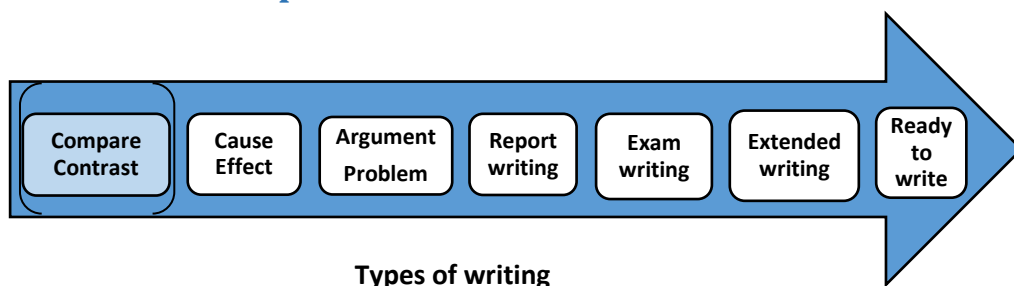


Units 9-15: Types of writing

Unit 9 Comparison and Contrast



Session 1

In this session you will learn how to do the following:

- Understand better how to compare and contrast objects or ideas
- Express comparison and contrast in different ways

Activity 1: Comparing and contrasting – how to do it?



Work in small groups.



Bandarban



The Sundarbans



Cox's Bazar



Sylhet

- a) *Which of these tourist attractions have you visited? What did you like / dislike about them? Look at the photos and share your ideas about the tourist attractions to complete the chart that follows.*

	Distance from Dhaka	Activities	Cost	Beauty	Safety
Cox's Bazar	380 km				
Bandarban	318 km				
The Sundarbans	250 km				
Sylhet	248 km				

b) Compare the tourist attractions in terms of the factors listed in the different columns. Write five sentences based on your comparisons which reflect your opinions about them.

[Example] Sylhet is nearer to Dhaka than Bandarban.

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

Share your sentences with members of another group. What language did you use to make comparisons?

Activity 2: Expressing comparison and contrast



a) Comparison can be expressed in many different ways. Underline the language used to compare and contrast different holiday destinations.

When it comes to choosing a holiday destination, people's tastes can vary considerably. Some people like visiting mountain areas such as Bandarban, whereas others prefer beach holidays at Cox's Bazar or Kuakata, or a city break in Dhaka. Scenery, climate and price can all affect the choice of holiday destination. Similarly, a person's personality and mood can have an influence. Mountains and beaches both offer peaceful scenic walks amongst nature. In contrast, cities have a livelier atmosphere and significantly more expensive entertainment opportunities. Most importantly, holidays offer opportunities for relaxation and refreshment of body and mind.

b) Study the table below to check your answers.

	Purpose	Examples
1 Comparison of adjectives	To compare two objects, ' er ' or ' est ' is added to adjectives having only 1 syllable or to 2 syllable adjectives that end in ' y '. For other adjectives having 2 or more syllables, ' more '/' most ' and ' less '/' least ' are used.	cheap ⇒ cheaper/ est big ⇒ bigger/ est lovely ⇒ loveliest expensive ⇒ more/less expensive
2 Modification of comparison	The degree of modification can be changed by using adverbs such as ' <i>significantly</i> ', ' <i>considerably</i> ', ' <i>markedly</i> ', ' <i>somewhat</i> '	significantly cheaper somewhat more expensive
3 Expressing similarity	Similarity can be marked through the use of ' <i>as + adjective + as</i> ', ' <i>the same as</i> ', ' <i>similarly</i> ', ' <i>like</i> ', ' <i>likewise</i> ', ' <i>too</i> ', ' <i>also</i> ', ' <i>both</i> ', ' <i>same</i> ', ' <i>all</i> '.	Sylhet and Chittagong are both popular tourist destinations.
4 Expressing dissimilarity	Dissimilarity can be signalled through using ' <i>but</i> ', ' <i>however</i> ', ' <i>on the other hand</i> ', ' <i>on the contrary</i> ', ' <i>whereas</i> ', ' <i>unlike</i> ', ' <i>while</i> ', ' <i>conversely</i> ', ' <i>in contrast</i> '.	Unlike the Sunderbans, Dhaka is noisy and crowded.

c) Complete the sentences using information from the table.

1. Both Kuakata and Sylhet are famous tourist destinations.
2. There is a _____ range of accommodation facilities in Dhaka than Sylhet.
3. You can enjoy the charming beauty of the sunset in Cox's Bazar, _____ in the Sunderbans, you will get the thrill of staying close to the wild.
4. There are _____ dining options in Bandarban than in Dhaka.
5. You may see monkeys in Sylhet _____ in the Sunderbans.

Activity 3: Two tourist attractions



a) Look at the pictures and read the texts about Cox's Bazar and the Sundarbans.

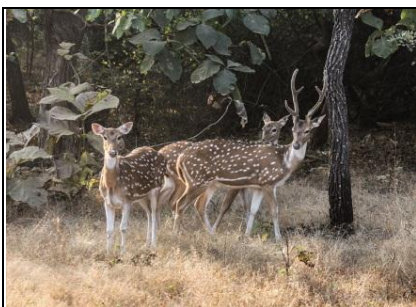


COX'S BAZAR: The longest sea beach in the world

Cox's Bazar, in the south-eastern part of Bangladesh, is the longest unbroken sandy beach in the world. It gently slopes down to the blue waters of the Bay of Bengal.

In Cox's Bazar, you can find many colourful pagodas or Buddhist Temples, dry fish markets and other places of attraction. Interesting places around Cox's Bazar are Himchari, Teknaf and St. Martin Island.

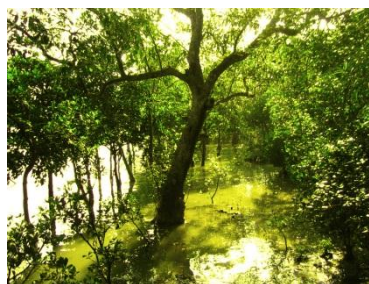
You can find hotels with single, double and family accommodation within short distances of the beach. Many hotels have swimming pools, gyms, spas and other modern facilities. Tourists can enjoy a variety of food with local and international flavours and tastes. After day-long activities on the beach, you can refresh yourself with green coconut juice and savoury seafood and enjoy the sunsets.



THE SUNDARBANS: Explore the home of the Royal Bengal Tigers

The Sundarbans is the largest mangrove forest in the world. It is the natural habitat of the world famous Royal Bengal Tiger, spotted deer, jungle fowl, rhesus monkeys and countless varieties of beautiful birds.

There are a number of famous spots in the Sundarbans such as the Hiron Point (Nilkamal), Tin Kona Island and Dublar Char. The main attractions of the Sundarbans are wildlife viewing, boating inside the forest, nature study, meeting fishermen, wood-cutters and honey-collectors, and seeing the world's largest mangrove forest. People usually take a two or three day tour to the Sundarbans by launch. Tourists stay on the launch throughout the tour as there are no hotels or lodges inside the forest. Lunch and dinner are prepared on the launch.



b) Use the information from the texts to write a paragraph to compare the advantages and disadvantages of Cox's Bazar and the Sundarbans as a holiday destination for one of the following groups:

1. Families with young children
2. Elderly couples
3. A group of students

Extension: Comparing and contrasting



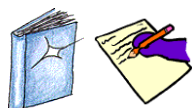
Find a partner who wrote about the same group of holidaymakers as you. Read each other's paragraph. Comment on the following:

- The ideas in the paragraph: Are the ideas interesting and relevant?
- The language your partner used to compare Cox's Bazar and the Sunderbans: Has your partner used a variety of language to make comparisons? Is the use of language accurate and academic?

