

First part- English: Subject Knowledge

Contents and Sub-content

Unit 1: Getting Introduced

Lesson 1: Greetings and introduction

Lesson 2: Personal Profile

Lesson 3: Family and Friends

Unit 2: School

Lesson 1: My School: Where my Heart Belongs

Lesson 2: Library: How big can it be!

Unit 3: Professions and Jobs

Lesson 1: Teacher's life: What inspires every child?

Lesson 2: Nursing: A profession with a difference

Lesson 3: Women: Today and yesterday

Lesson 4: Man behind our survival

Lesson 5: Self employment: Being your own employer

Unit 4: Going out and outing

Lesson 1: Picnicking: Out in the Jungle

Lesson 2: Travelling: How far can we go!

Lesson 3: Visiting Places: Thirst for the unknown

Unit 5: Pastimes and Hobbies

Lesson 1: Different people different pastimes

Lesson 2: Photography: When your camera clicks

Unit 6: Health and Nutrition

Lesson 1: Balanced diet: What your dietician says

Unit 7: The Country I live in

Lesson 1: The 7 war heroes

Lesson 2: The Sundarbans: Home of the Royal Bengal Tigers

Unit 8: Myths, fables and rhymes/poems

Lesson1: Stories

Lesson 2: Rhymes/poems

Unit 9: Environment

Lesson 1: Animals and Birds

Unit 10: Culture and Tradition

Lesson1: National heritage

Lesson 2: Games and sports: Building your bone and muscle

Unit 11: Communication and Transportation

Lesson 1: Internet: Connecting lands and continents

Lesson 2: Transport

Unit 12: Events

Lesson 1: Celebration

Lesson 2: International mother language Day

Lesson 3: The first day of Bangla New Year

Unit 1: Getting Introduced

Lesson 1: Greetings and Introduction

Introduction

Greetings and introduction is an act of communication in which human beings intentionally make their presence known to each other, to show attention to, and to suggest a type of relationship (usually cordial) or social status (formal or informal) between individuals or groups of people coming in contact with each other. Greetings are sometimes used just prior to a conversation or to greet in passing, such as on a sidewalk or trail.

Beyond the formal greeting, which may involve a verbal acknowledgment and sometimes a hand shake, facial expression, gestures, body language and eye contact are also other ways of greetings. Greetings are generally followed by introductions where a person either introduces her/himself or the person/s accompanying him/her. Choice of appropriate language is important in these situations.

Learning outcomes

After completing the session students will be able to:

- introduce yourself
- introduce somebody to others
- use greetings at different times of 24 hours
- form questions with *who* and auxiliary *do, does, did*

A. Getting to know you

Read the following mini conversations and fill in the gaps using the words **below**:

delighted Good morning Hi sorry thanks very well Welcome

1. **Teacher:** Good morning, everyone! How are you all?

Students: _____, teacher! We're _____, thank you.

2. **Reza:** Hello, Renu! How are you feeling?

Renu: _____ Reza! Not too bad, thanks, and you?

Reza: I'm fine, too _____.

3. **Zerin:** Oh, hello, Kawsar, pleased to meet you. This is Dr Charles.

Dr. Charles: I'm _____ to meet you. I'm _____ I'm late.

I was held up in traffic.

Kawsar: Oh that's quite all right. _____ to Bangladesh. I hope your

journey wasn't too tiring

B. Introducing yourself

Samir is introducing himself to a group of people. Choose words from the box to complete the gaps.

Work:	come	enjoy	graduate	introduce	plan
say	speak	staying	studying		

"I'll just _____1 a few short words to _____2 myself. My name's Samir and I _____3 from Sherpur, which is in the north of Dhaka. I'm a student at the Jahangir Nagar University and I'm _____4 Modern Languages. I _____5 the course because I'm very interested in languages and I think it's going to be useful for me later. I'm in the second year of the course and I hope to _____6 at the end of next year. I _____7 three languages, apart from Bangla: English, French and Hindi. I _____8 the course a lot, although it's a lot of hard work. At the moment, I'm _____9 in a student hostel with my friends from the university. After I graduate, I plan to _____10 as a translator.

C. Asking questions

With your partner, write the questions for answers about Samir. Think carefully about word order here.

Example: What's his name?

Samir

- | | |
|----------|--------------------------------------|
| 1. | From Sherpur, in the north of Dhaka. |
| 2. _____ | Modern Languages |
| 3. _____ | Because he thinks it will be useful. |
| 4. _____ | At the end of next year. |
| 5. _____ | Three: English, French and Hindi |
| 6. _____ | Yes, although it is hard work. |
| 7. _____ | In a student hostel. |
| 8. _____ | To work as a translator. |

Now practice asking and answering these questions about Samir. Imagine you are Samir and answer your partner's questions.

D. It's your turn

Take some time to plan a short speech to introduce yourself, in the same way that Samir did. Present yourself to the class.

E. Listening for personal information

- a. Listen to someone introducing her/himself and complete the table with the correct information.

Name:	
Age:	
Nationality:	
Occupation:	
Place of work:	

- b. Match the jobs A to E with the pictures



Now you are going to hear five different people talking about their work. Listen and write the number of the speaker next to their occupation.

- | | |
|------------------|---------------------|
| A. a housewife | SPEAKER NUMBER ____ |
| B. a farmer | SPEAKER NUMBER ____ |
| C. a doctor | SPEAKER NUMBER ____ |
| D. a shop keeper | SPEAKER NUMBER ____ |
| E. a journalist | SPEAKER NUMBER ____ |

F. Social Expressions

Match these expressions with the correct responses

1. Excuse me!
2. Welcome to Dhaka!
3. How do you do?
4. How are you doing?
5. Goodbye!
6. Good night!
7. Hello, I'm Saurav.
8. Have a good weekend.
9. It's good to see you again.
10. How was your weekend?

- a. Very relaxing thank you. What about you?
- b. Fine thanks! How w about you?
- c. Bye! See you soon!
- d. Yes, I can help you?
- e. You too! Sleep well!
- f. Thank you. It's good to be here
- g. How do you do?
- h. Pleased to meet you.
- i. You too. It's been a long time!
- j. Thanks! See you on Sunday!

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Main language points

Asking questions: word order

When you are making questions, think of these letters Q A S I to help you remember the word order.

Question words	For Example: where, When, How many, Why....
Auxiliary verb	For example: do, does, is, are, did
Subject	For example: You, she, he, brothers
Infinite (without too)	For example: live, work, do, have

Look at this table:

Question words	Auxiliary verb	Subject	Infinitive
Where	does	your brother	live?
What	did	you	do yesterday?
How many cousins	do	you	have?
Why	is	Nibras	learning languages?

Find two more questions from this unit and write them into the table.

Useful words and phrases

hard work

a student hostel

a tiring journey

pleased to meet you

interested in languages

useful for me

although

to graduate

to introduce yourself

work as a translator

In this vocabulary focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Lesson 2: Personal Profile

Introduction

A “Personal Profile” is a self-assessment or a self reflecting document that summaries a person’s skills, values, interests, personality traits and other necessary background information. The purpose is to have everything a person discovered from self-assessment on one page as a future reference tool. This gives more clarity to a person for his/her career decision-making. This unit highlights different types of career path which will help DPED students to expose themselves to a different arena of language usage to gain their proficiency in English

Learning outcomes

After completing the session students will be able to:

- talk about other people’s profession
- tell and write your own description
- use have to in your expression

A. Reading and Vocabulary: reading for gist

Read what these three people say and match them with the jobs.

1. Female nurse
2. Retail manager
3. Call centre employee

After I had graduated in **Business** studies, **I applied** for a job as the assistant director of a **A** clothes shop. I got the job and a few years later I got a **promotion**. Now I am the manager of the shop. I have to work hard, but the **salary** is good.

A

I’ve just come back from Dubai, I worked for three years in a **retirement** home. **B** For my job I had to serve meals and help the old people in the home. The hours were long, but I like getting to know people. At the moment I am **unemployed**, but I am looking for a similar work.

B

I work in a call center for a computer company. In my job I have to listen to people **C complaining** a lot! I’ve had the job for five years now. It’s not an easy job, because people are sometimes angry, but it’s a job with regular hours and I enjoy helping people solve problems.

C

B: Match the definitions with the words in bold in the speech bubbles.

1. talking about why they are not happy **complaining**
2. out of work _____
3. asked for a job _____
4. getting a better job _____
5. stopping work forever at the end of a career _____
6. money you get for work _____
7. got a degree from a university or college. _____

Now read the profiles again and decide if these statements are true or false.

1. Speaker A likes the money he gets from his job. TRUE/ FALSE
2. Speaker A didn't get the first job he applied for. TRUE/ FALSE
3. Speaker B has never worked outside the country. TRUE/ FALSE
4. Speaker B doesn't have a job at the moment. TRUE/ FALSE
5. Speaker C changed his job recently. TRUE/ FALSE
6. Speaker C likes some parts of his job. TRUE/FALSE

Vocabulary and Speaking: the world of work

1. In small groups, you have three minutes to think of as many different jobs as you can. Add another six to the table:



teacher	doctor	farmer	engineer	journalist

2. Which do you think are...?

the most dangerous jobs?

the most interesting jobs?

the hardest jobs?

the most well-paid jobs?



the most boring jobs?

3. What's the difference between these pairs of words?

an employer / an employee

a promotion / a raise in

a job / a career

retired / unemployed

C. Language Focus: talking about obligations



For my job I have to get up early in the morning, because I like to prepare my lesson at the beginning of the day. The school is close to my house, so I don't have to travel a long way to go for work.

Before the lessons start, the children have to stand outside for the assembly. They have to listen to some announcements and sing the national anthem. After assembly, pupils have to go inside for the lessons. They can't shout or run in the classroom. In my school they have to wear uniform.

1. Read what the teacher says, and then complete the sentences 1-6 using 'have to' or other verb phrases.

1. She has to get up early in the mornings.
2. She _____ a long way to work.
3. The children _____ outside for the assembly.
4. They _____ some announcements.
5. The children _____ or run in the classrooms.
6. The pupil's _____ a uniform.

2. Match the sentences with the correct explanation

1. You have to wear it
2. You don't have to wear it
3. You can't wear it

- a. It is important that you do not wear it.
- b. It's OK to wear it. It's OK to not wear it
- c. It's important that you wear it

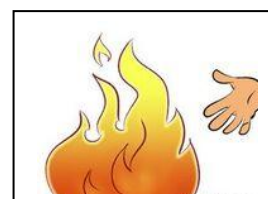
3. Choose the correct answer, a or b

1. What do you say if you see a child is going to touch the fire?

- a. Don't touch it b. You don't have to touch it

2. What do you say when you ask someone to help you?

- a. Help me please b. You don't have to help me



3. What do you say when you want a child to be quiet?

- a. You can be quiet b. Be quiet

word stress syllables vowels consonants.

1. These are letters such as a, e, i, o or u. vowels _
2. These are all the other letters of the alphabet. _consonants__
3. These are the cluster of sounds in each word. _syllables__
4. This is relative loudness of sounds in a word. _word stress_

1 st syllable stressed	2 nd syllable stressed	3 rd syllable stressed
pupil	beginning	engineer
journal	Important	unemployed
uniform	computer	underline

assembly university interesting

D. Practise the pronunciation of these questions, and then ask your partner.

What do you have to do for your job?

What time do you have to get up?

Do you have to wear a uniform?

What do you have to do to prepare for your working day?

Pronunciation Tip

In spoken English, in the sentence, *I have to go*, *have to* is

pronounced "haftu"

Main language points

Look at these sentences from exercise A.

"I have to work hard."

"For my job I have to serve meals and help the old people in the home."

"In my job I have to listen to people"

We use *has to* and *have to* when we want to talk about duties and the things we need to do for our jobs.

E. Complete the sentences 1-5 using *have to* or *has to*.

Example: In my job I have to get up very early.

1. I don't _____ wear a uniform for my job.
2. A taxi driver _____ be a good driver
3. I _____ work hard to pass my exams.

4. A doctor _____ study at a medical college for many years.
5. A good teacher _____ understand what her students need.

Write two more sentences about jobs, using has to or have to.

Useful words and phrases

to apply for a job

to get a promotion

to complain

to serve meals

to wear a uniform

to solve problems

a workplace

retirement

an assembly

In this language –focus box, the stressed syllables of some words are underlined to help you with pronunciation

Lesson 3: Family and Friends

Introduction

Human beings cannot live alone. They need their family and friends as pillars of support, especially in difficult times. Having a strong network of supportive family and friends helps enhance our mental well-being. Family and friends is really the most precious thing in anybody's life. They teach us the value of any relationship in the world. The text in this unit portrays a narration of a friendship between two friends who met on a train journey. It also describes the common traits among them.

Learning outcome

After completing the session students will be able to:

- read text with comprehension
- write letters to your friends
- use present simple and continuous forms

A. Reading and language focus: Letter to a friend

1. Read the letter and choose the correct answers to these questions:

1. Who is Mina writing to?

- a. her sister b. her best friend c. someone she met recently

2. What is the purpose of the letter?

- a. to apply for a job b. to improve a friendship c. to give important news

3. What does Mina do?

- a. She is a student. b. She is a teacher. c. She works in a bank.

Dear Helena,

Thanks for your letter. Good to hear that you got back home safe and sound. [I hope/I am hoping] ¹ you're having a good time. It was nice getting to know you on when we [met/were meeting] ² on the train journey. The three hour journey [passed/ was passing] ³ quickly **chatting** with you, now it's great to find out more about each other by letter.

I [think / am thinking] ⁴ I told you on the train that my father works in a bank. My mother's a teacher in a primary school. My sister lives at home and she's studying at the same college as me.

You said in your letter that [you know/you've known] ⁵ your best friend ever since you went to primary school together. My best friend and I have known each other for nearly as long, too! Her name is Sheli and we [were meeting /met] ⁶ at school when we were both twelve. We get on very well together and we have a lot in common. I always ask her advice whenever I need it. You'll have to meet her, if you come and visit me sometime.

Anyway, I should go now, as I have to get on with a project [I work/I'm working] ⁷ on but I hope that you'll write back soon and tell me your news and what you've been up to!

All the best,

Mina

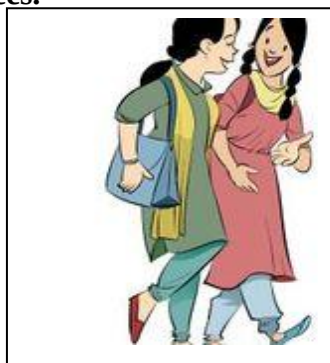
2. Now read the letter again and choose the correct word for the gaps.
3. Look at the words in bold in Mina's letter and find a word or phrase to match with these definitions.

- | | |
|--------------------------------------|----------|
| 1. talking informally | chatting |
| 2. to start work on | _____ |
| 3. to have a good relationship with | _____ |
| 4. becoming better friends | _____ |
| 5. opinions about what is best to do | _____ |

4. Choose the correct preposition to complete these sentences.

All of these expressions can be found in Mina's letter.

1. I should get [over / on / up] with my work soon.
2. My brother and I get [through / on / in] well together,
3. Call me when you get [over / back / up] home.
4. It's been nice chatting [of / with / from] you.
5. I hope you write [back / over / up] soon.
6. Hurry up or you'll run [into / out of / back] time.



B. Vocabulary: friendship

Match the words with the definitions

- | | |
|--------------------|---|
| 1. a pen-friend | a. someone you don't know very well |
| 2. a classmate | b. someone you work with |
| 3. a roommate | c. someone you write to, but perhaps never meet |
| 4. a close friend | d. someone you study with |
| 5. a colleague | e. someone you like a lot |
| 6. an acquaintance | f. someone you share a room with |



C. Speaking and Writing

With a partner, take turns to ask and answer these questions about your best friend

	You	Your Partner
How long have you known your best friend?		
Where did you meet him / her?		
What do you have in common with him / her?		
Why do you think you get on well together?		
What does he /she look like?		
Can you tell me an interesting fact about your best friend?		

Now report to the class three things about your partner's best friend

1. Talk about these expressions. What do you think they might mean? Match the expressions with the explanations below.

1. Any friend of yours is a friend of mine.
2. A friend in need is a friend indeed.
3. With friends like that, who needs enemies?
4. He has friends in high places.
 - a. *He knows some important people.*
 - b. *If you like him, I will like him.*
 - c. *He is a bad friend to you.*
 - d. *Anyone who helps you when you need it is a good friend.*

2. Writing task: Write a short paragraph about your best friend.

D. Main language points

We use continuous forms to talk about something which is in progress, for example: It is raining. I am wearing a blue jacket. I was sleeping.

We use simple forms to talk about states and complete events, for example: I live in the city. He broke his leg. I have finished my book.

But there are some words which are not commonly used in the continuous form. Here are some of them: have, own, belong, believe, know, understand, like, dislike.

Choose the correct form of the word from each pair of options.

1. I met Helena when I travelled / was travelling to visit my cousins.
2. How long have you known / been knowing your best friend?
3. I believe / am believing that it's important to be completely honest with your friends.
4. Write back soon when you have / are having time.
5. I hope you didn't sleep / weren't sleeping when I phoned you.

Useful words and phrases

safe and sound
to have a good time
to find someone
to ask someone's advice
to write back
to get back home
to get to know someone

In this language –
focus box, the
stressed syllables
of some words are
underlined to help
you with
pronunciation

Unit 2 School

Lesson 1 My School: Where my heart belongs

Introduction

A school is an institution designed to provide **learning spaces** and **learning environments** for the teaching of **students** (or "pupils") under the direction of teachers. School days are always memorable days for everyone's life. We have done a lot of good and naughty things in school days. Remembering those moments after several years is an awesome memory to everyone. Besides, recalling the memories of our teacher student relationship also indicate the bondage of pleasant reminiscence.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions about pictures
- listen to and read three texts and answer some questions
- describe your school days from memory
- write a short paragraph on the primary school you studied in

A: Comparing schools

Look at the photographs below of different schools. Talk about them with your partner.

- What can you see in the pictures?
- Do you think these are schools, colleges or universities? Why?
- Are these in towns or villages? Why?
- What kind of school did you go to (rural or urban)?
- What can you remember about the primary school you studied in?



B: Early school memories

Can you remember your very first day at school? How did you feel about it? You are going to hear three teachers talking about their earliest memories of school life. Listen and follow what they say.

I'm Malcolm Griffiths. I remember my first day at school, but not very well. I was only four and a half at the time! It was my mother who took me to school and I remember feeling quiet and calm about it. Before I got there, I didn't think of it as anything very special. During the day, I remember feeling confused. I wasn't really sure what was happening or why it was happening. The first people I remember meeting were other children. We played with some toys on a table until the teacher came to start the class. I can't remember anything about the teacher or what we did on that first day. I was always happy at school. So maybe that first day was nothing very exceptional or unpleasant; just the beginning of something normal or pleasant.

This is Nazrul Islam. Yes I remember my first day at primary school a little. I can't remember how old I was then. Um, may be three and a half or four. Two of my elder sisters used to go to the same school. I also used to go to school holding their hands. They were not in the same class. The elder one was one class up of the younger one. Yes, I can slightly remember I sat with my sisters in alternative periods. As I sat with my sisters, I met my sisters' friends. They loved me very much. Most of the time I played in the school field with girls and boys. I was very happy at school as I could play. I also met teachers. One of them was previously known to me because he lived in our house and his name was the same as mine.

