Unit 5: Discussing and Persuading

Session 1

At the end of this session, you will have:

- developed your discussion skills
- debated a controversial issue
- listened for different perspectives

Activity 1: Developing your Discussion Skills

Work in pairs.

 a) *Discuss the following statements.*

1. Tourism continues to develop because demand is increasing and it is a market-driven industry.
2. Tourism is often responsible for the destruction of local culture and the environment.

 b) *Read the conversation in the table on the next page between four students talking about tourism. Match the functional expressions below with the expressions in column B of the table. The first one is done for you.*

1. Asking for clarification
2. Disagreement in form of a question
3. Reaching a balanced conclusion
4. Agreement
5. Clarification
6. Partial Agreement
7. Introducing a new topic
8. Disagreement

A	B	C
Reza	I wonder if St. Martin Island will ultimately survive the assault of mass tourism. In my opinion, tourism is destroying the island's unique environment.	*Introducing a new topic*
Sajid	Yeah, tourism is totally unregulated; but the tourist capacity of the Island has not increased.	
Meena	Well, don't you think ecotourism has a lot of economic potential for the local people?	
Reza	What do you mean when you say 'ecotourism'?	
Meena	Responsible travel to natural areas that conserves the environment and improves the well-being of local people.	
Asif	Beyond the travel industry hype is there really such a thing as ecotourism? The attractions of any unspoilt environment are ruined by ever more visitors.	
Sajid	Can I add something here … Of course, there's a sense of balance required, but the problem is that land-based tourism has been allowed to develop unregulated.	
Meena	We need to choose a tour operator that pays attention to sustainable travel and adheres to environmental guidelines.	
Asif	Rather than encouraging travellers to abandon their plans for visiting St. Martin Island, I hope travellers think carefully about how they should travel to the Island.	

Activity 2: Debating an Issue

a) *Work in groups of four. Look at the following statements. Choose one of them for a debate; two of the group will support and the other two will oppose the view.*

1. Tourism, despite some problems, ultimately benefits local communities.

2. Tourism, despite some benefits, ultimately creates a lot of problems for local environment.

b) *Each pair should think of at least three reasons to support their point of view.*

c) *Debate and justify your point of view with the other pair.*

Activity 3: Listening for Different Perspectives

a) *Listen to a debate between two students. Take notes in the following table.*

Speaker	Position	Supporting Evidence
1		
2		

b) *Compare your notes with a partner.*

Extension: Linking Ideas in a Discussion

a) *Read the expressions in four boxes that are commonly used in discussions and decide which of the following functions (i-iv) each box (i-iv) corresponds to.*

a. Linking arguments logically
b. Expressing (un-)certainty
c. Introducing an alternative point of view
d. Expressing a personal point of view

ii. _____

although
however
in contrast
even though
a different point of view
on the other hand
in spite of
yet another point of view

i. _____

Undoubtedly
Absolutely
Indeed
Obviously
Definitely
Never
Apparently
Unlikely
Perhaps
Sometimes
Possibly
Probably
Maybe
Seldom

iv. _____
I think …
In my opinion…
From my point of view…
In my experience…
As far as I'm concerned…
Speaking for myself…
Personally, I think…
I believe…

iii.

_____
so
because
therefore
for that reason
as a consequence
if
in the same way

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b) *Match each expression (1-5) in column 1 to an expression (a-e) in column 2.*
   Use expressions from the boxes in a) to relate them.

1	The nature of tourism calls for	a	It didn't exist fifty years ago.
2	There is now a broad consensus that tourism development should be sustainable;	b	considering the consequences of tourism development at national and global levels.
3	Tourism involves movement of people to different geographical locations,	c	by creating job opportunities, nurturing local entrepreneurs, and encouraging cottage industries.
4	Nature-based tourism can positively impact on the county's overall standard of living	d	and clashes can take place as a result of differences in cultures.
5	Tourism has changed a lot over the past few decades.	e	the question of how to achieve this remains an object of debate.

Home Task: Exploring Different Sources of Information

Work in groups.
 a) *Use the Internet to research one of the following topics.*

   1. Alternative sources of energy
   2. Fourth generation cellphone technology
   3. How to improve students' study skills

 b) *Organise your information for a discussion.*

Session 2

At the end of this session you will have:
- read for gist
- recognised persuasive language

Activity 1: Activating Prior Knowledge

Persuasion is the act of influencing people to do/believe something. For example, advertisers try to **persuade** customers to buy their products or services.

Work in pairs.

a) *Discuss the following questions.*

1. How do you persuade people to do the things that you want them to?

2. Which of the following methods of persuasion are most effective? Rank them 1 to 6 where 1 is the most effective and 6 is the least effective.

   - Using humour
   - Using aggression and threats
   - Presenting a logical argument
   - Using persuasive language
   - Create positive emotions
   - Offering a reward such as money

b) *Look at the table of skills and qualities on the next page and add three more skills and three more qualities to the lists.*

Skills	Qualities
Playing a musical instrument	Confidence
Taking photographs	Calmness
Solving problems	Politeness
Singing	Patience
Repairing machines	Friendliness
Caring for others	Being a hard-worker
Communicating effectively	Being well-organised
Playing a sport	Punctuality
1.	1.
2.	2.
3.	3.

