

# **Present Scenario of English Language Teaching in a Bangladeshi School**



**DAFFODIL INTERNATIONAL UNIVERSITY  
DHAKA, BANGLADESH  
DECEMBER 2019**

# **Present Scenario of English Language Teaching in a Bangladeshi School**

A report submitted to the Faculty of Humanities and Social Science in partial fulfillment of the requirements of degree of Bachelor of Arts in English

**BY**

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## DECLARATION

I hereby declare that the project work entitled "Experiencing Present Scenario of "English Language Teaching Learning at a school in Dhaka" submitted to the dept.of English, Daffodil International University is a record of my original work done by me under the guidance of Ms. Nahida Akter Poly, lecturer of English, DIU. I also declare that this project work is submitted in the partial fulfillment of the requirements for the award of the degree of B.A (Hons) in English for the course Project Paper (ENG-334).

Also, it has not been previously or concurrently submitted toward any other degree or diploma in any other tertiary institution.

Alizy Zihan 10-12-19

Signature of the intern

Name: Alizy Zihan

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## **CERTIFICATION OF THE SUPERVISOR**

I hereby certify that the intern, Alizy Zihan bearing the ID 143-10-288, has undertaken the **course**: Project Paper coded ENG-334 under my supervision. As part of the course she selected **and** visited I.E.S School & College and maintained regular communication with the facilitators **in** the host school. She observed three of their classes and taught three classes. During this whole **process**, she was in touch with me and asked for my guidelines on a regular basis. She also **shared** updates about her project work time to time. As she fulfilled all the conditions and **completed** all the procedures of the course, this intern is now qualified to submit her report being **subject** to the evaluation of the panel of the Examiners. She must present the findings of the **report** in front of the Panel of the Evaluators.

*Nahida*  
10.12.19

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Supervisor

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## ACKNOWLEDGEMENTS

I am grateful to the Almighty who gave me the chance and the strength to successfully accomplish my project work titled "*Present Scenario of English Language teaching in a Bangladeshi school*".

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Then, I would like to specially thank Asst.principal Shamima Begum and the teachers of I.E.S School& College, for giving me the facilitation, indulgence and cooperation to complete my project work successfully. I would also like to thank all my students from I.E.S School who made me realize that I can also be a good teacher. At last I want to thank my friends for their help to complete this work successfully.

## **Abstract**

The report was an attempt to know about the current condition of English language teaching in a bangla medium School in Dhaka named I.E.S School & College. I prepared myself in many different ways depending on the elements to be perceived in teaching practicum such as class observation, lesson plan, teaching style, learning style, assessment, evaluation and feedback that I learned from the course ENG 413. The purpose of this report was not only to realize the present scenario of school in terms of English language teaching but also to observe the teaching methods they use for English language teaching. It also aimed to improve the cases incorporating the necessary changes or modification brought in the classes by the intern in order to enhance the target language teaching at school level.

In conclusion, the study has provided some recommendations based on the findings and overall observation which that figure out the strengths and the weaknesses of the observed teachers and the institute which can be helpful for the aspiring teacher like me.

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## **Chapter 1: Introduction**

### **1.1: Background**

I had to take an internship course titled as Project as a part of my B.A (Hons) in English and the course code is Eng 334. Basically my work was to collect gather information about current ELT situation at a school and practically experience the challenges and possibilities of teaching profession while taking three classes and observing three classes from the school facilitators. English is taught as a second language in Bangladesh but from the very beginning students learn English only to pass the exam or obtaining good marks. When the actual goal is to learn English students and teachers both use a little amount of English in the class. Thus, the students never receive enough exposure they need to learn or acquire the target language.

During my class observation, I also found that English course teachers are not so enthusiastic while teaching English. Only the time of reading a passage or summary teachers use English but still it is being done doing it following the translation method. The excessive use of Bangla and English were observed both by students and teachers in the class.

There was no use of technology in the classroom. No visual aids and communicative activities were used and employed by the teachers in the class. Teaching system found was very poor. Classroom decoration was very poor with lack of benches and teachers only used white board as a teaching aid.

So, the teachers should be more enthusiastic and encouraging for students, that they practice English more and more in class or outside the classroom. Also teaching facilities and aids should be enough technology based. These two observations present the importance of this kind of student led investigation of English Language Teaching in Bangladeshi Schools through Project Paper.

## **1.2: Objectives of the Internship**

- i. to know the present scenario of language teaching system in schools in Bangladesh
- ii. to learn and know about facilitator's lacking and activities used during class observation.
- iii. to learn to apply communicative language teaching methods at real classroom situations.
- iv. to know and learn the impact of technology while teaching.

### **For obtaining objectives my steps are,**

- i. to work with facilitators from chosen school,with the help of my supervisor.
- ii. to observe three classes and follow the teachers applied techniques.
- iii. to take 3 classes,and apply communicative methods and techniques.
- iv. to test students to know the impact of my teaching methods and techniques.
- v. to keep in touch with my supervisor for every detail of those related to my project work, especially in the case of the facilitator's unavailability.

## Chapter 2: Methodology

2.1 Selecting an Institute: I think the most important & difficult task is to find a school but I didn't face that kind of problem for finding a school. I knew one of the facilitators from the school because he is one of my relatives. So, without any hesitation, I called my uncle to meet with the principal of I.E.S school & college. After knowing about internship, immediately he gave me the permission to work internship course in their school.

2.2 Selecting Classes: They gave me permission to take girls section classes. So Asst. Principal of girl section, Shamima Akhter, helped me a lot to choose classes at scheduled time as per my own choice in girl section 6-12.

2.3 Selecting Facilitator: Asst. Principal Madam introduced me with three other English course teachers Yasmin Hamid, Tahmina Akhter and Jino Sheikh. First day of my observation, I observed Yasmin Hamid's class.