Home task



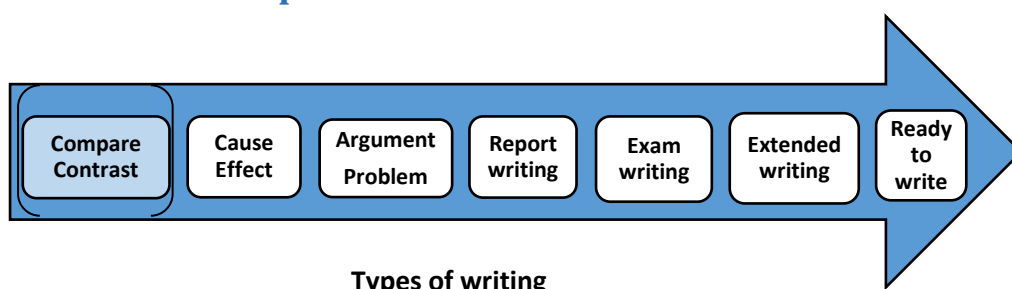
a) Portfolio task



Read the example essay in Appendix 2 and answer the questions.

1. What is the topic of the essay?
2. What points of comparison does the writer make?
3. What language does the writer use to make comparisons?

Unit 9 Comparison and Contrast



Session 2

In this session you will learn how to do the following:

- Evaluate different styles of organising comparative essays
- Plan a comparative essay

Activity 1: Package tours and independent travel – finding the key issues



Work in small groups.

With the rise of the Internet and the easy access to information it provides, more and more holidaymakers are making their own independent travel arrangements rather than booking a package tour through a travel agent.



Look at the issues related to travelling below. Which ones do you think describe package tours? Which ones describe independent travel? Put a tick mark (✓) to indicate your choices.

Issues	Package tour	Independent travel
1. Freedom of travelling		✓
2. More expense		
3. Less trouble in booking hotels		
4. You may miss some places		
5. Flexibility of meals		
6. Good for first time travellers		
7. You need to do a lot of planning and preparation		
8. Meeting new people		
9. You need to be disciplined		

Activity 2: Selecting the points for a comparative essay



Work in small groups:

See below the title of an essay in the field of Tourism and Hospitality Management.

Compare the advantages and disadvantages of package tours and independent travel.

- a) Read the title and underline the key words.
- b) What different points could you include in your comparison? (e.g. flexibility). Brainstorm with a partner and add your points in the box below.

Points:

- A. *Flexibility*
- B.
- C.
- D.
- E.
- F.

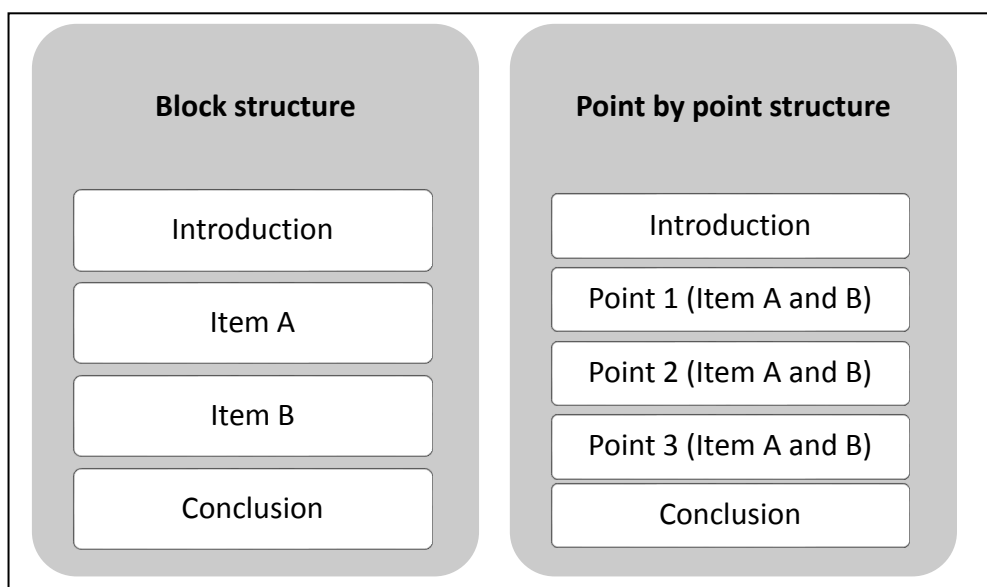
- c) Order your points from strongest (1) to weakest (6).

1.	2.	3.	4.	5.	6.

Activity 3: Organising and planning comparative essays



Comparative essays can be structured in two different ways: a 'block style' or a 'point by point style'. See below to find out about the two styles.



You are going to plan the tourism essay given in Activity 2.

Work in small groups to complete the following tasks.

1. Discuss together: Which of the two styles do you think will be most suitable for your tourism essay?
2. Make an outline of your essay according to the block style OR point by point style. Use the three strongest points you brainstormed in Activity 2. Write your outline in the appropriate box that follows (point by point or block).

My essay: Compare the advantages and disadvantages of package tours and independent travel

Point by point structure

Introduction

Thesis statement:

Point 1:

Example: Flexibility – Comparison between Item A package tours and Item B independent travel on flexibility of food, travel and entertainment

Point 2:

Point 3:

Conclusion:

Share your outline with another group who used block style. Look at each other's outlines. Which style works best for this essay topic?

My essay: Compare the advantages and disadvantages of package tours and independent travel

Block Structure

Introduction

Thesis statement:

Item A: Package tours

Point 1: Example: Flexibility – less flexibility of food, travel and entertainment

Point 2:

Point 3:

Item B: Independent travel

Point 1: Example: Flexibility – more flexibility of food, travel and entertainment

Point 2:

Point 3:

Conclusion:

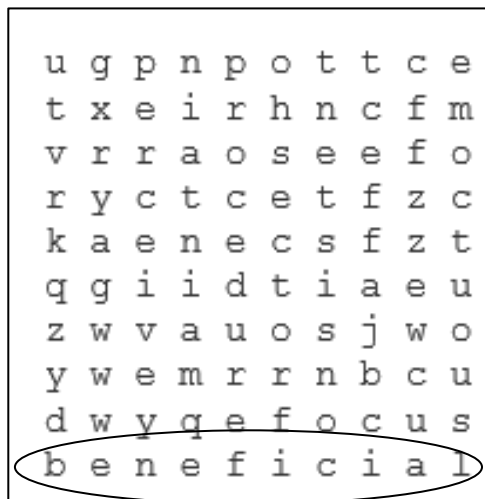
Share your outline with another group who used point by point style. Look at each other's outlines. Which style works best for this essay topic?

Extension: Developing academic vocabulary



Here are some useful academic words you have come across in the units:

consistent	outcome
beneficial	maintain
perceive	affect
focus	procedure



- Find them in the word search
- Check their meaning in a dictionary.
- Choose five of these words to make sentences which clearly show the meaning of the word.

1. _____

2. _____

3. _____

4. _____

5. _____

Home task



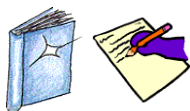
- Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Can you now compare and contrast two object or ideas?

b) Portfolio task



Now use your plan from Activity 3 to write the essay:

Compare the advantages and disadvantages of package holidays and independent travel.

- Find information from two different sources (for example a book, journal, and website) that you can use to support your points and include these in your essay.
- Remember to reference them appropriately and include a References list at the end of the essay.
- In the concluding paragraph, include some recommendations for the tourist industry based on the conclusions you drew from your comparisons.

Study Tip

- When you are comparing two items which are very close to each other, it is better to follow the block style.
- Even though you normally make a balance between the two items you are comparing, you may also take a position for a particular item.

