

Unit 2: Education in Bangladesh

Session 1

At the end of this session, you will have:

- understood a process
- written about a process

Activity 1: Activating Background Knowledge



Work in pairs. Discuss the following questions.

1. *When and how do you use the Internet to help you with your studies?*
2. *What do you know about online registration?*

Activity 2: Understanding a Process

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

Online Registration at Universities of Bangladesh

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

Paragraph 2: There are four steps in the registration process. Each part of the process is important in completing students' registration successfully. The first step in registration is confirming the qualifications of the students. Students need to give the required admission information after working through the relevant pages of the university brochure. Being able to go online, that is, access

to internet and have relevant computer skills, are essential study requirements. Before applying, students have to make sure that they have internet access for at least an hour a week.

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

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

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

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

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

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

c) Complete the table below with the specific tasks necessary for each step of the online registration process. The first one is done for you.

Step	Specific tasks necessary
1	<ul style="list-style-type: none"> ▪ study university brochure ▪ ▪
2	<ul style="list-style-type: none"> ▪ ▪ ▪
3	<ul style="list-style-type: none"> ▪ ▪ ▪
4	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪

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

1. _____
2. _____
3. _____
4. _____

Activity 3: Writing – Describing a Process



Read the “Guide to Registration” in the box below and write a paragraph to describe the registration process. Use at least five of the following linking words to structure your description:

First of all, next, initially, after that, finally, secondly, then, lastly, when

Guide to Registration:

1. Obtain your username and password by emailing the Registrar’s Office
2. Complete the pre-arrival process online
 - Login via university homepage
 - Check your personal details
 - Check and update your home contact details
 - Check your course details
 - Upload a recent photograph
 - Pay your tuition fees
3. Register in person at the Registrar’s Office

Extension: Evaluating a Process



Work in pairs. Think about your orientation programme and complete the table.

Overall comment about your orientation programme:

Two positive aspects about your orientation programme:

One area to improve in the orientation programme:

Home Task: Writing – Evaluating a Process



Write a paragraph about your orientation programme.

Session 2

At the end of this session, you will have:

- read for main ideas
- discussed education in Bangladesh

Activity 1: Activating Prior Knowledge



Work in pairs. Discuss the following questions.

1. What is the current status of English in Bangladesh?
2. How important is English in tertiary education in Bangladesh?
3. How important is English for your academic success?

Activity 2: Reading for Main Ideas



a) Read the text and underline the key points.

English in Bangladesh

In the years after the independence of Bangladesh, the status of the English language changed. All English-medium schools were closed and English was removed from all public service. Above all, the “Bengali Language Introduction Act 1987” had clear consequences for the position of English in the education system of Bangladesh.

Although at present English is studied as a compulsory second language subject from Class 1 to Class 12 - a combination of factors has resulted in an overall decline in English among high school and college leavers. These factors include the de-emphasis on the importance of English within the school curriculum, poor teaching, a low number of contact hours, and poor curricula and methodology.

At the tertiary level, however, English was allowed to continue in parallel with Bengali as the language of both instruction and examinations; but, the decrease in the status of English resulted in an overall decline in standards in tertiary education. University education had been traditionally English-medium with

lectures delivered mainly in English, and also the books and journals available mostly in English. While it was simply not possible for universities to switch completely to Bengali, the presence of Bengali-medium students with inadequate proficiency in English affected several aspects of university education. Bilingual lectures and switching back and forth between Bengali and English became a common form of classroom communication.

These factors contributed significantly to the serious decline in the standard and status of English in Bangladesh. It is a decline that corresponds ironically to the global spread of English in the rest of the world. Predictably, voices of alarm have sounded from time to time, most noticeably in the columns of English-language newspapers. What is clear is that a renewed stress on English education is recognised as necessary by people at all levels of society.

The government's rethinking of the role of English within the education system was evident in its decision to re-introduce English at tertiary level by passing legislation in the 1990s. As a result, in many public universities compulsory remedial English language courses were reintroduced for all first-year students. The objective was to better equip graduates for the job market and generally raise academic standards to higher levels.

[Source: Adapted from, *English in Bangladesh after Independence*
https://espace.library.uq.edu.au/eserv/UQ:68356/Sussex_2001_English.pdf]

b) Write the main idea each paragraph in one sentence. The first one is done for you.

Paragraph 1: The status of English changed after the independence of Bangladesh.

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

Activity 3: Discussing Education in Bangladesh



Work in groups. Discuss the question below.

1. Is it a good idea to have co-ed schools? Why or why not?
2. Is it a good idea to have school uniforms? Why or why not?
3. What makes a good teacher? Think of at least three qualities.
4. What makes a good student? Think of at least three qualities.
5. Do you think more technology should be used in education? Why or why not?
6. Do you think exams really test 'knowledge'? Why or why not?
7. Do you think there needs to be more discipline in schools? Why or why not?
8. Do you think education should be compulsory until age 16? Why or why not?

Extension: Writing about Education in Bangladesh



Choose one question from Activity 3. Write a paragraph giving and justifying your opinion.

Home Task: Reading about Education in Bangladesh



Find a newspaper article (print or online) about Education in Bangladesh. Read the article and be prepared to talk briefly about it in the next class.

Unit 3: Tours and Visits

Session 1

At the end of this session, you will have:

- related background knowledge with reading content
- read for the main ideas and for detail
- listened for specific information

Activity 1: Accessing Background Knowledge



Work in pairs. Discuss questions a) and b).

a) Have you ever visited any of the following places/sites with your classmates and teachers in school or heard about any such visit?

- Museums
- Factories and industries
- Historical and ancient sites
- Forests and natural beauty spots

b) What kind of benefits can be expected from such a visit? Connect these places/sites to any subject or subjects taught in universities.

c) Read the title and headings of the text in Activity 2. Think about possible benefits of industry visits for students, universities and host organisations. Rate these benefits on a scale of 1-3 (1=very little benefit, 3=many benefits).

Beneficiaries	Rating
Host organisations	
Students	
Universities	

Activity 2: Reading for Main Ideas and for Detail



a) Read the text quickly and underline the key words or phrases.

