English for Academic Purposes ①

General Module

Student Book

BRITISH COUNCIL

English for Academic Purposes

General Module

Student Book

M Hamidul Haque

Md. Shayeekh-Us-Saleheen

Monjurul Alam

Consulting Editor

Kevin Balchin

Foreword

These materials are part of the 'Transforming English Language Skills' in the Higher Education sector in Bangladesh (TELSHEB) Project.

Born out of a desire to support universities in delivering better quality English language training modules for their students and faculties, the British Council (BC) Bangladesh in partnership with the University Grants Commission (UGC) of Bangladesh and together with university lecturers in Bangladesh and consultants from Canterbury Christ Church University, UK have sought to develop materials to strengthen English language skills in Higher Education in Bangladesh.

These materials have been developed following a Needs Analysis Survey on the current situation of teaching English Language and the use of English as a medium of instruction in the Higher Education sector in Bangladesh. The survey covered public and private universities (general, technical and specialised ones) as well as colleges under the National University from all geographical regions. Based on the findings and recommendations of the Needs Analysis Survey, four modules have been developed: English for Academic Purposes (EAP) 1 General; EAP 2 Essay and Report Writing; English for Employability and Professional Development for Teachers.

Acknowledgements

TABLE OF CONTENTS

To the teacher

The design of the module

As part of the materials development process, an extensive needs analysis was carried out at a number of different universities in different cities in Bangladesh. The approach adopted in the design of this module has been informed by this needs analysis. In particular, the following principles have guided the design:

1. **Ensure that materials and activities promote classroom interaction**
   This interaction can be between teacher and student(s), or student and student, in face-to-face classroom environments, but also with written and/or audio-visual texts.

2. **Put students at the centre of the learning and teaching**
   The module focuses on students' needs and goals, as identified by the needs analysis, such as building students' confidence in using English effectively not only in an academic context but also in the wider world.

3. **Promote active and collaborative learning in the classroom**
   Some students may initially need to be encouraged, for example, to work in pairs or small groups, and to help one another, but from the needs analysis it is clear that students want to be active participants in classes and to collaborate with their peers, for example presenting their ideas in groups rather than listening passively to the teacher for long periods.

4. **Create materials and activities with meaningful communicative purposes**
   The materials aim to facilitate meaningful and real communication by encouraging students to complete tasks and develop their skills in using the English for academic purposes rather than simply studying the language.

5. **Create materials and activities which promote critical thinking**
   The aim is to try to encourage critical thought rather than rote-learning or other more mechanical approaches to learning.

6. **Encourage English at an appropriate linguistic and cognitive level**

   The materials and activities aim to encourage the use of English for academic purposes at a linguistic and cognitive level appropriate for the students. The teacher will also have a significant role to play in promoting and encouraging the use of English when using the materials in practice.

The features of the module

1. **The units themselves**

   There are 20 units. Each unit contains 2 sessions. Each session is designed to last about 1 hour, so each unit should last about 2 hours. Each module is based on a different topic and focuses on different aspects of reading, writing, listening and speaking for academic purposes. The module has two *Review* units, one midway and one at the end of the module. These provide the opportunity to revise important aspects of the units as well as checking students' understanding and progress.

2. **Special features of the units**

   Apart from the core activities in the units designed for use in class time there are also:

   - *Extension* activities designed as extra material for classroom use if time permits, and
   - *Home tasks* designed to be done by students outside class time as a consolidation of the material studied in class. These should be reviewed in the following class.

3. **Module contents and outline**

   A table of contents and a breakdown of what is covered in each unit can be found on the following pages.

4. **Transcripts for audio-visual material**

   Transcripts for all audio-visual material in the module can be found at the back of the materials.

5. **Teacher's Notes**

   Teacher's notes containing answer keys and suggested answers are provided as a separate booklet.

To the student

Welcome to … EAP1: General Module

This module is designed to develop the English skills necessary for academic study. That is, by studying this module, you will find it easier to read, write, listen and speak in an academic environment. The module will also develop your English skills more generally and so help you interact more effectively in English in the wider world.

Help us to help you

In order to gain maximum benefit from this module, we ask that you:

1. **Speak in English whenever possible**

   It may be difficult, you may not feel confident to start with and it is certainly easier to speak in your own language, BUT if you speak in English whenever you can in class you will gradually see the benefits in terms of improving your confidence and ability to use English effectively.

2. **Work in pairs or small groups effectively**

   Working in pairs and or small groups (and speaking in English when you do so), will both help you to improve your English and increase your enjoyment of the class.

3. **Contribute in class as much as possible**

   By being as involved as you can in the class, you again maximize your chances of improving your English language skills, both in an academic context and beyond.

4. **Complete the 'Home Tasks'**

   Completing the Home Tasks is an important way to consolidate and extend what you have learnt in the class. Studying outside class will help you become a more independent and consequently more confident learner which will help you improve your English even more.

Outline of the Module

	Reading	Listening and Speaking	Writing	Grammar and Vocabulary	Critical Thinking
Unit 1 Greetings and Educational Orientation	• Reading for specific information • Reading for understanding detail	• Introducing each other • Discussion on orientation • Listening for specific information	• Writing dialogues • Free writing	• Use of verbs • Collocation	• Reasoning • Brainstorming and understanding purpose • Ranking and reasoning
Unit 2 Tours and Travels	• Reading for main idea • Reading for specific information • Scanning graphs for information	• Listening for specific information • Giving information • Taking notes	• Forming questions	• Wh-questions	• Making sense of information • Planning a schedule
Unit 3 Ekushe Book Fair	• Reading for general understanding • Reading definitions of people, objects and concepts	• Discussing definitions and examples • Giving definitions and examples orally	• Writing definitions with examples	• Relative pronouns • Present simple tense	• Noticing the language of definitions and examples • Analysing definitions and examples

Unit 4 **Media and** **Communication**	• Reading for main ideas and recalling key information	• Comparing and contrasting for a purpose • Listening to lectures	• Writing about similarities and differences • Developing an outline	• Understanding subject-specific vocabulary • Using comparative structures	• Understanding the basis of comparing and or contrasting
Unit 5 **Blessings of** **Science and** **Technology**	• Reading for specific information • Read for the main ideas • Reading for understanding a process	• Listening for specific information • Discussing science and technology	• Writing the steps of a process • Writing a process paragraph	• Using sequence vocabulary • Organising information in a logical sequence	• Analysing an academic process • Explaining and describing a process
Unit 6 **The Art of** **Persuasion**	• Reading for specific information • Skimming and predicting the content of a text	• Using persuasive language	• Note taking • Summarising from notes • Listing skills and qualities	• Identifying parts of speech • Identifying persuasive language • Using "because" and "because of"	• Ranking and reasoning ideas • Evaluating systems • Identifying the main argument
Unit 7 **Awareness of** **Food and** **Health**	• Reading for main ideas • Predicting meaning from context • Reading for note taking	• Listening for specific information • Listening and completing notes	• Note taking • Developing coherence	• Prefixes • Identifying noun phrases	

Unit 8 **Nature and** **Environment**	• Understanding and analysing text patterns: Cause and effect	• Taking part in a group discussion • Note-taking techniques	• Linking causes with effects • Writing cause and effect paragraphs	• Cause and effect vocabulary • Nature and environment vocabulary	• Understanding causal chains • Generating ideas
Unit 9 **Robots and** **Intelligence**	• Reading academic descriptions • Relating the specific to the general	• Working with peers: discussing a topic	• Describing graphs • Hedging	• General and specific words • Descriptive vocabulary • Comparative adjectives	• Generalising
Unit 10 **Review**	• Reviewing • Reading for the main ideas and for supporting details	• Pronunciation problems	• Writing paragraphs	• Reviewing description and question forms • Academic vocabulary • Prefixes • Vocabulary of inventions	• Understanding definitions • Comparing and contrasting
Unit 11 **Culture and** **Diversity**	• Reading to identify key information in a text • Reading to generate contextual ideas • Predicting meaning from context	• Describing pictures • Listening for specific information	• Analysing and synthesising sentences, ideas and texts	• Using action and non-action verbs	• Understanding, analysing and synthesising texts

Unit 12 **Argument and Evidence**	• Annotating • Identifying main ideas and details	• Exchanging opinions • Word stress • Active listening	• Writing an argumentative paragraph • Writing reflectively • Reporting others' opinions	• Phrases for voicing agreement or disagreement	• Distinguishing between fact and opinion • Supporting opinion with fact • Evaluating arguments
Unit 13 **The Art of Presentations**	• Exploring different sources of information	• Taking part in a discussion • Debating an Issue • Listening actively in a discussion • Practicing a presentation • Delivering a presentation	• Developing an outline	• Expressions for effective presentations	• Exploring an issue from multiple perspectives • Planning and preparing a presentation
Unit 14 **Business and the Economy**	• Reading for specific information	• Taking part in as discussion on money and banking • Listening for specific details		• Identifying tense • Matching words with meaning	• Finding facts • Synthesising information

Unit 15 Gender and Equality	• Scanning and skimming a text to identify problems • Reading intensively for main ideas	• Listening and note-taking • Sharing ideas • Asking and answering questions	• Writing short essays about problems and solutions • Writing about gender inequality	• Using gender and equality vocabulary • Using gender-neutral language	• Thinking critically about gender, equality, and gender-neutral language
Unit 16 Democracy and Tolerance	• Read for specific information • Reading for detail	• Listening for the main ideas and for specific information • Listening collaboratively • Leading a discussion	• Writing collaboratively • Summarising	• Word class • Passive voice • Countable and uncountable nouns • Noun-verb agreement • Vocabulary in context	• Thinking critically about democracy and tolerance • Relating democracy and collaborative learning
Unit 17 Learning Styles	• Reading for the main idea • Reading for specific information • Reading for detail	• Discussion on learning styles • Predicting before listening • Listening for definitions	• Note taking: Organising key information • Writing a summary	• Using conjunctions	• Reasoning • Evaluating learning styles • Connecting words and ideas • self-assessment

Unit 18 **English in Bangladesh**	• Reading and understanding academic style • Reading for specific information	• Reporting facts and observations • Using formal language	• Drafting newspaper reports • Writing short reports	• Language for reporting facts, opinions, and observations • Reporting verbs and reported speech	• Developing critical thinking skills • Becoming aware of appropriate academic style and formal language
Unit 19 The Natural World	• Reading for understanding purpose • Reading for specific information • Reading for detail • Predicting the purpose of a text	• Giving reasons • Explaining systems	• Note-taking • Writing definitions	• Analysing noun phrases • Antonyms	• Reasoning and justifying • Comparing predictions
Unit 20 Review	• Identifying the topic and main Idea • Reviewing the SQ3R reading strategy	• Evaluating visual aids • Evaluating a sample presentation	• Writing opinions	• Expressions for graphical trends	• Justifying opinions

Unit 1: Greetings and Educational Orientation

Session 1

At the end of this session you will have
- introduced each other
- read and listened for specific information
- recognised simple purpose statements
- understood the difference between purposes and expectations
- been made aware of typical language patterns for purpose statements

Activity 1: Introducing Each Other

Work in pairs.

a) *Prepare a <u>blank</u> identity card <u>each</u>, like the one below.*

1.Name:	7.One thing I like:
2.Subject:	
3.Courses in first semester:	8.One thing I don't like:
4.Family:	
5.Hobbies:	9.Something I would like to do:
6.Star sign:	

b) *Now interview each other and fill in the blanks on the identity card.*

c) *Prepare to introduce each other. You can use the example in the box in the next page to help you.*

> **Example:**
>
> *You:* Hi, This is Sabeen. She's from Dhaka. She's studying Business Studies at this university. She's got *Basic English*, *Introduction to Business Studies* and *Introduction to Computer Science* as her courses in first semester. Her father's a government employee. Her hobby is gardening and she likes travelling a lot.
>
> *Everybody:* Hi, Sabeen.

d) Now, introduce your partner to the class using the identity card as a memory aid.

Activity 2: Reading for Specific Information

Work in groups of three.

a) Read the dialogue and underline the important information.

Meeting for the First Time

Sabeen: Hello, I'm Sabeen. I'm from Dhaka.

Zarif: Hi Sabeen, I'm Zarif and I'm from Kushtia. Nice to meet you.

Sabeen: Nice to meet you, too.

Zarif: What are you studying?

Sabeen: I'm doing a BA in English. But first I must finish my Academic English course. It focuses on academic writing, listening to lectures and note-taking, academic speaking and academic reading. How about you?

Zarif: I'm in my eighth semester and doing a BA in Media Studies and Journalism (MSJ). How long is your Academic English course?

Sabeen: It's an eight week long intensive course.

Zarif: I've already finished my Academic English course.

Sabeen: Hello Shimul. Zarif, can I introduce my friend, Shimul, to you? We're both studying English.

Zarif: Hi. Are you doing a BA in English, too?

Shimul: No, I'm doing an MSc in Electronics and Telecommunication Engineering (ETE). What about you?

Zarif: I'm doing a BA in Media Studies and Journalism. Can I ask where you're from?

Shimul: I'm from Khulna, so I'm staying with my elder brother while I'm here.

Zarif: Do you think the Academic English course helps you in your university studies?

Shimul: Of course. It helps to prepare us for classes in English, and also helps us to improve our writing and other skills.

Zarif: That's really useful as written coursework is always difficult, even for me. This semester I have to write longer texts than I did in earlier semesters.

Shimul: Yes, I'm doing a lot of writing for my MSc too, and a lot of reading as well.

Sabeen: I think that, as our subject covers mostly theories, we'll have more written coursework than you have. Our syllabus is based on literature. I've chosen English because I like reading a lot. I think my course will involve a lot of reading, too. Why did you choose ETE?

Shimul: Well, I'm studying ETE so that I can get a good job with a high salary. How about you, Zarif?

Zarif: I love challenges and working in the media sector has always been tough. That's why I've chosen to study it.

Sabeen: If you have time, let's go to the canteen. We can carry on talking there.

b) Who started the conversation in the above dialogue and why?

c) Complete the table below. Write the names of the students in the table according to age. How do you know that they are older or younger? Give your reasons.

	Student	Semester	Reason
Oldest			
Youngest			

d) Look again at the dialogue and complete the table below. The first one is done for you.

Student	Course/ Degree Subject	Purposes	Expectations
Sabeen	1.EAP course	1.To learn English for university courses	I think my course will involve a lot of reading.
	2.BA English	2.	
Zarif	1.Media Studies and Journalism (MSJ)		
Shimul	1.EAP course		
	2.Electronics and Telecommunication Engineering		

e) Work in pairs. Discuss the following questions.

1. What are your own purposes in studying at university?

2. What are your expectations about university study?

Activity 3: Rank with Reasons

a) *Look at the list below. Which of these factors are/were important for you in selecting a university? Put the factors in order – the most important at the top.*

1. Course fees and living costs
2. Teachers
3. The reputation of the university
4. The age of the university
5. Facilities (technology, clubs, sports, labs)
6. Medium of instruction
7. The location of the university
8. Class sizes
9. The influence of parents and friends
10. The campus and location of the university

b) *Work in pairs. Compare your list with your partner. Give reasons for your choices.*

Activity 4: Listening for Specific Information

Listen to two students meeting for the first time on a university campus. Complete the sentences below.

1. Shafin is from_____
2. Naila is from_____
3. Naila was looking for_____
4. Shafin studies_____
5. Naila is interested in studying _____
6. Naila is a transfer student from_____
7. Naila has been living in Dhaka for_____

Extension: Words that Go Together

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

Natural English	Unnatural English
the fast train fast food	the ~~quick~~ train ~~quick~~ food
a quick shower a quick meal	a ~~fast~~ shower a ~~fast~~ meal

[Source: http://www.englishclub.com/vocabulary/collocations.htm]

*Underline the word which does not go with the word in **bold**. The first one is done for you.*

Media	report	<u>note book</u>	studies
computer	network	science	reporting
environmental	accounting	pattern	issues
High	command	equipment	salary
Classroom	teacher	instruction	language
Note	down	book	copy
Course	book	work	semester
Coffee	shop	bag	break

Home task: Writing

Write a short description of yourself and your studies. The example in Activity 1c) will help you. Write no more than 60 words.

Session 2

At the end of this session you will have
- read for specific information and for detail
- understood and used language patterns for purpose statements
- used different forms of common academic words

Activity 1: Discussing-Freshers' Orientation

Work in pairs. Look at the pictures and answer the questions.

a) Match pictures 1-4 with the headings in the box

Orientation day	Adventure club
Sports club	Careers Service

Picture 1   **Picture 2**

Picture 3   **Picture 4**

b) *Did you attend a Freshers' Orientation program at your university?*

c) *Have you joined any clubs at your university?*

Activity 2: Reading for Specific Information

a) *Read the text quickly and put a tick (✔) next to the features it explains.*

○ Freshers' Orientation		○ Academic Advisory Service
○ Organises social events		○ Sports clubs for students
○ The Adventure club		○ Language club
○ Social welfare club		○ Theatre club
○ Admission process		○ University accommodation

Going away to university is a big transition, and the Freshers' Orientation program is designed to make that transition easier. The purpose of Fresher's Orientation is to provide students with a smooth and helpful transition to university life. It is held for students prior to the commencement of each semester. In order to help students settle into life on campus, the university has put together a range of activities for Orientation Day for new students.

On the day of the programme, students receive information about orientation, the Academic Advisory Service and course registration, and become familiar with the campus through a walking tour. They also receive practical information on studying and living on campus. The orientation uses video presentations to introduce rules, clubs, the library, the careers service, IT and other facilities at the university to the newcomers.

On Orientation Day, the university organises social events so that students can get to know each other and join university clubs. Joining a club is a great way to

balance students' academic careers with something that takes them away from their books and gets them into activities that they have never tried before, or back into something that they used to do. For example, sports clubs are run by students for students and are an excellent way to get involved in something active at university.

The adventure club also provides freshers with an opportunity to travel and interact with classmates through the exploration of a variety of natural areas, while the language club is a great opportunity to meet new people and practice English.

The library includes numerous resources including books, course books, audio selections and journals. Students can take advantage of the full list of the library contents. Situated within the library building, the University Careers Service offers workshops on a variety of topics related to career development, as well as hosting information sessions, networking events and careers fairs.

On the first day, teachers and students usually meet for the first time as a group of strangers. The teacher gives a course overview to the students. The first day of class is the teacher's opportunity to present their vision of the class to students. The teacher clarifies the learning objectives and expectations to the class, and provides lecture notes and course outlines to the learners. All new students are assigned to the Academic Advisory Service. If they need any help, they make an appointment with their teachers and receive advice.

b) *Compare your answers with a partner.*

c) *Where might freshers find the above information?*

Activity 3: Reading for Detail – Stating Purpose

> **A purpose statement** tells an audience why something happens or is happening.
> Typical grammar structures used with purpose statements are:
> 'in order to + verb' and 'to + verb'
>
> *Examples:*
> *What is the purpose of the Theatre Club?*
> *The purpose of the Theatre Club is <u>to produce</u> theatrical works.*
>
> *Why do universities hold Freshers' Orientation?*
> *They hold it <u>in order to help</u> new students to settle in at university.*

a) *Read the text in Activity 2 again and answer the questions below using purpose statements.*

1. What is the purpose of the adventure club?

   _____

2. What is the purpose of the language club?

   _____

3. What is the function of the Careers Service?

   _____

4. What is the purpose of the Student Advisory Service?

   _____

b) *Complete the purpose statements below.*

1. At the orientation, the university uses video presentations _____

   _____

2. The university organises social events _____

   _____

Activity 4: Grammar Focus

Complete the group of words in the table.

In the 'Example' column, choose either the noun or the verb from the left-hand columns to complete the example sentence. You may need to change the form of the word. The first one is done for you.

	Noun	Verb	Example
1.	*commencement*	*commence*	*Orientation, registration and Freshers' Fest will <u>commence</u> in July.*
2.	information		The university staff will _____ you of the details of your formal and academic requirements.
3.		organise	Reports on the Freshers' Orientation have been based on feedback acquired through reporting by various _____.
4.	involvement		The Office of Student Affairs _____ students plan social, cultural, educational, and recreational programmes.
5.	exploration		The club presents several activities each year to share ideas and _____ the world of adventure.
6.		clarify	The authority starts with the commitments that need some _____.

Activity 5: Listening for Specific Information

Listen to a university vice-chancellor's welcome speech to freshers during the orientation program. Read the sentences below and for each sentence circle Y (yes) or N (no) as you listen.

1. The university is busy planning orientation activities for the current year.	*Y/N*
2. Orientation programs have limited space.	*Y/N*
3. Orientation programs do not require application or pre-registration.	*Y/N*
4. The Orientation program is the official start to students' university studies.	*Y/N*
5. Students will find important information about key events and activities after the orientation is over.	*Y/N*
6. The university's orientation program has been planned to help students learn about the nature of education at the university.	*Y/N*
7. The university's orientation program has been planned to familiarise students with the content of courses.	*Y/N*
8. The university's orientation program has been planned to facilitate getting to know students' friends and families.	*Y/N*
9. The university's orientation program has been planned to introduce students to the university's expectations.	*Y/N*

Extension: Words that Go Together

Look back at the text in Activity 2. Find collocations to complete the sentences.

1. Going _____ to university is a big transition.

2. The University has put _____ a range of activities for Orientation Day for new students.

3. Joining a club takes students _____ from their books and gets them into an activity that they have never tried before, or back into something that they used to do.

4. The teacher provides lecture notes and course _____ to the learners.

Home task: Writing

Write an email to a friend at another university, explaining how your university supports you. Write no more than 80 words.

[Source: image: Activity 1 a):

https://www.google.com.bd/search?hl=en&biw=1366&bih=673&site=imghp&tbm=isch&sa=1&q=orientation+ulab&btnG=,https://www.google.com.bd/search?hl=en&biw=1366&bih=673&site=imghp&tbm=isch&sa=1&q=orientation+ulab&btnG=#hl=en&q=careers+service+ulab&tbm=isch]

Unit 2:   Tours and Visits

Session 1

At the end of this session, you will have:

- related background knowledge with reading content
- predicted content in text
- read for the main idea
- listened for specific information
- asked for information

Activity 1: Accessing Background Knowledge

a) Have you ever visited any place with your classmates and teachers in school or heard about any such visit?
b) What kind of benefits can be expected from such a visit?
c) Work in pairs. Connect the following sites to any subject or subjects taught in universities.
- Museums
- Factories and Industries
- Historical or ancient sites
- Forests and natural beauty spots
- Indigenous communities

Activity 2: Predicting Content

a) Read the title and headings of the reading text in Activity 3. Think about possible benefits of industry visits for the students, the university and the organisations involved.

b) Rate the beneficiaries a scale of 1-3 (1=very little benefit, 3=many benefits).

Beneficiaries	Rating
Organisations	
Students	
University	

Activity 3: Reading for Main Idea

a) Read the text quickly and summarise the text in one sentence.

Benefits of Industry Visits

Students, especially of theoretical studies, often do not see their education as relevant to everyday life. Many students are not aware of the career opportunities available after study. In fact, there are real benefits for the students, universities and even hosting organisations involved in industry visits.

Benefits for the students:
- Confirming curriculum work, as students can see first-hand the relevance and application of the lessons learnt in the classroom in the real world.
- Industry visits can showcase a variety of careers from their studies, allowing students to make informed decisions about which subjects to study at higher level.
- Students gain first-hand knowledge of the requirements and demands of working in an industrial environment, organisational structures and modes of operation.

Benefits for the university:
- Teachers become more aware of careers available from the subject that they teach so they can highlight the importance of the subject to their students.
- The university creates valuable links with local industries.
- The visit helps to fulfill the requirements of providing career advice to their students.

Benefits for the organisations:

- Hosting a visit provides the opportunity to demonstrate the breadth of jobs and careers available within the organisation.
- The visit may help to fulfill organisations' responsibilities and obligations to society, and help to build links with the university and community that will enhance the profile of the organisation.
- Liaising with universities can allow staff within organisations to acquire an understanding of curriculum developments and, therefore, the range of skills that new potential employees possess.
- The scheme helps to build stronger links between employers and universities.

[Source: Adapted from *A Guide to Industry Visits for School Groups*. Institute of Physics. August 2010.]

b) Read the text more carefully. The text mentions a number of benefits related to industry visits.Tick (√) the benefits mentioned in the text.

1. The organisations get opportunities to fulfill their obligations towards society.
2. Industry visits help students to recognise processing units and generate process flow diagrams.
3. Several broader educational partnerships emerge as a result of industry visits; these include students' internships, funded research projects, curriculum development and career opportunities for students.
4. These visits help students understand the culture of different countries.
5. Students get to know business skills in a global context, encouraging cultural interaction.
6. Students get exposed to better industrial practices.
7. Industrial visits provide a source of real examples to be used in class to practise standard methods and are a potential source of data for coursework.
8. Industrial visits provide some stories which may be used to add interest to lessons.
9. Final year students have the chance to be considered for industrial internships.

c) Complete the sentences below using words from the box.

> jobs and careers   careers advice
>
> practical knowledge   higher studies
>
> first-hand experience   links and relationships

1. _____ enables students to see the connection and application of their training in the real world.
2. An industry may attract potential employees by hosting a visit and demonstrating _____ available within the organisation.
3. Experience of the requirements and demands of working in an industrial environment helps students gain valuable _____.
4. Students may receive _____ during the visit and this helps universities to fulfill the requirement to provide such a service.
5. The industry and universities can build stronger _____ through visits.
6. Students can make an informed decision about subjects for _____ from their experience of industry visits.

Activity 4: Listening for Specific Information

a) Listen to the audio clip 3.4 of the orientation speech for an industrial visit. Tick the three items which are discussed in the speech.

1. The schedule of day-to-day activities
2. Safety issues for students on the industrial visit
3. Food and meals
4. How the industry trip fits into the teaching programme
5. Preparation for the industry visit
6. How the report of the industrial visit will be evaluated
7. A post-visit task for the participants

b) Listen to the audio clip 3.4 again. Complete the sentences using no more than three words from the audio text.

1. On 22nd January, the students will visit PolyCab Wires and participate in a workshop on _____.
2. Accompanying faculty members are _____, Prof. Surojit Bose and Dr. Sharmin Ishrat.
3. The participants will watch a documentary in the _____.
4. Each day the bus will leave the campus at 7:30 and the expected time of reporting is by _____ at the latest.
5. _____ will talk about monitoring and reviewing the effectiveness of the visit.

c) Complete the summary below.

Selected final year students of 1) _____ will visit Dhaka EPZ from 2) _____, 2014, guided by three faculty members. Before the departure, participants must be clear about the 3) _____ and submit the completed 4) _____. Each day the participants will visit some organisations to see the industrial facilities or 5) _____ and also a briefing session. Students should submit a 6) _____ after the visit to present 7) _____.

Activity 5: Asking for Information

a) *Read the registration form for the visit to Dhaka EPZ and write questions to elicit information to complete the form.*

Example: *What is your name?*

REGISTRATION FORM
VISIT TO DHAKA EXPORT PROCESSING ZONE **January 20-22, 2014**
PERSONAL INFORMATION **Name:** **ID No.:** **Phone No.:**   **E-mail ID:** **Postal Address:** **Name of the Guardian:** **Phone No.:** **Postal Address:**
INSTITUTIONAL INFORMATION **Programme:** **Department:**   **Student's Signature**

b) *Work in pairs. Choose one role from below.*
    Student A: As a student volunteer, ask questions and fill out the registration form.
    Student B: Listen to A and answer accordingly.

c) *Change the roles. Practise again.*

Extension: Referring to Sources of Information

Read the following sentences and underline the expressions that refer to source materials. The first one is done for you.

1. Wood (1997) states that patron-client relationships tend to be transmitted from the wider society into NGO structures.
2. Sobhan (1993: 83) points out, the separate historical events are part of "a continuum within the consciousness of the Bengalis of eastern Bengal."
3. According to the World Bank, corruption was a major concern that put off potential international investors in the country.
4. Crook and Manor (1998) found evidence to suggest that voters were, to a degree, able to discipline unpopular local leaders.
5. Archaeological records and travellers' accounts indicate that there was already a measure of integration between north and west Bengal within a wider region of "networks and centres of mobility running from Iran to Bengal and from the Oxus to the Narmada" (Ludden 1999:45).
6. The World Bank's figures show that there are severe disparities between the eastern and western parts of the country.

Home task: Searching for Information Online

Work in pairs.
a) *Search the Internet for potential sites for study visits related to your academic discipline. Make a list of five sites.*
b) *List the benefits of visiting each site.*
c) *Prepare a schedule of a one day visit to such a site.*

Session 2

At the end of this session, you will have:

- read for specific information
- interpreted the information
- used questions to ask for information
- exchanged information

Activity 1: Preparing to Read

a) *Do you like going out together in groups?*
b) *Does visiting a place of natural beauty fascinate you? Why or why not?*
c) *Do you think visiting such a place can be harmful to the local environment in any way? Why or why not?*

Activity 2: Reading for Specific Information

a) *Look at the title, headings and table below and on the following page. Guess the content of the text.*
b) *Read the text and underline the key words or phrases.*

EplerWood International (EWI) Field Trip to Sylhet

Integrated Protected Area Co-management (IPAC), Bangladesh, runs a project on the development of nature tourism by involving local communities, government, and private sector participants in protected areas of Lawachara and Satchuri National Park, Sylhet. As a partner of IPAC, EplerWood International (EWI), an international organisation, conducted a field trip to Sylhet to review the project experience.

Schedule of Field Visit
January 18-22, 2009

Meetings/Visits	Goals/Objectives
January 18	
• Arrival in Dhaka • Briefings with IPAC and USAID	• Define Objectives & Goals • Plan for Field Visit
January 19	
• Travel to Srimongol, Sylhet • Meeting with Hasan Mansur, MD, Field Guides Ltd. • IPAC Partners Meeting with short EWI presentation • Meeting Abdul Khaleque, Principal Scientific Officer, Department of Fisheries • Meeting Ishtiaq Ahmad, Department of Forests	• Review goals of private sector for nature tourism development • Understand IPAC partnerships • Understand Departments of Fisheries and Forestry approaches to nature tourism
January 20	
• Visit IPAC cluster office • Visit Lawachara National Park • Visit Khasi village • Visit UNO Kamalganj • Visit eco-cottage in Lawachara area • Visit Tripuri village women's textile group • Visit Madhapur Lake	• Meet cluster staff and learn about enterprise development and communications strategies • Review and understand tourism development approaches at Lachwara National Park • Understand tourism impacts on local hill community villages • Develop view of larger development opportunities and patterns
January 21	
• Visit Bangladesh Tea Research Institute Guest House • Visit Satchuri National Park to view interpretation center and Tripuri village • Meet with Deputy Commissioner, Abul Kashem Talukder for Satchuri	• Understand commercial development trends • Review potential for increased nature tourism in Satchuri National Park • Understand Forest Department approaches to nature tourism
January 22	
• Return to Dhaka • Departure on Emirates	

[Source: Adapted from Field Trip Report.Integrated Protected Area Co-management (IPAC), Bangladesh and Megan Epler Wood Field Visit. January 17- February 8, 2009. Epler Wood International (EWI)]

c) *Complete the sentences below using words taken from the reading passage.*
   Use no more than three words for each answer.

1. The EWI Team travelled to Sylhet on _____ and returned to Dhaka on _____.
2. To understand the impact of tourism on local tribal villages, the team visited _____.
3. The only water body as a tourist spot under study was _____.
4. IPAC and EWI met on several occasions on _____, _____ and _____.
5. Commercial development trends were studied during the visit to _____.

d) Read the following statements. Write TRUE if the statement agrees or FALSE if the statement disagrees with the information in the text.

1. The only presentation during the field visit was held on January 19 to understand partnership between IPAC and EWI.
2. The Principal Scientific Officer of Department of Forestry is Abdul Khaleque.
3. Hasan Mansur is a representative of the private sector involved in the development of nature tourism.
4. The EWI team visited the IPAC cluster office and interpretation center on the same day.
5. The EWI team met Khasi village women on January 20th to review the community experience.
6. Even the Department of Fisheries is a participant in the development of nature tourism.
7. Abul Kashem Talukder is the Deputy District Magistrate for Satchuri.
8. A meeting between UNO, Moulvi Bazaar Sadar Upazila and EWI was held on January 20th.

Activity 3: Making Sense of Information

a) Read the text. Write the key points in the right-hand margin.

Community Benefits of Tourism and Needs in the Lawachara Region

The Community Management Committee in Lawachara provided an articulate overview of the issues related to community needs and requests for tourism management support in the area. The following key points were made:

The number of tourists is increasing and more efforts are needed to protect the forest. An informal subcommittee to manage tourism was established, and this subcommittee presented a written record of recommendations one year ago. The tourism subcommittee hopes that there will be some retention of entry fees for the management of tourism for the following needs: construction of tourist shops, restroom facilities, seating arrangements, and rest shades for guides. Strengthened security measures will prevent snatching incidents. Formal displays of information on the cultural heritage of the three local ethnic groups can be arranged to restrict tourists to certain areas only.

The eco-guides presented further important information on community benefits and needs. Eco-guides are only working at weekends, but tour operators are not using them. Enforcement is needed; new rules can be formulated by Forest Department. Higher numbers of visitors on trails are creating chaos and eco-guides are unable to control groups. They need back-up for security and implementation of visitor regulations.

At the Khasi village adjacent to Lawachara National Park, the headman gave the following feedback: Lawachara Park is very important to the village and visitors are welcome, but they are coming in greater and greater numbers, even 50 to 100 at once in the village. Certain problems such as the interruption of necessary work, visitors not seeking permission to visit the village or to enter homes, and incidents of harassment of girls are being caused by too many visitors. The Khasi village seeks to have tourism managed on their own terms, to limit the number of tourists, to make sure tourists are accompanied by guides, to install gates and to introduce visiting hours to avoid interruption of necessary work.

b) *Complete the table below using information from the reading passage. Write no more than three words for each answer.*

Problem	Reason	Solution
Forest getting destroyed	Lack of facilities No waste containers	Better management of resources
Interruption of necessary work		
Eco-guides unable to control groups	Higher numbers of visitors on trails	
Snatching incidents, harassment of girls	Unruly tourists	
Eco-guides working only at weekends		Enforcement by forestry department

c) *Complete the sentences below using words taken from the reading passage. Use no more than three words for each answer.*

culture	overcrowding	tourist inflow
environment	beneficial	facilities

1. Enforcing entry fees would help prevent _____ and enable better management of tourist activities.
2. Formal display of information on the cultural heritage of the three local ethnic groups in a separate place would limit _____ into the villages.
3. Tourism is _____ economically to local community members, but they are not able to manage it effectively.
4. As visitor numbers increase, tourism becomes a force that can be destructive to the local _____ and _____.
5. More tourists can be accommodated if more _____ for tourism and visitors can be built.

Activity 4: Asking for Information: wh-questions

a) Put the words into the correct order to form questions.

1. enjoy trip do in What this most you?

2. this there in you trip anything Is dislike?

3. How go we to often trips do need such to?

4. many are students How each there group in?

5. campus go How to we back do our?

b) Complete the questions with the question words/phrases in the box.

how long	which	how often	who	how many
when	why	where		

1. _____ is the student representative in this tour? Habib?

2. _____ will it take to come back?

3. _____ bus would you prefer to hire: a Hino or a Volvo?

4. _____ would you prefer to have lunch - in a restaurant or in the office canteen?

5. _____ does the bus leave for the campus - at 5:30 or 6:00?

6. _____ does the department organise study trips - every semester or every year?

7. _____ do we need pay for the trip?

8. _____ students are going to the trip?

9. _____ do you take such a long break?

Activity 5: Giving Information
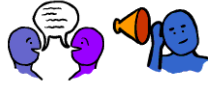
a) *Work in pairs. Plan a schedule for a day-long study tour. Include at least three sites to visit.*

b) *Prepare a briefing speech of three minutes for participating students. Highlight arrangements for transportation and food, important timings and preparation.*

c) *Present your briefing to the class.*

d) *Take notes of another pair's briefing speech. Ask questions for clarification and information.*

Time	Venue	Activity

Extension: Scanning Graphs for Information

Work in pairs. Look at the graph of foreign student enrollment on PhD and Masters programmes at a UK university and answer the questions below.
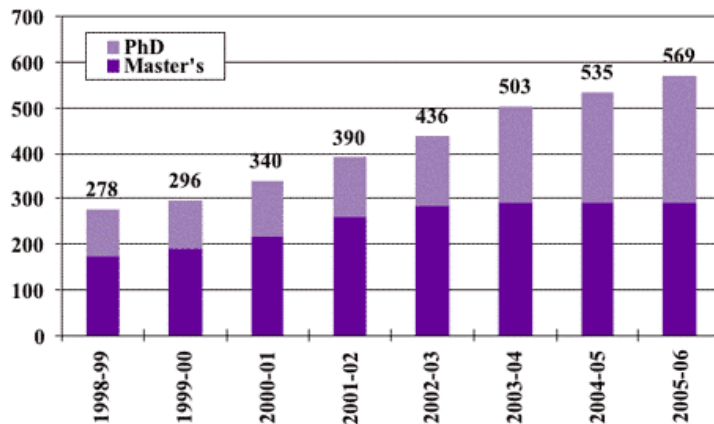
1. Which year had the most PhD enrollments? _____
2. Which years had more than 200 Masters' enrollments? _____
3. How many PhD enrollments were there in 2000-01? _____
4. Which year had fewer Masters' enrollments: 2001-02 or 2002-03? _____
5. In general, has there been an increase or a decrease in the number of PhD enrollments? _____

Home Task: Exploring the Internet

Work in pairs. Find information on studying abroad.

a) *List five UK universities that offer postgraduate programmes in your academic discipline.*
b) *What information do they give about the programmes?*
c) *What are their eligibility requirements?*

Unit 3:   Ekushe Book Fair

Session 1

At the end of this session, you will have:

- noticed the language of definitions and examples
- understood use of examples in definitions
- used relative pronouns in definitions

Activity 1: People, Places, Objects and Concepts

Work in pairs.

a) *Look at the pictures below. Discuss with your partner who/what the pictures are or what they are about.*

Picture 1	Picture 2	Picture 3

Picture 4	Picture 5	Picture 6

b) *Find from the list below what each picture represents.*

Wind	Mountaineer	Chef	A Book Fair
Love	Newspaper	Kitchen	Library

c) *Ask your partner to define orally who/what these people, places, objects and concepts are?*

Activity 2: Understanding Definitions

a) *Read the texts below. Underline any examples given. The first is done for you.*

A *chef* **is** a person **who** cooks professionally for other people. Traditionally it refers to a highly skilled professional cook **who** is proficient in all aspects of food preparation. The word "chef" comes from the term chef de cuisine, the director or head of a kitchen. For example, <u>Tommy Miah</u> **is** a famous Bangladeshi chef in a restaurant in London.
Love: Love, **which** is an English word, in general, **means** to have strong feelings of affection for someone. However, 'love' can refer to a variety of different feelings, ranging from pleasure (e.g. "I loved that meal.") to interpersonal attraction (e.g. "I love my father.").
Mountaineer generally refers to a person **who** climbs mountains for pleasure. Mountaineering **is** often called Alpinism, **which** implies climbing with difficulty such high mountains as the Alps. Nishat Majumder and Wasfia Nazreen **are** Bangladeshi women mountaineers **who** have climbed Mt. Everest.
A *library* **is** an organised collection of resources, such as books, e-books and newspapers, for reference or borrowing. It **provides** physical or digital access to material, and may be a physical building, virtual space, or both. Libraries **range** in size from a few shelves of books to several million items. Dhaka University Library has a collection of about 25, 000 books.
A *book fair* is an event organised by publishers or booksellers to promote the sale of books. It is often a great way to pick up a wide variety of books at reasonable prices. Ekushey Book Fair attracts many people.
A *newspaper* **is** a periodical publication containing news about current events, editorials, informative articles and diverse features such as entertainment and sports, and adverts. The paper is used is low grade and inexpensive. For example, the *Daily Star* **is** one of the best selling English language newspapers in Bangladesh.

[Source: www.wikipedia.org/]

b) *Add the examples from the texts above to the table below. One is done for you. Then add your own examples to complete the table.*

People, Places, Objects, Concepts	Example(s)		
	1	2	Others
Chef			
Love			
Mountaineer			
Library			
Book fair			
Newspaper	The Daily Star		

c) *Complete the sentences below using words or phrases from the texts.*
Example: Love can be a strong <u>interpersonal</u> attraction.

1. The paper used in a newspaper is of _____.
2. In a book fair, the publishers come with a _____ of books.
3. A library usually houses _____ such as books and journals.
4. Alpinism is another term used for _____.
5. A chef is skilled and _____ at preparing food.

d) *Work in Pairs. Using the information in the texts, complete the table of the features that define the people, places, objects and concepts. One is done for you.*

People, Places, Objects, Concepts	Features				
	1	2	3	4	5
Chef	Cook				
Love	Strong feeling	affection	interpersonal attraction	pleasure	English word
Mountaineer	Sport				
Library	Collection of books				
Book fair	Show of books				
Newspaper	Publish news				

e) *Name the term being defined in the following sentences.*
   Example: A thing which can open and lock doors is a <u>key</u>.

1. An educational institution where learners pursue an advanced course of study to get degrees is a _____.

2. A person whose job is to advise people about laws, represent people in court and write formal agreements is a _____.

3. A financial institution which offers services like looking after people's money and giving loans is a _____.

4. A special room in a school or college where one can learn a foreign language by using audio-visual materials and equipment is a _____.

5. A piece of written work which contains official information is a _____.

Activity 3:   Giving Examples

Work in Pairs.

a) *Ask your partner to give two more examples for each of the words in **bold** in the sentences below.*

1. Jamuna, Shurma, Shankha are examples of *rivers* in Bangladesh.
2. Lufthansa, British Airways, Biman are examples of **airlines**.
3. Earth, Venus, Jupiter and Mars are examples of **planets**.

b) *We often understand a word through examples of that word. Thus we can define or explain people, places, objects, and concepts by using examples as shown in a) above.*
      Now explain the following terms using examples.

1. Furniture: _____
2. Animal: _____
3. Book: _____
4. Country: _____
5. Shop: _____

Activity 4: Grammar Review: Relative Pronouns

A relative pronoun is often used in making sentences that define people, places, concepts and objects.
The relative pronouns are:
        who, whom (used for people)
        that & which (used for people, objects and places)
        where (used for places)
        when (used for time)
        how (used for manner)

Work in pairs.

a) *Underline the relative pronouns in the following sentences. The first one is done for you.*

1. A book <u>that</u> contains list of words and their meanings is a dictionary.
2. A bee is an insect which makes honey.
3. A shop assistant is a person who works in a shop.
4. A hotel is a place where visitors stay for a short period.
5. Night is the time when we sleep.
6. A fridge is an appliance (machine) which keeps food cool.

b) *Combine the following groups of ideas into a definition using relative pronouns.*

1. A dog is an animal. A dog can bark.

   _____

2. A ferry is a ship. A ferry carries people across water.

   _____

3. A lemon is a fruit. A lemon is yellow and sour.

   _____

4. A butterfly is an insect. A butterfly has colourful wings.

   _____

5. A synonym is a word. A synonym has the same meaning as another word.

   _____

4. Use relative pronouns in brackets in the following sentences.

1. The student is coming towards us has won the award. (who)
2. A teacher should acknowledge the students say. (what)
3. A rationalist is a person reaches decisions by argument. (who)
4. Aristotle is the Greek philosopher first realised an eclipse happens the earth comes between the sun and the moon. (who, that, when)
5. A place we can dwell in peace and comfort is our home. (where)

Extension: The Language of Definitions

a) *Work in pairs. The present simple tense as well as relative clauses and relative pronouns are often used to define people, places, objects and concepts.*

   *Example: A chef **is** a person **who** cooks professionally.*
   Here the verb tense is the present simple [**is**] and the description of the word is a relative clause [**who cooks professionally**] that begins with a relative pronoun [**who**].

   Now, use the present simple tense and relative pronouns to complete the following definitions. Use the hints given in brackets.

   1. A   mountaineer   _____
      (a person, climbs mountains)
   2. A   library   _____
      (a place, access resources).
   3. A   book fair   _____
      (an event, promotes, sale of books)
   4. A newspaper _____
      (a publication, contains news and adverts).

b) *Complete the sentence structures using the words in brackets.*

   Example: A computer a machine calculates very quickly. (is, that)
   A computer <u>is</u> a machine <u>that</u> calculates very quickly.

   1. Water a liquid all animals drink. (is, which)
   2. Jealousy a feeling explains the unhappiness of a person for not having what others have. (is, that)
   3. An honest person someone sincerity is taken for granted. (is, whose)
   4. A driver a person drives a car or, bus. (is, who)

Home task

Think of three words connected to your academic subject and define them using the present simple tense, relative pronouns and examples.

Session 2

At the end of this session, you will have:

- analysed definitions
- used relative pronouns in definitions
- written clear definitions with examples

Activity 1: Reading for General Understanding

a) *Read the text below. Underline at least three people, places, objects and concepts mentioned.*

The Ekushe Book Fair

The Ekushe Book Fair or Omor Ekushe Boi Mela, popularly known as Ekushe Boi Mela, is the national book fair of Bangladesh. It takes place over the whole month of February each year at the Bangla Academy and is devoted to the promotion of Bengali (*Bangla*) language, literature, and culture. In addition to being a platform for writers, book lovers, booksellers, and publishers, it is a reminder of our nationalism, a symbol of our national pride.

The Ekushe Boi Mela is dedicated to the supreme sacrifices of the agitators of the Language Movement in 1952. On 21st February 1952 students and common people of the then East Pakistan, now Bangladesh, demonstrated calling for the establishment of *Bangla* as one of the state languages of former united Pakistan. This revolutionary movement was recognised all over the world on November 17th 1999, when UNESCO adopted 21st February as International Mother Language Day.

There are about 300 to 400 stalls of mainly publishers, along with stalls from government and other social organisations. The fair is usually inaugurated by the Prime Minister and the inaugural function begins with playing of the national anthem and the immortal Ekushe song 'Amar bhayer rokte rangano ekushe

February'. Besides this, one-minute's silence is observed in memory of the martyrs of the language movement.