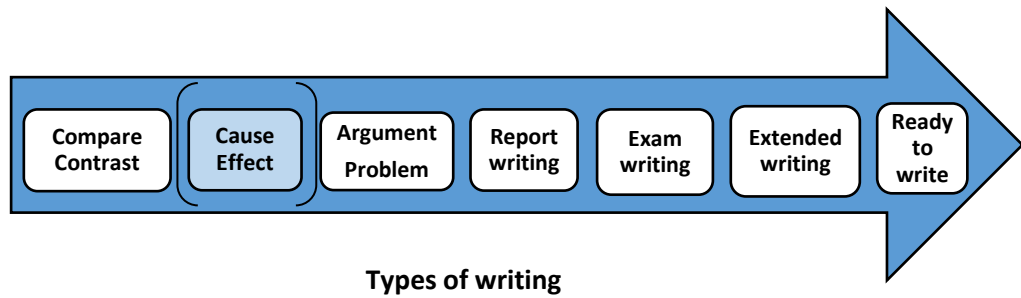
c) New vocabulary



Use your dictionary to search the meaning of the following words which you will encounter in the next unit and write them in the table.

Words	Meaning
fertility	
handloom	
owing to	
mortality	
reluctant	

Unit 10 Cause and Effect



Session 1

In this session you will learn how to do the following:

- Recognise cause and effect relationships
- Use cause and effect language to express a cause and effect relationship

Activity 1: Cause and effect – can you see it?



Using cause and effect language is very common in academic writing as this helps you to examine the reasons for and consequences of situations. Study the sentences below. Put a tick mark (✓) beside the sentences which you think express a cause and effect relationship. Then underline the part which expresses the cause and circle the part which expresses the result or effect.

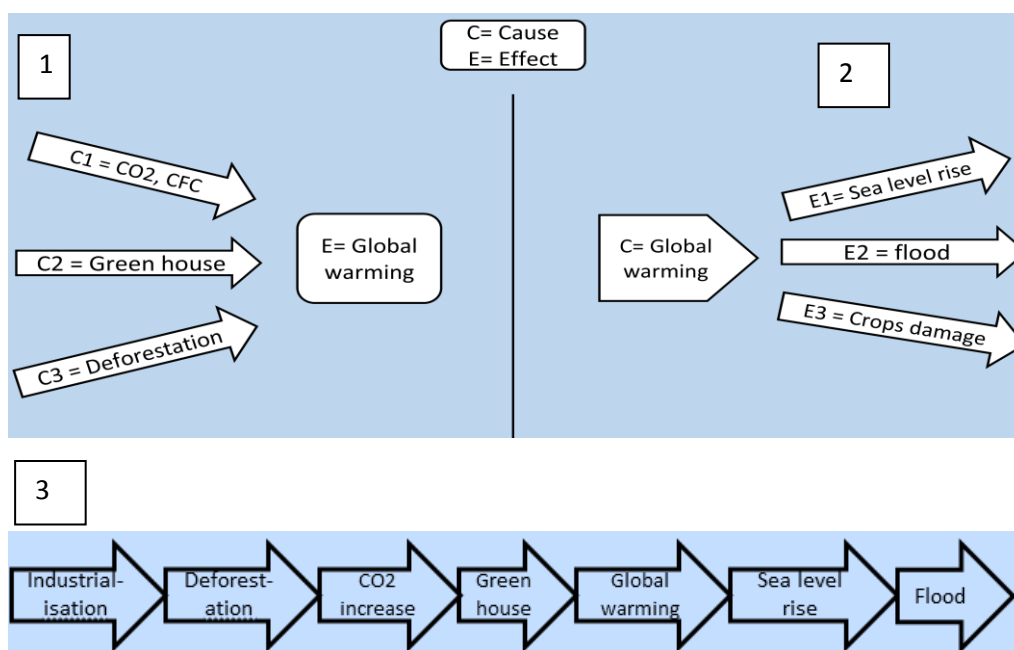
1. Since many women are uneducated and do not earn, they do not
(have any deciding roles in their families.) ✓
2. There is a close relationship between frustration and drug addiction.
3. Diarrhoeal diseases are responsible for the high child mortality rate in Bangladesh.
4. Our examination system encourages rote learning*; and as a result, many students rely on memorisation to pass the exams.
5. The handloom cotton industry is at risk because of factory-made clothing.
6. Lack of exercise among urban children may lead to physical and mental developmental problems.

Activity 2: The cause and effect structure



The relation between a cause and effect is interdependent. You can follow some structure to show relationship in a cause and effect essay.

Study the following three flowcharts and do the task that follows.



Fill up the table to show the cause and effect relationship for an essay on 'Child Trafficking'.

Causes	Effect	Cause	Effects
	Child trafficking	Child trafficking	

Activity 3: Language of cause and effect



a) Complete the following sentences with likely effects or possible causes:

1. The police arrested seven students from the campus last night because_____.
2. As parents are sometimes reluctant regarding the personal freedom of their children_____.
3. The quota system for admission to higher education should be abolished as_____.
4. People have lost interest in going to the cinema because of_____.

Compare your responses with a partner. Do you agree with your partner's ideas?

b) Which of the following words are used to talk about a cause and which about an effect?

the outcome of	because (of)	since	due to	therefore
lead to	result in	owing to	hence	as a result of
so	for this reason	a consequence of	the result of	thus
as				
Cause			Effect	

Activity 4: Cause and effect language – can you use it?



Work in pairs.

- a) Look at the newspaper cutting.

Why will Bangladesh reach its Millennium Development Goal two years ahead of deadline?



- b) Use the cause and effect language from Activity 3 to complete the gaps in the text below. (There is more than one option for each gap, but make sure your choice fits the sentence grammatically).



Figures 1 & 2 Dhaka(left), agricultural worker(right) Source:<http://en.wikipedia.org/wiki/File:Dhaka-Bangladesh.jpg>
http://commons.wikimedia.org/wiki/File:Rice_Field.jpg

Bangladesh has reduced the number of poor people from 63 million in 2000 to 47 million. **[Example]** Because of this success, Bangladesh will reach its Millennium Development Goals ahead of the 2015 deadline. It is evident that Bangladesh has also created better health outcomes for its people

a) _____ lower childhood mortality rates together with increased rates of vaccination for under-five year olds have been recorded. Now in Bangladesh 24% more poor people have access to electricity which

b) _____ a general improvement of living conditions. Bangladesh has experienced rapid economic growth since 1994. c) _____ this economic growth has been an improvement in the standard of living in many sectors. Incomes in sectors from agriculture to casual transport have been rising around 10% annually. Furthermore, d) _____ fertility rates have been consistently falling for years, there is less pressure on resources and incomes. Finally, many families have multiple earning members.

e) _____, solvency has increased in these families.

Information source: (adapted from) *Bangladesh Poverty Assessment: Assessing a decade of progress in reducing poverty 2000-2010*. Bangladesh Development Series. Paper no.31. The World Bank Office, Dhaka 2013

c) Compare your choices with a partner and comment on each other's choices. Has your partner used appropriate cause and effect words?

d) According to the writer, which situations in Bangladesh have improved considerably in the last few years? (Tick✓).

- Ensuring health facilities for everyone
- Population control
- Workplace safety of industry workers
- Reducing poverty
- Minimising child mortality
- Proper sanitation in rural areas
- Increasing literacy
- Opportunities of employment
- Good governance

Do you agree with the writer?

Extension: Matching causes with effects



a) Match the phrases in column A with the phrases in column B to indicate effective cause and effect relationships.