Activity 2: Reading for Gist

a) *Work in groups. Discuss the following questions.*
1. How often do we have national government elections in Bangladesh?
2. How old do you need to be to vote?
3. What do you know about the voting system in our country? Is it easy or difficult to explain or understand?
4. How do political parties persuade people to vote for them?

b) *Skim quickly through the text and suggest a possible title.*

Title: _____

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

2. The most obvious reason why voting systems are important is that they determine who is elected, and ultimately who runs our local and national governments. Since it matters greatly who wins elections, voting systems matter as well, because different methods of voting can produce different winners.

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

4. Some people refer to voting systems as *electoral systems* - a term often found in the political science literature. But this term can easily be confused with the term *election system*, which refers to the procedures involved in elections, including ballot access rules and campaign finance laws.

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

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

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

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

 c) *Read the text again and match each heading below to a paragraph in the text. Underline the parts of each paragraph which helped you to make your choices.*

   a. Ease of use and administration
   b. Majority rule
   c. Why are voting systems important?
   d. Voting systems constantly evolve
   e. Minority representation
   f. What are voting systems?
   g. A point about terminology

Activity 3: Recognizing Persuasive Language

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

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

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

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

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

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

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

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

Extension: Using Methods of Persuasion

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

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

Home Task

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

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

Unit 8: Robots and Intelligence

Session 1

At the end of this session, you will have:

- predicted the content of a text
- read for detail
- understood a description of a graph

Activity 1: Predicting the Content of a Text

Work in pairs.

a) *Discuss the questions below.*
   1. Have you seen any robots in scientific movies, exhibitions or toy stores?
   2. What is their appearance like? Do they have hands and feet like humans?
   3. Are they intelligent like humans? Can they think?

b) *Read the title and headings of the text in Activity 2. What does the word "structure" suggest?*

c) *Look at the pictures in the text in Activity 2. What information do they give you about the questions asked in a)?*

d) *Put a tick next to the points below that you think will appear in the text.*
   — a description of different components of a robot
   — when the robot was invented
   — how robots are used in industries
   — functions of different components of a robot
   — how robots function as a whole/system
   — how people react to the behaviour of robots

Activity 2: Reading for Detail

a) Read the text and check your predictions.

The Structure of Robots

Both humans and robots can control objects in their environment in order to carry out certain tasks. Humans use their senses of vision, touch, smell and so on to analyse the environment, process the resulting information in the brain and then carry out some action using their limbs. Similarly, robots can obtain information about their surroundings using sensors, process the information and send some signals to their motors to do something in response. Typically a robot consists of a mechanical structure, sensors and a brain system. Robots may vary in shape from a simple apparatus like stationary mechanical arms to autonomous robots, i.e. robots that are capable of making decisions.
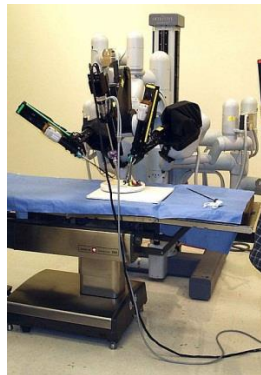
Picture 1   **Picture 2**   **Picture 3**

Mechanical Structure

Most robots consist of a metal-based physical body structure that depends on the robot's intended use or function. The most common metals used for robotic body structures are steel, copper and brass. To manipulate the surroundings with various programmed motions, a variety of electric motors produce locomotion. Gears and chains provide a mechanism to transmit rotational motion from one place to another.

Sensors

To measure robot configuration or condition and its environment and to send such information (e.g. arm position, presence of toxic gas) to the brain system as electronic signals, sensors like light sensors, touch sensors, sound sensors, and

acceleration sensors are commonly used in robots. Sensors interact with external environment and transform the measured data (sound, light, pressure, temperature etc.) into electronic signals. Robotic sensing mainly gives robots the ability to see, touch, hear or move and uses algorithms that require environmental feedback.

The "Brain" System

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

b) Mark each statement as T (True) or F (False). Correct the false ones. The first one is done for you.

1. Robots ~~are typically shaped like a human~~. **F** *vary in shape.*
2. The brain system of robots is connected to the environment by sensors. ___
3. Robots typically consist of three component parts. ____
4. Robots are commonly made of plastic, glass or metal. ____
5. The function of the sensors is to observe the surroundings. ____
6. Sensors are used for movement or manipulation of the environment. ____

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

Column I	Column II
1. perceive environment	a. brain systems _2_
2. decision-making	b. sensors _____
3. mechanical movement	c. gears and chains _____
4. low-level tasks	d. electric motors _____
5. rotational motion	e. microcontrollers _____