The teacher's details are given below-

<b>Name</b>	<b>Gender</b>	<b>Year of Experience</b>	<b>Institution</b>
<b>Yasmin Hamid</b>	Female	3 years	Titumir College
<b>Tahmina Akhter</b>	Female	N/A	Uttara University
<b>Jino Sheikh</b>	Female	6 years	Rajsahi University

2.4 Classroom Observation: I observe 3 classes on English course of three different teachers. For class vi, I took English 1st paper and vii, ix I took English 2nd paper. When teachers were taking their classes my duty was to observe their classes, teaching aids and techniques used.

2.5 Testing Students and Self-assessment through the Help of the Facilitator: With the help of facilitators I was successfully able to take 3 classes. I provided students some class works and feedback about the lesson. Students also cooperated with me and shared their all related confusions.

2.6 Interviewing the Particular Course Teacher: I also took interview and talked to the facilitators during their leisure time. I asked them about their background, previous workplace and their current situations. I also asked them how they got influenced in teaching profession. The nature of the teachers were very friendly and cooperative.

### **Chapter 3: InstitutionDetail**

<b>Name</b>	: I.E.S School & College
<b>Location</b>	: Road 6/A, sector-5,1230,Uttara.
<b>Land</b>	: 3 storied permanent building with a school mosque
<b>Number of teachers</b>	: 25 male teachers for boys section & 22 female teachers for girls section
<b>Number of students</b>	: around 4000
<b>Teachers qualification</b>	:B.A, M.A, M.S.S/ M.Ad.
<b>Economical issues</b>	: The school is public-funded

The I.E.S is a Bangla medium school and academically approved by Dhaka Education Board.In 1982 the institute started only with 4 room andin 1993 the Institute got approval for secondary and higher secondary level academically.Theinstitution focuses on cultural activities including the Islamic way of life.Teacher and students all wear hijab and male students and teachers pray at School mosque together.They have a library in a huge room.Facilitators also arrange cultural programme, handwriting competition, flower making competition for decoration,award function for highest scorer and awards forstudents who maintain good etiquette & manner.MD. Monjurul Haque is the principal of the school. MD. Amzad Hossain is the Asst. Principal for boys and Shamima Begum is the Asst.principal for girls section.

The school and college consist of 3 storied building having 3 functional floors. There are 30 rooms including girls and boys section, and two individual teacher's room including principal's office. Junior section Play, Nursery,Kg student directly admitted by meeting with principal and they maintain different dress code from senior student.From class 2-8 students admitted by written and viva exam.There is a huge playground with permanent school building and mosque. All classroom and office room are properly neat & clean.Environment of the school is well disciplined.

The features of the **prospectus** of I.E.S School and College are given below:

- ✓ All students and teachers follow Islamic and moral values.
- ✓ They also arrange cultural Programs, they also call debate, hand writing and drawing competition.
- ✓ Institute has boys and girls hostels.
- ✓ Senior and junior maintain different dress code.
- ✓ Arranged two MT exam before term examination.
- ✓ Sport and study tours are arranged every year.
- ✓ The institute doesn't encourage politics and smoking in the campus.

## **Chapter 4: Class Observation Reports.**

### **4.1 Classroom Observation 1:**

The first day of my observation, I observed Tahmina Akhter Madam's class which was English 1st paper in class vii at 8.45-9.25am on 28th October. She was taking the class on a model comprehension and the topic was Global Warming. Madam is the most junior from all the faculty members. At first she started with roll calling and started her class introducing the model comprehension. She read out the whole comprehension with Bangla translation and she also was solving all difficult vocabulary for students.

Atmosphere of the class was quite silent. Madam was also checking if everyone had brought their book or not. She also scolded those students who had forgot to bring the book. She was also asking them some individual questions from the passage. Students were also active while the teacher was taking the class. Teacher was cooperative regarding their understanding.

At the end of the class, the teacher gave them some feedback. She gave some questions and tasks to complete within 20 minutes. Then students wrote down those tasks and the class captain collected all their copies and gave copies to the teacher. The teacher checked all the copies and corrected their mistakes in the class.

Finally the teacher gave them another homework for the following class. Every student was found to maintain a diary as a home task reminder. Everyday teacher signed on those diaries.

According to me, 40 minutes was properly used but I think teachers could have been more entertaining during the class time. She was just teaching them but she didn't use any interesting jokes or puzzles for cheering up the students. All students were found bored when she was reading the text. Some weak student found the lesson very difficult.

I faced a awkward situation when the teacher punished them for not bringing the text book in the class. She made them stand for a few minutes in the class, during their task maybe 2 or 3 minutes, their study time being wasted.

Overall impression of the class was good, the teacher was really enthusiastic for students. Students learnt many unknown facts from the teacher about Global Warming. Teacher talks with good fluency and she didn't make any grammatical mistakes and her pronunciation was quite good.

**4.2 Classroom observation 2:** In my second day of class observation I observed Yasmin Hamid Madam class at 8-8.40am on 29 October, it was English 2nd paper class for class 9. Teacher gave some grammatical items from the textbook. It was Model Question No 30 from the book. Student who were present in class 9 already finished their syllabus that's why they were well known about grammatical items. That's why teacher gave them to solve some tasks from the text book.

Class started at accurate time, teacher started the class with roll calling then she gave some tasks to the students. The tasks were Change the form of words, Right form of verbs and Narration. She gave 15 minutes for the tasks and after 15 minutes, the teacher ordered the class captain to collect the task.

At the end of the class Yasmin Madam asked some of the students to stand up and requested them to tell about the narration. Few students stand up and shared some rules of narration.