A	B
1) Heavy monsoon rain during the rainy season	Everyone should fight it together
2) Millions of Bangladeshis every year suffer from illness	The cyclones which have hit Bangladesh have been very strong
3) 36.3% of Bangladeshis who are poor now use mobile phones	Flooding in lowland areas
4) Millions of people have died in the last few decades	Consuming unsafe food
5) The extent of poverty is huge in developing countries	They now have more access to information and can communicate with less effort
6) The use of polythene bags has been banned	There is less possibility of pollution

b) Now write them as sentences to express ideas using appropriate cause and effect language from Activity 3b.

1. Heavy monsoon rain during the rainy season leads to flooding in lowland areas.

2. _____

3. _____

4. _____

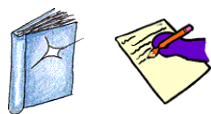
5. _____

6. _____

Home task



a) Portfolio task

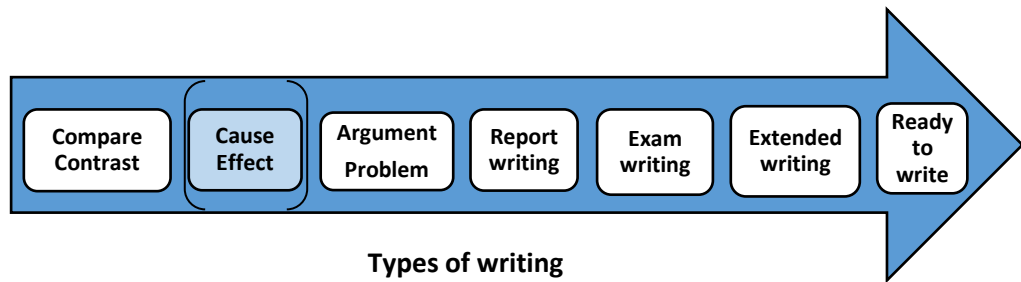


1. Write a paragraph on 'child trafficking' using information from Activity 2 and some of the cause and effect words from Activity 3. Add your completed task to your portfolio

2. Read the example cause and effect essay in Appendix 3 and answer the questions:

1. What is the topic of the essay?
2. List the causes and effects the writer mentions.
3. Find and write down the words and phrases the writer has used to show cause and effect relationships.

Unit 10 Cause and effect



Session 2

In this session you will learn how to do the following:

- Organise and plan a cause and effect essay

Activity 1: Child marriage



Child marriage is a common practice in Bangladesh especially in its rural areas. In this session you will plan and organise an essay in the field of Gender Studies on

The causes and effects of child marriages in Bangladesh

- a) *Read the statistical information on child marriage. Then use the ideas you have learnt about effective note-taking to make notes on the text in the **Notes** box that follows*

Child marriage

- Marriage occurs early for women in Bangladesh. Among women of the age group 20-49, 74 percent are married by age 18, and 86 percent married by age 20.
- Urban women, age 25-49 tend to marry one year later than their rural counterparts (16.2 years versus 15.3 years).
- Women's education shows a strong positive association with age at marriage. For example, women who have completed secondary or higher education marry five years later than those with no education. Similarly, the median age at marriage increases with household wealth. Women from the highest wealth quintile marry two years later than those from the lowest wealth quintile.
- Men in Bangladesh tend to marry later in life than women. Among men of the age group 20-49, only 6 percent are married by age 18, and 18 percent are married by age 20. Overall, only 19 percent of men of the age group 25-54 are married at or before age 20, and more than half (56 percent) are married at or before age 25.

Statistics reference: National Institute of Population Research and Training (NIPORT), Mitra and Associates, and ICF International (2013) *Bangladesh demographic and health Survey 2011*. Dhaka, Bangladesh and Calverton, Maryland, USA: NIPORT, Mitra and Associates, and ICF International.

Notes

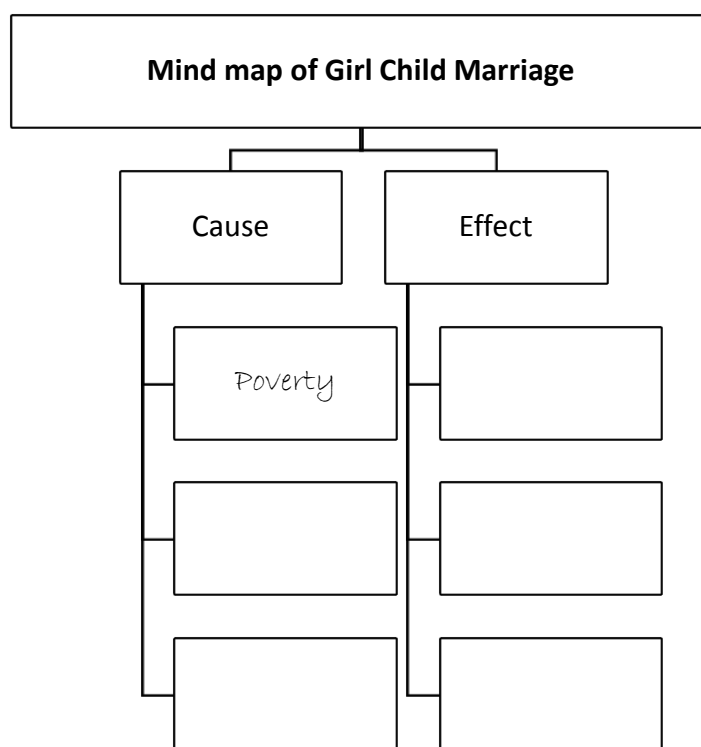
Comments

b) *Discuss in pairs:*

1. Why do you think women are married at a significantly earlier age than men in Bangladesh?
2. Why is child marriage more common in rural areas?
3. What happens when a girl weds at an early age?

c) *Work in pairs. Based on the statistics and your discussion, now try filling in the mind map to help you plan a cause and effect essay on this topic.*

The causes and effects of child marriages in Bangladesh



Activity 2: Structuring a cause and effect essay



An essay which involves cause and effect relationships can be developed in a number of ways. See a common way of developing cause and effect essays that follows.

Cause-effect essay Structure

Introduction

Cause-effect

Cause- effect

Cause-effect

Conclusion

My essay structure

Introduction

Conclusion

Use your mind map from Activity 1 and plan your essay structure. Fill in the gaps on the diagram above.

Activity 3: Organising the ideas for your essay



Work in pairs. Use the information from your mind map (from Activity 1) and your essay structure plan (Activity 2) to help you plan the thesis statement and topic sentences for your essay.

Introduction	Thesis statement:
Body Paragraphs	
1.	Topic Sentence (TS): Example: Poverty of the girl child's family among several other factors seems to be responsible for child marriage
2.	TS:
3.	TS:
Conclusion	

Activity 4: Writing paragraphs for your cause and effect essay



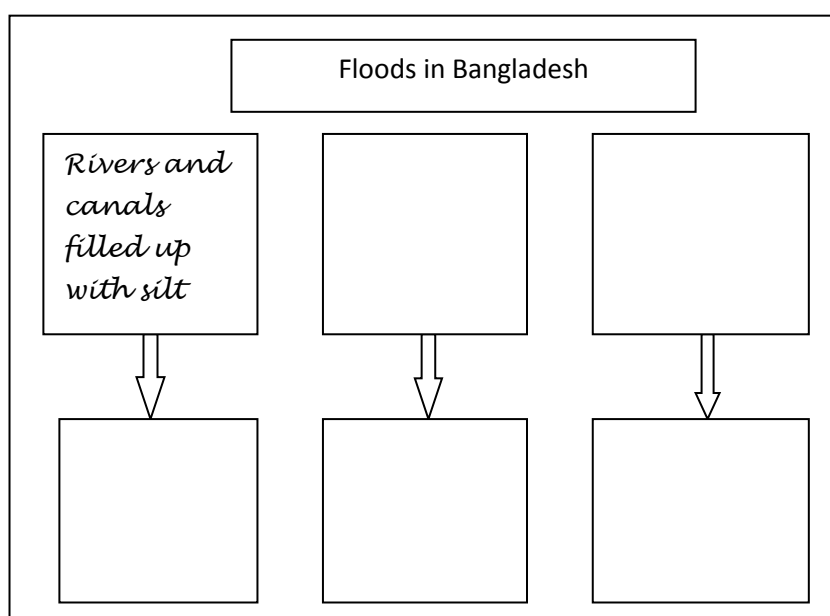
Now write the first body paragraph for the essay:

The causes and effects of child marriages in Bangladesh

Extension: Thinking about causes and effects



a) Work in pairs. Fill in the diagram with the causes and effects of floods in Bangladesh.