d) Write complete sentences describing each of the related items above.
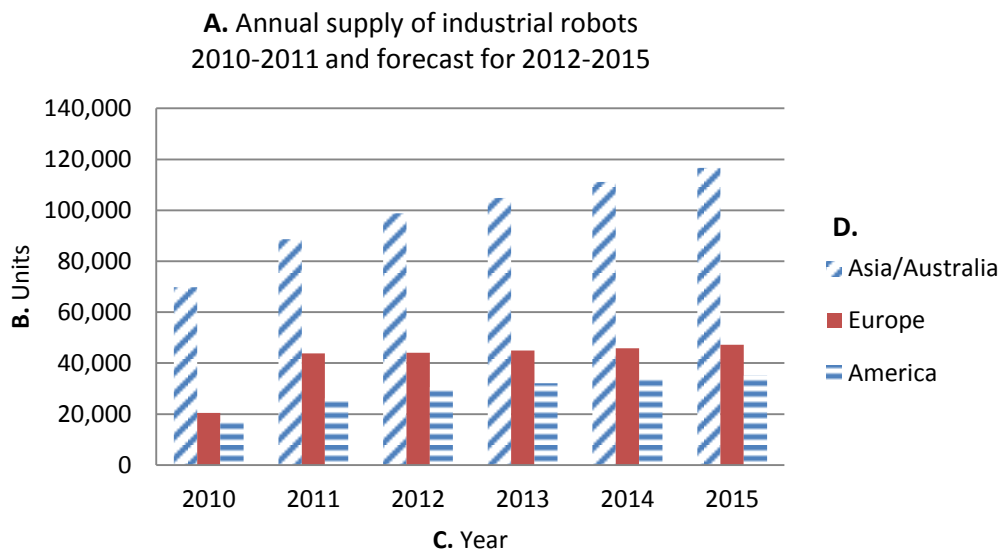Example: *Brain systems enable robots to make decisions.*

Activity 3: Interpreting Graphs

Work in pairs.

a) *Look at the graph below. Select the correct labels from the list to describe the different parts of it.*

A. Annual supply of industrial robots
2010-2011 and forecast for 2012-2015

1. Title _____   2. Legend _____
3. Horizontal axis label _____   3. Vertical axis label _____

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

1. The graph forecasts annual supply of industrial robots in the years ~~2010 and 2011~~. *2012 to 2015*
2. The graph shows annual supply of industrial robots in the years 2010 and 2011.
3. The horizontal axis on the graph shows the number of units supplied.
4. The vertical axis shows the number of units supplied and is measured in numbers which go up by 5000 at each level.
5. Supply figures have gone up over the period described.
6. Supply figures will go up over the period forecasted.

c) *Write a brief description the graph in 150 words. Use the expressions discussed above and also refer to Unit 6.*

Extension: Comparing Trends in Graphs

a) Complete the table with words from the box.

decline	sharp	double	drop	significant
marginal	grow	halve	improve	increase
rise	considerably	drastically	gradual	marginally
negligibly	rapidly	remarkably	suddenly	remarkable
slightly	steadily	strikingly	go down	slightly

|	*Describe increases*	*Describe decreases*
Verbs		*decline*
Adverbs		
Adjectives		
Nouns		*decline*

b) Read the following description of a bar chart. Some of the words from the above box appear in the text. Underline them and identify their word class.

The bar chart shows the monthly download rate of three free Android applications, Gmail, Angry Birds and WhatsApp Messenger in the first quarter of 2014. It is clearly evident that Gmail was the most popular Android app to download, whilst WhatsApp was the least popular of the three. Initially, Gmail and Angry Birds maintained a similar trend, with both gradually increasing over the three months. However, the number of downloads of Gmail remained significantly higher than for the Angry Birds app over this time period. In the first month, the number of downloads of Gmail was at around 90,000, while those for Angry Birds the figure was about 35,000 lower. The downloading of Gmail kept increasing until it reached a peak in the last month of just over 120,000. The downloading of Angry Birds also increased at a steady rate, finishing the period at 80,000. The app that was downloaded the least was WhatsApp. This began at slightly under 40,000 downloads and then increased steadily to finish at about 50,000, which was still well below the figure for Gmail.

Write a paragraph to describe the bar graph below. The first sentence is given below. To complete the description, include more details to support the first sentence.

Average Daily Sale of Robot Toys
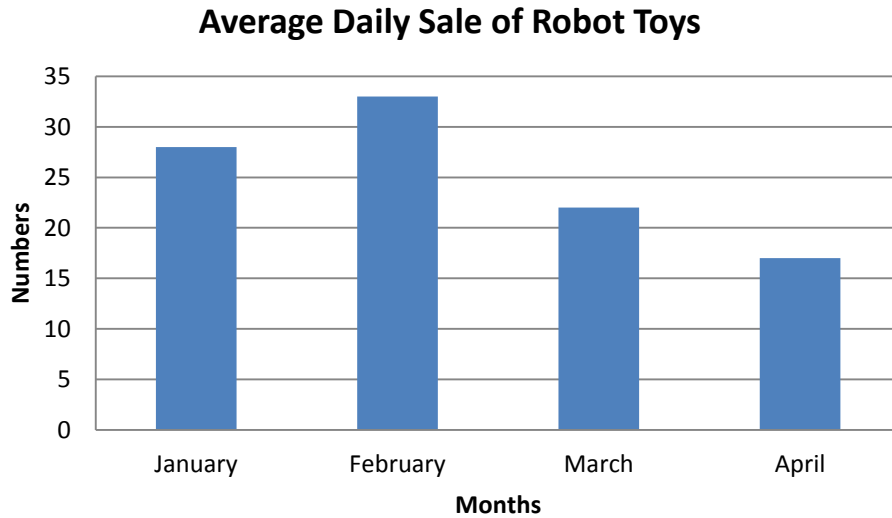
Average sale of robot toys showed a distinct trend over time.

Session 2

At the end of this session, you will have:

- identified general and specific words, phrases and sentences

Activity 1: Identifying General and Specific Words

a) *Read about general and specific words in the box below. Underline examples of general words and circle examples of specific words.*

General words are broad in scope. They name a class or group and stand for broad characteristics or things. They refer to or include a wide variety of different things. Specific words, in contrast, are narrower in focus. They name a member of a group and stand for more definite, precise things or characteristics. General words expand meaning; specific words narrow or focus it. Machine is a general word; laptop is a specific word. Context may make a word more or less specific in relation to another word. The fewer things a word refers to, the more specific it tends to be. Computer is more specific than machine, but less specific than laptop.