The history of Ekushe Boi Mela is linked with the Muktodhara publishing house which has been dedicated towards spreading works of Bengali literature and culture. Muktodhara started a little stall in front of the Bangla Academy on the 21st February 1972 and later other book publishers joined unofficially. Gradually it became official and the most popular book fair of Bangladesh. The Bangla Academy took over the organisation of the fair in 1978. In 1984 it was named Omor Ekushe Boi Mela and ever since has been organised by the Bangladesh Government along with the Bangla Academy.

The atmosphere of the fair can be felt around the Dhaka University area where the Bangla Academy is located. The road approaching the Bangla Academy from Dhaka University is decorated with flags and is used as a walkway by restricting general traffic. The book stalls arrange a huge display of books of all types. There is a book launch corner, and also a stage where discussions and cultural shows take place every day. A huge board at the entrance displays details of publishers and stall numbers. The students of the Fine Arts Institute of Dhaka University often approach visitors with paint brushes to add colour to the occasion by doing some face painting.

Over time, it has evolved from a small book fair into a national cultural festival reflecting the cultural spirit of Bangladesh, the modern Bengali nation.

[Source: Adapted from, http://www.theindependentbd.com/index.php?; http://archive.thedailystar.net/newDesign/news-details.php?]

b) *Say whether the statements are true or false. Write the true statement when a statement is false. The first one is done for you.*

1. Ekushe Boi Mela is just a book fair.
   <u>False: It isn't only a book fair; it's also a cultural festival.</u>

2. The stalls display books mainly on the liberation war of Bangladesh.
3. A song is a part of the inauguration ceremony.
4. All students come to the fair to do face painting.
5. Nowadays, the book fair is organised by the publishers.
6. The fair is dedicated to the martyrs of 1952.

Work in Pairs.

c) *Some of the people, places, objects and concepts mentioned in the text are written in the box. Put them in the table below.*

agitators,   visitors,   Bangla Academy,   book stall, Muktadhara,   authors,   to buy books,   Ekushe book Fair, demonstration,   Dhaka University,   publishers,   book sellers, publication,   inauguration,   writers,   Language Movement,   road approaching the Bangla Academy,   flags

People	*Places*	*Objects*	*Concepts*
Authors	Dhaka University		

d) *Put the phrases taken from the text in the table on the next page. The first row is done for you.*

who eagerly wait,   ~~a government organisation~~,   Immortal Ekushey song, function,   browse through the stalls,   to open formally, ~~Dhaka University area~~,   lives lost/language martyrs, excitement in faces,   national anthem,   ~~development and modernisation of Bangla language~~,   to demonstrate for language, 21st February 1952,   to publish,   to sell books, to arrange the writing,   business of producing books, ~~organise Ekushey book fair~~,

Terms	Features			
Bangla Academy	Dhaka University area	Development and modernisation of Bangla language	Organise Ekushe book fair	a government organisation
Inauguration				
Language Movement				
Book Lovers				
Publishers				

Activity 2: Writing Definitions

a) Study the following box about writing definitions.

> **Writing Definitions**
>
> The primary reason for writing definitions is to avoid misunderstanding about a term. Thus a definition is a brief, logical outline that includes as much information about a term as it can within a minimum amount of space.
>
> Usually, a definition consists of three parts:
> 1. The term (word or phrase) to be defined
> 2. The class of object or concept to which the term belongs
> 3. The characteristics that differentiate it from all others of its class
>
> *Examples:*
> 1. Geography (*term*) is a subject (*class*) that studies the countries, oceans, rivers, mountains, cities and so on of the world. (*differentiating characteristics*).
> 2. Honesty (*term*) means to have the quality (*class*) of being truthful in words and in actions (*differentiating characteristics*).

Work in pairs.

b) *You are going to define some of the terms in the left-hand column table in Activity 1d) above by combining the features listed.*

Example: Features of the Bangla Academy include:

1. *It is a government organisation.*
2. *It is dedicated to the development and modernisation of the Bangla Language.*
3. *It organises Omor Ekushe Boi Mela.*
4. *It is located in the Dhaka University area.*

By combining these features of Bangla Academy we can define it as follows:

The Bangla academy, *which organises Omor Ekushe Boi Mela, is a government organisation located in the Dhaka University area and is dedicated to the development and modernisation of the Bangla Language.*

Now note down three features for each of the terms in the table below.

Terms	Features
Inauguration	1. 2. 3.
Book Lovers	1. 2. 3.
Publishers	1. 2. 3.

Combine the features and write a full definition of each term.

Inauguration: _____

_____

_____

Book Lovers: _____

_____

_____

Publishers: _____

_____

_____

Activity 3: Giving Definitions Orally

Work in pairs.

a) *Work out the general features of the following terms using the format below.*

Terms	who / what it is	general features	other features	examples
a university				
a bookshelf				
patience				

b) *Give oral definitions of the terms in a) above. Say at least two sentences for each term.*

c) *Now ask your partner to define the following terms orally. Use the hints in brackets to help you.*

1. Cheese (by separating the curd from the whey, food, made of cow or goat milk, also used to improve the flavour of dishes)

2. Professor (person, highly qualified, teaches in a college/university, a particular branch of knowledge)

3. Laptop (a micro-computer, portable, convenient to use, usually battery-powered, small enough to rest on the user's lap)

4. Factory (an industrial unit, produces goods in large quantity, run by waged workers, often low wages)

5. Apartment (a place, a group of rooms, a building, provides modern residential facilities, a person or a family)

Extension

Work in pairs.
Define and give examples for each of the following using the guidelines in Activity 3 a).

1. A Fair   _____
   _____

2. Courage _____
   _____

3. Registration _____
   _____

4. Study circle _____
   _____

5. Drama   _____
   _____

Home task

Work in pairs.
First, find out the features of the following terms and list them; then, define them in your own words. Include at least three features for each definition.

1.   Democracy

2.   An Interview

3.   Plagiarism

4.   Globalisation

Unit 4:   Media and Communication

Session 1

At the end of this session, you will have:

- increased your understanding of subject-specific vocabulary
- developed your skills in comparing and contrasting
- practised writing to show similarities or differences
- learnt how to compare and contrast for a purpose

Activity 1: Connecting to the Topic

a) *What is the most embarrassing communication failure that has happened to you?*
b) *Why did it happen?*
c) *Work in pairs. Compare your communication failures.*

Activity 2: Understanding Subject-Specific Vocabulary

a) *Read the title and words in **bold** in the reading text.*
b) *Work in pairs. Discuss the meaning and use of the words you know.*
c) *Read the text. As you read, compare your understanding of each word with the definitions.*

Human Communication Defined

Different types of communication are a common feature of human life. **Communication** refers to a process where people interact; they create and share meaning through the use of words or other symbols. It is an ongoing activity of producing and understanding intended meaning. Some basic elements of the communication process are initiators and interpreters, messages, channels, noise, and feedback.

Sender has idea: The process of communication originates when a person - the sender - has an idea and intends to share it with someone.

Sender converts idea into **Message***:* The sender then organises the idea, information, feelings, thoughts, etc. using words, pictures or any other symbols that will convey meaning. A message is a collection of symbols that is purposefully organised to convey some meaning.

Message travels over **Channel***:* The message is then transferred through a physical pathway or medium (that can involve sight, sound, smell, or touch), known as a channel. It helps in the transmission, distribution, or reception of messages. The telephone is a common channel used in communication when senders and receivers are not face-to-face. Messages may be delivered by cell phone, letter, announcement, picture, web page, or through some other channel.

Receiver interprets Message: The individual who interprets the message is the receiver, translating the message from its symbol form into meaning; for example, words in a letter are translated into ideas, information or thoughts.

Feedback travels to Sender: The responses, replies or reactions of the receiver create feedback. Feedback helps the sender to know whether the message was received and understood.

Noise creates Misunderstanding: Anything in the communication process that interferes or interrupts the understanding of a message as the sender intends is called noise. Examples of noise are poor listening skills, lack of interest in the message, fear, sound distractions, e-mail not working, or the sender using too many technical words for the audience.

Communication takes place only when the receiver understands the meaning intended by the sender.

d) Complete the summary below using keywords/terms from the text.

Communication is a 1) _____ to share meaning and understanding between communicators. The 2) _____ is the person who is sending a message and the 3) _____ is simply the person receiving it and making sense of it. The 4) _____ is ideas and information arranged as a systematic set of symbols in writing, in speech, or by other means. A physical medium, known as 5) _____, is utilised to convey the message. 6) _____ occurs when the receiver responds to the message. 7) _____ is some barrier in the process.

e) Work in pairs. Select appropriate words from the box at the top of the next page to show the flow of information in the flowchart below.

Sender:
1. Teacher
2. _____
3. _____

Message:
1. Lecture
2. _____
3. _____

Channel:
1. Vocal-Auditory
2. _____
3. _____

Noise:
1. Gossiping
2. Negative Image of Company
3. Poor Writing Skills

Receiver:
1. Students
2. _____
3. _____
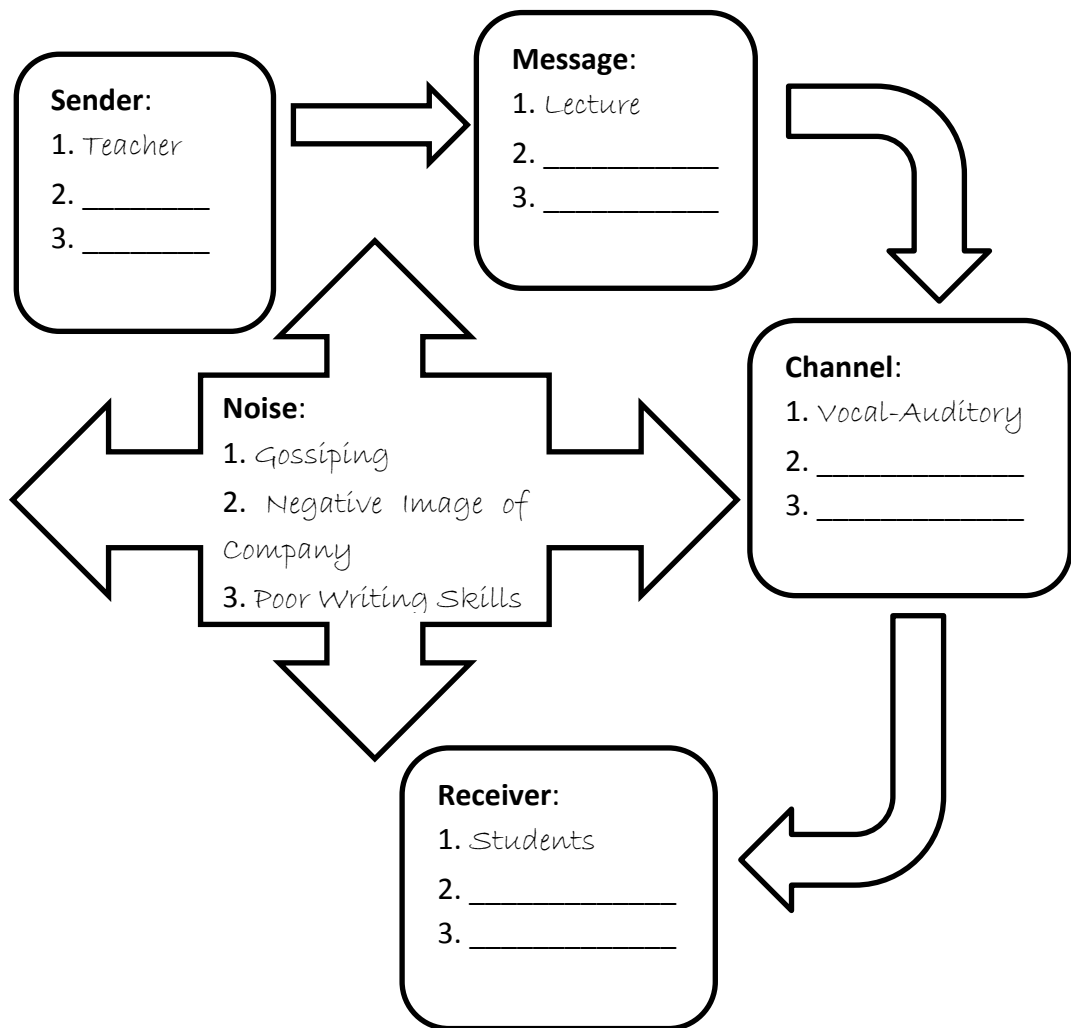
Teacher	Company	Job Seekers	Lecture
Application Letter	Vocal-Auditory	Postal Service	Employer
Students	Consumers	Ad	TV

f) Work in groups. Categorise the examples in the box below according to the technical terms in the flow chart above.

Example: columnist: sender

columnist	writer	presenter	transmitter
headphone	listener	viewer	loud surroundings
antenna	poor acoustics		language problems

Activity 3: Comparing and Contrasting

Listen to part of a class lecture on channels of communication (audio clip 6.1.3). Complete the table.

Table: Factors to consider when selecting the medium of communication

Medium of communication	Factor 1: _____	Factor 2: *information richness*	Factor 3: _____
Face-to-face	immediate		not possible (unless recorded)
Telephone		vocal, but not visual	
E-mail	delayed		
Written			possible

Activity 4: Writing about Similarities and Differences

a) *Read the following paragraphs. Underline the words or phrases (for example, connecting words, or comparative/superlative forms of adjectives) used to compare or contrast. The first one is done for you.*

The broadcast media industry in Bangladesh is still developing. <u>While</u> print media in Bangladesh is highly competitive, television and radio have been less so. Government owned BTV has a terrestrial presence, hence the largest penetration and share of the urban and rural Bangladesh market. On the other hand, private channels have their presence mostly confined to urban areas. Likewise, Bangladesh Betar, the state owned radio station, has the largest share of the radio audience while FM radio has limited reach, within the city areas only.

In Bangladesh, radio and terrestrial television broadcasting are state monopolies and there is no broadcast law to allow for private investment in these industries. The reach of cable TV is particularly poor in rural areas, whereas terrestrial TV is accessed by 100 times more viewers than cable TV. A large majority of the population in Bangladesh therefore only has access to the state TV station and state radio. The majority lack choice in radio and TV channels and programmes and the monopoly situation, with little effective competition, results in holding back innovation and quality. This situation also reduces the perceived importance and value of the media among consumers and therefore lowers the priority of purchasing radios and TV sets. It is therefore the lack of choice, diversity and quality in radio and terrestrial TV resulting from the lack of a diversified policy which is directly contributing to the low reach of the media in Bangladesh. The lack of broadcast liberalisation is therefore a critical constraint to the media working effectively for the poor in Bangladesh.

b) *Electronic forms of communication combine features from both face-to-face and written forms, for example, interactivity, speed, and ease of communication. Write a paragraph identifying similarities and differences between them. Use some of the words you underlined above.*

Activity 5: Comparing/Contrasting for a Purpose

Work in groups.

a) *To select a channel through which to advertise particular brands of (i) laptop and (ii) toothpaste to Bangladeshi consumers, rate the following factors on a scale of 1 to 5 (where 1 = very important and 5 = not important at all):*

- *popularity among target customer group*
- *cost-efficiency*
- *availability of visual image*

b) *Prepare a table to compare and contrast the three channels below based on the above factors:*

- *the Internet*
- *BTV*
- *radio*

c) *Now select the most suitable channel through which to advertise (1) the laptop, and (2) the toothpaste. Be ready to justify your selections to the class.*

Extension: Using Comparative Expressions

Look at the information about social networking sites in the table. Then complete the sentences on the following page with comparative expressions from the box.

Social Networking Sites	Number of Users (in millions)	Unique Monthly Visitors (in millions)	Male Users	Female Users
Facebook	901	7012.9	40%	60%
Twitter	455	183.1	45%	55%
Google+	160	61.0	70%	35%
LinkedIn	150	85.7	55%	45%

as popular as	more monthly visitors	twice as popular as
fewer	most visited	least
as many as	three times higher	as same as
higher than		

1. Facebook has got _____ than any other site.
2. Facebook is almost _____ Twitter.
3. Facebook is the _____ site of all.
4. Google+ has the _____ number of female users.
5. Male users are twice _____ female users in Google+.
6. No other social networking site is _____ Facebook.
7. The number of monthly visitors to Twitter is _____ than Google+.
8. The percentage of female users in LinkedIn is _____ the percentage of male users on Twitter.
9. The percentage of female users is _____ the male users on Facebook and Twitter.
10. There are _____ users on all sites together than there are on Facebook alone.

Home task: Writing about Differences

a) *Use the Internet or other sources to find more information about digital and print media. Write at least two paragraphs about the following statement. Use comparative expressions.*

   With the rise of digital media, traditional print media is declining as a source of news.

b) *Compare your answer with a classmate.*

Session 2

At the end of this session, you will have:

- developed skills to preview a reading text actively
- read a text for gist
- read a text for specific information
- learnt to summarise chunks and recall a text

Activity 1: Connecting to the Topic

a) *Do you watch movies on television? Do you listen to music on the radio? Do you read newspapers?*
b) *Is it possible to do all of these using a cellphone?*
c) *Do you think that it will soon be possible to read newspaper articles and watch movies on television at the same time on the same channel?*

Activity 2: Active Previewing

a) *Preview the reading text on the next page by underlining the important words in the title and headings.*
b) *Answer the questions below.*
1. What do you think this text is about?
2. Who is the intended reader? Be prepared to give a reason for your choice.
   a. a businessman
   b. an educated general reader
   c. a student of Journalism
   d. a student of Economics
3. Write down a reason for your choice.

c) *Work in pairs. Compare your answers.*

Activity 3: Reading in Chunks and Recalling

a) *Reread the title and headings of the text. Write down three questions based on the title and headings that you think the text might help you to answer.*
b) *Read the text. Look for the answers to the questions you've written.*
c) *Stop after each paragraph. In the margin write at least one thing that you remember about the paragraph.*

Communication and Mass Communication

One way to understand mass communication is to show its similarities to and differences from interpersonal communication. One similarity is that mass communication takes place through media. Small groups can come together in virtual chat rooms that are connected by wired networks and organisations can connect their employees via video conference facilities that are linked through cables and satellites. In other words, the channels used in interpersonal, group, organisational and public communication are sometimes similar to those used in mass communication. But here is also where we begin to see differences. The most important differences relate to the sender of the message, its channel and the way feedback takes place. These differences are described below.

Differences in the Sender

In interpersonal communication, individuals are the senders of the message. In mass communication, by contrast, the sender is an organisation such as a company, not a single person. Even when only one presenter is visible on screen, she or he is often the most visible representative of the organisation and many other individuals may be involved in the background of the communication.

Differences in Channel

The critical role of organisations in mass communication compared to interpersonal communication also shows up in the transmission of the message. In interpersonal communication, an individual sender takes responsibility for transmitting the message - perhaps using microphones when speaking to a crowd or telephones when speaking at a distance. In mass communication, however, transmission is too complex to be accomplished by an individual or even a few people, because it involves the distribution and presentation of material in several locations. Instead of a few individuals, a number of organisations, often large ones, are typically involved in the process. Unlike mediated communication activities, though, the creation and transmission of

51

mass media messages - of news articles, television programs and recorded music, for example - are the result of decisions made and activities carried out by many people working together in companies that interact with other companies.

Differences in Feedback

The third major difference between mass communication and interpersonal communication relates to feedback. We can talk about feedback in two ways - whether it is immediate or delayed, and whether it goes directly to the initial message creator or to someone else. In interpersonal communication, feedback from the people receiving the message goes directly to the individual who created the message, either immediately (the clapping of an audience in response to a speaker) or in delayed form (a response to an email). In mass communication, however, feedback from all the receivers is often impossible because of the number of people involved - think of the millions of people watching a TV program, and even when feedback does happen (for example, when you respond right away by clicking on an internet ad), the people in the organisation who created the message in the first place will not typically get it. Someone else who is specifically appointed to deal with feedback will generally receive your message. An indirect approach to audience feedback marks a common difference between mass communication and interpersonal communication. In interpersonal communication, feedback is often both immediate and direct. In mass media organisations, however, feedback is often not only delayed, but also indirect.

[Source: Adapted from Turow, Joseph (2009) *Media Today: An Introduction to Mass Communication*, 3rd Edition. Routledge.]

d) *The text mentions a number of factors related to mass communication which differentiates it from interpersonal communication. Which four of the following factors are mentioned?*

1. A number of large organisations are involved in the process of distributing and presenting material to different locations in mass communication.

2. Interpersonal, group, organisational, and public communication may use channels similar to those used in mass communication.

3. In mass communication, the sender is an organisation such as a company, not a single person.

4. Mass communication encourages huge numbers of people who are dispersed and unrelated to share the same materials.

5. In mass communication, feedback from all the receivers is often impossible because of the number of people involved, and only limited or delayed feedback may be possible.

6. Mass media often leads us to share materials we are reading and listening to with millions of people.

7. An indirect approach to audience feedback is common in mass communication.

8. Mechanical noise in a mass communication situation can take place in the sending-and-receiving technologies.

e) *List all the similarities and differences between mass communication and interpersonal communication mentioned in the text.*

f) *Now complete the outline of the text.*

Outline

Topic: Mass Communication and Interpersonal Communication

I. **Central Idea:** *In mass communication, the elements (sender, message, channel, feedback, etc.) are all marked by the industrial production and multiple distribution by mass media organisations.*

II. Main Points:

A. Main Point 1:
    i.
    ii.

B. Main Point 2:
    i.
    ii.

C. Main Point 3:
    i.
    ii.

Conclusion:

Activity 4: Expressing Similarities and Differences

Write a paragraph summarising the similarities and differences between interpersonal and mass communication shown in the table below. Use the words in the box to connect the expressions from the table.

> **Comparison**: in the same way, similarly, likewise, also, by comparison, in a like manner, as, with, as though, both, like, just as
>
> **Contrast**: but, by contrast, in contrast, despite, however, instead, nevertheless, on (to) the contrary, in spite of, still, yet, unlike, even so, rather than, otherwise

Table: Similarities and Differences in Communication Settings

	Interpersonal Communication	*Mass Communication*
Sender	Single person; has knowledge of receiver	Organisation; has little knowledge of receivers
Message	Private or public; cheap; hard to terminate; message altered to fit receivers	Public; can be expensive; easily terminated; same message sent to everybody
Channel	Potential for many; no device required	Restricted to one or two; usually more than one technology required
Receiver	One or relatively small number; can be in physical presence of source; selected by source	Large numbers; out of physical presence of source; self-selected
Feedback	Plentiful; immediate	Highly limited; usually delayed

Activity 5: Listening to Lectures

Listen to a part of class lecture about mass communication (audio clip 6.2.5).

 a) Complete the table with suitable expressions.

Table: Characteristics of Mass Communication

Characteristics				
Audience	large			anonymous to one another
Noise			affect many	

b) *Listen to the audio clip again. Complete the following sentences with appropriate expressions.*

1. The audience in mass communication is made up of dissimilar groups who may differ in age, intelligence, _____, ethnic backgrounds, and much more.

2. The audience in mass communication has the freedom to choose which _____to see, which paper to read, which website to visit, and which _____to watch.

3. The fourth distinguishing factor arises from both the large size of _____and its _____.

4. The commentators' use of cricket terms might confuse some people in the audience who are not familiar with _____.

5. Noise can be even more disastrous in mass communication as it may affect _____ compared to interpersonal communication.

 c) *Compare your answers in groups.*

Extension: Using Comparative Structures

a) *Look at the chart on 'Money spent on advertising in 2012'. Write five sentences about the data using comparative structures.*
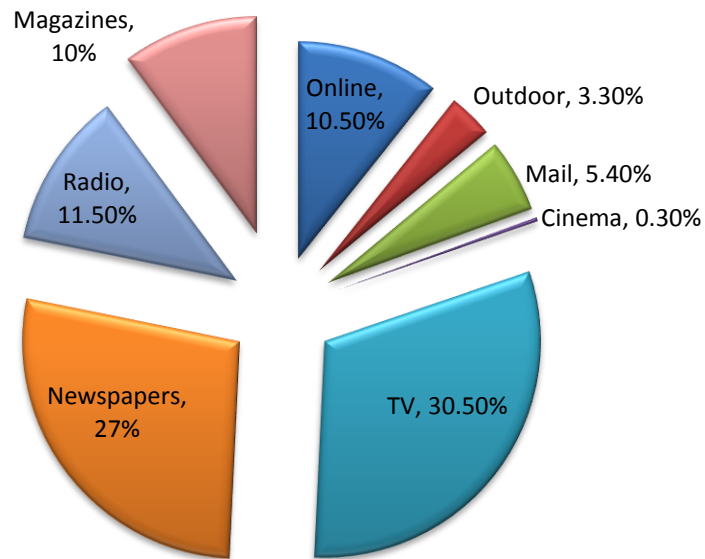
Money spent on advertising in 2012

b) *Compare your sentences with a classmate.*

a) Look at the bar chart on 'What draws people to watch a film' and write at least five sentences using numerical comparatives, for example, 'twice as popular as'.

What draws people to watch a film
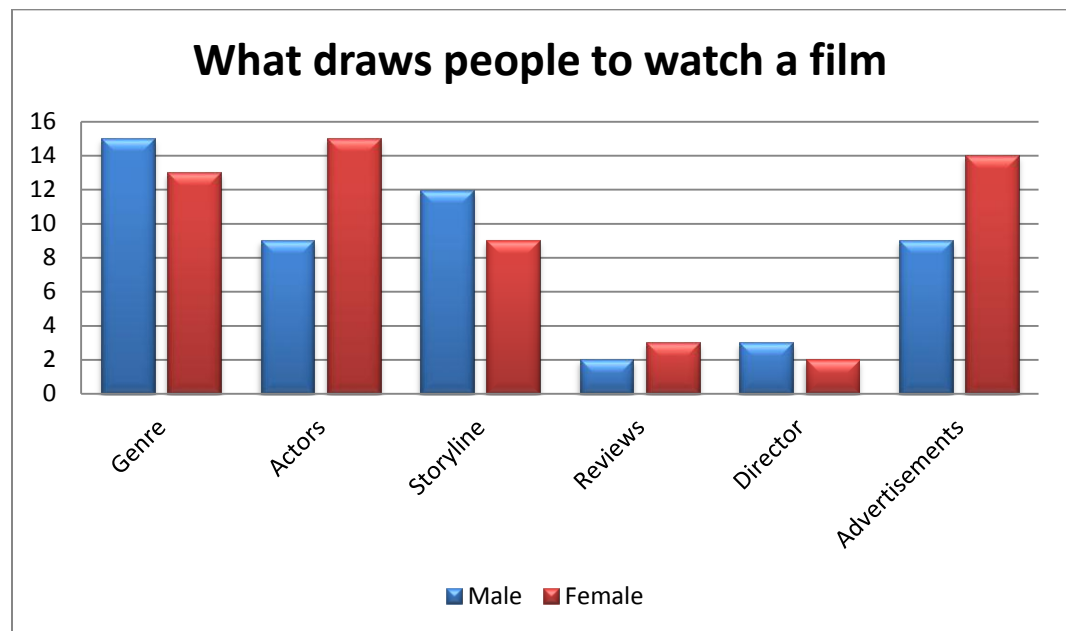
b) Write a paragraph on three most popular reasons from the chart.

Unit 5:   Blessings of Science and Technology

Session 1

At the end of this session, you will have:
- read for specific information
- become familiar with and understood a process
- organised information in a logical sequence

Activity 1:   Discussing Science and Technology

Work in pairs.

a) *Look at the pictures below. What are they about?*

Picture 1	**Picture 2**	**Picture 3**
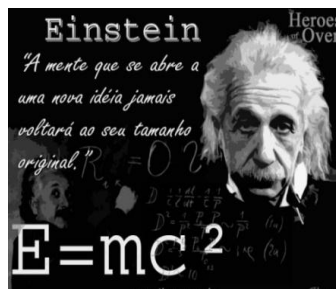
Picture 4	**Picture 5**	**Picture 6**

b) *Complete the table below. The first one is done for you.*

Picture No.	Name	How it is related to Science and Technology
1	Novo Theatre	Astronomy & Physics
2		
3		
4		
5		
6		

Activity 2:   Being Familiar with an Academic Process

Work in pairs.
a) *Discuss the following questions with your partner.*
    1. *When did you start using the Internet?*
    2. *When and how do you use the Internet to help you with your studies?*
    3. *What do you know about online registration?*

b) *Read the text below and underline the words and phrases that tell you the steps involved in the online registration process in a university.*

Online Registration at Universities of Bangladesh

Paragraph 1: The Universities of Bangladesh are going to introduce an online registration process for students admitted in the coming years. In order to do this, a University online system (UnivOn) has been designed. On UnivOn, students can download their study material, connect with lecturers and fellow students, submit assignments, confirm examination venues, and so on. UnivOn is students' primary means of contact with their universities. In short, they can't do without it.

Paragraph 2: There are four steps in the registration process. Each part of the process is important in completing students' registration successfully. The first step in registration is confirming the qualification of the students. Students need to give the required admission information after working

through the relevant pages of the university brochure carefully. Being able to go online, that is, access to internet and have relevant computer skills, are essential study requirements. Before applying, students have to make sure that they have internet access for at least an hour a week.

Paragraph 3: Choosing the modules is the second step. Each qualification is structured over a defined period, usually between 2 and 4 academic years. To graduate, students need to pass a certain number of modules within a certain amount of time. The modules are specified in the qualifications information section of the university brochure. Students can register for a maximum of 24 credits per semester or 48 credits per year for both undergraduate and graduate programs.

Paragraph 4: The third step is calculating student fees and payment options. It is important to assess the full cost of studies before confirming the modules for registration. What a student can afford will affect the number of modules they can register for in a semester.

Paragraph 5: The final step is completing and submitting the registration form online via UnivOn. When doing this, students will be prompted when information is missing or incorrect. This will assist them in ensuring that they include all important details and upload all necessary documents when submitting their registration. Students are urged to register as soon as registration opens as missing or incorrect information may cause delays in the approval of their registration. Students will also be required to pay at least the minimum study fees at the time of submitting registration forms. After the registration, students will be able to manage their accounts via the links MyLife and MyUnivOn.

[Source: Adapted from, https://registration.unisa.ac.za/info/]

c) *Complete the table below using the words and phrases identified in b). The first one is done for you.*

Step	General task for each step
1	Confirming qualifications
2	
3	
4	

d) Complete the table below to identify the specific tasks in each step of the online registration process. The first one is done for you.

Step	Specific tasks for each step
1	▪ study university brochure ▪ ▪
2	▪ ▪ ▪
3	▪ ▪ ▪
4	▪ ▪ ▪ ▪

e) Study paragraph 1 and paragraph 5 of the text above and identify four benefits of the online registration system for universities in Bangladesh.

1. _____

2. _____

3. _____

4. _____

Activity 3:   Understanding a Process

Work in pairs.

a) *Discuss with your partner, 'what is a process?'*
b) *Look briefly at the text on the process of papermaking. How many stages are there and what are they called?*

PAPERMAKING: A sheet of paper is compressed plant fibre, mainly of wood and cotton. Making paper involves **breaking down** a plant to its fibres, then making them straight and **covering** them with materials such as glues and dye. The process **involves** different stages – **felling**, **debarking**, **pulping**, **mixing**, **forming the web**, **pressing** and **drying** in a sequence. These stages are described below, but they are *not in the right order*.

1. The pulp goes into the mixer, where clay, water-proofing elements and colours are added to improve the quality of the paper.
2. The bark is first taken off the logs without damaging the wood.
3. Liquid pulp is fed onto a moving belt. Water drains through the holes in the belt. The fibres are pressed together into a wet ribbon known as a web.
4. Trees are cut down and then transported to paper mills as logs.
5. Belts move the web between the press rolls, which removes more water and compress the paper.
6. The damp web moves through the dryer. It then passes through a roller machine to make the paper smooth before it is cut into sheets.
7. Pulping turns the wood into fibres in water. The logs are first sliced and then treated with chemicals to produce pulp. The pulp is then bleached.

[Source: Adapted from, http://www.uefap.com/writing/function/process.htm]

c) Now, write the stages of the papermaking process (using the stage names given in text) in the right order.

Stage 1: _____

Stage 2: _____

Stage 3: _____

Stage 4: _____

Stage 5: _____

Stage 6: _____

Stage 7: _____

Extension: Applying the Steps of a Process

Work in pairs.

a) Ask your partner how s/he got her/himself admitted into the university. Share your experience of gaining admission.

b) Make a list of the steps necessary to gain admission to a university in Bangladesh. The first one is done for you.

1. *Collect application materials.*

2. _____

3. _____

4. _____

5. _____

Home task

Write a paragraph on the process of gaining admission to university in Bangladesh using the information in the 'Extension' above.

At the end of this session, you will have:
- practiced listening for specific information
- read for the main ideas
- explained and described a process
- used sequence vocabulary

Activity 1:   Science and Technology in Bangladesh

Work in pairs.

a) *Discuss with your partner some of the greatest achievements in Science and Technology in Bangladesh.*

b) *Based on your discussion, complete the following fact sheet mentioning notable contributions in Science and Technology by Bangladesh (Scientists, Institutions, etc.)*

Science and Technology in Bangladesh		
Name(People/Institutions)	*Field of Study*	*Contribution*
1. Dr. Maksudul Alam	Genetic Engineering	Genome Sequencing of Jute plant
2. BRRI		
3. Sir Jagadish Chandra Bose		
4. Prof Satyendra Nath Bose		
5.		

Activity 2:   Listening for Specific Information

a) *Listen to a talk about the history, current status, and contribution of Bangladesh in the field of "Science and Technology" and note down the main ideas that the speaker mentions.*

b) *Listen to Part I again and complete the sentences as you listen.*

1. The S & T expenditure of Bangladesh is _____.
2. The Council of Scientific and Industrial Research was established in Dhaka in _____.
3. Pit-dwelling was found in _____.
4. Sir Jagadish Chandra Bose is famous for his contributions in _____.
5. The reason for slow growth in S & T in the then East Pakistan was due to _____.
6. The Bose–Einstein condensate is credited to _____.

c) *Listen to Part II again. Match the information in Column A with that in Column B.*

Column A	Column B
1. Patents of food items are owned by the …	a. scientific professions
2. BRRI is a partner of …	b. in 1986
3. S&T organisations in Bangladesh are of two categories – R&D institutions and …	c. 36 varieties of rice
4. Universities mainly create skilled personnel for …	d. BCSIR
5. The National Science and Technology Policy (NSTP) was adopted by Bangladesh government …	e. IRRI in Philippines
6. BRRI has so far developed …	f. technical universities

Activity 3:   Reading for the Main Ideas

Work in pairs.

a) Ask your partner the following questions:

> *What is science?*
> *What process does a scientific experiment follow?*

b) Complete the table below by matching the stages of a scientific process in the box with their definitions.

Observation	Evidence	Experiment	Conclusion	Result
Prediction	A Scientific Theory		Hypothesis	

Stages of a Scientific Process	*Definition*
1. _____	*an act or instance of noticing attentively for some specific purpose*
2. _____	*something (e.g. data) that tends to prove or disprove or establish an idea or a fact*
3. _____	*a test or investigation, especially to discover or prove something*
4. _____	*a summary of the points and a statement of opinion or decisions reached*
5. _____	*the outcome or consequence of a course of events or experiments*
6. _____	*to foretell or forecast, that is, to tell in advance what will come next*
7. _____	*a theory that explains scientific observations*
8. _____	*a proposition that is highly probable in the light of established facts*

c) Read the passage on the next page and underline the different steps a scientist takes while doing scientific research.

66

Scientific Method

Scientific Method is a disciplined way that scientists study the natural world and draw conclusions. It is a logical and rational order of steps by which scientists make progress gradually in the process of checking explanations to arrive at conclusions.

The main steps of Scientific Method are observation, hypothesis formation, prediction, experimentation and conclusion. Observation is the first stage in which the problem chosen is understood and what the scientist wants to investigate is worked out. At this stage, the scientist collects information from different sources such as books or the Internet. Here, the problem is expressed in a single question (e.g. "Does the amount of sunlight in a garden affect tomato size?") and the scientist proposes an answer to the question.

The second stage is known as the "hypothesis", that is, a possible solution to a problem based on knowledge and research. The hypothesis is a simple statement that defines what the outcome of the experiment will be. The experiment that the scientist will design and will follow is carried out to test the hypothesis. Using the example of the tomato experiment, here is an example of a hypothesis: TOPIC: "Does the amount of sunlight a tomato plant receives affect the size of the tomatoes?" HYPOTHESIS: "I believe that the more sunlight a tomato plant receives, the larger it will grow. This hypothesis is based on: (i) Tomato plants needing sunshine to make food through photosynthesis, and logically, more sunlight means more food, and (ii) informal, exploratory observations of plants in a garden, those with more sunlight appear to grow bigger.

The next stage is called "prediction" which lets the scientist get specific, i.e. say how he/she will demonstrate that the hypothesis is true. An experiment is designed to test the prediction. Continuing with the tomato plant example, a good prediction would be: Increasing the amount of sunlight that a tomato plant receives will cause an increase in its size compared to similar plants given the same care but less light.

The following stage, the most important part of the Scientific Method, is "experiment". This tests the accuracy of the hypothesis. An experiment is a logical process that the scientist designs to find out if the ideas about the topic are right or wrong.

The final step in the scientific method is the "conclusion". This is a summary of the experiment's results, and how those results match up to your hypothesis. If the results of the experiment are consistent with the hypothesis, there is evidence to support the hypothesis. If the two do not match, the scientist seeks an alternative explanation and redesigns the experiment. When enough evidence is found, the understanding of a particular phenomenon is considered a scientific theory. A scientific theory persists until additional evidence causes it to be revised.

[Source: Adapted from, http://www.sciencemadesimple.com/scientific_method.html]

d) *Say, whether the statements are true (T) or false (F) by marking T or F. Correct the false statements.*

1. A scientist predicts before s/he formulates a hypothesis.
2. A hypothesis is the final result of the experiment.
3. An experiment is a way to find out whether a prediction is right or wrong.
4. In scientific method, a scientist aims only at conducting an experiment and not to draw any conclusions.
5. Prediction helps a scientist to design the experiment.
6. In scientific method, observation is followed by an experiment.

e) *Work in pairs. Complete the chart to show the logical order of the stages of a scientific method.*
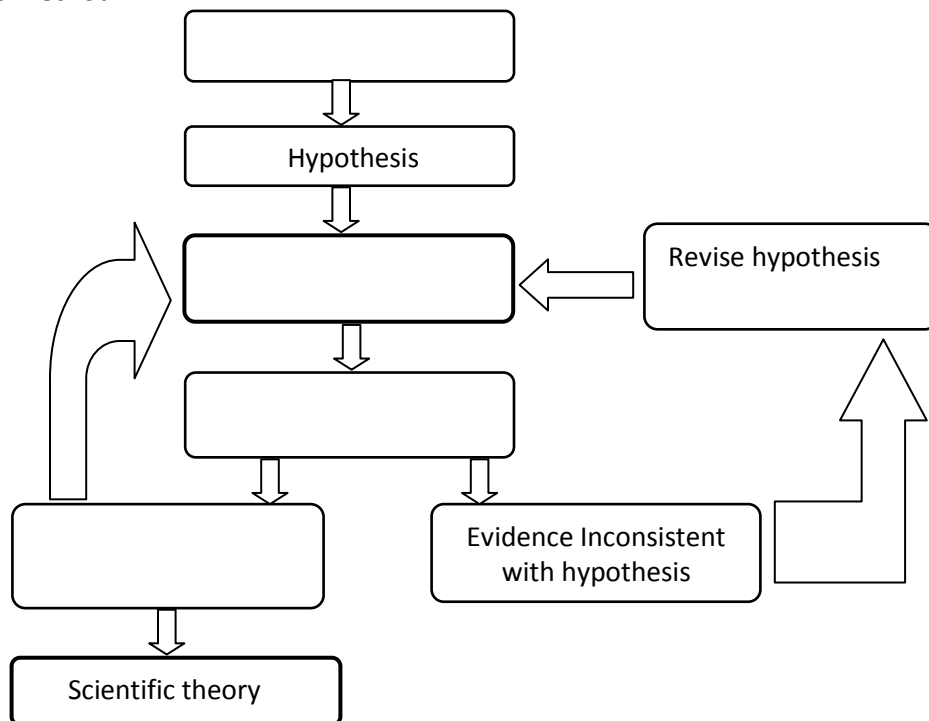
Activity 4:   Describing and Explaining a Process

Work in pairs.

a) *Study the vocabulary used in describing and explaining the stages of a process.*

Vocabulary used in describing and explaining a process			
Firstly,	The first step is	Secondly, Thirdly, etc	After this,
First of all,	The first stage is	Next,	The next step is
To begin with,	... begins with	Then,	At the next stage,
Initially,	... commences with		
Beforehand,	Before this,	Subsequently,	At the following stage,
Previously,	Prior to this,	Later,	Following this step,
At the same time,	During	Eventually,	... until ...
Simultaneously,	When this happens	Lastly	... finishes with ...
		Finally,	concludes with
	While	During the final stage,	The final step is ...

[Source: Adapted from, http://www.uefap.com/writing/function/process.htm]

b) *Below is a description of the process of sorting letters. Fill in the gaps using vocabulary in the box. The first one is done for you.*

at the next stage	then	following this step	later
finally	first of all	subsequently	

1) <u>First of all</u>, letters and packets are collected in bags from pillar boxes, post offices and firms, in post office vans. They are 2) _____ taken to the sorting office, where the bags are emptied and the letters separated from the packets. 3) _____, the letters are put through machines so that the stamps can be cancelled. In this process the date and place of sorting are put over the stamps on each envelope. 4) _____, the sorting of the letters takes place, according to the county they are addressed to. This is done by placing them in the appropriate pigeonhole. 5) _____, the letters are taken from the pigeonholes and placed in baskets, which are then put onto a conveyor belt. While on this conveyor belt, the baskets are directed to the appropriate secondary sorting section by means of coding pegs. At the secondary sorting section, the letters are put into towns in the county. 6) _____, the letters are tied in bundles and a label is put on showing the towns they are addressed to. 7) _____, the letter bundles are placed in bags, which have the Post Office seal, Post Office Railway number and Destination Code number on them, and these are then sent to the railway station.

Extension

a) *Think of a simple process that you do every day.*
The name of the process is _____.
b) *Write a paragraph to describe the process using at least five words or phrases from the table in Activity 4 a).*

Home task

Work in pairs.
Complete the description of science using the words in the box. The first one is done for you.

machines	impossible	controlled	motor cars	electricity
physical	proved	science	cooks	scientific

1) _Science_ is one of the greatest blessings to modern life. Ours is the age of science and science is making 2) _____ things possible. It has 3)_____ nature. It has given us 4) _____. It has brought trains and motor cars, and 5) _____ take us to all parts of the world. It has affected not only the 6) _____ conditions of existence but even the thinking of man. The mind of modern man is a 7)_____ mind and refuses to believe anything that is not 8)_____ beyond doubt. 9) _____ is another result of science. It lights our houses and 10) _____ our food.

Unit 6: The Art of Persuasion

Session 1

At the end of this session you will have:
- understood the main ideas in a text
- improved your skills in defining terms
- improved your note-taking skills

Activity 1: Thinking and Discussing

Work in groups. Look at the photos on the following page and discuss the questions below. Use words from the box in your discussion.

old	modern	style	city	gardens
architect	lakes	stone	brick	pillar

1. How are the four buildings different?
2. Where are they situated?
3. What do you think they are made of?
4. Who do you think built them? Why?

Picture 1 - National Assembly Building   **Picture 2 – The Taj Mahal**

Picture 3 – The Bhasani Novo Theatre (Planetarium)

Picture 4 – The Shat Gambuj Mosque

Activity 2: Reading and Note-taking

Work in pairs.

a) *Read the box on the next page, then discuss the following questions with your partner:*

1. When do you take notes?
2. How effective is your note-taking?
3. What techniques do you use to make your notes clear?

Note-taking is the practice of recording information. By taking notes, the writer records the most important information. We need to use note-taking when reading academic texts.

Note taking helps you:
- focus on what is important in what you are reading or listening
- understand what you read
- understand and remember material, and make connections
- structure the assignments you're researching
- write about the topic
- revise later for exams

b) *Work in groups of four. Each person in the group should read about and take notes on a different text from A to D.*

Text A: The Jatiyo Sangsad Bhaban is the National Assembly Building of Bangladesh, located in the capital Dhaka. It is one of the most majestic public buildings in our country. It houses all parliamentary activities of Bangladesh. The Sangsad Bhaban complex is located at Sher-e-Bangla Nagar in Dhaka city. It is made mostly of concrete and marble showing a rich blend of ancient and modern architecture. This magnificent building stands as silent evidence of the creative devotion of its American architect, Louis I Kahn. Construction work started in 1964 and the government of Bangladesh took the decision to complete the building in 1974.The complex includes the National Assembly Building, hostels for members of parliament, ministers and secretaries, hospitality halls and community buildings, all linked by roads and walkways and surrounded by attractive gardens and lakes. The main building complex consists of nine individual blocks, with the central block accommodating the Assembly Chamber with a capacity of 354 seats for members of parliament.

Text B: The Taj Mahal is located on the right bank of the Yamuna River in a vast Mughal garden that encompasses nearly 17 hectares in the Agra District in Uttar Pradesh. It was built by Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal with construction starting in 1632 AD, with a mosque, guest house and main gateway to the south; the outer courtyard and its cloisters were completed in 1653 AD. The tomb is made of white marble and the rest of the building is made of sandstone. Ustad-Ahmad Lahori was the main architect of the Taj Mahal.

Text C: The Shat Gambuj Mosque (The Sixty Dome Mosque) is one of the greatest tourist attractions and best architectural sites in Bangladesh. It is a 15th century Islamic edifice situated in the city of Bagerhat under the Khulna division. It is ascribed to one Khan al-Azam Ulugh Khan Jahan, who conquered the greater part of southern Bengal and named the area Khalifatabad in honour of the reigning Sultan Nasiruddin Mahmud Shah (1435-59). The total length of the mosque is 160 feet and its width is 108 feet. The interior of the mosque is divided by six rows of pillars into seven longitudinal aisles from north to south and eleven bays running east to west. The huge multi-domed roof of the building has been supported by ten rows of pillars, six in each row, running from east to west. The mosque has therefore a total of sixty pillars, the majority of which are

of slender stone, while six are massive, encased either with bricks or stone blocks.