- b) Write a paragraph based on the flow chart. Remember to use an academic style of writing.

Home task



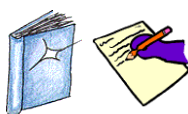
- a) Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you are now familiar with the different ways in which cause and effect relationships are expressed in sentences?
2. Can you apply what you have learnt in this unit to write an effective cause and effect essay?

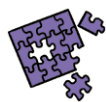
- b) Portfolio task



Complete your cause and effect essay on: The causes and effects of child marriages in Bangladesh (350-500 words).

- Find information from two different sources (for example a book, journal, and website) that you can use to support your points and include these in your essay.
- Remember to reference them appropriately and include a References list at the end of your essay. Add your essay to your portfolio

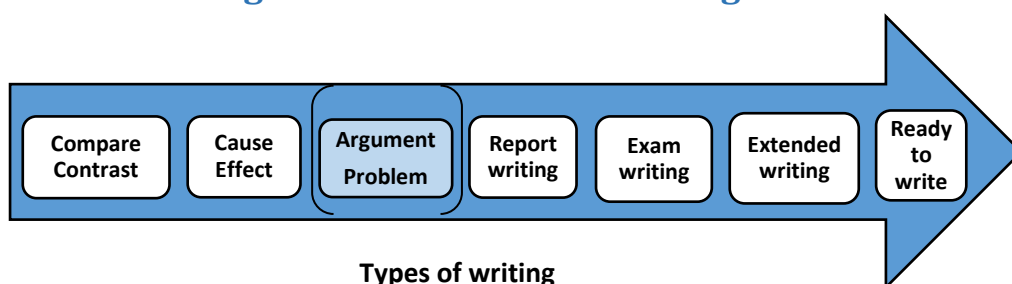
c) New vocabulary



Use your dictionary to search the meaning of the following words which you will encounter in the next unit and write in the table.

<i>Words</i>	<i>Meaning</i>
appeal	
controversial	
hasty	
reinforcement	
subsequently	

Unit 11 Argument and Problem-solving



Session 1

In this session you will learn how to do the following:

- Understand better the argumentative mode of writing

Argumentative writing is about discussing controversial issues. It is an appeal to both reason and emotion. The writer takes a position for or against a particular topic. The objective of the writer is to convince the readers and make them agree with his / her arguments.

Activity 1: How to avoid weak argument



Argument in academic writing is complex. Giving your opinion is not enough. Your argument must be supported and logical so that your readers will be persuaded by your argument.

Misleading statistics

Hasty generalisations

Personal attacks

Inappropriate comparisons

**Use of personal experience
instead of objective evidence**

**Not taking into account
alternative viewpoints**

a WEAK argument

a) Match column A (Causes of weak argument) with B (Examples) in the table below.

A Causes of weak argument	B Examples of weak argument
Hasty generalisation	Either you accept my proposal as it is or you reject it. There is no point in discussion.
Personal attack	Students should be allowed to look at their textbooks during examinations just as surgeons have X-rays to guide them during an operation.
Inappropriate comparison	50 per cent of the boys said that they are better cooks than girls. (Total number of boys in the survey* was four).
Not taking into account alternative viewpoints	If you give excess money to your school-going children, they may be spoiled. So you should stop giving excess money to your children.
Misleading statistics	People will not accept Milton's campaign against smoking 'Leave smoking or die'. He is a chain smoker and was even caught drinking wine three years ago.

b) Work in pairs. Read the extracts from Mithila and Abid's essays. Decide if they have made strong or weak arguments. Give reasons for your answer.
Example:

Essay: Language learning difficulties

'Based on my own experience, it can be argued that almost all students have problems with using tenses correctly.'

strong ☐ weak ☒

Why: Use of personal experience instead of objective evidence makes the argument weak

1. Essay: Language learning difficulties

'Ethnic minority students will never be efficient teachers of English; 75 per cent of them failed in phonetics. (N.B the number of students from ethnic minorities on the course was four).

strong ☐ weak ☐

Why: _____

2. Essay: Promoting child development

'Since living in an extended family helps to develop good character, we should let our children grow up in extended families.'

strong ☐

weak ☐

Why: _____

3. Essay: The problems facing small businesses.

'Either leather manufacturers must attract more young people to take up the trade or it will die out. There are no other options.'

strong ☐

weak ☐

Why: _____

Share your responses with the rest of the class.

c) Look again at the arguments in Mithila's and Abid's essays above. Choose one that interests you. Can you make the argument stronger?

Compare with a partner. Evaluate each other's argument in c). Is it a strong argument?

Study Tip

Weak arguments may irritate your readers and prevent them from accepting your viewpoint.
Hence you should try to avoid them.

Activity 2: Organising an argument essay



When you write an argument essay, you are trying to analyse the main arguments both for and against the issue and persuade others to accept your line of argument.

- a) *Read the text about how to structure an argument essay and underline the key points.*

How to structure an argument essay

In an argument essay you take a position for or against a topic. Your introduction introduces the topic and states the claim to be defended in the thesis statement. The body of your essay begins with paragraph(s) that support the thesis statement and includes relevant and convincing evidence (for example, statistics and images). Subsequently, you should analyse the most important opposing points of view to show you are aware of other people's opinions about the topic. This section of the essay is followed by a section where you refute others' points of view and give your counter-argument. If you can refute the main opposing ideas convincingly, you will have a good chance to establish your point of view. The conclusion sums up the arguments and restates the thesis with a closing statement in order to persuade your audience.

- b) *Now use the information in the text to put the stages of an argument essay in the correct order.*

	Stages of an argument essay
Reinforcement of argument for the thesis	
Recognition of arguments against the thesis	
Sum up; restating the thesis	
Ideas that support the thesis statement with evidence	
Statement of topic and thesis	1

Activity 3: The language of argument essays



Do you think that argumentative writing needs special vocabulary?

- a) Read an extract from Abid's essay from the psychology discipline. Underline the language of argument used in the text.

Physical exercise is the key to a young person's well-being. Discuss.

It can be argued that physical exercise is good for a person's overall health. Chowdhury (2006) puts forward five points in favour of this argument. In his study Chowdhury (2006) observes that participants* of all ages who developed a habit of doing exercise regularly, lost excessive weight and became slim; their muscles became stronger; and they achieved the body fitness they had wished for. Similarly, Banerjee (2004) from his study of teenagers' exercise habits maintains that weekly jogging can bring about a sound mental condition in young people. This suggests that physical exercise can improve both a person's mental and physical well-being.

While Banerjee (2004) and Chowdhury make good points, at the same time it must be noted that there are many other important factors that affect young people's well-being. For example, it is the view of Dey (2007) that teenagers' sense of wellbeing is linked most strongly to having good peer friendships. Dey (2007) may be right in saying that teenagers who have a large circle of friends are more likely to have positive self-esteem. However, other factors, such as having a close supportive family and caring teachers are also extremely important.