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

1. Specific words refer to particular items or individual cases. _____
2. Specific words refer to groups. _____
3. General words are broad usages that are commonly known terms. _____
4. Specific words are broad in meaning and can be understood in different ways. _____
5. Specific words don't cover as many things or objects as general ones do. ___

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

_____	Computer Games	_____
_____	Social Media	_____
_____	Smart Phone	_____

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Activity 2: Recognising General and Specific Phrases

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

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

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

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

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

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

LIST A: *The usefulness of the Internet* _____

- provides stock market trading information
- a good source of national and world news
- many video clips available

LIST B: _____

- overcrowded buses
- too much pollution
- traffic jams

LIST C: _____

- no time to study
- unfair question papers
- physical sickness

LIST D: _____

- collecting information about the surroundings through sensors
- information processed in robot's brain
- action carried out by robot

Activity 3: Recognising General and Specific Sentences

a) Read each pair of sentences. Mark them as either general or specific.

1. Robots obtain information about their surroundings, using sensors.
   __*General*__
   Sonar sensors in robots are used in order to detect the distance to an object. __*Specific*__

2. The frame of a robot is typically constructed using materials such as aluminium, steel and various forms of plastic, which are both durable and light. _____
   Regarding the material used in the frame of the robot, several options are available. _____

3. An autonomous robotic brain is capable of low-level processing tasks like sending signals to motor controllers and also high-level processing tasks like processing the data from the various sensors. _____
A robotic brain refers to the system that provides robots, however simple, with the ability to process information and decide upon which actions to take. _____

4. Robotic manipulators constitute a very important class of robots that are used extensively in many industries, for example on assembly lines in the vehicle industry. _____
One main category of robots, used in different industries, is stationary robotic arms, also referred to as robotic manipulators. _____

5. Intelligence is the ability to learn and apply knowledge, embedded in the context of the world in which we function. _____
Intelligence depends on two things: being meaningfully connected to our environment, and having internal decision-making skills to consider our circumstances and then take action. _____

Work in pairs.
b) *Match each general statement in the box below with the relevant group of specific sentences which follow.*

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

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

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

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

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

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

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

Extension: Generalising Carefully/Hedging

> Hedged sentences allow writers to express their uncertainty concerning the truth of their statements or to indicate respect to their readers.

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

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

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

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

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

Home Task: Using Hedging Words/Phrases

Each of the sentences below is an 'unhedged' or absolute statement. Rewrite the sentences using 'hedging' words or phrases from the table.

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

1. The future of robots is very bright.

2. Robotic surgery is not very safe.

3. Robots are used to perform unsafe, hazardous, highly repetitive and unpleasant tasks.

4. The best science fiction is about our relationship with technology.

5. Robots are equipped with a variety of sensors that allow them to collect information about their environment.

Unit 9:   Culture and Diversity

Session 1

At the end of this session, you will have:
- analysed a text in detail
- better understood graphs and charts

Activity 1: Activating Background Knowledge

Work in pairs.

a) Look at the pictures and complete the sentences below.

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

1. The first picture is _____. It is the traditional mode of transportation in rural Bangladesh.
2. In the second picture, a Chakma lady is seen wearing _____ and _____.
3. The third picture shows a group of _____ - both male and female - _____ in a rural setting.

b) What kind of the variation do you observe in terms of dress, mode of transportation and music in Bangladesh?

Activity 2: Analysing a Text

a) *Read the text. Underline the key points.*

Community Benefits of Tourism and Needs in Lawachara

The number of tourists is increasing in Lawachara and more effort is needed to protect the forest. A tourism committee was established to manage the resources in the area, to promote tourism and to save the forest. The committee presented a written report one year ago. The committee hopes that there will be retention of entry fees for the management of tourism for the following needs: construction of tourist shops, restroom facilities, seating arrangements, and rest shades for guides. The committee thinks that strengthened security measures will prevent snatching incidents. Formal displays of information on the cultural heritage of the three local ethnic groups will restrict tourists to certain areas.

A group of eco-guides presented further important information on community benefits and needs. Eco-guides only work at weekends, as tour operators do not recruit them. They are unable to control tourist groups as there is higher number of visitors on trails than before, leading to chaos and destruction of the forest. They have asked for back-up security and implementation of visitor regulations.

The headman of the Khasi village adjacent to Lawachara National Park thinks that though the park is very important to the village and visitors are welcome, they create problems such as the interruption of necessary work as they are coming in greater numbers, up to 100 at the same time, to the village. The visitors do not usually seek permission to visit the village or to enter homes. Recently several incidents of harassment of girls by unruly tourists have been reported. The Khasi village headman seeks to have tourism managed on his own terms, to limit the number of tourists, to make sure tourists are accompanied by guides, to install gates and to introduce visiting hours to avoid interruption of daily work.

b) Complete the sentences below using words from the reading passage.

1. Enforcing entry fees would help prevent _____ and enable better management of tourist activities.

2. Formal display of information on the cultural heritage of the three local ethnic groups in a separate place would limit _____ into the villages.

