

Department of Arts and Sciences
Ahsnullah University of Science and Technology
Manual for English Language Sessionals (Lab)
Programs: B. Arch. and B.Sc. in EEE, CE, ME, IPE and CSE

Day I

Listening skills:

Materials for practicing and testing listening skills have been collected and adapted from New Headway Intermediate Students' Book (Third Edition) by Liz and John Soars, Oxford University Press, UK. The course instructor can modify or make changes in the materials at any time depending on students' aptitude and level of learning. Listening activities have been developed through Pre-listening, while-listening and post-listening stages consecutively.

English Sessional 1

Listening task 1: My wonders (Tapescript 1.9):

Pre-listening activities: The course teacher will help students think about the changes in people's lifestyles and preferences from generations to generations and they will share their opinions among themselves.

While-listening activity 1: Students will listen to three people from the same family saying what they think are the wonders of the modern world. Complete the chart.

	What is the wonder?	What's good about it?	Are there any problems?
Sam			
Kelly			
Peter			

While-listening activity 2: Listen to the conversation again and find the missing words or phrases.

K=Kelly, S=Sam, P=Peter

K: we were doing the wonders of the world in school today. You know, the seven ancient wonders, the pyramids and _____ and we got to talking about what modern wonders would be and well we all thought that...

S=Huh ! I know what the _____ modern wonder of the world for me. I know what changed my life more than anything else....

P= what's that, dad?

S=The dishwasher

K= Uh? What d'you mean- the dishwasher?

S=I mean the dishwasher. I think It's marvelous! Every time I use something-cups, plates, dishes, knives, _____,you know, I just put it in and after a few days it fills up, I try it on and 'bingo' - all clean ,bright and _____ and I start again. _____ keep my kitchen tidy. I am not very _____ at tidyi...

K= Yeah, and the rest of the house is a_____. Come on Grandpa, ____ a bit more serious, we.....

S= I am serious!

K= Well, anyway, we all _____ at school the very best thing was the mobile phone....

P= I knew it!

S= Huh..I don't even know how to use one.

K= Oh, I couldn't live without mine. It's brilliant. I can _____ or text my friends all the time....

P= Don't I know...

K=...from _____ I am and they can call or text me. Or if I need a _____ from you or mum

P= You mean when you need _____ you up from a friend's house in the evening?

K= Yeah, that kind of thing...or if I'm going to be _____ late, or like staying _____ at school or whatever- I can just _____ you and mum know what's happening.

S= Ok, Ok that's good, but the problem that people use them too much for every _____ thing, you are never _____.

K= You are never alone with a mobile phone, you are never alone...

P= (laughs) All right, all right Kelly, you can stop that. What I really _____ is when people _____ into them in public places and everyone has to listen to their boring conversations-you know the kind of thing-er, 'hello sweetheart, it's me. I'm on the train, you can put the _____ in the oven.'

S= Sometimes it's not just boring, it's really dangerous, you know, when people _____ them when they are driving. I've seen lots of.....

K= And teachers _____ absolutely mad if we _____ to _____ them off and they _____ in class or you hear the beep, beep, beep of a text message.

S= I'll _____ they do. Good manners certainly _____ a wonder of the modern world!

P= Well, I have to say for me the most amazing wonder is an _____ one...it's the Internet and _____. It's changed the whole world and it's totally _____ my business. Everyone at _____ is always on the computer, checking emails, sending emails. It's _____ most of our business done nowadays.

S=Yeah, but the _____ part is that you're _____ to your computer all day, er..I _____ people will forget how to communicate face to face _____, it'll _____ be through machines. Just because you've got all these different ways to communicate doesn't mean there is _____ to say. I'm _____ I didn't have emails and _____ in my day.

K=Ah, but Grandpa, the ____ things are going, you'll probably be able to send messages through your dishwasher soon.

S=Huh, not in my lifetime I hope!

Post-listening activities: Students will make similar conversations in groups.