- b) Fill in the gaps in the following table to match the language of argument that you underlined to its purpose.

Purpose	Language of argument : Language items			
Introducing arguments and explaining opposing arguments	...It can be argued that.....			
			
	Khan (2010) disagrees with the idea that ...			
	Banerjee (2011)	believes points out	that...	(because)
Example sentence: Lahiri (2004) puts forward this argument for agricultural reform because he is convinced of the benefits it would bring to rural communities.				

Purpose	Language of argument: Language items
Evaluating opposing arguments	Agreeing:
	Disagreeing: One of the main arguments against Lahiri's (2004) agricultural reform is that... One objection to this argument is... This idea does not take into account (that)...
	Example sentence: <i>Singh (2013) may be right in saying that an economic slowdown in Europe may also affect Bangladesh's economy.</i>
Giving a counterargument although..., on the other hand..., One alternative is... While x may be true...
	Example sentence: <i>The Internet gives students access to world-wide information to do their research study. On the other hand, it can also encourage students to waste time surfing the web.</i>

Activity 4: Using the language of argument



Work in small groups. Discuss:

Should student politics be banned?

Make a list of ideas about the topic. Think about both sides of the argument.

Student politics should be banned

Student politics shouldn't be banned

Extension: Organising an argument essay



Mithila has written her essay: 'Should Student Politics be banned?'

Read her essay in Appendix 4 and answer the questions.

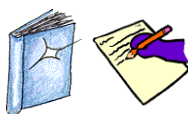
1. Which viewpoint does Mithila support? Is she for or against banning student politics?
2. Look at the overall structure of Mithila's essay. Has Mithila followed the structure of an argument essay?
3. Find and label the different sections of the essay:

A. Statement of topic / thesis
B. Ideas that support the thesis statement with evidence
C. Recognition of arguments against the thesis
D. Reinforcement of argument for the thesis
E. Sum up; Restating the thesis

Home task



a) Portfolio task

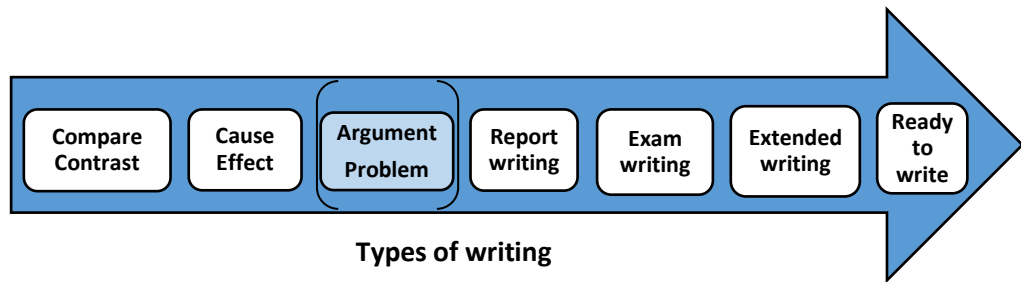


Write a paragraph on the topic:

Should student politics be banned?

- You can use your ideas from Activity 4 and some of the language of argument you learnt about in Activity 3.
- You should introduce and evaluate at least one opposing argument to your point of view and give your counterargument.
- Remember to reference your sources appropriately and include a References list at the end of your paragraph.
Add your completed task to your portfolio.

Unit 11 Argument and Problem-solving



Session 2

In this session you will learn how to do the following:

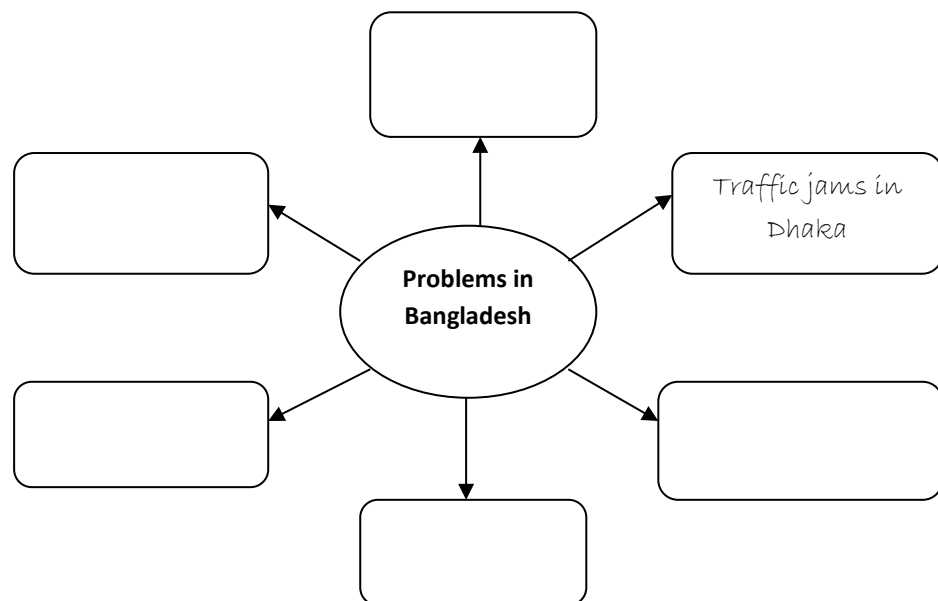
- Find and evaluate solutions to a particular problem
- Identify and use appropriate language and structures for talking about problems and solutions
- Structure a problem-solution essay

Activity 1: Identifying problems



Work in pairs to complete the following activities.

- a) *What are the main problems in Bangladesh at this time? Discuss together and write the most pressing problems on the mind map below.*



- b) *Take part in a class vote: Which is the most pressing problem?*

Activity 2: Proposing solutions



Work in pairs.

Problems need solutions! First you need to brainstorm as many solutions to a problem as possible.

a) Can you add two more solutions to the problem of traffic jams in Dhaka?

Problem : <i>Traffic jams in Dhaka</i>
Solutions: A. <i>Construct more flyovers</i> B. <i>Don't allow rickshaws on the main roads</i> C. <i>Train up drivers to keep to traffic lanes</i> D. E.

b) Choose one of the problems you identified in Activity 1. Propose five possible solutions and write them in the table below..

Problem:
Solutions: A. B. C. D. E.

Activity 3: Language for problem-solution writing



a) Study the following table that shows some structures you can use for proposing and evaluating solutions.

Proposing solutions

The problem could be solved by...
 This may be an alternative solution to ...
 In order to reach a solution, ...
 The issue can be solved in the following ways ...
 Here are some ways of overcoming the problem ...

Evaluating solutions

This could/would/can/may/should/might/ + be + adjective ...
 It could/would/can/may/should/might/ + be + adjective ...
 This would/could/may/might + adverb+ verb ...
 It is + adverb+ adjective ...

b) Here are some adjectives you can use for evaluating situations:
 Check their meanings in a dictionary.



c) Some of these words can be used for discussing the strengths of a solution, and others for discussing the weaknesses of a solution. Put the above words in the appropriate column of the table.

Evaluating solutions	
strengths of a solution	weaknesses of a solution
	impractical,

Activity 4: Choosing the best solution



Work in pairs

Study Tip

Evaluating solutions according to their strengths and weaknesses will help you critically analyse which is the best solution to a problem.

- a) Look back at the solutions that you proposed in Activity 2 for the traffic problems in Dhaka. Evaluate the strengths and weaknesses of the solutions putting 'v' and 'x' in the corresponding boxes. (s = strength, w = weakness, - = not applicable).