Benefits of Industrial Visits

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

Benefits for students:

- Enable students to see first-hand the relevance and application of classroom learning to a real-life situation
- Provide opportunities to gain in-depth knowledge of available career choices, helping them make the right decisions
- Offer insights into the real working environment of the industry including first-hand knowledge of the requirements and demands, organisational structures and modes of operation

Benefits for universities:

- Make universities more aware of career choices available for students on the programmes they offer, so they can highlight the value of their programmes to students
- Help establish valuable links with local industries
- Help fulfil the requirements of providing career guidance to their students

Benefits for organisations:

- Provide opportunities to demonstrate different jobs and careers available within organisations
- Give chances to meet potential employees
- Help build stronger links with universities

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

jobs and careers

careers advice

real world

links and relationships

practical knowledge

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

c) Read the text more carefully. The text mentions a number of benefits of industry visits. Tick (✓) the benefits mentioned in the text.

1. The organisations get opportunities to meet potential employees.
2. Industry visits help students to recognise processing units and generate process flow diagrams.
3. Several obligations are fulfilled as a result of industry visits: these include organisations' responsibilities to society and university's requirements of providing career advice to the students.
4. Students have the chance to make informed decisions about higher studies related to industry.
5. Students get to know business skills in a global context, encouraging cultural interaction.
6. Students get exposed to better industrial practices.
7. Industrial visits provide students with opportunities to see the applications of knowledge in the real world and help understand the requirements and demands of the industry.

Activity 3: Listening for Specific Information



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

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

b) Listen to the orientation speech again. Complete the sentences using no more than three words from the speech.

1. Accompanying faculty members are _____, Prof. Surojit Bose and Dr. Sharmin Ishrat.
2. Each day the bus will leave the campus at 7:30 and the expected time to report is _____ at the latest.
3. On 22nd January, the students will visit PolyCab Wires and participate in a workshop on _____.
4. The participants will watch a documentary in the _____ at 9:00 on the last day.
5. _____ will talk about monitoring and reviewing the effectiveness of the visit.

c) Complete the summary below.

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

Extension: Asking for Information



a) Read the application form for the visit to Dhaka EPZ.

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

b) Work in pairs. Choose one role from below.

Student A: As a student volunteer, ask questions and fill out the form for Student B.

Student B: Listen to Student A and answer his/her questions.

Home Task: Searching for Information Online



Work in pairs.

a) Search the Internet for potential sites for study visits related to your academic discipline. Make a list of five sites.

b) List the benefits of visiting each site.

Session 2

At the end of this session, you will have:

- read for specific information
- given and received information

Activity 1: Activating Prior Knowledge



Work in pairs. Discuss the following questions.

- a) Does visiting places of natural beauty interest you? Why or why not?*
- b) Do you think visiting such places can be harmful to the local environment or culture in any way? Why or why not?*

Activity 2: Reading for Specific Information



- a) Read the text on the next page and complete the sentences below using words taken from the reading passage.*

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

Schedule for Field Trip to Sylhet

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

Meetings/Visits	Goals/Objectives
<i>January 18</i>	
<ul style="list-style-type: none"> • Arrival in Dhaka • Briefings with IPAC and USAID 	<ul style="list-style-type: none"> • Define objectives & goals • Plan for field visit
<i>January 19</i>	
<ul style="list-style-type: none"> • Travel to Srimongol, Sylhet • Meeting with Hasan Mansur, MD, Field Guides Ltd. • IPAC Partners meeting with short EWI presentation • Meeting Abdul Khaleque, Department of Fisheries • Meeting Ishtiaq Ahmad, Department of Forests 	<ul style="list-style-type: none"> • Review goals of private sector for nature tourism development • Understand IPAC partnerships • Understand Departments of Fisheries and Forestry approaches to nature tourism
<i>January 20</i>	
<ul style="list-style-type: none"> • Visit IPAC cluster office • Visit Lawachara National Park • Visit Khasi village • Visit UNO Kamalganj • Visit eco-cottage in Lawachara • Visit Tripuri village women's textile group • Visit Madhapur Lake 	<ul style="list-style-type: none"> • Meet cluster staff and learn about enterprise development and communication strategies • Review and understand tourism development approaches in Lawachara National Park • Understand the impact of tourism on local hill community villages
<i>January 21</i>	
<ul style="list-style-type: none"> • Visit Bangladesh Tea Research Institute Guest House • Visit interpretation center and Tripuri village in Satchari National Park 	<ul style="list-style-type: none"> • Understand commercial development trends • Review potential for increased nature tourism in Satchari National Park
<i>January 22</i>	
<ul style="list-style-type: none"> • Return to Dhaka 	

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

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

1. The only presentation during the field visit was held on January 19 to understand partnership between IPAC and EWI.
2. Hasan Mansur is a representative of the private sector involved in the development of nature tourism.
3. The EWI team visited the IPAC cluster office and interpretation center on the same day.

Activity 3: Giving and Receiving Information



- a) Work in pairs. Plan a schedule for a day-long study tour. Include at least three sites to visit.*
- b) Prepare a 3-minute briefing speech for participating students. Highlight arrangements for transportation and food, important timings and preparation.*
- c) Present your briefing to the class.*
- d) Take notes on another pair's briefing speech. Ask questions for clarification and information.*

Time	Venue	Activity

Extension: Pronouncing English Numbers



Work in pairs.

a) Listen and repeat these numbers. Mark the stressed syllable. The first one is done for you.

thirteen	twenty-one	eighty
fifteen	twenty-six	ninety
nineteen	twenty-nine	sixty
fourteen	twenty-four	forty

b) Select the appropriate option to formulate the stress rules. Refer to a) for examples.

1. Stress the first/second syllable in “teen” numbers.
2. Stress the first/second number for “ten” numbers.
3. Stress the first syllable/second when counting or referring to the numbers above twenty.

Home Task: Exploring the Internet



Work in pairs. Find information on studying abroad.

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

Unit 4:

Communication and Media

Session 1

At the end of this session, you will have:

- understood vocabulary in context
- listened for specific information

Activity 1: Activating Prior Knowledge



Work in pairs.

