



LEARNING TO TEACH ENGLISH
A REPORT ON TEACHING ENGLISH AT
“GOURERGUP GOVERNMENT PRIMARY SCHOOL”

Submitted by

Name: Fateha Fairrose Faiza

ID: 221-10-1069

Batch: 55th

Supervised by

Mr. Emran Khan

Senior Lecturer

Department of English

DAFFODIL INTERNATIONAL UNIVERSITY

Daffodil Smart City, Birulia, Savar, Dhaka, Bangladesh

Submission Date: 20 November, 2025

This internship report is submitted to the Department of English, Daffodil International University, as part of the requirements for the Bachelor of Arts degree in English

DECLARATION

I, Fateha Fairose Faiza, ID: 221-10-1069, confirm that the internship report “Learning to Teach English: A Report on Teaching English at Gourergup Government Primary School” is my own work. I wrote it under the guidance of Mr. Emran Khan, Senior Lecturer, Department of English, Daffodil International University.

This report has never been sent to any other university, college, or group.

Every source I used is properly cited, and I have not broken any copyright rules.



.....

Signature

Fateha Fairose Faiza

ID: 221-10-1069

Department of English

Daffodil International University

Daffodil Smart City, Birulia, Savar, Dhaka, Bangladesh

SUPERVISOR'S ACADEMIC CERTIFICATE

This is to certify that Fateha Fairose Faiza, student ID 221-10-1069, from the Department of English at Daffodil International University, has finished her internship report titled “Learning to Teach English :A Report on the Teaching English at Gourergup Government Primary School” under my guidance. She has completed every required step.

I wish her continued growth and happiness in her education and in every part of life.



Mr. Emran Khan

Senior Lecturer

Department of English

Daffodil International University

ACKNOWLEDGMENT

I am really thankful to Almighty Allah because without His mercy and guidance, I could not have completed this internship or finished this report. I am highly grateful to my supervisor, Mr. Emran Khan, sir, lecturer, Department of English, Daffodil International University, whose advice, patience, and steady encouragement kept me going the whole way. I would also like to thank the Headmaster of Gourergup Government Primary School, who gave me the opportunity to do an internship in his organization, and also for being helpful at every stage. Teachers and staff welcomed me warmly and treated me with due respect, which I value a lot. I also could not have done any of this without my family. Their love and inspiration mean everything to me. Many of them are teachers themselves, and watching their dedication has always pushed me to follow in their footsteps.

ABSTRACT

This report documents the essential experiences and key lessons gained during a three-month teaching practice internship at Government Primary School Gourergup, located in a rural area of Karimgonj upazila, Kishoreganj district. The primary goal is to detail my professional journey, encompassing the processes of practical learning, keen observation, and hands-on application within an authentic primary educational setting. The field experience successfully merges the academic theories and knowledge garnered at Daffodil International University with the practical, often demanding realities of primary education in rural Bangladesh. My main responsibilities were teaching English in different classes, preparing lesson plans, assessing students, and actively participating in various school and related activities. It also goes beyond a mere chronological account to a detailed analysis of the school's historical background, socio-economic environment, and specific teaching and learning ethos that characterize these institutions as foundational to young learners at the foundational level of the nation. The most important thing is that this report is a reflection of my growth as an aspiring educator, detailing the specific professional skills built, practical challenges experienced and resolved, and personal development achieved. This formative period in higher education has immensely prepared me to seek entry into a future career in the Bangladesh education sector.