I'm Mohammad Mokarram Hussain. I remember very little about my first day at primary school. I don't remember how old I was then but I guess I was around five. As the school was very near our house, I thought that it was our school. All I remember, I and my younger brother used to go to school together. Although he was not supposed to go to school at his age, he would not listen to anyone. The teachers were very close to us because they were our relations but in those days teachers were generally very unkind with children. They were often very angry and they expressed it through their behaviour. I was not very happy to see it and I did have a good idea of primary school but there was the opportunity of playing in the field that attracted me. So I waited anxiously at school so that I would be able to play with other boys. In the field, we were quite free and could play with anything we liked. There was no control from anyone for some hours and it made us very happy.

Now read through the texts again and find the correct person for each of these statements.

1. He used to go into school with his sisters.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
2. His mother used to take him into school.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
3. He used to go to school with his younger brother.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
4. He met someone with the same name as him.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*



School Building

5. He first went to school when he was about five years old.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
6. He remembers playing with some toys with some other children.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
7. He has a generally positive memory of his first day at school.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*
8. Sometimes his teachers used to be angry with the children.
 - a. *Malcolm Griffiths*
 - b. *Nazrul Islam*
 - c. *Mohammad Mokarram Hussain*

C: tell your partner.....

Tell your partner about....

-a good **Memory** you have of your school days.
-a bad **memory** you have of your school days
-something you **remember** doing in the school field.
-something **Memorable** about your first school
-a teacher you will never **forget**
-a smell that reminds you of your school days
-how you **used to feel** when you were at school



Now write the answers to these questions, and then ask your partner about them.

1. What did you use to wear to primary school? _____
2. Who did you use to go to primary school with? _____
3. What games did you use to play at primary school? _____
4. Did you use to enjoy primary school? _____

D: Your primary school!

Write a short paragraph on the primary school, you studied in, answering the following questions:

1. What was the name of your primary school?
2. What did you use to wear to primary school?
3. Who did you use to go to primary school with?
4. What games did you use to play at primary school?
5. Did you use to enjoy primary school? How?

E: Pronunciation- dictation

Listen to your teacher and write the sentences you hear.

Language Focus: talking about past habits

- My younger brother and I used to go to school together.
- Mamun's mother used to take him into primary school every day.

We often use the form/structure 'used to + verb' to talk about things we often did in the past

Main learning points of this lesson

Used to + infinitive

To talk about things we did many times in the past, but now don't do, we can use this form:

I used to go to school every day
by bus.

I didn't use to like geography
at school.

Did you use to have long hair?

We do not use this form when we are talking about something in the past that only happened once. Use the past simple form for this:

~~I used to break my leg last week.~~

I broke my leg last week.

Useful words and phrases

calm
not supposed to do
something
confused
exceptional
pleasant / unpleasant
normal / special
alternative
previously

behaviour

opportunity

In this language –focus box, the stressed syllables of some words are underlined to help your pronunciation

Lesson 2: Library: How big can it be!

Introduction

School library cannot be over emphasized. A library is an important source of knowledge to young minds in schools. It develops the important habit of reading among the students. Every school should have a library. The school library plays a great role in the life of students by serving as the store house of knowledge.

The library has a positive impact on the academic achievement of the students. Students can perform better during examination by reading various books. It can equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment. This unit also stresses the significance and importance of library for the DPED students.

Learning outcome:

After completing the session students will be able to:

- talk about pictures
- listen to a text and fill in the gaps
- practise comparison of adjectives
- write a short paragraph.

A: What do the buildings look like?

Look at the following pictures and answer the questions that follow:



- A. What does building **A** look like?
- B. Does it look like a library? Why? Why not?
- C. What does picture **B** mean? Why?
- D. What do you see in picture **C**?
- E. What are the boys and girls doing in picture **D**?
- F. As a teacher, what facilities you can get from a library.

B: Vocabulary practice

Fill in the gaps of the following sentences taking the right words from the box:

cheaper, valuable, better, more, wiser, smaller, best

A library plays an important role in our life. We get knowledge and wisdom in a library. To teachers and students, a library is the (1)place to study. A man who visits a library is (2).....than others. Anyone can read books in a library at a very (3).....rate. A book is (4).....valuable than any other assets to a student. A library is a place where a large number of books are stored. In size, a library may be (5) than a shopping centre, but it is more (6).....than any other places. As we remain busy at our school and family, it is (7).....to spend some time in the library for reading books.

C. Listening practice

Listen to the teacher and fill in the gaps:

Worksheet 2

- a) The foundation stone of the Central Public Library was laid in the year _____.
- b) The library was opened in _____ for the public.
- c) _____ provided money for the development of the library.
- d) Every day the library receives most of the Bangladeshi _____ and _____
- e) As of March 2007 the library had _____ books in its collections.

Read the Text

The Central Public Library is the largest public library in Bangladesh. It also houses the Public Library Department which, with 68 public libraries including the Central Public Library in its jurisdiction, is managed by the Directorate of Public Libraries under the Ministry of Cultural Affairs

The foundation stone for Dhaka Central Public Library was laid in 1954 with the Registrar of Dhaka University as part-time Librarian. Designated to be the centre for the public library system in the then east Pakistan on the basis of the recommendations made by Australian Library consultant Mr. L C Key in 1955. It was opened to the public on 22 March 1958 with a stock of 10,040 books. In 1978 the library moved to its building near Shahbag. Between 1980 and 1985 UNESCO provided nearly 9.9 million Bangladeshi taka to develop the library.

As of March 2007, the Library had 119,750 books in its collection, including old and rare books with historical value, along with a small valuable collection of 40 to 50 manuscripts titles for research and reference services. Books in the collection are mostly in Bengali and English, as well as other languages including Urdu, Hindi, Arabic and Persian. As a depository library, it deposits all Bangladeshi publications under the Copyright. The Library receives most of the Bangladeshi daily newspapers and periodicals. It also has a special collection of juvenile material and is providing separate reading facilities for children.

Source: Rahman, Md Zillur (2012). "Library". In Islam, Sirajul; Jamal, Ahmed A. Banglapedia: National Encyclopedia of Bangladesh (Second Ed.). Asiatic Society of Bangladesh

D: Degrees of comparison

Notice the use of adjectives (large, larger, and largest) in the following three sentences:

1. Is your PTI library as **large** as the Central Public Library?
2. The Central Public Library is **larger** than any other library in Dhaka city.
3. The Central Public Library is the **largest** library in the Bangladesh.

These are the three forms of adjectives which are called degrees of comparison. 'Large' is positive degree and it qualifies a single thing, 'larger' is comparative degree and it compares two things of different levels of qualities. 'Largest' is the superlative degree and it compares the level of qualities of more than two things. Sometimes comparatives and superlatives are formed adding respectably 'more' and 'most' before the adjectives (usually before the adjectives of more than one syllable; e.g. beautiful, more beautiful, and most beautiful).

Now write six sentences using the following adjectives:

- a) bright, brighter, brightest
- b) dangerous, more dangerous, most dangerous

E: Writing practice

Write a short paragraph answering the following questions:

- a. Which library have you used most often in your life?
- b. What types of books were in the collection of that library?
- c. What type of books did you read more there?
- d. Did you enjoy reading in that library? Why/how?

Main learning points of this lesson

Degrees of adjectives	
Positive degree	Simple adjective
Comparative degree	Adjective + er or, more + adjective
Superlative degree	Adjective + est or, most + adjective

Useful words and phrases

cheaper
wisdom
remain
cultural institution
collection
rebuild
approximately
copyright
agenda
manuscript
catalogue
arrangement

In this language focus box, the stressed syllables of the words are underlined to help you with pronunciation

Unit 3: Professions and Jobs

Lesson 1: Teacher's life: What inspires every child?

Introduction

Teachers are responsible for planning and then evaluating student performance. They are then responsible for promoting growth through providing additional assistance and meeting with parents and school staff to discuss student development and ways to improve current teaching methods to better suit students. Every child needs a champion; someone who believes in them and encourages them to love learning while igniting their curiosity. For them in their early years, that person is none other than their teacher at the primary school.

Learning outcomes

After completing the session students will be able to:

- read a text and answer some questions.
- prepare some questions and practice asking and answering
- use some words in new sentences
- write a paragraph on your school

A. Reading and Vocabulary: A teacher's life

1. Read the text and answer these questions from the first two paragraphs.

- a. How long has Murhseda Naznin been the Head Teacher at Doshmail Primary School?
- b. How many teachers and students are there?
- c. How far from the school does she live?
- d. How long does it take her to go to school?

A teacher's life



My name is Mursheda Naznin, and I've been the Head Teacher at Doshmail Primary School since 1999. There are five assistant teachers working in the school, and this year we've got just under 450 students. I live more than 12 kms away from school, so it's too far to walk in and there aren't any buses on that route, so I have to go to work by rickshaw. I leave home at around 8 am and it usually takes me about an hour to get there, because of the muddy roads.

When I get to school, first of all, I unlock the classrooms and the office and then I hoist the national flag. After that, I start preparing everything I need for my classes and at 9:30 I ring the bell to start the school day.

My first lesson is with Class 5 students. They aren't really supposed to come in the morning, but I want them to do well in the exams, so they come in anyway. I give them extra Maths and English lessons. In the second shift I teach English to Class 4 and Science to Class 3. In my lessons I use a lot of group work and pair work. I think my students learn better when they are speaking. When I'm not teaching, I usually monitor the other teachers' lessons or office work.

At the end of the day I am always the last person to leave, so I lock all the doors of the school. I usually get home at about six. I have a snack and then I cook dinner for my family. We usually have dinner at about 9 pm. I go to bed at about 11 pm and get up before 5 am and say my morning prayers. I think I have a very busy life.

2. In what order does Mursheda Naznin do these activities? With a partner, place these activities in the correct order.

Mursheda Naznin-	
gets home	
gets up	
gives extra lessons	
goes to bed	
has dinner	
leaves home	
leaves school	
locks the doors	
prepares classes	
puts up the flag	
teaches English	
unlocks the rooms	

2. Now write at least one question about each of the other paragraphs. Then ask these questions to your partner.

Remember the question word order: QASI
Question word + Auxiliary verb + subject + infinite

B. Speaking: your partner's day

Ask your partner questions about his/her typical school day. Try to use each of the following at least once.

1. Where do you...?
2. What time do you...?
3. How do you...?
4. How long does it take you...?
5. When do you...?
6. Why do you...?



C. Speaking: Questionnaire

Complete the questionnaire for yourself. Then compare answers with your partner.

1. How good are you at organizing your time at work?

2. When and how do you plan your lessons?

3. When and how do you make materials for your classes?

4. How quickly do you return the students' homework?

5. How much time do you have for exchanging ideas with colleagues?

6. In the lessons, how much speaking practice do your students have?

7. What's the most difficult part of your working day?

8. What's the most favourite part of your working day?

Discuss your answers with your partner, and improve/edit the answers talking together.

D Your school

Write a paragraph of 10 sentences on your job as a teacher at school. You can mention the following information here:

- a. Name of your school;
- b. Location of the school;
- c. Number of teachers and students in the school;
- d. Time you start for and come back from school;
- e. Classes you take;
- f. Other roles you perform, etc.

Main language points of this lesson

In this Lesson, you have practised the Q A S I word order for questions. Look at the following more examples of this word order.

Question words	Auxiliary verb	Subject	Infinitive
What time	does	she	get up?
How	do	you	plan your lessons?
When	do	you	have lunch?
How much time	do	you	spend preparing lessons?

Now look at the word order for questions with the answer Yes or No. Write two more examples of this word order: A S I

Auxiliary verb	Subject	Infinitive
Do	you	walk to school?
Does	Mursheda Naznin	cook dinner in the evening?

Lesson 2: Nursing: A profession with a difference

Introduction

Nursing is a profession within the health care sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and well being of a person's life. Nurses develop a plan of care, working collaboratively with physicians, therapists, the patient, the patient's family and other team members, that focus on treating illness to improve quality of life.

Nursing is a healthcare profession that involves years of training and continued specialized education to care for patients in a variety of settings. Nurses are often the first healthcare professional that patients meet. They are a technical expert, an educator, a counselor and a resource for the family, using all senses to better care for a patient.

Learning outcomes

After completing the session students will be able to:

- read a text and choose the best answer from choices given
- ask and answer some questions
- practise *-ed* and *-ing* participles
- practise vocabulary items
- practise pronunciation

A. Reading: A Nursing Career

Read the article about Maimuna's career and choose the correct adjectives to complete the gaps.



Sometimes people ask me why I chose nursing as a career. Nursing isn't the best paid job in the world. The hours can be very long, and it can be physically [tired/ tiring] 1. I certainly wouldn't recommend it to someone who is looking for a quiet job in a nice [relaxed / relaxing] 2 office! It's not only the physical work, either, that makes nurses so [tired / tiring] 3 by the end of the working day. We have to work hard to listen to the patients and look after each of them, personally. For them, it can be a very difficult time, so we need to be cheerful and caring all the time.

But even though there are a few things to **complain** about, I certainly don't want to change my job. The reason I was [interested / interesting] 4 in the job, was because, when I was a child, I'd spent quite a long time in hospital myself, as a patient. I had a problem with my back, and I needed several **operations**. I don't really remember many of the doctors who treated me as a patient. For me, as a child, the doctors were **serious**, busy people in white coats, who didn't have much time to talk to me. But the nurses were absolutely [amazed / amazing] 5!

They took the time to explain things to me and made time to chat and make jokes, even though they were so busy themselves. When I first went into the hospital ward, I was [frightened / frightening] 6 of all the tablets and the injections, but the nurses were so kind that after just a few days, I felt much more relaxed about being in the hospital.

So I suppose it was a natural choice for me, to decide to train as a nurse and to make it my career. The good things about the job are the people, of course. My colleagues are my best friends and you could never get [bored / boring] 7 working in a hospital, because there are always new faces and new stories. And when a patient gives me a gift to say thank you that often brings tears to my eyes!

B: Read the text again and choose the correct answer to these questions

1. Why did Maimuna decide to become a nurse?
 - a) Because she had good memories of nurses from her childhood
 - b) Because she thought it would be a well-paid job
 - c) Because she wanted to develop a career in hospital management.
2. According to Maimuna, what can nurses do to reduce their patients' stress?
 - a) They should be very quiet in the hospital wards
 - b) They should try to be cheerful and friendly
 - c) They should do some of the doctor's jobs.
3. What problem did Maimuna have as a child?
 - a) She had a fear of doctors.
 - b) She had a problem with her back.
 - c) She had a serious disease.
4. What does Maimuna enjoy most about her job?
 - a) She likes listening to the doctor's talk about the patients.
 - b) She enjoys the physical exercise and hard work.
 - c) She likes the social contact and the feeling that she is helping people.



C: Vocabulary

Look at the text again and find a word or phrase in bold to match these definitions.

- | | |
|--|----------|
| 1. say bad things about | complain |
| 2. generally happy | _____ |
| 3. suggest as a good thing to do | _____ |
| 4. take care of | _____ |
| 5. profession or job | _____ |
| 6. an act of surgery, cutting open the patient | _____ |
| 7. thoughtful and not joking | _____ |
| 8. people you work with | _____ |
| 9. room in a hospital | _____ |
| 10. talk informally | _____ |

D. Language Focus and speaking: -ed and -ing adjectives

Look at these examples from the text.

1. Nurses often feel very tired at the end of the day.
2. A nurse's job can be very tiring.

Now complete these questions to ask your partner.

1. Are you [interested / interesting] in listening to other people's stories?
2. What is the most [exciting / excited] thing you've ever done?
3. When you were a child, what were you [frightened / frightening] of?
4. What part of your job makes you feel [tired / tiring]?
5. What is the most [interested / interesting] thing about your job?

E. Pronunciation

Put the words into the correct columns.

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
exercise	exciting	operation

absolutely unexciting

profession excited

cheerful physical

Main language points of this lesson

To describe the way a person feels, use the -ed form of the adjective.

To describe a book, film, job etc, use the -ing form of the adjective.

Compare the use of adjectives in the following pairs of sentences.

It's a very interesting book. I am interested in the subject.

I was bored in the maths lesson. The teacher was boring.

The story of the film was very exciting. I felt excited.

Now complete these sentences with the correct word.

1. I watched a fascinating / fascinated programme about birds yesterday.
2. I thought the football match was quite boring / bored.
3. Saba has a very tiring / tired job.
4. I feel very exciting / excited about the party next week.
5. I am very interesting / interested in keeping fit.

Useful words and phrases

nursing
to care for
to look after
an operation
a well paid job
serious
cheerful
stressful
a hospital ward
social contact
physical exercise
surgery

In this language
focus box, the
stressed syllables
of the words are
underlined to help
you with
pronunciation

Lesson 3: Women: Today and Yesterday

Introduction

There have been huge changes for women in terms of employment in the past decades, with women moving into paid employment outside the home in ways that their grandmothers and even their mothers could only dream. The status of women in Bangladesh has been subject to many important changes over the past few years. This unit articulates the positive changes of women today in contrast to women who in the 19th century having a disability has struggled to prepare herself to be in pace with the sighted (a person who can see and hear) world.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions about pictures
- read a text and decide true or false
- make questions from answers
- use ‘joining words’ to express cause and effect
- write a newspaper article based on information provided

A. Speaking: Women in Bangladesh

Talk about these photographs with your partner

What are the women doing in these pictures?

Apart from paid work for an employer, what other jobs do women in Bangladesh do?

How is the role of women in the workplace changing in Bangladesh?

Do you think that in general women work harder than men in Bangladesh?



B. Reading: Helen Keller

Read the given statements and guess whether they are true or false

- Helen Keller was born deaf and blind.
- She was an active campaigner for disabled people.
- Her teacher helped her learn to communicate.
- She only worked in the USA.
- She lived to be nearly 90
- She didn't become famous until after her death.



Now read about Helen Keller who actively worked to change the world.

Helen Keller is one of the figures in history who have changed thousands of people's lives for the better. She helped to improve attitudes towards the deaf and the blind and her work continues to help people every day.

Imagine that you couldn't see pictures or words or hear what people were saying. This is the world that Helen Keller lived in. Helen was born a normal healthy child in Alabama, USA in 1880. When she was a very small child, as the result of an illness, she became completely blind and lost her hearing. Suddenly, her world became dark and lonely.

Of course, her parents were very worried about her, so they hired a teacher called Anne Sullivan. Anne taught Helen how to communicate using her hands. She managed to learn to speak, even though she couldn't hear anyone else speaking. Amazingly, Helen was so intelligent that she learnt not only English but also French, German, Greek and Latin!

She studied at university, and after she graduated in 1904, she started to work to raise money for blind and deaf people. She spent her life travelling around the world, talking about her experiences and supporting human rights for blind people. Her first book, called 'The Story of My Life' was translated into 50 languages and sold many copies. In her life, she wrote a total of eleven books, met 12 American presidents and visited 39 different countries. She lived until she was 87 and she is remembered today as a brave and intelligent woman whose life made a difference.

3. Here are the answers to some questions about, write down the questions.

1. In 1880 2. Anne Sullivan 3. in 1904 4. 50 5. 12

C. Language focus: joining words

in order to, therefore, because, as a
result, although, even then, so

It is often necessary to show the relationship between events. The expressions in the box are useful to talk about cause and effect, and the results of an action.