3. Tourism is _____ economically to local community members, but they are not able to manage it effectively.

4. As visitor numbers increase, tourism becomes a force that can be destructive to the local _____ and _____.

5. More tourists can be accommodated if more _____ for tourism and visitors can be built.

c) Complete the table below using information from the reading passage.

Problem	Reason	Solution
Forest getting destroyed	Inadequate facilities for tourists	Better management of resources
Interruption of necessary work		
Eco-guides unable to control groups	Higher numbers of visitors	
Snatching incidents, harassment of girls	Unruly tourists	
Eco-guides work only at weekends		Enforcement by forestry department

Activity 3: Discussing Differences in Academic Culture

Work in pairs.

a) *Students are expected to be a lot more independent at university than in school/college. Discuss the statements below describing what is expected from students in school/college or university. Decide if the statements are referring to school/college or university.*

1. Follow the time schedule structured by your teachers.   <u>School/College</u>
2. Manage your own time. <u>University</u>

3. Balance your responsibilities and set priorities.
4. Parents and teachers may remind you of your responsibilities and guide you in setting priorities.

5. Do most of your studying in class, with homework as a back-up.
6. Do most of your studying outside of class, with lectures and other class work as a guide.

7. Expect teachers to approach you if they believe you need assistance.
8. You are expected to initiate contact if you need assistance.

9. You are expected to think about and put together seemingly unrelated topics.
10. Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.

b) *Add two more pairs in the list of differences above.*

c) *Discuss and decide the expectations that motivate you and the ones you struggle with. Give reasons.*

d) *Share your ideas with the class.*

Extension: Listening for Stress in Compound Words

Work in pairs.

a. *Form four compound nouns by taking one word from the first column and one word from the second column below.*

Example: core course

b. *Form four noun phrases taking one word from the third column and one word from the fourth column below.*

Example: crucial element

Noun	Noun	Adjective	Noun
core	tour	crucial	result
study	course	preliminary	outcome
course	report	common	amount
prerequisite	description	significant	phenomenon
laboratory		final	element

c. *Pronounce the compound words and listen to the word stress. Is it on the first or second word?*

Example: 'core course and crucial 'element

Home Task: Writing a Reflection

a) *Think about and list two challenges you have faced in coping with academic life at university.*

b) *Write a paragraph reflecting your own experience of overcoming or trying to overcome these challenges.*

Session 2

At the end of this session, you will have
- read and discussed the main ideas from a text
- watched and listened for specific information

Activity 1: Previewing Vocabulary from a Text

Work in pairs. Study the vocabulary in the box and match it with the meanings given below.

diversity	harmonious	cohesion	pluralism	solidarity

1. The fact that something contains many different elements: _____
2. Support for each other in a group of people: _____
3. Different members fit together well to form a united whole: _____
4. A relationship or an agreement that is friendly and peaceful: _____
5. The presence of many different groups and political parties: _____

Activity 2: Reading and Discussing the Main Ideas from a Text

a) *Read the text and note down the main idea of each paragraph.*

Paragraph 1:_____

Paragraph 2:_____

Paragraph 3:_____

Cultural Diversity

Cultural diversity relates to the cultural differences that exist in different societies across the world. To develop our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with varied cultural identities. Policies for the inclusion and participation of all citizens, that is, policies aimed at 'cultural pluralism', help social cohesion, promote peaceful living and develop the creative capacities that sustain public life.

The defence of cultural diversity is absolutely essential. It implies a commitment to universal human rights and fundamental freedoms, in particular the rights and freedom of those belonging to minorities and indigenous communities. It also helps to maintain the right of all citizens to express themselves in the language of their choice, to access quality education and training that fully respect their cultural identity, and to participate in the cultural life of their choice.

Because of the current global cultural imbalances, it is necessary to reinforce international cooperation and solidarity to enable all countries, especially developing countries, to establish cultural industries that are viable and competitive at a national and international level.

[Source: Adapted from, UNESCO: Universal Declaration on Cultural Diversity, http://unesdoc.unesco.org/images/0012/001271/127160m.pdf]

 b) *Work in pairs. Discuss the following questions.*

1. What is cultural diversity?

2. Why should cultural diversity be preserved?

3. How can cultural diversity be preserved?

Activity 3: Listening for Specific Information

a) *Work in pairs. Discuss with your partner the difficulties in communicating with someone from a different cultural background.*

b) *Watch an interview on Cultural Diversity. As you watch, note down at least two practical tips on how to manage cultural diversity.*

c) *Watch the video again and complete the sentences.*

1. In culturally diverse situations, cultural differences determine
   _____

2. In some cultures, not giving an eye contact is _____
3. Cultural diversity covers differences _____
4. Being aware that there are differences in what is expected in terms of communication is what we call _____
5. We cannot assume that a person representing a country is going to behave
   _____

6. In Italy, people communicate _____

Extension: Giving Advice on Intercultural Communication

Work in pairs.

a) *Look at the pattern and examples of using First Conditionals in the table below. Read and complete the text 'Tips for Intercultural Communication'. The first one is done for you.*

Conditional clause	Main clause
If + Present Tense	Future Tense/Present Tense/Imperative
If you are unsure about something,	writing it down will help you double check. writing it down helps you double check. write it down and double check.

Tips for Intercultural Communication

Be Patient
If things 1) _do not get_ done when expected, 2) _be patient_ with yourself and others to avoid any more complications.

Ask Questions
If you 3) _____ (not understand) something, asking questions 3) _____ (help) you to build up your intercultural knowledge.

