	Class-7	Class-8	
Reading:	Reading:	Reading:	
<p>Students will be able to :</p> <p>5. read aloud texts with proper pronunciation, stress and intonation.</p> <p>6.i. read and understand written instructions.</p> <p>ii. read and understand texts.</p>	<p>Students will be able to :</p> <p>5. read aloud texts with proper pronunciation, stress and intonation.</p> <p>6.i. read and understand written instructions.</p> <p>ii. read and understand text materials</p> <p>7. i. read and understand table of content pages.</p> <p>ii. look up words in a dictionary.</p>	<p>Students will be able to :</p> <p>5. read aloud texts with proper pronunciation, stress and intonation.</p> <p>6.i. read and understand written instructions.</p> <p>ii. read and understand text materials</p> <p>7. i. read and understand content pages.</p> <p>ii. look up words in a dictionary.</p>	<p>5. read aloud texts with proper pronunciation, stress and intonation</p> <p>6. understand written instructions and texts through silent reading</p> <p>7. use dictionary and understand the table of content of a book.</p>

Classwise Learning Outcomes			Terminal Learning outcomes
Class-6	Class-7	Class-8	
Writing:	Writing:	Writing:	
<p>Students will be able to:</p> <p>8.i. write questions and answers. ii. write short paragraphs. iii. write simple informal letters.</p> <p>9. i. use punctuation marks e.g. comma, full stop, question mark, exclamation mark and quotation marks in sentences</p>	<p>Students will be able to:</p> <p>8.i. write questions and answers. ii. write short paragraphs. iii. write short essays. iv. write simple formal/ informal letters. v. write personal information and fill out forms.</p> <p>9 i. use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks and apostrophe in sentences</p>	<p>Students will be able to:</p> <p>8. i. write questions and answers. ii. write short paragraphs. iii. write short essays. iv..write simple formal/ informal letters. v. write simple CVs.</p> <p>9. i. use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks, apostrophe and hyphen in sentences</p>	<p>8. write answer to question, short compositions(paragraphs, essays,letters) and simple CV s</p> <p>9. use proper punctuation marks</p>

5. Curriculum Matrix Class-6

Paper One

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Listening				
<p>Students will be able to:</p> <p>1. follow instructions, commands , requests and act accordingly</p>	<ul style="list-style-type: none"> - Written instructions in text book/ black board, recipe/ how to make things e.g. kite, festival banner, etc..... and requests (Sample classroom language should be provided in Teacher’s Book) - ‘Listen and Do’ activities /games 	<ul style="list-style-type: none"> - imperatives: can, could, would simple present 	<ul style="list-style-type: none"> - Students listen to teachers’ instructions, commands and requests and act accordingly. - teacher reads out a series of instructions while students follow and act accordingly (pair work, individual work) 	<p>1. Classroom assessment through responses of students</p>
<p>Students will be able to :</p> <p>2. understand and enjoy stories and poems.</p>	<ul style="list-style-type: none"> – Stories from famous people’s lives, entertaining stories, fables. poems on nature, animals etc; simple dialogues 	<ul style="list-style-type: none"> – Verb to be (present, past), positive, negative, and questions), simple past, present continuous, simple present, past continuous, use of <i>There is/are; There is/There was; It is/It was</i> 	<ul style="list-style-type: none"> –teacher reads out the story/poem. Students listen and then answer MCQ, true/false questions individually. 	<p>2. Teacher checks answer sheets/Cross checking by students etc.</p>
<p>Students will be able to :</p> <p>3. i. recognise English sounds</p>	<ul style="list-style-type: none"> - Minimal pair in sentences 	<ul style="list-style-type: none"> - sound practice 	<ul style="list-style-type: none"> –Students listen to teacher 	<p>3. - classroom assessment by</p>

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Listening				
ii. recognise stress in words and sentences.	<ul style="list-style-type: none"> - Words showing stress marks on syllables - Same sentences having stress on different words expressing different meanings 	<ul style="list-style-type: none"> - stress 	reading out sentences with minimal pairs and tick the words they think they heard.	teacher <ul style="list-style-type: none"> - individual performance assessed by teacher - teacher checks students' answers for minimal pairs, MCQ etc. - students' response to questions/statements etc. given by teacher
iii. recognise intonation in sentences.		intonation		

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Speaking				
<p>students will be able to:</p> <p>3. i. use English sounds appropriately</p> <p>ii. use stress in words and sentences</p> <p>iii. use proper intonation in sentences</p>	<p>- pronunciation practice: words with following sounds /əʊ/, aʊ/, /ai/, /ei /, /i/ /s/, /z/, /ʒ/, /f/, /v/,</p> <p>- Words showing stress marks.</p> <p>- Same sentences having stress on different words expressing different meanings</p> <p>- simple dialogues,/ role play</p>	<p>- stress</p> <p>- intonation</p> <p>Wh-questions, Yes/No-questions, Statements (positive and negative), exclamations,</p>	<p>– students listen to and repeat after teacher</p> <p>– whole class work, Pair work,</p> <p>– Individual work</p> <p>– pair work</p>	<p>3. - classroom assessment by teacher</p> <p>- individual performance assessed by teacher</p> <p>- teacher checks students’ answers for minimal pairs, MCQ etc.</p> <p>- students’ response to questions/statements etc. given by teacher</p>
<p>Students will be able to :</p> <p>4. i. talk about oneself and family members in short simple sentences.</p> <p>ii. ask and answer questions</p>	<p>- Descriptions of people/places/objects, likes/dislikes, hobby, sports, etc,</p> <p>- on text book materials and similar related topics, exchange of information about family, school, class, weather, events, etc.</p>	<p>simple present, present continuous, Simple past, past continuous, adjectives, articles, expressions of feelings and emotions</p> <p>Wh- questions, how, yes – no questions, quantity words: some, much, many</p>	<p>- class presentation individual: oral/ use posters/pictures etc.</p> <p>- group work, pair work, teacher-student work.</p>	<p>4. will be specified in TG</p>

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Speaking				
iii. participate in short dialogues and conversations on familiar topics	<p>- festivals, events, shopping, asking for direction, planning a holiday/ journey etc.</p> <p>- Social English: congratulations, sympathy</p>	<p>to + verb ; Present simple, present continuous, past simple, future with <i>will</i> and <i>going to</i>; use of <i>could</i>, <i>would</i></p> <p>Present simple , present perfect, past simple and exclamations</p>	<p>- role play, group work, (discussion), pair work,</p> <p>- simulation of given situations/context</p>	