- What is the most embarrassing communication failure that has happened to you? Why did it happen?*
- Read the title and words in **bold** in the reading text in Activity 2. Discuss the meaning and use of the words you know.*

Activity 2: Understanding Vocabulary in Context



- Read the text. As you read, compare your understanding of each word with the definitions.*

Human Communication

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

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

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

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

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

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

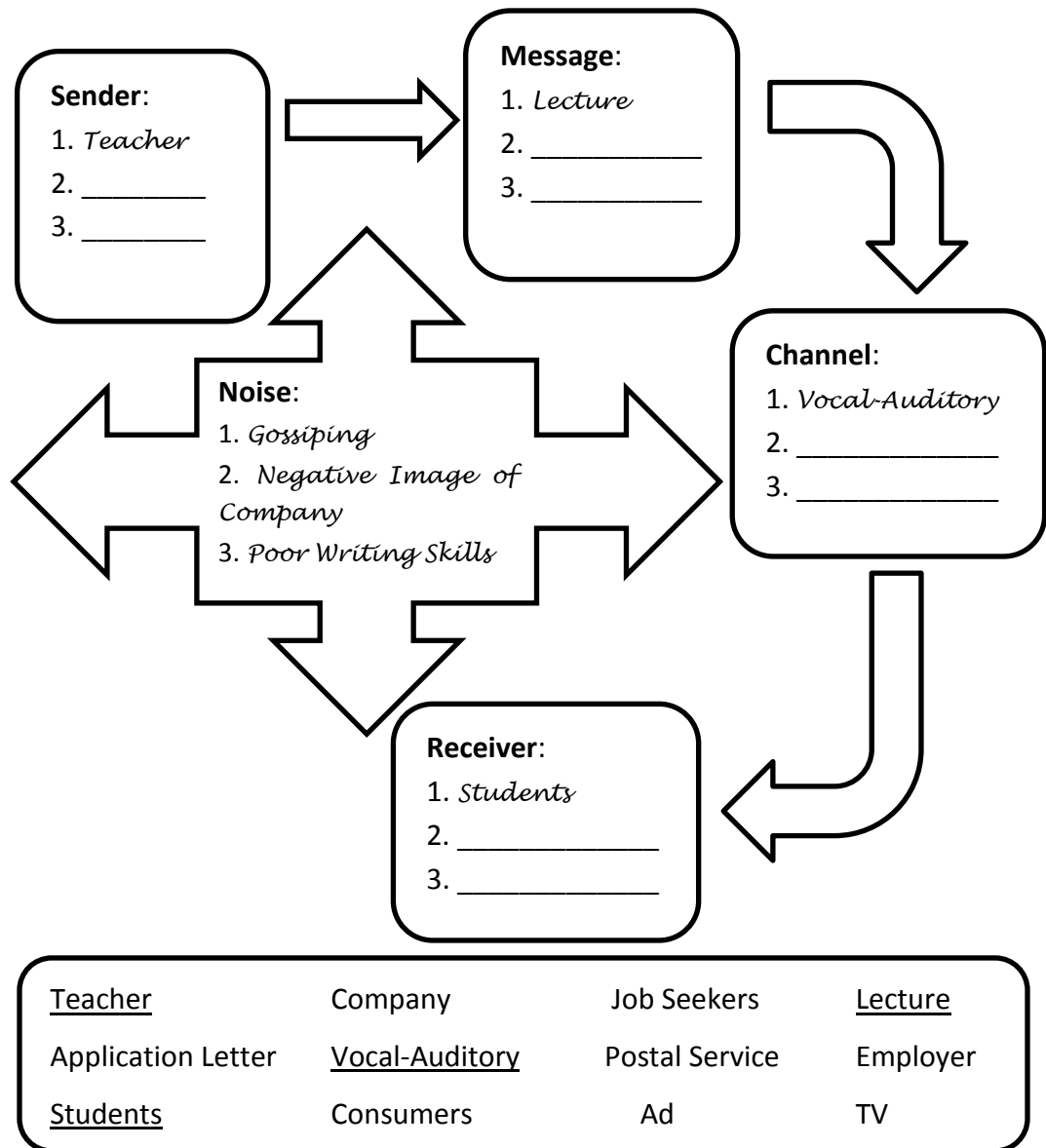
Communication takes place only when the receiver understands the meaning intended by the sender.

b) *Work in pairs. Categorise the examples in the box below according to the technical terms defined above.*

Example: columnist: sender

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

c) Work in pairs. Select appropriate words from the box below to show the flow of information in the graphic chart below.



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

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

Activity 3: Listening for Specific Information



Listen to a part of class lecture on channels of communication. Complete the table.

Table: Factors to consider when selecting the medium of communication

Medium of communication	Factor 1: _____	Factor 2: <u>information richness</u>	Factor 3: _____
Face-to-face	immediate		not possible (unless recorded)
Telephone		vocal, but not visual	
Email	delayed		
Written			possible

Extension: Using Comparative Expressions



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

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

as popular as
fewer
twice as many
higher than

more monthly visitors
most visited
three times higher

twice as popular as
least
the same as

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

Home Task: Writing—Similarities and Differences



- a) *Use the Internet or other sources to find more information about face-to-face, written and digital forms of communication.*
- b) *Write at least two paragraphs on one of the following statements, highlighting similarities and differences. Use different comparative expressions.*
 1. With the rise of digital media, traditional print media is declining as a source of news.
 2. Electronic forms of communication combine features of both spoken and written communication, for example, interactivity, speed and ease of communication.

Session 2

At the end of this session, you will have:

- read for specific information
- read in order to summarise chunks and recall specific information
- listened for main ideas and taken notes

Activity 1: Active Previewing of a Text



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

Activity 2: Reading and Recalling Specific Information



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

Mass Communication and Interpersonal Communication

One way to understand mass communication is to show its similarities to and differences from interpersonal communication. In interpersonal communication,

a relatively small number of participants are involved compared to mass communication.