TABLE OF CONTENTS

Content	Page
Declaration	<i>ii</i>
Supervisor's Academic Certificate	<i>iii</i>
Acknowledgement	<i>iv</i>
Abstract	<i>v</i>
Table of Contents	<i>vi-vii</i>
Chapter 1: Introduction	01
1.1 Inspiration and Background	01
1.2 Purpose of the Internship and Selection of the School	01
1.3 My Learning	01
Chapter 2: Aims of the study	02
Chapter 3: Steps and Placement	03
3.1 Introduction	03
3.2 Internship Responsibilities	03
3.3 Supervision and Evaluation	03
Chapter 4: A Closer Look at the School	04
Chapter 5: Methodology	05-13
5.1 Class Observation	05-08
5.2 Class Conduction	08-12
5.3 Teaching Methods	12-13
Chapter 6: Problems and Overcoming	14-15

6.1 Why this chapter is here	14
6.2 The biggest problems	14
6.3 What I did: simple strategies that worked	14-15
6.4 What the challenges taught me	15
Chapter 7: Learning Outcomes	16
7.1 Work skills I gained	16
7.2 Personal growth	16
7.3 My new picture of the teaching profession	16
Chapter 8: Major Findings and Recommendations	17
8.1 Major Findings	17
8.2 Recommendations	17
Chapter 9: Conclusion	18
Chapter 10: References	19
Chapter 11: Appendices	20-23
11.1: Certification	20
11.2: Photographs	21-23

Chapter 1: Introduction

A good teacher is a nation's quiet architect. He does not build bridges of steel or towers of glass; he builds the minds that will design them tomorrow. That idea has always felt heavy and beautiful to me, like a new book in the hand. Where I come from, people respect doctors and officers, yet when a child can finally spell "mother" correctly, the whole village smiles at the person who made it happen. Teaching, I believe, is the only job whose product walks out of the room every day and changes the world in small, unseen steps.

1.1 Inspiration and Background

When I was a child, school was my favorite place. Most of my family members are teachers. Their work looked hard, yet they loved it.

Years later, I joined Daffodil International University to read English. I gave lessons at DISS as a volunteer. After two weeks, a shy boy read a whole page aloud. He looked up, eyes shining, and I felt something warm inside my chest. From that evening, teaching stopped being a part-time job. It became the part I waited for all day.

1.2 Purpose of the Internship and Selection of the School

I chose a small government primary school ten kilometers from my home, because I wanted to see how learning happens when there is almost nothing.

1.3 My Learning

Twelve teaching weeks showed me: teaching sparks minds, not fills jars. During blackout we built a forest zoo with words; lights returned, no one wanted story to end. I learned planning, crowd control, patience over anger daily. On the last rainy Thursday kids gave misspelled "We luv you madam" card; I left believing tomorrow can still be better.

Chapter 2: Aims of the Study

The aims of the study are-

1. help students speak, listen, read, and write English better by using lively, easy-to-follow classroom methods.
2. find out why many students feel afraid or shy about English, then build a friendly, encouraging class that lowers these worries.
3. spot each student's weak points in English and give short, clear lessons and extra practice to fix those gaps.
4. use the teaching ideas learned at university in real lessons during the twelve-week school placement.
5. reflect on my personal professional growth and learning as a trainee teacher and to suggest practical recommendations for improving English teaching in similar contexts.

Chapter 3: Steps and Placement

3.1 Introduction

I am an English-major student at Daffodil International University. My goals were simple: to learn how to plan lessons, how to stand in front of a class without fear, how to manage thirty active children at once, and how to test whether my students were really learning. The journey taught me something different and helped me move from “student who reads about teaching” to “teacher who actually teaches.”

3.2 Internship Responsibilities

- Arrive before school starts
- Sign the attendance sheet every day
- Teach and grade four English lessons
- Join staff meetings
- Always make plan lessons on time
- Keep accurate notes
- Take full care of every student’s progress

3.3 Supervision and Evaluation

During my internship I was never left on my own. The university appointed Mr. Emran Khan sir as my official supervisor, and the school placed me under the direct care of the Headmaster. These two experienced teachers stayed with me, from the moment I arrived to the moment I left. Their presence was steady and reassuring.

Chapter 4: A Closer Look at the School

Name of the institute: Gourergup Government Primary School

Established: 2004

Location: Karimganj, Kishoreganj

Number of teachers: 6

Number of students: 189

Headmaster: MD. Azizul Haque

Class: play to 5

Chapter 5: Methodology

5.1 Teaching Observation and Class Management

➤ Class Observation 1

Teacher: Md. Azizul Haque Sir

Class: 2

Lesson: Animals and Birds

Objective: Able to speak and write five sentences about animals.