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Reading:				
Students will be able to : 5. read aloud texts with proper pronunciation, stress and intonation	<ul style="list-style-type: none"> - Stories, fables, poems, letters, some authentic texts, e.g. announcements, newspaper headings and reports, etc. - information about health and hygiene - passages about community people 	<ul style="list-style-type: none"> - Tenses: present, past, future with <i>will</i> and <i>going to</i> - Modals: <i>may, must, can, can't, should, etc.</i> - linking words 	<ul style="list-style-type: none"> - learners read texts aloud - individual work, chain drill - teacher monitors and guides 	5. classroom assessment by teacher
Students will be able to : 6. i. read and understand written instructions ii. read and understand texts through silent reading	<ul style="list-style-type: none"> - Instructions from text and for tests. - Passages on National days/events e.g. Liberation war , 21st February, about community people, ICT, important/interesting places, biographies, stories (interesting and retold), poems to foster positive values, etc. 	<ul style="list-style-type: none"> - imperatives, contractions, positive, negative, simple present, simple future - Tenses: present, past, nouns , adjectives, - <i>ly</i>-adverbs, basic prepositions (on, in, at, upon, behind, above, by, from, for, to, beside), - linking words(and, but, yet,etc.) 	<ul style="list-style-type: none"> - individual reading, - exercises on themes, vocabulary, structures etc. 	6. - through monitoring and assessment - checking of answer scripts

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Writing:				
<p>Students will be able to:</p> <p>8.i. write questions and answers</p> <p>ii. write short paragraphs</p> <p>iii. write simple informal letters</p>	<ul style="list-style-type: none"> - contexts/situations for making questions and giving answers - paragraphs on important personalities/ places/ national festivals/sports/ animals/ birds/flowers/ food/ leisure activities/ - letters on journey/ visit/ a story /family events/ national events 	<ul style="list-style-type: none"> - Wh-questions, how, yes – no questions with be verbs and other verbs, adverbs of frequency - Tenses: present, past, to+verb, verb+ing, adjectives, prepositions, - linking words (and, or, but, so, firstly, secondly, etc.) - Tenses: present, past, future 	<ul style="list-style-type: none"> - Writing from model, cues, answering questions. - Individual work - teacher shows a model letter and explains parts of a it in the blackboard, , students write letter following the letter 	<p>8. written test</p> <ul style="list-style-type: none"> - peer checking, teachers checks students’ scripts, teacher gives feedback
<p>Students will be able to :</p> <p>9. i. use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks in sentences</p>	<p>9.i. mini passages with different kinds of sentences having different punctuation marks</p>	<p>punctuation marks</p>	<p>individual and pair work</p>	<p>9. Students put punctuation marks in a passage and teacher checks</p>

6. Curriculum Matrix Class-7

Paper One

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Listening				
<p>Students will be able to:</p> <p>1. follow instructions, commands, requests, announcements and act accordingly</p>	<ul style="list-style-type: none"> - classroom instructions, and commands - requests dialogues/conversations on various topics in different contexts e.g. at a book shop/restaurant, at a doctor's, recipes etc. - announcements at bus/train station, school notices, radio/TV announcements etc. 	<ul style="list-style-type: none"> - imperatives - can, could, would, should, may etc. - simple present tense for time tables/schedules, passives, going to +verb/simple future 	<ul style="list-style-type: none"> - Learners will listen to teacher's instructions/commands, tapes/cds and act accordingly, answer MCQ, True False questions - Post listening activities may include teacher-student or student-student interactions 	<ul style="list-style-type: none"> - Classroom assessment by teacher through monitoring and observation. - Teacher checks MCQ and True/False exercises.
<p>Students will be able to :</p> <p>3. understand and enjoy stories, poems and other text materials</p>	<p>stories from home and abroad, recent inventions etc., entertaining stories, fables, poems</p>	<ul style="list-style-type: none"> - tenses: present and past - questions: <i>yes/no</i>, and <i>Wh</i> - time expressions - adjectives - linking words: <i>and, but, so etc.</i> 	<ul style="list-style-type: none"> - Learners will listen to the stories told by teachers or will listen to audio tapes to answer relevant questions (MCQ, gap filling, true-false) - Individual work - post listening activities may include pair work, group work 	<ul style="list-style-type: none"> - peer checking, cross checking - MCQ, gap filling, true-false exercises
<p>Students will be able to :</p> <p>3.i. recognise English sounds</p>	<ul style="list-style-type: none"> - The following sounds in sentences in context: <i>/ʌ/, /ɑ:/, /ɜ:/, /ʊ, /u:/, /ei/, /eə/, /ʊə/, /iə /, /ə/, /m/, /n/, /ŋ/</i> - contractions: 	<p>some examples of contractions:</p>	<ul style="list-style-type: none"> - learners will listen to the teacher/audio tape to recognize sounds and practice proper 	<ul style="list-style-type: none"> - classroom assessment by teacher - individual performance assessed by teacher - teacher checks students' answer for minimal pairs,

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Listening				
ii. recognise word stress and stress on words in sentences. iii. recognise intonation in sentences.	<ul style="list-style-type: none"> – words with stress marks on syllables – sentences with stress on different words in different context indicating different meanings – Wh and yes-no questions/statements/ exclamations in sentences: rising and falling intonations 	I've got. Who's there? It's funny. I'd like. - stress - intonation	stress, and intonations. Drill/ pair work/ individual work	MCQ etc. - students' response to questions/statements etc. given by teacher

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Speaking				
<p>students will be able to:</p> <p>3.i. use English sounds appropriately.</p> <p>ii. use word stress and stress on words in sentences.</p> <p>iii. use proper intonation in sentences.</p>	<p>– following sounds and contractions in sentences in contexts</p> <p>– Same as Listening 3.i</p> <p>– words with stress marks, sentences with stress marks on different words</p> <p>– Wh and yes-no questions, exclamations in sentences</p>	<p>- some examples of contractions:</p> <p>I've got.</p> <p>Who's there?</p> <p>It's funny.</p> <p>I'd like.</p> <p>- I want you to do this.</p> <p>I want you to do this.</p> <p>I want you to do this.</p> <p>I want you to do this.</p>	<p>– learners will listen to and repeat after teacher/audio tapes/cds.</p> <p>– group work / pair work</p> <p>– individual and pairwork to practice stress and intonation</p>	<p>- classroom assessment by teacher</p> <p>- individual performance assessed by teacher</p> <p>- teacher checks students' answer for minimal pairs, MCQ etc.</p> <p>- students' response to questions/statements etc. given by teacher</p>
<p>Students will be able to :</p> <p>4.i. ask and answer questions.</p> <p>ii. participate in short dialogues</p>	<p>– Texts on the following topics: famous people, community, places, homes, festivals etc .</p> <p>– interview</p> <p>– questions on texts</p>	<p>Simple present, past, adjectives, prepositions, possessives, quantity e.g. some/any, there is/isn't, there are/aren't</p> <p>Questions with <i>what time</i>,</p>	<p>i. Individual oral presentations</p> <p>ii. dialogues, role play, simulated activities, group work, pairwork</p>	<p>Class assessment by teachers</p>