Speaking Skills

Rules of introducing oneself and practice

Reading Skills

Main Focus of the lesson:	<ul style="list-style-type: none">○ Discussing Different Reading Strategies (skimming, scanning, intensive reading and extensive reading)○ Presenting the Characteristics of Effective and Less Effective Readers
Main aims:	<ol style="list-style-type: none">1. Familiarize Students with Different Reading Strategies like:<ul style="list-style-type: none">○ Previewing○ Contextualizing○ Scanning○ Skimming○ Understanding main ideas○ Reading for details○ Understanding Facts vs Opinions○ Making Predictions○ Visualizing○ Summarizing○ Asking and Answering Questions○ Connecting the Text to life experiences/prior knowledge2. Familiarize the Characteristics of Effective and Less Effective Readers
Reading materials on Different Reading Strategies and Characteristics of an Effective and Less Effective Readers will be provided by the teacher	

Writing Skills

Writing Skills:

English writing skills occupy a significant place in academic as well as in professional life. Good writing skills allow people to communicate their messages clearly and comfortably.

Whether it is a report, a letter of application, a cover letter, a press release, an article on a topic, a CV, an academic essay, an assignment, an answer to a question in a test, it is essential to write it following the rules of writing and without any spelling and grammatical errors or mistakes.

Erroneous writing skill creates bad impressions and many readers may have a negative reaction if they discover a spelling or grammatical mistakes. So, writers should take extra care regarding the correctness of the writing.

English for academic purpose:

Academic English refers to the form of writing that is used to explain, describe, give information, and show logic or argument by the students of universities and researchers of any field. The rules of academic writing are strictly followed in any sort of academic writing and assessing written works. Academic English helps students improve their language skills to prepare them to succeed in the studies of the university. Students will learn here to conduct academic research and to express their ideas coherently and convincingly in an academic and professional format. All the knowledge of academic English that the students gain during this course here will be of a great tool in answering university exam –questions and conducting the final writing project of the students' respective fields of studies.

- A. 5 Steps in the writing process: (Discussion by the teacher)
 - (a) Brainstorming/pre-writing: (b) Drafting, (c) Revising, (d) Editing, (e) Submitting/Publishing
- B. Classification of writing: (a) Listing (b) comparison (c) contrast (d) process explanation (e) argumentative (f) narrative (g) descriptive (h) cause and effect etc.
- C. Definition of paragraph; topic sentence, supporting details and conclusion
- D. Definition of essay; introduction, supporting paragraphs and conclusion

Reference books:

- i. *From Paragraph to Essay* by Maurice Imhoof and H. Hudson, Longman, UK
- ii. *The Process of Composition* by Joy M. Reid, Longman, USA
- iii. f. *How to Write First Class Letters* by L. Sue Baugh, McGraw Hill Professional, USA
- iv. *Language* by Prof. Jahurul Islam and Dr. Binoy Barman, Friends' Book Corner, Dhaka

DAY 2

Listening Task 1: Sport and Leisure (Tapescript 2.7)

Pre-listening activities: Students will discuss different types of sports and will write description of one of their favourite sport or activity they usually do or wish to do in future.

While-listening activity 1: Students will listen to three people talking about a sport or activity they enjoy and take notes.

	Mary	Jenny	Thomas
Which sport/activity are they talking about			
How often do they do it?			
Where do they do it?			
What equipment and cloths do they need?			
Are they good at it?			

While-listening activity 2: Students will listen to the tape once again to find out the missing information.

Mary: I'm _____ years old, but I've always been interested in keeping fit. Recently, I started doing _____. I go once a week, on -um- a Thursday morning to a _____ old people's day centre. It's really nice _____. They _____ a special aerobics class for us. Umm-first thing we do is exercise...for about three _____ of an hour. We go through all the exercises to music. There are between four and eight of us depending on the _____, really. We just _____ loose-fitting clothes and comfortable shoes or

_____ and...Umm..apart from the music, and Julianne, our lovely instructor, we don't need anything else ! I'm quite good at it now. I can do most of the exercises, although there are one or two that are a bit _____ for me at my age—umm—I'm one of the oldest—um—some of the others are just babies of about _____. Afterwards we all go for a cup of tea and a piece of cake in the coffee _____. It's a really nice morning.