Look at the sentences and choose a suitable word to complete the sentences.

1. Although she was blind and deaf, Helen Keller lived a very full life.
2. I needed to find out some information. _____ I looked it up on the internet.
3. The water in the village is not safe to drink. _____ you should make sure you only drink purified water.
4. He worked all day in the fields _____ it was extremely hot.
5. I went to the library _____ find a book about Helen Keller.
6. The air-conditioning wasn't working and it was very hot, _____ they decided to move the meeting to another day
7. As a child Helen felt lonely _____ she was unable to communicate.



D. Writing: Describing a chain of events

Look at the notes about a woman whose life changed because of a training program and a loan.

Name:	Amina Begum
Age:	35
District:	Jessore
Village:	Kadamtala
Married:	Yes (married at 15 years old)
Husband's occupation:	Truck driver
Children:	2
2002	Husband had a serious accident became unemployed and disabled.
Problems	Not enough money for food children sent to work in fields to earn more money.
Training course by BRAC	2004 training course on farming chickens and goats
Money borrowed as loan	Tk. 4000 from an NGO
Business:	Bought chicks (Tk. 15 each)cared for them (50 days)sold them (Tk. 60-65 each)
Purchased	2 cows + 2 goats
Earning from milk	Tk. 100 a day
Recent achievements	Built a tin shed house and a cow shed. Her children are going to school.

Working with a partner, use the information to write a newspaper article about this woman. Think how you can present all the information given here in the table as a logical story. Use some of these joining words from the box.



So in order to
Therefore
because
as a result
although
even though

Main language points of the lesson

Joining words and phrases

In English we often join two linked ideas together to make one sentence.

When we are talking about a logical result, we can use *so* or *as a result* or *therefore*:

It was raining so I took an umbrella.

The bag broke. As a result all my things fell onto the ground.

There are more students than there are books. Therefore, students have to share.

When we are contrasting two surprising ideas, we can use *though/although*:

Although it was cold outside, he wasn't wearing a jacket.

I like my job, though sometimes it is hard work.

When we are giving a reason for why we do something, we can use *in order to* or *because*:

I went to the book store in order to find a good dictionary.

I got up early, because I wanted to prepare my lesson.

Useful words and phrases

in the workplace
deaf
blind
healthy
lonely
intelligent
an active campaigner
to improve attitudes
to manage to do something
to raise money
to support human rights
amazingly
translated
to make a difference

Remember it's a good idea, to learn phrases, not just single words. Many words in English go together with other words.

Lesson 4: Man behind our survival

Introduction

A person's livelihood is as a set of activities, involving securing water, food, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments (both human and material) for meeting the requirements of the self ,his/her household and the country at large on a sustainable basis with dignity. For instance, a fisherman's livelihood depends on the availability and accessibility of fish. This unit narrates the scenario of different individuals who are giving their relentless effort for the livelihood of the mass people for their survival.

Learning outcomes

After completing the session students will be able to:

- categorize some vocabulary items under certain headings
- match some words with pictures
- read an interview and decide true or false
- discuss answers to some questions
- practise words/phrases to make generalizations
- write a short paragraph

1. Look at the words associated with farming and put them into the correct column.

People	Tools and machinery	Crops and livestock
a shepherd	a spade	cows

chickens rice a spade a plough wheat a beekeeper a tractor a farmer cows a net a shepherd a poultry farmer

Match the words with the pictures.

1. beekeeping	2. cattle farming	3. poultry farming	4. goat farming
5. rice farming	6. soil	7. vegetable crops	





B. Reading: Interview with Rashed

Look at the photographs. What jobs do you think the men in the picture do?

What do you think the interview is going to be about?



Read the interview and decide if the statements are true or false.

1. The weather has been better this year than last year for Rashed's crops.
2. Rashed needs to build a new drainage system next year.
3. Rashed doesn't keep any livestock.
4. The bees haven't made as much honey this year as they did last year.
5. Since the new drainage, there hadn't been any flood damage to Rashed's crops.
6. Rashed sells a lot of chickens in the local market.
7. Rashed never needs to buy any eggs for his family.

Interviewer: Good afternoon and thank you for agreeing to talk to us this afternoon.

Rashed: You're welcome

Interviewer: So can I ask, has it been a good year for you as a farmer? Have you had the right kind of weather condition for your crops?

Rashed: Yes, on the whole it's been a good year. In general, it's been much better than last and the year before that. The weather has been good, fortunately came just at the right time. We've had good crops. We also have a better drainage system now, which makes my life a lot easier.

Interviewer: How does the drainage system make a difference?

Rashed: Well, last year and the year before, all the rain came at once. It flooded some of the field and damaged the crops. Now, when there's a lot of rain, some of the water flows directly into the river, and doesn't flood the field.

- Interviewer: So everything has been better this year.
- Rashed: Generally speaking, yes, but I also keep bees. It wasn't such a good year for them, because it was quite a cold winter. We didn't get so much honey this year. On the other hand, honey production was down across the whole country, so we're getting a good price for the honey we have.
- Interviewer: So, you grow crops and keep bees. Anything else, do you have any animals?
- Rashed: Apart from a few chickens and goats, I don't keep much livestock's. By and large I am a crop farmer. The goats and the chicken are just for me and my family. The chickens lay all the eggs my family needs, and we get meat from the goats. But we don't sell any eggs or meat.

Activity C. Speaking: From your own experience

Choose the correct words, and then discuss the questions in small groups.

1. What problems do farmers meet / face with the weather in Bangladesh?
2. What kind of crops are frequently produced / grown in Bangladesh?
3. Have you ever looked after / grown livestock?
4. Does anyone in your family spend time growing harvest / crops?
5. What kind of soil / earth and conditions do you need to grow rice?
6. How important is a farm / farming as part of the Bangladeshi economy

D. Language focus: Making generalizations

In the interview, Rashed uses some expressions to make generalizations about farming conditions. Find them and underline them in the text.

1. Rewrite the sentences using the expressions in the box. Several versions of each sentence are possible.

Example Most of the time, I'm very happy in my job.

Generally speaking, I'm very happy in my job.

1. I tend to prefer working outdoors instead of in an office.
2. The farm makes a good profit, mostly.
3. Nearly all crops will do badly if there are dry conditions.
4. Most people don't know much about beekeeping.

generally
speaking

on the whole

in general

by and large

2. Choose the best words to complete these generalizations.

1. Most / Many / Hardly of my time, I spend working in the fields.
2. Nearly / Lots / A lot of my chickens were killed by a fox.

3. Little / Rare / Not many people understand very much about beekeeping.
4. It's normal / basic / everyday for me to work for ten or twelve hours a day.
5. It's typical / usually / common for farmers to complain about the weather.
6. Before we put in drainage, the water wanted / tended / often to flood my crops

E. Writing: generalizing about conditions

In pairs, plan a short paragraph describing the problems faced by farmers and the ways that farmers deal with their problems. Try to use some of the generalizing expressions you have learnt in this session.



Main language points of this lesson

When we are making generalizations, we often use these phrases: generally speaking, on the whole, in general, by and large. In general I spend a lot of time reading. On the whole I prefer living in the city to living in the country. By and large, I get on well with my relatives. Generally speaking, teaching in primary school is hard work.

Useful words and phrases

crop farming
flood damage
drainage
beekeeping
keeping livestock
weather conditions
lay eggs
a poultry farmer
soil
harvest
tractor
in the field
cattle
a plough

In this language focus box, there are some words and phrases, use a dictionary to find the stressed syllables of the words

Lesson 5: Self-employment: Being your own employer

Introduction

Self-employment is a position in which an individual works for himself instead of working for an employer that pays a salary or a wage. A self-employed individual earns his income through conducting profitable operations from a trade or business that he operates directly. The present text highlights a range of jobs that has inspired the local people of Bangladesh to be self reliant and earn their livelihood.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions about pictures
- listen an interview and fill in some gaps
- write a paragraph on the success of a self employed person
- use some vocabulary words in sentence

A. Talking about pictures

Look at the pictures below. Discuss these questions with your partner.

- Where are these people working?
- What education or training do they need for these jobs?
- Do the people in these jobs earn a lot of money?
- Did these people face an interview for these jobs?
- What problems do you think these people might face?





B. Listening to an interview

You are going to listen to an interview with Riaz, who is a cattle farmer. Listen and tick the topics he mentions.

a friend beekeeping study research shopping
 vegetables his father cattle disease loans university
 self-employment weather

1. Now listen again and complete the gaps.

Riaz is an (1) graduate
 He started the farm with (2) cows
 (3).
 His partner is (4)
 There are (5) cows in their farm
 (6) people work in the farm
 They sell vegetables in (7) and milk (8)
 The farm has (9) to carry the goods in the town.

C. Speaking and Language Focus: expressing personal opinions

Look at what these people say about self-employment. Do you agree or disagree with them? Discuss these opinions with your partner.

For me, it's much better than working for a boss, because I can choose which hours I want to work.

Personally, I think it's quite stressful being self-employed because you never know what is going to happen. I think I work longer hours for less money than I used to when I worked for an employer.

Although it's harder work than my old job in an office, I must say that I prefer working for myself because I'm only earning money for my family and myself, not for my rich boss.

Well, as far as I'm concerned, it's not easy at all, being self-employed! I can't take time off for holidays or I'm sick. If I don't work I don't have any money.

D. Vocabulary and speaking: employment

Choose the correct verb from the box to complete these sentences. Then ask your partner the questions.

1. How often do you _____ time off?
2. Do self-employed people _____ more money than employees?
3. Do you have to _____ long hours for your job?
4. What happens with your job if you _____ sick?
5. What kind of problems do self-employed people _____?
6. Did you have to _____ an interview to get your job?

have
work
get
face
take
earn

E. Writing practice

Write a short paragraph on a person known to you who is successful in life being self-employed. You can mention the following information:

- a) name of the person
- b) location s/he lives
- c) educational qualifications
- d) job/business/farming s/he is engaged in
- e) nature of her/his work
- f) present financial status

Main language points of this lesson

When we talk about achievements in the past, we often use the present perfect simple form. Look at these examples from the interview with Riaz.

You've taken your life into your own hands

I've made more money working for myself.

I've really worked hard.

Useful words and phrases

personally
I must say
as far as I'm concerned
to achieve something
to make a profit
commercially
disease
to apply for a loan
to discuss what to do
a calf/ a bullock
to study agriculture
a role model
hygiene
to take your life into your own hands
working conditions

Remember that it's
a good idea to learn
phrases, not just
single words. Many
words in English
go together with
other words.

Unit-4 Going out and outing

Lesson 1: Picnicking: Out in the Jungle

Introduction

A picnic is an event to eat outdoors, have a break, enjoy the warm sunshine, and have fun in a free time. It is usually held in a park or other open places. People bring the food for picnics in lunch boxes or in picnic baskets. Food for picnics is prepared on location such as by grilling, or at home. This unit reflects the experiences and pleasure of enjoying picnic with friends and family.

Learning out comes

After completing the session students will be able to:

- read text and answer questions
- use language for agreement and disagreement
- use reflexive pronoun

A. Speaking and Vocabulary: Leisure time

1. Match the words to make natural sounding expressions.

go on enjoy take time sit get away it makes pass the daily	a change a picnic down and relax from it all routine the time off work yourself
---	--

2. Now complete the missing words for these questions first, then with a partner take turns to ask and answer these questions.

	Me	My partner
1. How often do most people _____ time off work?		
2. Do you think it's important for people to sit _____ and _____ during the working day?		
3. What kind of activities do people do to _____ themselves at the weekend?		
4. When was the last time you took a trip to get _____ from it all?		

5. Do you think it's a good idea to go on trips with the family to _____ a change from the daily _____?		
6. When was the last time you _____ on a picnic?		
7. What kinds of things do you usually do to pass _____ on a long journey?		

3. Now ask partner questions.

B. Reading: A Day out with the family

These people are talking about days out with the family. Which of their opinions and experiences most closely matches your own?

Nazrul

A couple of weeks ago, my family and I went to Modhutila to have a picnic. We thought it would make a nice change for us, to get away from home for the day and enjoy ourselves. Unfortunately, on the way, my son was travel sick. So, of course, when we arrived and wanted to sit down and eat our picnic, he wasn't at all hungry. He complained so much about how sick he felt nobody could really enjoy themselves. The whole day was a bit of a waste of time, and it cost quite a bit, too.

Nahar

One of the things I want to do with my family is going out on a picnic at least once a month. You can get away and see new places. I love looking at the countryside and the natural beauty of the land. Having a family picnic is a great excuse to make lots of interesting and delicious food for everyone to share. Our family goes on a picnic very frequently.

Monira

I went on a great picnic just last week. It was really good fun and I think everyone had a good time. On the way there, we sang some songs and my cousins told jokes and made everyone laugh. We all ate a bit too much and talked a lot. I think it's a great thing to do with the family, because it brings everyone together and makes a break from the boring everyday routine of life.

Karim

My family and I hardly ever go on picnics. To be honest, I think the whole thing is a bit of waste of money. I work in a textiles factory and I don't have a lot of money to spare. Families spend lots of money on travelling to different places, and then, when they get there, they spend the whole day eating. It seems fairly pointless to me. With the same money, my family can eat well for a week at home!

Now read the texts again and answer these questions.

- Which two speakers mention a recent trip they have been on?
_____ and _____
- Which two speakers think that picnics are a waste of money?
_____ and _____
- Which speaker mentions a family member's illness?

- Which speaker believes that picnics help to bring the family together?

- Which two speakers mention what happened on the way to a picnic?
_____ and _____
- Which speaker mentions his or her occupation?

C. Language focus: agreeing and disagreeing

Read the following expressions and put a tick on 'A' next to the expressions of agreement and on 'D' next to the expressions of disagreement.

- | | |
|----------------------------|-------|
| That's very true. | A / D |
| I'm afraid I disagree..... | A / D |
| It is a good idea but..... | A / D |
| You're absolutely right. | A / D |
| No way. | A / D |
| Not necessarily. | A / D |
| That's not always true. | A / D |
| Absolutely | A / D |



D. Role play: Organizing a picnic

Role play a conversation with your partner. Use some of the expressions for agreeing and disagreeing.

Student A

Imagine you and your partner are family members. You are very keen on picnics and you want to arrange a big family picnic as a celebration for your uncle's birthday next month. Try to persuade your partner to help you organize it and argue with him / her.

Useful language:

It'll make a change!

It'll bring everyone together!

We'll all enjoy ourselves!

Student B

Imagine you and your partner are family members. You can't stand picnics and really don't want to get involved in any. Try to explain to your partner what you don't like about them, and try to persuade him / her to think of an alternative celebration for your uncle's birthday.

Useful language:

It'll be a waste of money!

The journey will take too long!

E. Using Reflexive pronoun**1. Look at these sentences and choose the correct word.**

1. I really enjoyed me / myself!
2. The children behaved them / themselves very well.
3. The computer turns it / itself off after 30 minutes.

2. Choose the correct reflexive pronouns from the table to complete the sentences.

1. My cousin Sanjit fell over and hurt _____ on the picnic.
2. We really enjoyed _____ on our trip to Modhutila last month.
3. This meal is delicious. Did you prepare it _____?
4. I've decided to buy _____ a new phone.
5. I hope that your daughter didn't injure _____ when she fell over.
6. Auntie Ruma cut _____ when she was cooking yesterday.
7. Thanks for a great day! I really enjoyed _____

Main language points

I
You
(singular)
He
She
It
We
They
You (plural)

did it

myself.
yourself.
himself.
herself.
itself.
ourselves themselves
yourselves.
themselves.

These words are known as reflexive pronouns:

These words are often used with verbs such as hurt, enjoy, behave, wash, dress etc.

For example:

We really enjoyed ourselves at the football match.

Be careful you don't fall over and hurt yourself

The cat sat and washed itself.

Useful words and phrases

go on trip/ go on a picnic
take time of work
to injure yourself
to be involved in something
a celebration
to organize
to persuade
to be keen on something
everyday routine
it makes a change
to be honest
fortunately / unfortunately
travel sick

In this language focus box, there are some words and phrases, use these in your speaking and writing.

Lesson 2: Travelling: How far can we go!

Introduction

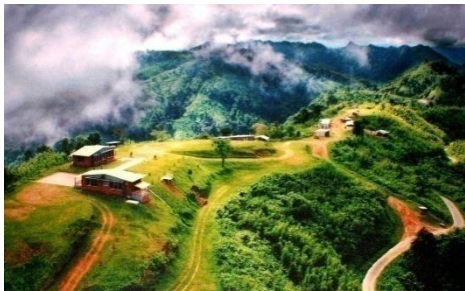
Travel is the movement of people between distant geographical locations. Travel can be done by foot, bicycle, automobile, train, boat, bus, airplane, or other means, with or without luggage, and can be one way or round trip. Travelling will not only help a person learn about the beauty of a country, but about also the attractive places as well. S/he will notice the cultural differences, and will find out what makes his/her culture unique. This unit highlights the pictures of different places and describes the different preparation a person would require and to follow a guideline while travelling.

Learning outcomes

After completing the session students will be able to:

- talk about pictures
- use language for giving advices
- use zero and first conditional sentences

A: Speaking and Vocabulary: where is it?



Can you match the pictures with the places? Which would you like to visit? Why?

Sunset	Guest bird	Rangamati
Sajek valley	Jafflong	Hum Hum water fall

Can you find examples of these things in the photographs?

a bridge	a water fall	birds	sunset	hills
	rocks	houses	lake	

B. Reading: Travel

1. Look at the text and choose the best title for the article.

1. How to be a good traveler
2. The history of tourism
3. The importance of guide books



Since the beginning of history, humans have been travelers. People needed to move around to find food and safe places to live. Now, of course, we don't need to travel to find food, but people still want to discover new places. We love seeing new things around our country. Tourism has become more and more popular because travelling has become easier. So what are the secrets of how to be a good traveler?

Before setting off on a trip, you should find out about your destination and buy a suitable guide book. If you find out about the cultural background of the places you are visiting before you travel, you will have a more enjoyable trip. Before you leave, look up information about where to stay, what to eat, where to go and what to take with you on the internet. A few basic precautions are important. If you travel, make sure you keep your money and travel documents in a safe place.

You should try to pace yourself on your trip. If you spend all your time moving around, you will feel exhausted and you won't remember the places you visit. It's better to see a few places properly than a lot of places very quickly. When you travel, you should use the opportunity to learn about different customs and to make friends. Speak to people and you will enjoy your trip more. If you travel with an open mind, you can learn a lot about different cultures from the people you meet when travelling. They may even teach you to think about life in a different way.

. Now read the article again and answer these questions.

1. According to the article, why has tourism become more popular?
2. What does the article suggest you should buy before you travel?
3. What does the article tell travelers to do with their money and travel documents?
4. Why does the article tell travelers to pace themselves?
5. What can travelers learn about when they travel, according to the article?

C. Vocabulary

Now look at the article again and find a word or phrase in bold to match these definitions.