Differences in Composition of Message

The source of the message is one of the most basic differences between mass communication and interpersonal communication. In interpersonal communication, the message is composed by an individual or individuals who intend to send a message. In mass communication, however, instead of an individual or individuals, usually a professional team or an organisation is responsible for the production of the message. For example, in the cable sports network ESPN, many people are involved in announcing sports results - there are several ESPN producers, reporters at each game, the camera crew, and many others. In the publication of a newspaper, a single person doesn't have total control - there are reporters, editors, printers, distributors and, of course, advertisers, who have lot more control than we may realise.

Differences in Transmission of Message

Like the production of the message, mass communication also comprises both technical and institutional methods of message distribution. It involves complex technology like satellites, digital networks, management structures, marketing chains, etc. In interpersonal communication, the transmission of messages that are not face-to-face may be mediated by technologies (e.g. a cellphone, e-mail, etc.). Thus, technological mediation is not always a distinguishing characteristic between these two types of communication. Still, in the transmission and distribution of mass media messages - of news reports, TV shows and music DVDs, for example - many people or organisations work together to make the messages available to the audience.

Differences in Response to Message

The level of interaction between the sender and audience may differ in two ways - whether a response is immediate or delayed, and whether a response goes directly to the composer or composers of the message or to someone else. As mass communication includes a large and diverse audience, perhaps millions of people spread out geographically, the sender has little or no contact with them. In interpersonal communication feedback can be immediate or delayed. A singer singing at a concert will hear the audience applaud following a song, whereas a columnist writing in a daily newspaper may not receive any feedback or, even if it is possible in some cases, it may only be indirect as a letter or email to the editor.

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

1. A number of large organisations are involved in the process of distributing and presenting material to different locations in mass communication.
2. Interpersonal, group, organisational, and public communication may use channels similar to those used in mass communication.
3. In mass communication, the sender is an organisation such as a company, not a single person.
4. Mass communication is chiefly concerned with how the content persuades or otherwise affects people receiving the information.
5. In mass communication, feedback from all the receivers is often impossible because of the number of people involved, and only limited or delayed feedback may be possible.
6. Mass media often leads us to share the materials we are reading and listening to with millions of people.
7. An indirect approach to audience feedback is common in mass communication.

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

Outline: Mass Communication and Interpersonal Communication

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

II. Main Points:

A. Main Point 1:

- i.
- ii.

B. Main Point 2:

- i.
- ii.

C. Main Point 3:

- i.
- ii.

Conclusion:

Activity 3: Listening for Main Ideas and Taking Notes



Listen to part of class lecture on mass communication.

a) Complete the table with suitable expressions.

Characteristics of Mass Communication				
Audience	large			anonymous to one another
Noise			affect many	

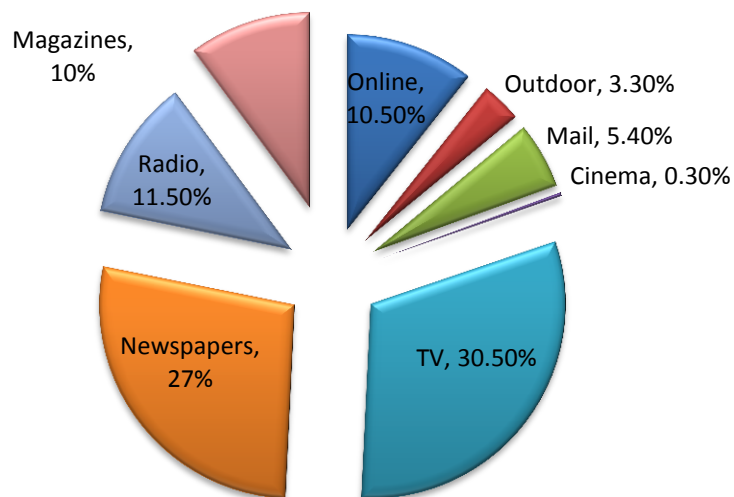
b) Listen to the lecture again. Complete the following sentences with appropriate expressions.

1. The audience in mass communication is made up of dissimilar groups who may differ in age, intelligence, _____, ethnic backgrounds, and much more.
2. The audience in mass communication has the freedom to choose which _____ to see, which paper to read, which website to visit, and which _____ to watch.
3. The fourth distinguishing factor arises from both the large size of _____ and its _____.
4. The commentators' use of cricket terms might confuse some people in the audience who are not familiar with _____.
5. Noise can be even more disastrous in mass communication as it may affect _____ compared to interpersonal communication.

Extension: Using Comparative Structures

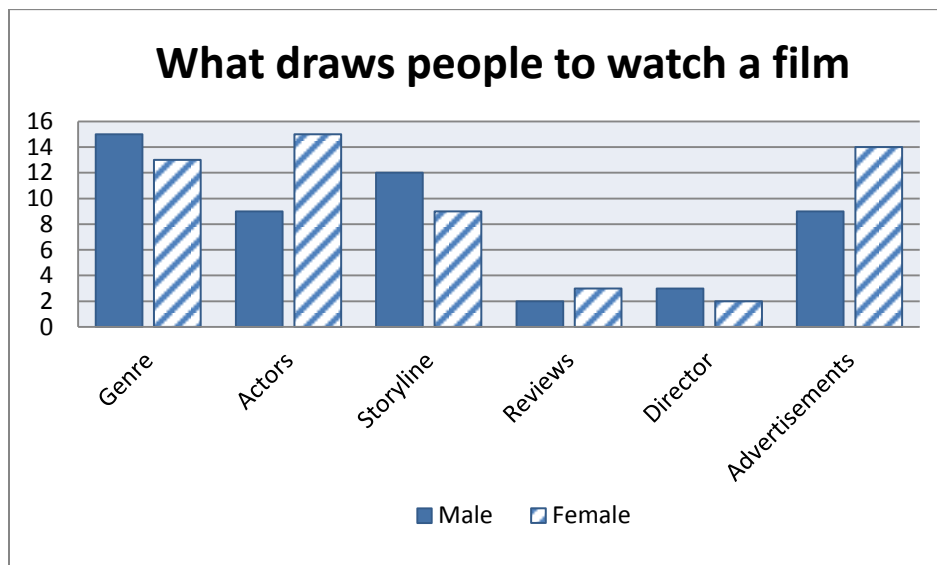


- a) Look at the chart on 'Money spent on advertising in 2012'. Write five sentences about the data using comparative structures such as those used in the 'Extension' in Session 1 of this unit.