Text D: **The Bhasani Novo Theatre**, located near Bijoy Sarani of Dhaka, is the country's only planetarium and offers a celestial light show of stars, planets and other heavenly objects in virtual reality. This dome shaped theatre with the latest technological equipment enables visitors to soar into space as well as experience the thrills of an interplanetary journey in a three dimensional environment. The Bhasani Novo Theatre, constructed on 22.96 thousand square metres of land, was inaugurated on September 25, 2004. It was established by the ministry of Science and Technology as a science education centre and designed by architect Ali Imam. The unique architecture of the theatre draws the attention of the passers-by because of its light blue, metallic dome.

[Source: Adapted from: https: // www .google .com .bd /search? hl =en&biw=1366&bih=673&site=imghp&tbm=isch&sa=1&q=orientation+ulab&btnG=#hl=en&q=national+assembly+building+bangladesh&tbm=isch,https://www.google.com.bd/search?hl=en&biw=1366&bih=673&site=imghp&tbm=isch&sa=1&q=orientation+ulab&btnG=#hl=en&q=The%20Bhasani%20Novo%20theatre&tbm=ischhttp://whc.unesco.org/en/list/252],https://www.google.com.bd/search?hl=en&biw=1366&bih=673&site=imghp&tbm=isch&sa=1&q=orientation+ulab&btnG=#hl=en&q=the+shat+gambuj+mosque&tbm=isch],http://whc.unesco.org/en/list/252]

c) Share information about what you've read with the rest of your group.

d) Working together with your group, complete the table.

Building		Bhasani Novo Theatre		
Built by			Luis I Kahn	
Date				1632 -1653
Located	Bagerhat			
Made of	Stone	Metal		

Activity 3: Grammar Focus: Identifying Parts of Speech

Work in pairs. Look at the underlined words from the four texts. What part of speech are they: noun, verb, adjective or preposition? Guess the meanings from the context.

1. The National Assembly Building is one of the most <u>majestic</u> public buildings in our country.
2. The Sangsad Bhaban complex is <u>located</u> at Sher-e-Bangla Nagar in Dhaka city.
3. The Taj Mahal was built by Mughal Emperor Shah Jahan in <u>memory</u> of his wife Mumtaz Mahal.
4. It is a 15th century Islamic edifice situated in the city of Bagerhat <u>under</u> the Khulna division.
5. Khan al-Azam Ulugh Khan Jahan named the area Khalifatabad in honour of the <u>reigning</u> Sultan Nasiruddin Mahmud Shah.
6. This dome shaped theatre with the <u>latest </u>technological equipment enables visitors to soar into space.
7. The Bhasani Novo Theatre, constructed on 22.96 thousand square metres of land, was <u>inaugurated</u> on September 25, 2004.

Activity 4: Summarising

a) *Work in pairs. Complete the summary about the National Assembly Building.*

The National Assembly Building was created by the architect 1)_____ and is one of the largest legislative complexes in the world. It houses all 2)_____ activities of Bangladesh. The main building consists of 3)_____individual blocks. The most important part of the Main Plaza is the Assembly Chamber, which can house up to 4) _____ members during sessions.

b) *Write a summary of one of the other texts.*

Extension: Describing Buildings

Complete the sentences in your own words with a reason clause using the word 'because' or 'because of'.

1. I like the National Assembly Building *because* _____
2. A lot of people visit the Taj Mahal *because*_____
3. It is common knowledge that many development efforts in the past were unsuccessful _____
4. _____ Bangladesh's fertile soil and normally ample water supply, rice can be grown and harvested three times a year in many areas.

Home task

Choose a famous building in Bangladesh. Find out information about it and complete the table.

Building	
Located	
Built by	

Session 2

At the end of this session you will have:
- developed your skills in justifying reasons
- developed ranking and reasoning skills
- recognised persuasive language

Activity 1: Thinking and Discussing

Persuasion is the act of making people do or believe something. For example, advertisers try to **persuade** customers to buy things.

Work in pairs.
1. *How do you persuade people to do the things that you want them to?*
2. *Think of a time when you had to persuade someone of your own point of view. Discuss how easy or difficult it was.*

Activity 2: Ranking and Reasoning Ideas

a) *Rank the following methods of persuasion from most to least effective.*

1. Using humour
2. Using aggression and threats
3. Presenting a logical argument
4. Using persuasive language
5. Create positive emotions
6. Offering a reward such as money

b) *Work in pairs. Compare your responses with your partner. Give reasons.*

Activity 3: Listing Skills and Qualities

A **skill** is something that can be learned or acquired through training, for example, painting. On the other hand, **a quality** is what you are born with, for example, sensitivity.

Work in groups. Look at the table of skills and qualities below and add three more skills and three more qualities to the lists.

Skills	Qualities
Playing a musical instrument	Confident
Taking photographs	Calm
Solving problems	Polite
Singing	Patient
Repairing machines	Friendly
Caring for others	Hard-working
Communicating effectively	Well-organised
Playing a sport	Punctual

Activity 4: Critical Thinking-Evaluating Voting Systems

Voting is a formal expression of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands.
[http://oxford dictionaries.com]

Work in groups. Discuss the following questions
   a) *How often do we have national government elections in Bangladesh?*
   b) *How old do you need to be to vote?*
   c) *What do you know about the voting system in our country? Is it easy or difficult to explain or understand?*

Activity 5: Skimming the Content of a Text

a) Work in pairs. Skim through the text quickly and suggest a possible title.

Title: _____

1. A voting system is the set of procedures that determine how people are elected to office. These procedures include how the ballot is structured, how people cast their votes, how those votes are counted, and how the winners are decided. Or as political scientists often put it: voting systems are the means by which votes are translated into seats in the legislature (the law-making branch of a government).

2. The most obvious reason why voting systems are important is that they determine who is elected, and ultimately who runs our local and national governments. Those elected directly affect what kinds of policies are passed and who benefits or suffers from those policies. Since it matters greatly who wins elections, voting systems matter as well, because different methods of voting can produce different winners.

3. It is clear that voting systems are not static elements of political systems. Throughout the history of democracy, voting systems have been in a state of constant evolution. New systems have been developed and old systems abandoned.

4. Some people refer to voting systems as *electoral systems*—a term often found in the political science literature. But this term can easily be confused with the term *election system*, which refers to althea procedures involved in elections, including ballot access rules and campaign finance laws. The term *voting system* is a clearer term for describing the specific procedures involved in voting for and electing candidates.

5. There are various criteria that can be used to evaluate voting systems. One characteristic of a good voting system is that it ensures majority rule. This decision-making principle is one of the cornerstones of democratic government. It justifies the use of governmental power, and it facilitates the peaceful transition of power from one political group to another.

6. Good voting systems also promote minority representation. This criterion is not incompatible with majority rule. A truly representative legislature can and must reflect the views of both the majority and significant minorities. Minority representation has several political benefits. It promotes the protection of minority rights and it fosters a greater sense of civic inclusion among political minorities.

7. Many voters want someone to represent their geographical area: their neighbourhood, city, or county. In part this is desirable because political concerns are sometimes specific to particular geographical regions. Rural areas and urban areas, for instance, may have very different policy problems, and some neighbourhoods in a city may have more problems with crime than others. Environmental pollution may also be a major concern in some regions but a minor issue in others. Having a representative accountable to a specific area ensures that local concerns have a voice in our governing bodies.

8. Effective votes are those that actually contribute to the election of a candidate. Wasted votes are votes that do not elect anyone. If your candidate loses, you have cast a wasted vote. Generally, a good voting system maximizes effective votes and minimizes wasted votes.

9. A good voting system should also allow citizens to cast their votes easily and to understand the outcomes of elections. Overly complex voting systems may discourage people from going to the polls. In addition, people who don't understand clearly how a voting system works may be unable to use it effectively to promote their political interests.

[Taken from: Laruelle, Annick, and Federico Valenciano. *Voting and Collective Decision-Making: Bargaining and Power*. Cambridge: Cambridge University Press, 2008. Print.]

b) Read the text again and match each heading below to a paragraph in the text, and underline the parts of each paragraph which helped you to make your choices.

    a.   Ease of use and administration
    b.   Majority rule
    c.   Why are voting systems important?
    d.   Geographical representation
    e.   Voting systems are in constant evolution
    f.   Minority representation
    g.   What are voting systems?
    h.   A point about terminology
    i.   Effective and wasted votes

c) Work in pairs. Select the option which best represents the author's main argument in the text.

    1.   Proportional representation voting systems
    2.   Plurality-majority voting systems
    3.   Criteria for evaluating voting systems

Activity 6: Using Methods of Persuasion

a) *Imagine you are trying to persuade your parents to allow you to stay out late. Think of three persuasive techniques you might use.*

b) *For each one, write a sentence which is persuasive.*
   Example: You must remember what it was like when you were my age, when everyone else was out and you had to stay in.

Extension: Recognising Persuasive Language

Underline the linking words/phrases in the sentences below. These may help you when you're trying to persuade someone. The first one is done for you.

1. This is one possible solution to the problem. <u>However</u>, there are others.

2. In many ways it would be better if we met on Monday rather than Wednesday.

3. "Have you written your English essay yet?" "Of course, I finished it last week."

4. Firstly and most importantly, such a refusal could save lives.

5. Some people might tell themselves that they drive well even after a few drinks, but this is just not true.

6. Since it matters greatly who wins elections, voting systems matter as well, because different methods of voting can produce different results.

7. I spent most of my money in the first week and consequently had very little to eat by the end of the holiday.

Home task

Write down three of your personal skills and qualities and give examples of situations in which you have used them.

Skills	Qualities
1. _____ Example of use: _____ _____	1. _____ Example of use: _____ _____
2. _____ Example of use: _____ _____	2. _____ Example of use: _____ _____
3. _____ Example of use: _____ _____	3. _____ Example of use: _____ _____

Unit 7:   Awareness of Food and Health

Session 1

At the end of this session you will have:
- developed your ability to guess meaning from context
- practised note-taking
- recognised simple purpose statements

Activity 1: Preparing to Read

Work in pairs. Answer the following questions.
1. What do you think "malnutrition" means?
2. What information do you think you will find out about "malnutrition" from the text 'Food and Nutrition' in Activity 2?

Activity 2: Reading Quickly for Main Ideas

a) *Scan the first paragraph of the text on the following pages. Underline the definition of malnutrition.*

b) *Work in pairs. Read the whole text quickly and match the headings below with the paragraphs of the text.*
   1. Ways of increasing nutritional intake
   2. Links between nutrition, poverty alleviation, employment generation and gender
   3. Different initiatives to address nutritional intake
   4. Defining malnutrition
   5. Links between nutrition and household food security

Food and Nutrition

Paragraph 1

Bangladesh has one of the highest malnutrition rates among women and children in the world, and this has serious implications for the productivity as well as the overall development of the country. People suffer from malnutrition if their diet does not provide adequate calories and protein for growth and maintenance or if they are unable to fully utilise the food they eat due to illness.

Paragraph 2

A major contributory factor in nutritional status is gender and poverty as poor nutrition is more prevalent among the poor, especially poor women and young girls. In this context, there exists a relationship between nutritional intake, poverty alleviation and gender inequality. Women tend to take on responsibilities such as providing food, health care for their families, cooking and distributing the food for the family to eat, and finding ways to feed the family when supplies run low. An important need related to increasing nutritional intake in rural households is to empower rural women so that they are well-informed about and have better access to resources to enhance their nutritional level.

Paragraph 3

Food insecurity at household level is one of the most important causes of malnutrition. Household food security depends on having food available at national and regional levels. For many years, the focus has been on food shortages and poverty as the main causes of malnutrition. Nowadays, the focus is more on basic causes related to people, economics, and the organisation and patterns of relationships. This is the path from Food Security to Nutrition Security.

Paragraph 4

Nutrition is concerned with the food we eat and helping our bodies work. There are different types of food and these have different proportions of nutrients that make our food nutritious and well-balanced. These nutrients include carbohydrates, fats, proteins, vitamins, minerals and water. The table below illustrates some of the major nutrients necessary for human beings to remain healthy.

Nutrient	Type of food	Why we need it
Carbohydrate	Starch in cereals, potatoes, bread, pasta, rice. Sugar in sweet foods and drinks.	For energy. Most carbohydrates should be in the form of starch, not sugar. Lack of carbohydrates causes Hypoglycemia, also known as low blood sugar.
Proteins	Meat, fish, nuts, lentils, poultry, eggs.	For growing and repairing our tissues. Children who receive too little protein may grow too slowly or suffer from a condition called Kwashiorkor. People may suffer from headaches because of a lack of protein.
Fats	Meat, cakes, fried foods, fast food.	For warmth and energy. Too much fat in our diet leads to severe health problems including heart attacks.
Vitamins & minerals	Lots of foods, especially fruit and vegetables.	Adequate intake of vitamins and minerals is important for health, and there is growing evidence that a number of bioactive plant substances (those that have an effect on living tissue) found in fruit and vegetables are also important in promoting good health. A lack of some vitamins may lead to particular illnesses; for example, a lack of Vitamin C leads to a condition called scurvy. Not having enough iron (a mineral) in our diet leads to anaemia.
Water	Water or fruit juice.	To stay healthy. It is recommended that you drink about 1.5 litres of water every day. Lack of water can lead to dehydration.

Paragraph 5

The Government of Bangladesh and other organisations have initiated different programmes to address malnutrition. These programmes have been launched to address food security through the improvement of income-generating activities and creating employment for the poor in rural areas.

[Source: Nutrition & REOPA Project, Information Brief Paper, UNDP – Bangladesh]

Activity 3: Guessing Meaning from Context

Work in pairs. Read the sentences from the text. What do you think the underlined words/phrases mean? Use the context to help you guess the meanings.

Example: Malnutrition has serious implications for the productivity as well as the overall development of the country.

Here, malnutrition means not enough essential food types are being eaten.

1. Major contributory factor in nutritional status are gender and poverty as poor nutrition is more prevalent among the poor, especially poor women and young girls.
2. In this context there exists a relationship between nutritional intake, poverty alleviation and gender inequality.
3. Household food security depends on having food available at national and regional levels.
4. Adequate intake of vitamins and minerals is important for health.
5. The Government of Bangladesh and different civil society organisations have initiated different programmes to address malnutrition.

Activity 4: Reading and Note-taking

Work in pairs. Use the table on nutrients after Paragraph 4 in the text in Activity 2 to complete the table below.

Nutrient	Why we need it	Lack of it /Too much of it causes:
Carbohydrate	For energy.	
Proteins		People may suffer from headaches because of a lack of protein.
Fats		
Vitamins & minerals		A lack of some vitamins may illnesses such as scurvy.
Water	To stay healthy.	

Activity 5: Grammar Focus

a) Study the box about prefixes.

Prefixes

We can use prefixes to help us understand the meaning of a word.
Some prefixes give a word the opposite meaning. For example:
    'dis' -gives the noun *advantages* the opposite meaning
    'un' - gives the adjective *helpful* the opposite meaning
 	
Look at these prefixes and their meanings:
    'anti' - means 'opposite', for example: antibiotic
    'in' - means 'not' or'without', for example: inappropriate
    'un' - means 'not', for example: unhappy

b) *Add negative prefixes from the box to the words in the sentences. Use a dictionary to help you if necessary.*

un- in- ir- dis-im-

1. They are _____able to fully utilise the food they eat due to illness.
2. It is difficult to learn all the _____regular verbs in English.
3. Paul _____liked the new teacher.
4. The article is _____complete. You must write the introduction.
5. Their estimate of the cost of the project was extremely _____accurate.
6. She ate two plates of fried rice and a dessert? That's _____possible, I don't believe it!

Activity 6: Listening for Specific Information

Listen to a conversation between a mother and her son on "Five important steps to maintaining a healthy lifestyle." In the list below, put a tick (✔) next to the five steps that the mother mentions.

- Try to eat a high fibre diet
- Warm up before you begin playing sport
- <u>Cut back on</u> fatty foods
- Drink alcohol in moderation
- Try to eat more fresh fruits and vegetables
- Try to eliminate dairy products
- Restrict your sugar and salt intake
- <u>Take up</u> weight-training
- Go to bed early
- Don't eat too many high-calorie items

Extension

a) *Work in pairs. Think of three more words beginning with each of the prefixes in the table below, in addition to the words in Activity 5.*

Prefix	Words
un-	
im-	
Ir-	
dis-	
in-	

b) *Now write sentences using three of the words you thought of.*

1. _____
2. _____
3. _____

Home task

a) Read the information on healthy eating. What do you learn about healthy eating?

Nutrition for Healthy Eating

Did you know that during your teenage years, your body is still growing and developing? Here are some facts about good nutrition for a healthy body:

- Certain food habits can actually prevent growth. Your body needs calories and nutrients to grow and mature.
- Feeling too tired? Make sure your meals are well-balanced to keep your body in good shape.
- Don't skip meals. Your body needs constant energy to help you get through busy days.
- To have healthy and strong bones, it's important to get as much calcium as you can in your teens. Your body will thank you when you're older.
- Eating a lot of sugar can give you quick energy, but won't help you to work hard as you go through the day.
- Proper nutrition can help your body look and feel its best!

b) Work in pairs. Tell your partner, in your own words, three things you've learnt about healthy eating.

Session 2

At the end of this session you will have:
- Read for main ideas
- Identified cause and effect relationships
- Practised taking notes while listening

Activity 1: Reading for the Main Ideas

a) *Read the article about food poisoning on the next page and match the topic sentences 1 to 7 below with the paragraphs a. to f. There is one extra topic sentence that you do not need to use.*

1. One of the basic reasons for food poisoning is the chemicals used in food preservation.
2. Food poisoning often occurs from eating or drinking.
3. Food poisoning occurs when food or water contaminated with harmful microbes (germs) is eaten or drunk.
4. Food safety also depends on water safety, since water is usually used in food preparation
5. An estimated 45 million people in Bangladesh suffer from food poisoning or some kind of food borne disease every year.
6. Contamination of food can occur because of problems in food production, storage or cooking.
7. In order to avoid food poisoning, it is important to follow some simple steps.

Food Poisoning

a._____
Bacteria and viruses as well as chemical contaminants like pesticides and food additives lead to food borne diseases, and excessive use of pesticides, unregulated street food and a lack of awareness about food safety causes <u>millions of people to fall ill annually in Bangladesh</u>.

b._____
Vegetable, fish, milk, fruit, meat - nothing is safe, yet they can all be found in markets everywhere. Traders are using toxic chemicals to preserve foods, which can play havoc with our health. Most of the country's population, especially women and children, will be victims at one time or other if the authorities fail to stop food adulteration.

c._____ The most common cause of food poisoning is the bacterium Campylobacter, which is found in raw and under-cooked meat. Another common cause is salmonella, which is transferred when raw food including meat, dairy products and especially eggs come into contact with cooked foods. This can lead to severe illness and even death. It usually causes diarrhoea and sometimes vomiting as well.

d._____ It occurs when food is prepared by someone who does not wash their hands properly or uses cooking utensils, cutting boards, and other tools that are not fully cleaned. It also occurs when certain foods, such as dairy products, have been out of the refrigerator too long, or when raw fruits or vegetables are not washed well, or when meats or eggs are undercooked. Infants and elderly people are at the greatest risk from food poisoning. You are also at higher risk if you have a serious medical condition, such as kidney disease or diabetes, or if you have a weakened immune system.

e._____ In Bangladesh, where groundwater is one of the major sources of fresh water, the contamination of water with naturally occurring arsenic is a frightening reality that can potentially violate people's right to safe food. Ensuring the right to safe food requires an approach that considers the whole food system, not just the final product. Protecting everyone from producers to consumers is vital if Bangladesh hopes to reduce the number of people affected by food poisoning.

f. _____ We need to keep work surfaces and utensils clean. We should wash and dry our hands regularly but especially after going to the toilet, before preparing food, after handling raw food and before touching 'ready-to-eat' food. We must not

prepare food for others if we have diarrhoea or vomiting. We need to make sure that we cook food thoroughly, especially meat as this kills bacteria. Food should be cooked right through and be piping hot in the middle. If food that needs to be chilled or refrigerated is left out of the fridge, bacteria may multiply to levels that cause food poisoning.

[CSRL: Campaign for sustainable Rural Livelihoods. Posted on October 26, 2012 by Jessica Carter. http://www.patient.co.uk/health/Food-Poisoning.htm, BSS, Dhaka. The New Nation: Bangladesh's Independent News Source, 1 June, 2010]

b) Find three words/phrases which are explained in the text, for example by using examples, synonyms or definitions.
   Example answer: microbes (germs).

c) Find three words/phrases which are not explained in the text, but which can be guessed from the context.

Activity 2: Noticing Language

Match the underlined words and phrases in column A with their meanings in column B.

A	B
1. Bacteria and viruses as well as chemical <u>contaminants</u> lead to food borne diseases in Bangladesh.	a) cause big problems with
2. You are also at higher risk if you have a serious medical condition, such as kidney disease or diabetes or if you have a weakened <u>immune system</u>.	b) substance that makes something less pure or makes it poisonous
3. Traders are using <u>toxic</u> chemicals like formalin to preserve foods, which can play havoc with out health.	c) poisonous material capable of causing death or serious debilitation
4. Traders are using toxic chemicals like formalin to preserve foods, which can <u>play havoc with</u> out health.	d) the organs, cells and tissues in the body which protect it against infection

Activity 3: Linking Causes with Effects

a) *Work in pairs. Match the beginning of each sentence with the most appropriate ending.*

1. Bacteria and viruses as well as chemical contaminants like pesticides and food additives	a) causes millions of people to fall ill annually in Bangladesh.
2. Excessive use of pesticides, unregulated street food and a lack of awareness about food safety	b) reaction causing massive damage.
3. The article explores the origins	c) lead to food borne diseases in Bangladesh.
4. One small explosion sets off a chain	d) of the concept of democracy

b) *Use more precise verbs of cause and effect from the box and replace the underlined words in the sentences below. You need to use some of the verbs more than once and may need to change the form of the verbs.*

create   induce   generate   contribute
Example: The drugs may <u>cause</u> nausea.
            The drugs may <u>induce</u> nausea.

1. Wilson's most recent paper has <u>caused</u> a great deal of interest among psychologists.
2. Researchers are investigating why chocolate <u>causes</u> headaches in certain people.
3. Salmonella, a common bacterium, <u>causes</u> food poisoning.
4. Intensive farming has <u>been a significant factor in</u> the decline of frogs.
5. The drug <u>caused</u> headaches and dizziness among a number of subjects in the test.
6. In Bangladesh, naturally occurring arsenic <u>causes</u> contamination of water.

Activity 4: Identifying Noun Phrases

Look back at the article on food poisoning. Find examples of the different types of noun phrases. Write them in the appropriate columns in the table below.

This/the +general noun	Adjective+noun	Noun+noun	Other noun phrases
This trend	The most common cause	Food poisoning	

Activity 5: Listening and Completing Notes

You are going to listen to a seminar speaker who will give a talk on "Guidelines for a Healthy Diet". Use appropriate words to complete the notes below.

Guidelines for a Healthy Diet

Introducing Dietary Guidelines
The Dietary Guidelines recommend that people maintain desirable 1)_____.
Healthy refers to people who do not suffer from 2)_____.

Eat a Variety of Foods
All foods that supply calories and essential 3)_____can be included in an adequate diet. Choose low-calorie foods, especially for 4)_____ persons.

Maintain Healthy Weight
A healthy weight reduces the chances of 5)_____.
To maintain weight, you must balance the 6)_____.

Choose a Diet Low in Fat, Saturated Fat and Cholesterol
Only about 7)_____of calories should come from fats.
It is important to get your 8)_____cholesterol checked regularly.

Choose a Diet with Plenty of Vegetables, Fruits and Grain Products

Foods that provide complex carbohydrates, dietary fibre, and other components are linked to 9)_____ health.

Most of the 10)_____in your diet should come from grain products, fruits and vegetables.

Use Sugars in Moderation
Sugars and starches can contribute to tooth 11)_____.

Use Salt and Sodium in Moderation
Using less salt and sodium than is normally used will 12)_____people with high blood pressure.

Eating a Balanced Diet
Eating a 13)_____ means eating a wide variety of foods.

The Importance of Diet to Health
The importance of diet to health, especially in the prevention and cure of illness, is slowly becoming 14) _____.

Extension

Write a paragraph in your own words giving your views on the main causes and effects of food contamination in Bangladesh. Write between 80 and 100 words.

Home task

Design a poster using pictures and using not more than 50 words advising people about the food habits necessary to stay in good health.

Unit 8:   Nature and Environment

Session 1

At the end of this session, you will have:

- predicted the topic and content of a text
- identified cause and effect relationships
- expressed cause and effect
- discussed a topic in groups

Activity 1: Previewing the Topic

Work in pairs.

a) *Have you experienced or read about any disasters? How do such disasters affect our lives and the environment?*

b) *Look at the pictures. What is happening or has happened?*

Picture 1   Picture 2   Picture 3

c) *Look at title of the reading text in Activity 2. Can you relate the pictures with the text?*

Activity 2: Identifying Causes and Effects

a) *Some of the verbs in paragraph 1 of the text below are italicised; these indicate actions that produce some effect(s). Read the text and underline four more verbs in the rest of the text that indicate actions that produce some effect(s).*

Tropical Cyclones: The Deadliest Disasters of the Bay of Bengal

Paragraph 1: Over the past 200 years at least 70 major cyclones have *hit* coastal areas of Bangladesh. During the last 35 years alone, nearly 900,000 people died due to cyclones. They originate in the warm tropical oceans as low pressure systems with very high wind speeds. The strong winds *cause* huge loss of life and property, and damage the local environment and ecosystem. A cyclone with a wind speed of over 150 km/hr. can *result* in a rise in sea water levels (surges), and these surges are responsible for most of the damage caused by cyclones. The surge waves rush inland with enormous force and, as a result, *wash away* everything in their path.

Paragraph 2: The effects of cyclones and storm surges are severe; the agriculture and fisheries suffer most, but there is also an impact on the lives, property and wider economy of the coastal region. Houses, crops, and vegetable and fruit gardens are generally damaged in the storms, with shrimp ponds and salt beds also damaged due to flooding caused by the surges. As a consequence of the heavy rainfall from these cyclones, the victims often lose their cattle, poultry, stocks of food, seeds, boats, nets and other tools for cultivation and fishing.

Paragraph 3: The cyclonic storm Sidr was one of the fiercest cyclones ever to hit Bangladesh. It damaged about 25 percent of the Sundarbans, a naturally regenerating coastal 'green belt' that had protected Bangladesh against cyclones and storm surges for centuries. This storm hit the eastern parts of the forest, leaving a trail of devastation. Increasing salinity now gradually impacts on the ecosystem adversely, and habitats have become unfit for the local wildlife. This may require some species to migrate or perhaps become extinct if they cannot find a suitable habitat within migrating distance. The reduction in already critically threatened flora and fauna will result in further loss of biodiversity.

[Source: Adapted from: *Tropical Cyclones: Impact on Coastal Livelihoods*. IUCN 2008.]

Work in pairs.

b) *Fill in the graphic organiser to map the causal relationships with information from paragraph 3 of the text above.*

```
┌──────────────┐          ┌──────────────┐
│ A cyclone with│  ─────▶  │              │  ─────▶
│ wind speeds of│          │              │
│ over 150 km/hr│          └──────────────┘        ┌──────────────────┐
└──────────────┘                                   │ Increasing salinity│
                                                   └──────────────────┘
                          ┌──────────────┐
                    ◀───  │              │  ───▶
                          └──────────────┘        ┌──────────────┐
         ┌──────────────┐                         │ Some species  │
         │              │                         │ become extinct│
         └──────────────┘                         └──────────────┘
                   ───▶   ┌──────────────────┐  ◀───
                          │ Loss of biodiversity│
                          └──────────────────┘
```
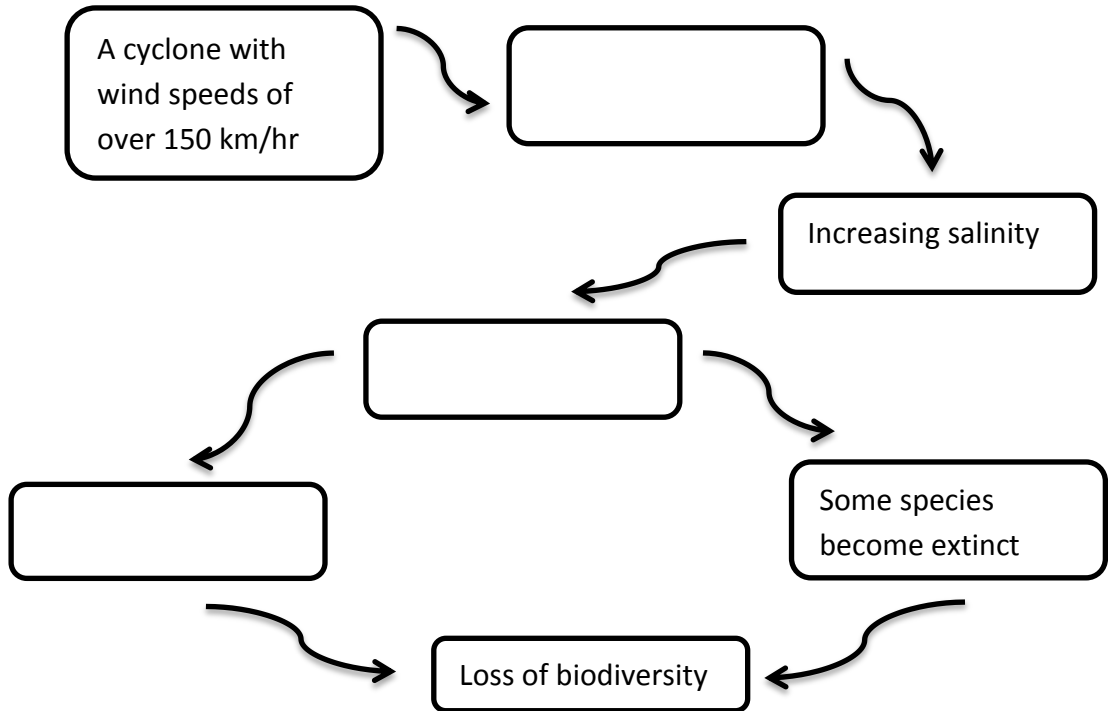
c) *With the information from paragraph 1 of the text, prepare another graphic organiser to show the cause-and-effect chain.*

d) *List at least three cause and effect pairs from the text. The first one is done for you.*

Cause	Effect
1. The strong wind	loss of lives and properties
2.	
3.	
4.	

Activity 3: Expressing Cause and Effect

Work in Pairs.

a) *Use verbs, nouns and transitions from the table to complete the paragraphs below and express the cause and effect relationships. More than one answer is possible.*

Verbs	Nouns	Transitions
Cause	Cause	Because (of)
Lead to	Reason	As a result (of)
Result in	Effect	As a consequence (of)
Make	Result	Consequently
Create	Impact	Due to
Change		Since
Affect		

For a long time people on the Earth didn't think much about greenhouse gases. The situation 1) _____ when people started using more and more energy in the form of fossil fuels, like oil, gas and coal. We burn fossil fuels to power factories, run cars, produce electricity and heat houses. 2) _____ fuel burning, carbon dioxide is emitted into the atmosphere.

Scientists have different opinions on how warm the Earth's surface will really get. The increase may be between 1.5°C and 6°C by the year 2100. Warmer weather will 3) _____ ice caps and glaciers to melt. 4) _____, sea levels could rise dramatically. Plants, animals and people living in coastal areas all could be in danger 5) _____ the rise. The weather may 6) _____ in many areas of the world. Floods, droughts and damaging storms could be the 7) _____.

b) *List at least four cause and effect pairs from the text above and express the relationships in sentences using different verbs, nouns and transitions.*

1. _____

2. _____

3. _____

4. _____

Activity 4: Group Discussion

a) *Work in groups. Discuss the causes and consequences of climate change in Bangladesh. Considering the following facts:*

- Climate change has become a great challenge for the world including Bangladesh due to its unpredictable nature.
- Emission of greenhouse gases is the key reason for global warming. This is caused mostly by developed countries and developing countries suffer due to global warming.

b) *Do you think the developed countries should take the major responsibility for addressing the problems of climate change? Share your views with class.*

Activity 5: Understanding Cause and Effect Chains

Work in groups.

a) *Read the graphic organiser carefully and identify the chain of events.*

```
┌──────────────────┐        ┌──────────────────────────────────┐
│ Cyclone with high│  ───▶  │ Storm surges (rise in sea water  │
│ wind speed       │        │ levels)                          │
└──────────────────┘        └──────────────────────────────────┘
                                              │
                                              ▼
┌──────────┐   ┌──────────────┐   ┌──────────────────┐
│ Some     │◀──│ Unfit habitat│◀──│ Severe damage to │
│ species  │   │ (due to      │   │ the environment  │
│ migrate  │   │ salinity)    │   │                  │
└──────────┘   └──────────────┘   └──────────────────┘
```
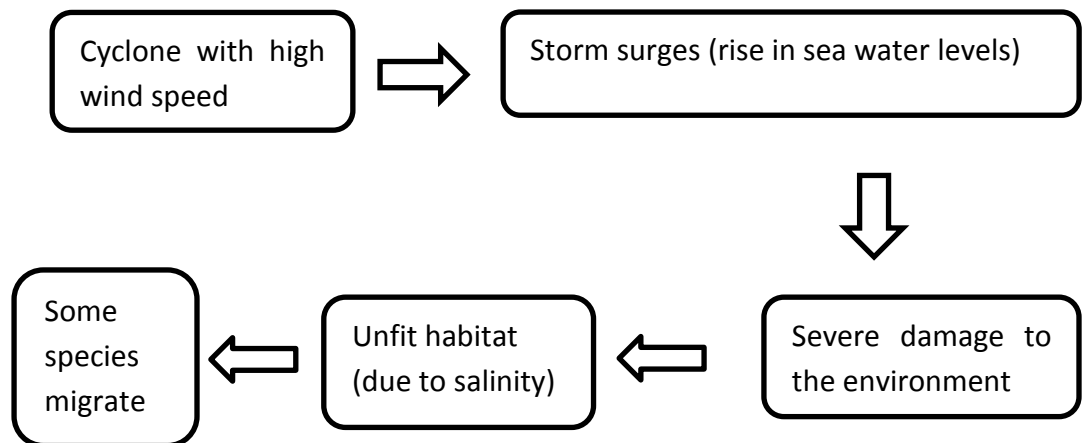
b) *Write one sentence for each cause-effect pair.*

c) *Write a paragraph from the sentences. Rewrite the sentences where necessary.*

Extension: Writing about Causes and Effects

a) *From the discussion in Activity 4, choose a cause with multiple effects. Show the cause and effects using a graphic organiser.*

b) *Write two paragraphs - one on the cause and the other on the effects. Use cause-effect vocabulary from the table in Activity 3.*

Home task: Online Research

Search for information on the Internet on environmental destruction.

a) *Make a list of five man-made causes of environmental destruction.*

b) *Show one man-made cause and its effects in a graphic organiser.*

c) *Find a solution. Write a paragraph on this.*

Session 2

At the end of this session, you will have:

- understood cause and effect text patterns
- used vocabulary to express causes and effect
- generated ideas through discussion
- taken notes of an interview

Activity 1: Preparing to Read

Work in pairs. Discuss the following questions.

- Have you observed any major change in climate in your lifetime?
- How does climate change affect people's livelihoods?
- How can we prevent such changes?

Activity 2: Previewing Vocabulary

Choose a word from the box with the same meaning as the underlined words in each of the sentences below.

Vulnerability	Phenomenon	Consumption	Variability	Implication

1. The study shows that traditional cooking stoves in Bangladesh have a severe <u>consequence</u> in terms of both deforestation and greenhouse gas emission into the atmosphere. _____

2. Flash floods and landslides are a regular <u>occurrence</u> in the foothills of Chittagong and Cox's Bazar. _____

3. In consideration of the high <u>susceptibility</u> of Bangladesh to climate change, there is always a need for more initiatives to reduce its impact. _____

4. It has been estimated that biomass energy accounts for about 38% of the primary energy <u>intake</u> in developing countries. _____

5. Climate is often defined as 'average weather' and is often described in terms of the mean and <u>fluctuation</u> (maximum and minimum) of temperature, precipitation and wind speeds. _____

Activity 3: Understanding Text Pattern

a) *Look at the title of the text below. Tick (√) what you think will be the focus of the text. You can tick more than one box.*

☐   The reasons for climate change
☐   The solution of the problems caused by climate change
☐   The risks posed by climate change
☐   Monitoring the parameters and indicators of climate change

b) *Read the text. Check whether your choice(s) of focus is/are correct.*

Impacts of and Vulnerability to Climate Change

Climate change is primarily due to global warming and associated changes in the rainfall patterns over time. These changes impact on various natural and physical systems such as water cycles and associated phenomenon such as floods, drought, storm surges, sea surface temperature, biodiversity, glacial and polar ice melts and the like. One particular cause for concern for Bangladesh is the sea level rises which may happen due to thermal expansion of sea water and larger volumes of oceanic water due to polar ice melting.

The initial changes and their secondary impacts influence the human systems of agriculture and food security, health and nutrition, industry and infrastructure, risk and disaster management. Many of these changes reinforce each other and

also interact with the initial and secondary changes in complex ways. The consequence of all these is that people may become vulnerable in terms of their livelihoods, income, consumption and employment. The impact of climate change is likely to be felt by men and women, the rich and poor, those living in both coastal and inland areas, and those in urban and rural areas, though in different ways and in different intensities. Therefore, it can have a negative economy-wide impact and, as a result, have severe implications most households.

The southern and northwest regions of Bangladesh are the most vulnerable. These areas are expected to experience the largest decline in rice production due to climate change for three reasons. Firstly, these regions have already experienced significant declines in *Aus* and *Aman* rice production due to climate variability, which is expected to worsen under climate change. Secondly, *Boro* yields are severely affected by changes in mean rainfall and temperature, and by mean shifts in the flood hydrographs. The south is also affected by rising sea levels, which permanently reduce cultivable land. The largest percentage declines in per capita consumption are projected in these regions. Adaptation measures should, therefore, focus on these areas.

[Source: Adapted from *Climate Change Issues and Climate Change Negotiations: An Overview from Bangladesh Perspective*. IUCN 2011.]

Work in pairs.
 c) *Identify the theme of each paragraph.*

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

 d) *Prepare a summary of* the *'Impacts of and Vulnerability to Climate Change'*
      in note form.

Activity 4: Note-Taking

a) Listen to a radio interview on climate change (Audio 9.2). Use the table below to take notes.

Keywords	Notes
natural gradual man-made faster	Climate Change I. Natural change - gradual a. variations - earth's orbit round sun b. sunspot activity c. volcanic eruptions II. Recent change - faster than natural a. human activities

b) Compare your notes with two other classmates.

c) Do your note-taking styles vary? If yes, identify the best features.

Activity 5: Generating Ideas

Work in groups.

a) *Discuss at least two negative effects of climate change that you have read or heard about in this session.*

b) *What can be done to reduce these negative effects - for example, intervention to reduce the causes or adjustment in natural or human systems?*

c) *Write a paragraph on each negative effect. Present your ideas to the class.*

Extension: Finding Appropriate Vocabulary

Work in pairs.

a) *Fill in the blanks with suitable words from the box that express the causal relationships. You may need to change the form of the words in the box.*

trigger	aggravate	lead to	worsen
result	slow	increase	due to

Despite increased resilience, climate related disasters continue to 1) _____ large economic losses reducing economic growth and 2) _____ progress in reducing poverty. The 1998 monsoon flood inundated over two-thirds of Bangladesh and 3) _____ in damages and losses of over $2 billion. Similarly, Cyclone Sidr 4) _____ in damages and losses of $1.7 billion.

Change in climate is likely to 5) _____ the incidence of water and airborne diseases. Moreover, warmer and more humid weather 6) _____ faster growth of bacteria and parasites. This situation 7) _____ with poor sanitation and drainage facilities. Climate change induced illness may 8) _____ in loss of livelihoods and may drive people into extreme poverty.

A warmer and wetter future climate that goes beyond historical variations will 9) _____ the existing climatic risks and 10) _____ vulnerability by increasing the extent of flooding and storm surges and by reducing arable land 11) _____ sea level rises and salinity intrusions.

b) Use your dictionary to find the meaning and pronunciation of the words in the table below. If possible, use the Merriam-Webster Online (http://www.merriam-webster.com/) or another online dictionary to listen to the pronunciation of the words by clicking on the pronunciation icon.

Ac'quire	Acqui'sition
mitigate	mitigation
atmosphere	atmospheric
catastrophe	catastrophic
contaminate	contamination
emit	emission
poach	poacher

c) Mark the stressed syllables in the table above. The first pair of words is done for you. Then practise pronouncing the words.

Home task: Note-Taking Techniques

a) Read the text about a note taking method in the box below. Compare it with the method you applied in Activity 4.

Cornell Note-Taking Method
The paper is divided into two columns: the questions/key word column on the left is half the size of the note-taking column on the right. 5 to 7 lines should be left at the bottom of the page. Notes from a lecture usually consist of the main ideas and paraphrasing long ideas, and are written in the note-taking column. Symbols or abbreviations are used wherever possible. Relevant questions or key words are written in the key word column. The notes must be revised and a brief summary should be written in the bottom 5 to 7 lines of the page.

b) Search the Internet to find out more about the method and find a template.

Unit 9:   Robots and Intelligence

Session 1

At the end of this session, you will have:

- read academic descriptions
- read the description of a graph
- described graphs using comparative forms

Activity 1: Preparing to Read

Work in pairs. Discuss the questions.

a) Have you seen any robots in scientific movies, exhibitions or toy stores?
b) What are their appearances like? Do they have hands and feet like humans?
c) Are they intelligent like humans? Can they think?

Activity 2: Active Previewing

a) *Read the title and headings of the text in Activity 3. What does the word "structure" suggest?*
b) *Look at the pictures in the text in Activity 3. What information do they give you about the questions asked in Activity 1?*
c) *Put a tick next to the points below that you think will appear in the text.*
   — a description of different components of a robot
   — when the robot was invented
   — how robots are used in industries
   — functions of different components of a robot
   — how robots function as a whole/system
   — how people react to the behaviour of robots

Activity 3: Describing Component Parts and Systems
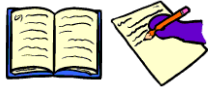
a) Read the text and check your predictions.

The Structure of Robots

Both humans and robots can control objects in their environment in order to carry out certain tasks. Humans use their senses of vision, touch, smell and so on to analyse the environment, process the resulting information in the brain and then carry out some action using their limbs. Similarly, robots can obtain information about the surroundings using their sensors, process the information in a unit consisting of one or more processors and send some signals to the motors to do something in response. However, contrary to the common belief that robots are machines with hands and feet, they are often quite different and may not look like the robots we see in the movies. Typically a robot consists of a mechanical structure, sensors and a brain system. Robots may vary from a simple apparatus like stationary mechanical arms to autonomous robots, i.e. robots that are capable of making decisions.
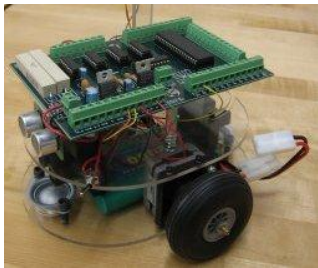
Picture 1   **Picture 2**   **Picture 3**
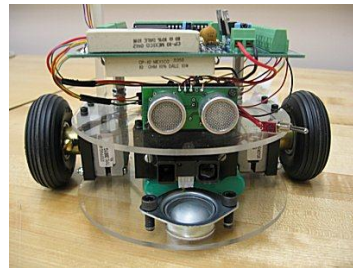
Mechanical Structure

Most robots consist of a metal-based physical body structure that depends on the robot's intended use or function. The most common metals used for robotic body structures are steel, copper, and brass. The muscle systems of robots are made up of a number of different mechanisms. The most popular muscle mechanisms are gears (like the ones used in cars), pneumatic actuators, and thrusters (which are used mainly for outer space mobility). To manipulate the surroundings with various programmed motions, a variety of electric motors produce locomotion or mechanical movement. Gears and chains provide a mechanism to transmit rotational motion from one place to another.

Sensors

To measure robot configuration or condition and its environment and to send such information (e.g. arm position, presence of toxic gas) to the brain system as electronic signals, sensors like light sensors, touch sensors, sound sensors, and acceleration sensors are commonly used in robots. Sensors interact with external environment and transform the measured data (sound, light, pressure, temperature etc.) into electronic signals. Robotic sensing mainly gives robots the ability to see, touch, hear or move and uses algorithms that require environmental feedback. Robots often need information that is beyond the five human senses, e.g. the ability to see in the dark, detect tiny amounts of radiation or measure movement that is too small or fast for the human eye to see.

The "Brain" System

Sensors and mechanical muscle systems are necessary for robots to be able to perceive their environment and to move or manipulate the environment in various ways. In addition to these, there is also a system for analysing the sensory information gathered by the sensory systems, making decisions concerning what actions to take, and sending the necessary signals to the muscle systems to perform the actions. It is common to use several processors in the brain of the robot. Typically, high-level tasks, such as decision-making, are carried out on a standard PC, for example a laptop computer mounted on the robot, whereas low-level tasks are carried out by microcontrollers, i.e. single-chip computers.

b) Mark each statement as T (True) or F (False). Correct the false ones.

1. Robots ~~are typically shaped like a human~~. **F** *vary in shape.*

2. The brain system of robot is connected to the environment by sensors. _____

3. Robots consist of three component parts. _____

4. Robots are commonly made of plastic, glass and metals. _____

5. The brain system of robots is usually egg-shaped. _____

6. The function of the sensors is to observe the surroundings. _____

7. The sensors are used for movement or manipulation of the environment. _____

111

c) Match each item in the first column with the related item in the second column. Look back at the text if necessary. The first one is done for you.

Column I	Column II
1. perceive environment 2. processors 3. decision making 4. mechanical movement 5. manipulation of objects 6. low-level tasks 7. rotational motion	a. brain systems __3__ b. sensors _____ c. gears and chains _____ d. electric motors _____ e. microcontrollers _____ f. muscle systems _____ g. a standard PC _____

d) Write complete sentences, describing each relationship above.

Example: Brain systems enable robots to make decisions.

Activity 4: Describing Functions

a) Read the text. Underline at least five Verb-Noun sequences that describe the functions of some sensors. The first one is done for you.