- | | |
|--|---------------|
| 1. the place where you are going to | d_____n |
| 2. find out | d_____r |
| 3. pleasant, nice | e_____e |
| 4. very tired | e_____d |
| 5. find information in a book or online | g_____ b____ |
| 6. a chance, a time to do something good | o_____y |
| 7. go at a steady speed, not go too fast | p_____ c_____ |
| 8. the opposite of dangerous | s_____e |
| 9. the things you do to be safer | p_____s |
| 10. starting a journey | s_____ o_____ |

A good way to remember new vocabulary is to try to use it in a sentence. Pick three words from this exercise and make example sentences.

D. Language Focus: zero and first conditional sentences

Look at these sentences from the article.

If you spend all your time moving around, you will feel exhausted.

If you travel with an open mind, you can learn a lot about different cultures.

If you travel, make sure you have your money and documents safe.

Now in pairs find the right ending for these sentences.

- | | |
|---|--|
| 1. If you visit the water fall... | |
| 2. If you talk to people... | |
| 3. If you are going to take a train... | |
| 4. If you take a large bag with you... | |
| 5. If you wear a hat... | |
| A ...it can be heavy to carry. | |
| B ...buy your ticket before you travel. | |
| C ...remember to take warm clothes. | |
| D ...you will learn about the customs of the place. | |
| E ...it will keep the sun off your head. | |

E. Language Focus and writing: giving advice

Look at the advice given for travelers. Do you think its good advice?

You should wear sunglasses, to keep the sun out of your eyes.

Make sure you have comfortable shoes, if you are doing a lot of walking.

Don't take too much luggage with you, if you have to carry it.

You shouldn't drink water from the river. It's not clean.

Try to talk to local people to find out more about the place.

Imagine a tourist wants advice on travelling around Bangladesh. What advice would you give? Think about clothing, what time of the year to travel, the best places to go. Are there things they should not do, in your opinion? Write the endings to these sentences.

You should _____.

You shouldn't _____.

Try to _____.

Try not to _____.

Don't forget to take _____.

Make sure you _____.

F: Pronunciation

Put the words into the correct columns.

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
Tourism	Precautions	information

exhausted historical destination ticket opportunity
properly enjoyable suitable discover uncomfortable

Main language points

If sentences: zero and first conditional forms

You can talk about possibilities using sentences with if:

If + present simple // will/won't/can +infinitive (without to)

If you don't take a map, you will get lost.

If you wear thin clothes, you won't be too hot.

If you take a camera, you can take photographs.

should / shouldn't

When we give advice we use should / shouldn't +infinitive (without to)

You should keep your money in a safe place.

You shouldn't swim in the river.

Should I take a phone with me?

Useful words and phrases

birds
stones
a waterfall
a bridge
tourism /tourist
see the beauty of the
country
the secrets of how to....
set off on a journey
suitable
historical
cultural
enjoyable
basic precautions
pace yourself
exhausted
opportunity

When learning new words
try to organize them into
different subjects this will
help you to remember them.

Lesson3: Visiting Places: Thirst for the unknown

Introduction

Learning is a strong reason why people love to visit places. The thirst to know the unknown is an experience which is something unfamiliar and helps a person to acquaint with new skills or knowledge. To many people seeing the world is more educational. Every destination has something unique to teach visitors, and immersing themselves in a completely different world is in many ways a good learning experience. They'll also gain awareness of new customs, cultures, people and places. You realize that there's no one way to live life. Meeting people from other places will show you that the world view isn't the same as everyone else's.

Learning out comes

After completing the session students will be able to:

- respond to a circular
- write a job letter
- answer to questions

A: Read the circular in the box

This summer work is for something more valuable than money

If you're between the ages of 16 and 29, you can take part in one of our under-30 volunteer experiences. Join a group of likeminded peers and become part of a service-based, grassroots community of active global citizens. Build lifelong friendships, see beautiful and unique parts of the world and add some meaning to your international travels. You do not have to be a post-secondary student; however, many participants on these trips will be students enrolled at post-secondary institutions.

As a volunteer, you'll work side-by-side with people from the host community on a sustainable project they've selected. Usually, this means working on small infrastructure projects like the building of a community centre, training facility, house or school. Most teams work on the project from Monday to Friday. These work days include both lunch and plenty of cool down breaks. Your evenings and weekends will be free, but team leaders will often have pre-arranged cultural activities that you can enjoy.

B. Now write a response to the circular and mention your reasons why you want to join this.

C: Read the text in the box

Thirst for knowledge

In a real sense there is no end to learning and sources of acquiring knowledge are innumerable so if you want to achieve novel experiences of different society, culture, norms, way of living, you have to visit places home and abroad. Human thirst for knowledge is unquenchable. Visiting different places can give you an edge to your existing knowledge from your academic studies. In ancient times this was difficult for people as there were no proper roads and highways and scarcity of transportation. With the expansion of science and technological invention movements have become easier, cheap, quick and pleasant. This type of travelling is now regarded as an important part of education. Educational Tour increases our knowledge and new thoughts and ideas grow up in us. The education of a person remains incomplete if s/ he do not visit important places of the world. Reading of books only provides him/her with half knowledge. But travelling with eyes wide open and mind fully gives him/her full knowledge. Travelling also removes his/her narrowness and superstitions. It makes a traveler smart and self-reliant. Owing to the fabulous progress in the field of communication, travelling today involves fewer hazards. Hence, students must take part in educational tours. It is both entertaining and instructing for them. The education of a student remains incomplete without travelling. Educational institutions and tourist bureaus often arrange study tours at affordable rates. Many schools and colleges arrange visit to places that are of geographical or historical importance. Visit to historical places give students a practical insight of the past events. After visiting these historical places, when these students read about those places or events, then they are able to fully understand the subject.

It is very difficult to understand the nature of various types of soils, forests, etc. simply by reading textbooks. Travel to places of geographical importance also helps a student to grasp the depth of the subject.

It has been observed in cities' students are travelling twice a year either with their respective schools/colleges or with their parents or friends, because there is no financial problem with them, whereas students of village schools are deprived of such travels for their want of money.

Government should look into the matter and make arrangement for Education Tours in Village Schools.

D: Now Read the advertisement and apply for joining the program

Are you looking for leadership experience? Become a student team leader! Not only will you have a meaningful adventure, but you will also be building a skill set that employers are looking for. If you have already travelled abroad and wish to expand your leadership skill, you can join our team

E: Now fill in the blanks

1. It is said that there is no-----to learning.
2. Sources of learning are-----.
3. If you want to achieve novel experiences you have to -----places.
4. Visiting places give you an-----to your existing knowledge..
5. Human thirst for knowledge is-----
6. Educational tour -----our knowledge.
7. Education of a person remains-----if he does not visit places of the world.
8. Many schools and colleges ----- visit to places that are of geographical or historical importance.

Main Language points

Present Simple and Continuous, conditional sentences

Visiting places can help you to gain knowledge

If you visit places you can increase your knowledge

Make similar sentences working with your friend.

Useful words and phrases

active global citizen

build lifelong friendship

post secondary

international travel

host community

sustainable project

infrastructural project

volunteer

innumerable

norm, educational tour

When learning new words try to recognize them into different subjects this will help you to remember them.

Unit 5 Past Time

Lesson 1: Different people different pastimes

Introduction

Successful people know there is more to life than simply eating, sleeping, and working. A person needs to enjoy some leisure time every now and then, and making the most of their free time by taking up a hobby like photography gardening , for example, can stimulate their creativity, analytical skills, and fine motor skills. This chapter also attempt to point out a number of pastime activities to augment the proficiency for English language usage.

Learning outcomes

After completing the session students will be able to:

- match words with pictures and discuss answers to some questions
- read a text and answer some questions
- write a paragraph on your own pastime
- practise pronunciation

A. Vocabulary and speaking: Pastimes and hobbies

Match the pastimes with the pictures below:

Watching TV, photography, gardening, playing, fishing, reading, weaving and chess.



Do you have any of these hobbies?
Which do you think is the most interesting?
Which is the least enjoyable?
Can you think of any other hobbies?

B. Reading and Writing: Leisure time activities

1. Read what these four people say. What are their pastimes?

Rina: "I learnt my hobby from my grandmother. For me it's very relaxing to sit quietly and move the wool in and out. I love watching the patterns grow. I feel good when I'm doing this, and I can make some beautiful things."

Pastime: _____

Karim: "I like doing my hobby because it makes you use your brain. It's a quiet thing to do, and you have to think quite hard to beat your opponent. My uncle taught me how to play, but I'm better at playing the game than he is now!"

Pastime: _____

Nazrul: "I've done my hobby since I was a small boy. It's an outdoor hobby, which is nice. My uncle used to take me out, and show me how to do it. It's a great feeling, to catch something you can eat. I feel proud to take home something good to show my family."

Pastime: _____

Monoara: "I've always enjoyed doing this. I usually do it with my daughter. It's nice because you can be outdoors. It feels good to watch things growing, and to make your own food."

Pastime: _____

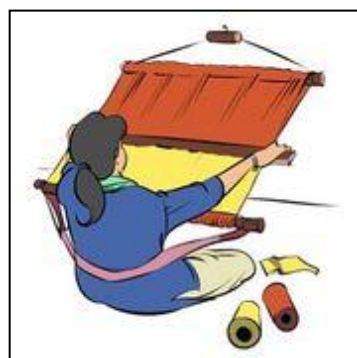
2. Now write the correct names in the gaps in these three sentences.

1. Both _____ and _____ can eat things from their hobbies.
 2. Both _____ and _____ have quiet hobbies.
 3. Both _____ and _____ learnt their hobbies from their uncles.
3. Write a short paragraph about your own hobby or pastime, why you like it and who taught you the hobby. Don't say what it is! Your partner can read your paragraph and try to guess your hobby.

C. Language focus: gerunds and infinitives

Look at these sentences from the texts and choose the correct verb form: gerund or infinitive.

1. I feel proud to take / taking home something good.
2. I like to do / doing my hobby.
3. I love to watch / watching the patterns grow.
4. I've always enjoyed to do / doing this.



5. It feels good to watch / watching things growing.
6. It's hard to beat / beating your opponent.
7. It's very relaxing to sit / sitting quietly.

Now complete the following grammar rules with *gerund* or *infinitive*.

After adjectives, such as *good, hard, proud*, etc. use the _____ form.

After verbs of preference, such as *like, enjoy, love*, etc use the _____ form.

D. Reading: Photo sharing

What do you know about sharing photos on the internet? Do you know anyone who does this? Kanta is talking about how her photography habits have changed in recent years. Read what she says and answer the questions.

“Until a few years ago, I hardly ever took photographs. I had an old camera and I sometimes took pictures of my family. I took a few photographs of my cousin's children when they were babies. It was nice to show people pictures of my family, but it was too expensive to print out the pictures, so I couldn't do it very often. Nowadays I take pictures almost every day. I don't even own a camera anymore, because my phone can take pictures. When there's a birthday, a wedding or a new baby in the family it's really nice to be able to capture the moment and keep a record of what's happened. I don't print out many of my pictures, because I don't need to. I can send my pictures to people over the internet.

3. What were the disadvantages of using the camera, according to Kanta?
4. How has Kanta's photography changed in recent years?
5. What are the advantages of the new method of taking photographs?
6. What alternative to printing photographs does Kanta use now?
7. What does she want her friends and family to do?

E: Pronunciation

Put the words into the correct columns.

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
Photograph	photography	photographic
camera	internet	family
	disadvantages	encourage
	opponent	alternative
		advantages

Gerunds and Infinitives

After adjectives, we use the infinitive form:

It's nice to work outdoors in the garden.

I'm happy to see you again.

It's difficult to play chess with Hassan.

After many verbs of preference, such as like, hate, enjoy, prefer, love, we use the gerund form:

I like watching TV in my free time.

My sister loves gardening.

Pushpita enjoys weaving materials.

Main language points of this lesson

Choose the correct verb form to complete these sentences

1. It's cheap to take/ taking up a new hobby.
2. It's nice to be able to grow / growing your own vegetables.
3. It's good to have / having an outdoor hobby.
4. I enjoy to get / getting photos from my friends.
5. I want to learn / learning how to play chess

Useful words and phrases

a method of doing something

advantages / disadvantages

alternatives

proud of doing something

to beat your opponent

show me how to do it

use your brain-

to do weaving

to go fishing

to play chess

to do photography

to do gardening

to have a pastime

to take up a new hobby

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Lesson 2: Photography: When my camera clicks

Introduction

Photography is the art of capturing beauty and emotion (good or bad) in your own perspective and letting the world enjoy it or feel it. It's like a painting, the image is first created in the mind of an artist, and then it is put on canvas, so that anyone who sees the art enjoys it the way the artist imagined or in their own perspective. This is a very fascinating, as the emotion from seeing a photograph, may change from person to person. Photography lets you tell an underlying story through your eyes.

Learning outcomes

After completing the session students will be able to:

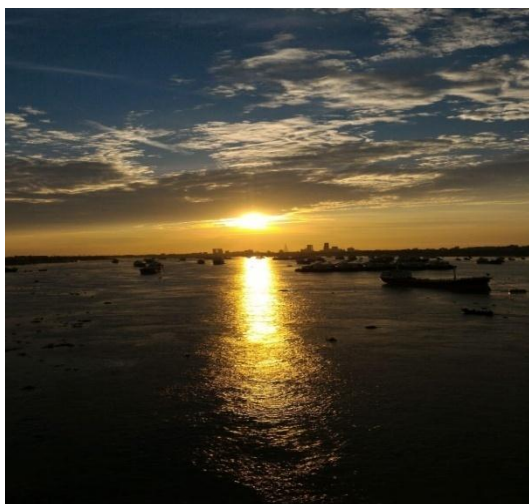
- talk about photographs
- match the functions with the parts of a camera
- read out a dialogue and answer some questions
- use sentences for arguments

A: A special photograph

Talk about the following pictures. Ask and answer the following questions in pairs:

- What are the pictures about?
- Were you present on the spots where these happened?
- Then, how could we see it?





Now think about a special photograph that you like, and tell your friend

- why it is special to you.
- how that photograph has helped you to keep your memories fresh.

B: Parts of a camera

The following table contains the main parts of a camera and their functions. Read them and match.

Parts	Functions
1. Lens	a. The lens is one of the most vital parts of a camera. The light enters through the lens, and this is where the photo process begins. Lenses can be either fixed permanently to the body or interchangeable.
2. View finder	b. The shutter release button is the mechanism that “releases” the shutter and therefore enables the ability to capture the image. The length of time the shutter is left open or ‘exposed’ is determined by the shutter speed.
3. Body	c. The image sensor converts the optical image to an electronic signal, which is then sent to your memory card. There are two main types of image sensors that are used in most digital cameras: CMOS and CCD. Both forms of the sensor accomplish the same task, but each has a different method of performance.
4. Shutter Release	d. The controls on each camera will vary depending on the model and type. Your basic digital compacts may only have auto settings that can be used for different environments, while a DSLR will have numerous controls for auto and manual shooting along with custom settings
5. Image Sensor	e. The aperture affects the image’s exposure by changing the diameter of the lens opening, which controls the amount of light reaching the image sensor. Some digital compacts will

	have a fixed aperture lens, but most of today's compact cameras have at least a small aperture range.
6. Aperture	f. The view finder can be found on all DSLRs and some models of digital compacts. On DSLRs, it will be the main visual source for image-taking, but many of today's digital compacts have replaced the typical viewfinder with an LCD screen.
7. Memory card	g. The on-board flash will be available on all cameras except some professional grade DSLRs. It can sometimes be useful to provide a bit of extra light during dim, low light situations.
8. LCD screen	h. The LCD screen is found on the back of the body and can vary in size. On digital compact cameras, the LCD has typically begun to replace the viewfinder completely. On DSLRs, the LCD is mainly for viewing photos after shooting, but some cameras do have a "live mode" as well.
9. Flash	i. The memory card stores all of the image information, and they range in size and speed capacity. The main types of memory cards available are CF and SD cards, and cameras vary on which type they require.
10. User control	j. The body is the main portion of the camera, and bodies can be a number of different shapes and sizes. DSLRs tend to be larger bodied and a bit heavier, while there are other consumer cameras that are a conveniently smaller size and even able to fit into a pocket.

C: Dialogue

- Act out the following dialogue in pairs.
- Now read the dialogue and answer the questions that follow:

Nizam: Hello, Mita how are you?

Mita: Hello Nizam, I am well. How are you?

Nizam: I am fine, thanks. I would like to thank you at first to find some time for our readers. Tell us how you started thinking about taking photography as profession.

Mita: Actually, in our childhood we had a camera at our home. I used to play with the camera. When we would go out for any trip, I used to take snaps of different objects. Since then, it was my favourite hobby. After I finished my graduation I attended a course at the Aliance Francaise on photography. My hobby became well-informed by the course. So, I felt confident about photography and as I needed a job, I thought of taking photography as a pro Nizam: When you took it as a profession could you find enough female photographers?

Mita: Oh, no. Not enough. Only a few

Nizam: Did you feel any barriers to be successful in this profession?

Mita: Actually the people of our society are not accustomed to seeing a female photographer. As such, people like us are not always welcomed by all. Moreover, we need to wear easy dresses like jeans, T-shirts, fatua etc. But, days are changing. Gradually, the acceptance is increasing.

Nizam: What do you consider to be very important for capturing a good picture?

Mita: It is important to consider the location of the pictures they take. Making sure the sun will not affect the picture in undesired ways, and positioning yourself behind the sun so that the light will create clearer shots is important.

Nizam: What would you suggest to new learners of photography?

Mita: The best way to learn about photography as a hobby is by doing it. Try different things until you have mastered them. Do not be afraid to try new things, or to experiment. Ask other people for their opinions of the work you do, it will help you to improve your hobby.

Nizam: Is there any special issues that stir your emotions while photographying?

Mita: There are many. The distress of people after any big natural disaster is really unbearable and we, the photographers have to stand beside them at that time.

Nizam: It was really nice to listen from you about your experience. Thanks

Questions:

- a. When did Mita start taking picture?
- b. Where did she attend the course?
- c. Where should be the position of the object while taking picture in the sun?
- d. Why should we take others' opinion about photos?
- e. Why does Mita feel honoured?

D: Agreement or disagreement

Write 'A' if the statement indicates 'agreement' or 'D' if it indicates 'disagreement'

a. I agree that public awareness is a must to protect our environment from pollution.	A/D
b. I disagree that photography is an expensive hobby	A/D
c. We have strong disagreement regarding the idea that everyone of Bangladesh should go for higher studies.	A/D
d. People seek solvency. However, earning money in an illegal way can never be appreciated.	A/D
e. You should come to consensus with us that internet is the best way to reach the vast knowledge on the earth.	A/D
f. Probably you will agree with us that in the business-oriented world, creating personal exposure is very important.	A/D
g. You can't deny the fact that our students are gradually becoming dependent on private tutors instead of being creative.	A/D

E: Take a position

Do you agree with the statement "Photographs are the best resources for passing on our history to the next generations"?

Write ten sentences in favour of your position

Useful words and phrases

Interchangeable
 Accomplish
 Conveniently
 accustomed to
capture
master
 unbearable
expose
aperture
 positioning
business-oriented
instead of

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Unit- 6: Health and Nutrition

Lesson: 1 Balanced diet: What your dietician says

Introduction

The effective management of food intake and nutrition are both key to good health, Proper nutrition and food choices can help prevent disease. Eating the right foods can help your body cope more successfully with an ongoing illness. Understanding good nutrition and paying attention to what you eat can help you maintain or improve your health.