Jenny: I didn't start skiing until my mid 40s. Now I go once or twice a year for two weeks, usually in early spring. I live in London, so I go to ski _____ in Europe—in France, Italy, or Austria. At first it was really difficult, _____ in my 40s. I spent most of my time on my _____ ! But I was determined to learn so I took some classes. My husband thought I was _____.—but my children said you go for it mom! So I did and now my husband's taken up _____, too. I have my own skis, ski _____, and boots and stuffs that I take with me, and of course all the latest clothes—it's important to be fashionable on the ski slopes, you know.

Thomas: I absolutely love football. I'm crazy about it. It's the best. I love watching it but I especially enjoy playing it. I am nine years old I play for the local team at my school's football _____. I play _____ twice a week—on Friday _____ after school and on Sunday mornings. And we also have football _____ on _____ evenings when we just practice all our

football skills. It's brilliant! Er-we all have a special kit- a football shirt with a number on the back-er- I'm number 7, it's my lucky number! And we _____ shorts, socks and _____, all in matching colours and of course our football _____ oh-and we also have to wear _____ for protection, you know. We have a team _____,too-but we only wear this before and _____ matches and for _____. Erm- my mum always comes to _____ us, even when it's raining. Mmm-my team isn't very good, in fact, we nearly always _____,but we don't care ! er- our football coach, martin, says _____ doesn't matter-it's taking part that _____ -mmm-maybe he's right, but d'you know what I think? I think it' just fantastic when we win! yeah.

Post-listening activities: Students will prepare their own notes on their favourite sports or activities and will tell the class.

SPEAKING SKILLS

Introduction to IPA symbols (Consonants)

READING SKILLS

Main Focus of the lesson:	Reading a Text on “ <i>How fire leapt to life</i> ”
Main aims:	Skimming and scanning skills in reading Paraphrasing the original text Increasing anticipation skills (through word-guessing power)
Tasks to be tested	1. Summary Completion: 2. Matching
Task Description and Students' Ability to be Tested	
1. Summary Completion:	Task Description: The input for this type of question will be a summary of all or part of the reading text. The summary will contain a number of gaps. All of the information in the summary will be contained in the reading text, although the words used will be different. Student will also be provided with a list of words to use to fill the gaps. There will be more words than gaps. These words have been chosen so that only one word will be suitable for each gap (the answer) but other words may appear suitable (distractors). Student's task is to complete the summary using one word from the list for each gap. Because the summary is a paraphrase of the reading text (rather than an edited version), Students will need to have a good understanding of the overall meaning and main points of the section summarised, rather than a detailed understanding of the text.

	Students' Ability to be Tested: skimming and scanning the text for information.
2. Matching	Task Description: Look at the notes that have been made about the matches described in Reading Passage and Decide which type of match (A-H) corresponds with each description. Students' Ability to be Tested: scanning the text for information
Text for the reading practice will be provided by the teacher	

WRITING SKILLS

Presentation by the teacher:

- A. Parts of a paragraph (recapitulation): Topic sentence (introduction), supporting details and conclusion.
- B. Writing a listing paragraph on Qualities of a Good University (the full paragraph to be shown on slides Or, written on the board).
- C. Appropriate connectors to be shown and discussed

Practice by students:

Students will write a similar paragraph on a different topic like the Qualities of a Good Politician, The Problems of Dhaka City etc.

Evaluation and feed back by the teacher:

Teacher will check the writings of the students or tell them to read out their work. Then the teacher will give feedback to the students.

DAY 3

Listening skills

Listening task 1: Requests and Offers (Tapescript 4.10 and 4.11)

Pre-listening activities: Match a line in A with a line in B. Who is talking? Where do you think the conversations are taking place?

A	B
<ol style="list-style-type: none"> 1. Could you bring us the bill, please? 2. Would you give me your work number, please? 3. Can I help you? 4. Two large coffees, please. 	<p>White or black? No problem. It's stuffy in here Of course. Oh, shall I give you my mobile number, too? That line's engaged. Would you like to hold? It</p>

5. Can you tell me the code for Paris, please? 6. I'll give you a lift if you like. 7. Would you mind opening the window? 8. Could I have extension 238, please?	Yes, sir. I'll bring it right away. One moment, I'll look it up. Just looking, thanks. That would be great! Could you drop me off at the library?

While-listening activity 1: Listen to the short conversations and find out *requests* and *offers* separately.

While-listening activity 2: Listen to the conversations and complete the chart.