Functions of Sensors in Robots

Depending on its task, a robot might have a wide variety of sensors that allow them to <u>collect</u> <u>information</u> about their environment, the physical world. These sensors help a robot communicate with its external world, or control its own internal system. Passive sensors like cameras capture signals that are generated by other sources in the environment and active sensors, such as sonar, radar, and lasers, emit energy into the environment and detect reflection to gather the information needed. There are three common types of sensors used in robots to measure distances or locate objects, to generate an entire image of the environment and to measure a property of the robot itself such as its arm position.

Many mobile robots make use of laser range finders, which measure distances to nearby objects. Close-range sensors are often contact sensors which require

physical contact with other objects. These sensors are mostly used to avoid obstacles. A push button switch, limit switch or bumper switch are all examples of contact sensors. Long-range sensors like the Global Positioning System are used to determine the approximate position and velocity of a robot and are extremely helpful for outdoor robots.

The second important class of sensors is imaging sensors. These are cameras that provide images of the environment that can then be analysed using computer vision and image recognition techniques. Cameras are most commonly used on robots to detect humans in a "scene," track moving objects, understand three-dimensional objects and so on. Light sensors measure the amount of light or darkness and hence sense brightness. An accelerometer is a device which measures speed and tilt.

b) Choose one word from the text to complete each sentence. Change the form of the word if necessary. The first one is done for you.

Some of the most common sensors that robots use include:
1. Thermal sensors to detect how _hot_ or _cold_ the robot's environment is
2. Cameras to _____ objects, people, or other robots
3. Global Positioning System receivers to determine the robot's _____
4. Laser range finders to determine the _____ between the robot and other objects
5. Light sensors to detect how _____ the robot's environment is
6. Contact sensors to tell the robot if it has _____ into something

c) Work in pairs. The table below gives some sensors and the information they provide. Write sentences describing the link between each sensor and the information it provides. The first one is done for you.

Sensor	Information Provided
1. Microphones	a. Sound
2. Ultrasonic sensors	b. Existence of objects
3. Light sensors	c. Light and darkness
4. Chemical sensors	d. Smell
5. Photo resistor	e. Colours
6. Ranging sensors	f. Obstacles
7. Magnetic Compasses	g. Direction

1. *A microphone converts sound into electrical signals.*

113

Activity 5: Understanding Descriptions of Graphs

a) *Work in pairs. Look at the example graph below. Select the correct labels from the list to describe the different parts of it.*
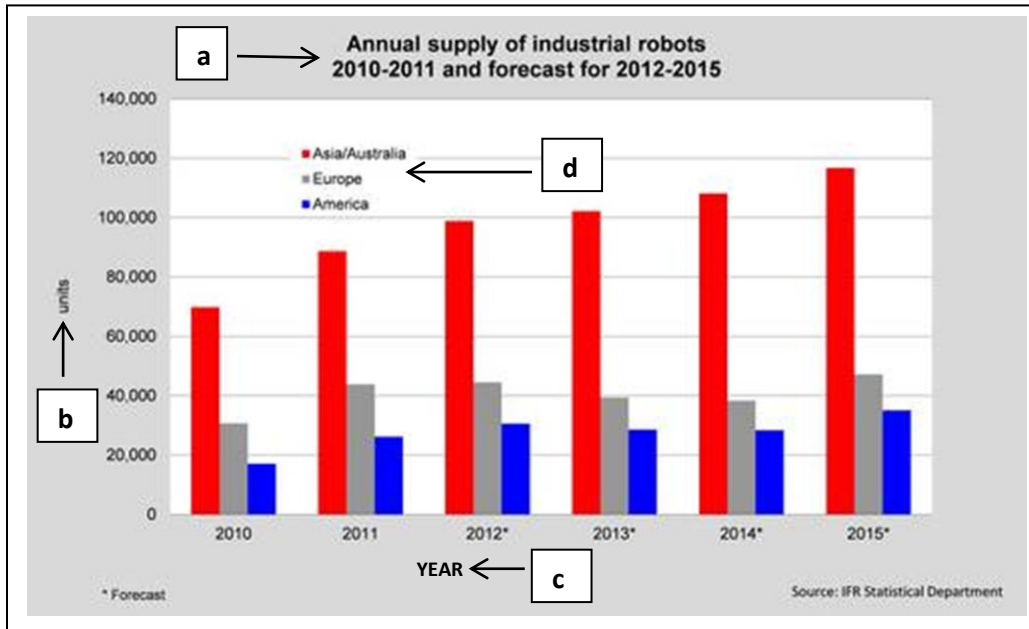
1. caption _____   2. key _____
3. horizontal axis label _____   3. vertical axis label _____

b) *Study the above graph carefully. Decide if the statements below are true or false. Correct the false statements. The first one is done for you.*

1. The graph forecasts annual supply of industrial robots in the years ~~2010 and 2011~~. *2012-2015*

2. The graph shows annual supply of industrial robots in the years 2010 and 2011.

3. The horizontal axis on the graph shows the number of units supplied.

4. The vertical axis shows the number of units supplied and is measured in numbers which go up by 5000 at each level.

5. Supply figures have gone up over the period described.

6. Supply figures will go up over the period forecasted.

114

c) Work in pairs. Match the words on the right-hand side to the trends on the left-hand side. The first one is done for you.

Trends	Vocabulary
1. Going Up	a. declined __2__ h. increased _____
	b. fluctuated _____ i. rose _____
2. Going Down	c. decreased _____ j. remained constant _____
	d. fell _____ k. went up _____
3. No Change	e. levelled off _____ l. stabilised _____
	f. grew _____ m. stayed the same _____
4. Up and Down	g. dropped _____

Extension: Describing Graphs

Fill in the gaps in the description using the correct form (superlative or comparative) of adjectives. More than one answer may be possible in some cases.

| impressive | big | high | large | moderate |

In 2011, robot sales increased by 38% to 166,028 units, by far the 1) _____ level ever recorded for one year. The 2) _____ growth rates were in China, United States and Germany where growth rates were between 39% and 51%. In the United States robot shipments increased by 43% to a new peak level of 20,555 units, the 3) _____ level ever recorded, in 2011 compared to 2010. 19,533 new industrial robots were supplied to Germany – the 4) _____robot market in Europe – 39% more than in 2010. 3,058 industrial robots were sold to France, 49% 5) _____ than in 2010. In 2011, Japan was again the biggest robot market in the world. Robot supplies to Japan continued to recover and increased by 27% to almost 28,000 units. 22,577 industrial robots were sold to China, 51% more than in 2010. It is a question of time when China will become the 6) _____ robot market in the world. Asia was by far the 7) _____ market, compared to other continents, with about 88,700 units, again a new peak level. After the strong increase of 132% in 2010, sales of industrial robots rose by a 8) _____ rate of 27%.

[Adapted from *World Robotics: Industrial Robots 2012*. IFR. 2013.]

Home task: Writing about Graphs

a) Complete the table with words from the box.

decline	decrease	double	drop	fall
go up	grow	halve	improve	increase
rise	considerably	drastically	gradually	marginally
negligibly	rapidly	remarkably	sharply	significantly
slightly	steadily	strikingly	go down	jump

	Describe increases	Describe decreases
Verbs		decline
Adverbs		
Adjectives		
Nouns		decline

b) Read the following description of the graph in Activity 5. Choose the correct words to complete the description.

The graph shows/forecasts/increases/declines the supplied figures for industrial robots from 2011 to 2012. The graph also shows/forecasts/declines/presents the figures for the years 2012 to 2015. The horizontal/vertical axis represents years and the horizontal/vertical axis represents units supplied. The graph forecasts/increases/declines/presents both the increase/decline and the increase/decline in supply, as supply forecasts/increases/declines/fluctuates during the period described and forecasted.

Session 2

At the end of this session, you will have:

- identified general and specific words, phrases and sentences
- linked general and specific details in paragraphs
- learnt to generalise

Activity 1: Preparing to Read

Work in pairs.

a) List the words at the bottom of the box under the headings Abstract and Concrete. The first two words have been done for you.

Abstract	Concrete
virtue	robot

virtue, green, ice cream, happiness, spoon, intelligence, beautiful, Hilsa, truth, honour, cold drinks, kindness, chairs, injustice, robot, hot, heater, jeans, loud, bitter

b) Categorise the words in the chart. The first one has been done for you.

Electronic Device	Tools	Vehicle
cellphone		

cellphone, car, hammer, jeep, computer, wrench, calculator, scissors, needle, TV set, bicycle, refrigerator, rickshaw, printer, trawler, bus, stapler

Activity 2: Identifying General and Specific Words

a) Read about general and specific words in the textbox. Underline examples of general words and circle examples of specific words.

General words are broad in scope. A general term names a class or group and stands for broad characteristics or things. It refers to or includes a wide variety of different things. Specific words, in contrast, are narrower in focus. A specific term names a member of a group and stands for more definite, precise things or characteristics. General words expand meaning; specific words narrow or focus it. Flower is a general term; rose is a specific word. Context may make a word more or less specific in relation to another word. The fewer things a word refers to, the more specific it tends to be. Dog is more specific than animal, but less specific than collie. Collie, in turn, is less specific than old Rover.

b) Work in pairs. Discuss the sentences below. Mark the sentences as true or false.

1. Specific words designate particular items or individual cases. _____

2. Specific words refer to groups. _____

3. General expressions have a special application or reference; they are more definite and precise. _____

4. General words are broad usages that are commonly known terms. _____

5. As words become increasingly general, the things they refer to can be quite dissimilar. _____

6. Specific words are broad in meaning and can be understood in different ways. _____

7. Specific words don't sum up as many things or objects as general ones do. _____

8. General words focus on individual events or experiences and are less open to different interpretations. _____

c) *Organise each group of words below with the most general word at the beginning and the most specific word at the end. The first one is done for you.*

1. automobile, Ford, modes of transportation, wheeled vehicles
   modes of transportation, wheeled vehicles, automobile, Ford

2. days, Eid, holidays, religious holidays
   _____

3. book, publication, The Golden Age, novel
   _____

4. clothing, jeans, menswear, trousers
   _____

5. food, mango, fruit, Fazli
   _____

6. tools, wrenches, equipment, crescent wrenches
   _____

7. mammals, living things, females, Salma Rashed
   _____

8. Mona Lisa, fine art, paintings, art
   _____

d) *For each of these words, find a term that is more general and a word that is more specific.*

_____	Games	_____
_____	Factory	_____
_____	Flower	_____
_____	Athlete	_____

e)   Make a list of more specific words for the following general terms.

Example: Say - *mumble, mutter, whisper, shout, yell, state, utter*

1. Look -

2. Ask -

3. Walk -

4. Entertainment -

5. Person -

6. Plant –

Activity 3: Recognising General and Specific Phrases

a) Read the following sets of words and phrases. Circle the phrase that could be the topic (generalises other phrases) for each list. The first one is done for you.

SET A
   a.   an initial story through scriptwriting,
   (b)   film production
   c.   screening the finished product
   d.   selecting actors, dancers, singers, models
   e.   selecting shots and combining them into sequences or editing
   f.   shooting the film

SET B
   a.   determining robot's current position
   b.   determining the goal location
   c.   heading towards the goal
   d.   obstacle avoidance
   e.   robot navigation

SET C
  a. actions of stopping
  b. obstacle avoidance
  c. starting to move again
  d. turning

SET D
  a. act according to a plan
  b. intelligent behaviour
  c. make decisions based on this perception
  d. perceive the environment
  e. reason about the perceived information

 b) *Read the lists of specific details and write a general phrase that could be the*
    subject or topic for each group. The first one is done for you.

LIST A: _The usefulness of the Internet_____
provides stock market trading information
a good source of national and world news
many video clips available

LIST B: _____
overcrowded buses
too much pollution
traffic jams

LIST C: _____
no time to study
unfair question papers
physical sickness

LIST D: _____
collecting information about the surroundings through sensors
information processed in robot's brain
action carried out by robot

Activity 4: Recognising General and Specific Sentences

Read each pair of sentences. Identify general and specific phrases. Mark them as either general or specific. Underline the key terms that distinguish the differences.

1. Robots obtain information of the surroundings, using their sensors. ___*General*___

2. Sonar sensors in robots are used in order to detect the distance to an object. _____

3. The frame of a robot is preferably constructed using materials, such as aluminium, steel and various forms of plastic, that are both durable and light. _____

4. Regarding the material used in the actual frame of the robot, several options are available. _____

5. An autonomous robotic brain is capable of low-level processing tasks like sending signals to motor controllers and also high-level processing tasks like processing the data from the various sensors. _____

6. A robotic brain refers to the system that provides robots, however simple, with the ability to process information and decide upon which actions to take. _____

7. Robotic manipulators constitute a very important class of robots that are used extensively in many industries, for example on assembly lines in the vehicle industry. _____

8. One main category of robots, used in different industries, is stationary robotic arms, also referred to as robotic manipulators. _____

9. Intelligence is the ability to learn and apply knowledge, embedded in the context of the world in which we function. _____

10. Intelligence depends on two things: being meaningfully connected to our environment, and having internal decision-making skills to consider our circumstances and then take action. _____

Activity 5: Relating the Specific to the General

Work in pairs.

a) *Match each general statement in the box below with relevant group of specific sentences which follows the box.*

> a. Information about the structure and function of the human brain comes from a variety of sources.
> b. Information retrieval is a key technology for knowledge management.
> c. Robots are widely used because they have several advantages.
> d. The human brain is the centre of the human nervous system.

1. It deals with the search for information and the representation, storage and organisation of knowledge.
   It deals with the retrieval of information relevant for a specific user problem. The information seeker formulates a query trying to describe his information needs.

2. It monitors and regulates the body's actions and reactions.
   It continuously receives sensory information, and rapidly analyses this data and then responds, controlling bodily actions and functions.

3. By placing electrodes on the scalp, it is possible to record the electrical activity of the brain using a technique known as electroencephalography (EEG).
   A key source of information about the function of brain regions is the effects of damage to them.

4. Robots can carry out simple and repetitive work for human beings.
   Robots do not take rests and so can work continuously for a longer period, so productivity can be increased.

b) For each of the following generalisations, write a specific example that illustrates it. The first one is done for you.

1. Humans are more intelligent than machines. Humans can experiment until they find a solution; machines need to be told what to do.
2. Robots are not yet as intelligent as humans.
3. Humans employ robots for repetitive jobs they tend to avoid.
4. Robots use sensors to make sense of their surroundings.
5. In recent years, technology has brought many changes in education.
6. Cellphones have become smarter.

Extension: Linking General and Specific Sentences in Paragraphs

Work in pairs. For each paragraph below:
  a) Write a topic of each paragraph.
  b) Underline the general sentence and two supporting expressions.
The first paragraph is done for you.

Paragraph A - Topic: Intelligent robotic fish

SHOAL, the pan-European ICT project, has successfully developed and delivered intelligent robotic fish capable of working together to detect and identify pollution in ports and other aquatic areas. Chemical sensors fitted to the fish permit real-time analysis, rather than the current method of analysis in a seashore based laboratory. Artificial Intelligence has been developed to enable the fish to manage multiple problems including avoiding obstacles, knowing where to monitor pollution, finding the source of a pollution, and maintaining communication distance from the other fish. Each individual robotic fish has an array of sensors and external information that will allow it to navigate the environment. The fish can map where it is, where it needs to go, what samples it has taken and where from and what the chemical composition of the samples are, as well as communicating all of this back through shallow water to a base station and the other fish.

[Source: Adapted from http://www.bmt.org/news/2012/05/intelligent-robotic-fish-detect-pollution/]

Paragraph B - Topic: _____

The tools of artificial intelligence (AI) can be divided into two broad types: knowledge-based systems (KBSs) and computational intelligence (CI). KBSs use explicit representations of knowledge in the form of words and symbols. This explicit representation makes the knowledge more easily read and understood by a human than the numerically-derived implicit models in computational intelligence. KBSs include techniques such as rule-based, model based, and case-based reasoning. They were among the first forms of investigation into AI and remain a major theme. Early research focused on specialist applications in areas such as chemistry, medicine, and computer hardware. These early successes generated great optimism in AI, but more broad-based representations of human intelligence have remained difficult to achieve.

Paragraph C - Topic: _____

Face recognition is a typical computer vision problem. The goal of computer vision is to understand the images of scenes, locate and identify objects, and determine their structures, spatial arrangements and relationship with other objects. The main task of face recognition is to locate and identify the identity of people in a scene. Face recognition is also a challenging pattern recognition problem. The number of training samples of each face class is usually so small that it is hard to learn the distribution of each class. In addition, the within-class difference may sometimes be larger than the between-class difference due to variations in, for example, illumination, pose, expression and age.

Paragraph D - Topic: _____

Robots can help educators in teaching and learners in learning various branches of basic sciences. This is in addition to their obvious use in engineering courses. Fro example, robots can be useful in mathematics (algebra, geometry, matrices, calculus) and physics (electricity, force, Newton's laws, momentum, rotations and angular momentum). Their connection to biology comes through understanding and linking of human sensors to robotic or electronic sensors. Bratzel uses engineering principles to teach physics and physical science by incorporating LEGO robots. She introduces, in chapters of increasing difficulty, concepts of motion, forces, fluids, stability, work and energy, and more. She has also correlated the activities in her book with the national science content standards in the USA for grades 5 to 12.

[Source: Adapted from Dopico, R., de la Calle, D., and Sierra, A. (eds.) (2009) *Encyclopedia of artificial intelligence*. Hershey and New York: Information Science Reference.]

Home task: Hedging

a) *Read the pairs of sentences below. Select the sentences that are more cautious, more academic and less likely to be challenged by readers with different opinions.*

1. Scientists will be able to discover intelligent robots by 2025.
2. Scientists may be able to discover intelligent robots by 2025.

3. Robots will replace human workers in the 21st century.
4. It appears that robots may replace human workers in the 21st century.

5. It is unquestionable that robots are not as intelligent as humans.
6. It seems that robots are not as intelligent as humans.

7. Giving emotion to robots is definitely wrong.
8. Giving emotion to robots may be wrong in some situations.

9. Robots will become as intelligent as humans.
10. There is growing evidence that robots may become as intelligent as humans.

b) *Hedged sentences allow writers to express their uncertainty concerning the truth of their statements or to indicate respect to their readers. Each of the sentences below is 'unhedged' or an absolute statement. Rewrite the sentences using 'hedging' words or phrases from the table.*

Verbs	Modal verbs
seem(s) to appear(s) to tend(s) to indicate(s) suggest(s) contribute(s)	may / may not might / might not can could
Adverbs	**Adjectives**
possibly likely perhaps often usually generally	possible some many most

1. The future of robots is very bright.
2. Robotic surgery is not very safe.
3. Robots are used to perform unsafe, hazardous, highly repetitive and unpleasant tasks.
4. The best science fiction is about our relationship with technology.
5. Robots are equipped with a variety of sensors that allow them to collect information about their environment.

Unit 10:   Review

Session 1

At the end of this session, you will have:

- practised preparing questions
- reviewed reading for the main ideas
- practised parts of speech and prefixes

Activity 1:   Using Question Forms

a) *Work in pairs. Complete the questions with 'do', 'does', 'is', or 'are'.*
    Example: What __does__ plagiarism mean?

1. What _____the main universities in your country?
2. How _____the education system work?
3. Where _____the students in your class from?
4. What _____the most important role of the education system?
5. Who _____responsible for student welfare where you study?
6. _____you have to pay to go to the primary school?
7. Where _____you want to work after you graduate?
8. What ___ you going to do next weekend?

b) *With your partner, ask and answer the questions of Activity 1a).*

Activity 2:   Vocabulary Review

a) *Find two more words in Unit 1 of this module to add to the following groups:*

Group A: Academic Subjects	Group B: University clubs
Physics	Religious Club

b) Choose four words from Unit 6 of this module that are new for you. Look them up in a dictionary and complete the table below.

Word	Part of Speech	Meaning	Example

Activity 3:   Reviewing Description

Complete the description of 'The Sears Tower'. Use the words and phrases in the box.

> was completed, its total height, tallest, because, the highest point, opened on, was designed, construction

The Sears Tower is a skyscraper in the city of Chicago, Illinois. The building has been the 1)_____ in North America since 1973. The tower was commissioned by the Sears, Roebuck and Company, and 2)_____ by architect Bruce Graham and engineer Fazlur Khan. 3)_____ of the tower began in August of 1970, with the building reaching its maximum height on May 3rd, 1973. Once it 4)_____, the structure had 108 stories. The building increased in height in February 1982, when two television antennas were added, making 5)_____ 1,730 feet. The observation deck 6)_____ June 22nd, 1974 and is on the 103rd floor. The top of the tower is 7)_____ in the state of Illinois and the antennas get struck by lightning on average of 650-675 times per year. The design of the tower was favoured 8)_____ the building can easily be expanded with extra height if needed.

Activity 4: Reviewing Reading for the Main Ideas

Work in groups. Skim the article and match the topic sentences 1-4 with paragraphs a-d.

1. Restrict Sugar and Salt
2. Get Enough Calcium-rich Foods
3. Don't Forget to Drink Water
4. Use Plant Foods as the Foundation of Meals

a.

Most of the calories in your diet should come from a variety of whole grain products, vegetables, and fruits. Plant foods provide a variety of vitamins and minerals essential for health and most are naturally low in fat. You should pay particular attention to the nutrients found in plant foods (e.g. vitamin C, vitamin E, and certain minerals) for their potentially beneficial role in reducing the risk of cancer and certain other chronic diseases. Plant foods, such as whole-grain breads and cereals, vegetables, and fruits provide fibre, which is important for proper bowel function and may lower the risk of heart disease and some cancers. Because there are different types of fibre in different foods, choose a variety of foods daily.

b.

Consume three cups of low-fat or fat-free milk or an equivalent amount of calcium each day through other calcium rich foods or dietary supplements. Keep saturated fats low as it raises blood cholesterol more than other forms of fat. Keep saturated fats to less than 10 percent of calories. The fats from meat and milk products are the main sources of saturated fats, so select lean meats, poultry, fish, and low fat milk products. Many bakery products are also sources of saturated fats. Fat, whether from plant or animal sources, contains more than twice the number of calories of an equal amount of carbohydrates or proteins. Choose a diet that provides no more than 30 percent of total calories from fat.

c.

Foods that contain a lot of sugar tend to supply calories but few nutrients. Because maintaining a nutritious diet and a healthy weight is important, sugars should be used in moderation. Many studies of diverse populations have shown that a high sodium intake is associated with higher blood pressure. Most evidence suggests that many people at risk from high blood pressure can reduce their chances of developing this condition by consuming less salt or sodium.

d.

Although it is not formally part of the dietary guidelines, it is believed that drinking 8 to 10 glasses of water a day can help your body's biological processes, especially carrying nutrients to cells and eliminating waste. It is best to drink purified water, so investigate getting a water purifier for your home if you don't already have one.

[Adapted from: Ross, Don. *Food and Nutrition*. Jaipur, India: Oxford Book Co, 2010. Internet resource.]

Activity 5:   Grammar Focus: Prefixes

Complete the sentences below using the negative prefixes in the box. Use a dictionary to help you.

> *-im   -dis   -un   -in*

1. Plant foods are not _____important for proper bowel function and may lower the risk of heart disease and some cancers.
2. We should avoid providing _____accurate information on diet and nutrition.
3. The_____ proportionate consumption of fats, sodium, and sugars, at the expense of more healthy foods, may not be conducive to good health.
4. An _____balance in nutrient intake is the underlying cause of many chronic diseases.
5. This exercise is _____possible. I can't do it.
6. Acne is a_____ order of the skin's oil glands
7. The exact cause of acne is _____known

Extension: Reviewing Vocabulary of Inventions

a) *Complete the table below using inventions from the box. Are they for transport, for work and study, or for the home? The first one is done for you. Then add three more inventions to each column.*

Inventions:
rickshaw, bus, train, photocopier, computer, washing machine, microwave, metro, television, webcam, printer, microscope

Transport	Work/study	Home
Rickshaw		

b) *Look back over the first 9 units of the module and find at least one word or phrase in each unit that you didn't previously know. Check the meaning of each of these words or phrases with your teacher or in a dictionary. Then write sentences using each of the 9 words or phrases.*

Home task: Writing paragraph

What is the most important food or drink in your culture? Write a paragraph for a foreign friend telling him/her about the food or drink and why it is important in your culture.

Session 2

At the end of this session, you will have:

- reviewed reading for the main idea and for supporting details
- defined, compared and contrasted objects and ideas
- investigated possible difficulties in pronunciation

Activity 1:   Reading for the Main Idea and for Supporting Details

a)   *Work in pairs. Read the text in the box below and the notes below it.*

Soccer is known in some countries as football. It is a popular sport across the world with over 200 countries playing it. It is estimated that over 250 million people, both men and women, play soccer. The sport has been part of the Olympic Games from 1900 to 1928 and from 1936 to the present day.

The ideas given in the text are:
1. Soccer is also called football.
2. It is popular worldwide.
3. It is played over 200 countries.
4. It is played by over 250 million people both men and women.
5. It is an Olympic sport.

By considering these ideas, it is clear that the main idea of the paragraph is:
Soccer is a worldwide popular game. (Point 2 above)

To support this main idea, the writer offered three supporting ideas:
It is played over 200 countries. It is played by over 250 million people both men and women. It is an Olympic sport. (Points 3, 4 and 5 above)

b) *Read the short text in the box below and underline the ideas expressed. Then, note down the main idea and two supporting details for the main idea.*

The U.S. Constitution has been amended several times to allow more citizens the right to vote. The 15th Amendment in 1870 extended voting rights to former slaves. The 19th Amendment in 1920 gave women the right to vote. In 1971, the 26th Amendment gave voting rights to those 18 years old and above, changing the requirement that voters must be 21 years old.

The main idea of the text is: _____

Two supporting details for the main idea are:
1. _____
2. _____

c) *Read the text in the box below and underline the ideas expressed. Then write the main idea of the paragraph and three supporting points.*

Three major movements in the history of art are Medieval, Renaissance and Modern. The Medieval period, from around 600 AD to the 14th century, is mainly religious in nature. Objects are not portrayed realistically, but as simple flat images. During the Renaissance period, from late in the 14th century until the 16th century, artists developed a more realistic style. Renaissance artists also discovered perspective, which brought a three-dimensional feeling to two-dimensional artwork. Well-known artists of this time were Leonardo da Vinci and Jan van Eyck. Modern art, which includes the Impressionist and Cubist movements, began in the late 19th century. Rather than focusing on realism, artists explored the use of light, movement and colour. Modern artists include Pablo Picasso and Vincent van Gogh.
[Source: Adapted from: http://en.wikipedia.org/wiki/History_of_art]

Main Idea: _____

Supporting idea 1: _____

Supporting idea 2: _____

Supporting idea 3: _____

Activity 2:   Understanding and Giving Definitions - Review

Work in pairs.

a) *Study the example definitions below to understand how to define terms and concepts.*

1. <u>Inferring</u> is a process of reaching a conclusion by reasoning from evidence.
2. <u>Manuals</u> are small books that contain instructions for using a particular product.
3. <u>An argument</u> is a statement in which reasons are put forward in support of or against a proposal.
4. <u>Summarising</u> is a task of making a short account of a longer description by mentioning the main points.
5. <u>A composer</u> is a person who creates a musical work.

b) *Now, analyse the definitions above using the guidelines in the table below. The first one is done for you.*

Term	is/are	general feature (noun)	specific information	more specific information
Inferring	is	a process	of reaching a conclusion	by reasoning from evidence
Manuals				
An argument				
Summarising				
A composer				

c) *From a) & b), we can see that to define a term, we try to explain it by identifying its general feature and then its more specific features. Work out the definitions of the terms in the table below.*

Term	is / are	general feature (noun)	specific information	more specific information
A laptop				
Environment				
An opinion				
Prediction				
A hospital				

Activity 3:   Comparing and Contrasting Objects and Ideas

a) *Work in pairs. In Unit 4, we studied how to compare two objects or ideas. Now let's review the conjunctions that are used to compare and contrast.*

Conjunctions used to compare	
Short Conjunctions	*Longer Expressions*
Similarly,	In the same way,
Likewise,	X is similar to Y in that (they)…
…the same as…	X and Y are similar in that (they)…
….also…	Like X, Y [verb]…
…, too.	One way in which X is similar to Y is (that)…
both … and	Another way in which X is similar to Y is (that)…

Conjunctions used to contrast	
Short Conjunctions	*Subordinating Conjunctions*
However,	On the other hand,
In contrast,	even though + [sentence]
By contrast,	although + [sentence]
..., but	whereas + [sentence]
..., yet	unlike + [sentence]
	while + [sentence]
	nevertheless,

b) *Here is a description of two similar villages. Compare them by completing the sentences below.*

Sreerampur	*Khilpara*
Sreerampur is a small town with a population of about 10,000 people. Sreerampur is in a rural area. It is surrounded by many acres of farmland. The land is used to grow paddy and corn. It is famous for its annual Harvest Festival.	Khilpara is a small town with a population of about 9,000 residents. Khilpara is in a rural area. It is in the centre of an area of land used for raising cattle. It is famous for its annual Cattle Race contest.

1. _____ Sreerampur _____ Khilpara are small towns.

2. Sreerampur has a population of about 10000 people and _____,
   Khilpara has about 9,000 residents.

3. Sreerampur _____ Khilpara in that they are located in rural areas.

4. _____ Sreerampur, Khilpara _____.

5. _____, it is
   also famous for its traditional festival.

c) *Complete the following paragraph using conjunctions from the box.*

> however, also differ in, but, different in many ways, whereas,
> is different,   while,   another difference

Even though Arizona and Rhode Island are both states of the U.S., they are strikingly 1)_____. For example, the physical size of each state 2)_____. Arizona is large; having an area of 114,000 square miles, 3)_____ Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. 4)_____ is in the size of the population of each state. Arizona has about four million people living in it, 5)_____ Rhode Island has less than one million. The two states 6)_____ the kinds of natural environments that each has. Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. 7)_____, Rhode Island is located in a temperate zone and receives an average of 44 inches of rainfall per year. In addition, 8)_____ Arizona is landlocked and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

Activity 4:   Working out Pronunciation Problems

a) *Some English words have the same pronunciation but different spelling and different meaning. These words are known as **homophones**.*
   Examples: Always try not to (waste, ~~waist~~) time.
   May I come to the party (~~to~~, too, ~~two~~).

   Now, choose the correct word in the following:

   1. I (sent, scent, cent) a letter to my friend in London.

   2. Tajreed is going to (wear, ware) his new shoes today.

   3. Raisa has a (pane, pain) in her shoulder.

   4. The clerk wants to (sell, cell) as many TVs as possible.

   5. I don't want to talk about the (passed, past) anymore.

   6. The (principal, principle) spoke to a group of parents.

   7. Human beings have hands. Cats have (paws, pause).

b) *There are some English words which have same the spelling but different pronunciation and meanings. They are known as **homographs**.*

Example:
The <u>wind(a)</u> is blowing violently.   (a) moving air ('wind' rhymes with 'pinned')
I need to <u>wind(b)</u> the clock up.   (b) turn and twist ('wind' rhymes with 'find')

Now, choose meaning (a) or (b) from column B to match each of the underlined words in column A.

Column A	Column B
1. The singer made a low <u>*bow*</u> to the audience. 2. Maria placed a red <u>*bow*</u> on the birthday gift.	(a)decorative ribbon (rhymes with so) (b) bend at the waist (rhymes with how)
3. All the boys are <u>*present*</u> today. 4. The guest will <u>*present*</u> the award at 10:00.	(a) in attendance (rhymes with pleasant) (b) give (rhymes with resent)
5. Please <u>close</u> the door. 6. The boy sat <u>close</u> to his uncle.	(a) near (rhymes with dose) (b) shut (rhymes with toes)
7. The rope was <u>wound</u> around his ankles. 8. The soldier received a <u>wound</u> in the battle.	(a) tied around (rhymes with pound) (b) an injury (rhymes with moon)
9. I don't know if I will <u>live</u> or die. 10. Last night I saw the band play <u>live</u> in concert.	(a) to have life (rhymes with give) (b) real-time performance (rhymes with hive)

c) *Read about the pronunciation of 'ed' verb endings in the box below.*

Pronunciation of *'ed' verb endings*
Verbs ending in 'ed' are pronounced in three different ways as show in the examples below:

1. She *helped* her mother make cakes yesterday.
   In this example, the "ed" ending is pronounced /t/.

2. I *wanted* to go to the beach last weekend.
   In this example, the "ed" ending is pronounced /id/.

3. I *played* soccer this afternoon.
   In this example, the "ed" ending is pronounced /d/.

[*Source: Adapted from www.**englishforeveryone.org***]

For each of the verbs ending in "ed" below, write /t/, /id/ or /d/ to show the pronunciation of ending of the verb. The first one is done for you.

1. We *wrapped* the Christmas presents last night. ____/t/____
2. I *laughed* at the joke.
3. Our work is *finished*.
4. The snake *killed* the mouse.
5. The teacher *helped* the student.
6. When I was younger, I *wanted* to walk on the moon.
7. We *hiked* to the top of the mountain.
8. Jamal *rented* an apartment.

Extension

Work in pairs. Individually prepare a one-minute speech on "Why do you use the Internet?" Then share it with your partner.

Home task

Write a comparison and contrast paragraph on "A Capital City and a Port City."

Unit 11:   Culture and Diversity

Session 1

At the end of this session, you will have:
- described images
- identified key information in a text
- better understood how to analyse a text
- learnt about how to use action and non-action verbs

Activity 1:   Explaining Culture and Diversity in Bangladesh

Work in pairs.

c) *Look at the pictures below and complete the sentences that follow. The first one is done for you.*

Picture 1   **Picture 2**   **Picture 3**

Picture 4   **Picture 5**   **Picture 6**

1. *The first picture is of traditional Bengali peasants. It illustrates the tasks of harvesting being done by men and women.*
2. The second picture is _____. It is the traditional mode of transportation in rural Bangladesh.
3. The third picture shows _____ which is a typical _____.
4. In the fourth picture we see _____ being performed by Bangladeshi girls and boys with traditional musical instruments.
5. In the fifth picture, a Chakma lady is seen wearing _____ and _____.
6. The last picture, picture six, shows a group of _____ - both male and female - who are _____ in a rural setting.

d) *What kind of the diversity do you observe in dress, mode of transportation, and dance and music in Bangladesh?*

Activity 2:   Analysing Key Information in a Text

a) *Work in pairs. Look at the title of the text and the pictures below. Discuss what information might be found in the text.*

b) *Read the text and underline the key words.*

Ancient Bengal Culture and Heritage

The culture of Bangladesh developed and took its present form and character due to integration of many ethnic communities, culture, technologies of production, arts, crafts and ideas from external sources during the last three thousand years. The development of culture in Bengal can be traced from the hunting-gathering phase (1700-1400 BC) through to the Neolithic farming phase (1400-700 BC) to the birth of peasantry and the formation of the first states at

around 500 BC. The creation of some the most widespread agricultural land in Asia resulted in the formation of a Bengali ethnicity and civilisation.

The wealth of Bengal due to its very fertile soil and high productivity of agriculture was legendary during the middle ages. The rapid expansion of its exports all over Asia by land and sea from the 13th century onward turned Bengal into the richest of all provinces of the Mughal Empire in the 16th and 17th centuries. It was during 17th and 18th centuries that the agricultural boundaries advanced very rapidly east and south in eastern Bengal. However, the type of tools used for the cultivation of rice which were invented or adopted during the Neolithic change remained almost same.

The peasants were divided among large, medium and small landowners, sharecroppers, and bonded labour. The services of other professional groups such as fishermen (*jele),* potters (*kumar*) and carpenters (*sutar)* were essential for the functioning of the peasant social order. People, therefore, lived in a rural social organisation marked by well developed division of labour, inequality and exploitation.

The peasants lived mostly in huts and mud houses. The kings, *Samantas*, and wealthy landlords lived in large wooden or mud houses, and/or in four or eight roofed (*chauchala* or *atchala*) wooden-bamboo built houses. The men wore a short *dhoti* of white cotton only to cover the body from waist downward and left the upper part bare. The women wore only a *sarong* to cover the lower part of the body and some covered the bosom with a piece of cloth (mainly ladies of upper classes). Such dress code was common to all classes of people because of the hot and humid climate. Most people also went barefoot. The main mode of transportation was bullock cart on land and boats on waterways. Common main meals included steamed rice, dried leafy vegetables and fish cooked with turmeric and cumin paste in mustard oil.

The beautiful terracotta plates from Chandraketugarh, Tamluk and Harinarayanpur show scenes such as peasants harvesting or offering food to goddess *Lakhshmi* standing over the pile of harvested paddy, and young girls carrying fish. These scenes are remarkable because we can see that the most important activities of ancient Bengal's culture were based around the peasant economy. These scenes also include myths and mythical figures, women and men at work, hunting, and market scenes which suggest a prosperous society.

[Source: Adapted from, *Cultural Survey of Bangladesh*, Asiatic Society of Bangladesh, 2008]

c) Put the information in the box below under the appropriate theme.

rural social order	sarong	integration of ethnic minorities
large agricultural area	bullock cart	terracotta scenes
Neolithic farming	harvesting	small landowners

1. <u>Highly Stratified Ancient Bengal Society</u>	2. <u>A Prosperous Medieval Bengal Society</u>
3. <u>Lifestyle of the Ancient Bengal People</u>	4. <u>Development of Bengal Culture</u>

d) Work in pairs. Match the key information in the table below with a paragraph from the text above The first is done for you.

Paragraph No.	*Key Information*
Paragraph 1	1. The historical development of a distinctive Bengali (Bangla) culture and civilisation.
	2. The highly stratified ancient Bengal society and division of labour that marked inequality and exploitation in a rural social order.
	3. The growth of agriculture between the 16th to 18th centuries, although simple tools and implements were used.
	4. The lives of a prosperous society.
	5. The lifestyle, such as cuisine, dress and housing, of the people of ancient Bengal.

Activity 3:   Analysing Ideas in a Text

Work in pairs.

a) *Read the box to find out what we understand by analysis of a text and how to analyse a text for different purposes.*

Analysis means "taking something apart," in order to understand it better by considering its component parts separately as well as together. We can analyse a text for a variety of academic purposes - to understand text structure, to understand its communicative effect, to understand it in a social context, etc. In analysing a text we search out the answers to some questions relevant to the purpose for analysis.

To analyse structure of a text, we answer the following questions about the text: a) What comes first, next or last? b) How is the text built? Is it an essay, report, poetry etc.? c) Does it follow a time-line, logical sequence, problem-solution process, comparison and contrast, or does it jump back and forth chaotically? d) What is the nature of its language, style, tone etc.?

To analyse the communicative effect of a text, we ask questions like: How effectively does the text communicate the main idea? Who is the intended audience? How true are the facts in the text, or is it purely made-up of opinions? How powerfully does the author's argument persuade the audience or, is it simply meant to entertain or inform?

[Source: Adapted from, http://utminers.utep.edu/omwilliamson/engl0310/analysis1.htm]

---

b) *Answer the following questions about the text in Activity 2 to analyse its structure.*

1. What idea does the author discuss at the beginning?

   _____

2. Does the text develop in a logical sequence? If yes, what are the different stages of development of the text?

   _____

3. What does the author talk about at the end?

   _____

c) *Read the last paragraph of the text again and analyse its communicative effect by completing the answers of the following questions. The first is done for you.*

1. What is the main idea of the paragraph?
   The main idea of the paragraph is that early medieval Bengal was a <u>prosperous</u> society in which people <u>enjoyed</u> their life very much.

2. What evidence does the author present in favour of a prosperous medieval Bengal society?
   The _____ from early medieval Bengal (Chandraketugarh, Tamluk and Harinarayanpur) shows _____ from that time - for example, good harvests. These terracotta scenes testify to the fact that _____.

3. How do we know that the harvest was good?
   The goddess *Lakhshmi* _____ is a symbol of a good harvest.

4. How powerful is the voice of the author in delivering his arguments?
   The author _____ an explanation of and _____ the claims he made _____ the paragraph. Thus the author's voice is strong enough to convince the _____.

5. What do you think is the communicative effect of the text in this paragraph?
   The author communicates the _____ of ancient Bengal effectively by_____, informing and _____ the audience.

Activity 4:   Grammar Focus: Using Non-Action Verbs

Work in pairs.

a) *Read the box to find out about non-action verbs and their usage.*

Non-Action Verbs

Some verbs indicate state, sense, desire, possession, or opinion. These verbs cannot be used in the progressive (continuous) tenses. They are known as non-action verbs. Here is a list of some common non-action verbs:

(state/existence)	→	be*	seem	appear*	
(senses)	→	look*	sound*	smell*	taste* feel
(desire)	→	like	want	prefer	love*
(possession)	→	have*	own	possess	
(opinion)	→	think*	believe	consider*	

*Verbs with both action and non-action meanings.

---

b) *Read the sentences below and note the use of the non-action verbs. Say, whether the sentences are meaningful (Correct) or meaningless (Wrong). If wrong, provide the correct sentences. The first two are done for you.*

1. Ms. Shaila seems like a nice lady. ✓
2. Mr. Mahbub is seeming friendly. X *Mr. Mahbub seems friendly.*
3. This food is tasting delicious.
4. The chicken curry tastes good.
5. My mother is liking thick lentil soup.
6. His elder brother does not like apple pie.
7. They are thinking of arranging a visit to Cox's Bazaar.
8. She is wanting a good result.
9. He is preferring this job.
10. I'm feeling his warm breath on my shoulder.

Extension

Look back at the table in Activity 4 above. The action verbs marked with an asterisk (*) can have both action and non-action meanings.
Example:

> *The girl in the glasses looks intelligent. [Look – non-action verb]*
> *The girl in the glasses is looking around for someone. [Look – action verb]*

Now use the appropriate forms of the verbs in the brackets to complete the sentences. Then identify whether the verbs are being used with action or non-action meanings. The first one is done for you.

1. She (think) that studying the history of ancient Bengal is necessary.
   <u>She thinks that studying the history of ancient Bengal is necessary. (Non-action)</u>

2. I (think) about my next class presentation.
   _____

3. They (have) a dinner party next weekend.
   _____

4. They (have) a history museum in the university.
   _____

5. The medieval Bengal people (be) a peasant community.
   _____

6. You (be) too cautious about the next step.
   _____

Home task

Find 10 new words or phrases from this session that you think are important for you to know. Write them down and learn them.

Session 2

At the end of this session, you will have
- generated contextual ideas
- predicted meaning from context
- read, watched and listened for a specific information
- analysed and synthesised sentences, ideas and texts

Activity 1:   Preparing to Read

Work in pairs. Discuss with you partner:
1. What is cultural diversity?
2. Why should we preserve cultural diversity?
3. How can we contribute to preserving cultural diversity?

Activity 2:   Reading for Specific Information

a) *Read the text and find out how cultural diversity is a strength for humanity.*

Cultural Diversity - The Common Heritage of Humanity

Culture takes diverse forms. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humanity. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognised and affirmed for the benefit of present and future generations.

To develop our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with varied cultural identities. Policies for the inclusion and participation of all citizens, that is, policies aimed at 'cultural pluralism', help social cohesion, promote peaceful living and develop the creative capacities that sustain public life.

The defence of cultural diversity is absolutely essential. It implies a commitment to universal human rights and fundamental freedoms, in particular the rights and freedom of those belonging to minorities and indigenous communities. It also helps to maintain the right of all citizens to express themselves in the language of their choice, to access quality education and training that fully respect their cultural identity, and to participate in the cultural life of their choice, subject to respect for human rights and fundamental freedoms.

Because of the current global imbalances in exchanges of cultural goods and services, it is necessary to reinforce international cooperation and solidarity to enable all countries, especially developing countries, to establish cultural industries that are viable and competitive at a national and international level.

[Source: Adapted from, UNESCO: Universal Declaration on Cultural Diversity, http://unesdoc.unesco.org/images/0012/001271/127160m.pdf]

b) *Study the vocabulary in the box and match it with the meanings given below.*

diversity	heritage	embody	harmonious
cohesion	pluralism	imperative	solidarity

1. The fact that something contains many different elements: _____
2. Something which is extremely important and must be done: _____
3. A symbol or expression of an idea or quality: _____
4. Support for each other in a group of people: _____
5. The different members fit together well to form a united whole: _____
6. A relationship or an agreement that is friendly and peaceful: _____
7. Qualities, traditions or features of life that continue over generations: _____
8. The presence of many different groups and political parties: _____

c) *Complete the sentences below. Use the reading text to help you.*

1. Cultural diversity is as necessary for _____ as _____ is for nature. (*Paragraph 1*)

2. For the development of _____, it is essential to ensure harmonious interaction among people with varied _____. (*Paragraph 2*)

3. The right to participate in _____ of one's own choice is subject to a _____ to universal human rights. (*Paragraph 3*)

4. To address the _____ in the exchange of cultural goods and services, it is imperative that developing countries establish viable and competitive _____. (*Paragraph 4*)

Activity 3:   Listening for Specific Information

a) *Work in pairs. Discuss with your partner the difficulties of communicating with someone from a different cultural background.*

> ***Intercultural communication*** *is a form of global communication. It is used to describe the wide range of communication problems that naturally appear within an organisation made up of individuals from different religious, social, ethnic, and educational backgrounds.*

b) *Watch the clip about intercultural communication. It highlights how to manage cultural diversity. Specifically, it provides practical tips on how to converse and communicate with someone from a different culture by being aware of the differences. As you watch, note down at least two of these practical tips.*

c) *Watch the video again and complete the sentences.*

1. In culturally diverse situations, cultural differences determine

   _____

2. In some cultures, not giving an eye contact is _____

3. Cultural diversity covers differences _____

4. Being aware that there are differences in what is expected in terms of communication is what we call _____

5. We cannot assume that a person representing a country is going to behave _____

6. In Italy, people communicate _____

Activity 4: Synthesising Sentences and Ideas

Work in pairs.

a) *Read the box below to find out what synthesis is and how to synthesise sentences and ideas.*

Synthesis of sentences means combining a number of simple sentences into one new sentence – simple, compound or complex – by preserving the overall meaning in context.

Synthesis of ideas means supporting a point or argument with information from a variety of sources by examining and identifying how they are related to the central statement.

Examples of synthesis:

1. *Similarity* shows how two sources agree with one another.