Respect
If you 4) _____ (respect) others, you 5) _____ (earn) more respect and it 6) _____ (help) create open and fruitful relationships.

Slow Down
Even if English 7) _____ the common language in an intercultural communication event, 8) _____ (slow) down and 9) _____ (speak) clearly ensuring your pronunciation is intelligible.

Check Meanings
If you 10) _____ (check) and 11) _____ (double check) what is being communicated with feedback or paraphrasing, the chances of misunderstandings 12) _____ (minimise).

b) *Think of five pieces of advice for foreign visitors to help them cope with cultural diversity within Bangladesh. Write your advice using First Conditionals.*

Home Task: Listing Problems

a) *Imagine you are going overseas. Note down five problems you might have adapting to the foreign culture.*

b) *Write five pieces of advice to adapt to the foreign culture.*

Unit 10:   Giving and Justifying Opinions

Session 1

At the end of this session, you will have:

- distinguished between fact and opinion
- given and justified your opinions

Activity 1: Giving Opinions

Work in pairs. Look at pictures and complete the sentences below.

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

1. I think _____

2. I believe _____

3. In my opinion _____

Activity 2: Distinguishing between Facts and Opinions

a) *Read the definitions of Facts and Opinions in the textbox.*

Facts can be verified as accurate or inaccurate by counting, measuring, weighing, touching, hearing, observing, or analysing - for example, ''My car is metallic silver in colour''. An empirical statement is one that can be proved to be accurate or inaccurate.

Opinions are statements that express an attitude or a value and cannot be proved - for example, ''My metallic silver car looks beautiful''. It can be strongly held, defended, explained, and rationalised, but there is no neutral way that the statement can be proved right or wrong.

Work in pairs.

b) *Discuss the statements below. Underline the appropriate option in each of them. The first is done for you.*

1. Facts/<u>Opinions</u> use language that expresses or arouses personal feelings - for example, effective/ineffective, delightful/disgusting.

2. Facts/Opinions rely mainly on words that evoke no emotion in the reader.

3. Facts/Opinions often indicate that the author thinks something is right/ wrong or good/bad.

4. Facts/Opinions are not affected by the knowledge of individuals.

5. Facts/Opinions can be checked for accuracy or correctness.

6. Facts/Opinions can be proven true or false.

c) *Discuss the pairs of sentences below. For each pair, identify one fact and one opinion.*

1. It is estimated that more than 5,000 species of plants occur in Bangladesh. This figure is expected to fall very quickly due to unfavourable human activities.

Sentence 1	*Fact*	Sentence 2	*Opinion*

2. Bangladesh appears an unlikely setting for groundbreaking achievements in girls' education. Yet today, girls constitute 55 per cent of Bangladesh's total primary school enrollment, up from a third in 1990.

Sentence 1		Sentence 2	

3. There appears to be a strong sense of insecurity among Bangladeshi garment workers about their continued future employment. Recent figures show that more than half of them (72%) feel their employment is not secure.

Sentence 1		Sentence 2	

4. Around 20–30% of all plantations established during the last 30 years have been destroyed. The destruction of the forests in Bangladesh seems to be uncontrolled and large amounts of forestland are expected to be cleared in the near future.

Sentence 1		Sentence 2	

5. Female workers are assigned to work on assembly lines and their skills are confined to that particular part of garment manufacturing. Neetha (2002) argues that the definition of skill is not only technically-based but also gender-based; their jobs tend to be categorised as 'feminine' and 'unskilled'.

Sentence 1		Sentence 2	

Activity 3: Justifying your Opinions

Work in groups.

a) *Look back at Activity 1. Think of one fact to justify each opinion.*

b) *Write one fact and opinion pair of your own in a short paragraph.*

_____

_____

_____

c) *Present your fact and opinion pair to the class.*

d) *Listen to four students presenting their opinions and the supporting facts/evidence they give. Take notes in the table below.*

	Opinion	Supporting Fact/Evidence
First		
Second		
Third		
Fourth		

Extension: Developing your Awareness of Language

Complete each sentence below with the appropriate form of the base word. The base word is mentioned in parentheses. The first one is done for you.

1. Normally, *acquiring* the language of home and community is not a problem. Children do this naturally and quite well through interaction with their parents. The *acquisition* of literacy, however, does not always come as naturally. It can only be *acquired* if it is a part of one's environment, if literacy is to be used in a meaningful way. (acquire)

2. The _____ of plant life has made Bangladesh one of the richest flora regions in the world. Bangladesh has a number of _____ ecosystems. (diverse)

3. It can be _____ that environmental problems are very different for rich and poor countries. However, the _____ largely depends on the indicators chosen to study such problems. (argue)

4. About 6,000 hectares of forestland are _____ to be lost each year for various reasons, but recent observations by the Forest Resource Assessment Project disprove such _____ and suggest that the annual rate of deforestation has exceeded 37,600 hectares. (believe)

5. Berndes (2003) _____ defends the contribution of biogas to the future global energy supply, and Baral & Guha (2004) supports the _____ of replacing fossil fuel with biogas as it will be beneficial to the environment. (logic)

6. The increase in GDP and steady decrease in population _____ fundamental economic change, so the _____ that such fundamental economic change has not occurred in Bangladesh seems to be related to slower rate of increase in GDP. (imply)

7. Baran (1957) _____ developed countries as underdeveloped countries are largely exploited by them. He focused his _____ on the colonial systems created by developing countries. (criticise)

Home Task: Exploring the Internet for Ideas

a) *Use the Internet or any other source to find information about the use of social media. Find different opinions on the following statement:*

Social media has many positive effects such as allowing the democratisation of the Internet.

b) *Develop your own argument on this and write one paragraph about it. Share your write-up with your classmates.*

Session 2

At the end of this session, you will have:

- expressed agreement and disagreement in different ways
- listened actively to others' opinions and evaluated them

Activity 1: Agreeing and Disagreeing

Read the following statements. Do you agree (A), partially agree (PA) or disagree (D) with each of them?