Money spent on advertising in 2012

- b) Look at the bar chart on 'What draws people to watch a film'. Write at least five sentences using comparative expressions, e.g. 'twice as popular as'.



- c) Write a paragraph on the three most popular reasons given in the chart.

Home Task: Expressing Similarities and Differences



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

Comparison: in the same way, similarly, likewise, also, by comparison, as with, as though, both, like, just as

Contrast: but, by contrast, in contrast, despite, however, instead, nevertheless, on the contrary, in spite of, still, yet, unlike, even so, rather than, otherwise

Table: Similarities and Differences in Communication Settings

	<i>Interpersonal Communication</i>	<i>Mass Communication</i>
<i>Message</i>	Private or public; cheap; hard to terminate; message altered to fit receivers	Public; can be expensive; easily terminated; same message sent to everybody
<i>Receiver</i>	One or relatively small number; can be in physical presence of source; selected by source	Large numbers; out of physical presence of source; self-selected

Unit 7: Nature and Environment

Session 1

At the end of this session, you will have:

- identified cause and effect relationships
- written about cause and effect
- discussed a topic in groups

Activity 1: Activating Background Knowledge



Work in pairs.

- Have you ever experienced or read about any disasters? How do such disasters affect our lives and the environment?*
- Look at the pictures. What is happening or has happened?*

Picture 1



Picture 2



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

Activity 2: Identifying Cause and Effect



- a) Read the text and underline the verbs that indicate actions that produce some effect(s). Paragraph 1 is done for you.

Tropical Cyclones: The Deadliest Disasters of the Bay of Bengal

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

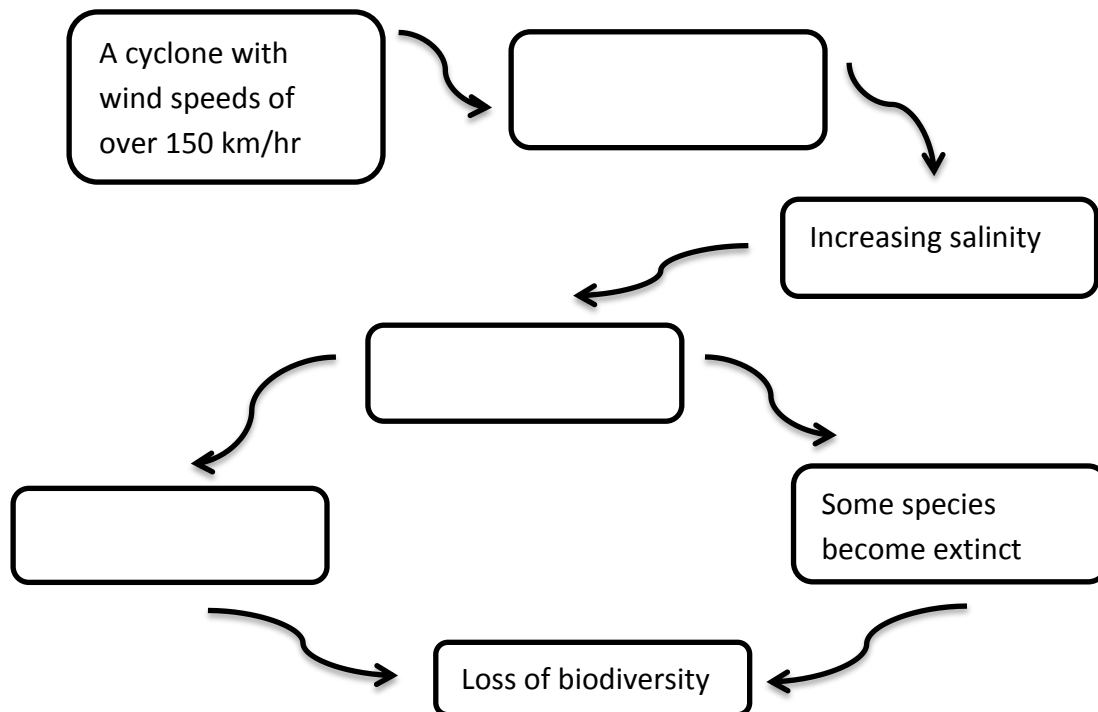
Paragraph 2: The effects of cyclones and storm surges are severe; the agriculture and fisheries suffer most, but there is also an impact on the lives, property and wider economy of the coastal region. Houses, crops, and vegetable and fruit gardens are generally damaged in the storms, with shrimp ponds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

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

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

Work in pairs.

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



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

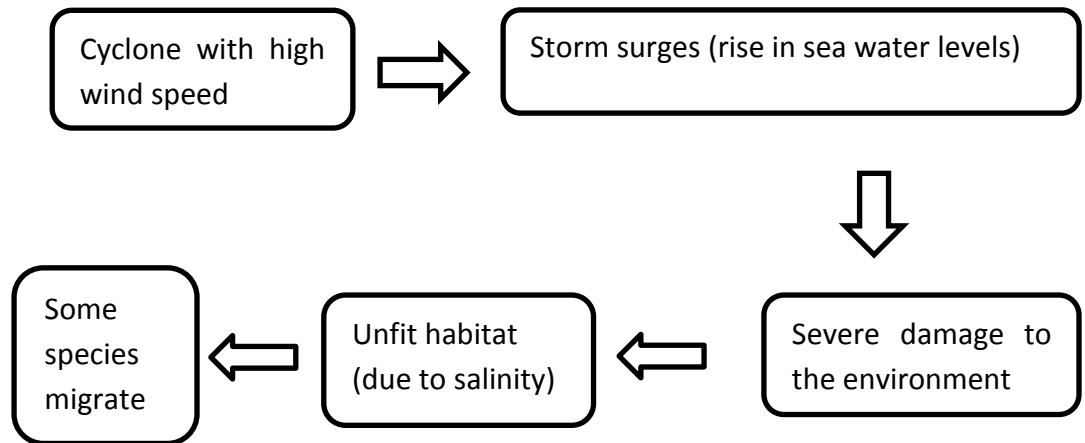
<i>Cause</i>	<i>Effect</i>
1. The strong wind	loss of lives and properties
2.	
3.	
4.	