   Example: "Alauddin, like Aslam, argues in favour of selection rather than voting."

2. *Contrast* shows how two sources support a point in different ways.

   Example: "Unlike Aslam, Alauddin argues that…"

3. *Accumulation* shows how one source is based on the idea of the other. Examples: "Supporting Aslam's point, Alauddin proposes…"

   "Alauddin adds to Aslam's point by mentioning that…"

4. *Causation* shows how one source discusses the effects of another source's ideas.

   Example: "Though Aslam accepts the importance of voting, Alauddin argues against an unfavorable consequence..."

[Source: http://www.bgsu.edu/downloads/enrollment/ExplainingSynthesis.pdf]

---

b) *Study the example and then synthesise the following sentences using the clues given.*

   Example: Hiroshima was once a heap of ruins. It is now a prosperous city.

   Synthesis: Hiroshima, once a heap of ruins, is now a prosperous city.

1. Dhaka was once a small town. It is now the capital of Bangladesh.

   Once a small town, _____

2. Shahjahan was a great Mughal emperor. He built the Taj Mahal out of his love for his wife.

   To show _____, _____ Shahjahan built the Taj Mahal.

3. The Pyramids are one of the Seven Wonders of the World. They stand on the plains of Egypt.

   Standing _____

4. I consulted Dr. Shahidullah. He is an eminent educationist.

   As _____

5. I have some duties. I must perform them.

   I have some duties _____

6. The sun set. The travellers had not reached their destination.

   The sun _____

7. He returned to England after 5 years. He started a business.

   _____ he started a business.

Extension: Analysing a Text.

Read the short text below and analyse its structure in terms of what comes first, what comes next or what comes last? The questions in the box in Activity 3a) in Session 1 of this Unit may help you.

The *Charyapada* is the earliest example of Bangla poems, dating back to at least the 9th century. A palm-leaf manuscript containing the poems was discovered in the library of the royal court of Nepal in 1907 by Haraprasad

Sastri. He edited the manuscript which was then published under the title of *Hajar Bachharer Purana Bangala Bhasay Bauddhagan O Doha* (Thousand-year-old Buddhist songs and verses in Bangla) in 1916. Known as the *Charyascharyavinischaya*, the manuscript is referred to as *Bauddhagan O Doha* or *Charyapada* in short.

The verses of *Charyapada* provide a realistic picture of medieval Bengali society. They describe the different occupations of people who were hunters, boatmen, and potters. They also describe the popular musical instruments such as *kada-nakada*, drums, and tom-toms. The custom of dowry was prevalent. Cows were common domestic animals. Elephants too were common. Girls used to adorn themselves with peacock feathers, flower garlands, and earrings.

[Source: *Adapted from*, ©Copyright Banglapedia 2006.]

Home task: Synthesising Texts

Read the excerpt below on "Charyapada" and synthesise it with the text in the extension task above. Write no more than 8 to 10 sentences.

The *Charyapada* manuscript contains 47 verses, and was composed by 23 poets, estimated to have lived between the 9th and 11th centuries AD. However, Mohammad Shahidullah suggests that the poems go back to the 7th or 8th centuries. Though predominantly *Bangla* with a recurrence of such words as 'Bangal Des' and, 'Panuya Khal', it also draws from Oriya, Assamese or Ahamiya and Bihari, suggesting that the *Charyapada* poets came from the regions of Bengal, Orissa, Assam, and Bihar. The *Charyapada* poets include Sarhapa, Sabarpa, and many others.

[Source: *Adapted from*, ©Copyright Banglapedia 2006.]

Unit 12: Argument and Evidence

Session 1

At the end of this session, you will have:

- distinguished between fact and opinion
- formulated and given your opinions
- supported your opinions with evidence
- connected evidence with opinion
- practised taking notes from reading and listening texts

Activity 1: Giving Opinions

Work in pairs.

a) *Look at pictures below. What do you think of them?*
b) *Complete the sentences.*

Picture 1	Picture 2	Picture 3

1. I think _____

2. I believe _____

3. In my opinion _____

Activity 2: Distinguishing between Fact and Opinion

a) *Read the definitions of Fact and Opinion in the textbox.*

> **Facts** can be verified as accurate or inaccurate by counting, measuring, weighing, touching, hearing, observing, or analysing - for example, ''My car is metallic silver in colour''. An empirical statement is one that can be proved to be accurate or inaccurate.
>
> **Opinions** are statements that express an attitude or a value and cannot be proved - for example, ''My metallic silver car looks beautiful''. It can be strongly held, defended, explained, and rationalised, but there is no neutral way that the statement can be proved right or wrong.

Work in pairs.

b) *To check your understanding, discuss the statements below. Tick (√) the appropriate option in each of them.*

1. Facts/Opinions use language that expresses or arouses personal feelings— for example, effective, ineffective, delightful, disgusting.

2. Facts/Opinions rely mainly on words that evoke no emotion in the reader.

3. Facts/Opinions often communicate value judgments, indicating that the author thinks something is right or wrong, good or bad.

4. Facts/Opinions are not usually the subject of disagreement unless they are not widely known.

5. Facts/Opinions are not affected by the knowledge of individuals.

6. Facts/Opinions can be checked for accuracy or correctness.

7. Facts/Opinions can be evaluated but cannot be verified for accuracy or correctness.

8. Facts/Opinions can be proven true or false.

9. Facts/Opinions cannot be proven true or false, right or wrong (although they can be termed ethical or unethical, informed or uninformed).

156

c) *Discuss the pairs of sentences below. In each pair identify one fact and one opinion.*

1. It is estimated that more than 5,000 species of plants occur in Bangladesh. This figure is expected to fall very quickly due to unfavourable human activities.

1	Fact	2	Opinion

2. Bangladesh appears an unlikely setting for groundbreaking achievements in girls' education. Yet today girls constitute 55 per cent of Bangladesh's total primary school enrollment, up from a third in 1990.

1		2	

3. There appears to be a strong sense of insecurity among Bangladeshi garment workers about their continued future employment. Recent figures show that more than half of them (72%) feel their employment is not secure.

1		2	

4. Around 20–30% of all plantations established during the last 30 years have been destroyed. The destruction of the forests in Bangladesh seems to be uncontrolled; thereby, large amounts of forestland are expected to be vacant in the near future.

1		2	

5. Female workers are assigned to work on assembly lines and their skills are confined to that particular part of garment manufacturing. Neetha (2002) argues that the definition of skill is not only technically-based but also gender-based; their jobs tend to be categorised as 'feminine' and 'unskilled'.

1		2	

Activity 3: Connecting Ideas with Information

Complete each sentence below with the appropriate form of the base word. The base word is mentioned in parentheses. The first one is done for you.

1. Normally, *acquiring* the language of home and community is not a problem. Children do this naturally and quite well through interaction with their parents. The *acquisition* of literacy, however, does not always come as naturally. It can only be *acquired* if it is a part of one's environment, if literacy is used in a meaningful way. (acquire)

2. The diversity of plants and life _____ has made Bangladesh one of the richest flora regions in the world. Bangladesh has a number of _____ ecosystems. (diverse)

3. It can be _____ that environmental problems are very different for rich and poor countries. The _____ largely depends on indicators chosen to study such problems. (argue)

4. About 6,000 hectares of forestland were _____ to be lost each year for various reasons. But recent observations by the Forest Resource Assessment Project disapprove such _____ and suggest that the annual rate of deforestation has exceeded 37,600 hectares. (believe)

5. Berndes (2003) _____ defends the contribution of biogas to the future global energy supply. Baral & Guha (2004) supports the _____ of replacing fossil fuel with biogas as it will be beneficial for the environment. (logic)

6. The increase of GDP and steady decrease in population _____ a fundamental economic change. So the _____ that fundamental economic change has not occurred in Bangladesh seems to be related to slower rate of increase in GDP and decrease in population growth. (imply)

7. Baran (1957) _____ developed countries as underdeveloped countries are largely exploited by them. Baran focused his _____ on the colonial arrangements that had been created by developing countries. (criticise)

Activity 4: Supporting Opinion with Facts

Work in groups.

a) *Look at the fact and opinion pairs in part c) of Activity 2 again. Carefully observe how the fact supports the opinion in each sentence.*

b) *Discuss at least two opinions from Activity 1. Think of one fact to justify each opinion.*

c) *Write one fact and opinion pair of your own in a short paragraph.*

_____

_____

_____

_____

Activity 5: Exchanging Opinions
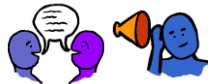
a) *Present your fact and opinion pair, as developed in Activity 4, to your class.*

b) *Listen to four students presenting their opinions and the supporting facts/evidence they give. Take notes in the table below.*

	Opinion	Supporting Fact/Evidence
First		
Second		
Third		
Fourth		

Activity 6: Identifying Main Ideas and Details

a) Read paragraphs 1 and 2 below. As you read, underline the key words/phrases.

1. Bangladesh seems to have achieved considerable success in terms of education, and in particular in closing the gender gap. It made significant progress in expanding primary and secondary education in the 1990s. This can be determined from three indicators, namely, primary school enrollment, primary school completion and secondary school enrollment. The rate of primary and secondary school enrollment and the primary school completion have increased significantly across all socio-economic groups. Substantial challenges, however, remain, as the total adult literacy rate still is under 50 per cent (UNDP database 2007).

[Source: Adapted from Reed, Ananya Mukherjee (2008) *Human Development and Social Power: Perspectives from South Asia.* Routledge.]

2. Bangladesh is currently running one of the largest primary education sectors in the world. But the organisational capacity to run such a huge primary education system is a big challenge, with insufficient instructional time, an inadequate number of classrooms and teaching staff, a lack of sufficient teaching materials, low teacher effectiveness and a lack of adequately trained manpower to manage the country's primary education system (DPE, 2006).

[Source: Adapted from *A Situation Analysis Report on Education (MDG 2) Bangladesh: A Baseline for Needs Assessment and Costing*. Government of the People's Republic of Bangladesh and UNDP Bangladesh.]

b) Work in groups. Discuss each paragraph. Write the topic, the main idea (in one sentence) and the important details (in bullet points) in your own words in the table.

	Topic	Main Idea	Important Details
A			
B			

Extension: Understanding Relevance

Read each statement in the left-hand column and match it to the next part in the right-hand column.

1. The distinction between censorship of print and electronic media is becoming increasingly irrelevant.	a. Violence in television programs and movies is harmful for many fundamental psychological reasons; the lack of responsibility on the part the broadcaster has a critical effect on society.
2. The media cannot assume that all viewers are responsible for the content they consume.	b. Thus, news organisations may shy away from negative stories about corporations that finance large advertising campaigns in their newspaper or on their stations.
3. The mass media play a key role in broadcasting values and cultures to almost everywhere in the world.	
4. The media is often insensitive and irresponsible.	c. Thus it propels communication and mutual understanding which may benefit the whole society.
5. The media reflects and projects the view of minority elite, which controls it.	d. Those people who own and control the corporations that produce media comprise these elite.
6. Media networks aim programming at the largest possible audience through programmes of the broad appeal.	e. This is especially true when advertisements are directed at children.
	f. The Internet is hard to control and in the near future, the Internet may become the primary means of distributing information in society.

Home task: Exploring the Internet for Ideas

a) *Use the Internet or any other source to find information about the use of social media. Find different opinions on the following statements:*

1. Social media has many positive effects such as allowing the democratisation of the Internet.

2. Many people associate social media with positive outcomes due to the increase in such websites.

b) *Develop your own arguments on these and write one paragraph for each. Share your write-ups with your classmates.*

Session 2

At the end of this session, you will have:

- expressed agreement or disagreement
- evaluated arguments
- listened actively to others' arguments
- understood different points of views on the same issue

Activity 1: Agreeing and Disagreeing

Read the following statements. Do you agree (A), partially agree (PA) or disagree (D) with each of them?

1. With access to social media like Facebook, YouTube, Blogs, Google, Skype, etc., the young generation now pay less attention to other media. _____

2. The availability of the Internet on cellphones made social media more popular than any other media. _____

3. Social media has now replaced traditional media as a source of entertainment, and even information. _____

4. Social media is more appealing as it offers two-way communication. _____

Activity 2: Evaluating Arguments

a) In audio clip 16.2.2, four university students are interviewed about different aspects of social media. Listen to the interview and take notes on the main points in the table at the top of the next page.

Student	Opinion	Evidence
Salman		
Nusrat		
Ripa		
Nasim		

Work in groups.

b) Discuss each argument in terms of evidence.

c) Do you find any part of the arguments questionable? Why?

d) Which argument do you think is the best or most acceptable? Why?

Activity 3: Voicing Agreement or Disagreement

Work in pairs. Decide whether each phrase below expresses agreement (A), partial agreement (PA) or disagreement (D).

_____ 1.   Absolutely. Actually, I would go further, and say…

_____ 2.   I agree with your comment "…". What do you think about…?

_____ 3.   I agree with……, but what about …….?

_____ 4.   I can appreciate your point about…, but I would disagree because….

_____ 5.   I can see that…., but I think it's also important to consider….

_____ 6.   I disagree. What about the situations where…?

_____ 7.   I don't really see it that way because….

_____ 8.   I don't think that's the case because ….

_____ 9.   I understand your point about…, but I don't understand…..

_____ 10.   I'm afraid I can't agree with… because …..

_____ 11.   I'm not so sure about that because…

_____ 12.   I'm with you on that point. What I still wonder about is….

_____ 13.   It's certainly true that…, but on the other hand….

_____ 14.   That's a good point, but in my opinion….

_____ 15.   That's interesting, however, from my point of view….

_____ 16.   Yes, and what's more…

Activity 4: Active Listening

Work in groups of three. Choose one role each from the three roles below. Use at least one expression from Activity 3 to help you to fulfill your role.

Student A: Decide whether you agree, disagree or partially agree with the students in the interview in Activity 2. Give reasons for your opinions to others.

Student B: Listen to Student A and disagree with Student A. Give reasons for your opinion to others.

Student C: Listen to A and B and confirm your understanding by summarising their points.

Activity 5: Comparing Alternative Perspectives

a) *Read the text and identify the different perspectives on the role of the mass media in the development of Bangladesh.*

The mass media has played a crucial role in the development of Bangladesh. However, because of the level of adult literacy (43.1%) and the limited purchasing power of a large section of the population, newspapers circulate among a relatively small portion of the total population. Some argue that journalism has not yet become relevant to the real needs of ordinary people. Most newspaper readers live in cities, so rural issues are addressed only peripherally (Anam, 2002). Overall, television viewers are increasing, but newspaper readers and radio listeners are declining. From 2002 to 2005, the number of TV viewers increased from 61% to 64%, while newspaper readers dropped from 26% to 24% and radio listeners from 29% to 22% (Hasan, 2005). Despite these trends, newspapers are more likely than electronic media to undertake critical and politically challenging in-depth reporting (Roy, 2005).

[Source: Adapted from Biswas, Masudul K. (July 2007) "Developmental Issues in News Media". *The International Journal of Not-for-Profit Law* 9:3. From http://www.icnl.org/research/journal/vol9iss3/art_3.htm]

Work in pairs.

b) *Write two perspectives on the role of mass media on development in Bangladesh in two sentences.*

_____

_____

_____

_____

c) *What is your point of view on the issue? Do you agree or disagree? Justify your point of view.*

Extension: Reflecting

Complete the sentences below.

1. I find it difficult to avoid social networking sites, because
_____
_____

2. I think media has a greater role in our national life, because
_____
_____

Home task: Expressing Someone Else's Opinion

a) *Find out different people's opinions on the following statement, and use the Internet or other sources to find more information about it:*

Opponents of social networking say that these sites prevent face-to-face communication, waste time on frivolous activity and alter children's brains and behaviour.

b) *Summarise the different opinions on the above statement in one paragraph. Use the following expressions to introduce other people's opinions.*

1. Many people argue/claim/say/feel/think/believe that …
2. It is argued by some that …
3. There is a common belief that …
4. Many people hold the view that …

Unit 13:   The Art of Presentations

Session 1

At the end of this session, you will have:

- debated a controversial issue
- explored an issue from multiple perspectives
- developed your skills in participating in group discussions

Activity 1: Taking Part in a Discussion

Work in pairs.

a) *Discuss the following statements.*

1. Tourism continues to develop because demand is increasing and it is a market-driven industry.
2. Tourism development is often found to be responsible for more brutal destruction of ecosystems than any other human activity in history.
3. The development of tourism motivates local people to protect nature and the environment as long-term economic resources.

b) *Read the conversation in the table on the next page between four students talking about tourism. Match the expressions below with the expressions in column B of the table.*

1. Asking for clarification
2. Disagreement in form of a question
3. Reaching a balanced conclusion
4. Agreement
5. Clarification
6. Partial Agreement
7. Introducing a new topic
8. Disagreement

A	B	C
Reza	I wonder if St. Martin Island will ultimately survive the assault of mass tourism. In my opinion, tourism is destroying the island's unique environment.	*Introducing a new topic*
Raj	Yeah, tourism is totally unregulated; but the tourist capacity of the Island has not increased.	
Rima	Well, don't you think ecotourism has a lot of economic potential for the local people?	
Reza	What do you mean when you say 'ecotourism'?	
Rima	Responsible travel to natural areas that conserves the environment and improves the well-being of local people.	
Rishi	Beyond the travel industry hype is there really such a thing as ecotourism? The attractions of any unspoilt environment are ruined by ever more visitors.	
	Can I add something here … Of course, there's a sense of balance required, but the problem is that land-based tourism has been allowed to develop unregulated.	
Rima	We need to choose a tour operator that pays attention to sustainable travel and adheres to environmental guidelines.	
Rishi	Rather than encouraging travellers to abandon their plans for visiting St. Martin Island, I hope travellers think carefully about how they should travel to the Island.	

Activity 2: Debating an Issue

a) *Work in groups. Look at the following statements. Choose either of them for a debate; two of the group will support and other two will oppose the view.*

   1. Tourism, despite some problems, ultimately benefits local communities.

   2. Tourism, despite some benefits, ultimately creates a lot of problems for local environment.

b) *Take one side. Prepare an argument with at least two pieces of supporting evidence.*

Activity 3: Being an Active Listener

Work in the same pairs.

a) Listen to audio clip 19.3. You will hear a debate between students. Take notes using the following table.

Speaker	Position	Supporting Evidence
1		
2		

b) Now compare your notes with your partner.

c) What are main points of the second speaker?

d) How would you oppose the argument of the second speaker?

Activity 4: Exploring an Issue from Multiple Perspectives

a) Read the text. Find two reasons why tourists are attracted to St. Martin's Island and one problem that this is causing.

The unique island of St. Martin is a natural treasure of Bangladesh that attracts thousands of tourists. The Island is one of the few remaining nesting places in the region for several species of globally threatened marine turtles and migratory birds. Due to its unique environmental conditions, it is the only place in Bangladesh where coral colonies are found.

The St. Martin's Island annually attracts thousands of tourists because of its beautiful landscapes, clear sea water, and, of course, colonies of corals. With

recent investments by outsiders in the tourism infrastructure, it is now one of most popular tourist destinations.

A major problem resulting from tourism is the untreated sewage that is piped directly into the sea, adversely affecting marine and ground water quality. Furthermore, over half the coral colonies have been depleted and sold to tourists.

b) *Work in groups. Discuss the issues in the text from perspectives of the different people involved):*

1. Tourists
2. Local inhabitants
3. Tour operators/The tourism industry
4. The Minister for Tourism
5. Environmental activists

Activity 5: Participating in a Group Discussion

Work in groups of five. Each person should take a one of the roles 1 to 5 from Activity 4b) above. Your teacher will give you a few minutes to think about and plan your roles. Discuss the tourist attractions, benefits and suffering of local inhabitants, conservation management plans, potential revenue earned, and harmful effects on the environment.

Extension: Reflecting

a) *Read the notes below about discussions and identify some of things you did or used in your discussion in Activity 5.*

Types of discussion: In different types of discussions, participants meet for the purpose of:

- Decision making
- Giving and/or sharing opinions
- Planning and creating something
- Solving a problem

Sub-skills for Discussion: A number of different skills are needed to be able effectively participate in a group discussion. Participants need to develop the ability to:

- Analyse
- Persuade
- Control emotions
- Support
- Use functional language
- Giving and encouraging feedback

b) *Share your findings with your classmates.*

Home task: Exploring Different Sources of Information

Work in groups.

a) *Use the Internet to research one any of the following topics.*

1. Alternative sources of energy
2. Fourth generation cellphone technology
3. How to improve students' study skills
4. Joining the debating club

b) *Organise your information for a discussion.*

Session 2

At the end of this session, you will have:

- planned a presentation
- prepared a presentation
- practised a presentation

Activity 1: Getting Started

a) *Work in pairs. Discuss the questions below. Make a note of your answers in the box below.*

1. Think of at least two specific reasons why students are asked to make presentations in their subject areas in class.
2. Think, as presenters, of at least two specific reasons why audiences take an interest in such presentations.
3. Think of at least two specific elements of good presentations.
4. Think of at least two specific elements of poor presentations

b) *Share your answers with another pair.*

Activity 2: Planning a Presentation

Work in pairs.

a) Compare the ineffective and effective specific purpose statements in the table on the following page. Use the phrases from the box to identify the problem with each ineffective statement.

```
    Too broad              Question, not statement
    Vague                  Use of figurative language
```

Ineffective	Effective	Analysis
To describe the changes that occurred in the banking sector in Bangladesh.	To describe three major changes that have occurred in recent decades in the banking sector in Bangladesh.	— Vague — Too Broad
You should avoid formalin adulterated food.	To persuade my audience to avoid foods adulterated by formalin by showing its health related hazards.	
To talk about 4G cell phone technology.	To inform my audience about major innovations of 4G cell phone technology and their benefits for users.	
Is 4G cell phone technology necessary?	To convince my audience that the introduction of 4G cell phone technology will benefit our people.	
To inform my audience how to plan a cool presentation	To inform my audience how to formulate a specific purpose, phrase a central idea and develop the main points of a presentation.	

b) *Compare the central ideas in the following table. Use the phrases from the box to identify the problem with each ineffectively expressed central idea.*

> Too broad   Question, not statement
> Vague   Use of figurative language

Ineffective	*Effective*	*Analysis*
Several changes occurred in the banking sector in Bangladesh recently.	The major recent changes in the banking sector in Bangladesh include the entry of new private banks, more liberal entry of foreign banks, and introduction of services through ATMs, points of sale, the Internet and Tele-banking.	
There are many immediate and long-term effects of eating adulterated foods.	The immediate effect of eating adulterated foods may be severe forms of food poisoning and, in the long run, chemicals in food can adversely affect vital organs such as the liver and the kidney resulting in organ failure and/or cancer, and thus untimely loss of life.	
With the high capability of 4G, users will have an amazing experience of browsing the Internet.	With the capability for high-speed wireless data transfer, 4G enhances additional applications such as mobile video, secure mobile, location-based services, audio on demand and more.	
The new 4G technology is better than existing technology and so our country should go for it.	The introduction of the new 4G technology will not only enrich the experience of using mobile phones, but also have a huge influence on the economy in Bangladesh.	
Cox's Bazar beach is a cool place for holidaying during the semester break in winter.	Cox's Bazar is an attractive place for holidaying during the semester break in winter, because of its beautiful weather and beach.	

c) Some of the sentences below are main points and some of the sentences are supporting points of the outline of a presentation entitled 'The Tragedy of the Titanic'. Arrange these sentences into an outline with a central idea, a conclusion and two main points, each of which has two supporting points. Use the outline format on the following page.

1. Technology alone could not save lives as fundamental safety issues were not addressed.

2. The body was divided into sixteen watertight compartments and even if two of these compartments flooded, the ship could still float.

3. The Titanic was built with the most advanced technology of the time and confidently proclaimed to be unsinkable; but unfortunately it sank due to a deadly collision with an iceberg.

4. The Titanic represented the pinnacle of technological advancement at the time, one of the safest forms of transport. It combined the greatest technology of the day with sheer size, luxury and new safety features.

5. The Titanic hit disaster face-to-face when it ran into an iceberg four days after its departure.

6. Over 1,500 people drowned as lifesaving facilities were inadequate.

7. It was 882 feet long and weighed about 46,000 tons, larger than many of the tallest buildings of the day.

8. On reflection, we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were inadequate and humans did not follow the safety procedures.

Outline

Topic: The Tragedy of the Titanic.

General Purpose: To inform

Specific Purpose: To inform the audience about one of the most famous tragedies in history, the sinking of the Titanic.

I. Central Idea:

II. Main Points:

 A. Main Point 1:

   i. Support 1:

   ii. Support 2:

 B. Main Point 2:

   i. Support 1:

   ii. Support 2:

Conclusion:

Activity 3: Preparing a Presentation

a) Watch the Video clip 19.3.1, an opening of a talk. Complete the sentences.

1 _____, my teacher and my fellow students. Let me _____ for coming here today to listen to me, especially in the busiest time of the year.

2 Let me _____. My name is _____. This is my first year of B.Sc. Engineering and I am currently studying Electronic and Electrical Engineering.

3 An American writer named Morgan Robertson once wrote a book called *The Wreck of the Titan*. The book was about an "unsinkable" ship called _____ that set sail from England to New York with many rich and famous passengers on board. On its journey, the Titanic hit an iceberg in the North Atlantic and sunk. Many lives were lost because there were not enough lifeboats. So, what is so strange about this? Well, _____ was written 14 years before the Titanic sank.

4 The sinking of the Titanic was one of the_____ in history and I have been fascinated by _____ for as long as I can remember.

5 _____ I will be talking to you _____, a ship that was built with the most advanced technology of the time and confidently proclaimed to be unsinkable; but unfortunately sank due to _____with an iceberg.

6 _____, I will discuss the making of the Titanic, the largest, safest and most luxurious ship ever built of the day. And _____, I will discuss the sinking of the ship, the tragic end it met.

b) Match the parts (1-6) from above opening to the correct categories A to F below:

   A. Getting attention _____
   B. Preview of the main points _____
   C. Welcoming the audience _____
   D. Introducing the speaker _____
   E. Relevance of the topic _____
   F. Introducing the topic _____

c) Watch the Video clip 19.3.2, the conclusion of the talk, and complete the sentences.

1 _____, let me come back to _____ of my presentation. In first part I _____ how the Titanic was built to become the finest and more importantly, as an unsinkable ship. And then, I _____ how the fundamental and inadequate safety issues led to the enormous loss of life.

2 So, _____ the Titanic was not unsinkable and that technology alone could not save lives when facilities were inadequate and humans did not follow safe procedures.

3 _____ *The Wreck of the Titan*, the story written fourteen years before the Titanic sank. It now seems as if it was a strange forecast, or a case of life imitating art. Whatever the case, the loss of lives on the Titanic was tremendous, and it is something that _____.

d) Match the parts (1-3) from the above conclusion with the correct categories A to C below:

    A. Restate the central idea _____
    B. Closure with a bang _____
    C. Review of the main points _____

e) Work in pairs. Watch the lecture on visual aids (Video 19.3.3). Discuss the positive and negative features of the following slides based on the lecture, consider:

    ▪ Appropriate font and size, colour, background
    ▪ Overuse of text and points
    ▪ Appropriate use of charts, graphics, statistics
    ▪ Simple design and clarity

1.

Delivering Your Presentation

There are a number of strategies that you can adopt when delivering your material to maximise the sense of audience involvement.

Eye contact

Making eye contact is one of the most powerful techniques for involving your audience. If used well, eye contact can serve to make your address much more personal and thus more effective. If eye contact is avoided, the presenter can appear to be nervous and unconvincing. It is important to share eye contact with all members of a small audience or all sections of a large audience..

Body language (position, posture and gesture)

An effective presenter pays close attention to the physical relationship with her/his audience. Find a comfortable but purposeful position in relation to your audience and adopt an upright sitting or standing posture that allows for movement and gesture. Your use of gesture is of course another way of involving your audience in your presentation. Audiences respond well to the physical energy and enthusiasm being conveyed by a presenter, and thus the use of clear and controlled gestures will greatly enhance your presentation.

2.

Delivering Your Presentation

Strategies to maximise audience involvement

o Eye contact
  o The most powerful techniques.
  o Serve to make address much more personal and more effective.
  o If avoided, the presenter can appear to be nervous and unconvincing.
  o Share eye contact with all members of a small audience or all sections of a large audience.

3.

Delivering Your Presentation

Strategies to maximise audience involvement

o Eye contact
  o The most powerful techniques.
  o Serve to make address much more personal and more effective.
  o If avoided, the presenter can appear to be nervous and unconvincing.
  o Share eye contact with all members of a small audience or all sections of a large audience.

o Body language (position, posture and gesture)
  o Don't stand hidden behind an overhead projector or stand too far away from your audience.
  o Similarly, don't stand over them or sitting too closely in amongst.
  o Find a comfortable but purposeful position in relation to your audience.
  o Audiences respond well to the physical energy and enthusiasm being conveyed by a presenter.
  o Gestures serve to extend your presentation to them and thus help them feel more involved.

4.

Using Graphics and Animations

• Make graphics relevant to your text and not just decorative.

• Consider using graphics to replace text where you think an image would be easier to understand.

• Ensure that the images that you use are simple and clear enough to be easily read at a distance.

5.

How to use visual aids

• Use 18 – 24 point font size, with up to 32 point for titles

• Choose a clear font style

• Keep diagrams and figures large and simple

• Where possible, use colour to differentiate elements

• LABEL GRAPHICS, GRAPHS AND FIGURES CLEARLY
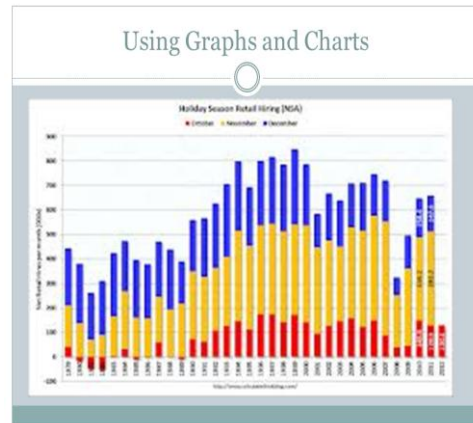
6.

Using Colour

o Use high contrast colours
o The safest is dark text on a light background or vice versa.
o What looks good on your computer screen may not look the same when projected.
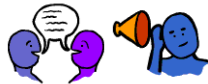o Project the slides at the venue before your actual presentation.

7.

Using Graphics

8.

Using Graphs and Charts
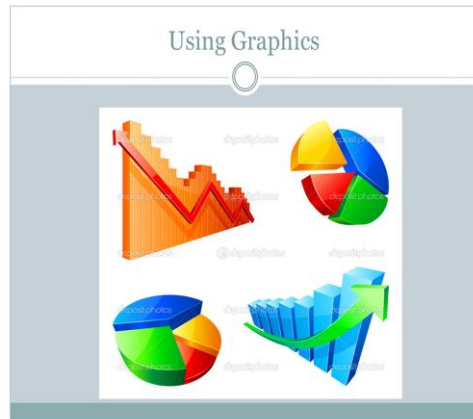
Activity 4: Delivering a Presentation

Work in pairs.

a) *Each of you should prepare a short two-minute presentation on one of the following four topics. Make sure you and your partner choose different topics.*

   1. Alternative sources of energy
   2. Fourth generation cellphone technology
   3. How to improve students' study skills
   4. Joining the debating club

b) *Present your talk by speaking to one another. The listener should watch the presentation and take notes.*

   After each presentation, the listener should give feedback from the notes they took.

   Were the main points of each presentation understood?

Activity 5: Using Appropriate Language

Work in pairs. Match the phrases in the right hand column to the functions in the left hand column in the table below.

1. Welcoming	a. As I mentioned earlier …
	b. Finally, I'd like to finish by thanking you (all) for your attention.
2. Introducing yourself	c. Firstly, … , secondly … , and finally … .
3. Introducing your presentation	d. Good morning and welcome to …………
	e. If anyone has any questions, I'd be pleased to answer them.
4. Beginning a point of the presentation	f. In today's presentation I'd like to ….
	g. Let me introduce myself; my name is …………. and I'm studying ….
5. Previewing major points	h. Moving on to the next part, I'd like to ..
6. Concluding and summarising the presentation	i. Next I'd like to take a look at … .
	j. Now, let's move on to … .
	k. That brings us to the end of my presentation.
7. Finishing and thanking	l. That brings us to the end of the final section. Now, if I can just summarise the main points again.
8. Referring to a previous point made	m. The purpose of my presentation today is to …
9. Inviting questions	

Extension: Practising a Presentation

a) Use the slide and information on the next page to practise your presentation delivery skills with fellow students.

ONLINE REGISTRATION

- Get prepared. Learn about advising, selecting courses, registration bars and more from registration tutorials.
- Review course availability or the schedule of classes.
- Login to the website: registration.dau.edu.bd. Fill in obligatory fields in the form.
- Check the information and save the form.
- Pay in full or use the installment plan.

b) Get feedback from other students.

Home task: Making a Presentation on Current Events

Work in groups.
a) Choose a news item which is:

- related to your interests
- published in a newspaper or on a website in the last 2 months
- suitable for a 10 minute presentation
- suitable for your class

b) Gather materials on the topic. Prepare an outline of your presentation.

Unit 14: Business and the Economy

Session 1

At the end of this session you will have:
- practised guessing information from context
- read for specific information
- identified facts and mistakes
- practised synthesising information

Activity 1: Thinking and Discussing

Work in groups. Look at the pictures on the next page and discuss these questions.

a) What do you see in Picture 1? Have you ever borrowed money from someone or from a bank? What are the functions of a bank? What kind of security (house, land, car, etc.) is usually required to receive a business loan from a bank?

b) Imagine the lives of the people in pictures 2, 3 and 4. What adjectives do you think you can use to describe their lives? How might Picture 1 relate to the other three pictures?

Picture 1   **Picture 2**

Picture 3   **Picture 4**

Activity 2: Reading and Thinking Critically

Read the text on the "Grameen Bank" and find 3 ways in which it is different from traditional banks.

Grameen Bank

Paragraph 1

Grameen Bank (which means "rural bank" in Bengali) has created a banking system which is based on mutual trust, strict supervision, accountability, participation and creativity. GB (Grameen Bank) believes credit helps develop of socio-economic conditions of the poor, who have been kept outside the banking area simply because they are poor.

Paragraph 2
GB originated in 1976, through the work of Professor <u>Muhammad Yunus</u>, a professor at the <u>University of Chittagong</u>, who launched a <u>research project</u> to study how to design a credit delivery system to provide banking services to the rural poor. It is mostly owned by the borrowers themselves, who are mainly women, and it works exclusively for them. GB lends women money and they use the loan to buy assets that can immediately generate income - such as cotton to weave or a cow to milk. The loan is repaid in tiny installments until the women become self-sufficient. GB claims a loan repayment rate of 99%.

Paragraph 3
GB does not require any collateral (security deposit for the repayment of a loan) against its loans. Since the bank does not wish to take any borrower to a court of law in case of non-repayment, it does not require the borrowers to sign any legal instrument. Although each borrower must belong to a five-member group, the group is not required to give any guarantee for a loan to its member. Repayment responsibility solely rests with the individual borrower, while the group and the centre oversee that everyone behaves in a responsible way. Group members are not responsible for paying on behalf of a defaulting member.

Paragraph 4
Dr. Yunus asserts that credit is a fundamental human right. Credit creates authority to resources and is the basis for the economic freedom for the poor and in particular for poor women. Collateral based on conventional formats denies the poor the right to credit.GB has offered credit to classes of people formerly underserved: the poor, women, the illiterate and the unemployed.

Paragraph 5
Dr. Yunus discovered that lending to women is much more beneficial to whole families and that women were more careful about their debts. To be eligible for a loan, a person must prove they understand how GB works. Borrowers promise to abide by the "16 decisions", a set of personal commitments. The most important is to join with four fellow borrowers, none of whom can be a family member, to form a "group." The group provides a borrower with self discipline and courage.

Paragraph 6
The GB model of micro-finance has inspired similar efforts around the world. It is now used in 58 countries, including the United States, Canada, France, the

Netherlands and Norway. According to the World Bank, the micro-credit movement has now extended to 7000 micro-finance institutions around the world, serving some 16 million people in developing countries.

[Adapted from: http://www.unesco.org/education/poverty/grameen.shtml
http://en.wikipedia.org/wiki/Grameen_Bank
http://www.grameen-info.org/index.php?option=com_content&task=view&id=26]

Activity 3: Reading for Specific Information

Work in pairs. Look back at the reading text. Underline the answers to the questions below.

1. What was new or original about Mohammud Yunus' plan?
2. Who does the bank lend money to?
3. What doesn't the bank require from borrowers?
4. What must borrowers promise to do?

Activity 4: Watch and Discuss
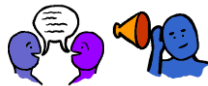
Work in pairs. Watch the short video clip on "Women Borrowers at the Grameen Bank in Bangladesh" and discuss these questions.

1. What do you think the short video is about?
2. What do you think is giving women confidence about their development?
3. How do you think Selina became solvent?
4. Compare Selina's past and present?

Activity5: Finding Facts

Identify and underline the factual mistakes in the sentences below and correct them. There are two factual mistakes in each sentence. Correct the mistakes.
Example:

Dhaka Bank has created a trading system which is based on mutual trust, strict supervision, accountability, participation and creativity.
It should be Grameen Bank and banking.

1. The Grameen Bank originated in 1977, through the work of Professor <u>Muhammad Yunus</u>, a professor at the <u>University of Dhaka</u>, who launched a <u>research project</u> to study how to design a credit delivery system to provide banking services to the rural poor.
2. GB is mostly owned by the borrowers themselves, who are mostly men, and it works exclusively for the government.
3. Collateral based non conventional format gives the poor the right to work.
4. Although each owner must belong to a four-member group, the group is not required to give any guarantee for a loan to its members.

Activity 6: Listening to and Talking about Likes

Form a circle and talk about things you've never done, but which you would like to do one day. First repeat what the previous students mentioned and then add your own goal.

Example:
Preety: I've never seen an animated movie in English, but I would like to.
Raju: Preety has never seen animated movie in English. I've never been to Chittagong, but I would like to visit my aunt who lives there.

Activity 7: Vocabulary Review

Match the words and phrases on the left with the definitions on the right. Look back at the text in Activity 2 to help you if necessary.

1. mutual	a. an agent that that causes great change
2. accountability	b. an introductory step, often intended to solve a problem
3. catalyst	
4. credit	c. an organisation, especially a business, especially one that will earn money
5. initiative	
6. enterprise	d. shared in common
7. micro-credit	e. money in your bank account
	f. lending of very small amounts of money at low interest
	g. responsibility to someone or for some activity

Activity 8: Listening for Detail

Listen to a lecture by a teacher of economics and complete the following sentences with appropriate words.

Grameen Bank methodology is almost the 1)_____ of the conventional banking methodology. Conventional banking is based on the 2)_____ that the more you have, the more you can get. In other words, if you have little or nothing, you get nothing. As a result, more than half the population of the world is 3)_____ of the financial services of the conventional banks. Conventional banking is based on collateral, Grameen system is collateral-free.

Grameen Bank starts with the belief that credit should be 4)_____ as a human right, and builds a system where one who does not possess anything gets the highest 5)_____ in getting a loan. Grameen methodology is not based on assessing the material possessions of a person, it is based on the potential of a person. Grameen believes that all human beings, including the poorest, are endowed with endless potential. Conventional banks look at what has already been acquired by a person. Grameen looks at the 6)_____ that is waiting to be unleashed in a person.

Conventional banks are owned by the rich, generally men. Grameen Bank is owned by poor women. The most important 7)_____ of the conventional banks is to maximize profit. Grameen Bank's objective is to bring financial services to the poor, particularly women and the poorest - to help them fight poverty, stay profitable and 8)_____ sound. It is a composite objective, coming out of social and economic visions.

Conventional banks focus on men, Grameen gives high priority to women. 97% of Grameen Bank's borrowers are women. Grameen Bank works to 9)_____ the status of poor women in their families by giving them ownership of assets. It makes sure that the ownership of the houses built with Grameen Bank loans 10)_____ with the borrowers, i.e. the women.

Conventional banks go into 11)_____ mode when a borrower is taking more time in repaying the loan than it was agreed upon. They call these borrowers 12)_____. Grameen methodology allows such borrowers to reschedule their loans without making them feel that they have done anything wrong (indeed, they have not done anything wrong).

Activity 9: Synthesising and Discussing

Synthesising

We frequently need to synthesise information-that is, put together information from different sources. As you read you need to make logical connections with other material that you already know from your own experience, have read or have learned from lectures.

Work in groups. From the text in Activity 2, what priorities for developing countries is Muhammad Yunus focusing on in his use of microcredit?

Extension: Synthesising

Work in groups. Use the text in Activity 2 and answer the questions below.

1. What principle do you think Grameen Bank is based on?
2. How did Grameen Bank originate?
3. Why does Grameen Bank target women?

Home task

Work in groups. Explore the website of Grameen bank.

- *Find the list of "16 decisions".*
- *Which ones might you expect in any country?*
- *Which ones do you think are specific to Bangladeshi villagers?*

Session 2

At the end of this unit you will have:
- understood meaning from context
- improved your skill of prediction
- practiced guessing information from context
- learnt how to describe charts

Activity 1: Predicting

Work in pairs.

1. How would you define the word "economy"?
2. What information do you think you will find out about the Bangladesh Economy from the text below?

Now read the text. As you read, highlight the main points and other important information.

The Bangladesh Economy

Paragraph 1:

Although one of the world's poorest and most densely populated countries, Bangladesh has made major developments in recent years to meet the food needs of its growing population through increased domestic production, supplemented by imports. The land is devoted mainly to rice and jute cultivation, although wheat production has increased.

Paragraph 2:

Bangladesh's predominantly agricultural economy depends heavily on an irregular monsoonal cycle, with periodic flooding and drought. Following the violent events of 1971, during the fight for independence, Bangladesh - with the help of large amounts of donor relief and development aid - slowly began to turn its attention to developing new industrial capacity and rehabilitating its economy. The IMF and World Bank predicted GDP growth over 2010-2015 of about 6%, well short of the 8%-9% needed to lift Bangladesh out of its severe poverty.

Paragraph 3:

Most Bangladeshis earn their living from agriculture. Although rice and jute are the primary crops, maize and vegetables are assuming greater importance. Due to a number of factors, Bangladesh's labour-intensive agriculture has made steady increases in food grain production despite the often unfavourable weather conditions. These include better flood control and irrigation, generally more efficient use of fertilisers, and the establishment of better distribution and rural credit networks.

Paragraph 4:

Fortunately for Bangladesh, many new jobs - 1.8 million, mostly for women - have been created by the country's dynamic private ready-made garment industry, which grew rapidly through the 1990s. Despite the country's poor infrastructure, and weak financial system, Bangladeshi entrepreneurs have shown themselves to be able to compete in the global garments marketplace. Bangladesh exports significant amounts of garments and knitwear to the U.S. and the European Union (EU) market.

Paragraph 5:

One obstacle to economic development is population growth. The population in this country grows at a rate much faster than that of industrialised countries. One reason for this growth is the high birth rate - the number of live births per year per 1000 people. People in this country are also experiencing an increasing life expectancy - the average remaining lifetime in years for people at a certain age. Longer life expectancies, coupled with a high birth rate, make it difficult to increase GDP per capita. Some countries, like China, have encouraged lower birth rates and smaller families.

Paragraph 6:

Some people feel that societies should work for zero population growth - the condition in which the average number of births and deaths balance. Another obstacle to economic growth in Bangladesh is limited natural resources, which includes unproductive land and a harsh climate. A shortage of the energy sources needed for industry also slows growth. Another major problem facing developing countries like Bangladesh today is the size of their external debt - money borrowed from foreign banks and governments. When debts get large, countries have trouble even paying interest on the loans. A lack of appropriate education and technology can be considered as further obstacles to economic development.

[Source: Adapted from: CIA World Factbook (March 2012)U.S. Dept. of State Country Background Notes (March 2012): https://globaledge.msu.edu/countries/bangladesh/economy]

Activity 2: Meaning from Context

Work in groups. Find a word or phrase in the text in Activity 1 to match the definitions below.

1. The system of trade and industry by which the wealth of a country is made and used. _____ *(Paragraph 2)*
2. A person who gives money or goods to an organisation. _____*(Paragraph 2)*
3. The number of live births per year per 1000 people. _____*(Paragraph 5)*
4. The average remaining lifetime in years. _____*(Paragraph 5)*
5. The condition in which the average number of births and deaths balance. _____ *(Paragraph 6)*
6. Money borrowed from foreign banks and governments. _____*(Paragraph 6)*
7. An act of borrowing or lending something. _____*(Paragraph 6)*

Activity 3: Scanning for Specific information

Work in groups. Use the text in Activity 1 to complete the chart.

	Obstacles to economic development	Examples
1		
2		
3		
4		
5		

Activity 4: Analysing and Discussing

Work in pairs. The table gives two pieces of information about various countries. Study it and then discuss the questions below.

Country	GDP* per capita (US$)	Birth Rate (per 1000 people)
Bangladesh	2000	20
Japan	35,200	8
China	8500	12
Qatar	98,900	12
Denmark	37600	11
United Kingdom	36600	13
United States	49000	13
Pakistan	2800	27
India	3700	22
Zimbabwe	500	29
Canada	41,100	11
Australia	40,800	13

[Source: World Statistics 2012]

*'GDP' means Gross Domestic Product. It represents goods, services and structures produced inside a country's borders within one year. 'Per capita' means per person.

1. Which country has the lowest birth rate? Which has the highest?
2. Which country has the highest GDP per capita? Which has the lowest?
3. What inferences can you make from this table?

Activity 5: Noticing Language 1: Prepositions

Complete the phrases with prepositions. Look back at the text to check your answers.

1. The land is devoted mainly _____ rice and jute cultivation, although wheat production has increased in recent years; the country is largely self-sufficient in rice production.
2. Bangladesh's predominantly agricultural economy depends _____ an irregular monsoonal cycle, with periodic flooding and drought.
3. Due to a number of factors, Bangladesh's labour-intensive agriculture has achieved steady increases _____ food grain production despite the often unfavourable weather conditions.
4. One obstacle _____ economic development is population growth.
5. The population in our country grows _____ a rate much faster than that of industrialised countries.
6. A shortage _____ natural and energy sources needed for industry also hinders growth.
7. When debts get large, countries have trouble even paying interest _____ the loans.