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Speaking				
and conversations on familiar topics. iii. talk about people, places, familiar objects and events in short and simple sentences.	<ul style="list-style-type: none"> – current activities, one’s likes/dislikes, hobby, leisure activity etc – dialogues/conversations on asking for and giving information about one’s country, birth place, town/village one live in, nationality, native language, occupation, age etc. – familiar/famous people, favourite sports, visits, an object, prize giving ceremony etc. 	<p><i>when; what+doing</i> and wh-questions with the present continuous</p> <p>affirmative and negative statements, yes/no questions, short answers, and wh-questions</p> <p>iii. present and past tenses adjectives, prepositions</p>	<p>teacher sets activities and guides learners, short individual oral presentations, student-student and teacher – student interactions, role-play</p> <p>- watching videos , talking about</p>	teacher’s assessment

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Reading:				
Students will be able to : 5. read aloud texts with proper sounds, stress and intonation.	<ul style="list-style-type: none"> – stories – poems – dialogues 	as appropriate	Reading text aloud by learners; chain drill, individual reading, role play Teacher monitors and guides	Classroom assessment by teacher
Students will be able to : 6.i. read and understand written instructions. ii. read and understand texts	<ul style="list-style-type: none"> – manuals/instructions for doing/making things, language games – short texts on national history, heritage, community values, different people’s cultures, traditions etc. – interesting texts on different occupations/career, vocational training, science, technology – newspaper reports etc. 	Tenses, definite article, verb+ing, countable and uncountable nouns, use of some and any, adverb of frequency, prepositions	writing questions and answers on text materials, individual work post reading activities: group work, pair work, presentations/project work	Assessment by teachers: whole class checking, individual checking MCQ, cloze test, True/False questions
Students will be able to : 7. i. read and understand table of content pages. ii. look up words in a dictionary.	Table of content from a book, a dictionary page with illustrations showing different information.	Learning points: basic information about dictionary entry, pronunciation, parts of speech, meanings, example sentences	Learners work with tables of content and dictionary pages to find out various information about chapters in a book and certain words; individual work, word competition, vocab game, pairwork, group work	Teacher assessment and evaluation

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Writing:				
<p>Students will be able to:</p> <p>8.i. write answers to questions.</p> <p>ii. write short paragraphs</p> <p>iii. write short essays</p> <p>iv. write simple formal/informal letters.</p> <p>v. write personal information and fill out forms.</p>	<p>– questions on different topics e.g. personal information, events, etc.</p> <p>– writing descriptions of familiar people, common activities, national days and events, objects, etc.</p> <p>– journey, amusement/ leisure activities, festivals, sports, neighbours, etc.</p> <p>– writing letters/ post cards to friends/relations, applications such as (application for leave of absence/a birth registration/nationality certificate/national id card etc.)</p> <p>– form filling for opening a bank account or airport embarkation, etc</p>	<p>Tenses, preposition, adjectives, adverbs, future with present continuous, contractions, use of capital letters, punctuation, articles, infinitive, verb+ing and all other language items learnt so far</p>	<p>Poster presentation, charts, postcard writing. form filling ; writing as instructed by the teacher and the textbook; individual writing, pairwork, group work</p>	<p>- learner writes and teacher checks answer sheets and gives feedback,</p>

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Points		
Writing:				
Students will be able to : 9 i. use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks and apostrophe in sentences	Passages with different kinds of sentences having different punctuation marks		Individual work, pairwork	Students put punctuation marks in supplied texts and teacher checks.

7. Curriculum Matrix Class-8

Paper One

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Listening				
<p>Students will be able to:</p> <p>1. follow instructions, commands, requests, announcements and act accordingly</p>	<ul style="list-style-type: none"> – classroom instructions, commands, requests, language games (grammar//vocabulary activity games) – texts on giving directions, advice, etc. – station/airport announcements 	<ul style="list-style-type: none"> - imperatives, passives, could/would...., couldn't/wouldn't/won't, should/shouldn't, can/cannot, do/don't - linking words 	<p>Learners will listen to teacher's instructions/commands or real announcements on radio and TV, at airport, and bus/train station and act accordingly.</p> <p>Pair work, group work</p>	<p>Whole class checking, Classroom assessment by teacher through monitoring and observation by teacher</p> <p>MCQ</p>
<p>Students will be able to:</p> <p>2. understand and enjoy stories, poems and other texts.</p>	<ul style="list-style-type: none"> – entertaining stories, fables, poems and music for enjoyment, and understanding 	<ul style="list-style-type: none"> – Simple present, simple past, present continuous, past continuous tenses, statements with regular and irregular verbs etc., – Linking words: <i>however, hence, therefore, by the way, anyway, as well as etc.</i> 	<ul style="list-style-type: none"> – Learners will listen to the stories told by teachers or will listen to audio tapes to answer relevant questions (MCQ, gap filling, true-false) – Individual work – Post listening activities includes individual/project work/pair work/group work 	<ul style="list-style-type: none"> – MCQ, gap filling, true-false exercises – peer checking, cross checking by teacher – Formative- SBA
<p>Students will be able to:</p> <p>3.i. recognise English sounds</p> <p>ii. recognise word stress and stress on words in sentences.</p>	<ul style="list-style-type: none"> – sounds: revision of class 6 and 7 – Words/phrases with stress marks on the syllables 	<ul style="list-style-type: none"> - stress 	<ul style="list-style-type: none"> - identifying the right sounds from minimal pairs - recognising the differences in 	<ul style="list-style-type: none"> - classroom assessment by teacher - individual performance assessed by teacher - teacher checks students' answer for minimal pairs,

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Listening				
iii. recognise intonation in sentences.	<ul style="list-style-type: none"> – sentences with stress marks on words (statements/questions/exclamations) – passage /sentences with wh – questions, yes-no questions, exclamations 	<ul style="list-style-type: none"> – wh-questions, yes-no questions, exclamations - intonation 	<ul style="list-style-type: none"> meanings as stress changes from one word to another in a sentence - use of audio tape/CD 	<ul style="list-style-type: none"> MCQ etc. - students' response to questions/statements etc. given by teacher