	Who are they?	What are they talking about?
1		
2		
3		
4		

Post-listening activities: Practise the conversations paying particular attention to intonation and stress. Make a list of the words used to make requests.

SPEAKING SKILLS

Introduction to IPA symbols (Vowels and Diphthongs)

READING SKILLS

Main Focus of the lesson:	Reading a Text on “ <i>Architecture</i> ”
Main aims:	Skimming and scanning skills in reading Paraphrase the original text
Tasks to be tested	1. Table Completion: 2. Matching causes and effects
Task Description and Students' Ability to be Tested	
1. Table Completion:	Task Description: Students will be provided with an incomplete table which summarises or paraphrases information given in the reading text. The information in table form may be organised differently from the way in which it appears in the text, for example chronologically instead of in order of importance. The task is to complete the gaps in three words or fewer. Students' Ability to be Tested:

	<ul style="list-style-type: none"> ○ scanning for specific information ○ understanding gist and paraphrase
2. Matching	<p>Task Description: You will be provided with two lists. In most cases, one list contains a small number of causes and the other list contains a larger number of effects.</p> <p>The task is to find the effect which arose from (matches) each cause. To complete this task well you will need to understand clearly what the words 'cause' and 'effect' mean.</p> <p>Students' Ability to be Tested:</p> <ul style="list-style-type: none"> ○ understanding cause and effect relationships ○ understanding gist and paraphrase ○ skimming the text for information
Text for the reading practice will be provided by the teacher	

WRITING SKILLS

Presentation by Teacher:

- A. Definition of comparison writing, appropriate connectors
- B. Demonstrating a comparison paragraph by teacher through slides or white board writing:
Similarities between Bangladesh and India

Practice by students:

Students will compose a paragraph on Similarities between Two Friends or, Similarities between Two Institutions.

Evaluation and feedback by the teacher:

Teacher will check the writings of the students or tell them to read out their work. Then the teacher will give feedback to the students.

Day 4

Listening task 1: Charity Appeals/ Tapescript 8.8

Pre-listening activities: Work in pairs. Choose at least three of the following charities you find similarities with the ones exist in your country. Discuss why you think people should donate to them.

- A charity that helps elderly people with food and housing

- A hospice for people who are dying of incurable diseases
- An organization that provides emergency supplies and medicine for disaster victims
- A charity that helps homeless people
- Cancer research
- A charity helps people with aids
- Animal rescue shelters

While-listening activities: Students will be asked to listen to information about three more charities and complete the chart.

	Who or what the charity tries to help	How the charity helps
1. Amnesty International		
2. WWF		
3. Crisis Now!		

While-listening activity 2: Students will listen to the tape once again and will look for the missing information.

Amnesty International : Amnesty International is a Nobel Prize-winning organization that works to support human (1) _____ around the world. It is independent of any government or political party and has over a million members in (2) _____ countries. Amnesty International works to free all (3) _____ of (4) _____ anywhere in the world. These are people who are in prison because of their beliefs, colour, (5) _____ origin, language or (6) _____. Amnesty International tries to help these prisoners in two ways: first, by (7) _____ their cases and, second, by putting pressure on governments to practise human rights.

WWF : WWF is the world's largest and most effective

(8) _____ organization. It is dedicated to _____ wild animals around the world and the _____ where these animals leave. WWF _____ it's conservation efforts towards three global _____. Firstly it works to save _____ species like the black rhino or the giant panda. Secondly, it works to establish and _____ national parks and wildlife _____ around the world. Thirdly, it works to address global _____ to our environment, such as pollution and climate change.

Crisis Now! : _____ and famine have come to Africa again this year, just as they have every year for the past fifteen years. In some parts of Africa it hasn't _____ for three years. There have been no _____, and the animals on which many people depend _____ long ago. Refugees are _____ from the countryside into the towns in their _____ search for food, and it has been estimated that over 1000 people are dying every day. We are supplying towns and camps with food and medical supplies, but our _____ are drops in the ocean. We need a hundred times more food and medical supplies, as well as doctors, nurses, blankets, _____, and

clothes. Your help is needed now before it is too late. Please give all you can. No _____ or penny will ever be better _____ or more appreciated.