Students present: 27

Sir waited at Class Two door with chalk and register, greeting every child by name. Pupils entered quietly in two straight lines. He wrote the date neatly on the board while the class chanted a rhyme. He drew a cow, crow and bird in bold lines, then listed new words: tiger, dog, monkey, cow, deer, parrot, crow, adding a quick sketch beside each. He asked for animal sounds, wrote Bangla meanings for hard words like “kennel,” and led choral reading at different speeds. Sir checked every pupil individually, assigned small-group tasks, organized listening games, and then gave the homework for the next day. Because of Aziz sir’s lively approach, the pupils stayed interested throughout the lesson and found it easy to recall what they had learned.

➤ Class Observation 2

Teacher: Rima Akhter

Class: Four

Lesson: “A Garment Worker’s Day”

Number of students present: 16

Rima Akhter madam reached class at 9 a.m. with a clear folder that held one big page and small cards. She smiled warmly to every child and said, “Good morning.” She asked pupils to end the line “Someone in my family” One boy said, “My aunt works in a garment factory.” Madam replied, “Today we meet Reshma, just like your aunt.” She wrote six new words on the board: garment, factory, worker, house, school, bus, village, and had pupils repeat them thrice. She showed real cloth and passed it round so each child could touch it. Next she read the story aloud, asked the class to find verbs about Reshma, and set groups to answer five card questions. A girl said Reshma works hard “for her family.”

Madam praised her and explained that workers deserve respect. At 9:38 she closed with her own rhyme: “Work with hope, work with heart, stitches each day, that’s her art,” which thirty-five voices loudly repeated. Homework was written on the board in large letters before the bell.

➤ **Class Observation 3**

Teacher: Rima Akhter

Class: 4

Lesson: "My trip" (Unit 35, lesson 1-4): tense

Students present: 23

Madam opened the lesson with a river and bus picture and asked, “Who likes travelling?” Students raised hands. She said, “Today we travel with Alvi,” wrote the title “My Trip” and defined it as a fun journey.

She taught six new words—trip, river, fisherman, cousin, favorite, special—using short sentences and gestures. The story “My name is Alvi...” was read once; pupils finger-pointed to the text.

The teacher drew a two-column verb table: Present-Past. Together they listed go-went, see-saw, catch-caught, make-made, sing-sang and underlined them.

She asked six textbook questions; students answered in full sentences. Finally, they worked in pairs and received homework.

➤ **Class Observation 4**

Teacher: Md. Azizul Haque

Class: 5

Lesson: Sport – Dialogue Practice

Students present: 28

Sir came to class wearing a small sports whistle. He blew it once, softly. The children laughed and looked at him right away. He wrote the lesson title, “Sport – Dialogue Practice,” on the blackboard. He had already drawn a cricket bat on one side and a football on the other side, but they were

covered with paper. When he removed the covers, the children called out the names of sports. Together they made a list: kabaddi, cycling, weight-lifting, badminton, volleyball, cricket, swimming, and football.

Next, sir wrote “Players’ Equipment” on the board. He asked the students to name things players use. They said bat, ball, pad, boot, net, racket, and so on.

After the textbook dialogue, the teacher showed five question cards: What, Where, When, Who, Why. The students used these words to write new short dialogues about sports.

At the end, sir wrote on the board:

“Team spirit = Respect + Help + Share.”

The whole class read the sentence together.

For homework, he told the children to copy the textbook dialogue and change the underlined sport to their own favorite sport.

➤ **Class Observation 5**

Teacher: Md. Azizul Haque

Class: 5

Subject: Sport - Exercises and Dialogue Practice

Students present: 25

Aziz sir started the class by revisiting the previous dialogue. He invited two students to read it aloud, gently correcting their pronunciation and word stress. Next, he turned to the textbook Exercises. The teacher then began the “Pair work – Ask and Answer” task. He demonstrated the first exchange with a volunteer:

Teacher: What games or sports do you like?