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Speaking				
<p>students will be able to:</p> <p>3.i. use English sounds appropriately.</p> <p>ii. use word stress and stress on words in sentences.</p> <p>iii. use proper intonation in sentences.</p>	<p>Same as in the listening.</p> <p>In addition, easy one act play,</p>	<p>Same as in the listening.</p>	<p>Same as in the listening.</p>	<ul style="list-style-type: none"> - classroom assessment by teacher - individual performance assessed by teacher - teacher checks students' answer for minimal pairs, MCQ etc. - students' response to questions/statements etc. given by teacher
<p>Students will be able to:</p> <p>4.i. ask and answer questions.</p> <p>ii. participate in short dialogues and conversations on familiar topics</p> <p>iii. talk about people, places, familiar objects and events in</p>	<ul style="list-style-type: none"> - ask and answer questions on text materials, neighbours, friends, families, important people, events, objects etc. - interview - dialogues/ conversations on everyday functions (e.g. shopping, asking for information, direction, making an appointment, ordering food in a cafe etc.) - Texts/clues for students to talk about families/important people, national days, events, 	<ul style="list-style-type: none"> - tenses - questions with how: <i>how often, how much time, how long, how well, how good,</i> - yes/no and Wh-questions, statements, and short answers with regular and irregular verbs 	<ul style="list-style-type: none"> - dialogues, pair work, group work, debate, short speech, story telling, oral presentation 	<ul style="list-style-type: none"> - formative assessment/SBA - teacher sets activities, learners perform

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Speaking				
short and simple sentences.	visits, journeys, other experiences, etc.	<ul style="list-style-type: none"> – adverbs of frequency: <i>always, usually, often, sometimes, seldom, hardly, never</i>; comparatives and superlatives, many, much, some, a few, a little – questions for describing people: <i>what....look like, what's s/he like,</i> 		

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Reading:				
Students will be able to : 5. read aloud texts with proper sounds, stress and intonation.	<ul style="list-style-type: none"> – texts on challenging career, adventures, and new study fields – dialogues on the above mentioned issues – poems 	As appropriate	Learners will read aloud different texts from the textbook and other resources as supplied by the teacher. Teacher sets and guides the activities (drill, chain drill, individual reading, role play).	– Classroom assessment by teacher
Students will be able to: 6.i. read and understand written instructions ii. read and understand text materials	<ul style="list-style-type: none"> – written instructions from authentic texts (such as books, medical prescriptions, manuals, recipes etc.) instructions for doing/making things, language games, cross words, – advertisements, manuals/recipes, – biography, stories, poems, newspaper reports/features etc. 	<ul style="list-style-type: none"> – Imperatives, modals: can, could, should, must (positive and negative) tenses: present, past, present perfect: <i>ever</i> and <i>never</i>, <i>yet</i> and <i>just</i> – <i>Comparatives and superlatives</i>, passive: <i>use of was born</i> 	<ul style="list-style-type: none"> – students will read, and ask and answer questions orally/in writing. – individual work, pairwork, groupwork – MCQ, gap filling, true-false answers, etc. – post reading activities: oral presentation, poster presentation, making charts with similarities and dissimilarities, making a list etc. 	– teacher assesses student's responses and activities: individual feedback, whole class checking,
Students will be able to: 7. i. read and understand content pages. ii. look up words in a	<ul style="list-style-type: none"> – table of contents in books sample content pages, – working with a dictionary, 	– Learning points: finding out a relevant or necessary topic or chapter from a book	– Scanning: Learners work with tables of contents, and dictionary pages to find out	– Individual checking, whole class checking, peer checking, chain

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Reading:				
dictionary.	dictionary page/s	<ul style="list-style-type: none"> – Basic information about dictionary entry, pronunciation, parts of speech, meanings, example sentences etc. – Use of prefix/suffix 	<ul style="list-style-type: none"> various information about chapters, page numbers, content in a book and certain words; – individual work, word competition, vocab. games, pairwork, group work 	checking

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Writing:				
<p>Students will be able to:</p> <p>8. i. write answers to questions.</p> <p>ii. write short paragraphs.</p> <p>iii. write short essays.</p> <p>iv. write simple formal/informal letters.</p> <p>v. write simple CVs.</p>	<ul style="list-style-type: none"> – Questions about daily schedules and habits, leisure activities, future plans etc. – incomplete dialogues with blank spaces – writing about holidays, hobbies, a football match, TV programme, visit to an important place etc. – Writing about aims and future plans; health and hygiene, children’s right, – letter/email to friend congratulating, sympathizing, inviting etc. – advertisements for training/job etc. application for a job/training – writing CVs 	<p>i. simple present tense, statements with regular and irregular verbs; <i>yes/no</i> and <i>wh</i>-questions ; time expressions, past infinitive <i>to</i>, <i>gerund</i>, etc.</p> <p>- articles, demonstratives, plurals, <i>yes/no</i> and <i>where</i> questions with <i>be</i>; preposition of place</p> <p>- present simple, simple future, would like to, desire to, present continuous, future continuous</p> <p>-tenses, articles, adverbs, adjectives</p> <p>- salutation (Dear ... please refer to...), content, body of the application, ending (yours faithfully, sincerely etc.)</p>	<p>Students write letters and emails and exchange in peers; write real CV and application for a job; write about their dreams such as what they want to be in ten years time, things they could like to do, places they would like to visit, etc. ,</p> <p>Individual writing, pair or group work, poster presentation, writing wall magazines</p>	<p>Whole class checking, peer checking, group evaluation for SBA</p> <p>teacher checks student’s writings</p> <p>individual evaluation</p>

Learning outcomes	Contents		Teaching Learning Activities	Evaluation
	Themes	Language Point		
Writing:				
Students will be able to: 9. i. use punctuation marks e.g. comma, full stop, question mark, exclamation mark, quotation marks, apostrophe and hyphen in sentence	– Passages with different kinds of sentences having different punctuation marks.	- punctuation marks	Learners will follow teacher's instructions to work independently individually or in pairs to put proper punctuation marks in a passage	Students put punctuation marks in supplied texts and teacher checks. teacher supplies correct answers, students do peer checking