As per my opinion, class time was used properly but the class could have taken differently. So class should have started with lecture then class tasks or feedback could have been given accordingly.

Critical situation created when the teacher was on discussing narration, class time remained only ten minutes but this 10 minute was too short time for discussing any other grammatical items.

Overall class was okay but it could have been more impressive. If teacher had used more English in class. The teacher's pronunciation was poor.



### **4.3 Classroom observation 3:**

Class started at 9.30 am on 29 October. Facilitator Jino Sheikh took English 2nd paper in class .It was my third class observation. Teacher asked them if they had done their homework or not. Then teacher gave them 5 minutes to memorize the composition " My Village".

After revision they started writing by teacher's command. The teacher gave another 10 minutes to write down half of the essay. After completing the writing, teacher told students to come one by one in front of the class and share whatever they wrote about their village.

Students came individually and read aloud the essay.

At last the teacher also shared some ideas about how village life is important for every person. Teacher also gave them a lot of information about village life. Class room was quiet and silent but suddenly two girls started quarreling with each other but the teacher handled the situation technically.

Overall Class was interesting and knowing about the village life, I really enjoyed the whole class. However teachers are found to use Bangla all the time to teach their lessons. They hardly use English in the Classroom Learning styles and strategies applied are also very uninteresting, therefore students are not found as very enthusiastic in the classroom to learn. They want to study English only to pass but not for learning it.

## **Chapter 5:Teaching Experience**

### **5.1Self reflection 1**

On the first of my class I went to the class at the exact time at 8 am.I took grammar part from English 2nd paper course in class 9.Out of 50,48 student was present in the class and the date was 2nd November.At first I introduced myself then I tried to elicit the topic.So,I gave the students some hints about the topic.Then I wrote some sentences on the board and some students were able to understand that I was talking about narration.I was properly done my lesson plan and took my class according to my lesson plan.

So,my topic to teach was narration.Then I asked my students about some basic questions about narration.as,how many types of narration,what are there reported verb is, what reported speech is and which one is verb and which one is speech.Students also responded accordingly. I requested some of students to come in front for changing narration;they also participated in this task.

Then I gave them some more sentences for class activities.I gave them 10 minutes for 5 direct speech to transform into the indirect speech. After 10 minutes I collected their papers and also corrected some of the copies.One of them named Samiha got all the answers correct. So, I appreciate her talent in the class.

The time I was taking their class, students were found very attentive and sincere.It was a great experience for me.Students and the observer of the class Yasmin Hamid Madam,welcomed me warmly.They requested me to visit that school sometimes.Some of the students got confused if I was their new teacher or not.They showed respect to me.

## 5.2 Self-reflection 2

In my second class, I took English 1st paper class. Observer of the class was Tahmina Akhter Madam. Class started at the exact time at 11.30 am on 2nd November. There were 28 students present in the class. At first I introduced myself then I showed my purpose to visit them. The students of class 6 they are quite youngest and one thing I had to remember that learning must be interesting for them. So, in my class, first, I give them some time for writing a dialogue between a father and a daughter. It was about going to a zoo or book fair. They told that they had written a dialogue about visiting a zoo with father. First 10 minutes they wrote the dialogue then I asked two of them to come and practice it in the class. According to my command they came and shared their writing. All class gave a huge applause to them.

Then I started another topic, it was a passage from the book, about "Our Pride". I started reading the passage and the student translated the sentences. Meantime I was asking some general knowledge questions about our country. Where they found confusion and difficulty they asked me immediately, without any hesitation I answered their questions.

That's how I ended the class and tried to spread the knowledge among the students. All the students of the class requested that I must have had to sign in their H.W notebooks. They greeted me very well. One of them give me a heart shaped candle as a gift. They also requested me to join the school and take their class.

### **5.3 Self reflection 3:**

On 2nd November I took my 3rd class in Class vii .The course teacher was Sheik Jino who takes English 2nd paper classes and she was my observer that day. I made my lesson plan on Sentence At first I introduced myself and then I gave a warm up about the topic. Initially I asked my students what transformation of sentence was and why we transform sentences from one form to another but no one of them gave me the right answer.

Then I asked them how many types of sentences they knew. Students replied that 5 types of sentence. After that I briefly described 5 types of sentences with examples. Few students who seemed to be confused during lecture, I asked them specific questions.

After that I wrote 10 sentences for the feedback session, so I gave 15 minutes for transforming those sentences one form to another form mentioned.

Next I selected some copies from students and matched those with correct answers and everybody was correcting their copies. Many of them got 10 out of 10 right but some of them couldn't perform well in the test.

However all of the students equally participated in the feedback session. The teacher observing me appreciated my teaching style.

Finally, they thanked me for the class and I also wished them best of luck.

## Chapter 6:Overall Findings

**Classroom management:**Classroom is a most important place for teachers and students. Teacher behavior effects on students. During my observation I observed that two teachers were very soft and sympathy. As per my opinion, too strict behavior in the classroom might be harmful. When a student sees that teacher is so rude then he/she will be frightened most of the time. Thus they will never participate in the class. On the other hand if teacher is sympathetic then it becomes quite to mess in the classroom. That is how too much strictness or softness is harmful for student's teacher's relationship. I suggest to make a friendly relationship with students but where if one fails to control the class he/she should be little strict.

**Lack of technological assistance:** During my observation I didn't find any technological aids used in the classroom. Teaching style still was very old. No projector, no technological instruments they used for the students. I see only white board, duster and markers were used for teaching. Teachers were not concerned about lesson plan for students.

**Excessive use of native language:** There were 3 English female teachers but except 1 teacher, two of them use Bangla language excessively in class so the students also responded in Bangla. If teachers tried to practice using English always, then Students might interest in English language. Thought it was a Bangla medium school but at least in English classroom they should speak in English inside classroom.