Activity 3: Writing about Cause and Effect



Work in groups.

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



b) Write one sentence for each cause-effect pair.

Extension: Expressing Cause and Effect



Work in Pairs.

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

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

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

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

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

1. _____
2. _____
3. _____
4. _____

Home Task: Online Research



Search for information on the Internet on environmental destruction.

- a) Make a list of five man-made causes of environmental destruction.*
- b) Show one man-made cause and its effects in a graphic organiser.*
- c) Find a solution. Write a paragraph on this.*

Session 2

At the end of this session, you will have:

- read for gist
- listened and taken notes from an interview

Activity 1: Activating Background Knowledge



Work in pairs.

a) Discuss the following questions.

- Have you observed any major change in climate in your lifetime?
- How does climate change affect people's livelihoods?

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

vulnerability phenomenon consumption variability implications

1. The study shows that traditional cooking stoves in Bangladesh have severe consequences in terms of both deforestation and greenhouse gas emission into the atmosphere. _____
2. Flash floods and landslides are a regular occurrence in the foothills of Chittagong and Cox's Bazar. _____
3. In consideration of the high susceptibility of Bangladesh to climate change, there is always a need for more initiatives to reduce its impact. _____
4. It has been estimated that biomass energy accounts for about 38% of the primary energy intake in developing countries. _____
5. Climate is often defined as 'average weather' and is often described in terms of the mean and fluctuation (maximum and minimum) of temperature, precipitation and wind speeds. _____

Activity 2: Reading for Gist



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

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

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

Impacts of and Vulnerability to Climate Change

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

The initial changes in climate and their secondary impacts influence the human systems of agriculture and food security, health and nutrition, industry and infrastructure, risk and disaster management. Many of these changes reinforce each other and can also interact in complex ways. The consequence of all this is that people may become vulnerable in terms of their livelihoods, income, consumption and employment. The impact of climate change is likely to be felt by men and women, the rich and the poor, those living in both coastal and inland areas, and those in both urban and rural areas, though in different ways and in different intensities. Therefore, it can have a negative economy-wide impact and, as a result, have severe implications for many households.

The southern and northwest regions of Bangladesh are the most vulnerable. These areas are expected to experience the largest decline in rice production due to climate change for three reasons. Firstly, these regions have already experienced significant declines in *Aus* and *Aman* rice production due to climate variability, which is expected to worsen under climate change. Secondly, *Boro* yields are severely affected by changes in mean rainfall and temperature, and by

flooding. The south is also affected by rising sea levels, which permanently reduce the amount of agricultural land. The largest percentage declines in per capita consumption are projected in these regions. Solutions to climate change should therefore focus on these areas.

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

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

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Activity 3: Note-Taking



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

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

b) *Compare your notes with two other classmates.*

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

Extension: Finding Appropriate Vocabulary



Work in pairs.

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

trigger	aggravate	lead to	worsen
result	slow	increase	due to

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

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

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

b) Use your dictionary to find the meaning and pronunciation of the words in the table below. If possible, use an online dictionary to listen to the pronunciation of the words.

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

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

Home Task: Note-Taking Techniques



a) Read the text about a note taking method in the box below. Compare it with the method you applied in Activity 3.

Cornell Note-Taking Method

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

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

Unit 11: Planning and Preparing Presentations

Session 1

At the end of this session, you will have:

- planned a presentation
- structured a presentation

Activity 1: Activating Background Knowledge



Work in groups.

a) Discuss the questions below.

1. Think of at least two reasons why students are asked to make presentations in class.
2. Think of at least two reasons why audiences take an interest in such presentations.
3. Think of at least two features of good presentations.
4. Think of at least two features of poor presentations

b) Discuss the following aspects in terms of making effective presentations:

- Planning: Audience, time, place, purpose, topic
- Preparation: Structure, outline, slides, technical aids
- Delivery: Vocal pitch, tone, volume, speed, body language, stress, intonation
- Practical issues: physical environment, equipment needed

Activity 2: Planning a Presentation



Work in pairs.

- a) Compare the ineffective and effective specific purpose statements in the table below. Use the phrases from the box to identify the problem with each ineffective statement.

Too broad

Question, not statement

Vague

Use of figurative language

<i>Ineffective</i>	<i>Effective</i>	<i>Analysis</i>
To describe the changes that occurred in the banking sector in Bangladesh.	To describe three major changes that have occurred in recent decades in the banking sector in Bangladesh.	<ul style="list-style-type: none"> — <i>Vague</i> — <i>Too Broad</i>
You should avoid formalin adulterated food.	To persuade my audience to avoid foods adulterated by formalin by showing its health related hazards.	
To talk about 4G cell phone technology.	To inform my audience about major innovations of 4G cell phone technology and their benefits for users.	
Is 4G cell phone technology necessary?	To convince my audience that the introduction of 4G cell phone technology will benefit our people.	
To inform my audience how to plan a cool presentation	To inform my audience how to formulate a specific purpose statement, phrase a central idea and develop the main points of a presentation.	

Activity 3: Structuring a Presentation



Some of the sentences below are main points and some of the sentences are supporting points of the outline of a presentation entitled 'The Tragedy of the Titanic'. Organise the ideas into an outline with a central idea, a conclusion and two main points, each of which has two supporting points. Use the outline format on the following page.

1. Technology alone could not save lives as fundamental safety issues were not addressed.
2. The body was divided into sixteen watertight compartments and even if two of these compartments flooded, the ship could still float.
3. The Titanic was built with the most advanced technology of the time and confidently proclaimed to be unsinkable; but unfortunately it sank due to a deadly collision with an iceberg.
4. The Titanic represented the pinnacle of technological advancement at the time, one of the safest forms of transport. It combined the greatest technology of the day with sheer size, luxury and new safety features.
5. The Titanic hit disaster face-to-face when it ran into an iceberg four days after its departure.
6. Over 1,500 people drowned as lifesaving facilities were inadequate.
7. It was 882 feet long and weighed about 46,000 tons, larger than many of the tallest buildings of the day.
8. On reflection, we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were inadequate and humans did not follow safety procedures.