Student: I like cricket.

Pairs then practiced all four printed questions. Sir moved around the room, helped weaker pupils form full sentences, and encouraged everyone to speak English only.

After the oral work he introduced the new grammar rule. Students completed a gap-fill in their books.

Finally, he set the writing task: “Write a short paragraph about cricket in Bangladesh.” He listed four prompts on the board: popularity, famous players, big tournaments, why we love it. Pupils started writing quietly; the teacher walked among them and offered help.

5.2 : Class Conduction

5.2.1 Weeks 1–2

The first two weeks were a bridge. After two weeks watching, the head-teacher declared, “Next week you teach alone.” Class 3 waited: thirty-six small faces, scent of old chalk and fresh polish. I couldn’t sleep; I drafted ten new words, two sentences, one spelling game, one smile. I reached school early, gripping a single white chalk like a wand. On the field, crooked rows sang the anthem. When they yelled, “Good morning, Miss!” fear cracked; I wrote the date, smiled, and laid the first brick of my teaching life. I started the class with a light ice-breaking session to grab the students’ attention and set a positive tone. I engaged the students with a simple “stand up, sit down” game.

Class 2 lessons:

1. Domestic Animals and Birds
2. The Crow and the Jar

For Class 2 I drew big pictures of cows, hens, cats and dogs on the blackboard. I asked, “Which animal gives us milk?” The children answered together, “Cow!” We matched pictures to words, filled gaps in sentences, and played a ball game. The child who caught the ball had to name one domestic animal. The room was noisy, but the noise was learning.

Class 3 lessons:

1. Saving Water
2. Sing a Rainbow

With Class 3 I explained that water is life. A seven-year-old boy stood up and said, “No water, no life.” I wrote his sentence on the board and circled it with yellow chalk. It became our class motto. We cut strips from old magazines and glued them into rainbow shapes while we sang the colours. By the end of the lesson the floor was bright with paper and the children knew seven colour names.

I followed the same six steps every day:

Greet the class.

Quick ball-game revision.

New topic with pictures.

Pair work.

Gentle correction.

Short homework.

This steady plan made the children and me feel safe. By the end of the second week children I had never taught greeted me in the corridor. I learned that teaching is not only giving knowledge; it is also building trust.

5.2.2 Weeks 3–4

Weeks three and four brought new subjects and new classes. I now taught Class 3, Class 4 and Class 5. Every lesson was a new talk with new minds.

Class 3 moved from Saving Water to short story writing. I asked each students to write a four-line story about helping at home. One girl wrote:

“I wash my cup. My mother smiles. She pats my head. I feel proud.”

Only twelve words, but they had a beginning, middle and end. I collected these stories, made a small booklet, and pasted it on the wall. The authors stood taller when they passed it.

Class 4 started new texts:

➤ The Lion and the Mouse

Lesson 1

We greet, play “stand-sit-stand” to wake up, and write the title on the board. We list what we know about lions and mice. Then I teach six new words: hunter, trap, rope, net, roar, escape. After that, we read the story aloud, pausing to ask the book questions such as:

“What was the lion doing at the start?”

“Why was the lion angry?”

Children answer in full sentences; we write the best answers on the board.

Lesson 2

Next day we review the six words with a quick card game. I retell the story in four lines; pupils fill the gaps. Then they sit in four groups and talk about the book questions:

“Why did the lion let the mouse go?”

“Why did the mouse help later?”

Each group draws its answer and shares it.

We vote on the moral; most choose “Little friends are as good as big friends.” We chant that line and add paper links to a kindness chain.

Lesson 3

Students write the story in five short sentences using the linking words first, then, after that, next, finally.

Volunteers read their work; the class snaps fingers in praise.

We act the story: the smallest child is the lion, the tallest is the mouse, yarn is the net.

After the play we walk around the room, leave star-drawings on the written work, and each child picks a sticker and quietly tells me one new word they will remember.