**Lack of creativity: In the classroom** Students only learn from the text book. Their general knowledge is too weak. There were no innovation, no creative activities in the classroom.

**Classroom Space arrangement:** There were not enough benches and classroom size was small. Authorities should arrange more benches and the classroom needs to bigger in size. Four student sitting on one bench was quite consisting.

**Tendency of hiring teachers on low salary:** Personally I talked to the faculty members. One of them, Yasmin Hamid madam told that they were poorly paid. So they are not much satisfied with the only salary they got from school. Salary is too low as per as their working hour that's why teachers don't get encourage for starting a school job. In this era 5 thousand is too low for a working person. So, this tendency should be changed by authorities.

**Restriction on tuition:** Most regretful thing is that teachers are not permitted for the tuition of any school student. If they do so, their job will be dismissed. Also marks distribution are to check if any teacher does partiality between among the students.

**Lack of English teacher:** There are more than 50 teachers including male and female in the school that I have chosen. But English teacher is only 2 and another teacher was from sociology, because of the lack of teachers other subjects' teacher' take English classes.

**Poorly decorated classroom:** Classroom is a place where students come for a great purpose but if facilities look poor then students feel bored inside the classroom. That's why class should be attractive so that students become fascinated to learn in the class. This school decoration is too poor and also there was lack of interior design.

**Lack of teachers training:**The teachers who are working in this school didn't receive any prior training, but I think training is an important issue for teachers because If the teachers received any training,some common issues would not be there.

**Lack of teachers' creative skills:**Authority should organize seminar sessionsfor the teachersso thatteacher's mutual understanding and teaching procedures and other related issuescan discuss among all faculty members.

**Lack of school canteen:**There is no canteen of their own.School and college section both run together but they have no place to sit or buy any food during Tiffin time .So all the students have to take food from their home.

## **Chapter 7: Recommendations**

### **7.1 Recommendations for Proper Learning Environment:**

On the basis of my overall findings, here I share my thoughts and ideas for upgrading the school's facilities and for the teacher's improvement.

**Improved Communication Skills:** Since it is a Bangla medium school, if the teacher cannot use English all the time but at least they should speak English in the classroom. Teacher is the second founder of a student's life. English is our second language, through English classes they will know the importance of English. Therefore, teachers should employ communicative activities using English in the classroom.

**Friendly learning environment:** Students always need a proper care for bright future and that bright future is ensured by a good teacher. Friendly mentality of a teacher can make a sincere and regular student. If students are afraid of their teacher then learning will be difficult and students will feel hesitation to ask questions to their teacher. So, the teachers should be friendly and sympathetic towards their students.

**Upgrading classroom environment:** Classroom facilities, decoration, space, benches all things should be upgraded. Wall inside the classroom should be colorful with painting which fascinates a student's mind.



**Use of technology:** A projector be there as a modern technology. I noticed that teachers didn't use any technology based materials in the class but students have to know about the use of technology in the classroom to enhance their learning

**Establishment of creative thinking:** Teachers and students both should enrich their creative thinking. Teacher should share some jokes and interesting activities during class time for pleasure and entertainment.

**Proper lesson plan:** Teacher should use lesson plan for daily classes, without a lesson plan class maintenance often becomes a difficult task. Teachers can't execute the class activities without a lesson plan.

**Training Opportunities:** Teacher should be provided with proper opportunities.

**Computer and library facilities:** I have noticed that there was no computer lab in school. So, the students learn only from text books. In this modern era, students have to know the use of technology. Although there was a small library but only a few books were there in the library. So, Authority should establish a big library and Computer lab.

**7.2 Facilitator's Overall Suggestions for the Intern:** I am also aware of my weakness after completing almost 4 year Hon's in English. After completing presentation skill development course in University, I realized how much I had to give for better pronunciation and other grammatical mistakes in English. I always tried to overcome those obstacles but during my internship I was even more attentive, knowing my weakness as well as strength, for class vi I made my lesson plan properly but in the meantime I made some changes depending on the context. So, these are my limitations where changes took place suddenly. My supervisor was little sad knowing the change I made suddenly. After that I realized that for 1 class I should take only 1 topic in class for student's welfare and understanding since the class time was only 40 minutes.

**Class observation 1:**

Because of nervousness the way I talked was little fast.

**Class observation 2:**

I should have tried to know my students weakness and have to know how to handle students in the class.

**Class observation 3:**

**My** pronunciation and fluency could have been better.

## Chapter 8: Conclusion

My goal was to know and present current scenario of English in a school of Bangladesh. So, I went to I.E.S School & College in sector 5, Uttara to observe. It was my internship through my work I observed their methodologies of language learning and activities employed in the classroom. Therefore, I had to analyze their curriculum and techniques. I also learned from facilitators and at the same time made them aware of some facts which might be helpful in future for the interaction with students. The teachers need to improve their English Proficiency in order to clear instructions towards student. Besides students should practice more and more to gain the required level of English as well.

I also learned lots of things during my internship I played the role as a teacher and student as well. Basically, I learned how to take class and how to behave with the students in the class. This internship taught me how to make a lesson plan perfectly because, not only I taught the students but it would be helpful for me to achieve my goal in the future. This internship is a kind of identity for my career. On the other hand I considered myself as a very lucky person because I worked with those people who were linked with this noble profession, teaching. I am very happy to take part in this internship course. It was wonderful experience.