Extension

a) *Conduct the survey on the next page. Form groups and ask questions to two members of the group. First ask these two group members to choose a country and then have them answer the questions. Someone should take notes.*

b) *After completing the survey, compare your answers and write a short paragraph to summarise the situation for __each__ of the countries.*

   Example: The United Kingdom is a developed country. We think it probably has some external debt, though we aren't sure of the effects of this. We don't think there's a problem with over population and we think the United Kingdom has made economic progress as it has been a developed country for a long time.

Questions	Classmate 1 Country_____	Classmate 2 Country_____
1. Is the country developed or developing?		
2. Do you think there is a problem with external debt in the country? If so, what are its effects?		
3. Do you think there is a problem with overpopulation in the country? If so, what are some of the reasons for this?		
4. Do you think the country has made economic progress? If so, what are some of the reasons for this?		

Home task

Write about 100 words on <u>one</u> of the topics below.

- How to remove poverty in Bangladesh

- Obstacles to economic progress in Bangladesh

Unit 15: Gender and Equality

Session 1

At the end of this session, you will have:
- skimmed through a text to identify problems
- practised reading intensively for main ideas
- listened to a video/audio and shared ideas
- elicited solutions to problems by asking questions
- used vocabulary in context

Activity 1: Brainstorming

Work in pairs. Answer the following questions:

1. *What are the traditional roles of men and women in Bangladesh?*
2. *Look at the pictures below and work with a partner to find out what the people are doing.*
3. *Compare the roles of the women and the men in the pictures.*
4. *How do you think they fulfill their expected roles in our society?*

Picture 1	Picture 2

Picture 3	Picture 4

197

Activity 2: Reading for Main Ideas

a) Read the text below to identify the issues/problems discussed.

Gender Disparity in Our Society

Bringing women into mainstream economic activities and ensuring equal opportunities is one of the major targets of the government of Bangladesh. However, in the male-dominated society, women are often still dependent on men socially and economically, which indicates the continuing relatively lower status of women. Although there has been steady progress in reducing gender inequality in different sectors, such as education and, health, huge inequality still exists in Bangladesh and the participation of women in many fields is very low compared to their male counterparts, and gender inequality has been a major barrier to achieving development targets.

Despite numerous actions to enhance female literacy, there remains a considerable gap in female enrollment in educational institutions compared to male enrollment, as well as a significant difference in dropout rates. The literacy of male children was 49.5% in 2000 at a national level, whereas that of female children was 40.1%. There is also a rural-urban disparity in literacy rates for women, with rural women far behind urban women. Another significant gender disparity exists in higher education. For example, in 2001, only 24.3% of public university students were female.

In the employment sector, vast inequality exists between men and women, although there has been some progress in recent years. In 2007, the employed male population was 68.3% whereas it was only 22.9% for the female population. Gender inequality in terms of employability is even more severe in the rural areas. However, the annual growth rate of the employed female population in rural areas between 1993 and 2007 was higher than that in urban areas.

Gender inequality in Bangladesh continues for several reasons. Traditionally, women were often discouraged from participating in public life and that is why girls are subject to discrimination from birth. There are misconceptions that men are better than women as far as the ability to work is concerned and that only men can take care of their families, and also that the primary role of women should be as home-makers. There are also no effective policies to ensure

women's security at home, in educational institutions, on the streets, or in other organisations. Increasing violence against women is now a grave concern. Under these circumstances, parents are more likely to keep their girls inside their homes. Hence, they are not able to fully participate in education, employment or other sectors, and inequality still persists.

Although some steps have been taken at the policy level to reduce gender inequality in different sectors, the fruits of this have not been translated into reality because of the lack of proper implementation and monitoring. Women consistently find themselves in low-status, low-paying jobs with few opportunities for advancement. These levels and patterns of inequality should be considered in formulating effective policies for ensuring gender equality.

[Source: Adapted from, Gender Inequality in Bangladesh,
http://www.unnayan.org/reports/Gender%20Inequality%20In%20Bangladesh.pdf]

Work in groups.

b) *Skim through each paragraph of the text above and write the main issue of the paragraph in one sentence.*

Example: Para 1 - Gender inequality in different sectors in Bangladesh is a major barrier to women's participation and to achieving development goals.

1. Para 2: _____
   _____

2. Para 3: _____
   _____

3. Para 4: _____
   _____

4. Para 5: _____
   _____

c) *Discuss how significant these problems are where you live and where you study.*

d) *Take two specific problems from the text and discuss the solutions with your group.*

Activity 3: Understanding Words in Context

Work in Pairs.

a) *Use the words in Column A to complete the phrases in Column B of the table below.*

Column A	Column B
disparity	1. female _____
male dominated	2. _____ society
equal opportunities	3. _____ dependent
enrollment	4. _____ jobs
economically	5. gender _____
into the mainstream	6. _____ security
low-status	7. participation _____
dropout	8. female _____
public life	9. bringing women _____
women's	10. ensuring _____

b) *Complete the table. Use a dictionary to help you.*

Noun	Adjective
vulnerability	
	biased
	concerned
increase	
	unequal

200

c) Choose one word from the table in b) above to complete the sentences.

1. Literacy as well as the significantly higher proportion of female dropout from the education system is still a major _____.

2. _____ prevails in the percentage of underweight boys and girls.

3. Early marriage has historically limited young women's access to education and thereby to employment opportunities as well as creating a _____ situation for their health.

4. Gender inequality is a result of the persistent _____ for one group of people based upon gender.

5. The _____ rate in the percentage of employed population has occurred with a higher rate for female than that of male.

Activity 4: Sharing Ideas and Eliciting Solutions

a) Watch the video and note how the gender disparity issues discussed in the interview are similar or different from those of the text.

Issues discussed in the text	*Issues discussed in the interview*
Women are lagging behind in education.	
Women are discouraged from working outside.	
Women feel insecure when they go out.	

b) Watch the video again. Say whether the statements below are true or false and correct the false statements.

Statement	If false, correct version
1. The majority of the women are not pressurised to perform certain roles.	
2. Women who get support from their family can build their career easily.	
3. Today a lot of men are not sharing household tasks.	
4. In our society, men get preference in the job market.	
5. Women want a secure work environment and colleagues who understand them well.	

c) Work in pairs. Write in note form 3 possible solutions to the problems of gender inequality in Bangladesh based on the interview.

- _____
- _____
- _____

Extension: Matching Ideas

Work in pairs. Match the statements in the left-hand column to those on the right by putting numbers in the spaces provided. The first is done for you.

1.	Despite numerous actions to enhance the female literacy, there remains a considerable gap in female enrollment in educational institutions.	_5_	The results are not translated into reality because of the lack of proper monitoring and implementation.
2.	Gender still gives many men more power and public recognition than women, with little evidence that they deserve their higher status.	____	In 2001, among public university students, only 24.3% were female.
3.	Even in the most developed countries there are areas of life and work that are associated with women.	____	This does not mean that we do not have gender inequality.
4.	Some very prominent women are in top positions like the PM, Ministers, and Chief Executive Officers in today's world.	____	And whatever tasks and skills are associated with women tend to be undervalued.
5.	Some periodic steps are taken at the policy level to reduce gender inequality in different sectors.	____	There are many other signs of gender bias that remind us that real gender equity is still missing.

Home task: Expanding Ideas

Write a short essay (maximum 150 words) about "Gender Equality in Bangladesh." You should identify 1 problem, discuss it in detail and suggest solutions from your own experience and knowledge.

Session 2

At the end of this session, you will have:
- scanned through a text to identify problems
- read a text to understand the main ideas
- practised listening and taking notes
- become more conscious of sexist and gender-neutral language

Activity 1: Preparing to Read

Work in pairs or small groups. Discuss the following questions:

1. Do you think the issues of inequality of men and women in Bangladesh are the same or different from those of the other countries of the world?
2. What are the common obstacles that women across the world face?

Activity 2: Reading for the Main Ideas

a) *Read the text on the next page. Decide on the best title for the text. Choose from the suggested titles below.*

Suggested titles:
1. Women in the UN
2. Gender equality in the UN
3. UN Women as an organisation and its agenda
4. The activities of UN for the women of the world
5. UN Women

Title: _____

UN Women is the UN organisation dedicated to gender equality and the empowerment of women. It was established in 2010 to accelerate progress on meeting women's needs worldwide. Grounded in the vision of equality enshrined in the UN Charter, UN Women, among other issues, works for the:

- elimination of discrimination against women and girls;
- empowerment of women; and
- achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action, and peace and security.

Gender equality is a basic human right and its achievement has enormous socio-economic consequences. Empowering women helps economies to develop and grow. Yet gender inequalities remain deeply entrenched in every society. Women lack access to decent work and face gender wage gaps. They are also too often denied access to basic education and healthcare, suffer violence and discrimination, and are under-represented in political and economic decision-making processes.

For many years, the UN has faced serious challenges in its efforts to promote gender equality globally, including inadequate funding and no single recognised organisation to direct UN activities on gender equality issues. UN Women was created to address such challenges as a dynamic and strong champion for women and girls, and providing them with a powerful voice at global, regional and local levels.

UN Women acts on two fronts. Firstly, it supports international political negotiations to formulate globally agreed standards for gender equality. Secondly, it helps UN Member States to implement those standards by providing expertise and financial support. It works with governments and civil society to design the laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on following priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting.

UN Women also coordinates and assists other parts of the UN system in their efforts to advance gender equality across a broad spectrum of issues related to human rights and human development.

[Source: *Adapted from*, http://www.unwomen.org]

b) *Work in pairs/small groups. Identify the obstacles in the way of equality for women all over the world. The first one is done for you.*

1. Lack of laws and policies protecting women's rights.

2. _____

3. _____

4. _____

5. _____

6. _____

c) *Replace the underlined words given in the sentences below with one of the words or phrases from the box. The first is done for you.*

> stopping, devise, removing, are deprived of, strength

1. UN Women works for <u>the elimination of</u> discrimination against women and girls. [*removing*]

2. UN Women prioritises <u>the ending of</u> violence against women. _____

3. Enhancing women's economic <u>empowerment</u> is another focus area. _____

4. By supporting international political negotiations, UN Women helps to <u>formulate</u> globally agreed standards for gender equality. _____

5. Women across borders <u>lack access to</u> decent work and face gender wage gaps. _____

Activity 3:   Inequality in Language Usage

a) Listen to a talk about the problem of 'sexism in language' and take notes on how we can get rid of sexist language.

b) Listen again to part 1 of the talk and complete the sentences.
1. Sexist language is language that expresses _____ in favour of one sex and thus treats the other sex in a _____ manner.
2. Sexist language shows bias is in favour of _____ and against _____.
3. Use of sexist language often makes women _____ in language or altogether excludes them.
4. Sexist language prevents the portrayal of women and men as different but _____ human beings.
5. 'If you see an old man, sit down and take a_____; if you see an old woman, throw a _____.'

c) Listen again to part 2 and 3 of the talk. Complete the table with gender-based and gender-neutral language.

Gender-based language	Gender-neutral language
Example: Chairman	Chairperson
	Humanity
Policeman	
	Employee /Human resources
Newsman	
	First-year-student
Forefathers	
	'person to person'
Lady lawyer	
	Host

d) Underline the gender-sensitive language in the following sentences and modify it to avoid discriminatory gender references. The first is done for you.

1. *Man is mortal.* →   *Human beings are mortal.*
2. Practice makes a man perfect.

    → _____

3. Every person should be aware of his strengths and weaknesses.

    → _____

4. We want to hire the best woman for the job.

    → _____

5. The tribe would follow the footsteps of their forefathers.

    → _____

6. One often succumbs to her faults.

    → _____

Extension: Critical Thinking

Work in pairs/small groups.

  a) Discuss the following questions with your partner or group.

    1. Have you ever experienced of gender inequality?
    2. Does your family expect you to fulfill a traditional gender role?
    3. How do you think gender inequality can be eliminated?

  b) Identify two specific problems of gender disparity in Bangladesh universities and work out possible solutions.

Home task: Writing

Write a paragraph giving your views on and/or experiences of "Gender and equality"

Unit 16: Democracy and Tolerance

Session 1

At the end of this session you will have:
- developed your ability to read for detail
- worked collaboratively to improve both oral and written skills
- practised listening for the main ideas and for specific information

Activity 1: Collaborative Learning

Work in groups.

a) *Look at the pictures below and discuss what they signify.*

Picture 1

Picture 2

Picture 3

b) *Read the following questions and discuss the answers given by Razib, Fatima and Alok in the tables on the next page with your group members.*

1. Why do you read texts in school?
2. How do you learn things in school - alone or in groups?
3. Which do you prefer - learning alone or learning in groups? Why?

Table 1: Opinions of the three students <u>when asked individually</u>

Razib	Fatima	Alok
1. To learn 2. Alone 3. Learning alone; I can memorise better alone.	1. To pass exams 2. As a group member 3. We can learn by working together, I don't need to memorise.	1. To get a good result 2. Both alone and as a group member 3. Memorising is difficult, but I can remember what I learn with my friends.

Table 2: Opinions of the three students <u>when asked as a group</u>

Razib, Fatima and Alok (as a group):
1. To acquire knowledge and do well in examinations
2. We can learn both alone and as members of a group.
3. Learning as a member of a group is the best way.

c) *Now, compare individual opinions of the students in Table 1 and group opinions of the same students in Table 2. Which opinions do you think give a better answer to the questions, those in Table 1 or in Table 2? Why?*

Activity 2: Understanding Details

e) *Work in pairs. Answer the following questions.*
   1. Look at the title of the text below. What do you think the text will discuss?
   2. What is democracy?
   3. What is cooperative learning?
   4. How is democracy related to cooperative learning?"

f) *Read the text and try to find out the similarities between democracy and cooperative learning.*

Cooperative Learning and Building Democracies

Education is a key factor in ensuring a healthy democracy. In addition to making education available to all citizens however, countries need to pay attention to the teaching methods used in schools. Some methods are more democratic than

others. More specifically, to socialise children, adolescents, and young adults into the skills and values they need to be effective citizens in a democracy, cooperative learning is an appropriate teaching method.

Democracy grows only when the citizens have the skills and values needed for self-government. The place where future generations best learn these skills and values is in school. There are a number of important similarities between being an effective member of a cooperative learning group and being an effective citizen in a democracy.

A cooperative learning group is a microcosm (a small group that has the same qualities as a much larger one) of a democracy. A democracy is, basically, a cooperative system in which citizens work together to determine their future. Similarly, in cooperative learning groups, students work to achieve mutual goals. They are responsible for contributing to the group's work and have the right and obligation to express their ideas. They are also required to provide leadership and ensure decisions are effective. All group members are considered equal. Decisions are made after careful consideration of all points of view. Group members adopt a set of values that include contributing to the well-being of their group mates and the whole group. All of these characteristics are also true of democracies. As a result, cooperative learning is being used in several parts of the world when teaching children, adolescents, and young adults to be productive citizens in a democracy.

By exploring the relationship between people and different forms of government, Baron Charles de Montesquieu (1748) concluded that while dictatorship survives on the fear of the people and monarchy survives on the loyalty of the people, a free republic (the most delicate of the three political systems) survives on the virtue of the people. Virtue is reflected in the way a person balances his or her own needs with the needs of society as a whole. Motivation to be virtuous comes from a sense of belonging, a concern for the whole, a moral bond with the community whose life is at stake. Cooperative learning groups require students to balance their own needs with the needs of their group-mates. It provides a sense of belonging and a moral bond with group-mates as they work together to maximize members' learning.

In many countries throughout the world a large number of people have made great sacrifices to create democratic societies. If a democracy is to be successful, careful attention must be paid to teaching future generations the skills for effective collaboration, and the related values necessary to be productive

citizens who can sacrifice. Cooperative learning is a useful procedure for doing so.

[Source: Adapted from, Zara Hovhannisyan, Gary Varrella, David W. Johnson, and Roger Johnson, The Newsletter of The Cooperative Learning Institute, Volume 20 • Issue 1 March, 2005. http://www.co-operation.org/wp-content/uploads/2011/01/Volume-201.pdf]

g) *Work in groups. Skim through the text and fill in the table below with detailed information about the characteristics of democracy and cooperative learning.*

Democracy	Cooperative Learning
1. Working together: *Citizens work together to prosper and help fellow citizens prosper.*	1. Working together: *Students learn and help their group-mates learn through group work.*
2. Status of the citizens:	2. Status of the members:
3. Expressing opinions:	3. Expressing opinion:
4. Decision making:	4. Decision making:
5. Other - balancing needs, etc.:	5. Other - balancing needs, etc.:

Activity 3: Collaborative Summary Writing

What is a summary?: A summary is a write-up *in a reader's own words* that presents the main points of a piece of writing such as a newspaper article, a chapter of a book, or even a whole book. We can also summarise something that we have heard or seen, such as a lecture or a movie.

How to summarise: The steps we follow to summarise are: identify the main points, separate them from the detail, identify the supporting ideas, organise the main points and supporting ideas, and present them in our own words. We also need to take care not to include any opinions or interpretations of our own.

Work in groups of 4. Prepare a summary of the text in Activity 2 in the worksheet below. This should be done as follows:

1. *Each member works alone on a part of the text and writes down the main points about that part in the space provided on the worksheet below.*

2. *All members of the group share their information.*

3. *Working together, write a summary on the worksheet.*

Collaborative Worksheet	
Student 1: Paragraph 1 & 5	**Student 2:** Paragraph 2
Collaborative Group Summary:	
Student 3: Paragraph 3	**Student 4:** Paragraph 4

Activity 4:   Listening Collaboratively

Work in groups of 4.

a) *Discuss the following questions.*

1. *Have you heard the expression "government of the people, by the people and for the people?"*
2. *What name can we give to such a government and why?*

b) *Listen to the audio known as "Lincoln's Gettysburg Address" and take notes on different aspects of the speech. For example:*

Student 1 takes note on the overall idea;
Students 2 and 3 take notes on the main and secondary points; and
Student 4 notes any key phrases used.

c) *Put together a summary of the speech collaboratively.*

d) *Listen again to the speech. Each group member should fill in their part.*

Student 1:

1. Our forefathers brought forth a new nation _____
    _____ ago.
2. _____ was the basis of this nation.

Student 2:

1. The nation is engaged in _____ now.
2. The battlefield has been dedicated to those who gave their lives so that this nation _____.

Student 3:

1. We cannot dedicate this ground as our power is _____than those _____ who struggled.
2. The world may not _____ what we said here but will _____ their deeds (heroic and noble sacrifice).

Student 4:

1. Rather we should dedicate ourselves to _____ that they who fought have advanced.
2. These dead have not died in vain - for their death this nation will have _____ of freedom.

Extension: Vocabulary Building: Word Class

Work in pairs. Complete the table. Use a dictionary to help you.

Noun	Adjective	Verb	Adverb
collaboration			
	harmonious		
	responsible		
		contributing (contribute)	
obligation			obligatorily
democracy		democratise	

Home task: Vocabulary Practice

Replace the underlined words in the following sentences with an appropriate word from the table in the Extension task. The first one is done for you.

1. In collaborative learning, all group members <u>help each other</u> to learn.

    (collaborate)

2. In a democracy, citizens <u>express their opinion</u> in decision making.

3. In collaborative learning, all group members have to work <u>in such a way</u> as to maximize the learning of their fellow members.

4. In a democracy, citizens should balance their needs so that they are in <u>close agreement</u> with those of the other citizens.

5. When students collaborate in groups they give opinions that are <u>acceptable to each other</u>.

6. To maximize collaborative learning it is <u>required</u> that all group members contribute equally.

Session 2

At the end of this session you will have:
- developed your ability to read for specific information
- developed your skills in leading a discussion
- reviewed sentence structures using the passive forms and countable/uncountable nouns

Activity 1:   Discussing Democracy and Tolerance

Work in groups.

a) *Answer the following questions.*

1. Remind each other what 'democracy' means.
2. What is 'tolerance'?
3. What is the relationship between democracy and tolerance

b) C*omplete the sentences below with appropriate words or phrases.*

1. Democracy is a government of the people, by _____ and _____.
2. I think, tolerance means to listen to what _____ patiently.
3. As I understand it, tolerance is a _____ condition for a _____ democracy.
4. So, _____ and _____ are complimentary to each other.

Activity 2:   Scan Reading for Specific Information

a) *Read the text quickly to find out whether your opinions in Activity 1a) and the sentences in 1b) match the views expressed in the text.*

Tolerance is the Virtue of Democracy

A pluralist society is one in which there are different views on questions of politics, morality, religion, and what it is to lead a good and meaningful life. Many liberal philosophers argue that disagreements, opposition, and conflicts of ideas and practices are a common and important part of human society. Even if one tries to get rid of them by force, in the use of that force, there is still a conflict. While many conflicts can be solved by political means, conflicts about what to think, how to live or how society is best organised cannot be worked out easily.

We can respond to pluralism (difference of opinion) by trying to force everyone to agree with us - either by changing people's minds, or simply by killing or forcing those who disagree out of the country. Historically, this has been a common response. The thought that everyone must become a Christian or a Muslim or a communist, or at least, must lead a life that is following the rules and values of Christianity, Islam, or communism, has inspired a great deal of political and social conflict. However, pluralism has been there and it is there today.

So if pluralism is permanent, the only alternative to force is tolerance. That is, a fair, objective, and liberal attitude towards pluralism would be the appropriate response. If we are not to try to stop those practices and values with which we disagree, we must tolerate them. Of course, as J. S. Mill (O*n Liberty, 1869*) notes, we can still try to convince other people of our point of view. But, in reality, either we use force or we do not. If we do not, then this is tolerance.

Thus tolerance becomes the virtue that characterises a pluralist society, that is, a democracy. Without it, a democratic society in which the differing views on politics, religion and people's way of life are accommodated is not possible because, in a democracy, all citizens are considered to be equal regardless of gender, ethnicity, and religion.

[Source: Adapted   from,   *Tolerance,   liberal   democracy   and   pluralism,* http://cw.routledge.com/textbooks/alevelphilosophy/data/AS/Tolerance/ToleranceDemocr acyPluralism.pdf]

b) *From your reading of the text above, complete the sentences below. The first one is done for you and the first letters of the missing words are given as hints.*

1. A *pluralist* society is one in which there are different views on politics, religion, and what a meaningful life is.
2. C_____happens when one tries to get rid of disagreements in opinion, differing views and practices.
3. F_____cannot be an alternative to tolerance.
4. T_____is an appropriate response to disagreements, opposition, and conflicts of ideas and practices and does not mean applying force to suppress the opinion you disagree with.

c) *Study the phrases from the text in the box below that contain an adjective and a noun. The adjectives are in italics.*

pluralist society	*meaningful* life	*democratic* society
appropriate response	*liberal* attitude	*common* response

Now make phrases (adjective + noun) using the following pairs of words. You may need to change the form of the words. Then make sentences in your own words with those phrases. You may need to change the form of the words.

Example: (conflict, politics) → *political conflict*
          Political conflict can be the result of a lack of tolerance.

1. (tolerance, society) →

    _____

2. (difference, views) →

    _____

3. (history, true) →

    _____

4. (philosopher, liberal) →

    _____

Activity 3:   Taking Part in a Discussion

a) *Study the following vocabulary related to discussions.*

1. *Leading a Discussion*
   i) Bringing people into the discussion:
      - (Name), what do you think about …?
      - (Name), what is your opinion about …?

   ii) Encouraging others to participate:
      - Does anyone have anything to add about …?
      - Would anyone like to comment on what (Name) said about …?

2. *Listening Actively:*
   i) Asking for clarification:
      - Sorry, but I don't understand what you mean…
      - Could you explain what you mean by …?
      - Are you saying that …?

   ii) Clarifying/Restating your comments:
      - I mean …
      - In other words, …
      - The point I'm trying to make is …

3. *Giving Opinions:*
      - In my opinion, …
      - Personally, I think that …
      - It seems to me …
      - As far as I'm concerned, …

4. *Taking Turns – Getting Attention:*
      - May (could) I ask a question?
      - May (could) I say something here?
      - May (could I make a suggestion?

5. *Paraphrasing and concluding the discussion:*
      - (Name) said that …
      - What (Name) means is …
      - I believe (Name)'s point is …
      - I think (Name) feels that … Isn't that right?

[Source: *Adapted from* http://elc.polyu.edu.hk/elsc/material/speaking/discussion_skills.htm]

b) *Work in groups. Discuss the topic:*

The Relationship between Democracy and Tolerance
Before you start, select a group leader to lead the discussion and bring other people into it.

Activity 4:   Language Focus -Sentence Structure

Work in pairs.

a) *Read the box about the use of the passive voice and complete the final sentence.*

Passive Voice

Using the passive voice is common in academic writing. The focus is what the action is, rather than who is involved.

Example: Differing views and ways of life *are accommodated* in a democracy.

We know that sentences in the passive use a form of the verb 'to be' (am, is, are, was, were etc.) and the past participle form of the main verb.

---

b) *Work in pairs. Complete the following sentences using either active or passive voice forms. Use the verbs in the box. The first one is for you.*

---

respond,   ~~use,~~   *consider,*   *understand,*   *encourage,*
recognise,   *achieve,*   *form*

---

1. The government *had used* force to oppose differences in opinion.

2. She _____ well to his intolerant attitude.

3. In a democracy, all citizens_____ to be equal.

4. A democratic society _____ tolerance.

5. Democracy cannot _____ without practicing it.

6. Tolerance _____ as a virtue of a pluralist society.

7. The people in a society can tell how much it _____ .

8. Opinions _____ through debate.

c) *Read the box about the use of the countable and uncountable nouns and complete the final sentence.*

Countable and Uncountable Nouns

It is important to know whether a noun is countable or uncountable as the structure of a sentence, especially the verb form, changes depending on the form of the noun. Some nouns can be used as both countable and uncountable nouns.

Example: 'Opinions' is a _____ noun, whereas 'politics' is an _____ noun.

---

d) *Work in pairs. Put the nouns in the box taken from the text in Activity 2 in the correct columns in the table below. One is done for you.*

| ethnicity | gender | ~~democracy~~ | virtue | reality | attitude |
| tolerance | salvation | conflict | morality | society | |

Countable	*Uncountable*	*Countable and Uncountable*
		Democracy

e) *Underline the correct verb forms- in the following sentences. The first one is done for you.*
1. Human societies *differ* /differs from country to country.

2. All his tolerance *has/have* come to an end.

3. The conflicts of interest *are/is* addressed in a tolerant society.

4. All his good work comes from his morality/moralities.

5. Politics *has/have* always been my favourite subject.

6. Democracy encourage/encourages tolerance.

7. The virtue of the people *is/are* on what democracy survives.

8. People of all ethnicities *were/was* invited in the conference.

9. The information was/were not passed to the authority.

10. The chair has shown enough tolerance/tolerances.

Extension: Asking for and Giving Opinions

Work in groups of 4-5. A discussion leader asks questions on the following topic to find out the opinions of the group:
    Democracy is a government of the people, by the people, and for the people.

Fill in the gaps to complete the group discussion.
   1. *Discussion Leader:* Good afternoon everyone. First of all, I'd like to ask how you think a government _____ be a government of the people?

   2. *Participant 1:* _____

        _____

   3. *Discussion Leader:* May I ask you a question (Participant 2)?

        What _____ you understand by "government by the people"?

   4. *Participant 2:* _____

        _____

   5. *Participant 3:*_____ I add one point about government by the people which relates to (participant 2)'s point, _____

        _____

6. *Discussion Leader:* _____, (Participant 3) for raising this important point - "election is not the end of democracy."

(Participant 4), is _____ possible to have a completely democratic government?

7. *Participant 4:* _____

   _____

8. *Discussion Leader: (summarises)*_____

   _____

Home task: Thinking Critically

Write a paragraph on the topic: *Democracy and Tolerance*

Unit 17:   Learning Styles

Session 1

At the end of this unit you will have:
- developed your skills in justifying opinions
- discovered and evaluated your own learning style
- read for detailed information
- had further practice in understanding the main idea of a text

Activity 1: Discussing and Reasoning

Work in pairs. Which of the following learning styles are most effective for you in your classes? You can select more than one. Give reasons for your selections.

1. I prefer group work to individual work.
2. I prefer individual work to group work.
3. I prefer pair work to listening to the teacher.
4. I prefer small groups to large groups.
5. I prefer one-to-one situations where I can discuss my work with my teacher.

Activity 2: Discovering Learning Styles

Work in pairs. Look at the pictures on the next page. Match pictures 1 to 4 with the following headings:

1. Learning through numbers and words
2. Learning by doing
3. Learning by seeing
4. Learning by listening

Picture 1   **Picture 2**

Picture 3   **Picture 4**

Activity 3: Reading for Detail

a) Read the description of each type of learner in the text and complete the table below it.

There are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and some like words. Some students are good at memorising word for word; others are good at remembering general ideas. When studying English, some students find it easy to talk and other students prefer to listen. Some people are embarrassed easily, and some don't care if people laugh at them. All these differences are not "bad" or "good", they are just differences. However, it's important for you to understand *yourself* in order to be successful.

Over many years, there have been detailed observations of the way we communicate, and three particular learning styles - visual, auditory and kinaesthetic - have been identified.

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information. Some visual learners may not like written language because they have difficulty with it.

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements. They may have difficulty with reading and writing tasks.

Kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.

[Source: Taken from: PRITCHARD, A. (2005). Ways of learning: learning theories and learning styles in the classroom. London, David Fulton.]

Learner type	How they learn	Likes	Dislikes
Visual			
Auditory			
Kinaesthetic			

b) Work in pairs. Take turns to describe the different learning styles using the notes in the table above.

c) Work in pairs. Discuss the following questions with your partner.
- What kind of learner are you?
- What do you think you like and don't like about learning?
- Are you mostly a visual, auditory, or kinaesthetic learner, or a mix of all three?

226

Activity 4: Grammar Focus: Using Conjunctions to Create Longer Sentences

> **Sentence Structure**
>
> Sentences can have different patterns and can have one or more parts. Here is an example of a simple sentence containing only one main part (or 'clause'):
>
> *Visual learners prefer to learn by seeing.*
>
> A sentence that is made up of two or more parts (clauses) joined by a conjunction is called a compound sentence. The most common conjunctions are *and*, *but* and *or*. Other common conjunctions are *for*, *so*, and *yet*. The sentence below is a compound sentence.
>
> *Russel put the glass vase on the table and his mother picked it up.*

Complete the text with 'and', 'but', and 'or':

Activists prefer to learn by doing rather than, for example, by reading 1) _____ listening. They are bored by repetition, 2) _____ are most often open-minded and enthusiastic. *Reflectors* prefer to look at the big picture, including previous experiences 3) _____ the perspectives of others. They are slow to make up their minds, 4) _____ when they do, their decisions are based on sound consideration of both their own knowledge and opinions. *Theorists* like to adapt 5) _____ integrate all of their observations into frameworks, and to see how one observation relates to other observations. They have tidy and well-organised minds. They sometimes cannot relax until they get to the bottom of the situation in question 6) _____ are able to explain their observations in basic terms. They are uncomfortable with anything subjective 7) _____ ambiguous, but are usually sound in their approach to problem-solving, taking a logical and one-step-at-a-time approach. *Pragmatists* are keen to seek out 8) _____ make use of new ideas. They look for the practical implications of any new ideas 9) _____ theories before making a judgement on their value. They will take the view that if something works, all is well and good, 10) _____ if it does not, there is little point in spending time analysing of its failure.

[Source: Taken from: PRITCHARD, A. (2005). Ways of learning: learning theories and learning styles in the classroom. London, David Fulton.]

227

Extension

Write a short paragraph using the information that you have used to complete the table in Activity 3a).

Home task

Tick the letter that best describes you for each of the sentences below where: A= describes you well, B = describes you less well

Example: I love watching football   A   B✓

1. I study English outside class on my own   A   B
2. When I make a mistake I get upset   A   B
3. I prefer to work alone   A   B
4. I like teachers to tell me exactly what to do   A   B

Session 2

At the end of this unit you will have:
- developed your evaluating and reasoning skills
- read for main ideas and purposes
- developed note-taking skills using key information
- further developed your summarising skills

Activity 1: Critical Thinking: Evaluating Learning Styles

a) *Work in groups and discuss how you learned the following subjects at school.*

Science	Bangla Language
Mathematics	Geography
Historical events	Religion
Literature	How to use a calculator
English Language	How to draw and paint

b) *Think of an alternative way of learning each item.*

c) *Evaluate some of the ways of learning you discussed in a) above. Which ones were most effective? Give reasons.*

Activity 2: Reading for the Main Idea

a) *Read the text on the next page quickly and match each item 1 to 6 with an explanation a to f.*

1. Introvert learners	a. work in groups
2. Sensing learners	b. prefer to follow their instincts
3. Perceptive learners	c. need to get along with other people
4. Intuitive learners	d. like to discover new information
5. Feeling learners	e. like to use computers
6. Extrovert learner	f. make connections between school work and their personal interests

Features and Strengths of Learners

Extrovert learners like to talk to understand new information and ideas; work in groups; try something first and think about it later; see the results from a project; see examples of how other people are doing the work. They are happier with people than with a book. Extroverts learn best when they can work with a friend and learn by trying something themselves instead of watching or listening to others.

Introvert learners like to study alone; listen to others talk and think about information privately; think about something first and try it later; listen, observe, write and read; take time to complete assignments. Introverts learn best when they can find quiet places to work and have enough time to reflect on, redraft and improve their work. Introverts often like to make connections between school work and their personal interests.

Sensing learners like clear goals; are careful and pay attention to detail; like taking one step at a time; have a good memory for facts; pay more attention to practical tasks and ideas. Sensing learners learn best when they can ask their teacher to explain exactly what is expected and when they can focus on skills and tasks that are important in their lives. They like to use computers, watch films or find other ways to see, hear and touch what they are learning.

Intuitive learners like reading and listening; like problems that require the use of imagination; like variety; are more interested in big ideas than in little details; like starting on new projects rather than finishing existing ones. Intuitive learners learn best when they can find ways to be imaginative and creative at school. They prefer to follow their instincts and understand the big picture before they begin school tasks.

Thinking learners want to be treated fairly; like teachers who are organised; want to feel a sense of achievement and skill; use clear thinking to work out problems; like clear and logical direction. Thinking learners learn best when they have limited time to do their work and are able to put information in a logical order that makes sense to them. They succeed when they can focus on what they already know in order to make connections to new information.

Feeling learners like to have a friendly relationship with teachers; learn by helping others; need to get along with other people; like to work with groups; like tasks with which they have a personal connection. Feeling learners learn best when they can work with a friend, find opportunities to choose topics they care about and help others.

Judging learners like to have a plan and stick to it; work in a steady, orderly way; like to finish projects; take school seriously; like to know exactly what is expected of them. Judging learners learn best when they have short-term goals, when they are able to make a plan of action and find out from the teacher exactly what is expected.

Perceptive learners are open to new experiences in learning; like to make choices; are flexible; work best when work is fun; like to discover new information. Perceiving learners learn best when they find new ways to do routine tasks in order to generate interest and to discover new information and ideas.

[Source: taken from: PRITCHARD, A. (2005). Ways of learning: learning theories and learning styles in the classroom. London, David Fulton.]

Activity 3: Note-taking: Organising Key Information

a) *Work in groups. Read the text in Activity 2 again and underline any key information related to features and strengths of learners that you think is important. Compare your ideas.*

b) *Make notes on the features and strengths of learners using the key information you have identified. Organise your notes under the following headings:*

- Learning environment
- Work in groups
- Learners learn best
- Learners prefer
- Reading and listening
- Do assignments
- Learners plan
- Discover information

Activity 4: Think and Write

a) *Use your notes from Activity 3 and the following guidelines to write a summary of the first two paragraphs of the text in Activity 2. Your summary should be 50-70 words.*

- Read the text again

- Start by referring to the original source, e.g. Pritchard (2005) describes the features and strengths of learners.

- Identify important details and examples

- Include all the main points, but exclude supporting detail

- Do not add anything new, such as your own opinion or knowledge

- Use your own words

- Change the sentence structure and find synonyms but do not change technical terms that have no synonyms

b) *Compare your summary with another student or group.*

Activity 5: Listening for Definitions

Listen to a teacher's talk on multiple intelligence (MI) theory and complete the following table.

Learner type	They like to
Linguistic/verbal	
	draw, build, design and create things, daydream, look at pictures and slides, watch films and play with machines.
	do experiments, work things out, work with numbers, ask questions and explore patterns and relationships.
Bodily/kinaesthetic	
Musical	
	have lots of friends, talk to people, solve problems and join groups.
Intrapersonal	
	work outdoors or at least close to the natural environment.
	have enjoyment and facility with asking and examining questions about life, death and ultimate realities.

Activity 6: Thinking about your Reading

Work in pairs. Discuss the following questions:

a) We read for different purposes. Look at the following and try to add at least two more of your own.

to get more information	to develop your reading skills
to learn new things	to develop your language knowledge
to be entertained	to make you think

b) What types of text do you read (a) in your own language, and (b) in English? For example, textbooks, magazines, journals, dictionaries, websites, text messages, emails, Facebook messages.

c) How do you read? For example, do you always read every word, skim a text to get an idea of what it's about, or search for particular words or information? What reasons are there for using different techniques for reading?

Activity 7: Critical Thinking: Connecting Words and Ideas

a) Work in pairs. Select at least three of the following words in the box and discuss how they are connected to learning.

Example: *Environment could mean the learning environment, in other words the place where people learn. Most people learn better in an attractive learning environment.*

environment	discovery	explore
problem-solving	topics	engaged

b) Did you find it easy to connect these words to learning? Which words caused you difficulty? Why?

Extension

Write a paragraph using the words in the box in Activity 7a).

Home task

a) *Think about your ability to read and write in English. How good are you at the following aspects of reading and writing? Put a tick (√) for each item.*

1	Reading for general information	Very good	Good	O.K.	Not good	Not sure
2	Reading for specific information					
3	Guessing the meaning of words from the context					
4	Understanding writing tasks					
5	Generating ideas					
6	Summarising					
7	Paraphrasing					
8	Thinking critically					

b) *How can you improve your weaker areas?*

[Picture: Source: Google image https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=673&q=orientation&oq=orientation&gs_l=img.3..0l10.260.6873.0.7194.16.13.2.1.1.1.596.https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=673&q=orientation&oq=orientation&gs_l=img.3..0l10.260.6873.0.7194.16.13.2.1.1.1.596]

Unit 18:   English in Bangladesh

Session 1

At the end of this session, you will have:
- Developed your critical thinking skills
- Become more aware of appropriate academic style
- Become better able to report facts and observations

Activity 1:   Understanding Academic Style

a) *Work in pairs. Discuss the following questions.*
   1. What is the current status of English in Bangladesh?
   2. Is English language mandatory for tertiary education in Bangladesh?
   3. How important is English for academic success? Why?

b) *Look at the title of the text below. Discuss with your partner what the text might tell you.*

c) *Now, read the text and notice the language used for reporting facts, observations and ideas.*

English in Bangladesh
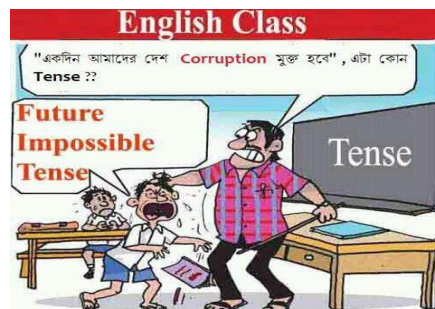
Paragraph 1: After the independence of Bangladesh, the official status of the English language changed to that of a foreign language. The domain of education, particularly at primary and secondary levels and to a lesser extent at tertiary level, was affected by the government's "Bengalisation" effort (to introduce the language of pride, 'Bangla', for independent Bangladesh). All English-medium schools were closed and this initiative was accompanied by a

corresponding removal of English from all public service. Above all, the "Bengali Language Introduction Act, 1987" had clear consequences for the position of English in the education system of Bangladesh.

Paragraph 2: Although at present English is studied as a compulsory second language subject from Class 1 to Class 12 – for about 50 minutes everyday – a combination of factors has resulted in an overall decline in English among high school and college leavers. These factors include the de-emphasis of the importance of English within the school curriculum, poor teaching, a low number of contact hours, and poor curriculum and methodology.

Paragraph 3: At the tertiary level, however, the exclusion of English overnight was not possible; English was allowed to continue parallel with Bengali as the language of both instruction and examinations. However, the optional and non-statutory status of English has resulted in an overall decline in standards in tertiary education. University education had been traditionally English-medium in the sense that not only were lectures delivered mainly in English, but also the books and journals available were mostly in English. While it was simply not possible for the universities to switch completely to Bengali, the presence of Bengali-medium students with inadequate proficiency in English affected several aspects of university education. Bilingual lectures and switching back and forth between Bengali and English became a common form of classroom communication.

Paragraph 4: All these factors contributed significantly to the serious decline in the standard and status of English in Bangladesh. It is a decline that corresponds ironically to the global spread of English in the rest of the world and the growth of English-medium schools, private universities, and coaching centres in Bangladesh. Predictably, voices of alarm have sounded from time to time, most noticeably in the columns of English-language newspapers. What is clear is that a renewed stress on English education is recognised as necessary by people at all levels of the society.

Paragraph 5: The government's rethinking of the role of English within the education system was evident in its decision to re-introduce English at the tertiary level by passing legislation in the 1990s. As a result, the University of Dhaka in 1997 and other public universities during the same period reintroduced compulsory remedial English language courses for all first-year students in all

departments. The objective was to better equip graduates for the job market, and generally raise academic standards to higher levels.

d) *Work in groups. Underline and make a list of the facts and observations reported in each paragraph of the text. Use the notes below to help you.*

Paragraph 1:
1. Status of English _____
2. Education sector of Bangladesh _____
3. _____ of English from public life
4. _____ of language act 1987

Paragraph 2:
1. At secondary level _____
2. _____ among school leavers
3. _____ was de-emphasised
4. _____ and methodology was used

Paragraph 3:
1. At tertiary level _____
2. _____ because of its optional and non-statutory status
3. _____ affected English and overall university education

Paragraph 4:
1. _____ English declined in Bangladesh
2. _____ and _____ English spread and gained status
3. _____ at the decline of English sounded _____
4. _____ the necessity of English education

Paragraph 5:
1. _____ at the tertiary level by government in 1990s
2. In 1997 _____ was introduced for all student at University of Dhaka and other public universities
3. _____ and _____ for job market was the objective

e) Using the information in (d), report the facts, ideas and observations in each paragraph in your own words in one/two sentences. The first one is done for you.

1. *Paragraph 1 suggests that the status of English and the education sector of Bangladesh were affected by the language act of 1987 after the Independence of Bangladesh.*

2. Paragraph 2 _____ _____

3. Paragraph 3 _____ _____

4. Paragraph 4 _____ _____

5. Paragraph 5 _____ _____

Activity 2:   Vocabulary in Context

Work in pairs.

a) Underline the words and phrases in the text in Activity 1 relating to English language and to education.
For example: official status, foreign language, etc.

b) Complete the following sentences using words and phrases you underlined in part a).The first one is done for you.

1. *Officially, English began to be treated as <u>a foreign language</u> after Bangladesh's independence.*
2. Today, at primary and secondary levels, English _____ as a compulsory _____ subject.
3. The optional and _____ resulted in an overall _____.
4. Over the years, students with inadequate _____ got admitted to universities.

5. Earlier, English had been a language both of _____ at the tertiary level.

6. In the 1990s, the _____ globally caused a growth in _____ schools in the private sector in Bangladesh.

7. Today, we observe a renewed stress _____ at all levels of education.

8. Public universities have introduced _____ in the first year of all disciplines.

9. At the university level, instead of_____ lectures, the form of classroom communication should be _____ in English.

10. Raising _____ is necessary to _____ our graduates for the job market.

c) *In academic language, passive verb forms are often used. Scan the text in Activity 1 to find passive forms. Put these forms in table below and make your own example sentences. The first is done for you.*

Passive verb forms	Example sentences
Paragraph 1: was affected	The graduates' eligibility *was affected* by the decline in their English language skills.
Paragraph 2:	
Paragraph 3:	
Paragraph 4:	
Paragraph 5:	

Activity 3: Focus on Reporting Verbs and Reported Speech

a) *Study the box below to find out about reporting verbs and reported speech.*

Reporting Verbs & Reported Speech

When we want to say what someone else has said, we use reporting verbs and reported speech.

Example:

Direct Speech: *"I'm busy."*

Reported Speech: *She said that she was busy.*

Most commonly, when verbs are used in reported speech, the tense of the verbs goes *one tense further into the past*, as the table at the top of the next page shows.

Direct Speech		*Reported Speech*
Present Simple *You said, "I work everyday".*	→	Past Simple *You said that he worked everyday.*
Present Progressive/ Continuous *She said, "They are playing".*	→	Past Progressive/Continuous *She said that they were playing.*
Present Perfect Simple *He said, "I have bought a flat".*	→	Past Perfect Simple *He said that he had bought a flat.*
Past Simple *She said, "I bought a car".*	→	Past Perfect Simple *She said that she had bought a car.*
Past Progressive/Continuous *You said, "She was working".*	→	Past Perfect Progressive/ Continuous *You said that she had been working.*
Future Simple *They said, "We will surely lose".*	→	Conditional *They said that they would surely lose.*

b) *Change the speech below from direct to indirect in Shaila's response to Harun. The first part has been done for you.*

Taslima: *Taslima says to Shaila*, "I want to tell you something about my holiday in London. I went to London in July. My parents went with me. We spent three days in London. London is a multicultural city. We visited the Tower of London, and one evening we went to see a musical. The people are so nice there. I love London."

Harun: "What did Taslima say?

Shaila: *She said that she wanted to tell us something about her holiday in London.* _____

_____

_____

_____

_____

c) *Here is a list of commonly used reporting verbs. Check their meanings with a partner or with a dictionary where necessary.*

admit	declare	notify	say
advise*	demand	offer	suggest
agree	deny	order	tell
announce	encourage	persuade	threaten
ask	explain	promise*	urge
assure	forbid	propose	warn*
beg	insist	proposed	warn (not to)
claim	inform	reassure	
complain	instruct	refuse	
confirm	invite	remind	
convince	mention	report	
* These reporting verbs can be used in a variety of sentence structures. For example – *He promised me that he will come as soon as possible.* *He promised to come as soon as possible.*			

[Source: Adapted from, http://www.eltbase.com/notes_pr.php?id=59]

Now use appropriate reporting verbs in the following. The first one is done for you.