Learning Outcomes

- Talk about food and nutrition
- Match words with pictures
- Read text and decide true or false
- Make a meal chart

After completing the session students will be able to:

A: Look at the pictures and talk about them with your partner :(Pictures of different types of food items)

- a) Which food do you like most?
- b) What is the benefit of these foods?
- c) What is the benefit of eating vegetables?
- d) What is the benefit of eating fruits?

B: Match the words with the pictures

rice meat flour oil sugar vegetables fish fruits





C: now read the text in the box

In recent time people are very much concerned with their health. Everybody wants to be in sound health. They always worry about how to maintain a good health and be free of diseases. They go to doctors and dieticians for advices and suggestions. They go to gym for exercises and for performing yoga. Nowadays people are so much conscious that nearly everybody living in the city areas is aware of the fact that a combination of balanced diet together with some physical exercises helps them to be in good health. You may ask here, what is a balanced diet? Dictionary definition of balanced diet is: a **diet** that contains the **proper** proportions of carbohydrates, fats, proteins, vitamins, minerals, and water necessary to maintain good health. A balanced diet contains all the six groups of nutrients; carbohydrates, proteins, fats, vitamins, fibers, mineral salts and water in correct proportions. Thus balanced diet can also be called a healthy diet. Each of the above groups has a distinct function in the human body. They provide vital energy to life processes like wear and tear of tissues, growth and development. It also helps in avoiding some fatal diseases like diabetes, heart disease and high blood pressure. However the dietary requirements of these nutrients can be different for different groups of people, depending on their age, sex and physical activity. Besides People's eating behaviour, physical activity, daily routine, sleeping time etc. contribute to their health. We know the proverb, "Early to rise, early to bed, makes a man healthy, wealthy and wise." This proverb has proved to be beneficial to all of our health. Again to prove the benefits of having at least a kind of fruit there is a saying: "An apple for a day keeps the doctor away." In this regard we cannot disregard the sayings of Khona who was a wise woman famous for her advices in this region of the world. She told, 'shokale khele nun ada boiddya lagen kakhono dada' - means if you take a small amount of ginger with a pinch of salt it helps you to be away from the doctor. There are so many herbal medicines/home remedies of viral or infectious diseases in our country, if used properly that have some health benefits. Nowadays doctors advise us to avoid red meat (beef, mutton, etc.), rich foods (biriany, paratha, pulao, other oily and fatty foods, etc.) after the age of 40 and to take fish, vegetables, fruits, and to drink plenty of water. Together with this we have to check our BMI (body mass index, this determines our daily calorie intake) according to which doctors or dieticians can suggest a meal chart for a person. Normally an adult male requires 2000—2500 calories and a woman requires 1500—2000 calories per day.

We should not ignore our daily diets because it is said: health is wealth.

D: Decide in pairs whether the following statements are true or false, if false provide the correct answer:

1. Nowadays people do not worry about their health.
2. Everybody wants to be in sound health.
3. People go to gym for practising dancing.
4. Khona was a saint.
5. A balanced diet is not necessary for a young man.
6. Dietary requirements of different nutrients can be different for different groups of people.
7. Vegetables provide us with vitamins and minerals.
8. According to the passage we should avoid red meat and rich food at the age of 30.
9. A dietician is a person who can advise you a meal chart.
10. To maintain good health we should follow daily regular routine.

E: Read the short text about daily diet chart.

Here is a sample daily food chart that includes foods from all food groups to provide nutrition for both adult men and women. You may use this example of a daily food chart to formulate one that suits your needs and food choices. However, it is best to talk to your doctor or dietician before you choose to follow any diet or food chart.

Breakfast: A healthy breakfast is the right start to your day and should provide protein, complex carbohydrate, a little fat, and a variety of vitamins and minerals.

Try whole grain or multigrain bread with a spread of peanut butter or any other nut butter along with a glass of low fat or skim milk. Complete your breakfast with a fiber rich fruit such as apple.

Another option includes multigrain cereal with skim milk. Add berries to your cereal to provide you with both fiber and antioxidants. Get your dose of proteins through boiled eggs or egg whites cooked in scant oil.

Also you can try two handmade breads with some vegetables, an egg and some seasonal fruits; if possible you can have a cup of milk.

Lunch:

A normal lunch may include a moderate cup of boiled rice, one serving of vegetables, a cup of pulses, and a piece of fish/ meat. You can add a cup of yogurt.

Dinner:

For dinner a person can have a cup of boiled rice / two pieces of handmade chapattis, a cup of vegetables, a cup of dal, together with a piece of chicken or meat.

Snacks:

Snacks may include a vegetable sandwich, / two biscuits/ a singara/ a dalpuri, with a cup of lemon tea. You can add a seasonal fruit.

F: Now make daily meal charts for an adult male and an adult female, keep varieties of options. You can take help from the above text

G: Answer the following questions:

1. Why do people worry about health?
2. Why do people go to gym?
3. What is meant by a balanced diet?
4. How can a dietician help you?
5. What is the basis of dietary supplement for a person?
6. What amount of calorie is required in a daily meal of an adult male?
7. Why do we need to measure BMI?
8. What is meant by the saying: “An apple for a day keeps the doctor away?”
9. How can we follow the health rules?
10. What is the function of carbohydrates in our body?

Main Language points:**Words and phrases**

balanced Diet

dietary supplement

meal chart

carbohydrates

minerals

vitamins

nutrition

protein

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Unit 7: The Country I live in

Lesson 1: The 7 War Heroes

Introduction

The seven heroes did not allow any presence of the enemy on land, sea and the air. They tried to save their land, sea and air for their next generation. They made a great contribution in the liberation war of Bangladesh and created a great footstep in the history. The heroic sacrifice of this seven Bir Sreshtho's inspired all of the freedom fighters in the battle and helped to create a golden history in the world. In the war, many people lost their lives but these seven heroes appeared as a real hero and they were not afraid about their death. They dared to accept death as they cared for independence.

Learning outcomes

After completing the session students will be able:

- ask and answer questions on the text
- read the text and decide true or false
- use the past form in narrating past events
- write a news paper article based on information provided

A. Speaking: The 7 war heroes

Why did the war take place?

When did liberation war take place?

Who are the war heroes?

What was their contribution in the war?

How were the heroes honoured?

B. Reading: The 7 war heroes

Read the statements below and decide whether they are true or false

1. Bangladesh was a happy country before liberation war.
2. East Pakistan was dominated by West Pakistan
3. The war took place in Bangladesh
4. The war started in 1969
5. Millions of people lost their homes
6. People's sufferings knew no bounds during the war

2. Now read about the war heroes.

Like most other countries, independence did not come very easily for Bangladesh. Between March and December, a lot of bloodshed and misery had resulted from the war but on 16th December 1971, a new country was born. So, it is very important for all of us to know about the war heroes who sacrificed their lives to bring us the taste of freedom after long domination of West Pakistan. The Liberation war began on 26 March 1971 and ended with the liberation of Bangladesh on 16 December 1971. The armed struggle was the culmination of a series of events, situations and issues contributing to the progressively deteriorating relations between East and West Pakistan. The questions of land reforms, state language, inter-wing economic and administrative disparities, provincial autonomy, the defense of East Pakistan and many other consequential questions had been straining the relations between the two wings of Pakistan ever since independence of the country from Britain in 1947.

During the liberation war 1971, millions of people lost their lives, were injured, lost their property, lost their home and millions of people were subjected to untold miseries. But among the many these seven heroes are on top of all the events as they preferred to embrace immortal death for the independence of their mother land. They never thought of anything for a moment except the independence of the nation. They had unbelievable bravery, limitless courage and highest sense of patriotism.

These seven heroes did not allow any presence of the enemy on land, in the sea and in the air. They fought to save their motherland on land, in the sea and in air to leave a free country for their next generation. They made a great contribution in the liberation war of Bangladesh and created a memorable great footstep in the history; the heroic sacrifice of these seven heroes inspired all the freedom fighters in the battle and helped to create a golden history in the world. In the war, many people lost their lives but these seven heroes appeared as a real hero and they were not afraid of their death. They dared to accept death as they cared for independence.

Bir Sreshtho (Bangla) (The Most Valiant Hero) is the highest military award of Bangladesh. It was awarded to these seven freedom fighters that showed utmost bravery and died in action for their nation. They are considered martyrs. Bangladesh Gazette on 15th December 1973 declared the reward for their supreme sacrifice in the liberation war.

All the recipients of this award were killed in action during the Liberation War of Bangladesh in 1971. Pictures and details of their place of birth are presented below:

Shaheed Captain Mohiuddin Jahangir

Born: 1948 in the village of Rahimgonj under Babugonj upazilla of Barisal district

Rank: Captain

ID Number: BSS-10439s

Squad: Bangladesh Army.



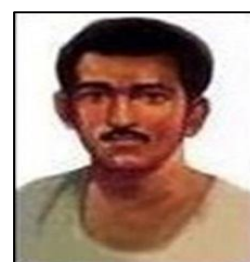
Bir Srehtho Shaheed Hamidur Rahman

Born: 2 February 1953 in Khardo Khalishpur village under Jessore district

Rank: Sepoy

ID Number: 3943014

Squad: Bangladesh Army



Bir Srehtho Shaheed Sepoy Mostafa Kamal

Born: 16 December 1947 in Hajipur village of Daulatikhan upazilla under Bhola district

Rank: Sepoy

ID Number: 3937798

Squad: Bangladesh Army



Bir Srehtho Shaheed Matiur Rahman

Born: 21 February 1945 at Dhaka

Rank: Flight Lieutenant

ID Number: 4367 (Pakistan)

Squad: Bangladesh Air Force



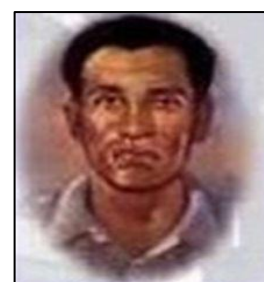
Bir Srehtho Shaheed Md. Ruhul Amin

Born: At Bagpachra in the district of Noakhali in 1934.

Rank: Engine Room Artificer, Class-1

ID Number: 62066

Squad: Bangladesh Navy



Bir Srehtho Shaheed NaikMunshiAbdurRouf

Born: May 1943 at village Salmat of Boalmari upazila under Faridpur district

Rank: Lance Nayek

ID Number: Unavailable

Squad: Bangladesh Rifles



Bir Srehtho Shaheed Nur Mohammad Sheikh

Born: 26 February 1936 in Moheskhali village under Jessore district

Rank: Lance Nayek

ID Number: 9459

Squad: Bangladesh Rifles



C: language focus: use of past forms

Sometimes we need to give details of past events; in that case we need to use the past form. Read the following passage related to our liberation war. While reading, change the form of the verbs in brackets according to the context.

Like most other countries independence for Bangladesh (not come) very easily. During March to December, a lot of bloodshed and misery (result) from the war but on December 1971, a new country (born). So, it is very important for all of us (Know) about the war heroes who (sacrifice) their lives to bring us the taste of freedom after long domination of West Pakistan. The Liberation war (begin) on 26 March 1971 and (end) with the liberation of Bangladesh on 16 December 1971. The armed struggle was the culmination of a series of events, situations and issues contributing to the progressively deteriorating relations between East and West Pakistan.

These seven heroes (not allow) any presence of the enemy on land, in the sea and in the air. They (fight) to save their motherland on land, in the sea and in air (leave) a free country for their next generation. They (make) a great contribution in the liberation war of Bangladesh and (create) a memorable great footstep in the history. The heroic sacrifice of these seven heroes (inspire) all the freedom fighters in the battle and (help) to create a golden history in the world

Some Useful Words

Bloodshed	struggle
Misery	disparities
Domination	autonomy
Deteriorating	inter-wing
Straining	embrace
Immortal	patriotism

D. Writing: write a newspaper article about our liberation war

You can use the words given in the box above.

Lesson 2: The Sundarbans

Introduction

The Sundarban Mangrove forest is the big forest of Bangladesh. It covers an area of approximately 5900 sq. km. The name may have been derived from the Sundari trees that are found in Sundarbans in large numbers. It provides valuable economic resources. The forest is the abode of the Royal Bengal Tiger. The area is known for the eponymous Royal Bengal Tiger, as well as numerous fauna including species of birds, spotted deer, crocodiles and snakes.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions
- read the text and select titles
- complete sentences
- choose active or passive focus of sentences

A. Speaking and Vocabulary: The Sundarbans

1. How much do you know about the Sundarbans? Talk with your partner about what you know. Think about these questions:

- What can you see in the photographs?*
- What kinds of animals live there?*
- How do you get around there?*
- Why is it an important place?*
- Do you know anyone who has visited there?*



In your classes why do you think is a good idea to talk a little about the subject first and then to ask students about what they already know? Why are pictures useful for students?

2. Put these words into the correct table.

Type of environment	Wildlife	Tourism	Transport

boat marsh tiger deer forest hotels river tours

sightseeing ferry canoe monkeys reptiles stream motorboat

B: Reading and Vocabulary: The Sundarbans

1. Read and choose the right paragraph heading for each paragraph.

- a. A perfect holiday for animal lovers
- b. When to come
- c. Home to a variety of species
- d. How to get around
- e. Where to go



Paragraph One: _____

The Sundarbans covers an area of 38,500 sq km. About a third of it is covered in water. Since 1966 The Sundarbans has been a wildlife sanctuary for over 40 years. It is estimated that there are now 400 Royal Bengal tigers and about 30,000 spotted deer living there. It is also home to many different species of birds, mammals, insects, reptiles and fishes. Over 120 species of fish and over 260 species of birds have been recorded there.

Paragraph Two: _____

The Sundarbans is a very beautiful natural environment. If you're lucky, you might possibly see a Royal Bengal tiger swimming in a stream. Groups of crocodiles can be seen lying lazily by the riverbanks. You may see herds of deer and troupes of monkeys playing in the trees. It is an ideal place for a holiday for people who love to see the wonders of nature.

Paragraph Three: _____

Water transport is the only way to visit the Sundarbans from Khulna or Mongla Port, and many different types of boat can be hired. From Dhaka, visitors can travel by air, road or rocket steamer to Khulna, the gateway to the Sundarbans. Usually it takes 6 to 10 hours by motorboat from Mongla to Hiron Point or Katka.

Paragraph Four: _____

The main tourist spots in The Sundarbans are Karamjol, Katka, Kochikhali, Hiron point and Mandarbaria. Hiron Point (Nilkamal) attracts many tourists who come to see the wildlife and to admire the natural beauty of the area.

Paragraph Five: _____

The best time to visit Sunderbans is during the winter between December and February. This is the time when the weather is pleasantly cool and there are the most migratory birds in the area.

2. Now complete these sentences. Work in pairs to find the answers.

1. One third of the area of the Sundarbans is _____.
2. The Sundarbans has been a _____ for over 40 years.
3. More than 260 _____ of bird have been seen in the area.
4. It's possible to see _____ of deer or crocodiles lying on the _____.
5. You can _____ different types of boat.
6. It usually takes _____ to travel by motor boat from Mongla to Katka.
7. The best season to visit the area is the _____.
8. In the winter there are a lot of _____ in the area.

C: Language Focus: Passives

Look at these examples of passive forms from the text. Can you find any more examples of this form?

A one third of the Sundarbans is covered in water.

Groups of crocodiles can be seen.

Many different types of boat can be hired.

In the following sentences, choose the active or passive form of the verb.

1. The Sundarbans made/was made a wildlife sanctuary in 1966.
2. Thousands of tourists visit/are visited the area every year.
3. Tourists attract/are attracted by the great beauty of the area.
4. Unfortunately, the number of tigers reduced/has been reduced by hunting.
5. The number of visitors to the area is gradually increasing/being increased.

2. Complete these sentences with your own ideas.

1. Recently, I was given _____ by _____.
2. I have never been taught how to _____
3. _____ has shown on television many times.
4. _____ is often written about in the newspapers.

D: Language focus: just in case

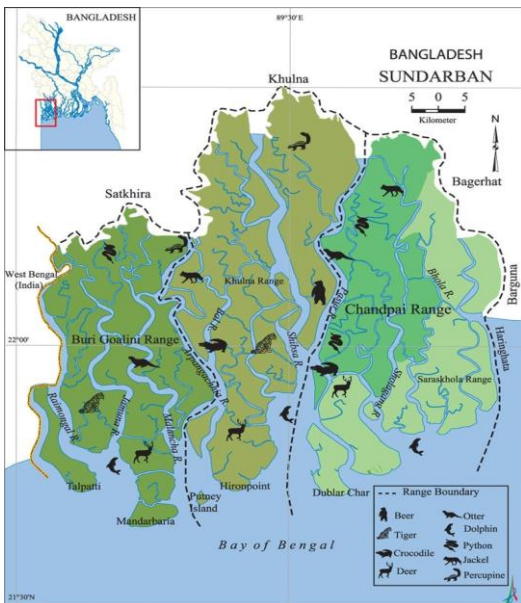
When you are talking about why you did something, you can use the phrase in case. Look at this example:

We'll take a bottle of water, in case we get thirsty.

We will take a bottle because it will be useful if we get thirsty.)

Look at the pictures with a partner and complete the sentences.

1. We'll take a map in case we get lost.
2. We'll take an umbrella -----
3. We'll take a pair of strong shoes.
4. ----- in case the sun is very bright
5. ----- in case we go out at night
6. We'll take a camera in case -----





E: Speaking: Planning a trip

In pairs or small groups, imagine you are going on a trip to the Sundarbans. Talk together about what you should take with you.

How are you going to travel?

How long are you going to stay?

What do you want to see?

Main language points: Passive forms

Look at the structure of these passive sentences and compare with the active form.

Boat trips can be booked in advance. PASSIVE

You can book boat trips in advance. ACTIVE

Tigers may be seen in the rivers. PASSIVE

You may see tigers in the rivers. ACTIVE

Hiron Point can be visited by ferry. PASSIVE

Useful words and phrases

in case
wildlife sanctuary
herds of deer
troupes of monkeys
gateway
hire a boat
insects
reptiles
migratory
birds
a flash light
a pair of sunglasses
natural beauty
tourist spot river
banks

You can use these words and phrases in your speaking and writing

Unit 8- Myths Fables and Rhymes/Poems

Lesson 1: Stories

Introduction

Myths and fables are legendary folktales are types of stories originally passed by word-of-mouth, but are now found in writing. They vary in their subject matter, from explaining the natural world and delivering life lessons, to exaggerated events and people grounded in history. What they have in common, though, is their durability as both forms of entertainment and as teaching tools.

Learning outcomes

After completing the session students will be able to:

- learn vocabulary for practising speaking
- develop reading skill
- practice pronunciation
- practice listening
- use past continuous tense

A: Speaking and Vocabulary

1. Look at the picture. What do you think the story is about? Do you know this story?



2. Can you find these things in the picture? Practice speaking with a partner using these vocabulary

a mouse a lion a hunter a gun teeth a tail a net

3. Match the broken phrases. Do you know what they mean?

1. set...
2. beg...
3. save...
4. cut...
5. learn...
6. size...