5.2.3 Weeks 5–6 – A small discovery in Class 5 and creative teaching

Week five began with a problem. The Class 5 book listed Olympic years: 1896, 1900, 1904, 1908 ... The book did not explain the pattern. If I asked the children to memories the dates, they would forget them the next day. That evening I sat at home and looked at the numbers. I saw the hidden beat: every Olympics comes four years after the previous one, starting from 1896. I made a small formula:

$(\text{Olympiad Number} \times 4) - 8 = \text{last two digits of the year.}$

I tested it. It worked.

The next morning I entered Class 5 with chalk and number cards. “Today I will show you magic,” I said. I drew a timeline across the blackboard from 1896 to 2020. Volunteers ran to the front, did the multiplication, shouted the answer, and stuck the correct year on the timeline. The class clapped like drums. Mathematics entered an English lesson, and the children welcomed it. Rafi, a shy boy who almost never spoke, tugged my sleeve and whispered, “Teacher, $30 \times 4 - 8$ is my friend now.” That quiet sentence is my private medal.

Creativity spread to other grades. Class 4 wrote paragraphs on My Favorite Animal and My Best Friend. I showed them how to start with a topic sentence, add two supporting sentences, and end

with a personal comment. At first their paragraphs wobbled, but after three drafts most stood straight.

Class 3 acted short scenes about Good Habits: brushing teeth, washing hands, saying “Thank you.” Movement and speech together fixed the phrases in their minds.

Class 2 turned The Crow and the Jar into a play. A paper beak and a plastic bowl became props; stones came from the school garden. When the water level rose, the whole class cheered as if they had never seen physics before.

By the end of week six I had simple proof: creativity does not need costly material. It only needs permission to imagine and courage to try.

5.2.4 Weeks 7–8 – Building bridges through communication

I stopped holding the lesson plan like a life-jacket. One question was enough. My goal became helping minds, not finishing the book.

Children knew English but stayed silent. I used gentle repetition: I spoke, they repeated.

Pupil: “I goes to school by foot.”

Me: “I go to school on foot.”

No red pen, no shame. Soon they asked, “May I drink water?”

Class 5 did short tense quizzes, peer-marked, scores private.

Class 4 wrote letters to cousins and made paper envelopes.

Class 3 drew a boat and labelled sail, mast, rudder, anchor.

Class 2 played seed-bingo.

I praised quiet pupils, gave breaks, gave jobs to restless students.

5.2.5 Weeks 9–10 – Beyond the book and lasting lessons

Week nine came quickly.

Last classes were fun, not stressful.

Class 2 played a memory game to review animal words.

Class 3 made “Save Water” signs from old paper.

They hung the signs in the hallway.

Class 4 wrote a short story about one school day.
Each child read his or her story aloud.
Class 5 took a simple grammar test with books open.
They helped one another and did well.
On the last day pupils gave me paper cards and flowers.
One card said, "Please don't leave."
I hugged them and promised to remember.
The final bell rang.
I walked out, looking back many times.
I felt how hard good-byes can be, and how sweet memories stay.

5.3 Teaching Methods

a. Grammar-Translation Method

I used this method when the lesson contained a new rule or long vocabulary list. First I spoke in Bangla to give the exact meaning; then I gave the English form. For example, I said, "'I played' is the past tense of 'play'; we add -ed." After the short explanation I wrote two model sentences on the board and asked pupils to copy them. The mother-tongue support saved time and reduced fear, but I kept it below one fifth of the lesson so that pupils did not wait for translation every time.

b. Communicative Language Teaching

Every day began with genuine questions: "How are you today?" "What did you eat for breakfast?" I accepted any short answer and praised it. When a child answered, "I am happy," I replied, "Great! I am happy too," and gave a thumbs-up. Slowly the answers grew longer: "I am happy because my mother made khichuri." By week four almost every child could produce a short personal sentence without prompting.