8. Curriculum: English
Paper –Two
Classes 6-8

Class-6	Class-7	Class-8
<p>Grammar:</p> <ul style="list-style-type: none"> • Parts of speech • Nouns (Countable and Uncountable) • Modal • Tenses <ul style="list-style-type: none"> ○ Simple present ○ Simple Past ○ Simple Future ○ Present continuous ○ Past continuous ○ Present Perfect ○ Present continuous for indicating future • Verbs (to be, regular & irregular) • Adjectives • Adverb (Time, frequency) • Basic Prepositions(on, in, at, upon, above, by, for, to,) • Linking words (and, but, yet, so, firstly, secondly,.....etc.) • Articles • Possessives • Sentences <ul style="list-style-type: none"> ○ -Affirmative ○ -Negative ○ -Interrogative ○ -Imperative <ul style="list-style-type: none"> - Exclamatory • Introductory ‘There’ (Positive and Negative) 	<p>Grammar:</p> <ul style="list-style-type: none"> • Parts of speech • Nouns (Countable and Uncountable) • Modal • Tenses <ul style="list-style-type: none"> ○ Simple present ○ Simple Past ○ Simple Future ○ Present continuous ○ Past continuous ○ Present Perfect ○ Present continuous for indicating future • Verbs (to be, regular & irregular) • Adjectives • Adverb (Time, place, frequency) • Prepositions • Linking words (and, but, yet, so, firstly, secondly,.....etc.) • Articles • Possessives • Sentences <ul style="list-style-type: none"> ○ -Affirmative ○ -Negative ○ -Interrogative(what, when, what time & wh-questions ○ -Imperative <ul style="list-style-type: none"> - Exclamatory • Introductory ‘There’ 	<p>Grammar:</p> <ul style="list-style-type: none"> • Parts of speech • Nouns (Countable and Uncountable) • Modal • Tenses <ul style="list-style-type: none"> ○ Simple present ○ Simple Past ○ Simple Future ○ Present continuous ○ Past continuous ○ Present Perfect ○ Present continuous for indicating future • Verbs (to be, regular & irregular) • Adjectives • Adverb (Time, place, manner, frequency) • Prepositions • Linking words (and, but, yet, so, firstly, secondly, etc.), however, hence, therefore, by the way, any way, as well as, etc. • Articles • Possessives • Sentences <ul style="list-style-type: none"> ○ -Affirmative ○ -Negative ○ -Interrogative (how, how often, how much time, how long, how well, how good, ○ -Imperative <ul style="list-style-type: none"> - Exclamatory

Class-6	Class-7	Class-8
<ul style="list-style-type: none"> • Gerund and Participle • Capitalisation and Punctuation <p>Composition:</p> <ul style="list-style-type: none"> • Paragraph • Letter 	<ul style="list-style-type: none"> • there is/isn't, there are/aren't • Infinitive, Gerund and Participle • Capitalisation and Punctuation • Direct and Indirect Speech • Passive voice <p>Composition:</p> <ul style="list-style-type: none"> • Short Composition • Letter 	<ul style="list-style-type: none"> • Introductory 'There' positive and Negative • Infinitive, Gerund and Participle • Capitalisation and Punctuation • Direct and Indirect Speech • Passive voice • Degree (Comparative, superlative) • Use of Suffix & Prefix • Punctuation Marks <p>Composition:</p> <ul style="list-style-type: none"> • Short Composition • Letter

10. Distributions of Marks (Paper One)

Total marks: 100

Listening	10
Speaking	10
Reading	40
Writing	40

Paper One

Total marks 100

Skills	Total Marks	Test Items (All items should be used in the test)	Notes
Listening*	10	MCQ	Test items must be developed by question setters.
		gap filling	
Speaking*	10	describing/narrating	five to ten sentences used coherently with acceptable English with understandable pronunciation
		answering questions based on routine/social expressions family, school, home city/village, books, games and sports, movie/TV show, recent events and incidents etc.	
Reading	40	MCQ	* Text or test items should not be taken directly from the textbooks. Test items should be designed within contexts similar to textbook contents.
		answering questions (open ended and close ended questions)	
		gap filling with/without clues	
		substitution tables	
		information transfer	
		rearranging	
Writing	40	writing paragraph answering questions/ completing a story	*Completing story should not be given as a test item for classes 6 and 7.
		writing formal/informal letters	
		writing compositions on personal experience and familiar topics, recent events/incidents, emails, CV	

* Speaking and listening skills of learners will be assessed through continuous assessment and these 20 (10+10) marks will be added to determine learners' final grade in the summative assessment.

Paper Two

Total marks: 50

Grammar 30

Composition 20

Grammar test items:

-Gap filling activities with and without clues (parts of speech, right forms of verbs, use of articles, etc)

-Cloze test with and without clues

-Substitution table

-Changing sentences (affirmative to negative and interrogative and vice versa, from positive to comparative or superlative and vice versa)

-Completing sentences

-Uses of suffixes and prefixes

-Correcting mistakes (covering grammar items from paper two)

* Question setters will choose six items from the above list according to students' class/grade and make questions for 5 marks (one for each question) for each item. Test items should be placed within appropriate context

Composition test items:

Group-a

-Informal letter

-Formal letter

Group-b

- Completing a story

-Short paragraph

Group-c

CV writing

-Email

* Question setters will choose any one item from each group comprising 20 marks (6+8+6).

11. General Instruction for Writers of Textbooks

Classes 6-8

1. Textbooks should reflect social and moral values and the spirits of our Liberation War. Materials should be sensitive to issues on gender, cultures, colour, race, religion, ethnic groups etc.
2. Topics and themes should be interesting, realistic, and suitable for learners' age and cognitive level. Topics may include community, day-to-day activities, environment, health and hygiene, society, culture, history, heritage, ICT, human rights (such as women and children rights) etc.
3. Topics/activities should be chosen to achieve the main objectives and terminal learning outcomes of the curriculum.
4. Topics should properly address all educational domains (cognitive, affective and psychomotor).
5. The textbooks should contain authentic texts as needed, and language appropriate to different contexts and cultures.
6. Instructions should be brief and written in simple English.
7. The textbooks should include a variety of activities to provide adequate exercises on four language skills.
8. The textbooks should provide opportunities for learners to learn and practice social interactions through dialogues.
9. Some language games, puzzles, mini dialogues may be used as exercises for developing language skills through fun and entertainment.
10. Grammar items should be provided in context in a systematic and graded way.
11. At each level new vocabulary should be introduced. Vocabulary introduced in previous classes should be revised.
12. Stress and intonation marks should be shown in the examples and sampled contexts.
13. The textbook should be attractive and colourful. Illustrations (charts, maps, photos, drawings, diagrams etc.) should be relevant to the contexts/topics.
14. Indications should be given in the textbooks as to how many periods should be needed for each lesson.
15. Workbooks with appropriate exercises should be produced along with textbooks in order to give students further opportunities for language practice.
16. The sound symbol chart should be provided in the Teacher's Guide.
17. A section on sample classroom instructions (such as for greetings, starting a lesson, common Wh/Yes-No question, monitoring students' activities, checking answers, simple social English) should be provided in the Teacher's Guide.
18. The textbooks will create opportunities for sound and pronunciation practice as they are graded in the curriculum.
19. Sounds should be presented with minimal pairs, pictures, flash cards, etc. supported by audio / video CD materials.
20. Phonetic symbols are not to be used in the textbooks for learners but should be explained in the Teacher's Guide.
21. Writers have to acknowledge the sources of their collected or adapted materials.
22. Grammar items should be presented within contexts