Speaking skills

Phonemic transcription of English words, sentences and texts

Reading Skill

Main Focus of the lesson:	Reading a Text on “Right and left-handedness in humans”
Main aims:	Skimming and scanning skills in reading Paraphrase the original text
Tasks to be tested	1. Matching 2. Table Completion 3. Multiple choice questions (MCQ)
Task Description and Students' Ability to be Tested	
1. Matching	Task Description: Students will Use the information in the text to match the people (listed A-E) with the opinions listed. Some people match more than one opinion. Students' Ability to be Tested: <ul style="list-style-type: none">○ understanding gist and paraphrase○ scanning the text for information
2. Table Completion	Task Description: Students will be provided with an incomplete table which summarises or paraphrases information given in the reading text. The information in table form may be organised differently from the way in which it appears in the text. The task is to complete the gaps in three words or fewer. Students' Ability to be Tested: <ul style="list-style-type: none">○ scanning for specific information
3. Multiple choice questions	Task description: Multiple choice questions will require you to have an overall understanding of the main points of the text. Multiple choice questions will also ask you to identify factors in the text. Students' Ability to be Tested: skimming and scanning the text for information.
Text for the reading practice will be provided by the teacher	

Writing Skills

Presentation by Teacher:

- A. Definition of contrast writing, appropriate connectors
- B. Demonstrating a contrast paragraph by the teacher through slides or white board writing:
Differences between a Public University and a Private University

Practice by students:

Students will compose a paragraph on Differences between Two Friends or, Differences between Traditional Education and Online Education etc.

Evaluation and feedback by the teacher:

Teacher will check the writings of the students or tell them to read out their work. Then the teacher will give feedback to the students.

Day 5

English sessional 5

Tape script 7.6: The busy life of a retired man

Pre-listening activity 1: The course instructor will brief the story of a busy retired man. The students will be able to use their schematic knowledge to facilitate themselves to comprehend the listening text they are dealing with.

Pre-listening activity 2: Students will work in groups to discuss the following questions

- Is anyone in your family retired? Who?
- What job did they do before retiring?
- How old were they when they retired? How long have they been retired?

While listening activity: Listen to the conversation attentively and try to get the gist of the conversation.

Post-listening activity: Listen to the conversation again and after that answer the following questions:

- How long has he been retired?
- How long did he work for Courtaulds?
- When did he go to Wales?
- How long has he been married?
- Which countries has he visited since he retired? Where did he go two years ago?
- What are the two sad events that Tomas mentions?
- What does Philippa complain about?

- Who are the following? (hints-Rover, Keith, Kylie, Ted and Marjorie, Miriam, Helen)
- Why does Thomas like playing Golf?

Listening task 2:

Pre-listening activity: The teacher will ask the students to answer the following questions about themselves. The teacher will help them to organize their answers and will give some prior ideas about what they are going to listen to.

- If you have a problem, who do you talk to?
- If you won a lot of money, what would you do with it?
- What will you do if the weather's nice at the weekend?

While-listening activity 1:

Tapescript 8.1: Listen and complete the conversation with the verbs given in the box.

‘ll only know, will you do(x2), ‘ll have, ‘ll regret, don’t like(x2), won’t earn, won’t need

David: You’re both mad. I think _____ it. You were earning good money here. You _____ much growing lemons.

Jack: We know that, but we _____ a lot of money to live there.

Annie: There are lots of cheap, old farms. We _____ no trouble finding somewhere.

David: But you don’t even like gardening. What _____ if you _____ farming either?

Jack: We _____ if we _____ farming when we try it.

David: Well, OK. But what if you _____?

While-listening activity 2- (Tapescript 8.2) Listen to the next part of the conversation. Put the verbs in the correct form.

David: Will you keep in touch with friends?

Annie: Of course we will. When we _____ (get) there, we _____ (give) you a call.

David: And how will I contact you?

Jack: Well, as soon as we _____ (find) a place to live, we _____ (send) you our address.

David: I can always email you.

Jack: Yes, email’s brilliant for keeping in touch, but you _____ (have to) wait until we _____ our computers.

Annie: And David, I promise, you _____ (be) our first guest when we _____ (move) into our new home.

David: Excellent. I’ll look forward to that.

Post-listening activities: 1. Listen again and check. Practise the conversation.