Problem: Traffic jams in Dhaka								
	Solution	ethical	legal	costly	logical	practical	feasible	achievable
1	Construct more flyovers	-	-	w	s	s	s	s
2	No rickshaws on main roads							
3	Train up drivers							
4								
5								

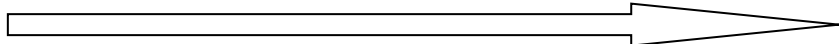
- b) Now complete the table to evaluate the strengths and weakness of the solutions you proposed to the problem you chose in Activity 2.

Problem:								
	Solution	ethical	legal	costly	logical	practical	feasible	achievable
1								
2								
3								
4								
5								

- c) Ranking solutions: Now use the information from the tables above to rank your solutions in order of suitability:

1 = least suitable

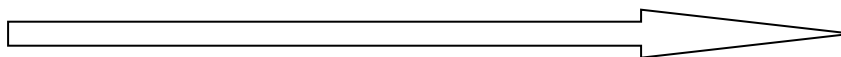
5 = most suitable



Topic: Solutions to traffic jams in Dhaka					
Rank	1	2	3	4	5
Solution					

1 = least suitable

5 = most suitable



Topic:					
Rank	1.	2.	3.	4.	5.
Solutions					

Extension - Elements and structure of a problem-solution essay



Unjumble the sentences in the flowchart below to create a possible structure for a problem-solution essay. Then read the example essay in Appendix 5 and add the key points from the essay to the flowchart.

	Structure for a problem-solution essay	Essay Appendix 5
Introduction	problem the of statement Statement of the problem	The high number of road accidents in Bangladesh
Main body	and problem of the explanation evaluation	
	↓	
	possible of solution (1) statement	
	↓	
	(1) of possible evaluation solution	
	↓	
	statement solution possible (2) of	
	↓	
	possible evaluation of (2) solution	
	↓	
	of statement possible (3) solution	
	↓	
	solution evaluation of (3) possible	
	↓	
	evidence best the with supporting solution	
	↓	
Conclusion	a with concluding action for summarising call and	

Home task



a) Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. What have you learnt about how to create a strong argument?
2. What have you learnt about proposing and evaluating solutions to a problem?
3. What have you discovered about the element and structures of a problem-solution essay?

b) Portfolio task



Write a problem-solution essay on:

Major problems faced by businesses in rural Bangladesh and how these might be overcome.

Use the problem-solution language and structure for your essay that you have learnt about in this session. (500 words)

- *Find information from two different sources (for example a book, journal, and website) that you can use to support your points and include these in your essay.*
- *Remember to reference them appropriately and include a References List at the end of the essay.*

Put your completed task in your portfolio.

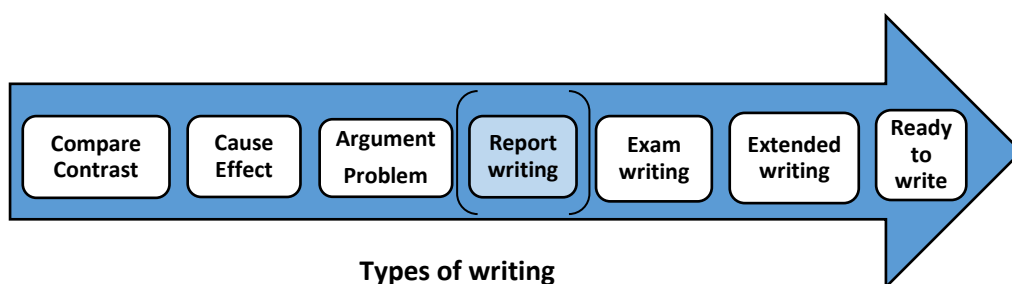
c) New vocabulary



Use your dictionary to search the meaning of the following words which you will encounter in the next unit and write in the table.

<i>Words</i>	<i>Meaning</i>
anonymous	
hazardous	
illustrations	
liaison	
prevalence	
pseudonyms	
simulation	
unprecedented	

Unit 12 Writing a Report (1)



Session 1

In this session you will learn how to do the following:

- Work out the differences between essays and reports
- Get an overview of the different parts of a report
- Find out about the introduction section of a report

In this unit and unit 13 you will learn about how to write a report. Writing a report is a common academic tradition in higher education. Depending on your study subject, you may be asked to write a report on a wide range of topics. In Appendix 6 you will find an example report. You will be analysing this example report throughout these two units to help you understand more about writing reports. Then during the Home tasks you will write a report yourself.

Activity 1: Reports and essays – what do you know?



Work in pairs. Look at the academic disciplines listed below. Decide in which disciplines, you think it is more common to write essays and in which ones it is more common to write reports.

- a) Philosophy essay
- b) Marketing _____
- c) Business _____
- d) Literature _____
- e) Chemistry _____

Activity 2: Difference between essays and reports



Reports are a carefully organised form of writing. Unlike essays which usually deal with theoretical and abstract issues, reports are about more practical issues. Think about any reports you have read; how are they different from essays? Then look at the table below for more differences between reports and essays. Can you fill in the missing information?

Reports	Essays
Based on information	Based on argument
Usually meant to be read quickly	
Usually helpful to make a decision or to initiate actions	Demonstrate knowledge and critical thinking
Section headings and subheadings are used and numbered	
Use of tables, graphs and illustrations	Rare use of tables, graphs and illustrations
	Presents a conclusion to the question

Activity 3: Organising and identifying the sections of a report



A student, Abid, has some questions about report writing.

What are the different sections of a report?
How do I organise my report?

Complete the activities that follow to help answer Abid's questions.

In the table that follows, you can see the names of the different sections of a report and descriptions of their features. Match the section names with their features. Also, put numbers beside the sections in their order of appearance in a report. Use the example report in Appendix 6 to guide you.



No	Sections	Features
	Findings	Name of the paper, author and institution
	Methodology	Summarising the findings; recommendations
2	Contents	Presentation of data
	Discussion	Very brief overview of the report
	Title page	Types of activities carried out to collect data
	References	Discussing the importance and purpose of the research; brief literature review
	Introduction	Listing of all the sections, tables and figures
	Appendices	Explanation of the findings; comparison with other studies
	Abstract/Executive Summary	Full details of data and additional information
	Conclusion	Full information of the referred sources

Activity 4: Setting the scene – writing the introduction



This is the first paragraph of the example report from Appendix 6. It is a report in the field of Education and Research which deals with what students think about introducing English as the medium of instruction in higher education.



Read the paragraph and answer the questions which follow.

The unprecedented global spread of English has resulted in English becoming an important language in higher education. As an international language, English clearly dominates in global research publications, academic communication, international conferences and information technology. Ammon (2003) shows that by 1995, 87.2% of journal publications in Natural Sciences and 82.5% of journal publications in Social Sciences were in English. This dominance of English language in education and research raises the question whether English should be made the medium of instruction in higher education institutions. The issue of the medium of instruction is very significant as this may have a substantial effect on the academic performance of the students and the professional performance of teachers (Tollefson and

Tsui, 2008). In Bangladesh, there is currently no national policy on the medium of instruction. However, in the context of the prevalence of English in higher education research and publication, this study tries to explore teacher and student perceptions towards English being the medium of instruction in the higher education sector of Bangladesh.

Work in groups.

a) Which of the following titles do you think is most suitable for this introduction? Give reasons for your choice.

1. The prominence of English in higher education.
2. Language policy of Bangladesh in the higher education sector.
3. The feasibility of English becoming the medium of instruction.

b) The introduction of a report contains several elements:

- (1) It provides background information to the readers.
- (2) It informs the readers why the research you are undertaking is important.
- (3) It states the purpose of the report.

c) Reread the introduction paragraph and find the sentences which relate to the elements 1-3 listed above.

Elements	Sentences
1	The unprecedented...education.
2	
3	

Extension – Can you recognise the different sections of a report?