c. Audio-Visual and Play-Based Learning

The school had no projector, so I turned the blackboard into a screen. I drew a zoo, a post office, and a sailing boat with colored chalk. Pupils came to the front, pointed, and named parts aloud. We also used low-cost games: word-bingo with hand-made cards, a ball game for animal names, and the song "Head, Shoulders, Knees and Toes."

d. Story Method

I told or read a short story while pupils drew their favorite scene on scrap paper. After the drawing they wrote three sentences. Over six weeks the average length of the written reaction rose from one sentence to four.

e. Collaborative Writing

In Class 3 I asked each pupil to write a four-line story about helping at home. First we listed six helping verbs on the board: wash, sweep, feed, carry, water, tidy. Pupils worked in pairs: one spoke the sentence, the other wrote it. After fifteen minutes every pair had a tiny story.

f. Number-Pattern Discovery

To teach Olympic years I wrote the list 1896, 1900, 1904 ... on the board and asked, "What do you notice?" After two minutes of silence a boy said, "Four plus four equals eight." I praised him and revealed the formula: $(\text{Olympiad} \times 4) - 8$. Volunteers came forward, did the multiplication, and stuck the correct year on a timeline. The activity blended English and mathematics and showed that grammar rules are not the only patterns worth exploring.

Chapter 6: Problems and Overcoming

6.1 Why this chapter is here

Teaching is never smooth. During my three-month internship in a government primary school I met many problems. Some were small, some were big, but every one of them taught me something. In this chapter I tell the problems honestly and then explain the small, practical steps I took to solve them. I keep the language easy so that any new teacher can read and use the ideas tomorrow.

6.2 The biggest problems

The language barrier

The school is in a village where people speak Bangla all the time. When I started the grade-III class with “Good morning, everyone!” or “What is your name?” they replied in Bangla or stayed silent.

Large, noisy classes

Every room held 25-40 pupils. Desks were joined; bags were on the floor. One child could cough and the whole class would start chatting.

Few teaching aids

The school owned one old laptop in the head-teacher’s office, but no projector, television, or smart-board. I could not show a video, zoom a picture, or even display a large color poster.

6.3 What I did: simple strategies that worked

6.3.1 Beating the language barrier

- a) Sandwich method: I said the English sentence, gave the Bangla meaning quickly, and then repeated the English.
- b) Chorus repetition: I broke long words into syllables and made the whole class repeat twice.
- c) Five-word rule: I wrote only five new English words per lesson on the corner of the board. Students copied them on a tiny paper and took it home.
- d) Praise for trying: I clapped for any child who spoke, even if the grammar was wrong. Slowly hands started rising.

6.3.2 Helping fast and slow learners together

I used three methods: (a) same topic, two levels—advanced pupils wrote five sentences about food, weaker ones matched food pictures to words; (b) weekly-rotated learning-buddies where stronger pupils read aloud and weaker repeated; (c) star chart rewarding effort for strugglers and challenge for stars so every child saw visible progress

6.4 What the challenges taught me

- Flexibility is more useful than perfection. A game on the floor can teach more than a beautiful slide that will never arrive.
- Respect grows quickly when children see their teacher trying to speak their own language, even if the accent is wrong.
- Voice, eyes, and hands are free teaching tools that never break. A dramatic pause can be more powerful than a cartoon video.
- My mood sets the weather in the classroom. If I stay calm, the storm passes sooner.
- Preparation at home saves twice the time in class. Five minutes of cutting cards at night gives back ten minutes of calm teaching the next morning.
- Mistakes are public proof that learning is happening. A board full of crossed-out words shows courage, not failure.

Chapter 7: Learning Outcomes

7.1 Work skills I gained

Internship at Gourergup Primary taught me classroom society management, syllabus-aligned lesson planning with hooks, tasks, recaps, checks; improved recorded speech speed, clarity; caring greetings; visual, auditory, kinesthetic differentiation for 25 diverse learners without shouting.

7.2 Personal growth

The internship made me grow. The internship grew my confidence, patience, empathy, time-management and passion for teaching.

At first my hands shook while I wrote on the board; after eight weeks I calmly led the whole-school assembly.