1. "I would see a doctor if I were you."
- Tania said to me that she would see a doctor if she were me.
- Tania *advised* me to see a doctor. [example]
2. "Can you help me with this box?"
- Hanif asked me if I could help him with that box.
- Hanif _____ me to help him with the box.
3. "Why don't we go and see that new film at the cinema."
- Shilpi said that we/they should go to see that new film at the cinema.
- Shilpi _____ going to see that new film at the cinema.
4. "That road is very dangerous, so be very careful"
- My father said to him that the road was very dangerous and told him to be very careful.
- My father _____ that that road was very dangerous and _____ him to be very careful.
5. "The Bangladesh cricket team won the match last night"
- The newspaper said that the Bangladesh cricket team had won the match last night.
- The newspaper _____ the Bangladesh cricket team's win in the match last night.

Extension

Use reporting verbs to change the following direct speech. Use the reporting verbs in brackets. The first one is done for you.

1. "You are lying, Munia," she said. (accuse)
   She accused Munia of lying.
2. "There is no way, I'm working on Sunday." (refuse)
   He refused _____.
3. "She will be married by next Pahela Baishakh" (predict)
   We predicted _____ by next Pahela Baishakh.
4. "I should think, it will cost about a million taka." (estimate)
   He _____ about a million taka.
5. "Ok, I'll do it tomorrow." (agree)
   She _____ the following day.

Home task: Discussing Newspaper Reports

Recently, you read a newspaper article about the **"Reasons behind the Decline of the Standard of English Language in Bangladesh."**
The main points of the article were as follows:

The problems in learning and teaching English in Bangladesh are multi-layered. "In the nineties, the government worked with an international organisation and came up with what they thought was a 'state-of- the-art' solution to the problem," said one professor of English. "They adopted CLT (Communicative Language Teaching) in designing the textbooks at the secondary and higher secondary levels. However, these textbooks made a bad situation worse. The teachers were not trained adequately and classroom sizes were too big for this method. Moreover, outside Dhaka, most students were taught by teachers who had little or no skills in English." Another scholar added, "And the assessment system in our country encourages rote learning. It's easy for students to memorise things and get an A or a golden A at the SSC or HSC levels, thus making the assessment system invalid."

[Source: Adapted from *The Daily Star* http://www.thedailystar.net/beta2/news/ielts-preparation/]

Now, write a letter to one of your friends who lives abroad informing him about the facts and observations mentioned in the article.

Session 2

At the end of this session, you will have:
- developed your skills in reading for specific purposes
- become more aware of and practised using formal language
- practised drafting newspaper reports

Activity 1:   Preparing to Read

Work in pairs.

a) *Look at the pictures below and discuss what they are about.*

Picture 1	Picture 2	Picture 3

b) *Discuss the following questions.*
1. How important it is to learn English in Bangladesh?
2. Why do Bangladeshi students go to coaching centres to obtain English language certificates?
3. What is your opinion about the standard of English of among Bangladeshi students?

Activity 2:   Reading for Specific Information

a) *Work in pairs. Discuss with your partner.*
1. Have you heard of the IELTS test?
2. Are you thinking of taking the IELTS test? Why?

b) Read the text on the following page to find out why there are a lot of coaching centres to help students get English language proficiency certificates.

IELTS Preparation and Shadow Education for English

In recent years, IELTS (International English Language Testing Service) has become a household name among those who want to study in foreign universities or emigrate as skilled migrants. They are required to take the IELTS test to prove their proficiency in the four language skills - reading, writing, speaking and listening. Each year up to 20,000 candidates from Bangladesh sit IELTS. The vast majority of them attend preparatory courses such as at British Council centres or turn to shadow education i.e. private tutors or coaching centres that often claim to guarantee high scores.

"I have attended two coaching centres and taken lessons from a private tutor to prepare for IELTS. I needed 6.5 for my admission to an Australian university." says one student. A tutor who guarantees a score of 7+ says, "If a student fails to get this score at the first attempt, we provide them with extra lessons." What if they don't get 7+ even after attending extra classes? "I have a unique method and I believe they will," claims the tutor.

"IELTS coaching centres are doing more harm than good. They are charging a lot of money and their tutors are not really qualified," says one professor in Dhaka. "Coaching centres which claim that candidates will get 6+ or 7+ if they attend their courses are simply deceiving students - unless of course the students are already able to achieve that score." She added, "If they would put some effort into developing the basic English competence of students, perhaps the students would have a fairer chance in the IELTS test. Students are fooling themselves with the idea that they will reach a high competence level in English by attending a three month course at a coaching centre."

"IELTS tests four skills - speaking, reading, writing and listening. Our education system only deals with skills - reading and writing, completely ignoring listening and speaking", says another professor. "These two skills are not tested in the academic system in Bangladesh, so students do not feel that it is necessary to develop them."

The inefficiency in the national education system has propelled market forces to supply shadow education in response to a demand of students and professionals to compete in a global economy. It seems that everything about our education

system is against actually learning something on one's own. As one professor suggests, "We have to develop a reading culture. If students would read books in English, if they were taught how to listen and speak as well as read and write English, then there would not be any need for these centres and our students would do well in the IELTS test".

[Source: Adapted from, Amitava Kar, *The Daily Star*, Friday, May 3, 2013
http://www.thedailystar.net/beta2/news/ielts-preparation/]

c) *Say, whether the statements are TRUE or FALSE. If, FALSE, provide the TRUE version. The first one is done for you.*

1. The national education system has not been successful in providing the English language skills needed. <u>TRUE</u>
2. Only students seeking admission to foreign universities sit for IELTS tests.
3. If the students could get basic English competence from the coaching centres, they could do well in the test.
4. Competition in the global economy discourages the growth of language coaching centres.
5. The vast majority of the test takers appear at the test without attending preparatory courses.

d) *Work in pairs.*
From your reading of the text above, identify the causes of students not doing well in English and the solutions suggested in the report about how students can do well in the tests.
Put the causes and solutions in the appropriate boxes in the table below. The first one is done for you.

Causes of failure in English	Solutions to problems in English
1. Inefficiency of the national education system	National education system should place emphasis on all four English language skills.
2.	
3.	
4.	

Activity 3: Using Formal Language

a) *Study the box to understand better the nature of formal language.*

Formal Language

1. Formal language uses particular structures.

Example: We will disclose the details later. (Informal)

Details <u>are to be</u> disclosed later. (Formal)

2. Formal language avoids personal tone by eliminating personal pronouns like *I*, *we*, and *you*.

Example:

  We estimate that 500 students will appear. (personal pronoun)

  It is estimated that 500 students will appear. (Impersonal)

3. Formal language focuses on the issues, information, and processes by using passive forms.

Example: They discovered his name. (Active)

His name was discovered. (Passive)

4. Formal language uses more precise verbs and avoids phrasal verbs.

Example: Online registration can help us out.

Online registration can assist us.

---

b) *Change the following sentences so that they become more formal. Use words or hints in brackets to help you. The first is done for you.*

1. Expenditure has gone up to nearly BDT 500,000/-. (use 'increase')

    Expenditure has increased to nearly BDT 500,000/-.

2. We have analysed the data. (remove pronoun)

3. You will determine the cost at a later stage. (use passive)

4. The program was set up to improve working condition. (use 'establish')

5. I do not know when the report will be submitted. (remove pronoun)

6. We recommend that we discuss the findings. (use passive)

Activity 4:   Newspaper Reporting

Work in pairs.

a) *Using the format for a typical newspaper report below, prepare a plan of a news report with the title:*

"An International Conference on English Language in Bangladesh: Problems and Prospects."

<table>
<tr>
<td></td>
<td>

News Reports:
- *are written in columns*
- *have a headline*
- *include what someone said*
- *have a picture*

</td>
<td></td>
</tr>
<tr>
<td>Headline :</td>
<td></td>
<td>Word Bank</td>
</tr>
<tr>
<td>Who?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include what someone said:</td>
<td></td>
<td></td>
</tr>
</table>

[Source: Adapted from, http://www.scribd.com/doc/35926627/News-Report-Format]

b) *Write the draft the news report using the format on the next page. Then ask another pair to look through your draft and give comments.*

	A Draft News Report
Headline:	
Who:	
When:	
What :	
Where:	
What someone said:	
A picture:	

Extension

Write the short report on "English Language Teaching Centres in My Town/City" for publishing in a daily newspaper. Write about 150 words and at least 3 paragraphs.

Home task

Work in pairs.

For paragraphs 2 and 3 of the text in Activity 2, put the direct speech into reported speech.

Unit 19: The Natural World

Session 1

At the end of this session you will have:
- improved your reasoning skills
- improved your understanding of key information in a text
- practised writing definitions

Activity 1: Thinking and Discussing

Work in groups. Discuss the following questions and give reasons and examples.

1. Do you think knowledge of one system, such as the traffic system, education system, student registration system, or car engine cooling system, can help you explain other systems?
2. Can you think of any other examples of systems that you use regularly?
3. How do you think knowledge of different systems can help students present information systematically in their studies?

Activity 2: Predicting and Reading

Work in pairs.

a) *Based on the pictures on the next page, predict three points that might be discussed in the text which follows them.*
b) *Read the text quickly and relate each of the pictures to a different paragraph in the text.*
c) *Guess the title of the text.*
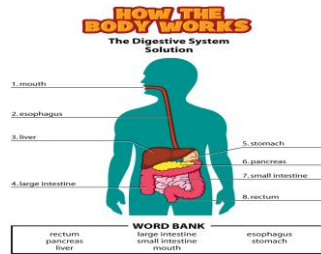
Picture 1   **Picture 2**   **Picture 3**
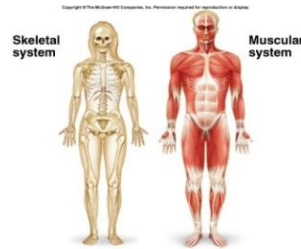
Paragraph A: Bangladesh has developed a transport system that includes roads, railways, inland waterways, two maritime ports and a number of airports. Roads account for around 80% of passenger and freight movement. The road network consists of four broad categories. National highways connect the national capital with divisional headquarters. Ports and international and regional highways form a five-way regional corridor. Feeder roads connect the Upazila headquarters and growth centres with the arterial road system. The inland waterway network comprises over 8300 km of navigable waterways during the monsoon season. Bangladesh Railway (BR) has a total of 2,885 route-km railway lines.

Paragraph B: The process of taking food into the mouth is called ingestion. In the mouth, ingested food is broken down into smaller pieces and mixed with saliva. The resulting food mass, called a bolus, is sent to the pharynx and then into the esophagus- the passage between the pharynx and the stomach. The esophagus transports the food mass to the stomach. The stomach acts as a blender, mixing the food with digestive juices secreted by specialised cells in the stomach. One of the digestive chemicals produced in the stomach is hydrochloric acid at a concentration strong enough to eat away shoe leather. The digested food at this stage is called chyme. It consists of a combination of ingested food, saliva, and stomach juices. The final breakdown of the ingested food occurs at the surface of the epithelial cells. Nearly all absorption of nutrients occurs in the small intestine. When nutrients leave the digestive tract, most enter the bloodstream and go either to the body's tissues or to the liver. Whatever has not been broken down or absorbed in the digestive process is eliminated through the rectum and the anus.

Paragraph C: The skeletal and muscular systems work together to form a closely integrated system. They each have a number of critical functions. For some of these, the two systems are dependent on each other, while other functions are unique to a specific system. Although bones and muscles each have other important functions, they primarily work together to move the parts of the body. Muscle is the only tissue in the body that has the ability to contract, so all body movements involve muscles of some kind. The kind of muscle that works with the skeletal system is called skeletal muscle, and unlike with other kinds of muscle, we can make it contract at will.

Activity 3: Reading for Specific Information

a) *Work in pairs. Read paragraphs B of the text in Activity 2 again and underline the words related to the human body.*

b) *The diagram shows the digestion process of human body. Using the information in the text, fill in the missing words or phrases below.*

1._____ → 2. Saliva glands →3. Pharynx
→ 4. _____ →5. Stomach→6. Surface of epithelial cells
→ 7. _____ →8. Body's tissues or liver→9. _____

Activity 4: Note-Taking

Look at the notes on Paragraph B of the text in Activity 2. Make notes on Paragraph C in a similar style.
The process of taking in food (Paragraph B):
- ingested food is broken down
- resulting food mass-a bolus,
- sent to the pharynx
- then into the esophagus
- then transported to stomach
- The digested food-chyme
- ejected elements are eliminated

The skeletal and muscular systems (Paragraph C):
-
-
-
-
-
-
-

Activity 5: Writing Definitions - Review

Work in pairs.

a) Read the example and write similar definitions for the terms below, taken from the text in Activity 2.

Example: Feeder road - A secondary road used to bring traffic to a major road. Feeder roads connect the Upazila headquarters and growth centres with the arterial road system.

1. National highways
2. Ingestion
3. Muscle
4. Skeletal muscle

b) Select two more terms from the text and write similar definitions.

Activity 6: Critical Thinking

Work in groups. Discuss the questions and give reasons and examples to support your answers.

1. Why are classification systems useful?

2. How are classification systems used in your subject area? Are they easy to understand?

Extension: Noun Phrases

Match the words in the left-hand column with words in the right-hand column of the table below to form noun phrases.
Example: Transport system

1. Transport	muscle
2. maritime	intestine
3. civil	process
4. Feeder	season
5. monsoon	ports
6. digestive	airports
7. small	system
8. muscular	roads

Home task

Find four other noun phrases in the text in Activity 2. Compare your answer with a partner.

Session 2

At the end of this session you will have:
- read to understand the purpose and main idea of a text
- developed reading for description
- developed your note-taking skills

Activity 1: Watch and Discuss

Work in pairs. Watch the short video clip on "Food Chains, Food Webs and the Energy Pyramid" and discuss the questions below.

1. What do you think the short video is about?
2. Do you know where all foods come from?
3. How do you think plants make food?
4. What do you know about the food chain?
5. How is energy transferred from one consumer to another?

Activity 2: Understanding the Purpose of a Text

a) *You are going to read a text about the Food Chain. Look at the title of the text and read the text quickly. What do you think the author's purpose for writing the text is? Select your answer from the options given below:*

1. To explain food chain through consumers
2. To give a classification of consumers
3. To discuss the food system in the animal world

The Food Chain

Paragraph 1: Any living thing that needs to eat food is a consumer. All animals are consumers and so are many microscopic creatures. Many consumers eat plants or parts of plants. They are called primary consumers. They are also known as herbivores. Animals such as horses, elephants, and rabbits are grazers. They eat grass and the leaves from bushes and trees.

Paragraph 2: The ocean has many herbivores. Many of these primary consumers feed on phytoplankton. One group is zooplankton. Zooplankton are animal plankton. Other herbivores include small fish, sea urchins, and krill. The shrimp-like krill are found in the cold oceans and sea urchins feed on coral reefs and kelp.

Paragraph 3: Secondary consumers come next. These animals eat primary consumers. They are carnivores (meat-eaters) and omnivores (animals that eat both animals and plants).Some are large predators such as lions, wolves, and eagles. They may eat animals bigger than they are. Some lions, for example, kill and eat water buffalo.

Paragraph 4: Other secondary consumers eat animals smaller than they are. For example, shrews, moles, birds, and most lizards eat insects. Some larger animals also eat insects. Anteaters and sun bears are two examples. These animals have to eat many insects. An anteater, for instance, may eat as many as 30,000 insects every day.

Paragraph 5: Some animals are called tertiary consumers. This means they eat secondary consumers. Tertiary consumers are often the "top predators" in a food chain. This means that no other animals eat them. A particular area can only have a few top predators.

Paragraph 6: In the ocean, food chains can be long. They may have a stage beyond tertiary consumers. For example, plant plankton is eaten by animal plankton. These creatures are then eaten by small fish. The small fish are eaten by big fish. The big fish could then be eaten by sharks or whales.

Paragraph 7: Most humans are not just primary or secondary consumers. We eat both plant and animal food. We are omnivores. Other animals are omnivores, too. Foxes, for instance, eat other animals and also fruit. Bears, seagulls, and cockroaches are also omnivores. Some omnivores are scavengers. This means they eat food that other animals have left. Hyenas, for example, eat the remains of animals killed by other predators.

Paragraph 8: Parasites are animals or plants that live on or inside other animals or plants. They are consumers. The mistletoe plant is a parasite. It lives on other plants. Roundworms are also plant parasites. Fleas and tapeworms are also parasites. They sometimes feed on humans. Quaternary consumers eat tertiary consumers.

Paragraph 9: When we make and eat a meal, there is nearly always waste. When we go to the toilet, we rid our bodies of waste. This waste comes from the food we have eaten. Imagine if none of this waste was cleared up. It would soon cover the Earth. Decomposers are nature's way of removing and recycling waste food.

[Source: Adapted from Solway, Andrew. *Food Chains and Webs: What Are They and How Do They Work?* Vero Beach, Fla: Rourke Pub, 2008. Print.]

Activity 3: Reading for the Main Ideas

Work in groups. Descriptions 1-9 paraphrase key information from each paragraph in the text. Match each description with a paragraph and identify the type of consumer or animal the description is referring to. The first one is done for you.

1. They are the best hunters in a food web.
   Paragraph 5 – Tertiary consumers
2. They eat only plants or plant products.
3. They eat other animals.
4. They are microscopic animal plankton.
5. They eat animals which are smaller than they are.
6. They eat both plants and meat.
7. Animal plankton eat them.
8. It is an organism that lives on or in a host and gets its food from its host.
9. They are the clean-up workers of life.

Activity 4: Reading for Detail

Work in groups. Read the description of each type of animal more carefully and complete the table. The first one is done for you.

Animal Types	Description
herbivores	Herbivores are animals that eat plants.
zooplankton	
omnivores	
decomposers	
parasites	

Activity 5: Note-Taking Practice

a) *Work in pairs. Use the text in Activity 2 to help you make brief notes about the following.*

   1. The relationship between primary consumers and herbivores

   2. The difference between primary and secondary consumers, with examples

   3. Herbivores, carnivores, omnivores and decomposers as part of the food chain

b) *Now use your notes to tell another pair what about points 1 to 3 above.*

Activity 6: Vocabulary Review

Work in groups. Complete the sentences with appropriate words from the box below. The first one is done for you.

energy	chain	decomposers	*connected*
animals		acorns or fruits	quaternary

   1. Other living things are <u>connected</u> to this food chain.
   2. Food chains and food webs are about _____.
   3. Tertiary consumers are eaten by _____ consumers.
   4. So when a squirrel eats_____, it is a primary consumer.
   5. Zooplankton are planktonic_____.
   6. When any organism dies, it is eventually eaten by detrivores (like, worms and crabs) and broken down by _____.
   7. Each food _____ends with a top predator.

Extension: Noticing Language - Antonyms

Find words in the text in Activity 2which have opposite meanings to the following words.

1. Secondary *(Paragraph 1)*
2. Exclude *(Paragraph 2)*
3. Prey *(Paragraph3)*

4. Bottom *(Paragraph5)*
5. Weak *(Paragraph7)*
6. Outside *(Paragraph8)*

Home task

Identify the following animals from the Food Web.

1. Primary Consumers
2. Secondary Consumers
3. Tertiary Consumers

4. Herbivores
5. Carnivores
6. Omnivores

Unit 20: Review

Session 1

At the end of this session, you will have:

- learnt to identify the topic and main idea of a short text
- reviewed graphs and charts
- justified opinions

Activity 1: Vocabulary Review

a) *Work in pairs. Match the words in the left-hand column to the meanings in the right-hand column. The first one is done for you.*

Word	Meaning
1. resilience 2. inception 3. vulnerability 4. substantially 5. innovative 6. constitute 7. stimulate 8. distinctive 9. emerge 10. constraint	a. be the elements or parts of; compose____ b. become apparent, important, or prominent ____ c. characteristic; notable____ d. encourage interest or activity ____ e. featuring new methods/ideas ____ f. limitation or restriction ____ g. ability to recover __1__ h. not resistant to physical or emotional injury/attack ____ i. the beginning of something ____ j. to a great or significant extent ____

b) *Complete the sentences using the words from a) above.*

1. Increased attention to local governance and education would increase resilience and decrease _____ of the poor to climate change.

2. Since its _____, the robot has been imagined as both a helpful friend and a force that learned too much and became dangerous to its human inventors.

3. The relative severity of the impact of severe floods in Bangladesh has decreased _____ since the 1970s as a result of improved macroeconomic management, increased resilience of the poor, and developments in disaster management and flood protection infrastructure.

4. Early marriage and early motherhood are substantial _____ to increasing female labour force participation.

5. Many NGOs in Bangladesh were initially started up with the help of international development agencies but rapidly took on a _____ local identity.

6. Many NGOs _____ in Bangladesh from village self-help societies that evolve into more formalised organisations as a result of contact with external aid resources and advice.

7. Rice from Bangladesh accounts for 9% of world production and _____ approximately 10% of Bangladesh's GDP.

8. There are few nations more deeply associated with disaster vulnerability and poverty than Bangladesh, yet it is emerging as an example of adaptation and resilience, offering some _____ lessons to more developed nations.

9. Since 1990, successive governments in Bangladesh cautiously continued with the policy of liberalising the economy in order to _____ growth through increased market-based activity.

10. Although there is an unpredictability about the future trajectories of environmental, economic and social change, the _____ and adaptability of Bangladesh's people remains an important beacon of hope.

Activity 2: Identifying the Topic and Main Idea

Read each of the paragraphs 1 to 4 below. Then, at the end of each paragraph, write a phrase that identifies the topic and a sentence that expresses the main idea of the paragraph.

Paragraph 1: During the four decades that followed the War of Independence, Bangladesh has continued to evolve and change. The country has faced serious problems throughout its history: from the terrible cost in human lives during the War of Independence, extensive and widespread poverty, and environmental vulnerability, to a continuing set of problems relating to political instability and poor governance. Yet Bangladesh has also made considerable progress during this time, challenging those who predicted that the new state would fail. It has shown the world that it has been able to expand its food production substantially, develop important new export industries such as the ready-made garment industry, improve its healthcare and education sectors, and point the way to new potential solutions to global poverty problems through the innovative work of some of its NGOs. It is precisely because of the scale of problems that Bangladesh has experienced, and the resilience and creativity this has instilled in its people, that many now see the country as a "laboratory for innovative solutions in the developing world".

Topic: _____

Main Idea: _____

_____

Paragraph 2: The rise of the ready-made garment sector has been central to Bangladesh's industrialisation process and its export strategy. In 1990, Bangladesh was exporting $0.64 billion worth of garments. By 2009, garments constituted three-quarters of total exports and were worth nearly $11 billion a year. The industry employs nearly 2.5 million people in its factories, 90% of whom are women, and creates further employment in related services such as transport, insurance and banking. Although Bangladesh had long been known as a historical centre of quality textile production, there is little if any connection between this past and its modern ready-made garment sector. Today this sector is an industry in which all fabric, patterns, thread and fasteners and most other components are simply foreign-produced imports brought in for manufacture by low-cost labour. As a result, there are few links into the local economy that could

help to stimulate local production beyond assembly. Nevertheless, the sector has quickly grown to become central to Bangladesh's economy.

Topic: _____

Main Idea: _____

_____

Paragraph 3: A distinctive aspect of Bangladesh is its extensive and high-profile "non-governmental" sector. Most visible are the country's development NGOs, emerging after 1971 as a result of a wide-ranging combination of factors: long-standing local traditions of voluntary action, large-scale inflows of foreign aid and a weak institutionalised state that could only manage limited levels of service provision and continued to have a rigid and unresponsive bureaucracy. Today, these NGOs are best known internationally for their micro-finance work, but many are also active in the health, education and agriculture sectors. BRAC, the country's largest NGO, is an organisation that has recently internationalised its work and now operates elsewhere in Asia and more recently in several African countries. Development NGOs have played an important part in the various gains made by the country.

Topic: _____

Main Idea: _____

_____

Paragraph 4: The garment industry's reliance on a largely female workforce drawn from rural areas has contributed to far-reaching social changes in Bangladesh. A World Bank report on gender found that the industry has been a key driver in the "empowerment" of women within the country since the 1980s. The factories primarily draw on the labour of village women, with the result that a generation of young women has been able to challenge traditional family and social constraints and shape new identities in new settings beyond the village. These women value the chance to earn their own living, to gain independent purchasing power, to save and send money to their families in the villages, and to secure more control over their choice of partner and date of marriage. Female participation in the labour market has been a major factor driving social change.

Topic: _____

Main Idea: _____

_____

[Source: Adapted from Lewis, David. (2011) *Bangladesh: politics, economy and civil society.* Cambridge University Press.]

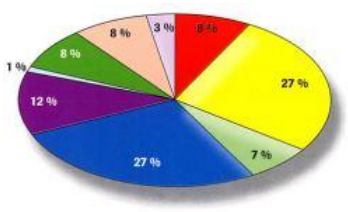## Activity 3: Reviewing Graphs and Charts

a) *Work in pairs. Match the two halves of these phrases for describing the visual aids.*

1. A flow chart
2. A pie chart
3. A (vertical or horizontal) bar chart
4. A line chart
5. A table
6. A diagram

a. depicts changes over a period of time, showing data and trends.
b. displays the size of each part as a percentage of a whole.
c. is a convenient way to show large amount of data in a small space.
d. shows the progress of material through the steps of a manufacturing process or the succession of operations in a complex activity.
e. is a drawing showing arrangements and situations, such as networks, distribution, fluctuation, etc.
f. is used to compare different items.

b) *Work in pairs. Write the terms that describe the visual aids below.*

1. _____

2. _____

3. _____

4. _____

5. _____   6. _____

c) Work in pairs. Match the graphs with the sentences which follow them.

(a)   (b)   (c)   (d)

(e)   (f)   (g)   (h)
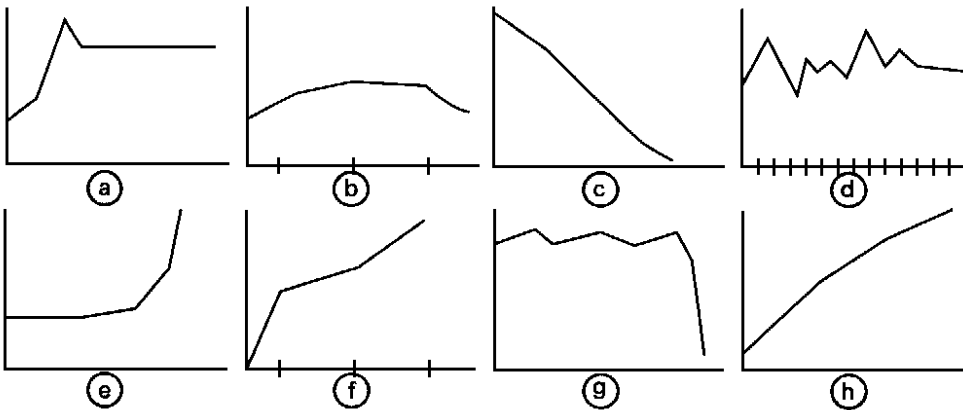
1. The level of direct foreign investment <u>rose suddenly</u>.
2. The sales of our products <u>fell slightly</u> in the final quarter.
3. The student welfare budget has <u>stabilised</u> over the past few years.
4. After <u>a sharp increase initially</u>, sales continued to grow.
5. The price of groceries <u>reached a peak before falling slightly and then maintaining the same level</u>.
6. There has been <u>a steady increase</u> in exports over several years.
7. The <u>sudden collapse</u> in share prices has been a surprise to everyone.
8. The value of the shares has shown <u>a steady decline</u>.

d) Look at the graph below and then complete the sentences that follow it.
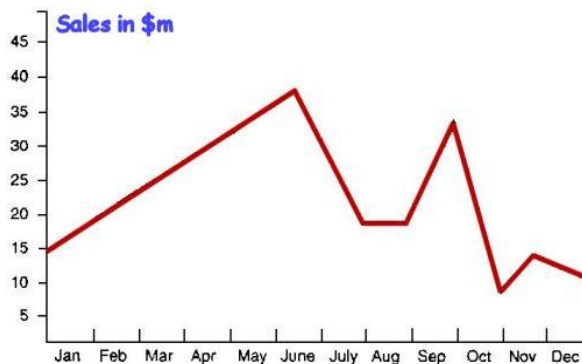
1. The x-axis of this graph _____ the twelve months of the year while sales in millions of dollars _____ on the y-axis.
2. It can be seen clearly that sales _____ steadily in the first half of the year and _____ their peak in June.
3. Then they _____ in July and _____ in August.
4. After rising sharply during September, they suffered a _____ in October, but then made a _____ recovery in November.
5. However, the year ended with a slight _____.

e) *Work in pairs. Match the verbs with the graph trends. The first one is done for you.*

Trends	Verbs
1. Upward movement 2. Downward movement 3. No movement 4. Change in direction	a. increase __a__ b. boom/soar/climb _____ c. collapse _____ d. decline _____ e. decrease _____ f. drop (off) _____ g. extend, expand _____ h. fall (off) _____ i. go down _____ j. go/be up _____ k. grow _____ l. jump, skyrocket _____ m. level off/out, flatten out _____ n. plunge, plummet _____ o. progress _____ p. reach a peak, peak _____ q. reach an all-time high _____ r. remain stable _____ s. remain steady _____ t. rise (rose, risen) _____ u. stabilise _____ v. stay constant _____ w. stop falling and start rising _____ x. stop falling/rising _____ y. stop rising and start falling _____

Activity 4: Justifying Opinions

a) Complete each of these paragraphs by adding a solution of your own.

Paragraph A: The impacts of global warming and climate change are worldwide. For Bangladesh, they are critical because of its geographical location, high population density, poverty, and the reliance of many livelihoods on climate-sensitive sectors, such as agriculture and fisheries.

Possible solution: _____

_____

Paragraph B: With an estimated population of 162 million in 2009, Bangladesh is the seventh most populous country in the world. A total land area of just 147,500 sq. km accommodating the above population makes it by far the most densely populated among the more populous countries. With very little absorption capacity in the rural areas of the already crowded country, people are gravitating to urban centres resulting in further growth of the slum population.

Possible solution: _____

_____

b) Work in groups. Discuss these questions and write your opinions.

1. Is the government initiative to address child marriage adequate?

2. Poverty projections suggest Bangladesh has achieved its MDG goal of halving its poverty headcount. Do you think this impressive record can be maintained in the coming years?

Extension: Reviewing the SQ3R Reading Method

a) *Read the text in the box. Try to relate the SQ3R method with your experience of reading.*

SQ3R Reading Method

SQ3R is a reading strategy: Survey! Question! Read! Recall! Review!

Survey: Before you read, survey the text: the title, headings, and subheadings, captions under pictures, charts, graphs, maps etc.

Question: Raise and answer questions while surveying.

Read: Look for further answers to the questions raised.

Recall: Recall the key points in the text.

Review: After reading, review the text.

---

b) *Work in groups. Discuss the steps of SQ3R method. To what extent do you think you follow this method when you read academic texts?*

Home task: Preparing for a Presentation on Current Events

Work in groups.

c) *Finalise a presentation topic based on your Home task from Session 2 of Unit 13.*

d) *Work more on the prepared outline. Develop the main points for a presentation.*

e) *Prepare your PowerPoint slides.*

Session 2

At the end of this session, you will have:

- reviewed presentation techniques
- edited and modified your presentation
- practiced and finalised your presentation

Activity 1: Optimising Your Presentation Skills

Work in groups.

   a) Discuss the following steps for making an effective presentation:

- Planning: Audience, time, place, purpose, topic
- Preparation: Structure, outline, slides, technical aids
- Delivery: Vocal pitch, tone, volume, speed, body language, stress, intonation
- Practical issues: physical environment, equipment needed

   b) Have you addressed or thought all of these steps in planning your own presentation (as directed in the Home task from Session 1)?

Activity 2: Reviewing the Topic and Purpose of a Presentation

Work in your presentation groups. Complete the table.

Topic: _____

Why your presentation is interesting to your classmates: _____

_____

General Purpose: _____

Specific Purpose: _____

_____

Sources of information: _____

Activity 3: Reviewing the Organisation of a Presentation

Work in groups.

a) *Write the main points of your planned presentation below from the prepared outline (as developed for the Home task in Session 1).*

Main point 1:

Main point 2:

Main point 3:

b) *Discuss whether these points are organised logically, with clear and smooth transitions between the points. Also discuss whether each main point is fully developed with appropriate "evidence", such as examples, statistics, quotations or analogies.*

c) *Revise the outline based on your discussion.*

Activity 4: Finalising your Introduction and Conclusion

Work in groups.

a) In presentations, the main objectives of introductions are usually to:
- grab the attention of and arouse interest among your audience
- reveal the topic
- establish credibility and goodwill as a speaker
- preview the main point(s) of the presentation.
Write the introduction of your presentation.

b) The main objectives of conclusions are usually to:
- signal the end of the presentation
- summarise the main points
Write the conclusion of your presentation.

Activity 5: Practicing and Finalising the Presentation

a) Rehearse your presentation as a group at least twice.

b) Edit and modify the presentation to make sure that:

- speakers are following a similar format
- there are smooth transitions between speakers
- there is no repetition of material
- it looks and sounds like a single group presentation, rather than individual presentations occurring together.

Extension: Watching a Sample Presentation

a) Watch the sample presentation (Video Clip 20). Evaluate the delivery of the speaker using the table below.

	Excellent	Good	Fair	Needs Work	Comments
▪ Confidence					
▪ Body language					
▪ Eye contact maintained					
▪ Awareness of audience's response					
▪ Posture					

b) Compare your evaluation with other group members.

Home task: Reviewing Visual Aids

A key element of good presentations is having good visual support. Before you make your presentation in front of a real audience, you should check that your visual materials meet the following standards:

Design and layout
- Background used is clear with no distractions.
- The same layout has been used for each slide including slide titles, main headings, subheadings and examples. Different parts of the slides are the same size, in the same font and colour, and use the same numbering system to help the audience follow the organisation of the talk.

Colour
- The colours used contrast with the background.
- The text is dark on a light background or vice versa.
- The number of colours is limited to three at most per slide.

Text and graphics
- The font is large enough, e.g. never below 24 point size, preferably 28-32 with 36-44 for titles and headings.
- Bullets points are used for key points.
- There are no complete sentences on the slides.
- Key points are limited to a maximum of seven lines per slide.
- Lists are kept simple and short.
- The graphics used are relevant to the message.

Transcripts

Unit 1: Session 1: Activity 4: Listening for Specific Information

Listening 1: Dialogue about Greetings and Introductions
Situation: Shafin and Naila meet at the campus.

Shafin: Hello, you look lost. Can I be of assistance?
Naila: Oh, thanks. You're right, I am lost. I'm looking for the Science Faculty?
Shafin: You're close; it's just across the lawn. It's the four story brick building over there.
Naila: I see, well thanks a lot. You've been a big help.
Shafin: Excuse me for saying so, but you're not from around here, are you? Are you from Dhaka or what?
Naila: Actually I'm from Khulna. I'm a new transfer student from National University. You're from Dhaka, I assume?
Shafin: Yes, by the way I'm Shafin, Shafin Ahmed.
Naila: I'm Naila Sultana. Pleased to meet you.
Shafin: So how long have you been in Dhaka, Naila?
Naila: I've been here about three weeks now. So, what's your major Shafin?
Shafin: I'm doing bachelor in Media Studies and Journalism. What's yours?
Naila I'm not sure yet, but I'm kind of interested in Business Administration.
Shafin: So, do you live in the hostel?
Naila: Actually no, I live with my aunt in a small apartment about five minute walk from here. Well, I have to run. Thanks for your help. Maybe we'll meet each other again sometime.
Shafin: Could be, it's a pretty small campus. Nice to meet you, Naila. See you later.
Naila: So long.

Unit 1: Session 2: Activity 5: Listening for Specific Information

Listening 1: The vice-chancellor of the university welcomes the freshers with his speech in the Orientation program

Vice-chancellor: Dear students
Welcome to the university

Congratulations on your admission to our University! Every part of our campus community—the faculty, the staff, and a group of student peer advisors—looks forward to welcoming you on campus this coming semester. We are busy planning orientation activities for next year.

We offer Orientation programs that help students adapt to the university. These programs have limited space and require application or pre-registration. Whether you are a first-semester student, or a transfer or visiting student, Orientation will help you to settle down to the university's distinctive living and learning community.

Entering university is an extremely important and a bold step – and equally, it will be a rewarding one. I am confident the experience you will enjoy at the university will help you gain the knowledge and skills that will allow you to realise your goals and open Sunny doors to a remarkable career.

Orientation is the official start to your university studies. It will support your transition to university life and your academic success. Fresher's orientation is your opportunity to explore the campuses, meet new friends and settle into university life. The orientation guide will assist you to plan your transition to university study. You will find important information about key events and activities during the day long orientation that will help you to quickly feel part of our organisation. I encourage you to make good use of our student facilities, student services and clubs. Achieving a good balance between your study and your life commitments will lead to a positive experience. (Pause a little)

The University Orientation has been planned according to the following:
1. To help you learn about the nature of education at the University;
2. To familiarise you with our campus environment and the various offices, resources, halls, clubs and activities;
3. To facilitate getting to know your fellow freshmen;
4. To introduce you to the university's expectations about how to live and learn as individuals productively and respectively in your new community.

I trust that your time as a student at the university will have a profound and long-lasting influence on your future career and life choices.

Best wishes for the year ahead.

A briefing session for students going to an industrial visit

Good morning, everyone. Welcome to the first pre-departure meeting of the industrial visit to Dhaka Export Processing Zone, commonly known as EPZ. My name is Naushad Kabir. I'm the Faculty Coordinator of this visit. Today I'll be giving you an overview of our visit to EPZ that you all registered for at the end of last semester. I'll talk about pre-visit arrangements, day-to-day activities and transport arrangements, and finally, post-trip review.

As many of you have become aware, the industrial visits are offered to students of Engineering in the final year. These visits are usually arranged during the semester break. But please don't get the impression that the visit will be a holiday. In fact you will remain busy from 9 to 5 every day during the visit. This 3-day trip will take place from 20th January to 22nd January 2014. And our group comprises of 24 students accompanied by 3 Faculty Members including me. Other faculty members are Prof. Surojit Bose and Dr. Sharmin Ishrat.

Prior to the departure, you have to make several arrangements. I hope you all have already collected the pre-visit briefing pack and essential readings. Don't forget, you need to complete the consent form before the visit. So, make sure that you understand all the requirements and details, even risks and hazards before you sign the form.

Each day the bus carrying us will leave the campus at 7:30. And your expected time of reporting is 7:00, latest. The bus will return to campus at the end of the day; we hope to finish by 5:00. The same arrangement will be followed for the next two days.

On the first day of the trip, which is on 21st January, Tuesday, our visit starts at HFCL with an introductory presentation on the plant and production lines by DGM, Production and Operations at 9:00. At 10:30, the participants in two groups will visit the production lines, each group guided by an APM. Late in the afternoon, in a discussion session, we'll meet the Human Resources officials who will inform us on company's HR policies and strategies.

On 22nd January, we will visit PolyCab Wires. Guided by Operations Manager, you will visit the wire drawing, wire twisting, wire insulating, quality and control units. From 2:00 to 5:00, you'll participate in a workshop on manufacturing process.

On the last day, at 9:00 we'll start in the EPZ auditorium and watch a documentary on Dhaka EPZ. Then an interaction session will be with Mr. Khorshid Alam, GM of Investment Promotion and other officials. The rest of the day, you'll visit different facilities and services available for investors inside EPZ.

After the visit, you are required to submit a written report identifying industrial applications of the technologies, tools or concepts featured in the various subjects covered in the students' study programme.

Well, I think that's all I have to say at present about the industrial trip. Now Dr. Sharmin Ishrat is here to talk about monitoring and reviewing the effectiveness of the visit. Thank you.

Unit 4: Session 1: Activity 3: Understanding Basis of Comparison or Contrast

A part of class lecture

Good evening, everybody. This is the second lecture of our Communication and Media evening classes and you know from the last class that today I am going to talk about different types of channels used in communication and the basis that help us compare or contrast these channels.

Now that you know what a channel is, you have to think of factors to consider when selecting the medium of communication. For most people, face-to-face contact is the most familiar and obvious channel. Writing is another channel. In addition to these long-used forms, electronic communication channels include telephone, e-mail, faxes and even videoconferencing. The channel you choose can make a great difference in the effect of a message.

One important aspect to consider is that of availability and the speed of feedback. How fast one wants to hear about some important information from others? If speed is crucial, then perhaps telephone call or fax is used. If no immediate feedback is needed, then perhaps one can use other e-mail or voice message.

The second factor is information richness. Channels vary in their information richness. Information-rich channels convey more visual information. As you may be able to guess from our earlier discussion of face-to-face oral and written communications, face-to-face communications are richer than written ones. And written communications are richer than e-mails. Written ones may include words, numbers, and images, though no gestures, body language, facial expressions, but e-mails are without these, even formatting can't be used.

The third factor is the necessity to leave a permanent record. If permanent record is important, let's say, for business purpose, then one would convey a message via memo, letter or report. E-mail is another way to leave a record but it's not considered as formal as memo and letters. Remember, face-to-face and telephone are convenient channels to keep record for what have been said, so they can't always be reliable.

Each of the communication channels plays a different role. Comparing them before sending a message can help one to convey it more effectively.

Unit 4: Session 2: Activity 5: Basis of Comparison or Contrast

A part of class lecture

One of the major distinguishing characteristics of mass communication is the audience. First, the mass communication audience is a large one, sometimes numbering in the millions of people. Second, the audience is also heterogeneous…. that means, it is made up of dissimilar groups who may differ in age, intelligence, political beliefs, ethnic backgrounds, and many others. Even in situations where the mass communication audience is well defined, heterogeneity is still present. Third, the audience is spread out over a wide geographic area; source and receiver are not in each other's immediate physical presence. The large size of the audience and its geographic separation both contribute to a fourth distinguishing factor: The audience members are anonymous to one another. The person watching the evening news is unaware of the several million others in the audience. Lastly, in keeping with the idea of a public message, the audience in mass communication is self-defined. The receiver chooses which film to see, which paper to read, which Web site to visit, and which program to watch. If the receiver chooses not to attend to the message, the message is not received. Consequently, the various mass

communication sources spend a great deal of time and effort to get your attention so that you will include yourself in the audience.

Before we wrap things up, let me now talk about the differences in Noise. It's not hard to show how the idea of noise as applied to mass communication can be similar to and different from its use in other communication forms. Mechanical or physical noise in a mass communication situation can take place in the sending-and-receiving technologies. Noise can be even more disastrous in mass communication as it's going to affect many at same time. For example, a satellite dish going out during a storm, a big scratch on your new DVD or a web page that cannot be loaded due to a bad link results in unsuccessful communication. Breakdowns in cable or satellite receivers, for example, can create mechanical noise problems for large audiences. To complete the comparison, the commentators' use of cricket terms might confuse some people in the audience as they are not familiar with the terms.

Unit 5: Session 2: Activity 2: Listening for Specific Information

Part I:
According to the recent excavations made at the archaeological site of Wari-Bateshwar, it can be said that the history of science and technology in Bangladesh starts in the Chalcolithic age as some evidences of pit-dwelling from that period were found in those excavations. However, the history of modern science in Bangladesh started during the British rule in the Indian Subcontinent when the first modern educational institutions, focused on scientific fields, were established in Bangladesh. The University of Dhaka, established in 1921, acted as the driving force in promoting S&T in Bangladesh.

The educational reforms during the British period gave birth to many distinguished scientists in the region. Sir Jagadish Chandra Bose, born in Bikrampur of present day Munshiganj District of Bangladesh, pioneered the investigation of radio and microwave optics. He also made very significant contributions to plant science, and laid the foundations of experimental science in the Indian subcontinent. Institute of Electrical and Electronics Engineers named him one of the fathers of radio science. He was the first person from the Indian subcontinent to receive a US patent, in 1904. In 1924-25, while researching at the University of Dhaka, Prof Satyendra Nath Bose well-known for his works in quantum mechanics, provided the foundation for Bose–Einstein

statistics and the theory of the Bose–Einstein condensate. In recent times, Bangladeshi scientist Dr. Maksudul Alam and his colleagues

After the partition of India in 1947, Bangladesh or erstwhile East Bengal (later named as East Pakistan) became a part of the Muslim majority country of Pakistan. The regional branch of Pakistan Council of Scientific and Industrial Research was established in 1955 in Dhaka, which was the first scientific research organisation in East Pakistan. It was later renamed as Bangladesh Council of Scientific and Industrial Research. The economic and other discriminations towards East Pakistan led a slow growth in the positive development of S&T in this period. At the time of independence of Bangladesh, there were six research organisations and twenty institutions under these organisations.

Since its independence in 1971, Bangladesh has been plagued with many social issues like poverty, illiteracy etc. Hence, science and technology have lagged behind in the priority list of the successive governments of Bangladesh. The S&T expenditure of Bangladesh is a meagre 0.22% of GNP according to a survey carried out by Bangladesh National Scientific and Technical Documentation Centre (BANSDOC). However, induced by the recent economic progress, S&T in Bangladesh has been witnessing intense growth after a period of stagnation, most notably in the information technology and biotechnology sectors.

Part II:
The national policies for science and technology in Bangladesh is planned and developed by the National Council for Science and Technology which is controlled by the Ministry of Science and Technology, Bangladesh. The first National Science and Technology Policy (NSTP) was adopted by the government in 1986. The National Science and Technology Policy is a fairly broad-based document which includes 'improvement of standard of scientific knowledge at all levels from the school to the university'.

The overall S&T activity is organised under two categories of institutions - one is represented by the institutions that are directly funded by the government and specifically created for Research and Development activity and the other by the technical universities in Agriculture and Engineering and by the science departments of the country's general universities. The R&D institutions carry out scientific research, both laboratory research and field research, that directly

relate to the nation's socio-economic development goals. In the universities, both basic and applied research is carried out in addition to teaching of S&T with the aim of creating skilled personnel for different scientific professions.