1. With access to social media like Facebook, YouTube, Blogs, Google, Skype, etc., the young generation now pay less attention to other media. _____

2. The availability of the Internet on cellphones made social media more popular than any other media. _____

3. Social media has now replaced traditional media as a source of entertainment, and even information. _____

4. Social media is more appealing as it offers two-way communication. _____

Activity 2: Evaluating Opinions

a) *Listen to four university students talking about different aspects of social media. Take notes on the main points in the table below.*

Student	Opinion	Evidence
Salman		
Nusrat		
Ripa		
Nasim		

Work in groups.

b) *Which opinion do you think is the best or most acceptable? Why?*

c) *Do you find any of the opinions questionable? Why?*

Activity 3: Expressing Agreement or Disagreement

a) Work in pairs. Decide whether each phrase below expresses agreement (A), partial agreement (PA) or disagreement (D).

_____ 1. Absolutely. Actually, I would go further, and say…
_____ 2. I agree with your comment "…". What do you think about…?
_____ 3. I agree with……, but what about …….?
_____ 4. I can appreciate your point about…, but I would disagree because….
_____ 5. I can see that…., but I think it's also important to consider….
_____ 6. I disagree. What about the situations where…?
_____ 7. I don't really see it that way because….
_____ 8. I don't think that's the case because ….
_____ 9. I understand your point about…, but I don't understand…..
_____ 10. I'm afraid I can't agree with… because …..
_____ 11. I'm not so sure about that because…
_____ 12. I'm with you on that point. What I still wonder about is….
_____ 13. It's certainly true that…, but on the other hand….
_____ 14. That's a good point, but in my opinion….
_____ 15. That's interesting, however, from my point of view….
_____ 16. Yes, and what's more…

b) Work in groups of three. Choose one role each from the three roles below. Use at least one expression from Activity 3a) above to help you to fulfil your role.

Student A: Decide whether you agree, disagree or partially agree with the students in the interview in Activity 2. Give reasons for your opinions to others.

Student B: Listen to Student A and disagree with Student A. Give reasons for your opinion to others.

Student C: Listen to A and B and confirm your understanding by summarising their points.

Extension: Expressing Someone Else's Opinion

a) *Find out three people's opinions on the following statement:*

Opponents of social networking say that it prevents face-to-face communication, wastes time on unimportant activities and alters children's behaviour.

b) *Summarise the different opinions on the above statement in one paragraph. Use the following expressions to introduce other people's opinions.*

1. Many people argue/claim/say/feel/think/believe that ...
2. It is argued by some that ...
3. There is a common belief that ...
4. Many people hold the view that ...

Home Task: Reflecting

Complete the sentences below.

1. I find it difficult to live without social networking sites, because
   _____
   _____

2. I think social media should have a greater role in our national life, because
   _____
   _____

Unit 14:   Gender and Equality

Session 1

At the end of this session, you will have:
- read and discussed the main ideas in a written text
- listened to and discussed the main ideas from a video clip

Activity 1: Activating Prior Knowledge

Work in pairs. Answer the following questions:
1. *What are the traditional roles of men and women in Bangladesh?*
2. *Look at the pictures below and work with a partner to find out what the people are doing.*
3. *Compare the roles of the women and the men in the pictures.*

Picture 1

Picture 2

Picture 3

Picture 4

Activity 2: Reading and Discussing Main Ideas

a) *Read the text below to identify the issues/problems discussed.*

Gender Inequality in Our Society

Ensuring equal opportunities for women is one of the major targets of the government of Bangladesh. However, in our male-dominated society, women are often still dependent on men socially and economically. Although there has been steady progress, inequality still exists, and the participation of women in many fields is low, creating a major barrier to economic development.

Despite numerous actions to increase female literacy, there remains a considerable gap between female enrollment in educational institutions and male enrollment. The literacy rate of male children was 49.5% in 2000 at a national level, whereas that of female children was 40.1%. There is also a rural-urban disparity in literacy rates for women, with rural women far behind urban women. Another significant gender disparity exists in higher education. For example, in 2001, only 24.3% of public university students were female.

In the employment sector, vast inequality exists between men and women, although there has been some progress in recent years. In 2007, the employed male population was 68.3% whereas the employed female population was only 22.9%. Gender inequality in terms of employability is even more severe in the rural areas.

Gender inequality in Bangladesh continues for several reasons. Traditionally, women were often discouraged from participating in public life. There are misconceptions that men are better than women as far as the ability to work is concerned and that only men can take care of their families, and also that the primary role of women should be as home-makers. There are also no effective policies to ensure women's security at home, in educational institutions, on the streets, or in other organisations.

Although some steps have been taken at policy level to reduce gender inequality in different sectors, in reality women consistently find themselves in low-status, low-paying jobs with few opportunities for advancement.