### Lesson Overview

<b>Topic</b>	<b>Narration</b>
Class	IX
Course title	English 2nd paper
Teaching Method	Communicative strategies
Time	40 minute

### Lesson Plan

<b>Stage</b>	<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Time</b>
1.	Teacher will give a warm up on the topic and help the students to elicit the topic.	Student will try to use their prior knowledge to guess the topic.	5min
2.	Teacher will confess that the types of sentences are narration	Some students can also figure out the topic	5 min
3	Teacher will discuss the topic in detail	Students will ask questions if they find any confusion	15 min
4	Teacher will give some activities to the students like- Changing narration from direct to indirect and vice versa	Students will solve the given tasks	10min
5	Teacher will give feedback to the students and correct the mistakes they will make.	Students will correct their mistakes.	5 min

## Lesson Overview

<b>Topic</b>	<b>Dialogue and Passage</b>
Class	vi
Course title	English 1st paper
Teaching Method	Communicative strategies
Time	40 min

## Lesson Plan

<b>Stage</b>	<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Time</b>
1	Teacher will give a warm up on the topic and ask them to write a dialogue between father and daughter.	Students will write accordingly	5min
2	Teacher will choose two students to share their dialogues to in the class	Two students will share the wrote dialogues	5 min
3	Teacher will reading a passage named Our Pride and also some questions after the discussion of the topic	Student will try to answer the questions and ask questions if they have any	10 min
4	Teacher will give some questions from passage	Students will solve those questions	10 min
5	Teacher will give feedback	Students will correct their mistakes if they make any	10 min

## Lesson Overview

<b>Topic</b>	<b>Transformation of Sentence</b>
Class	vii
Course title	English 2nd paper
Teaching Method	ELT
Time	40 min

## Lesson Plan

<b>Stage</b>	<b>Teacher Activities</b>	<b>Students Activities</b>	<b>Time</b>
1	Teacher will give warm up on the topic and help he students to elicit the topic.	Student will try to use their prior knowledge to guess the topic	5 min
2	Teacher will discuss the topic in detail,like-the different types of sentences,how to transform them etc.	Students will give their opinion and ask questions.	10 min
3	Teacher will give activities on Transformation of Sentence.	Students will try to transform the sentences from one into another.	15min
4	Teacher will check their answers and give feedback.	Students will correct their mistakes and ask questions if they have any	10 min

**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: I.E.S School & College  
 Teacher's Name: Tahmina Akter Class: Seven Section: X  
 No. of Students Present: 36 Course Title & Code: English 1st  
 Room No: 206 Peer/Observer: Alizi Zhan Date and Time: 28 Oct, 8:45am

**Objectives of the lesson (as perceived):**

- i. Global Warming
- ii. Side effects, introduce them about "Solar Energy"
- iii. Life changed by global warming

Were the objectives achieved and to what extent (in your view)?

Objectives achieved properly, students learnt about global warming, green house effect, how to recycle with gabbages, saving energy gas, power, using ~~unnecessary~~ useless thing in a right way

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher shows good and clear command about subject matter
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	class started on exact time, teacher give many examples with real life with an attractive warming up conclusion also clear to understand
3	<b>RAPPOR</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Teacher asks them difficult vocabulary from seen comprehension Both teacher and students are respectful. Teacher also give students some related question in class

	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Half of the time teacher teach the seen comprehension by lecture from book and another half of the class teacher and students provides some question each other, CLT
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Classroom environment was okay, Eye contact maintains properly, Madam uses clear voice and English was also standard

### MANAGEMENT

**Was the time spent properly?** Time is spent properly and not a single moment being wasted

**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

Read out whole comprehension (20 minute)  
 ↓  
 Focus on vocabulary and pronounce them (5)  
 ↓  
 Individuals stand up and teacher asked them to answer particular question (15m)

### CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Class continued smoothly, when teacher asking question, checking everyone's book and if anyone forget to bring book she must give the reason

### Strengths observed:

Teacher talks with fluency and no mistakes in grammar and pronunciation

### Suggestions for improvement:

Teacher should slow down because she reading the passage too fastly that students might not catch

### Overall impression of teaching effectiveness:

Teaching was too good



	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Book, white board, extra H.W notebook. Learning system is CLT. Teachers encourage students for asking question. Teacher don't give examples from real life.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Teacher uses a clear voice but eye contact is missing, no strong projection, and not using standard English.

### MANAGEMENT

Was the time spent properly? Time spent properly with tasks but lecture time was too short at the end.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Roll calling + Model question given from text book (10 min)  
 ↓  
 1, 4, 5 (particular task given) (15 min)  
 ↓  
 collect the class work (5 min)  
 Finally discuss about narration (10 min)

### CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

When teacher started her discussion on narration, some of students chosen for describe about narration but class time already finished.

### Strengths observed:

Teacher strictly observed for every that every students carry their book or not. If any student don't bring book teacher note down his/her name id

### Suggestions for improvement:

Teacher should maintain class time properly and English pronunciation also not good, lack of fluency

### Overall impression of teaching effectiveness:

Teaching system was poor

**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School" ③**  
**Checklist for Class Observation**

School / College: I.E.S School & College  
 Teacher's Name: Sk. Jiro Akter Class: Six Section: X  
 No. of Students Present: 28 Course Title & Code: English 2nd Paper  
 Room No: 211 Peer/Observer: Adige Zihan Date and Time: 9:30 am, 22 Oct

**Objectives of the lesson (as perceived):**

- i. Compositions (My Village)
- ii. Teacher told about village life & how village is important
- iii. Students describes <sup>about</sup> their own villages

Were the objectives achieved and to what extent (in your view)?