Outline

Topic: The Tragedy of the Titanic.

General Purpose: To inform

Specific Purpose: To inform the audience about one of the most famous tragedies in history, the sinking of the Titanic.

I. Central Idea:

II. Main Points:

A. Main Point 1:

i. Support 1:

ii. Support 2:

B. Main Point 2:

i. Support 1:

ii. Support 2:

Conclusion:

Home Task: Planning a Presentation on Current Events



Work in groups.

a) Choose a news item which is:

- related to your interests
- published in a newspaper or on a website in the last 2 months
- suitable for a 10-minute presentation
- suitable for your class

b) Gather materials on the topic. Prepare an outline of your presentation.

Session 2

At the end of this session, you will have:

- better understood how to introduce and conclude a presentation
- better understood how to prepare visual aids for a presentation
- better understood the language of academic presentations

Activity 1: Introductions and Conclusions for Presentations



a) *Work in groups. Complete the points about introductions and conclusions.*

1. In presentations, the main objectives of introductions are usually to:
 - grab the attention of _____
 - _____ the topic
 - preview the _____ of the presentation.
2. The main objectives of conclusions are usually to:
 - signal _____ of the presentation
 - _____ the main points

b) *Watch the opening of a talk about the Titanic and complete the sentences.*

1 _____, my teacher and my fellow students, let me _____ for coming here today to listen to me, especially in the busiest time of the year.

2 Let me _____. My name is _____. This is my first year of B.Sc. Engineering and I am currently studying Electronic and Electrical Engineering.

3 An American writer named Morgan Robertson once wrote a book called *The Wreck of the Titan*. The book was about an “unsinkable” ship called _____ that set sail from England to New York with many rich and famous passengers on board. On its journey, the Titanic hit an iceberg in the North Atlantic and sunk. Many lives were lost because there were not enough lifeboats. So, what is so strange about this? Well, _____ was written 14 years before the Titanic sank.

4 The sinking of the Titanic was one of the _____ in history and I have been fascinated by _____ for as long as I can remember.

5 _____ I will be talking to you _____, a ship that was built with the most advanced technology of the time and confidently proclaimed to be unsinkable; but unfortunately sank due to _____ with an iceberg.

6 _____, I will discuss the making of the Titanic, the largest, safest and most luxurious ship ever built of the day. And _____, I will discuss the sinking of the ship, the tragic end it met.

c) Match the parts (1-6) from the above opening to the categories A to F below:

- A. Getting attention _____
- B. Previewing the main points _____
- C. Welcoming the audience _____
- D. Introducing the speaker _____
- E. Explaining the relevance of the topic _____
- F. Introducing the topic _____

d) Watch the conclusion of the talk and complete the sentences.

1 _____, let me come back to _____ of my presentation. In first part I _____ how the Titanic was built to become the finest and more importantly, as an unsinkable ship. And then, I _____ how the fundamental and inadequate safety issues led to the enormous loss of life.

2 So, _____ the Titanic was not unsinkable and that technology alone could not save lives when facilities were inadequate and humans did not follow safe procedures.

3 _____ *The Wreck of the Titan*, the story written fourteen years before the Titanic sank. It now seems as if it was a strange forecast, or a case of life imitating art. Whatever the case, the loss of lives on the Titanic was tremendous, and it is something that _____.

e) Match the parts (1-3) from the above conclusion to the categories A to C below:

- A. Restating the central idea _____
- B. Closing 'with a bang' _____
- C. Reviewing the main points _____

Activity 2: Preparing Visual Aids



- a) Watch the first part of a lecture on visual aids and take note of three positive and three negative features of presentation slides.
- b) Watch the second part of the lecture and complete the points below about presentation slides.
- *The first slide of the presentation is going to be the _____.*
 - *And in the second slide you show an _____ ...*
 - *... a slide does not need to have _____ ...*
 - *... so that you have no more than _____ bullet points on each slide.*
 - *... use _____ that capture the important points.*
 - *Always use a font _____ ...*
 - *Use simple _____ to communicate findings.*
 - *Use a final slide to _____ , ...*
 - *... keep their eye contact directed towards _____ instead of the visual aids.*
- c) Work in pairs. Consider the slides on the next page in detail and discuss the following points:
- Font, font size, colour and background
 - Use of text and bullet points
 - Use of charts, graphics and statistics
 - Simplicity and clarity of design

1.

Delivering Your Presentation

There are a number of strategies that you can adopt when delivering your material to maximise the sense of audience involvement.

Eye contact

Making eye contact is one of the most powerful techniques for involving your audience. If used well, eye contact can serve to make your address much more personal and thus more effective. If eye contact is avoided, the presenter can appear to be nervous and unconvincing. It is important to share eye contact with all members of a small audience or all sections of a large audience.

Body language (position, posture and gesture)

An effective presenter pays close attention to the physical relationship with her/his audience. Find a comfortable but purposeful position in relation to your audience and adopt an upright sitting or standing posture that allows for movement and gesture. Your use of gesture is of course another way of involving your audience in your presentation. Audiences respond well to the physical energy and enthusiasm being conveyed by a presenter, and thus the use of clear and controlled gestures will greatly enhance your presentation.

2.

Delivering Your Presentation

Strategies to maximise audience involvement

- Eye contact
 - The most powerful techniques.
 - Serve to make address much more personal and more effective.
 - If avoided, the presenter can appear to be nervous and unconvincing.
 - Share eye contact with all members of a small audience or all sections of a large audience.

3.

Delivering Your Presentation

Strategies to maximise audience involvement

- Eye contact
 - The most powerful techniques.
 - Serve to make address much more personal and more effective.
 - If avoided, the presenter can appear to be nervous and unconvincing.
 - Share eye contact with all members of a small audience or all sections of a large audience.
- Body language (position, posture and gesture)
 - Don't stand hidden behind an overhead projector or stand too far away from your audience.
 - Similarly, don't stand over them or sitting too closely in amongst.
 - Find a comfortable but purposeful position in relation to your audience.
 - Audiences respond well to the physical energy and enthusiasm being conveyed by a presenter.
 - Gestures serve to extend your presentation to them and thus help them feel more involved.