- a. a trap
- b. doesn't matter
- c. for your life
- d. someone free
- e. someone's life
- f. your lesson

B: Language focus and Reading: The Lion and the mouse

1. Read the story of the lion and the mouse. What is the moral of the story?

Once there was a lion. He was a very strong lion and proud of his strength. One day, a mouse accidentally entered the lions' den. The lion was furious. He was about to eat the mouse when the mouse begged for his life. He said, 'Please, Mr Lion! Don't eat me! Save me and I promise that one day I'll save your life too.'

The lion laughed and said 'How can a mouse help me?' but because he thought the mouse was funny, he decided not to eat the mouse. A few days later, hunters set a net for the lion and he got caught up in it. Suddenly the mouse appeared and cut the lion free with his sharp teeth. The lion learned his lesson. He saw that size doesn't matter when it comes to help. Even a creature as tiny as a mouse can save a creature as big as a lion.

Now find the past simple form of these verbs and write them into the table.

Irregular verbs	Past simple form
to be	
to say	
to think	
to set	
to catch	
to see	
to cut	
Regular verbs	Past simple form
to beg	
to laugh	
to decide	
to appear	
to learn	

1. Choose a verb from the box to complete these sentences. Use the past simple form.

1. My brother _____ that he was hungry
2. I _____ the book was good.
3. The children _____ at the joke
4. It _____ a very cold day.
5. The boy _____ the ball.
6. I _____ a bird in the tree.

be
catch
laugh
said
see
think

In this reading task, before you read, you talked about a picture, thought a little about vocabulary and thought about the moral of the story. Why is this helpful for students to do this before reading?

C. Pronunciation: Past simple regular verbs

1. Look at the different pronunciation for regular verbs. Practise the pronunciation.

t	d	id
The lion looked at the mouse. We laughed about it. I walked to school.	He begged for his life. The mouse appeared. I learned some new words.	I decided to go home The lion wanted to get out of the net. I waited for an hour.

How do you pronounce the endings of these past simple forms?

I cleaned my room.
I worked hard all day.
I watched a film.
He looked at me.
The cat hunted the mouse.
I visited my cousin.
I washed my hands.
We entered the classroom

D. Listening: The Fox and the Crow

1. Now listen to another story. Are these sentences true or false?

- | | |
|--|--------------|
| 1. The crow was sitting in a tree. | TRUE / FALSE |
| 2. The fox was standing near the tree. | TRUE / FALSE |
| 3. The fox had a big piece of meat in its mouth. | TRUE / FALSE |
| 4. The fox was clever. | TRUE / FALSE |
| 5. The fox was silent. | TRUE / FALSE |
| 6. The fox ran away. | TRUE / FALSE |
| 7. The crow opened its mouth. | TRUE / FALSE |
| 8. The fox didn't eat the meat. | TRUE / FALSE |

2. Here is the story again:



One day, a crow was sitting in a tree. A fox was standing near the tree. The crow had a big piece of meat in his mouth. The fox saw the meat in the crow's mouth. He was hungry. The fox was clever. The fox said,
 "Good morning, pretty crow, how are you today?"
 The crow's mouth was shut. The fox said,
 "Dear crow, you are a beautiful bird. You have a very sweet voice. Please sing for me."
 The crow heard all these nice things. The crow opened his mouth to sing for the fox.
 "Crow, Crow", he sang.
 The meat fell out of his mouth and the fox took the meat. He ate the meat for dinner.
 So what lesson can we learn from this story? When you have something you should be content with it. You shouldn't enjoy all the flattery so much.

Can you circle the past simple forms in the story?

E. Language Focus: Past continuous

1. Look at these two sentences from the story of the fox and the crow.

A crow was sitting in a tree.

A fox was standing near the tree.

The two sentences describe something that was in progress in the story. Complete these sentences using was / were + verb +-ing.

1. The sun _____. (shine)
2. The crow _____ happy about his voice. (feel)

2 Can you write a sentence in the past continuous about each of these pictures?



Examples: The girl was using a computer
 Two boys were talking

Main language points

Past simple and past continuous

When you are talking about a finished action in the past, you can use the past simple:

The mouse cut the net with his teeth.

The crow dropped the meat.

The fox caught the meat.

When you are describing a process or continuing action in the past, you can use the past continuous:

The sun was shining.

The lion was walking under the trees.

The bird was singing

Useful words and phrases

Proud of

Strong/strength

Furious about

To beg for something

To promise to do something

Funny

To decide to do something

To catch something

To set a net, to cut free

Appear, a creature

Size doesn't matter

Flattery, a crow, a fox



Lesson 2: Rhyme /Poems for developing Listening skill

Introduction

Introduction

Rhymes and poems are great motivators. Poems are often rich in cultural references, and they present a wide range of learning opportunities. Teachers should aim to teach English through poetry, not to teach the poetry itself but to develop their other language skills. As rhymes can help children understand that words which share common sounds often share common letters. Besides, when listening to rhymes and poems, children create a mental picture expanding their imagination.

Learning Outcomes

After completing the session students will be able to:

- explain the importance of rhymes/poems for developing students' other language skills
- recite poems with correct stress and intonation
- enjoy the rhythm of poetry
- practise listening to rhymes with the whole class and in pairs
- assess listening skill through rhymes/poems

A: Reading: importance of rhymes and poems

1. Read the passage and answer the questions

Rhymes are important for language acquisition and help speech development. They help children develop listening skills such as realizing the differences between sounds. Recent research into the development and acquisition of early literacy skills has conclusively shown that rhythm and rhyme play a hugely important role. This is because children's early literacy skills are about listening and speaking rather than reading and writing. So it would be a teacher's regular duty to motivate students sing and tell rhymes/poems or songs as part of everyday life during normal routines. Encourage them to retell these by memory or to finish off the rhyming words before you read them. Play fun word games as time fillers such as making strings of rhyming words that all sound like bat, mat, pat, cat, hat, rat etc. It becomes interesting when it becomes a silly word to match with the sounds.

Clap/ pat/ stamp along to music with a steady beat, tapping out the rhythm of a chant or even a book. There is strong evidence that feeling the beat and rhythm in your body makes it much easier to learn.

Have fun, keep it light hearted and enjoyable and remember that no time spent reading, singing, or story telling is ever wasted, you are investing in your children's future literacy skills and equipping them with the ability to become strong readers and writes in the next few years.

In short solid rhyming skills will lead to greater auditory discrimination, stronger phonemic awareness and a larger vocabulary, all of which are fundamental building blocks on which the rest of literacy development is built. You cannot simply read and write in an authentic way, with true comprehension and independence, until these basics are well developed.

1.1 After reading, answer the questions:

- a) What is the importance of reading rhymes at primary level?
- b) What are considered children's early literacy skills?
- c) How can you make children's learning more interesting?
- d) What is considered as the basic foundation for reading and writing at this level?

1.2 Place the words in their appropriate form in the brackets:

Rhymes are important for language acquisition and (help) speech development. They help children develop listening skills such as (realize) the differences between sounds. Recent research into the development and acquisition of early literacy skills has conclusively (show) that rhythm and rhyme (play) a hugely important role. This is because children's early literacy skills (be) about listening and speaking rather than reading and writing. So it (be) be a teacher's regular duty to motivate students sing and tell rhymes/poems or songs as part of everyday life during normal routines. Encourage them to retell these by memory or to finish off the rhyming words before you read them. Play fun word games as time fillers such as (make) strings of rhyming words that all sound like bat, mat, pat, cat, hat, rat etc. It (become) interesting when it (be) a silly word to match with the sounds

Clap/ pat/ stamp along to music with a steady beat, (tap) out the rhythm of a chant or even a book. There is strong evidence that (feel) the beat and rhythm in your body (make) it much easier to learn.

B: Recitation of poems and rhymes

Read aloud the rhyme while reading act out showing the body parts.

Demonstration Text

Rhyme
Head and shoulders, knees and toes, Head and shoulders, knees and toes, Eyes and ears, mouth and nose. Head and shoulders, knees and toes,

C. Pronunciation Practice with similar sound

1. Listen to a recorded rhyme available in EfT books.
2. Say the words aloud from the box and circle the words that have no meaning.

bat	cat	fat	hat	mat	rat	sat	tat	bin	pin	tin	rin
lin	sin	gin	hin	bip	sip	tip	lip	hip	nip	gip	

3. Prepare a list of some words having similar sounds which may be meaningful or may not have any meaning.

D Assessment of listening skill

Assessment of listening can be done in different ways. Best way to do that is face to face i.e. one to one. Listen to the rhymes from the EfT book and do the following exercise.

Rhyme--1: Body Parts

Put your hand on your head
Touch your mouth
Touch your nose
Put your hand on your knee
Touch your ear
Touch your toes

After listening to the rhyme answer the questions:

1. How many body parts have been mentioned in the rhyme
2. Which body part will they touch at the third time?
3. Which body part will they touch at last?
4. With which body part does the rhyme start?

Rhyme—2: Counting Cats

1 cat, 2 cats
Brown cat, white cat
3 cats, 4cats
Black cat, red cat
Count the cats at the door
1,2,3,4!

Answer the questions:

1. How many cats are there in the rhyme?
2. What are the colours of the cats?
3. Where are the cats?
4. Which coloured cats are mentioned first?

Unit: 9 Environments

Lesson 1: Animals and birds

Introduction

An animal class is made up of animals that are all alike in important ways. Scientists have grouped animals into classes to make it easier to study them. There are many different animal classes and every animal in the world belongs to one of them. The five most well known classes of vertebrates (animals with backbones) are mammals, birds, fish, reptiles, amphibians. There are also a lot of animals without backbones. These are called invertebrates and are part of the phylum arthropoda (arthropods). Two of the most commonly known classes in this phylum are arachnids (spiders) and insects.

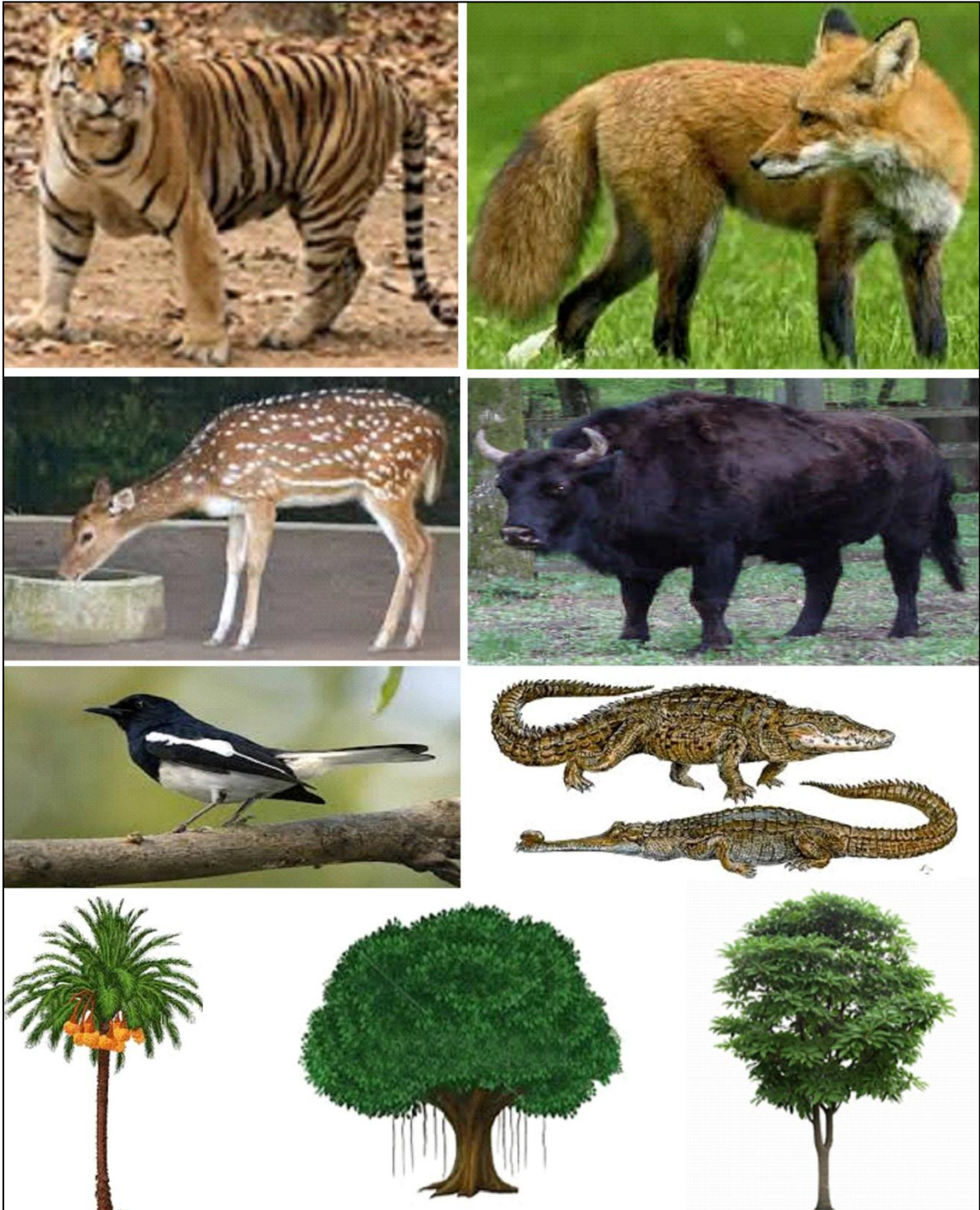
Learning outcomes

After completing the session students will be able to:

- discuss shown pictures
- read a text and circle words on plants and animals
- match words with definitions
- listen to a text and answer some questions
- practise non-defining relative clauses
- practise pronunciation

A. Vocabulary and Speaking: The Animal Kingdom

1. Can you find words in the article on flora and fauna to label these pictures?
2. Do you think the followings are necessary for the environment? How? Discuss with your partner.



3. Look at the table and add more words in each column.

Mammals	Reptiles	Birds	Trees
tiger	crocodile	doel	Banyan tree

B. Reading and Vocabulary: Flora and Fauna in Bangladesh

1. Read the article and circle the different words for plants and animals in the text.

Flora and Fauna in Bangladesh

Bangladesh has lots of different types of wildlife, including 109 species of mammals, 684 types of birds, 119 kinds of reptiles, 19 different amphibians, and 200 varieties of marine and freshwater fish. Unfortunately, the numbers of some species has gone down a lot since the early 20th century because of hunting and the destruction of places where they live. The rhesus monkey is very common, and lemurs can also be seen. The most famous Bangladeshi animal is of course The Royal Bengal Tiger. Other animals include elephants, bears, wild pigs and deer. Domesticated water buffaloes are used for ploughing and pulling carts. There are many jackals, whose strange howling at night is a familiar sound in Bangladesh.

Bangladesh is also a home to many different kinds of birds. Almost everybody hears them, even in the centres of big cities. Most people can recognise the crow, which is the most common bird in Bangladesh. Other well-known birds are the cuckoo, the shayma and the doel, which is the Bangladeshi national bird. The mynah bird and the parrot are talking birds. They can imitate the human voice and other sounds when they are trained. Some of the most beautiful wild birds are the kingfisher, which flies fast, and low over water, and the woodpecker which make its rat-tat-tat-tat sound by pecking at trees looking for food.

Broadleaf evergreen species of trees can be found in the hilly regions. Deciduous trees, such as acacia and banyan, are common in the drier plains areas.

2. Choose a word from the box to match the definitions.

1. Damage or harm
2. worth a lot
3. animals
4. to copy a sound or appearance
5. to know and identify
6. frequent
7. groups of fruit trees
8. preparing the soil for crops

destruction
valuable
wildlife
imitate
recognize
common
groves
ploughing
deciduous
evergreen

9. a kind of tree which loses its leaves
- 10 a kind of tree which has leaves all year

C. Language Focus: non-defining relative clauses

Match the sentence with the missing relative clauses given after the gapped sentences.

1. The crow, _____, can be found in most cities.
 2. The doel, _____, is black and white.
 3. Jackals, _____, can be found in many places.
 4. The kingfisher, _____, is very beautiful.
 5. Evergreen trees, _____, can
 6. Sundari trees----- can be found in the Sundarbans
- a) which are commercially valuable
 - b) which flies low over the water
 - c) which howl in the night
 - d) which is the national bird of Bangladesh
 - e) which is the most common bird in Bangladesh
 - f) which never lose their leaves

D. Listening: Hunting birds

1. Match the parts of the sentences. Then listen to the conversation and check your answers.

1. In his childhood, Tareq's family had...	a. quite unusual
2. Now 8 people live....	b. wild deer are also found in the Sundarbans.
3. 20 years ago this situation was...	c. 20 cows and buffaloes.
4. Along with The Royal Bengal Tiger...	d. is decreasing.
5. The number of wild animals	e. in Faruq's village home.

2. Now listen again and answer these questions.

1. How many birds did the hunter kill? _____
2. What type of birds were they? _____
3. Why doesn't Faruq like killing birds? _____
4. How much does a talking bird cost? _____
5. What's the hobby of many urban people? _____

Main language points

Non-defining relative clauses

When you want to give extra information about a subject, you can put two sentences together. Look at these examples:

Tareq works in an office. Tareq lives in Dhaka.s

Tareq, who lives in Dhaka, works in an office

My brother is a doctor. He is older than me.

My brother, who is older than me, is a doctor.

Mangrove trees are beautiful. They grow in the Sundarbans.

Mangrove trees, which grow in the Sundarbans, are beautiful.



Useful words and phrases

species
freshwater
unfortunately
carts
familiar
destruction
to recognize
common to imitate
regions commercially
valuable

You can use these words and phrases to speak and write

Unit: 10: Cultures and Tradition

Lesson 1: National Heritage

Introduction

Historically, Bangladesh has earned the reputation of being at the crossroads of many cultures. The ruins of magnificent cities and monuments left behind in many parts of the country by the vanishing dynasties of rulers still bear testimony to the richness of its cultural heritage. Bangladesh has always been known as a land full of nature's bounties as evident from the vast expanses of its lush crop fields, borderland hills thickly covered with virgin forests and innumerable rivers and their tributaries, making it the world's largest delta.

Learning outcomes

After completing the session students will be able to:

- talk about National Heritage sites in Bangladesh
- read text on different Heritage sites in Bangladesh
- talk about measurements in various ways

A. Speaking: National Heritage sites

1. In pairs, **match** the district with pictures.

a. Chittagong b. Dhaka c. Dinajpur d. The Sundarbans e. Cox's Bazar



1. The longest sea beach in the world

District: _____



2. Kantanagar temple

District: _____



3. Shrine of Byazid Bostami

District: _____



4. Lalbag Fort

District: _____



Talk with your partner:

Have you ever been to any of these places?

What did you like about it?

When did you go?

If not, which of these places would you like to visit? Why?

What other important sites are there in Bangladesh?

Which places do you think are most popular with tourists?

2. What do you know about our country's heritage? Look at the list of places below. Discuss the places with a partner or in small groups. How are these places connected with our national heritage?

DHAKA
CHITTAGONG
COX'S BAZAR
HILL TRACTS
DISTRICTS
SYLHET
THE SUNDARBA
DINAJPUR
MYMENSINGH



B: Reading and vocabulary: National Heritage sites in Bangladesh

1. Match the definitions with a word from the box.

1. the furthest north
2. a system of connected rivers etc
3. an important statue or building
4. someone who travels to a religious place
5. a place
6. the things you can see on the land; the countryside
7. bags, carpets, etc. made by hand
8. traditional stories and belief

folklore
handicrafts
landscape
location
monument
network
northern most
pilgrim

2. Quickly read the following text about the national heritage of Bangladesh and decide which place you would most like to visit.