Teacher gives a task for write down and she also asking the whole composition as per their writing because she wants that students really memorize the essay or not. I think that's how objective also achieved

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher declared that they must revise the composition then write down and teacher maintain good behavior & knowledge
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Subject matter was clear Class started at right time Teacher warm up the students in most attractive way and Conclusion ends main points described
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Provides feedback properly Students & teacher both maintains good manners & etiquette, Teacher is enthusiastic about lesson



	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Real life experiences given when teacher telling the compositions "My village". Focused on and meets stated objectives properly, simple clear way
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Teacher gives them writing task then students also present the scenario of their own village. Teacher use clear voice to correct their mistakes

## MANAGEMENT

Was the time spent properly? Time is spent through with one topics only and the topic was most easy one for students

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Teacher given H.W on "My Village" essay on previous class (5 min)  
 ↓  
 Teacher gives 5 minutes to memorize again  
 ↓  
 Students write down the essay (10 min)  
 ↓  
 Teacher checked their writing and students also telling what she write (20 min)

### CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

One student quarrelled with another then communication broke down but teacher succeed to handle this by telling about manner & etiquette

### Strengths observed:

Teacher is sweet and simple and she handle her student with soft way not by frightening or beaten up she has good knowledge about respect, manner and teacher-student relation

### Suggestions for improvement:

Talk ~~is~~ very little, use few English word, sometimes need to be more strict, pronunciation is little weak

### Overall impression of teaching effectiveness:

Teaching can be much more effectiveness

**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: I. E. S School & College  
 Teacher's Name: YASMIN HAMID ← Class: Nine Section: 'B'  
 No. of Students Present: 48 Course Title & Code: English 2<sup>nd</sup> Paper; Code: 108.  
 Room No: 308 Peer/Observer: Aliji Zihany Date and Time: 02, November, 8:00am

**Objectives of the lesson (as perceived):**

- i. Basics of changing speech
- ii. Direct speech, Indirect speech; Ex: <sup>D:</sup> Monika said, "You're late!"  
~~Reporting~~ <sup>Reporting</sup> speech: Reported speech.
- iii. change the tense of verb of the speaker used : present simple → past simple.

Were the objectives achieved and to what extent (in your view)?

Objectives achieved properly, students learnt about speech, Tense; Reporting speech, Reported speech; how to change Tense (Verb), Person, with example.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher shows clear command about subject matter with examples;
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Class started on exact time, teacher gave many examples with real life.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Teacher asked students related examples. Students also responded with respectfully.



	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Teacher's teaching method was asking & answering. Teacher asked the questions. Students answered by using real, simple and clear example.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The presentation of the teacher was excellent. Her eye contact was good. Classroom environment was nice. She used clear voice.

#### MANAGEMENT

Was the time spent properly? Time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

The main topic was the discussion of sentences. Classification of sentences with examples.

#### CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Class continued smoothly.

#### Strengths observed:

Teacher talked with fluency.

#### Suggestions for improvement:

Teacher should be slow down because some students did not understand the lesson first.

#### Overall impression of teaching effectiveness:

Teaching was excellent!

**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: I.E.S School and School  
 Teacher's Name: ~~Tahmina Akter~~ Aljizhar Class: VI Section: 'B'  
 No. of Students Present: 28 Course Title & Code: English 1<sup>st</sup> Paper  
 Room No: 310 Peer/Observer: Tahmina Akter Date and Time: 02.11.19, 11:30 a.m

**Objectives of the lesson (as perceived):**

- i. Dialogue
- ii. About our country, place, our pride.
- iii. About liberation war.

Were the objectives achieved and to what extent (in your view)?

objectives achieved properly, Students learn about details about the dialogue topic, what in dialogue which way dialogue started and finished, How dialogue write, with practising, also they learn about our country and the special place.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher tries to develop the knowledge of the students and gave the clear command to the students for practising this dialogue clearly.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	Class started on exact time, teacher finishes the dialogue part properly with an attractive atmosphere.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Teacher asked student to read out this dialogue between two students and the students also read out the dialogue perfectly.

	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Teacher's teaching method is asking and questioning one another. Teacher asking the question and students answer and the students asking question and the teacher answering the question. Use real, simple and clear examples.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The environment of the classroom is quite. The presentation are ensure learners interests and maintain eye contact and the students are responded.

## MANAGEMENT

Was the time spent properly?

The time spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Read out the Dialogue (15 Min)  
 ↓  
 Focus on the Vocabulary (5 Min)  
 ↓  
 Students Practising the dialogue between two. (20 min)

**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Class continued the way answering and questioning and following that the vocabulary and pronunciation of the students, teacher handle this situation perfectly.

**Strengths observed:**

Teacher talks fluently and no mistakes

**Suggestions for improvement:**

Teacher should follow the students weaknesses

**Overall impression of teaching effectiveness:**

Teaching was ~~to~~ <sup>Very</sup> good.



**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: I.E.S School and Sr college  
 Teacher's Name: Sk Jino Akter Alizi Zihan Class: SIXON Section: 101 X  
 No. of Students Present: 34 Course Title & Code: English 2nd paper  
 Room No: 208 Peer/Observer: Sk. Jino Akter Date and Time: 12:15 pm, 02 Nov

**Objectives of the lesson (as perceived):**

- i. Transformation of Sentence
- ii. Types of Sentence
- iii. Example of each Sentence

Were the objectives achieved and to what extent (in your view)?