7.3 My new picture of the teaching profession

Before the internship I thought a teacher only delivers information. I now see that a teacher is a gardener of minds and hearts.

Kindness: A math sum can wait; a crying child cannot. I learned to pause the lesson, kneel to eye-level and listen. When the child is calm, the learning comes faster.

Patience: Some children need to hear a rule five times. Shouting only adds fear. Repeating with a calm voice is faster in the end.

Discipline: I also learned that kindness does not mean weakness. Clear rules, fair consequences and a quiet tone keep order better than loud anger.

Adaptability: Rain can ruin a nature-walk plan. A good teacher smiles, moves the flowers into the classroom and turns the unexpected into a new lesson.

Mission: All these experiences together changed the word “teacher” in my mind. It is not a title on a salary slip. It is a lifelong mission of inspiration. My internship ended, but my journey as a teacher has only begun.

Chapter 8: Major Findings and Recommendations

8.1 Major Findings

1. I visited classes and talked with pupils, teachers and parents. I wrote notes every day.
2. Children like English but are afraid to speak. They smile when the teacher says “Good morning,” yet they whisper their names and look down. They fear mistakes.
3. Village schools have few tools: only chalk and a blackboard. If a teacher wants to show an elephant, she must draw it. The picture looks poor.
4. When a teacher knows every child by name, students ask more questions and speak loudly. If the teacher is cold, children stay quiet.
5. Kind help brings more hands up. If others laugh at errors, hands go down.
6. Big classes spoil good plans. Forty children sit on benches for thirty. The back rows cannot hear and the teacher cannot help each child.

8.2 Recommendations

1. Bring in one multimedia corner per school: Ask the local council, the PTA (Parent-Teacher Association) or a small donor for laptop, one speaker and one projector or smart-TV. One good picture is worth ten chalk sketches.
2. Start a 30-minute English club every week: Pick a day last period when students are tired of textbooks. Sit in a circle on the mat. The club is not marked and no red pen appears. Fun removes fear. After six weeks even the shyest child will speak at least one full sentence.

Chapter 9: Conclusion

My twelve-week internship at Gourergup Government Primary School changed me. Before, I was only a university student who read about teaching ; after, I am an adult who has faced real learners, answered their questions, shared their smiles and worries. At first, I was nervous, but the pupils were polite and eager. They proved wrong the stories I had heard about naughty government-school children. I learned to reach school before 9:00 a.m. and to plan lessons carefully. I also learned that kindness changes the mood of a class. Most important, I saw that teaching does not stop at the school gate. When children learn to wash hands, they teach their little brothers and sisters. When they learn to use bins, they ask their fathers to keep the market clean.

Chapter 10: References:

- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage Publications.
- Gourergup Government Primary School. (2025). *Teaching and learning environment: Field observation notes*. Karimganj, Kishoreganj.
- National Curriculum and Textbook Board. (2018). *English for today: Classes 2–5*. Ministry of Education, Government of the People’s Republic of Bangladesh.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Chapter 11: Appendices

11. 1. Certification:





Class Observation

Sport Lessons 7-8

Unit 7

J. Read the table.

Olympics	Year	Host city / country
1	1896	Athens, Greece
5	1912	Stockholm, Sweden
8	1924	Paris, France
10	1932	Los Angeles, United States
14	1948	London, United Kingdom
17	1960	Rome, Italy
19	1968	Mexico City, Mexico
20	1972	Munich, Germany

K. Read the table again. Complete the sentences.

- The first Olympics was held in Athens, Greece.
- The United States was the host country of the _____ Olympics.
- _____ was the host of the 17th Olympics.
- The twentieth Olympics was held in _____.
- The host country of the _____ Olympics has a blue and yellow flag.
- The _____ Olympics was hosted by Mexico City.
- The fourteenth Olympics was held in _____.
- Paris was the host of the _____ Olympics.