4.

How to use visual aids

- Use 18 – 24 point font size, with up to 32 point for titles
- Choose a clear font style
- Keep diagrams and figures large and simple
- Where possible, use colour to differentiate elements
- LABEL GRAPHICS, GRAPHS AND FIGURES CLEARLY


5.

Using Colour

- Use high contrast colours
- The safest is dark text on a light background or vice versa.
- What looks good on your computer screen may not look the same when projected.
- Project the slides at the venue before your actual presentation.

6.

Using Graphics



Activity 3: Using Appropriate Language



Work in pairs. Match the functions in the left-hand column to the phrases in the right-hand column of the table below.

<ol style="list-style-type: none"> 1. Welcoming 2. Introducing yourself 3. Introducing your presentation 4. Beginning a new point in the presentation 5. Previewing major points 6. Concluding and summarising the presentation 7. Finishing and thanking 8. Referring to a previous point made 9. Inviting questions 	<ol style="list-style-type: none"> a. As I mentioned earlier ... b. Finally, I'd like to finish by thanking you (all) for your attention. c. Firstly, ... , secondly ... , and finally ... d. Good morning and welcome to ... e. If anyone has any questions, I'd be pleased to answer them. f. In today's presentation I'd like to ... g. Let me introduce myself; my name is and I'm studying h. Moving on to the next part, I'd like to... i. Next I'd like to take a look at ... j. Now, let's move on to ... k. That brings us to the end of my presentation. l. That brings us to the end of the final section. Now, if I can just summarise the main points again. m. The purpose of my presentation today is to ...
--	---

Extension: Reviewing Visual Aids



Complete the advice on visual aids:

Advice for creating visual aids

Design and format

1. The background used should be c_____ with no distractions.
2. The same f_____ should be used for each slide.

Colour

3. The main colours used should contrast with the b_____.
4. The text should be dark on a l_____ background or vice versa.
5. The number of colours should be limited to th_____ at most per slide.

Text and graphics

6. The font should be l_____ enough, preferably 28-32.
7. Bullets points should be used for k_____ points.
8. There should be n_____ complete sentences on the slides.
9. Key points should be limited to a m_____ of seven lines per slide.
10. Lists should be kept short and s_____.

Home Task: Preparing a Presentation on Current Events



Work in your presentation groups. Look back at your outline.

Two of the group write an introduction to your presentation.

Two of the group write a conclusion to your presentation.

Unit 12: Finalising and Practising Presentations

Session 1

At the end of this session, you will have:

- watched and evaluated a presentation
- finalised your own group's presentation

Activity 1: Home Task Review



Work in your presentation groups.

a) Check that your introduction covers the following points.

1. Getting attention _____
2. Previewing the main points _____
3. Welcoming the audience _____
4. Introducing the speaker _____
5. Explaining the relevance of the topic _____
6. Introducing the topic _____

b) Check that your conclusion covers the following points.

1. Restating the central idea _____
2. Closing with a bang _____
3. Reviewing the main points _____

Activity 2: Delivering a Presentation



Watch a presentation. Evaluate the speaker by putting a tick (✓) in the appropriate box in the table.

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Needs Work</i>	<i>Comments</i>
▪ <i>Confidence</i>					
▪ <i>Body language</i>					
▪ <i>Eye contact maintained</i>					
▪ <i>Awareness of audience</i>					
▪ <i>Posture</i>					

Activity 3: Planning Your Visual Aids



Work in your presentation groups. Plan the visual support for your presentation.

Think about:

- the number of slides you will need
- the content of each slide

Activity 4: Delivering Your Presentation



Which of the following ways of presenting do you think is most successful? Give reasons.

- Reading a pre-prepared script
- Memorising a script
- Speaking without preparation
- Speaking spontaneously, referring to brief notes when necessary
- Reading from the PowerPoint slides

Extension: Reviewing the Process of Presentation



A friend of yours has asked for advice about giving a presentation. Look back at the last three sessions, note down three pieces of advice to give to your friend.

Home Task: Preparing Your Visual Aids



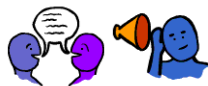
Work in your presentation groups. Prepare visual aids for your presentation.

Session 2

At the end of this session, you will have:

- practised your group's presentation
- watched and evaluated another group's presentation

Activity 1: Rehearsing your Presentation



Work in your presentation groups.

- a) Rehearse your presentation within the group. Observe your group mates and note down possible improvements. Think about:

Organisation

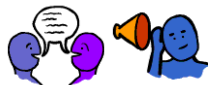
Content

Visual Aids

Delivery

- b) Discuss and modify your presentation.

Activity 2: Practicing and Evaluating Presentations



Each presentation group should work with another presentation group.

- a) Take turns to give your presentation to the other group. When you observe the other group, complete the Presentation Evaluation Form below. In rating different aspects of the presentation on this form, use the following as a guide:

5 = excellent

4 = very good, only minor adjustments needed

3 = good, but some changes needed

2 = a number of improvements needed

1 = major improvement needed

Presentation Evaluation Form

<i>Aspects of the presentation</i>	<i>Rating</i>	<i>Comments</i>
Content	1 2 3 4 5	
Organisation: Overall	1 2 3 4 5	
Organisation: Introduction	1 2 3 4 5	
Organisation: Links between ideas	1 2 3 4 5	
Organisation: Conclusion	1 2 3 4 5	
Visual Aids	1 2 3 4 5	
Delivery: Generating interest among audience	1 2 3 4 5	
Delivery: Appropriate and effective gestures	1 2 3 4 5	
Delivery: Fluency and clarity	1 2 3 4 5	
Delivery: Confidence	1 2 3 4 5	
Delivery: Eye contact	1 2 3 4 5	

b) Give feedback to other group on their presentation. Highlight:

- *at least two positive aspects of the presentation.*
- *at least one area to work on for the whole group.*
- *at least one area to work on for each individual member of the group.*

Extension: Modifying your Presentation



Work in your presentation groups. Decide upon final modifications to your presentation.

Home Task: Finalising your Presentation



Work in your presentation groups. Make final modifications to your presentation for the class assessment.