[Source: Adapted from, Gender Inequality in Bangladesh,
http://www.unnayan.org/reports/Gender%20Inequality%20In%20Bangladesh.pdf]

Work in groups.

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

Example: Paragraph 1 - Gender inequality in different sectors in Bangladesh is a major barrier to women's participation and to achieving development goals.

1. Paragraph 2: _____

_____

2. Paragraph 3: _____

_____

3. Paragraph 4: _____

_____

4. Paragraph 5: _____

_____

c) Discuss how significant these problems are where you live and where you study.

d) Take two specific problems from the text and discuss the solutions with your group.

Activity 3: Listening for and Discussing Main Ideas

a) Watch the video and note how the gender inequality issues discussed in the interview are similar or different from those in the text.

Issues discussed in the text	*Issues discussed in the interview*
Women are lagging behind in education.	
Women are discouraged from working outside.	
Women feel insecure when they go out.	

b) *Watch the video again. Say whether the statements below are true or false and correct the false statements.*

Statement	If false, correct version
1. The majority of the women are not pressurised to perform certain roles.	
2. Women who get support from their family can build their careers easily.	
3. Today a lot of men are not sharing household tasks.	
4. In our society, men get preference in the job market.	
5. Women want a secure work environment and colleagues who understand them well.	

c) *Work in pairs. Write in note form 3 possible solutions to the problems of gender inequality in Bangladesh based on the interview.*

- _____

- _____

- _____

Extension: Understanding Words in Context

Work in Pairs. Use the words in Column A to complete the phrases in Column B in the table below.

Column A	Column B
disparity male dominated equal opportunities enrollment economically into the mainstream low-status public life women's	1. female _____ 2. _____ society 3. _____ dependent 4. _____ jobs 5. gender _____ 6. _____ security 7. participation _____ 8. bringing women _____ 9. ensuring _____

Home task: Expanding Ideas

Write a paragraph about "Gender Equality in Bangladesh." Identify one problem and suggest at least one solution from your own experience and knowledge.

Session 2

At the end of this session, you will have:
- read for gist and for specific information
- discussed gender inequality

Activity 1: Activating Background Knowledge

Work in pairs or small groups. Discuss the following questions:

1. Do you think the issues of gender inequality in Bangladesh are the same as or different from other countries?
2. What are the common obstacles that women across the world face?

Activity 2: Reading for Gist and for Specific Information

a) *Read the text on the next page. Choose the best title for the text from the suggested titles below.*

1. Women in the UN
2. Gender equality in the UN
3. UN Women as an organization and its agenda
4. The activities of UN for the women of the world
5. UN Women

Title: _____

UN Women is the UN organization dedicated to gender equality and the empowerment of women. It was established in 2010 to accelerate progress on meeting women's needs worldwide. UN Women works for the:

- elimination of discrimination against women and girls;
- empowerment of women; and
- achievement of equality between women and men

Empowering women helps economies to develop and grow. Yet gender inequalities remain deeply entrenched in every society. Women lack access to decent work and face gender wage gaps. They are also often denied access to basic education and healthcare, suffer violence and discrimination, and are under-represented in political and economic processes.

For many years, the UN has faced serious challenges in its efforts to promote gender equality globally, including inadequate funding and no single recognised organisation to direct UN activities on gender equality issues. UN Women was created to address such challenges, providing women with a powerful voice at global, regional and local levels.

UN Women acts on two fronts. Firstly, it supports international political negotiations to formulate globally agreed standards for gender equality. Secondly, it helps UN Member States to implement those standards by providing expertise and financial support. It works with governments to design the laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on the following priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting.

[Source: *Adapted from*, http://www.unwomen.org]

b) *Work in pairs/small groups. Identify the obstacles in the way of equality for women all over the world. The first one is done for you.*

1. Lack of laws and policies protecting women's rights.

2. _____

3. _____

4. _____

5. _____

c) *Replace the underlined words given in the sentences below with one of the words or phrases from the box. The first is done for you.*

stopping	devise	removing	are deprived of	strength

1. UN Women is working towards <u>the elimination of</u> discrimination against women and girls. __*removing*__

2. UN Women prioritises <u>the ending of</u> violence against women. _____

3. Enhancing women's economic <u>empowerment</u> is another focus area. _____

4. By supporting international political negotiations, UN Women helps to <u>formulate</u> globally agreed standards for gender equality. _____

5. Women across borders <u>lack access to</u> decent work and face gender wage gaps. _____

Activity 3: Discussing Gender Inequality

a) Think about the following statements and circle the number that reflects your opinion (where 1=completely agree and 5=completely disagree).

1. Women are usually better parents than men.   1 2 3 4 5

2. Men make better politicians than women.   1 2 3 4 5

3. Men are better in the business world than women.   1 2 3 4 5

4. Men spend more time sitting in front of the television than women.

                                                                1 2 3 4 5

5. Women waste more time gossiping than men.   1 2 3 4 5

6. Women pay more attention to their appearance than men.   1 2 3 4 5

b) Work in groups. Compare and discuss your views. Give reasons.

Extension: Critical Thinking

Work in pairs/small groups. Discuss the following questions with your partner or group.

1. Have you ever experienced of gender inequality?
2. Does your family expect you to fulfil a traditional gender role?
3. How do you think gender inequality can be eliminated?

Home Task: Writing about Gender Inequality

Choose one of the points in Activity 3a). Write a paragraph giving and justifying your views.