Properly maintaining this topic; students are clearly got the sentence, I mean what is sentence, types of sentence, students asked more questions and teachers answer them all of questions very smoothly. good speech in this class.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	* Teacher shows good and smartly about subject issue, + practising sentence.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	* ON time class started. * on time class finished + Many example sharing. * clearly understanding.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	* Students are response to teacher ask any question. * Some students are confused about any topic then the teachers got this topic.



	but also in manner, etiquette and attitude)	
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	<ul style="list-style-type: none"> <li>* Questionary time maintain,</li> <li>* <del>Be</del> Students and teacher both</li> <li>* Some Advice from <del>teacher</del></li> <li>* Take given by example</li> </ul>
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	<ul style="list-style-type: none"> <li>* Excellent <del>presentation</del></li> <li>* Clear voice and <del>body</del></li> <li>* English <sup>Subject</sup> <del>language</del> smoothly handle.</li> </ul>

**MANAGEMENT**

**Was the time spent properly?**  
 Not wasting time, properly using spent time, but time was too short ~~for lecture~~

**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? ( Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

- \* Discussion of sentence
- \* given a few minutes for practicing and class work.
- \* Teacher checked their work one by one.

**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

~~one student~~ ~~speaks~~ loud and  
 \* ~~Communication~~ broke down but teacher handle this situation ~~a~~ with manner.

**Strengths observed:**

Teacher talks are good. ~~is~~ <sup>some</sup> mistaken here lecture.

**Suggestions for improvement:**

\* Improvement fluency, more than better English pronunciation.

**Overall impression of teaching effectiveness:**

Excellent Teaching thought.

(2)

**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: I.E.S School & College  
 Teacher's Name: Yasmin Hamed Class: Nine Section: B  
 No. of Students Present: 50 Course Title & Code: English 2nd  
 Room No: 308 Peer/Observer: Aligi Zihan Date and Time: 29 Oct, 8am

**Objectives of the lesson (as perceived):**

- i. Grammatical item solve (Model Question 30)
- ii. changed the form of words
- iii. Right form of verb, Nouns

Were the objectives achieved and to what extent (in your view)?

Teacher gives some grammatical item to solve and checking if anyone copied or not. I think objective achieved but students copied each other because grammar is difficult task for weak student

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Already students got the idea of subject matter or grammar but now teacher also give them task and solve them
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	class started at accurate time Teacher start the class with roll calling and collecting H.W note book and finally teacher discuss about narration and rules
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Teacher gives encourages for participating and asking questions if anyone confused about any of these grammar, manner is okay



**Daffodil International University**  
**Department of English**  
**Internship on "Scenario of English Language Teaching in a Bangladeshi School"**  
**Checklist for Class Observation**

School / College: I.E.S School & College  
 Teacher's Name: Tahmina Akter Class: Seven Section: X  
 No. of Students Present: 36 Course Title & Code: English 1st  
 Room No: 206 Peer/Observer: Aliji Zhan Date and Time: 28 Oct, 8:45am

**Objectives of the lesson (as perceived):**

- i. Global Warming
- ii. Side effects, introduce them about "Solar Energy"
- iii. Life changed by global warming

Were the objectives achieved and to what extent (in your view)?

Objectives achieved properly, students learnt about global warming, green house effect, how to recycle with gabbages, saving energy gas, power, using ~~unnecessary~~ useless thing in a right way

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher shows good and clear command about subject matter
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	class started on exact time, teacher give many examples with real life with an attractive warming up conclusion also clear to understand
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter)	Teacher asks them difficult vocabulary from seen comprehension Both teacher and students are respectful. Teachers also give students some related question in class

**Photographs of Class Observation- 1**



**Teacher's asking**



**Teacher's writing the**

**Photographs of Class Observation- 2**



**Group Work**



**Teacher's giving**

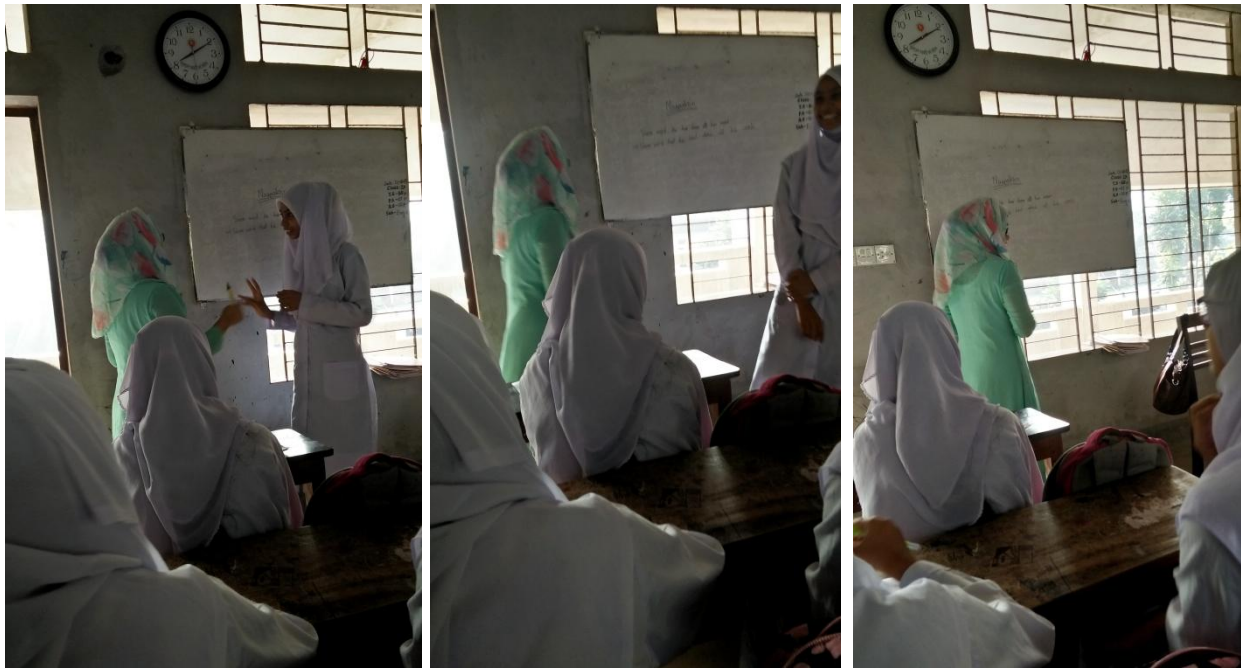


### Photographs of Class Observation- 3



**Teacher's discussing the topic in detail**

**Photographs of Self Reflection- 1**



**Students participate in warm up**

**Self Reflection- 2**



**Student's participation in the class activities**

**Self Reflection- 3**



@ Daff

**Teacher's discussing topic in detail**



© book fair / zoo

Myself :- Good Morning, father.