Curriculum Classes 9-10

1. Introduction

Bangladesh has been in the process of a change in the teaching and learning of English since the 1990s. This change in pedagogy and approach, replacing the traditional grammar-translation method, was necessary to help learners communicate in English meaningfully and spontaneously. Considering this learning need, the country adopted Communicative Language Teaching (CLT) from primary to higher secondary levels. A communicative curriculum for secondary level was introduced in 1996.

Since then the need for a change in methodology, contents and attitudes in teaching-learning English has been growing more and more urgent. The country is endeavoring to achieve developments in science, technology, higher education, business, industry, and particularly in communications and IT skills. And the communicative use of English language can greatly contribute to these areas of national development. The National Education Policy 2010 also emphasises the learning of English for communicative purposes. To help prepare the country's younger generation for the competitive globalized world of the 21st century, this curriculum for secondary English has been developed.

Therefore the curriculum focuses on teaching-learning English as a skill-based subject so that learners can use English in their real life situations by acquiring necessary knowledge and skills, learning about cultures and values, developing positive attitudes, pursuing higher education and finding better jobs, nationally and globally.

The successful implementation of a language curriculum, especially a communicative language curriculum, depends mainly on properly trained teachers. This is because in a communicative language curriculum 'how to teach' is more important than 'what to teach'. In other words, the language skills-practice activities based on the text materials have to be carried out effectively, keeping in mind the following principles:

- All the four basic language skills would be practised in class.
- Skills should be practised in an integrated manner - not in isolation.
- Skills practice should be done in meaningful contexts, i.e. practice in language use should go beyond the textbook and include real-life situations.
- Interactive activities should be carried out between teachers and students, and more importantly between students and students.

Language skills-practice activities cannot be done in vacuum. So some themes / topics have been included in the curriculum which will be used to provide contexts and situations in practising communicative language skills. There will also be provisions for using supplementary reading materials to develop learners' reading skills. Grammatical elements will be integrated into the text materials. With a view to reinforcing learners' accurate use of language, communicative English grammar will be taught simultaneously.

2. Objectives

1. To acquire competence in all four language skills, i.e. Listening, Speaking, Reading and Writing.
2. To use the competence for effective communication in real life situations at pre intermediate level.
3. To acquire necessary grammar competence in English language.
4. To develop creativity and critical thinking through English language.
5. To become independent learners of English by using reference skills.
6. To use language skills for utilizing information technology.
7. To use literary pieces in English for enjoyment and language learning.
8. To be skilled human resources by using English language skills.

3. Curriculum Matrix
Classes: 9-10
Paper One

Learning outcomes, functions, and language points

Learning outcomes	Functions	Language points
1. describe people and places (Class periods: 6) Speaking and writing skills	asking about and describing people, their appearances, abilities, cultures, traditions, and national identities; asking about and describing home village/town/city etc.	determiners: all, nearly all, most, many, a lot of, some, not many, a few, and few; statements and short answers; yes/no, and wh-questions; adverbs; tenses: present simple, present continuous, present perfect, past simple, simple future; passives; use of <i>used to</i> , <i>was born</i>
2. follow instructions, directions, requests, announcements and respond accordingly in social situations (Class periods: 6) Listening and Speaking Skills	asking for and giving directions of a place, describing a map, location, etc; asking for and responding to help; giving and understanding announcements in the bus/railway stations, airports or any other places	imperatives, questions; modals: <i>would you</i> , <i>could you</i> , <i>may I</i> ; passives; prepositions of place; countable and uncountable nouns
3. narrate incidents and events in a logical sequence (Class periods: 6) Speaking and Writing skills	talking about present and past events, and festivals; giving opinions about present and past experiences	determiners: <i>all</i> , <i>nearly all</i> , <i>most</i> , <i>many</i> , <i>a lot of</i> , <i>some</i> , <i>not many</i> , <i>a few</i> , <i>and few</i> ; tenses: <i>present simple</i> , <i>past simple</i> , <i>future simple</i> ; <i>future with going to</i> ; yes/no and wh-questions, statements, and short answers with regular and irregular verbs; degree of comparison; adverb of frequency; time expressions; discourse markers; sentence connectors
4. ask for and give suggestions/opinions (Class periods: 5) Listening and Speaking skills	asking and telling about problems, pleasures, likes and dislikes; seeking and giving suggestions	present and past simple; use of <i>used to</i> ; passives; modals; complex and compound sentences; relative pronouns; conditionals (1st and second); use of <i>You could</i> , <i>You had better</i> , <i>You would rather</i> , <i>Why don't you...</i> etc.; use of <i>I think</i> , <i>I believe</i> , <i>I maintain</i> , <i>This is my opinion</i> that, <i>I consider</i> etc.
5. exchange personal information	Asking and answering questions about personal information such as date and place of birth, family	use of <i>was born</i> and <i>used to</i> ; passives; adjectives and adverbs; time expressions; wh-