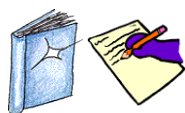
Work in pairs. Now read the following extracts taken from a report on climate change and media in Bangladesh in the field of Journalism. From which section of a report do you think these extracts have been taken?

Extracts	Section
Semi-structured* interviews were conducted to get data from the participants*.	Methodology
Given this present context, it is really important to know how the media portrays the risk of climate change in the coastal areas of Bangladesh.	
Climate change journalist, Saima Jaker, said that the social effects of climate change often do not get enough coverage in the print media.	
So the local media is mostly influenced by global media discourses which may fail to capture the grassroots issues.	
Boyce, T. and Justin, L. (2009). <i>Climate change and the media</i> . New York: Peter Lang.	
The full interview schedule and transcription of the oral data are provided here.	
In light of the findings of this study, it is recommended that the local media of coastal areas should work together with the national media.	

Home task



a) Portfolio task



Write the introduction for a report: 'Ensuring workplace safety for the garment workers of Bangladesh' in the field of 'Human Resource Management'. You can use Abid's notes that follow to help you. Make sure your introduction has all the necessary elements for a report.

Ensuring workplace safety for the garment workers of Bangladesh

Context: The garments industry generates 17% of the country's GDP; garment workers work in a hazardous environment in Bangladesh; regular incidents of fire or collapse in the factories; many workers have either died or have become disabled.

Research questions: How can conditions be improved? Who is responsible for safety – factory owner? government? garment worker?

Methodology: Questionnaire among 160 garment workers in 4 factories:

1. Has your factory ever caught fire or been in accident?
2. Did you have safety training when you started your job?
3. Do you wear any safety gear or maintain any safety dress code?
4. Do you know anything about government rules for the garment factories regarding safety issue?
5. Does your factory practice safety drills simulation?

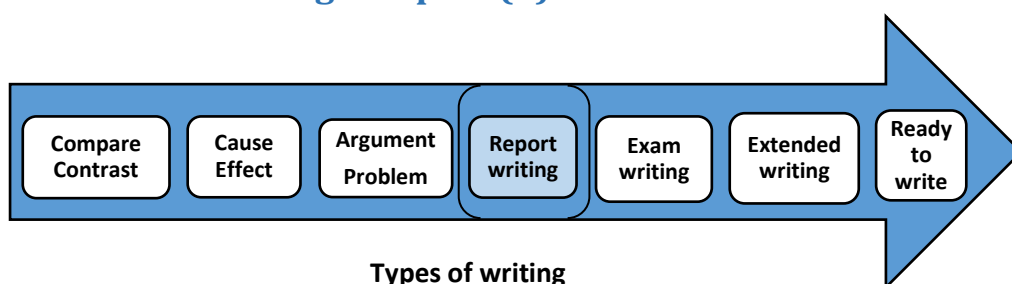
Findings:

The questionnaire results:

1. Has your factory ever caught fire or been in accident? Yes (44) / No (76)
2. Did you have safety training when you started your job? Yes (60) / No (100)
3. Do you wear any safety gear or maintain any safety dress code? Yes (40) / No (120)
4. Do you know anything about government rules for the garment factories regarding safety issue? Yes (20) / No (140)
5. Does your factory practice safety drill/ simulation? Yes (44) / No (116)

Discussion: Safety training can be provided; safety gear (e.g. helmet and hard hat) can be bought, the government can establish a separate council to ensure the health and safety of the garment workers; safety drills should be conducted on a regular basis and every factory should have security clearance.

Unit 12 Writing a Report (1)



Session 2

In this session you will learn how to do the following:

- Collect data with special reference to interviews and questionnaires/surveys
- Become familiar with writing the methodology section of a report

Activity 1: Collecting data – warm up



Work in pairs.

Writing a report involves collecting evidence in support of the purpose of the report. Discuss together:

1. What are the different ways people collect data* for their research?
Can you name some of them?
2. Have you ever filled in a questionnaire* or survey*?
Do you remember what that was about?
3. Have you ever been interviewed by someone? Why do you think people interview others?



Activity 2: Interviews and questionnaires/ surveys



Read the text on two major data collection methods: interviews and questionnaires / surveys. Check the ideas which you discussed in the previous activity.

How you collect data for research depends on the kind of data you want to get to support your research questions. There are different types of data collection methods; for example, questionnaire / survey, focus group, observation, case study and interview. When you want to get structured information about the feelings and attitudes of the participants, you can use questionnaires / surveys. When you are more interested in the in-depth responses of the participants, you could conduct interviews. Some more differences between questionnaires / surveys and interviews are:

Questionnaire / Survey	Interview
More often quantitative *	Usually qualitative *
Focus on frequency	Focus on meaning
Large data sets	Small data sets
Less time consuming	More time consuming
Issue of ethicality is not very important as this is often anonymous	Ethicality is important as there is face to face verbal communication
Intends to inform	Intends to understand
Can have closed and open questions	Will have mostly open questions
Answers the question 'what?'	Answers the questions 'why?' and 'how?'

Study Tip

Surveys / Questionnaires are more helpful when you want to get a small piece of information from a wider group of people.

Interviews are useful when you want to understand details from a few people.

Activity 3: What to do – interviews or a survey/questionnaire?



Work in groups.

Look at the topics in the table. Will you do a survey / questionnaire or interviews to collect data on them? Put a tick mark (✓) to indicate your choice.

Topics	Survey / Questionnaire	Interview
In-depth responses of the girls who are victims of acid violence		
Why 'Facebook' is more popular than 'Twitter' in Bangladesh		
Information about the most popular Internet service providers by asking more than 50 people		
How the western media influences the lifestyle of the young generation here		
How common the use of sanitary toilets is in rural areas		

Activity 4: Writing the methodology



- a) Read the second section of the report on introducing English as the medium of instruction in higher education and underline the key information.



(1) Data for this research have been collected through interviews which were semi-structured in nature (See Appendix A for the interview schedule). (2) In total 20 students and 10 teachers from 8 higher education institutions have been interviewed to find out the attitudes towards making English the medium of instruction. (3) The oral data have been transcribed and relevant sections have been translated (see Appendix B). (4) Collected data have been qualitatively content analysed (Silverman, 2006). (5) Good ethical practices have been maintained by using pseudonyms of the participants.

b) Study the sentences written in the methodology section of the report above and match to the elements in the box below.

Elements of a methodology section		
Information about the participants	Data analysis technique	
Ethical issues	Data processing	Data collection method

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____ Ethical issues

Extension – Using questions to collect evidence



Work in small groups – two groups together

In the methodology section of the report it said:

Data for this research have been collected through interviews which were semi-structured in nature (See Appendix A for the interview schedule). In total 20 students and 10 teachers from 8 higher education institutions have been interviewed to find out the attitudes towards making English the medium of instruction.

- What questions do you think the research team asked the teachers and students?

a) In one group, write three questions which you think the research team may have asked the students.

In another group, write three questions which you think that the research team may have asked the teachers.

Q1 _____

Q2 _____

Q3 _____

b) Compare your questions. What do they have in common? What do you find different?

Home task



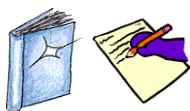
a) Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you feel confident now to write the introduction and methodology sections of a report?

b) Portfolio task



Look back at the notes in Session 1 Home task: 'Ensuring workplace safety for the garment workers of Bangladesh'. Now use the notes and your ideas to write the methodology paragraph for your report.

c) New vocabulary



Use your dictionary to search the meaning of the following words which you will encounter in the next unit and write in the table.

Words	Meanings
apprehension	
assess	
attain	
deter	
hegemony	
initiating	
lingua franca	
obstacles	
pedagogic	
pragmatically	
predominant	
urge	