The research and development activity in the agriculture sector is essentially confined to a few crops like rich, tea, jute, and wheat. On rice research, the Bangladesh Rice Research Institute (BRRI), an affiliate of the International Rice Research Institute (IRRI) in the Philippines, has done a commendable job over the past decades. Its activity coincided with the inception of the green revolution and has sustained over the years with a high degree of productivity. A total of 36 varieties developed by BRRI are in use at the level of the farmers and newer varieties including hybrid rice are now at various advanced stages of development.

Despite a very large number of S&T organisations, the overall S&T output has been modest except in the agriculture sector. Notable R&D institutions like BCSIR owns many patents but those that are marketed include mostly simple food items representing a small fraction of the market in terms of volume of goods and capital. The R&D research institutions in the scientific and industrial sector, as opposed to those that carry out largely field level studies in agricultural and biomedical sectors, have been unable to deliver significant goods and services to the country so far.

[Zia Uddin Ahmed] ©Copyright Banglapedia 2006. All Rights Reserved.

Unit 7: Session 1: Activity 6: Listening for Specific Information

Conversation between mother and son on five important steps to maintaining a healthy lifestyle.

Listening 1:
Son: Mom, the football league is about to start. And could you bring some biscuits and a bowl of milk? And . . . uh . . . a slice of cake from the fridge.
Mother: Anything else?
Son: No, that's all for now. Hey, mom, you know, they're organising a company football team, and I'm thinking about joining. What do you think?
Mother: Humph

Son: "Humph" What do you mean "Humph." I was the star player in high school.

Mother: Yeah, five years ago. Look, I just don't want you having a heart attack running up and down the ground.

Son: So, what are you suggesting? Should I just abandon the idea? I'm not that out of shape.

Mother: Well . . . you ought to at least have a physical before you begin. I mean, it has been at least five years since you played at all.

Son: Well, okay, but . . .

Mother: And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Son: Yeah, you're probably right.

Mother: And you should take up a little weight training to strengthen your muscles or perhaps try cycling to build up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Son: Hey, you're starting to sound like my personal fitness instructor!

Mother: No, I just love you, and I want you to be around for a long, long time.

Unit 7: Session 2: Activity 5: Listening and Completing Notes

Listen to a seminar speaker who is a nutritionist.

Listening 1: Guidelines for a Healthy Diet

Speaker: The Dietary Guidelines published by the USDA and HuSon Services recommend that people maintain desirable weight, limit intake of fat and cholesterol, and consume adequate amounts of starch and fibre. Although these guidelines are developed by the US Department of Agriculture and the Department of Health and HuSon Services for healthy Americans, they have received the consensus by most authorities, and can be used by healthy people throughout the world.

Healthy refers to people who do not suffer from malnutrition or any other condition that requires a change in dietary guidelines or nutrient allowances. People should focus on their total diet in a more positive way, especially with respect to fat and cholesterol. Most people following a Western type diet are consuming far too much fat and cholesterol, and not enough carbohydrate and fibre. The easy way to overcome this problem is to eat moderate amounts of foods from all the different food groups, and avoid dietary extremes that include an excess of fatty foods, cholesterol, or sugars.

Eat a Variety of Foods
All foods that supply calories and essential nutrients, potentially, can be included in an adequate diet. In some cases, certain groups of people (e.g. pregnant women, vegetarians) should eat foods to obtain a greater amount of a particular nutrient (e.g. calcium-rich foods, iron-rich foods). But, when choosing a greater variety of foods from the different food groups, choose low-calorie foods, especially for elderly persons and persons who are trying to lose weight.

Maintain Healthy Weight:
A healthy weight is the weight a person should be to live a healthy life, and reduce the chances of conditions that are associated with either obesity or malnutrition caused from hunger and starvation. "Too lean" is a health problem often found in young women, too easily influenced -by the peer pressure of modern living. They strive to lose weight even when they are under-weight. A healthy weight can be calculated by considering body mass index and waist-to-hip ratio. To maintain weight you must balance the energy in food with the amount of energy your body uses.

Choose a Diet Low in Fat, Saturated Fat and Cholesterol
Only about 25 percent of calories should come from fats, and no more than 10 percent from saturated fats. Risk for heart disease is increased among people with elevated blood cholesterol levels. It is important to get your blood cholesterol checked regularly. If blood cholesterol is above 5.2 mmol/L, (Milimoles per litre) follow the advice of health professionals about diet and if necessary medication.

Choose a Diet with Plenty of Vegetables, Fruits and Grain Products
Foods that provide complex carbohydrates, dietary fibre, and other components are linked to good health, mainly by lowering the fat content in the diet. Most of the calories in your diet should come from grain products, fruits and vegetables. These include bread, cereals, pasta, rice and potatoes. Eating a variety of fibre-containing foods is important for proper bowel function and can reduce the risk of chronic constipation, diverticular disease, heart disease and some cancers.

Use Sugars in Moderation
Sugars include all simple carbohydrates, such as sucrose, glucose and lactose, and foods containing them such as candies, honey, and chocolate. Sugars and foods containing them in large amounts supply energy but are limited in nutrients. Furthermore, sugars and starches, which break down in the mouth, can contribute to tooth decay.

Use Salt and Sodium in Moderation
Sodium plays an essential role in regulating fluids and blood pressure. Using less salt and sodium than is normally used will benefit those people whose blood

pressure goes up with salt intake. Adults are encouraged to get their blood pressure checked and, if it is high, to consult a physician about diet.

Eating a Balanced Diet

Eating a balanced diet means eating a wide variety of foods. A traditional way of getting a balanced diet has been to eat a certain number of portions from certain food groups, as defined by the US Department of Agriculture. The five basic groups are vegetables; fruit; bread and cereal; dairy and meat, poultry, fish, and legumes (dry beans, lentils and peas).

The Importance of Diet to Health

The importance of diet to health, especially in the prevention and cure of illness, is slowly becoming apparent.

Unit 8: Session 2: Identifying cause-effect relationships

A radio talk about climate change.

Audio Transcript

Interviewer: Dr. Islam, could you please explain briefly what climate change actually is? Is it something happening very recently?

Dr. Faizul Islam: Well, in simple terms … the earth's climate has always been different naturally. In the past cooler cycles due to variations in the earth's orbit round the sun, sunspot activity or volcanic eruptions have altered the climate. But these large changes have been very gradual over huge time periods. Human activities are now believed to be changing the climate much faster than occurring in the past under natural processes.

Interviewer: So, it's not a very recent…..

Dr. Faizul Islam: No, not really, just occurring faster than before because of human factors.

Interviewer: So, human actions are to be blamed?

Dr. Faizul Islam: Yes…. Human activities contribute to climate change by causing changes in Earth's atmosphere in the amounts of greenhouse gases, aerosols

and cloudiness. The largest known contribution comes from the burning of fossil fuels, which releases carbon dioxide gas to the atmosphere.

Interviewer: Are greenhouse gases causing the major problem?

Dr. Faizul Islam: Yes….mostly.

Interviewer: What kind of problems do these gases create?

Dr. Faizul Islam: Well, Greenhouse gases affect climate by altering incoming solar radiation and out-going infrared radiation that are part of Earth's energy balance. Changing the atmospheric abundance or properties of these gases can lead to a warming or cooling of the climate system.
And since the start of the industrial era, the overall effect of human activities on climate has been a warming influence.

Interviewer: Right, how Bangladesh is going to be affected by the change?

Dr. Faizul Islam: Our food production will be particularly sensitive to climate change, because crop yields depend directly on climatic conditions….. especially on temperature and rainfall patterns……. and this could reduce food yields. Meanwhile future tropical cyclones will become stronger, with faster wind speeds increasing the amount of damage they cause. Floods will become more frequent due to changing rainfall patterns and glacier melt in the summer. And sea-level rise could drown large areas of Bangladesh.

Interviewer: That means we as human have lot to do.

Dr. Faizul Islam: Yes….we have to make more efforts to reduce the negative effects of climate.
Also to adjust our lifestyles to the new situation…. not overlooking our part of the responsibility.

Interviewer: Well ... let's hope so!

Unit 11: Session 2: Activity 3: Listening for Specific Information

Topic: Managing Cultural Diversity: Communicating with Cultural Awareness

Interviewer: What is cultural diversity?

Interviewee: To understand cultural diversity we need to understand how two people would be communicating. And the way they would be communicating would be based on their cultural differences. So for instance, in some cultures, people communicate by not giving an eye contact and that's considered as a sign of respect. In other cultures, to give eye-contact means you're giving attention. So we need to acknowledge that people do communicate in different ways, and that is cultural diversity.

Interviewer: What type of differences does cultural diversity cover?
Interviewee: Cultural diversity covers a number of differences. So when we're talking about cultural differences we mean differences in relation to behavior, attitude; differences in relation to values, to believes, gender differences, status differences. So there are a number of differences that would then come under the umbrella of cultural diversity.

Interviewer: How can we manage cultural diversity?
Interviewee: There are four tips that you could consider when you're interacting with somebody who is from a different cultural background to you. So the first I would suggest is using your observation skills – observe how they are behaving, how they are interacting with you, observe their body language. And as far as possible try and mirror and match the body language. In some cultures, people like to sit and lean forward when they're interacting. And if you lean back you are giving a message that you are not interested – which they would consider as an insult. So if you match how the person is behaving then the rapport will be building and then you can move on to the common areas that are there for the point of discussion. So that's tip number one.

The second tip is appreciating differences. In some cultures people do behave very differently which in other cultures would be considered as derogatory or insulting. For instance, if you go to India, time-keeping is not so important there, people are fairly late and they are not as bothered about time-keeping. If you go to Switzerland, as an example, if you're a minute late, it is considered as a real insult. So just be aware that there are differences in what's expected in terms of communication. So appreciate differences. Another example that I can give to you is – in northern Europe, people would communicate by giving facts, In Italy, people would communicate by showing a lot of emotions. In Japan, people communicate by building harmony, and in India, people would communicate by asking about families. So when you're talking about differences in culture, it's about being adaptable to the situation and context. So if I was interacting with somebody from northern Europe, I would think, well they are just going to ask me about facts and figures rather than asking me about personal life. And I would then adapt myself to accommodate what their needs are.

The third tip, which is really important, is don't assume that because that person represents a country, he or she is going to behave like everybody else. It is about respecting the individual concerns. So they would be behaving and interacting with you in a way which is about their personal values and beliefs. So it's about respecting the individual concerned.

And the last tip is about patience, fundamentally. Um, I was interacting with somebody from southern India, in English, and when I said to him "how are you?", a very simple question. The gentleman gave me twenty sentences to explain how he was. Whereas, in UK, that would be covered in two sentences. The response would be "I'm fine, how are you?" So cultural diversity is also about being patient at the time of communicating and that it may take longer than what you're used to and it's just about persevering through patience.

Interviewer: What are your final words about cultural diversity?
Interviewee: Yes, cultural diversity, fundamentally, is about acknowledging differences and it's about respecting those differences – the behavior, the beliefs and the deeds that are done in a different way to you. It never means that they are doing it in a disrespectful way; it's just that different people behave differently in different circumstances.

Unit 12: Session 2: Activity 2: Evaluating Arguments

An interview of several students in a university campus

Presenter: Viewers, today we have come to a university campus to talk with some of the students here. We are going to talk about social media like Facebook, YouTube, Blogs, Google and Skype, which have already become very popular among the students. We want to know their views and opinions. Let us talk to him first (the presenter moves forward to a student and asks him………..).

P: Hello. What's your name?
S1: Hi. I'm Salman.
P: How often do you access social media?
S1: I'm connected to it most of the time when I'm free. I have access to it via my mobile phone. (Shows his phone)
P: So, do you like it?

S1: Yes, I like it very much. I am away from home, came here to study. I find it a most effective and easy means to stay connected my family and friends. We can video chat, share picture, update situation and so on. We can make a feeling of a virtual presence with each other.

P: Thank you very much.

S1: Thanks.

(The Presenter moves forward to another student and asks her…………).

P: Hi. What's your name?

S2: Hello. I'm Nusrat.

P: Nusrat, do you think traditional media like TV or Radio is losing popularity in the face of social media?

S2: Yeah, a bit. Like, when we're in front of the TV we still feel lonely. Through the cable connection, we now have many channels with various programmes, especially those with entertaining content. But they can't engage us like Facebook and chatting. TV is a medium of one-way communication whereas social media offers two-way communication where we can give our feedback. What's more, the contents of the social media are generated by its users like us, where we can share our individual feelings, views, opinions, and likes or dislikes. We can also oppose or agree with others.

P: So that's why it's so popular. Thanks, Nusrat.

S2: Thanks.

(The Presenter moves forward to another student and asks her…………).

P: Hello. What's your name?

S3: Hi. I'm Ripa.

P: So, what's your point of view?

S3: Traditional media is a time consuming source of entertainment compared to social media. Where we have to wait for hours, days, even months to watch a new movie, song or drama on TV or to get information from the newspaper, we can get all this within a few minutes from various social media which makes our life more pleasurable. Frankly speaking, apart from watching updates of breaking news or when there's a disruption in the internet connection I usually don't like to watch TV.

P: Thanks.

S3: Thanks.

(The Presenter moves forward to another student and asks him………..).

P: Hi. What's your name?
S4: Hello. I'm Nasim.
P: I hope you were following us. So, Nasim, how do you look at the issue of social media and the young generation?
S4: Well, it's true that social media is getting more popular each day. But, I believe any vehicle of communication can influence or manipulate the psyche of a group of people and this can also be used negatively. There are manipulated photos and information that people still spread online. People spread provocative and indecent posts, comments, photos and cartoons through social media. The young, I think, are vulnerable to it—there many temptations for them, positive or negative. It even can betray and disappoint them.
P: Thanks for cautionary note, Nasim.
S4: Thanks.
P: Thanks a lot, viewers for being with us.

Unit 13: Session 1: Activity 3: Being an Active Listener

Two students debating

Speaker 1
Tourism vastly increases income within a particular state or region, not only through direct spending by tourists, but also as a result of increases in tax revenue and the growth of local markets for food, services and luxury goods. Tourism provides a boost to the amount of capital available in an area that purely local spending cannot achieve, even if assisted by government subsidies or tax breaks for domestic businesses. Tourism helps to diversify economies, reducing reliance on finite or export-led economic activities.

Revenues from tourism can be used to enhance a developing state's infrastructure, providing quantities of capital that may normally be out of reach to central government or to aid providers. Via taxes levied on hotels, tourists and goods providers, funding can be generated for the construction of roads, hospitals, power stations and schools. Reinvestment of this type can be used to spur further diversification within a state's economy. It can make doing business within the state a more attractive proposition for foreign investors.

Managed properly, tourism and the conservation of wildlife habitats and areas of archaeological significance need not be mutually exclusive activities. Indeed, recent trends in ecotourism have demonstrated that tourists themselves can be co-opted to monitor and survey the environments that they are visiting. The fees paid by tourists to gain access to heritage locations can be funnelled into restoration and preservation schemes on those sites.

Speaker 2
Even if the tourist trade is used as a launch pad for an economy seeking diversity and stability, it must still consent to spending an extended period of time completely dependent on the funds of tourists and tour operators. This constitutes a significant risk. There is no guarantee that a particular state or region will remain a popular tourist destination. Further, tourist-led economies are highly vulnerable to the effects of natural disasters, political and humanitarian disasters (such as wars and pandemics) and financial fluctuations. The tourism industry sells experiences. Travel agents and tour operators all but guarantee that holidaymakers will encounter particular cultural activities and particular festivals; will see certain sights and interact with a certain type of people. Tourism, at its most commercial, changes diverse and dynamic environments and societies into commodities, sold to travellers on the strength of stereotypes and characterisations.

The damage that tourists cause is not limited to archaeological sites and local ecosystems. The presence of tourists can also destabilise and perturb the routines and traditions of an area's communities. Within developing states, tourists can cause significant disruption and damage to the patterns of ordinary life. Religious, artistic, medical and agricultural knowledge is considered to be an important resource by a wide range of aboriginal and forth world communities. What tourists may assume to be innocent queries can constitute an attempt to acquire carefully taught skills and practices, bound closely to a group's identity and history.

Further, the construction of tourist accommodation- even in wealthy, developed states- is often driven by concerns over cost and a desire to maximize profit margins. Attempts to remain true to local architectural vernaculars and to create building that are unobtrusive and aesthetically pleasing are often talked about by hoteliers, but rarely implemented.

a) Opening of a speech

Good morning, my teacher and my fellow students. Let me thank you for coming here today to listen to me, especially in the busiest time of the year.

Let me introduce myself. My name is Salman Sudipto. This is my first year of B. Sc. Engineering and I am currently studying Electronic and Electrical Engineering.

An American writer named Morgan Robertson once wrote a book called The Wreck of the Titan. The book was about an "unsinkable" ship called the Titan that set sail from England to New York with many rich and famous passengers on board. On its journey, the Titan hit an iceberg in the North Atlantic and sunk. Many lives were lost because there were not enough lifeboats. So, what is so strange about this? Well, The Wreck of the Titan was written 14 years before the Titanic sank.

The sinking of the Titanic was one of the largest non-war related disasters in history and I have been fascinated by the history of the Titanic for as long as I can remember.

In this speech I will be talking to you about the Titanic, a ship that was built with the most advanced technology of the time and confidently proclaimed to be unsinkable; but unfortunately sank due to a deadly collision with an iceberg.

Firstly, I will discuss the making of the Titanic, the largest, safest and most luxurious ship ever built of the day. And finally, I will discuss the sinking of the ship, the tragic end it met.

c) Conclusion of a speech

In conclusion, let me come back to the main points of my presentation. In first part I discussed how the Titanic was built to become the finest and more importantly, as an unsinkable ship. And then, I discussed how the fundamental and inadequate safety issues led to the enormous loss of life. So, we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were inadequate and humans did not follow safe procedures. Remember The Wreck of the Titan, the story written fourteen years before the Titanic sank. It now seems as if it was a strange forecast, or a case of life imitating art. Whatever the case, the loss of lives on the Titanic was tremendous, and it is something that should never be forgotten.

e) A class lecture on visual aids

Good morning, everyone. This is my second lecture on making better presentations. Now, presentations at university ….. why do you need to have visuals at all? Can't you achieve your purpose without visual aids? Well, since most people rely heavily upon visual information cues, you can assist your audience by incorporating visual aids into your presentation. These help you to emphasise key points your audience will understand and remember. But choose these carefully, or else they could become distracting.

Today I'm going to talk about ways of making sure that visual aids you prepare for your presentations can enhance your credibility as a speaker, increase audience interest, focus audience attention and aid retention of key points and contents. Microsoft PowerPoint ….. now a standard in many presentation settings …… can be a great tool. But beware: PowerPoint's fades, transitions, backgrounds, sound effects, and so on….. can be a real drawback. Preparing extravagant presentations can be time consuming for you. Worse, they can give your audience the impression that you care more about surface than substance. So, my recommendation in this regard is: choose simple, light-coloured backgrounds with relatively dark fonts and limit the use of special effects.

The first slide of the presentation is going to be the introduction. It should have the title and name of presenter. And in the second slide you show an outline…. consisting of only the headings of upcoming slides. Each slide must have a heading for main points and body with bulleted points.

The most crucial thing you have to understand is that a slide does not need to have every word spoken to the audience. Instead you should try to summarise so that you have no more than 3 or 4 bullet points in each slide. Remember, your bullet points are to serve as signposts for the audience to let them know the direction of the presentation. The audience should not be reading all the time this would mean that they are not paying attention to you. Too much information will also hinder audience's comprehension and retention. And you can do that by avoiding complete sentences in the slides. Instead, use short phrases that capture the important points. A good rule of thumb is to have about one slide per minute. A 10 to 12-minute presentation would have about 12 slides maximum.

Always use a font large enough to be seen by all audience members. Use 32- to 44-point for titles and no smaller than 28-point for the text or bulleted item. Keep a consistent look throughout your presentation. Use the same font, size, colour, and capitalisation format. Though it is possible to have many colours, in most cases only a few should be used and more importantly, only for some reasons….. for example, to highlight some key point. Make sure there is enough contrast between the background and the text. use of colour.

Use figures instead of tables whenever possible. Use simple graphs to communicate findings. If too much information is presented, very little will be remembered. Always use data labels. Remove all superfluous gridlines from your graph so that there is nothing distracting the audience from your message. Always label graphics, graphs and figures clearly. And avoid distracting animation.

Use a final slide to invite questions, like "Thank you for your attention. I hope you can take something useful from my talk. Is there anything else you would like to know about the topic of giving good presentations?" etc.

In conclusion, I would suggest while presenting you try to keep their eye contact directed towards the audience instead of the visual aids. You can't interact with your audience if you are always looking in another direction. This commonly occurs when visual aids are used instead of note cards. Avoiding eye contact with the audience may give the impression that you are either unprepared or unknowledgeable about your presentation. Thank you.

Unit 14: Session 1: Activity 8: Listening for Detail

Is Grameen Bank Different: Seminar lecture by a teacher of economics

Speaker: Grameen Bank methodology is almost the reverse of the conventional banking methodology. Conventional banking is based on the principle that the more you have, the more you can get. In other words, if you have little or nothing, you get nothing. As a result, more than half the population of the world is deprived of the financial services of the conventional banks. Conventional banking is based on collateral, Grameen system is collateral- free.

Grameen Bank starts with the belief that credit should be accepted as a human right, and builds a system where one who does not possess anything gets the highest priority in getting a loan. Grameen methodology is not based on assessing the material possession of a person, it is based on the potential of a person. Grameen believes that all human beings, including the poorest, are endowed with endless potential. Conventional banks look at what has already been acquired by a person. Grameen looks at the potential that is waiting to be unleashed in a person.

Conventional banks are owned by the rich, generally men. Grameen Bank is owned by poor women. The most important objective of the conventional banks is to maximize profit. Grameen Bank's objective is to bring financial services to the poor, particularly women and the poorest — to help them fight poverty, stay profitable and financially sound. It is a composite objective, coming out of social and economic visions.

Conventional banks focus on men, Grameen gives high priority to women. 97 per cent of Grameen Bank's borrowers are women. Grameen Bank works to raise the status of poor women in their families by giving them ownership of assets. It makes sure that the ownership of the houses built with Grameen Bank loans remain with the borrowers, i.e., the women.

Conventional banks go into 'punishment' mode when a borrower is taking more time in repaying the loan than it was agreed upon. They call these borrowers "defaulters". Grameen methodology allows such borrowers to reschedule their loans without making them feel that they have done anything wrong (indeed, they have not done anything wrong.)

Unit 15: Session 1: Activity 4: Sharing Ideas and Eliciting Solutions

Gender Equality in Bangladesh: Perspectives of an (woman) educationist

Interviewer: Dear Students, ladies and gentleman, Today we have among us Ms. .... who is a university teacher working in ...., Dhaka, Bangladesh. We have invited her to talk about the issue of Gender and Equity in Bangladesh.
 Good evening, Ms. .... Welcome to our university.

Interviewee: Thanks for inviting me to talk about Gender and Equity in Bangladesh context.

Interviewer: Do you see yourself as a typical woman in Bangladesh?

Interviewee: As an educationist I would not love to see myself as a typical woman. However, I do find myself to be a typical woman or, mother in different spheres of my life.

Interviewer: In Bangladesh, are the responsibilities of a mother the same as the responsibilities of a father to their families?
Interviewee: No. The responsibilities of a mother are totally different from those of a father in Bangladeshi families in general. Traditionally, mothers are viewed as home-makers and their responsibilities are mainly to do household jobs like cooking, cleaning, rearing children, and the like. In most cases, the women are pressurised to perform these household chores.
On the other hand, fathers are the bread winners of the family. Their responsibility is to earn money for meeting the economic needs of the families. Now-a-days, in exceptional cases, men are found to share some household responsibilities.

Interviewer: In Bangladesh, what do you think is the scenario of women education?
Interviewee: Women are lagging behind in education in Bangladesh as they are not encouraged to be educated. In male dominated Bangladesh society, staying at home and doing household chores are traditionally considered to be the appropriate role of women and it is deemed unnecessary that girls will pursue education.
However, with necessary encouragement and opportunity, women in Bangladesh have proved themselves to be equally capable of achieving high standards in education.

Interviewer: What is the current status of women employment in Bangladesh?
Interviewee: Women do not get preference over men in the job sector as recruiting women is regarded as a liability by the employers. Women are also considered unsuitable for most jobs as they are traditionally believed to be physically inferior to men. As a result, women are discouraged to work outside and are seen in a few selected work places like educational institutions, banks, and government organisations. Moreover, due to unfavourable working place condition women themselves sometimes feel discouraged to work in challenging job sectors. However, the scenario is changing day by day and women are being recognised as capable of working in almost all sectors including armed forces.

Interviewer: Finally, how do you think Bangladesh can ensure gender equality in all spheres of life?

Interviewee: The changing trends in Bangladesh society indicate that Bangladesh will be able to eliminate gender disparity in the near future at least in the urban areas.

To ensure gender equality we need to increase female literacy rate up to the level of the male. We need to make such work place environment where women feel secure and their colleagues understand them. On top of all we need to have a society where male will see their female counterparts as equals.

Interviewer: Thank you very much for being our guest today. It's been a pleasure talking to you.

Interviewee: You are welcome. Thanks for inviting me.

Unit 15: Session 2: Activity 3: Inequality in Language Usage

Sexism in Language

Part 1: What is sexist language?

Sexist language is language that expresses bias in favor of one sex and thus treats the other sex in a discriminatory manner. In most cases, the bias is in favor of men and against women.

The existence of sexist language is due to sexism in society. Traditionally, women are supposed to stay at home, remaining powerless and generally subordinate to man, whereas men are considered as the center both in the family and society. In a word, for a long time women have been looked on as "the weaker sex" in society.

In society, men are considered the norm for the human species: their thoughts, beliefs and actions are viewed as fully representing those of all humans, male and female. This practice often can make women invisible in language or altogether excludes them. It also leads to their portrayal as deviations from this 'male = human' norm. Even in the so called first world countries, which hold the claim that "everyone is created equal", discrimination against women exists. Language simply reflects this social fact.

Women's linguistic status is often dependent on or derives from that of men, which is represented as autonomous. By relegating women to a dependent, subordinate position, sexist language prevents the portrayal of women and men as different but equal human beings. It is important that we are aware of the

need to use (speak/write) language that will not offend anyone on the basis of gender, race, ethnicity, age, and disability.

Part 2: Sexism in words and proverbs:

We can explore the problem of linguistic discrimination against women from sexism in words, phrases, and proverbs with particular reference to the English language.

Firstly, in English language, there are many words, which are clearly male-orientated in that they contain the element "—man" while they can in fact apply to both sexes, For example:

chairman	congressman	councilman
newsman	foreman	freshman
policeman	salesman	mailman etc.

Secondly, sexism in language is also showed in that the noun of feminine gender can only be obtained by adding a certain bound morpheme to the noun. For example:

MALE	FEMALE	MALE	FEMALE
Man - woman		hero -	heroine
Prince - princess		shepherd -	shepherdess
sailor - sailorette		conduct -	conductette

Thirdly, some English words, especially the name of some professions, are basically of common gender and they can be applied to both sexes. However, people usually will habitually associate them only with male. Consequently, we have to add "woman" before those names if we want to refer to female of those professions. For example:

COMMON GENDER	FEMALE
Doctor	woman doctor
Engineer	woman engineer
Lawyer	lady lawyer

Fourthly, one tendency involves words that are clearly restricted in reference to one sex or the other, with female words tending to have less favorable meanings. For example:

i) In the classic pair 'master' and 'mistress'- the male meaning is 'good' and the female is 'bad'; specifically, a mistress but not a master is a partner for extra-marital sex.

ii) The word "governor" refers to "a person appointed to govern a province or state, whereas the word "governess" just means 'nurse maid".

iii) Again, when "tramp" refers to male, it means that the man is homeless, he goes from place to place and does no regular work. While when it refers to a female, it also indicates that she is a prostitute.

Finally, (Sexism in proverbs:) sexism can be reflected perfectly in proverbs, which are certain condensation of one language. In an English proverb, "He who follows his wife's advice will never see the face of god", we can clearly feel the wicked underlines by which men stretch their prejudice towards women.

Some other worse examples are:

      i) A woman has even cheated the devil.

      ii) Seven women in their right senses are surpassed by a mad man.

      iii) Women have got long hair and short sense.

Part 3: Moving towards a Gender-Neutral language:

The examples discussed in part 1 and part 2, obviously reflect people's deep-rooted discrimination against women, that is, women have to be dependent on men and are even just some appendages of man.

It is recommended that women are made more visible in language by avoiding the use of 'male-specific' and 'male-identified' words in the generic sense. For example:

1. The use of 'man' should also be avoided in idioms and phrases when the author or speaker clearly intends the expression to include both women and men.

Expressions such as 'the best man for the job' or 'the man on the land' not only make women's presence and achievements in the workforce invisible but can also lead to discrimination. Alternatives for some common expressions are suggested below:

    i)   "the man in the street".→ the average citizen /person, an ordinary person/ ordinary people;

    ii)   "the best man for the job"→ the best candidate/applicant/ person for the job, the best man or woman for the job;

    iii)   "man to man"→ person to person;

    iv)   "man of the year"→ 'citizen of the year' or 'employee of the year'.

2. Occupational nouns and job titles ending in *-man* obscure the presence of women in such professions and positions. There are various strategies for replacing *–man* compounds. For example,

the use of an existing gender-neutral term (*police officer* instead of *policeman*),

or of the *-person* alternative (*layperson* instead of *layman*)

Here is a list of the most frequently used alternatives:

businessman →business executive, business person, entrepreneur, proprietor

chairman→ the chair, chairperson, discussion leader, head (of)… ,

craftsman → artisan (artist), craftworker, technician

fireman → firefighter, boiler attendant, fire tender,

foreman → supervisor, work supervisor, leading hand
groundsman→ grounds person (if specific duties, e.g. gardener, landscaper)
handyman→ handyperson, do-it-yourselfer, maintenance worker, repairer
postman→ letter carrier, mail carrier, mail deliverer, 'postie' (informal)
salesman→ sales agent, sales associate, salesperson, shop assistant,
sportsman→ athlete, player, sports competitor, sportsperson

Other derivatives of -man compounds should also be avoided. Here are some
suggestions:
Sportsmanlike→ fair, sporting;   Sportsmanship→ fair play
Statesmanlike→ authoritative, diplomatic, experienced in … , skilful, tactful
Salesmanship→ sale(s), skill(s), sales technique, vendorship
Mankind→ humanity, humankind, human species, human race, people
Manhood→ (generic) adulthood
Manhole→ access hole, sewer hole, utility hole
Manpower→ human resources, labour force, personnel, staff, workforce
Manmade→ artificial, constructed, fabricated, handmade, hand crafted

Not only in English, but also in many other languages, women are the victims of
evil intentioned jokes or proverbs. Afghan jokes and folklore are blatantly sexist,
such as this proverb: 'If you see an old man, sit down and take a lesson; if you
see an old woman, throw a stone.'
All in all, sexism in language is a social problem, since it is the reflection of
human beings' thoughts. We should above all get rid of the
conscious/unconscious reduction of language in sexist language by eliminating
the concept of prejudice in human beings' thoughts. Only by this way can we be
free of sexism both in language and the society forever.

Source:
"Sexism in Language", Xiaolan Lei, Northwest Polytechnic University, Xi'an, China
Journal of Language and Linguistics, Volume 5 Number 1 2006

Unit 16: Session 1: Activity 4: Listening Collaboratively

Lincoln's Gettysburg Address
Source: http://www.youtube.com/watch?v=BvA0J_2ZpIQ

Address Delivered at the Dedication of the Cemetery at Gettysburg
Abraham Lincoln, November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate -- we cannot consecrate -- we cannot hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Unit 17: Session 1: Activity 5: Predicting Before Listening

Listening 1: How is learning currently defined?
Speaker: Without looking for too long, and without digging too deeply into learnt sources, it is possible to find a range of definitions of the process of learning.

Each of us will identify more or less strongly with different definitions from the list presented. In everyday terms, it is supposed that learning is the process of gaining more knowledge, or of learning how to do something – ride a bike, for example. As we will see, learning is viewed differently by those who have spent time investigating and experimenting in the field, according to the context of their work and other factors exerting influence at the time.

A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms, that is teachers.

Table 1.1 contains a sample of these definitions.

A change in behaviour as a result of experience or practice.

The acquisition of knowledge.

Knowledge gained through study.

To gain knowledge of, or skill in, something through study, teaching, instruction or experience.

The process of gaining knowledge.

A process, by which behaviour is changed, shaped or controlled.

The individual process of constructing understanding based on experience from a wide range of sources.

Unit 17: Session 2: Activity 5: Listening for Definitions

Listening 1: A teacher's talk on multiple intelligence (MI) theory

Teacher: Howard Gardner's multiple intelligence theory proposes the idea that we all have various levels of intelligence across a range of intellectual areas. According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Gardner gives us a set of different *intelligences* which, as individuals, we display more or less of, according to our particular intellectual make-up. Gardner says that these differences challenge an educational system that assumes that everyone can learn the same materials in the same way. According to MI Theory, identifying each student's intelligences has strong consequences in the classroom. If a child's intelligence can be identified, then teachers can accommodate different children more successfully according to their orientation to learning. Teachers in traditional classrooms primarily teach to the verbal/linguistic and mathematical/logical intelligences. There are nine of these intelligences, which are:

Linguistic/verbal learners like to read, write and tell stories, work with riddles. They are good at using descriptive language, memorising places, dates and trivia. They learn best by saying, hearing and seeing words.
Visual-Spatial learners like to draw, build, design and create things, daydream, look at pictures and slides, watch films and play with machines. They are good at

imagining things, sensing changes, mazes and puzzles, and reading maps and charts. They learn best by visualising, dreaming, using the 'mind's eye' and working with pictures.

Logical/mathematical learners like to do experiments, work things out, work with numbers, ask questions and explore patterns and relationships. They are good at maths, reasoning, logic and problem-solving, working from concrete to abstract. They learn best by categorising, classifying and working with abstract patterns and relationships.

Bodily/kinaesthetic learners like to move around, touch, 'tinker', talk, use body language and perform. They are good at physical activities and crafts. They learn best by touching, moving, interacting with space and processing knowledge through bodily sensations.

Musical learners like to play musical instruments, sing, and drum. They are good at listening, inventing tunes, keeping time (tempo), discriminating between different sounds. They learn best by listening, especially if things are set to music or are rhythmical.

Interpersonal learners like to have lots of friends, talk to people, solve problems and join groups. They are good at understanding other people's feelings, leading others, organising and communicating. They learn best by sharing, comparing, relating and talking.

Intrapersonal learners like to work alone and pursue own interests, daydream. They are good at understanding self, focusing inwards on feelings and dreams, following instincts, pursuing interests/goals and being original. They learn best by working alone, individualised projects, self-paced instruction and having own space.

Naturalistic learners like to work outdoors or at least close to the natural environment. They are good at collecting and classifying, identifying natural artefacts. They learn best by working outdoors, relating classroom ideas and activities to the natural world.

Existential learners like enjoyment and facility with asking and examining questions about life, death and ultimate realities.

Unit 20: Session 2: Extension: Watching a Sample Presentation

Good morning, my teacher and my fellow students. Let me thank you for coming here today to listen to me, especially in the busiest time of the year. Let me introduce myself. My name is Salman Sudipto. This is my first year of B. Sc. Engineering and I am currently studying Electronic and Electrical Engineering. An American writer named Morgan Robertson once wrote a book called The Wreck of the Titan. The book was about an "unsinkable" ship called the Titan that set sail from England to New York with many rich and famous passengers on board.

On its journey, the Titan hit an iceberg in the North Atlantic and sunk. Many lives were lost because there were not enough lifeboats. So, what is so strange about this? Well, The Wreck of the Titan was written 14 years before the Titanic sank. The sinking of the Titanic was one of the largest non-war related disasters in history and I have been fascinated by the history of the Titanic for as long as I can remember. In this speech I will be talking to you about the Titanic, a ship that was built with the most advanced technology of the time and confidently proclaimed to be unsinkable; but unfortunately sank due to a deadly collision with an iceberg.

Firstly, I will discuss the making of the Titanic, the largest, safest and most luxurious ship ever built of the day. And finally, I will discuss the sinking of the ship, the tragic end it met.

To the people of the early twentieth century the Titanic was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, it was confidently proclaimed to be unsinkable. It boasted the height of technological advance at the time. Its builders, crew and passengers had no hesitation that it was the best ship ever built. It was larger at 269 metres than many of the tallest buildings of the time. And with nine decks, it was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. It also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey. Titanic was believed to be unsinkable because the body of the ship was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float.

All right, let's now look at the day of the collision of the Titanic with an iceberg. The wireless operators received six warnings of icebergs in its path ...... in the ten hours prior to the Titanic's fatal collision with an iceberg. Though one of these messages was formally posted; the other five were in various places across the ship. Interestingly, the iceberg positions had never been plotted by combining information in these messages. And the ice field lying across the Titanic's remained unnoticed for long. At least four factors contributed to this. Firstly, a relatively new piece of technology, the wireless was used to deal with warnings and formal procedures for dealing with information from such devices were not wide practiced. Secondly, the wireless operators were contracted

workers from a wireless company, not the Titanic crew. All these together made the ship's operation quite unclear. Moreover, Captain Smith on the day of the accident increased the speed to a dangerous 22 knots or 41 kilometres per hour because of his ignorance of what lay ahead. He also wrongly believed that the ship could turn or stop in time if an iceberg was sighted by the lookouts. So it was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

In conclusion, let me come back to the main points of my presentation. In first part I discussed how the Titanic was built to become the finest and more importantly, as an unsinkable ship. And then, I discussed how the fundamental and inadequate safety issues led to the enormous loss of life. So, we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were inadequate and humans did not follow safe procedures. Remember The Wreck of the Titan, the story written fourteen years before the Titanic sank. It now seems as if it was a strange forecast, or a case of life imitating art. Whatever the case, the loss of lives on the Titanic was tremendous, and it is something that should never be forgotten.

References

Unit 1
Picture: Google images:
https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=673&q=orientation&oq=orientation&gs_l=img.3..0l10.260.6873.0.7194.16.13.2.1.1.1.596.3653.2j1j1j2j2j3.11.0....0...1ac.1.26.img..7.9.1856.BcAoo9Z2smg#hl=en&q=orientation+ulab&tbm=isch

Unit 2
A Guide to Industry Visits for School Groups. Institute of Physics. August 2010.
Field Trip Report.Integrated Protected Area Co-management (IPAC), Bangladesh and Megan Epler Wood Field Visit. January 17- February 8, 2009. Epler Wood International (EWI).

Unit 3
Source: Google Images: http://www.google.ca/imgres?
Collins Cobuild Dictionary
Source: Adapted from, http://www.theindependentbd.com/index.php? ;
http://archive.thedailystar.net/newDesign/news-details.php?

Unit 4
Turow, Joseph (2009) Media Today: An Introduction to Mass Communication, 3rd Edition. Routledge.

Unit 5
Source: Google Images: http://www.google.ca/imgres?
Source: *Adapted from*, http://en.wikipedia.org/wiki/Science
Source: *Adapted from*, http://en.wikipedia.org/wiki/Technology
Source: *Adapted from*, http://www.uefap.com/writing/function/process.htm
Source: *Adapted from*, Banglapedia,[Zia Uddin Ahmed] ©Copyright Banglapedia 2006. All Rights Reserved.
Source: *Adapted from*, http://www.sciencemadesimple.com/scientific_method.html

Unit 6
Edited from: http://www.lonelyplanet.com/bangladesh/transport/getting-around
http://whc.unesco.org/en/list/252
Taken from: Laruelle, Annick, and Federico Valenciano. *Voting and Collective Decision-Making: Bargaining and Power*. Cambridge: Cambridge University Press, 2008. Print.

Unit 7
Edited from: Nutrition & REOPA Project, Information Brief Paper, UNDP – Bangladesh
Edited from: (CSRL: Campaign for sustainable Rural Livelihoods. Posted on October 26, 2012 by Jessica Carter
http://www.patient.co.uk/health/Food-Poisoning.htm

BSS, Dhaka. The New Nation: Bangladesh's Independent News Source, 1 June, 2010)

Unit 8

Tropical Cyclones: Impact on Coastal Livelihoods. IUCN 2008.

Climate Change Issues and Climate Change Negotiations: An Overview from Bangladesh Perspective. IUCN 2011.

Unit 9

http://www.bmt.org/news/2012/05/intelligent-robotic-fish-detect-pollution/

Encyclopedia of artificial intelligence / Juan Ramon Rabunal Dopico, Julian Dorado de la Calle, and Alejandro Pazos Sierra, editors/ Hershey and New York: Information Science Reference.

World Robotics: Industrial Robots 2012. IFR. 2013.

Unit 10

Taken from: Ross, Don. *Food and Nutrition*. Jaipur, India: Oxford Book Co, 2010. Internet resource.

Unit 11

Source: Images from, Cultural Survey of Bangladesh, Asiatic Society of Bangladesh.

Source: Images:http://www.google.ca/imgres?imgurl=;

http://www.banglapedia.org/Images/Kamar.jpg

 Source: Cultural Survey of Bangladesh, Asiatic Society of Bangladesh.

Source: http://utminers.utep.edu/omwilliamson/engl0310/analysis1.htm
Source: *Adapted from*, UNESCO: Universal Declaration on Cultural Diversity
Source: http://www.bgsu.edu/downloads/enrollment/ExplainingSynthesis.pdf
Source: *Adapted from*, ©Copyright Banglapedia 2006. All Rights Reserved.

Unit 12

Human Development and Social Power: Perspectives from South Asia by Ananya Mukherjee Reed Routledge 2008.

A Situation Analysis Report on Education (MDG 2) Bangladesh: A Baseline for Needs Assessment and Costing. Government of the People's Republic of Bangladesh and UNDP Bangladesh.

Biswas, Masudul K. Developmental Issues in News Media. The International Journal of Not-for-Profit Law 9:3, July 2007. (http://www.icnl.org/research/journal/vol9iss3/art_3.htm)

Unit 14

Picture: Source: Google image:

https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=13 66&bih=673&q=orientation&oq=orientation&gs_l=img.3..0l10.260.6873.0.7194.16.13.2. 1.1.1.596.3653.2j1j1j2j2j3.11.0....0...1ac.1.26.img..7.9.1856.BcAoo9Z2smg#hl=en&q=gra meen+bank&tbm=isch

Edited from: http://www.unesco.org/education/poverty/grameen.shtml

http://en.wikipedia.org/wiki/Grameen_Bank

http://www.grameen-info.org/index.php?option=com_content&task=view&id=26

Edited from CIA World Factbook (March 2012) U.S. Dept. of State Country Background Notes (March 2012)https://globaledge.msu.edu/countries/bangladesh/economy

Unit 15

Source: Images: http://www.google.ca/imgres?imgurl=

Source: *Adapted from*, Gender Inequality in Bangladesh,

http://www.unnayan.org/reports/Gender%20Inequality%20In%20Bangladesh.pdf

Source: *Adapted from*, http://www.unwomen.org

Source: *Adapted from*,"Sexism in Language", Xiaolan Lei, Northwest Polytechnic University, Xi'an, China, Journal of Language and Linguistics, Volume 5 Number 1 2006

Unit 16

Source: *Adapted from, Zara Hovhannisyan, Gary Varrella, David W. Johnson, and Roger Johnson, The Newsletter of The Cooperative Learning Institute, Volume 20 Issue 1 March, 2005,* http://www.co-operation.org/wp-content/uploads/2011/01/Volume-201.pdf

Source: *Lincoln's Gettysburg Address,* http://www.youtube.com/watch?v=BvA0J_2ZpIQ

Source: *Adapted from, Tolerance, liberal democracy and pluralism,* http://cw.routledge.com/textbooks/alevelphilosophy/data/AS/Tolerance/ToleranceDemocracyPluralism.pdf

Source: http://elc.polyu.edu.hk/elsc/material/speaking/discussion_skills.htm

Unit 17

Picture: Source: Google image

https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=673&q=orientation&oq=orientation&gs_l=img.3..0l10.260.6873.0.7194.16.13.2.1.1.596.

https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=673&q=orientation&oq=orientation&gs_l=img.3..0l10.260.6873.0.7194.16.13.2.1.1.596.

Source: taken from: PRITCHARD, A. (2005). Ways of learning: learning theories and learning styles in the classroom. London, David Fulton.

Unit 18

Source: Adapted from, *English in Bangladesh after independence*

https://espace.library.uq.edu.au/eserv/UQ:68356/Sussex_2001_English.pdf

Source: Adapted from, http://www.eltbase.com/notes_pr.php?id=59

Source: The Daily Star, http://www.thedailystar.net/beta2/news/ielts-preparation/

Images: http://www.google.ca/imgres?imgurl= ; http://www.thedailystar.net/beta2/news/ielts-preparation/ ; http://www.google.ca/imgres?imgurl=

Source: Amitava Kar, The Daily Star, Friday, May 3, 2013, http://www.thedailystar.net/beta2/news/ielts-preparation/

Source: http://www.scribd.com/doc/35926627/News-Report-Format

Unit 19

Edited from: http://www.lonelyplanet.com/bangladesh/transport/getting-around

http://www.grameen-info.org/index.php?option=com_content&task=view&id=26

Source: Google image:

https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=6
73&q=Identify+the+following+animals+from+the+Food+web&oq=Identify+the+following+animal
s+from+the+Food+web&gs_l=img.3...2023.2023.0.3460.1.1.0.0.0.0.243.243.2-

https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=6
73&q=Identify+the+following+animals+from+the+Food+web&oq=Identify+the+following+animal
s+from+the+Food+web&gs_l=img.3...2023.2023.0.3460.1.1.0.0.0.0.243.243.2-

Edited from Solway, Andrew. *Food Chains and Webs: What Are They and How Do They Work?* Vero Beach, Fla: Rourke Pub, 2008. Print.

Source: Google image:
https://www.google.com.bd/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=6
73&q=Identify+the+following+animals+from+the+Food+web&oq=Identify+the+following+animal
s+from+the+Food+web&gs_l=img.3...2023.2023.0.3460.1.1.0.0.0.0.243.243.2-

1.1.0....0...1ac.2.26.img..1.0.0.j4TKbU6WxiU

Unit 20

Bangladesh : politics, economy and civil society / David Lewis/ Cambridge University Press 2011