Learning outcomes	Functions	Language points
(Class periods: 5) Speaking and Writing skills	and family members, job, routines and exercise, abilities, habits, preferences; making statements	questions to ask about physical appearance, age, dress, hair style, personality etc; questions and statements in simple present; simple past; direct and indirect speeches; gerund; participle;
6. participate in conversations, discussions, and debates (Class periods: 5) Listening and Speaking skills	narrating something, making plans; giving suggestions, opinions; putting arguments in logical sequence	negative statements; adjectives; modals; simple future, use of let us; tag questions; cohesive devices: hence, therefore, so, however, in spite of, instead of, first, second, third, next, finally, etc; conditionals
7. tell stories (Class periods: 10) Speaking and Writing skills	asking and talking about modern inventions and achievements; predicting	auxiliary verbs; social expressions such as hang on, hurry up, wow, held up in something, etc. ; present and past simple, past simple vs past perfect; questions and negatives; conditionals; infinitive; expressions of feelings or emotions
8. surf net (Class periods: 5) Reading and Writing skills	reading about and listening to potentials of media and e-communications; making effective e-communications through social networks and mobile technology	tenses: present simple, present continuous, present perfect, past simple; articles, quantity: some / any; there + be (present and past)
9. recognize and use English sounds, stress and intonation appropriately while listening and speaking (Class periods: 6) Listening and Speaking skills	recognizing and using sounds, stress, and intonation	
10. listen for specific information on radio, television, and other announcements (Class periods: 5) Listening and Speaking	listening to and making announcements, and advertisements for specific information; asking about and narrating problems; taking and giving interviews	tenses; adjectives; adverbs and adverbials; some and any, many and much; a few and few; Wh questions, statements (positive and negative); conditionals etc.

Learning outcomes	Functions	Language points
11. understand and enjoy stories and other texts (descriptive, adaptive, and authentic) read and recite poems (Class periods: 8) (Reading, Writing, Speaking, Listening skills)	asking about and describing past events; narrating a story; writing about personal experiences /social beliefs; reading for pleasure and comprehension; enhancing reading habit; listening and identifying main points, scanning, skimming, inferencing, analysing, interpreting, evaluating, summarizing; predicting and guessing about future course of action, asking about and sharing future plans	tenses: statements; questions; exclamations; adverbials; direct and indirect speech; passives; complex and compound sentences, punctuations
12. describe a process (Class periods: 5) Reading, Speaking, Writing skills	reading about how to do something, giving instruction to do something, narrating how something has been done; comparing and contrasting;	imperatives, passives, modals, countable and uncountable nouns; adjectives; time expressions; adverbial of duration; infinitive; degrees
13. read and write formal and informal letters, CV, emails (Class periods: 5) Reading and Writing skills	presenting oneself and one's own ideas; giving and asking for information, writing letters to problem pages in newspapers; making complaints	
14. use references (Class periods: 4) Reading, Listening	recognizing and using word references and study skills	
15. read maps, charts, graphs etc. (Class periods: 4) Reading and Speaking skills	identifying locations; comprehending and explaining; arguing; justifying/defending opinions	imperatives, statements, cohesive devices, sentence connectors

Note: Since all four language skills are repeatedly and randomly used to achieve all the above mentioned learning outcomes, Teaching Learning activities are given in a separate matrix in Section 5 followed by Assessment in Section 6.

4. Themes

The following themes are suggested as a vehicle to accommodate the learning outcomes, functions, and language points stated at section 3: Home and family; Our neighbours; Pastimes and hobbies; Adolescence; Different people different jobs; Travel and tourism; Human achievements in science and technology; Media and e-communications; Population, Climate change; Myths and fables; World heritage, Personalities; Renewable energy sources; Dreams; Civic education; Health and hygiene; Events and festivals; Our roots

5. Teaching Learning activities

Learning outcomes are expressed in terms of four language skills. Therefore, the teaching learning activities are based on listening, speaking, reading, and writing.

Listening		Speaking	
Teacher's activities	Student's activities	Teacher's activities	Student's activities
<p>Teacher speaks (requests, instructs, gives directions, commands, greets, describes, narrates, tells stories), asks questions.</p> <p>Teacher plays CD/DVD or reads out (listening texts and other materials).</p>	<p>Students respond (follow, act out, answer, interact).</p> <p>Students listen and /or watch and carry out the listening activities (MCQ, gap filling, true/false, sharing opinions).</p>	<p>Teacher selects/prepares organizes, facilitates, guides, monitors activities with minimum TTT*.</p> <p>(*TTT= Teacher Talking Time)</p>	<p>Students speak/interact with each other, share opinions, make dialogues, role play, ask and answer questions, take interviews, take part in group discussions/debates, describe/narrate something, announce</p> <p>(Interaction can be between teacher & student and student & student.).</p>

Reading		Writing	
Teacher's activities	Student's activities	Teacher's activities	Student's activities
<p>Teacher selects/prepares reading materials (textbook and other authentic materials including pictures, diagrams, graphs and charts, literary pieces etc), and organizes, facilitates, guides, monitors reading activities.</p>	<p>Students read silently for scanning, skimming, inferring and interacting with students and teachers, sharing opinions, making dialogues, asking and answering questions, taking part in group discussions/</p>	<p>Teacher selects/designs writing tasks (from and outside the textbook) and organizes, facilitates, guides, monitors writing activities.</p>	<p>Students initiate ideas and prepare through thinking, reading, brainstorming, discussions, imagination and observations, and produce writing individually, in pairs, and in groups (such as paragraphs, essays, letters,</p>

Reading		Writing	
Teacher's activities	Student's activities	Teacher's activities	Student's activities
	<p>debates, and describing/narrating something.</p> <p>Students read and do while/post reading activities (such as MCQ, gap filling, true/false, matching, open ended questions, information transfer, making sentences from substitution tables, rearrangement of sentences, describing charts, graphs, pictures etc.</p>		<p>postcards, posters, wall magazines, project work etc).</p>

6. Assessment

Students' learning activities will be assessed through classwork, continuous assessment, terminal /public exams using teacher prepared or centrally prepared tools. It is to note that test tools will be based on all the learning domains where necessary.

6. 1. Listening

Students' ability to listen to/understand English with acceptable pronunciation (such as sound, stress, and intonation through student-student, student-teacher, and student-technology interaction) will be assessed.

6.1.1. Test Items:

True/False, MCQ, gap filling, listing

6.2. Speaking

Students' ability to speak acceptable English with understandable pronunciation (such as sound, stress, and intonation through student-student, student-teacher, interaction) will be assessed.

6.2.1. Test items

role play, acting out, dialogues, conversations, debates, describing, narrating

6.3. Reading

Students' ability to read text and authentic materials of appropriate level for comprehension and higher order thinking will be assessed.

6.3.1. Test items

MCQ, answering questions (open ended and close ended questions), gap filling with and/or without clues, matching, substitution tables, information transfer, flow chart, rearranging, summarizing

6.4. Writing

Students' ability to write correct English of appropriate level for expressing ideas, thoughts, feelings, emotions will be assessed.