1. Dhaka

Dhaka is a city with an exciting history and rich culture. It has attracted travelers throughout the ages. It has been developing fast as a modern city and is the capital of Bangladesh. There are many mosques, temples and churches, including the 17th century Seven Domed Mosque and the Dhakeshwari Temple, which is nearly a thousand years old. One of the most famous places in Dhaka is Lalbagh Fort, which was built in 1687. There are many other important buildings, monuments and open spaces in the city.

2. Chittagong

Chittagong is the second largest city in Bangladesh, but it also has green hills and forests, sandy beaches and a pleasant cool climate. One of the main places of interest is the Shrine of Byazid Bostami which attracts a lot of visitors and pilgrims.

3. Cox's Bazar

Cox's Bazar is the tourism capital of the country. It has miles of golden beaches, colourful pagodas, Buddhist temples and delicious sea food. The beach is 120km, long. It is the world's longest beach. Cox's Bazar is the perfect location for a relaxing and enjoyable holiday.

4. Hill Tracts Districts

In this region, you can see forests, the scenic Kaptai Lake and colourful tribal life and culture. The area is famous for the beautiful handicrafts for sale in the region. The towns of Rangamati and Bandarban are two of the most popular places for tourists in the area.

5. Sylhet

Sylhet is located in the Surma valley with tea plantations and thick green tropical forest around it. This beautiful landscape is very popular with tourists. A visit to the tea plantation in Sylhet is a memorable experience, and there are over 150 of them in the area.

6. Sundarbans

This area is most famous for being the home of the Royal Bengal Tiger. There are beautiful mangrove forests and a network of rivers. The area, which is very rich in wildlife, is a favourite destination for visitors.

7. Dinajpur- Old Ornamental Temple Town

The northernmost district of the country offers a number of attractions to visitors. One is Ramsagar (great sea) lake with rest houses which is a good picnic spot with places for fishing and rowing. Another is Kantanagar temple, one of the finest temples in Bangladesh.

8. Mymensingh-The heart of Bengal Folklore

Mymensingh is important in Bengali literature. It is the place where a lot of folklore began, including many folk songs. It has many associations with the poet Rabindranath Tagore. Along the northern frontier of the district there are many tribes such as Garos, Hajongs and Kochis.



3. Read the text again, and match the sentences with the places.

1. In this place you can buy handicrafts and look at the famous lake.
2. This is a good place to come to look at tea plantations.
3. This is a great place for a beach holiday.
4. In this place you can see the Seven Domed Mosque.
5. This place has connections with a famous poet.
6. Lots of pilgrims come to this place to see the shrine.
7. This is a place with a historic temple and great fishing.
8. This is the most famous mangrove forest with tigers.

a. Dhaka b. Chittagong c. Sylhet
d. Cox's Bazar e. Hill Tract District
f. The Sundarbans g. Dinajpur h. Mymensingh

C: Language Focus: talking about measurements

Look at these sentences from the article:

The Dhakeshwari Temple is nearly a thousand years old. The beach is 120km, long.

1. Practice saying these units of measurement.



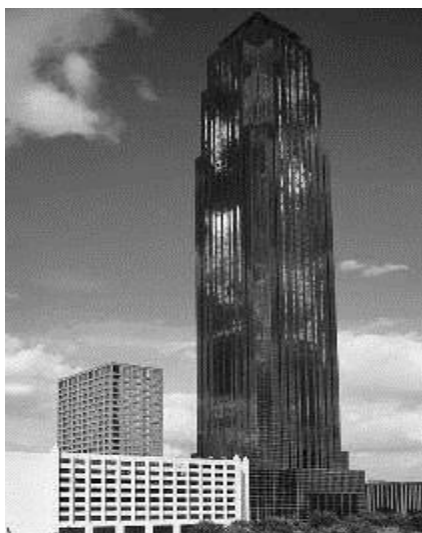
centimeter, meter, kilometer,
gram, kilogram, tone, 11km,
130km, 15 cm, 16t, 3.51 gm,
20 m

2. Choose the correct word to complete the sentences. Practice saying the sentences.

1. The bag [weights / weighs] 30kgs.
2. The lake is 150 meters [long / length].

3. The building is 20 meters [height / high].
4. The temple is five hundred years [age / old].
5. The swimming pool is 5 meters [deep / depth].

3. Look at the picture of the tower block and the statistics



Height: 395 m

Floors: 107

Built: 2007

Time from floor 1 to floor 107:

2 minutes, 15 seconds (in the
express elevator)

Distance from airport: 27 km

Ask and answer the questions with your partner.

1. How tall is it?
2. How many floors does it have?
3. How old is it?
4. How long does it take to get from the ground floor to the top floor?

D. Speaking: preserving national heritage

Talk about these questions with your partner.

- Why is it important to preserve cultural heritage?
- What problems does cultural heritage face?
- What can be done to help preserve it?

Main language points

You can talk about measurements in various ways:

Questions with adjectives	Questions with nouns	Answers
How long is the room?	What's the length of the room?	It's 10 meters long.
How wide is the river?	What's the width of the river?	It's a meter wide.
How high is that wall?	What's the height of the wall?	It's two meters high.
How heavy is your suitcase?	What's the weight of your suitcase?	It weighs 15 kilograms.
How deep is the pool?	What's the depth of the pool?	It's 4 meters deep.
How old is this building?	What's the age of this building?	It's 150 years old.
How far is it to Dhaka?	What's the distance to Dhaka?	It's about 800 kilometers.

Match the questions with the same meaning.

1. How deep is it?

2. How high is it?

3. How long is it?

4. How old is it?

5. How wide is it?

6. How heavy is it?

- a. What is the length?
- b. What is the width?
- c. What is the depth?
- d. What is the weight?
- e. What is the height?
- f. What is the age?

Useful words and phrases

cultural heritage
 tea plantations
handicrafts
historic
 a rickshaw
 a temple / a mosque / a church
 a monument a shrine relaxing
enjoyable
attractive
folklore a
tribe

In this language box,
 the stressed syllables of
 the words are
 underlined, to help you
 with pronunciation

Lesson 2: Games and sports: building your bones and muscles

Introduction

Bones are living tissue. Weight-bearing physical activity causes new bone tissue to form, and this makes bones stronger. This kind of physical activity also makes muscles stronger. Bones and muscles both become stronger when muscles push and tug against bones during physical activity. Bone-strengthening activities are especially important for children and teens because the greatest gains in bone mass occur just before and during puberty.

Learning outcomes

After completing the session students will be able to:

- talk about world of sports
- read for key information on sporting achievements
- practice listening on keeping fit and taking part
- use the Present Perfect Continuous

A. Vocabulary and Speaking: A world of sport

1. Look at the photographs. What sports do they show? Have you ever played these?



2. How many different sports can you name? In groups of three or four, you have two minutes to think of as many different sports as possible.

3. Talk about the difference in meaning between these words and expressions.

- to throw a ball / to catch a ball

- to take part in a competition / to win a competition
/a victory / a draw / a defeat /training / coaching



4. These items are all things you need to play different sports. Which sports are they associated with?

a racquet	a net	gloves
goggles	boots	a goal
a pool	a club	a mat
weights	a stop watch	flippers



5. These words are all connected with sport. Are they people, things or places? Write the words into the correct columns.

an umpire	a goal post	a court	a stadium
a race track	a course	a referee	a goal keeper
a medal	a captain	the score	a winner
a trainer			sports kit

People	Things	Places

6. Talk about it



What is your favourite sport?

Do you spend more time watching sport or playing sport?

What kind of sports is regularly played in Bangladesh?

Do you think it is important to teach children sport?

B. Reading for key information: Sporting achievements

It is often necessary to read complicated texts to find the facts and figures you need. You do not always need to read every word to find the information.

Look at this table and decide what you should look for in the text in order to complete the gaps.

Sport	Achievement	Year
1. football	9th South Asian Games	_____
2. _____	SAFF Games	2003
3. cricket	awarded Test status	_____
4. _____	16th Asian Games	2010
5. boxing	_____	1986
6. _____ shooting	a gold medal	since 1978

Read the text quickly, and do not worry about understanding every word. Just find the information you need.

Sport in many forms is very popular in Bangladesh. One of the nation's favourite sports is football. In 1999, the Bangladeshi football team won the championship of the 9th South Asian Games. In more recent years, the team had another success in 2003, when they became the champions in the South Asian Football Federation (SAFF) Games and also in 2010 when they won the championship in 11th South Asian Games Dhaka.

Cricket is another sport which many Bangladeshis love. In 2000, Bangladesh was awarded Test status by the ICC and now its team is the ninth ranked team in the world. It won the South Asian Games Dhaka-2010 championship and, in the 16th Asian Games in 2010 the team won gold. In 2011, Bangladesh was one of the proud hosts of the ICC World Cup. In other sporting fields, the boxer Mosharraf Hossain won the bronze medal in the 1986 Asian Games. The game of Kabaddi, also sometimes known as Hadudu is the national sport of Bangladesh. The nation has frequently won in the Asian Games in 1990, 1994 and 2002. Bangladesh won Bronze in Kabaddi in 1998 and 2006 Asian Games. The nation has also taken part in the Commonwealth Games since 1978 and has won 3 medals so far, with a gold medal won in the 10 meter air rifle team event.

C: Listening: keeping fit and taking part

1. You are going to listen to four different people talking about different sports. Listen and match the speakers with the photographs.
2. Now listen again and decide if these sentences are true or false.



1. The runner says that his hobby is cheaper than skiing or diving.
2. The runner usually runs alone.
3. The cricketer would like to have a bat for his next birthday.
4. The cricketer was recently injured in a match.
5. The archer has been on the national team for more than four months.
6. The archer took up this sport when he was six.
7. The man has been a rower for five years.
8. After the rowing races, the team members are too tired to talk about it.

Audio script

Speaker One

Man: I like this sport because you don't really need anything except a good pair of running shoes and a place to run. It's much cheaper than going to a gym, or doing expensive things like skiing or diving. I usually go with a friend of mine – there's a good track around the stadium that we use most days.

Speaker Two

Boy: I'm very keen on this sport. It's a competitive sport and I'd love one day to be good. It keeps me fit after school and I enjoy the company of the other players. It's a lot of fun. It can be a little dangerous sometimes, though. Only last week I was hit on the side on my head by a really fast ball. Nothing serious, though. I'm fine now.

Speaker Three

Man: I've been a member of the team for six months now. I feel really proud to be able to represent my country. It's a sport which takes a lot of muscles and coordination. You have to have good eyesight and be able to really concentrate on your target. I've been doing this ever since I was eight years old. My uncle taught me, because he was on the national team when he was younger.

Speaker Four

Man: I've been doing this for around five years, I guess. To take part, you must have good stamina and I have to keep very fit in order to help my team stay ahead. Because there are such a lot of us working together it's a very sociable activity. We are good friends and even though after we've got completely exhausted after a race, we usually spend some time afterwards talking about how the race has gone and what we can do to get faster and better.

D: Language Focus: Present Perfect Continuous

1. Look at the photographs. What have been these people doing?



Make sentences about the photos using the Present Perfect Continuous.

Example: A. He has been playing football.

2. What have you been doing? Take turn to ask and answer with your partner.

Your clothes were wet

your back hurts

You're out of breath

you have soil on your hands

Your face is very red

you look stressed

Main language points

The Present Perfect Continuous form is used to describe activities which people have recently been doing. It is often used when you can see in the present the results of the past activities, for example, when someone is out of breath after they have been running.

The Present Perfect Continuous is formed with have / has + been + verb +ing

A: What have you been doing?

B: I've been playing cricket.

The Present Perfect Continuous form is used to talk about unfinished actions:

I've been playing chess for six years.

We also use the Present Perfect Continuous for recent continuous actions, particularly when you can see the effect of the action:

Useful words and phrases the

championship

to win a match

to take part in an event to win

a medal

to represent your country

the score

a pair of running shoes

a competitive sports

good eyesight

on the national team

exhausted sociable

Remember that it's a good idea to learn phrases, not just single words. Many words in English go together with other words. The examples in this box are underlined

Unit 11 Communications and Transportation

Lesson 1: The internet: Connecting lands and continents

Introduction

The world is ever-changing and with the advent of digital technology, it is changing at a very fast pace. What was once taking a few months to send, now takes seconds. Today, more than ever, Internet communication has made sure to connect people from two opposite sides of the earth with no problem at all.

Learning outcomes

After completing the session students will be able to:

- practice speaking on online activities
- learn vocabulary to read text on internet
- use 'used to' in past habits
- practice speaking on finding Information

A. Speaking: Online activities

All these things can be done on the internet. Can you think of an example for each one? Work with a partner, and write notes in the table.

Example	
1. finding information	
2. sending messages	
3. studying	
4. buying things	
5. talking to friends and family	
6. playing games	
7. listening to music	

B: Vocabulary: The internet

1. What's the difference?

These words are all connected with the internet. Do you know what they mean?

Talk about the differences of meaning with your partner.

working online / working offline uploading a file / downloading a file a browser / a search engine a website / a blog a virus / spam instant messaging/ sending email.



C. Reading: The Internet

1. Read what these people have to say about the internet. Do you agree with them?

Amina

I think that letters are far better than emails. People used to think carefully about what they wrote and how they wrote it before they sent it. These days, they just write quickly without checking that they haven't made any mistakes in their facts or spelling. They're just in too much of a hurry to get on with the next thing to take the time to get it right.

Karim

I'd call myself an internet addict. I probably spend more time than I should online. I really enjoy computer gaming. So after college, I tend to spend time playing with friends, when I should really be working instead.

Yasmin

I can't believe the way people used to wait days or weeks for a letter to arrive. It's much quicker now, with the internet. It's much easier to share ideas and work together. You can download big documents in just a few minutes. It's definitely changed the way I work for the better.

Karim

As far as I'm concerned, the internet is a massive waste of time! In my day, people used to work much harder when they were at work. Nowadays they spend too much time looking at videos and chatting with friends. They never get anything done any more. I think it's terrible for business!

Shahana

My granddaughter showed me how to use the internet a few years ago, and now I don't know what I'd do without it. Before I had it, I used to feel quite lonely, but now I can keep in touch with my family and friends and what's going on, without having to leave the house! It's amazing.

Sohel

I'd definitely say that the internet has improved my life. I'm studying English because I hope to get a job as a translator after graduate, and it's a great resource for language. There are sites where I can ask grammar questions and practise different language points. And of course, I've made lots of English speaking friends in online forums, which is a great way to practise less formal English.

2. Read what they say again and write the correct names in the spaces given.

1. Which two speakers mention that they enjoy chatting with friends or family?
_____ and _____
2. Which two speakers are pleased about the way the internet has made their work easier?
_____ and _____
3. Which speakers are unhappy about the way the internet has changed life?
_____ and _____
4. Which speaker uses the internet a lot for academic purposes?

5. Which speaker was taught to use the internet by a family member?

6. Which speaker now works cooperatively with people thanks to the internet?

Think about ways that you could use the internet to improve your English. Do you know either of these useful websites?

Learn English	a free website with lots of useful practice material and explanations. http://learnenglish.britishcouncil.org/en/
Learning English	a BBC website with lots of videos, listening practise and reading exercises to improve your skills and language use. http://www.bbc.co.uk/worldservice/learningenglish/

D. Language focus: changes in habits

Look at these sentences taken from the reading task. Which words are missing?

1. People _____ think carefully about what they wrote.
2. People _____ wait days or weeks for a letter to arrive.
3. People _____ work much harder when they were at work.
4. I _____ feel quite lonely.

With a partner talk about some ways that life has been changing since the internet became such an important part of daily life. Use the table to help organize your ideas.

before the internet	nowadays
letters and parcels of documents going to business meetings walking around a bookshop _____ _____	emails and attachments video conferencing browsing an online store _____ _____

Make sentences using **used to** about these changes.

Example:

People **used to** send letters and messages in the postal mail, but nowadays they send emails.



E. Speaking: Finding Information

1. Look at the home page of these search engines. Have you used any of these? Which do you prefer to use? Why?



Role play a conversation with your partner, taking it in turns to play these two roles:

Student A

Imagine that you are going to explain some things about the internet to a relative who has used it before. What useful tips can you think of to give your relative? What danger should you warn them about? Be careful to explain clearly, or you will confuse your relative!

Student B

Imagine that you are a relative of student A. You have never used the internet before and you are interested in learning how it works. Ask a lot of questions about what exactly you should do. Remember, you've never even touched a computer before today!

Main Language Points

Used to

When we talk about things that happened again and again in the past, but don't happen now we can say I used to / I didn't use to:

I used to smoke but now I've given up.

We also say I used to for things that happened over a long period of time in the past, but are usually not true now:

I used to live in Chittagong, but now I live in Dhaka.

Used to is only for talking about the past, not the present or the future. If you want to talk about habits in the present, use the present simple + usually:

I usually have a large breakfast. NOT I used to have a large breakfast.



Useful words and phrases

a waste of time

to improve

English-speaking

lonely

As far as I'm concerned

to download a document

an internet addict

computer gaming

to work cooperatively

online / off line

a browser

a search

engine to

send an email

to get a virus

In this Language
focus box, the
stressed syllables
of the words are
underlined, to help
you with
pronunciation

Lesson 2: Transport

Introduction

Transport or transportation is the movement of humans, animals and goods from one location to another. Modes of transport include air, land (rail and road), water, cable, pipeline and space. The field can be divided into infrastructure, vehicles and operations. Transport is important because it enables trade between people, which is essential for the development of civilizations.

Learning outcomes

After completing the session students will be able to:

- practice speaking on different types of transport
- learn vocabulary to read text on Bangladeshi transport system
- practice speaking on a journey
- learn languages related to warnings and notices

A. Vocabulary and speaking: types of transport



A boat, A rocket, A launch, An express train, A train, A balloon,
A helicopter, A space and A plane

Match the words with the pictures. Then cover the words and test each other. Can you think of any other forms of transport? Which of these forms of transport is...?

the largest? the smallest? the fastest? the safest?
the most dangerous? the most comfortable to travel in?
the most exciting? the quietest? the noisiest?

B. Reading and vocabulary: The Bangladeshi transport system

1. Read the following text and circle the different types of transport.

The Bangladeshi transport system is a vital part of the country's economy. There is a wide variety of types of transport in the country: by road, rail, river and air. Bangladesh is quite a flat country, with few mountains, so rivers and rails both play an important part in the transport system of the country.

Inland Waterways

Bangladesh has more than 700 rivers, which crisscross the country. It has one of the largest inland waterway networks in the world. It is a safe, cheap and environmentally friendly way to get around. In the wet season, there are 8372 kilometers of waterways in the country. In the dry season the network gets smaller, because there is less water. One of the most famous methods of travel in Bangladesh is the 'Rocket' service from Dhaka to the south. The boats on this route are original paddle steamer.

City Travel

Traveling in and around Dhaka and other big cities isn't always easy. There is a lot of traffic on the roads, and traffic jams are common. There are many buses, bicycles, cycle vans and taxis on the roads. There are also a lot of cycle rickshaws in the cities. There are plans to improve the road system to make transport easier around the city and to reduce traffic jams.