Father :- Good Morning my daughter. Would you want to tell me something?

Myself :- Father. I want to go to the book fair / zoo. Could you take me to the book fair / zoo?

Father :- Yes, when do you want to go?

Myself :- 10<sup>th</sup> February / 10<sup>th</sup> December.

Father :- Sorry dear! I have an important meeting on the day.

Myself :- Ok father! So when can you take ~~me~~ me there?

Father :- Friday morning. Get ready in time.

Myself :- Thank you very much father.

Father :- Nothing to mention / welcome  
my dear.

## **Narration Rules :**

### **Pronoun:**

In an indirect speech the pronoun changes according to the speaker whether s/he is referring himself/herself or a third person. We can make this clearer if we learn this with some examples:

- Direct: George said, “**I** cannot be with **you**.”
- Indirect: George said that **he** could not be with **me**.
- Direct: **I** said, “Leave **me**”
- Indirect: **I** ordered to leave **me** alone. (Note: in this sentence the speaker is same, so there is no change in the indirect speech.)
- Direct: They said, “**We** will be partying tonight.”
- Indirect: They said that **they** would be partying that night.
- Direct: I told George, “**You** should stay.”
- Indirect: I told George that **he** should stay.
- Direct: She asked, “How are **you** doing today?”
- Indirect: She asked me how **I** was doing that day.
- Direct: Robert said, “Can **you** pull **me** up?”
- Indirect: Robert asked if **I** could pull **him** up.



## Sentence :Definition

**A sentence is a word or group of words that must express a complete idea or sense or meaning and that may consist of a subject and a verb.**

Also it may have an object or a complement and the words must be order properly.

যে শব্দ বা শব্দসমষ্টি দ্বারা সম্পূর্ণ অর্থ প্রকাশ পায় এবং যা সাধারণত কর্তা এবং ক্রিয়া দ্বারা গঠিত তাকে sentence বা বাক্য বলা হয়।

### Example:

- We practice English everyday. (Here we is subject, practice is verb, English is object and everyday is adverb)

Basically there are two parts of a sentence: (একটি Sentence এমূলত দুটি অংশ থাকে)

- **Subject** and
- **Predicate**

**Subject:** A subject of a sentence is a person or thing about which something is said or written.

**Predicate:** And the Predicate that says what the Subject does.

যে ব্যক্তি বা বস্তু সম্পর্কে কোন কিছু বলা বা লিখা হয় তাকে Subject বাক্যবলে।

যা subject বাক্য সম্পর্কে বলে বা ক্রে বা লিখে তাকে Predicate বলা হয়।

In the above example 'We' is subject and 'practice English everyday' is Predicate. A sentence usually starts with a subject and then predicate comes.

**N. B.:** In some case like order, advice or request subject is not mentioned. It is understood.

**Example:**

- (You) Keep quiet.
- (You) Take care of your health.
- (I) Thank you.

And sometimes sentence starts with the predicate and then subject comes.

**Example:**

- Long live Bangladesh
- Down went the Titanic.

**Kinds of Sentence:**

Sentence can be classified into five categories according to the meaning or functions.

They are:-

1. [Assertive Sentence](#)
2. [Interrogative Sentence](#)
3. [Imperative Sentence](#)
4. [Optative Sentence](#)
5. [Exclamatory Sentence](#)

## I.E.S School & College



Date 26-11-19

To  
Daffodil International University, Uttara

Subject: Internship Recommendation Letter  
Dhaka-1230

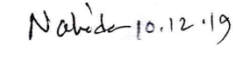
Dear project supervisor,

I am writing this letter to clarify that Mrs. Alizy Zihan ID 143-10-288 a student of Daffodil International University, Uttara campus came for an internship in I.E.S School & College. I met with her, she has observed my three classes and I observed her three teaching classes too.

During her time in my class Mrs. Alizy Zihan demonstrated a good work, ethical and interpersonal skills. She seemed to work well with the students and I found her very pleasant.

May Allah bless her, with all success in life.

  
Principal signature  
(Md. Monjurul Haque)  
Principal  
I.E.S. School & College  
Uttara, Dhaka-1230

  
Supervisor signature



143-10-288

ORIGINALITY REPORT

<b>7</b> %	<b>7</b> %	<b>0</b> %	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

<b>1</b>	<a href="http://studyforstudentlife.blogspot.com">studyforstudentlife.blogspot.com</a> Internet Source	<b>3</b> %
<b>2</b>	<a href="http://www.learngrammar.net">www.learngrammar.net</a> Internet Source	<b>2</b> %
<b>3</b>	<a href="http://dspace.daffodilvarsity.edu.bd:8080">dspace.daffodilvarsity.edu.bd:8080</a> Internet Source	<b>1</b> %
<b>4</b>	<a href="http://dr.ntu.edu.sg">dr.ntu.edu.sg</a> Internet Source	<b>&lt;1</b> %
<b>5</b>	<a href="http://repository.lib.cuhk.edu.hk">repository.lib.cuhk.edu.hk</a> Internet Source	<b>&lt;1</b> %

Exclude quotes  Exclude matches < 10 words  
Exclude bibliography