2. Have more conversations. What will you do if you.....

- miss your family and friends

- have problems with the foreign language
- can't stand the heat
- want to move back to your old place
- fall ill
- run out of money
- get bored
- don't like the food

Speaking Skills

Conversion of phonemically transcribed materials into English language

Reading skills

Main Focus of the lesson:	Reading a Text on “ <i>Glass</i> ”.
Main aims:	Skimming skill in reading Paraphrase the original text
Tasks to be tested	<ol style="list-style-type: none"> 1. Matching headings to paragraphs 2. Label the diagram 3. Matching
Task Description and Students' Ability to be Tested	
1. Matching headings to paragraphs	<p>Task Description: In this type of question, Student will be given a list of headings. The instructions will also indicate around 4 to 6 paragraphs from the reading text. The task is to find the most suitable heading for each of the paragraphs. There will be more headings than paragraphs, and you shouldn't use any heading more than once unless the instructions tell Student that he can.</p> <p>To complete this task well, Students will need to be able to identify each paragraph's main focus. The correct heading will sum up the main idea of the paragraph.</p> <p>Students' Ability to be Tested: Identify the main idea of a paragraph</p>
2. Label the diagram	<p>Task Description: Students will label the diagram by selecting NO MORE THAN THREE WORDS from the Reading Passage to fill each</p>

	numbered space. Students' Ability to be Tested: scanning the text for information
3. Matching	Task Description: Students will look at the list of the uses of glass. According to the passage, state whether these uses exist today, will exist in the future or are not mentioned by the writer. Students' Ability to be Tested: scanning the text for information
Text for the reading practice will be provided by the teacher	

Writing skills

Presentation by Teacher:

A. Definition of process writing, its classification: (i) directional process writing, (ii) informational process writing; appropriate connectors

B. Demonstrating a process paragraph by the teacher through slides or white board writing: How to Make a Cup of Tea (both directional and informational ways)

Practice by students:

Students will compose a paragraph on How to Organise a Blood Donation Program Or, How to Arrange a Study Tour etc.

Evaluation and feedback by the teacher:

Teacher will check the writings of the students Or, tell them to read out their work. Then the teacher will give feedback to the students.

Day 6

Listening task 1: Brothers and Sisters

Tapescript 9.6

Pre-listening activities:

1. Teacher will do a class survey to find out ---

- who has got any brothers and/or sisters?
- who has got the most? how many? do they like having lots of brothers and sisters?
- has anyone got a twin brother or sister? do they like being a twin?
- is anyone in the class an only child? do they like being an only child?

While-listening activities: Listen to two people talking about their families. Complete the chart.

	Louisa	Rose
How many brothers and sisters has she got?		

Was she happy as a child? Why/Why not?		
Is she happy now? Why/Why not?		
What do you learn about other members of her family?		

Post-listening activities: Teacher will ask the students to work in groups for making similar kind of conversations.

Listening task 2: Expressing quantity

Tapescript 10.9

Complete the sentences with the words below. Some can be used more than once.

A few, How many, a little, enough, too much, as much as, too many, any, how much, all, as many as.

1. A _____ coffee do you drink?
B At least six cups a day
A That's _____. You shouldn't drink _____ that.
2. A _____ aspirins do you usually take when you have a headache?
B About four or five.
A That's _____. You shouldn't take _____ that!
- 3 A _____ do you earn?
B Not _____ to pay all my bills !
4. A _____ people are there in your class?
B Forty
C I think that's _____.
5. A have you got _____ homework tonight?
B Far _____. I'll never be able to do it _____.
6. A How old are you?
B Seventeen. I'm old _____ to get married, but not old _____ to vote !
7. A When did you last go to the dentist?
B Very recently. Just _____ days ago.
8. A Do you take milk in your tea?
B Just _____.

Post-listening activities: 1. Listen and check. Practise the conversations with a partner.
2. With your partner, ask and answer the questions in exercise 1 about you.

Speaking Skills

Tips for Oral presentation technique/skill

- A. Discussion on what presentation is , why it is necessary, how to do it etc.
- B. Demonstration: The teacher will discuss elaborately the strategies of effective academic **and** professional presentation.

Practice:

Students should be given one week time for preparing themselves and then on a fixed day they will appear for presentation with individual topics maintaining dress code.