Air

There are 11 airports in Bangladesh, which link up all the major towns with Dhaka. The national airline is called Biman.

Rail

Bangladesh Railway is mostly a passenger railway. It is the busiest on the route between Chittagong and Dhaka, the nation's most important transport corridor.

2. Match the photographs with the correct paragraph.



2. Which words go together to make phrases?

1. waterways
2. transport
3. railway
4. boat
5. van
6. system

3. Match the definitions with a verb from the text.

1. to get smaller
2. to join together
3. to make a network
4. to get better
5. to move

4. Read the text again, and decide if these statements are true or false.

1. Bangladesh is a very mountainous country. TRUE / FALSE
2. Rail and rivers are a vital part of Bangladesh's transport system. TRUE / FALSE
3. There are more rivers in the dry season than in the wet season. TRUE / FALSE
4. Travelling by water is more expensive than other methods of transport. TRUE / FALSE
5. There are sometimes problems with city transport. TRUE / FALSE
6. You can travel by paddle steamer on the Rocket service. TRUE / FALSE
7. There is no national airline. TRUE / FALSE
8. The busiest railway route is between Chittagong and Dhaka. TRUE / FALSE

Speaking: a journey

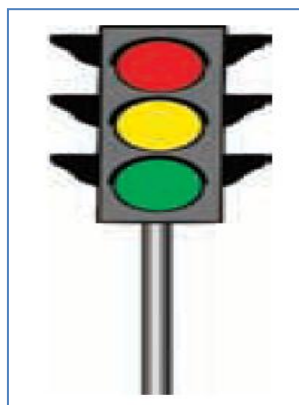
Remember a journey you took. Try to remember as many details as possible. Think about these questions.

- Where did you go?
- Why did you go there?
- What form or forms of transport did you use?
- How was the journey?
- How long did it take?
- How long did you stay?
- Was the return journey any different?

Ask and answer the questions with a partner.

D. Language Focus: warnings and notices

1. What do these signs mean? Where might you find them?



2. Choose the right word from the box to complete the sentences.

should watch permitted attention allowed idea ought

1. When you're crossing this road it's a good _____ to look first to make sure that a train isn't coming.
2. You are not _____ to come through this door.
3. If you are driving a tall vehicle pay _____ here or you could have a crash.
4. Only people who work in this office are _____ through this door.

5. You _____ be careful because there might be children here.
6. You _____ to be careful when you get off the train. If not you may fall between the platform and the railway lines.
7. _____ out because there may be water on the floor and you could fall over.

2. Match the sentences 1 - 7 with the signs. Write the number in the boxes.

3. What warning signs might you see in these places? With a partner, write some signs.

On a ferry

in a bus station

On a door into a low room

On a machine

in a train station

On a plane

Main language points

Here are some different ways of saying that it's a good idea to do something:

You should pay attention.

You ought to be careful.

You'd better watch out.

Here are some ways of saying it's not a good idea to do something:

You shouldn't touch that button.

Mind you don't burn yourself

You'd better not open it.

In spoken English we usually give warnings like this:

Watch out for the steps!

Mind your head on that door!

Be careful of the hot water!

In written English, especially signs, we usually give warnings like this:

Caution! Live electricity

Beware! Deep water!

Danger! Keep clear of the rails.

Useful words and phrases

transport system

railway network

waterways

a route

wide variety

pay attention

be careful caution

Remember that it's a good idea to learn phrases, not just single words. Many words in English go together with other words.

Unit 12 Events

Lesson 1 Celebration

Introduction

Bangladesh is a country of festivals and celebrations. They celebrate different national, cultural, or religious occasions with great enthusiasm and excitement. Celebration of festivals has always played a significant role in the life of the people of Bangladesh. A celebration is an event ordinarily performed by a **community** centering on some characteristic aspect of that community and its **religion** or **cultures**. It is often marked as a local or national **holiday**, Eid, Puja or Christmas. The celebrations offer a sense of belonging for religious, social, or geographical groups, contributing to **group cohesiveness**. They may also provide **entertainment**, which was particularly important to local communities before the advent of mass-produced entertainment. This unit narrates the celebration of different occasion common in Bangladesh.

Learning out comes

After completing the session students will be able to

- find out meaning of difficult words and use them
- read text with comprehension
- answer questions
- use modal auxiliary

A. Speaking and vocabulary practice

What can you see in the pictures? Match the pictures with the titles

Eid festival, Puja festival, Christmas day, friendship day, mother's day



B In pairs find out words with similar meaning as words in A and write them down in column B.

A	B
celebration	
friendship	
occasion	
important	
household chore	
amazing	
respect	
honour	
festival	
commemorate	

C. Read the text in the box:

Bangladesh celebrates as many festivals as there are days in the year. Fairs and festivals play an important role in the social life of ordinary Bangladeshis. The biggest Muslim religious celebrations are the Eid-ul-Fitr and Eid-ul-Azha. Widely celebrated festivals for other religious communities are the Durga Puja for the Hindus, Christmas for Christians and Buddha Purnima for the Buddhists. Bangla New Year's Day (Pahela Baishakh), Shahid Dibas (Language Martyrs' Day) are celebrated nation-wide. Now a day's Bangladesh also celebrates friendship day, father's day and mother's day.

Festivals are an expressive way to celebrate glorious heritage, culture and traditions. They are meant to rejoice special moments and emotions in ones lives with their loved ones. They play an important role to add structure to their social lives, and connect with their families and backgrounds. They give them a distraction from their day to day, exhausting routine of life, and give inspiration to remember the important things and moments in life. Festivals were started to pass the legends, knowledge and traditions onto the next generation.

Family life at home with children can be rich, creative and more meaningful when they celebrate the small things in daily life with consciousness and creativity. It is an opportunity to share their values with their children, to teach them appreciation, to challenge them to observe nature, to be thoughtful, to be creative and to show initiative.

These celebrations in return help families and the societies at large to keep connected to their roots, culture, values, and their origin and guidance to preserve the relationship. It helps people come together and celebrate the occasion joy and happiness.

D. Read the text again and answer the questions

1. Why do we observe mother's day?
2. What is the place of a mother in a family?
3. How do you define a mother's role?
4. When did people start observing the day?
5. What is economic purpose of the day?
6. How can we do justice to our mothers in reality?

E: Language focus: modal auxiliary

Look at the sentence

1. We should/**must** take care of our mothers when they become old
(Choose the correct modal verb)
2. We must/should observe mother's day.
3. We should/must help our mothers in house hold chores.
4. We should /must give presents to our mothers often.
5. We should/must thank our mothers whenever they do something for us.

F Suppose you are going to celebrate a mother's day at your school with the children.

Write a dialogue between a teacher and a student on this topic.

Use the following words:

celebrate	mother's day	permission	decorate	head teacher
stage	flowers	invite	banner	speech

Useful words and phrases

celebration
to celebrate
occasion
festival chores
honour emerge
acknowledge
necessity indebted
mothering Sunday

Practice using the
words and phrases in
your speaking and
writing

Lesson 2: International Mother Language Day

Introduction

International Mother Language Day (IMLD) is a worldwide annual observance held on 21 February to promote awareness of linguistic and cultural diversity and promote multilingualism. First announced by UNESCO on 17 November 1999, it was formally recognized by the United Nations General Assembly in a resolution establishing 2008 as the International Year of Languages.

Learning out comes

After completing the session students will be able to:

- explain some expressions
- talk with your partner about international mother language day
- use adjectives and prepositions

A. Vocabulary: languages

1. Do you know the words or expressions in bold? Explain them to your partner.

- Hasan is **bilingual**. □ New York is a **multicultural** city.
- My **mother language** is Bangla.
- He speaks English **as a second language**.
- My brother speaks Urdu **fluently**. ss

2. Choose a word from the box to complete the sentences.

1. Faisal has been studying English for twelve years but he still can't make himself _____. He's not very _____ at languages.
2. Roy and Kylie arrived in Bangladesh only two days ago and they don't speak a _____ of the language.
3. Joseph is Canadian. His mom speaks French and his dad speaks English, so he's _____.
4. Anna speaks English _____ but Spanish is her _____ tongue.
5. Karl has never studied English at school but he _____ up the language while he was living in London.

word	studying	understood	bilingual
picked	good	fluently	mother

B. Speaking: International Mother Language day

1. Look at the photograph and talk about it with your partner.



Have you ever seen this monument?

Do you know where it is?

Why is it important?

C. Reading: International Mother Language days

Read the text and choose the correct paragraph heading for each paragraph.

- a. Freedom and equality through mother tongue teaching
- b. The importance of the day in other countries
- c. The aim of International Mother Language Day
- d. The importance of the date for Bangladesh

1. _____

In November 1999 the 21st of February was named the International Mother Language Day. The day aims to celebrate different languages and to increase understanding between cultures.

2. _____

The day is very important to Bangladesh. On this day in 1952 a group of students in Dhaka were demonstrating for their language, Bangla. Some of the students were shot and killed by Pakistani police in Dhaka. Since then, Bangla language has become a symbol of independence and democracy.

3. _____

The importance of the freedom to communicate in your own language is not only an issue in Bangladesh. Nelson Mandela once said that “if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. Teaching people in their own language helps education to be fair and equal.

4. _____

Today people from almost two hundred countries observe International Mother Language Day. On this day people think about the importance of their mother tongue, and celebrate the richness and diversity of languages throughout the world.



D. Language focus: adjectives and prepositions.

Complete these sentences with the right prepositions. Then, with your partner, decide if the statements are true or false.

1. It's important to be aware _____ connections between words.
2. I need to be careful _____ using the right tense.
3. Many words in English are connected _____ other words.
4. The way I learn now is different _____ the way I learnt at school.
5. I am excited _____ getting better in English.
6. I am fluent _____ several different languages.
7. My notebook is full _____ new words.
8. I am good _____ listening in English.
9. I am happy _____ my progress.
10. I am interested _____ new teaching methods.
11. I am quite keen _____ watching English language films.
12. I am proud _____ my exam results.
13. I am getting ready _____ an exam.
14. I am serious _____ improving my pronunciation.
15. This book is suitable _____ learners of English.
16. I am surprised _____ how much I have learnt.
17. I sometimes get tired _____ looking up words in the dictionary.
18. I am sometimes worried _____ learning new grammar.



Main language points

In English many adjectives are followed by a preposition. Here is a list of some of them. When you learn new adjectives in English, think about which preposition goes with them.

accustomed to	aware of	afraid of
bad at	based on	bored with
capable of	certain about	connected with
different from	enthusiastic about	excited about
familiar with	famous for	fond of
fluent in	full of	good at
happy about	identical to	interested in
involved with	kind to	keen on
nervous about	pleased with	proud of
ready for	relevant to	sad about
scared of	serious about	suitable for
surprised at	tired of	worried about

Useful words and phrases

mother tongue
bilingual
fluent
to pick up language
to communicate
a second language
multicultural
diversity
richness
demonstrate

In this Language focus box, the stressed syllables of the words are underlined, to help you with pronunciation

Lesson 3: the first day of Bangle New Year

Introduction

Pahela Baishak is the first day of **Bengali Calendar**. It is celebrated on 14 April as a national holiday in **Bangladesh**. The festival date is set according to the lunisolar **Bengali calendar** as the first day of its first month Baishakh. It therefore almost always falls on or about 14 April every year on the **Gregorian calendar**. The festival is celebrated with processions, fairs and family time. The traditional greeting for Bengali New Year is "Shubho Nabobarsho" which is literally "Happy New Year". The festive **Mangal Shobhajatra** is organized in Bangladesh. In 2016, the **UNESCO** declared this festivity organized by the **Dhaka University** as a cultural heritage of humanity.

Learning outcomes

After completing the session students will be able to:

- ask and answer questions in pairs on celebrating pohela boishakh
- use echo responses with no/neither
- use language for agreeing or disagreeing

A. Speaking: Celebrating Pohela Boishakh

Ask and answer questions about the following pictures in pairs. You can ask questions such as:

Where do you think this picture was taken?

What was happening in these photographs?

How do you think the people were feeling?

Do you know what events these are?

How do these photographs make you feel?

What could you tell a foreigner about what was happening?



B. Reading: Pohela Boishakh

1. Read the text about the Bengali New Year and decide if these statements are true or false.

1. The tradition of Pohela Boishakh started in the reign of the Emperor Akbar.
2. New Year has been celebrated in Bangladesh for more than 1000 years.
3. On New Year's Day traditionally tenants had to give their landlords sweets.
4. It is traditional to clean your house very well at New Year in Bangladesh.
5. Bengali New Year markets often sell special food.
6. Bengali New Year celebrations have not changed for centuries.
7. In Dhaka you can see some special events.

The Bengali New Year's festival, which is known as Pohela Boishakh, has been celebrated for more than five hundred years. The tradition started at the time of the Emperor Akbar in 1556. At this time people used to pay all the money they owed on the last day of the year. On New Year's Day, landlords gave sweet food to their tenants, and there were fairs and other festivities. The tradition has continued for over a half a millennium and is still today a day of celebration and fun.

To start the New Year with a clean house, the whole home is completely cleaned. People get up early in the morning, wash and put on their best clothes. A lot of the day is spent visiting relatives, friends and neighbours. Many people cook special foods for their guests.

At this time of year, all around the country there are often fairs or markets. You can usually eat very well there, too, trying delicious sweet delicacies and spicy meat dishes.

Some of the older New Year traditions have disappeared in recent years. There are no longer thousands of beautiful kites flying above the cities at New Year. Some of the popular village games and sports such as horse racing, pigeon flying and boat racing are also disappearing. However, some New Year sports such as the wrestling matches at Chittagong continue to this day.

The most colourful New Year's Day festival takes place in Dhaka. Large numbers of people gather early in the morning under the banyan tree at Ramna Park where Chhayanat artists opesssn with a famous song by Rabindranath Tagore.

2. now with your partner, write three more True/False questions, and ask them to another pair.

C. Language focus: So do I / Neither do I

1. Read the dialogue and complete the missing auxiliary verbs

A. "I really enjoyed that meal"

B: "Yes, so ____ I. I don't usually like spicy fish."

A. "Neither ____ I. I prefer chicken and beef"

B: "So ____ I. I'm quite thirsty now."

A: "So ____ I. I'd like a fruit juice."

B: "So ____ I. But I have to work this evening so I can't stay long."

A: "Neither ____ I."

2. Choose the correct letter to complete these grammar rules.

A Neither / Nor + auxiliary verb + pronoun

B So + auxiliary verb + pronoun

3. Match the statements with the responses.

1. I can't understand what he says.

I didn't sleep well last night.

2. I like this restaurant.

3. I'd like something to eat.

4. I've never been here before.

5. My feet are wet.

6. My head hurts.

am
can
do
did
do
would

so do I
so does mine
so would I
neither can I
nor did I
nor have I
so are mine

D. Speaking: Agreeing

Talk about these things with your partner. Agree, using So do I etc.

1. the kind of food you enjoy at New Year
2. something you can do well
3. something you're going to do tomorrow
4. a place you wouldn't like to go to
5. a kind of music you don't like
6. a festival you've seen.



Main language points: Echo responses with so / neither

When you have something in common with someone, you can use the structure So + auxiliary verb + pronoun (for positive sentences) or Neither / Nor + auxiliary verb + pronoun.

Positive	A. I'm late	B. So am I
	A. you look nice	B. So do you
	A. We're finished	B. So have we
	A. I'd like some water	B. So would I

Negative	A. I'm not at all tired	B. Neither am I
	A. I haven't read this book	B. Nor have I
	A. We didn't go out last night	B. Nor did we
	A. I can't finish this food	B. Neither
can I		

It's also possible to use this structure when talking about your possessions or about other

WITH POSSESSIVE	A: My hands are dirty.	
	A: My grandfather worked in a bank.	B: So are mine.
	A: My teacher never explained this to me.	B: So did mine.
	A: My pen doesn't work.	B: Nor did mine.
		B: Nor does mine.

people

Notice that for this structure, the auxiliary verb comes before, not after the pronoun:

1. So I am. So am I
2. Neither he has. Neither has he.

Useful words and phrases

tradition tenants
landlord guest
festivities
millennium
delicious
to disappear
to fly a kite
pigeon flying
boat racing
wrestling matches
to gather

In this Language
focus box, the
stressed syllables
of the words are
underlined, to
help you with
pronunciation

References:

- Begum, M., Roshid, M. M. & Banu, M. S. (2005). *Developing English language skills*, Dhaka: Media Wave.
- Bolton, Kingsley. 2004. 'World Englishes', in Davies, Alan & Catherine Elder (eds), *The Handbook of Applied Linguistics*. Oxford: Blackwell, 367-420.s
- Crystal, David. 2003. *English as a Global Language*. Second edition, Cambridge University Press Elaine Ridge
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In C. R. Jack & W. S. Richard (Eds.), *Language and communication* (pp. 2-28). London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Dörnyei, Z., & Thurrell, S. (1991). Strategic competence and how to teach it. *ELT Journal*, 45(1), 16-23. doi:10.1093/elt/45.1.16\
- Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 7(3), 9-24. Retrieved February 12, 2006, from http://www.asian-efl-journal.com/September_05_re.php
- Graddol, David (2006). *English Next*. London: British Council. Available for free from the website of the British Council
- Lee, W. R. (1979). *Language teaching games and contests*. Oxford: OxfordUniversity Press.
- Lengeling, M. M., & Malarcher, C. (1997). '[Index Cards: A Natural Resource for Teachers](#)'. *Forum*, 35(4), 42.
- Rixon, S. (1981). *How to use games in language teaching*. London: Macmillan.
- Wright, A., Betteridge, D., & Buckby, M. (2005). *Games for language learning* (3rd ed.). New York: CambridgeUniversity Press.
- Rumley G (1999). 'Games and Songs for Teaching Modern Languages to Young Children', in P. Driscoll and D. Frost (eds), *The Teaching of Modern Foreign Languages in the Primary School*. London: Routledge.
- Orlova NF (2003). Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes. All were retrieved on 15 April 2016.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.
- Graddol, D. (2006). *English next*. London: British Council.

Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.

Jenkins, J. (2012). English as a lingua franca from the classroom to the classroom. *ELT Journal*, 66(4), 486-494. doi:10.1093/elt/ccs040

McKay, S. (2003). Teaching English as an international language: The Chilean context. *ELT Journal*, 57(2).

Neeley, T. (2012). Global business speaks English *Harvard Business Review*, 90(5), 116-124.

Smith, L. E. (1976). English is an international auxiliary language. *RELC Journal* 7(2), 38-43.

IPEK, H. (2009). Comparing and Contrasting First and Second Language Acquisition: Implications for Language Teachers. *English Language Teaching*.2 (2), 155-163.

Lesson 2: Communicative Language Teaching.

Jenkins, J. 2012. 'English as a Lingua Franca from the classroom to the classroom.' *ELT Journal*, 66(4), 486-94.

McKay, S. 2003. Teaching English As An International Language: The Chilean Context. *ELT journal*, vol.57. no.2, p.139-148

Neeley, T. (2012). Global business speaks English. *Harvard business review* 90(5), 116-124.

Smith, Larry E. 1976. English as an international auxiliary language. *RELC Journal* 7(2). 38-42.
DOI: [10.1177/003368827600700205](https://doi.org/10.1177/003368827600700205)