Time

69

Unit 42 Story: The Lion and the Mouse Lessons 1-2

A. Look, listen and read.

One day, a lion was sleeping in the forest. The lion was big and strong. All the animals feared the lion, apart from one mouse.



The mouse was playing near the lion. She ran onto the lion's nose and he woke up. He was angry.



The lion lifted the mouse to his mouth and said, "I'm going to eat you!"



The mouse said, "Please, Mr. Lion. Let me go. I am your friend. One day, I will help you." The lion laughed, "You? You are very small! How can you help me?" But he let the mouse go.



84

Unit 7 Rhyme LESSON 4

Sing a Rainbow

A. Look at the picture of rainbow. In pairs, discuss how many colours there are in a rainbow.

B. Now listen to the rhyme below. Underline the name of each colour when you hear it.

Sing a Rainbow

Red and yellow and indigo and green
Violet and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too.

Listen with your eyes
Listen with your eyes
And sing everything you see
You can sing a rainbow
Sing a rainbow
Sing along with me.

Red and yellow and indigo and green
Violet and orange and blue
I can sing a rainbow
Sing a rainbow
Sing a rainbow too.

(107)

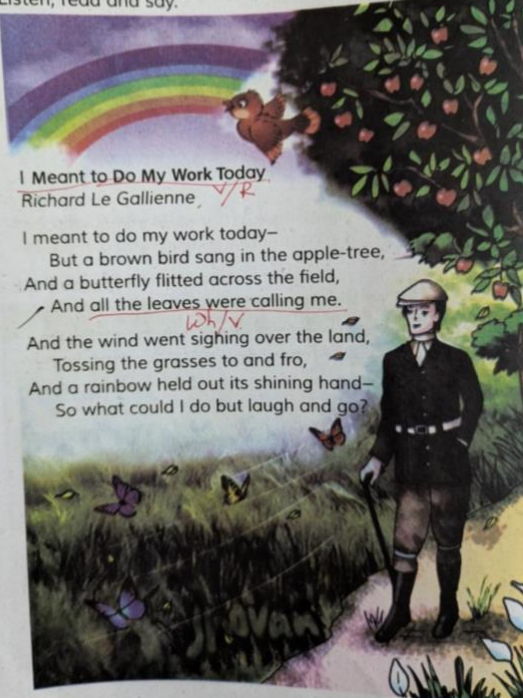
Unit 18 I Meant to Do My Work Lessons 5

E. Listen, read and say.

I Meant to Do My Work Today
Richard Le Gallienne

I meant to do my work today—
But a brown bird sang in the apple-tree,
And a butterfly flitted across the field,
And all the leaves were calling me.

And the wind went sighing over the land,
Tossing the grasses to and fro,
And a rainbow held out its shining hand—
So what could I do but laugh and go?



Lesson Plan :

Lesson Plan			
Teacher's name: Fatcha Fairuse Faiza		Lesson: 21	
Subject: English		Unit: A day in a farmer's life	
Class: Four		Time: 50 minutes	
Learning Outcomes: Students will be able -			
① To read the lesson with correct pronunciation ② To say a day in a farmer's life			
Stages	Activities	Technique	Time
	① Create safety environment: By greetings	HOW	
	② Warm up activity: By recite a rhyme	HOW	
I n P V T	① I will show a picture of farmer and ask the students to think alone and discuss in pairs about the picture.	HOW	
	② Providing new words and difficult words: Continue, Wish, Whatever, Luck, Need, Rest, Food, Show, Harvest	HOW	
	③ I will read the lesson with correct pronunciation and ask the students to read after me.	HOW	
	④ I will help them to answer to the following questions: a) When does he go to bed? b) When does he say to himself?		

P	① Ask the students to read the lesson loudly with correct pronunciation.		
R	② Bingo Game		
A	③ Ask the students to read the lesson silently 5 minutes and write answer to the following questions.		
C	a) When does he stop his work?		
E	b) When does he go home?		
	c) When does he wake up?		
Task	Write 5 sentences about a farmer		
Materials	Picture of a farmer		

Plagiarism Percentage : 2%