6.4.1. Test items

Asking and answering; completion; dialogue, post card, formal/informal letters, emails, CV, application, paragraph, poster, story, report writing;

7. Distributions of marks for Paper One

Total marks	100
Listening*	10
Speaking*	10
Reading	40 (Text materials: 30, Supplementary reading materials:10)
Writing	40

*Speaking and listening skills of learners will be assessed through continuous assessment and these (10+10 =) 20 marks will be added to determine the learners' final grade in the summative assessment. Learners' reading and writing skills will be assessed in the public examinations through paper and pencil tests on the remaining 80 marks (40 for reading and 40 for writing).

8. Test items

Skills	Total Marks	Test Items	Notes
Listening	10	MCQ	Test items must be developed by question setters.
		Gap filling	
Speaking	10	describing/narrating	five to ten sentences used coherently with acceptable English with understandable pronunciation
		answering questions 5X1=5 based on family, school, home city/village, books, games and sports, movie/TV show, recent events and incidents etc.	
Reading	40	For text materials (Text materials should be developed by question setters. They should not be taken from any textbooks.):	
		MCQ	
		Answering questions (open ended and close ended questions)	
		Gap filling without clues	
		Substitution tables	
		Information transfer	
		Rearranging	
		For supplementary reading materials:	
		Answering questions	
Summarizing			
Writing	40	Writing paragraph answering questions/ Completing a story	
		Writing formal/informal letters	
		describing graphs and charts	
		writing compositions on personal experience and familiar topics, recent events/incidents, emails, CV	

Curriculum: English
Classes: 9-10
Paper Two

9. Learning outcome

Students will be able to speak, read and write English accurately in all aspects of communication. (Speaking, reading, writing)

10. Grammar Contents for Paper Two

a. Nouns

- Proper
- Common
- Collective
- Material
- Abstract

Number

Gender

Possessive

Appositive

b. Pronouns

- Personal
- Interrogative
- Demonstrative
- Distributive
- Relative (use of who, which, that, what, etc)
- Reflexive
- Reciprocal

c. Adjective

- Articles
- Determiners
- Degree of Comparisons
- Quantifiers

d. Verb and Tenses

- Regular and Irregular verbs
- Be verbs
- Finite verbs
- Transitive and Intransitive verbs
- Infinitive, Gerund, Participle
- Modals

e. Adverb and Adverbials

f. Prepositions

g. Sentences

- Types of Sentences(Affirmative, Negative, Interrogative, Imperative, Exclamatory, Simple, Complex, Compound)
- WH questions
- Short answers
- Tag questions
- Use of Introductory 'there'/'it'
- Sentence connectors
- Punctuations

h. Voice

i. Speech

j. Conditionals

k. Composition

- Types of paragraph (paragraph writing by listing, narration, comparison and contrast, cause and effect)
- Descriptive, narrative, imaginative and creative writing (such as completing story)
- Formal and informal writing (application, letter, CV, cover letter, emails, online form filling etc.)
- Analysing graphs and charts, summary writing, referencing

11. Distributions of marks for Paper Two

Total marks	100
Grammar	45
Composition	55

12. Grammar test items

- Gap filling activities with and without clues
- Cloze test with and without clues
- Substitution table
- Right forms of verbs
- Use of articles
- Changing sentences (change of voice, narrative style, sentence patterns, degrees)
- Completing sentences
- Tag questions
- Use of suffixes and prefixes

Note: Question setters will use all items from the above list and make questions of 5 marks for each question item. Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions. Question setters will prepare the test items. No questions will be set from the textbook or/and any help books.

13. Composition test items

Group: A

(Any two items will be used in a question paper)

	Marks
• Informal letters/emails	10
• Formal letters/emails	10
• CV writing	10

Group: B

(Any two items will be used in a question paper)

- Completing stories 10
- Short paragraphs (from a given model or by answering questions) 10
- Dialogue writing 10
- Analyzing graphs and charts 10

Group: C

Composition (200-250 words) based on personal experience, everyday problems, events and incidents etc. 15

Note: Question setters will select two items from Group A (10 X 2 = 20 marks), two items from Group B (10X2= 20 marks), and Group C has no alternative (15 marks). For Group A, and B no alternatives will be given. Question C will clearly mention the desired writing style i.e., whether it will be written in descriptive or narrative, or listing, or comparison and contrast style.

14. Guidelines for textbook writers

1. Textbooks should reflect social and moral values and the spirits of our Liberation War. Materials should be sensitive to issues on gender, cultures, colour, race, religion, ethnic groups etc.
2. Topics and themes should be interesting, realistic, and suitable for learners' age and cognitive level. See Section 4: Themes
3. Topics/activities should be chosen to achieve the objectives and learning outcomes of the curriculum.
4. Topics should properly address all learning domains (cognitive, affective and psychomotor).
5. The textbooks should contain authentic texts as needed, and language appropriate to different contexts and cultures.
6. Instructions should be brief and written in simple English.
7. The textbooks should include a variety of activities to provide adequate exercises on four language skills.
8. The textbooks should provide opportunities for learners to learn and practice social interactions through dialogues.
9. Some language games, puzzles, mini dialogues may be used as exercises for developing language skills through fun and entertainment.
10. Grammar items should be provided in context in a systematic and graded way.
11. At each level new vocabulary should be introduced. Vocabulary introduced in previous classes should be revised.
12. Stress and intonation marks should be shown in the examples and sample texts.
13. The textbook should be attractive and colourful. Illustrations (charts, maps, photos, drawings, diagrams etc.) should be relevant to the contexts/topics.
14. The sound symbol chart should be provided in the Teacher's Guide.
15. A section on sample classroom instructions (such as for greetings, starting a lesson, common Wh/Yes-No question, monitoring students' activities, checking answers, simple social English) should be provided in the Teacher's Guide.
16. The textbooks will create opportunities for sound and pronunciation practice as through listening texts with tasks.
17. Phonetic symbols are not to be used in the textbooks for learners but should be explained in the Teacher's Guide.
18. Writers must acknowledge the sources of their collected or adapted materials.

Note: Guidelines 1–18 are mainly for the Paper One textbook writers. But they may also provide the writers of the Paper Two book with useful information. However, the following guidelines are specifically intended for the Paper Two book writers.

19. Grammar items should be contextualized as far as possible. The language points focused in the lessons of Paper One book, *English for Today*, should be used for grammar-practice activities.
20. The process of writing letters, CVs, paragraphs, etc. should be clearly exemplified and explained.



National Curriculum and Textbook Board, 69-70, Motijheel C/A, Dhaka-1000