Evaluation:

The teacher will evaluate the students presentation on the basis of previously set criteria record the marks obtained by them.

Main Focus of the lesson:	Reading a Text on “ AIRPORTS ON WATER ”
Main aims:	Skimming and scanning skills in reading Paraphrase the original text
Tasks to be tested	1. Matching information 2. Labeling Diagram 3. Summary Completion
Task Description and Students’ Ability to be Tested	
1. Matching information	Task Description: Student will be provided with two lists of information. To complete this task well he will need to understand clearly which information from one list matches with other list and match those. Students’ Ability to be Tested: <ul style="list-style-type: none">○ scanning for specific information○ understanding gist and paraphrase
2. Labeling Diagram	Task Description: Students will label the diagram by selecting NO MORE THAN THREE WORDS from the Reading Passage to fill each numbered space. Students’ Ability to be Tested: scanning the text for information
3. Summary Completion	Task Description: The input for this type of question will be a summary of all or part of the reading text. The summary will contain a number of gaps. All of the information in the summary will be contained in the reading text, although the words used will be different. Student will also

be provided with a list of words to use to fill the gaps. There will be more words than gaps. These words have been chosen so that only one word will be suitable for each gap but other words may appear suitable (distractors).

Student's task is to complete the summary using one word from the list for each gap. Because the summary is a paraphrase of the reading text (rather than an edited version), students will need to have a good understanding of the overall meaning and main points of the section summarized.

Students' Ability to be Tested: skimming and scanning the text for information.

Text for the reading practice will be provided by the teacher

Writing Skills

Part - A

Presentation by Teacher:

- A. Definition of narrative writing; appropriate connectors
- B. Demonstrating a narrative paragraph by the teacher through showing slides or white board writing: An Accident I saw Or, An Embarrassing Experience

Practice by students:

Students will compose a paragraph on A Memorable Event/Wedding Or, My First Day at University.

Evaluation and feedback by the teacher:

Teacher will check the writings of the students Or, tell them to read out their work. Then the teacher will give feedback to the students.

Part – B

Presentation by Teacher:

- A. Definition of descriptive writing; appropriate connectors
- B. Demonstrating a descriptive paragraph by the teacher through showing slides or white board writing: A Tourists' Spot Or, A University Campus

Practice by students:

Students will compose a paragraph on A Beautiful Park, Cox's Bazar Seabeach

Evaluation and feedback by the teacher:

The teacher will check the writings of the students Or, tell them to read out their work. Then the teacher will give feedback to the students.

Day 7

Listening task 1: The forgetful generation

Tapescript 11.9:

Pre-listening activities: Teacher will help the students discuss the following questions:

- Does your lifestyle mean that you have a lot to remember to do each day?
- Do you think modern society is busier and more stressful than 100 years ago?
- How do you remember all the things that you have to do each day?

While-listening activity 1: Listen to Ellen, Josh and Fiona, and take notes.

	What did they forget?	What did they do?
Ellen		
Josh		
Fiona		

While-listening activity 2: Listen to the tape once again and find out the missing words and phrases.

Ellen: Last year I finished university and I got a job in the same town, Canterbury. And one day, for some reason, rather than go to work for 9 o'clock, I _____ the bus and went to the

university for an 11 o'clock lecture. I was sitting there, in the lecture room, and I _____ to myself, 'Why don't I know anybody?' Then suddenly I remembered that I'd finished university and that I was _____ hours late for work !

Josh: I'm studying _____ in London now, and, erm....at the end of the last term I _____ my suitcase as _____ and went to King's Cross _____ to catch the _____ home. I was sitting _____ on the train, _____ for my exams, and the _____ came to _____ my ticket. He looked at it and said, 'Thank you, Sir. We'll be in Newcastle in about an hour.' _____ I thought, Newcastle!!? I don't want to go to Newcastle. My parents live in Plymouth! You see, when I was a child I lived with my parents in Newcastle, but we moved to Plymouth When I was ten. I couldn't believe it. How could I have been so stupid!

Fiona: Some time ago I got dressed, ready to go to work. I put on my (14) _____ black suit. I'd been working at home the night before –preparing for a very important meeting the next day, and I remembered to put all the (15) _____ papers into my briefcase.

Listening task 2:

Pre-listening activities: Listen to the rest of the radio programme and answer the questions.

- What is Professor Alan Buchan's job?
- What is it about some modern day working practices that causes forgetfulness
- Why did the woman think that she was going insane?
- What was the woman's problem?
- What helped the woman feel more relaxed?
- Does Professor Buchan advise using a computer to help remember things?
- What does he advise? Why?
- How does the presenter try to be funny at the end of the interview?

Post-listening activities: Students will think about the following questions and will try to answer.

- Do you think Professor Buchan's explanation for forgetfulness is true?
- Do you know any stories of forgetfulness, either your own or somebody else's?

Speaking Skills

- i. Introduction and address system
- ii. Invitations
- iii. Thanking people and replying to thanks
- iv. Apologizing

v. Expressing anger and resolving conflict

Main Focus of the lesson:	Reading a Text on “ <i>The Motor Car</i> ”
Main aims:	Skimming skills in reading Paraphrase the original text
Tasks to be tested	4. Matching headings to paragraphs 5. Identifying the writer’s views
Task Description and Students’ Ability to be Tested	
1. Matching headings to paragraphs	<p>Task Description: In this type of question, Student will be given a list of headings. The instructions will also indicate around 4 to 6 paragraphs from the reading text. The task is to find the most suitable heading for each of the paragraphs. There will be more headings than paragraphs, and you shouldn’t use any heading more than once unless the instructions tell Student that he can.</p> <p>To complete this task well, Students will need to be able to identify each paragraph’s main focus. The correct heading will sum up the main idea of the paragraph.</p> <p>Students’ Ability to be Tested: Identifying the main idea of a paragraph</p>
2. Identifying the writer’s views	<p>Task Description: In this task type you will be given a number of statements. You will have to decide if these statements agree with the writer’s views.</p> <p>To complete this task well you will often need to be able to recognise the writer’s views not only from what is said directly, but also from what is implied. For example, we do not need the writer to state directly that he/she disapproves of zoos. We can infer this disapproval if the writer states his/her disapproval of the following: animals being taken from the wild, animals being caged, people paying money to see animals, animals not having any privacy.</p> <p>However, if the writer simply describes the problems with zoos this does not necessarily imply disapproval.</p> <p>Also, you should not try to guess the writer’s views.</p> <p>Students’ Ability to be Tested:</p> <ul style="list-style-type: none"> ○ identifying opinion and attitude ○ skimming for detailed information ○ making inferences

Text for the reading practice will be provided by the teacher

Writing Skills

Presentation by Teacher:

- A. Report writing, definition and classification, format
- B. Demonstrating a report by the teacher through showing slides or white board writing: A report on the damage caused by fire in a factory Or, A report on the employees' performance in a factory

Practice by students:

Students will compose A report on a inter university science exhibition mentioning all relevant details Or, any other topic given by the teacher.

Evaluation and feedback by the teacher:

The teacher will check the writings of the students Or, tell them to read out their work. Then the teacher will give feedback to the students.

Day 8

English Sessional 8

Listening task 1: Collectors

Tapescript 10.7

Pre-listening activities: Students will discuss the following questions in the class.

- What kinds of things do people often collect?
- Why do people collect things?
- Do you collect anything? Did you use to collect things when you were younger? What? Why?

While-listening activities: Students will listen to two passionate collectors and will answer the following questions.

I=Interviewer, A=Andrea Levitt

I: First of all a little bit about you. Are you originally from New York City?

A: I'm from Wilmington, Delaware, but I've been _____ in New York a long time, 36 years. I came to New York to work in the fashion industry. I still work in the _____ of fashion. I love it.

I: So, how long have you been collecting dolls?

A: Hmm...It must be about 25 years. Yeah, 25 years.

I: So what _____ you to having such a love of dolls? Have you always _____ them?

A: Well, no. I didn't play with dolls much when I was a girl, but ah..these _____ children's dolls that I collect.

I: No?

A: No, they're really _____ of art. When you say the word 'doll' people think of a toy for little girls, but these are not. When I opened my business, *dolls-at-home*, two years ago, that was the message I wanted to get across to _____ lovers...that dolls are another art form.

I: I can see that these are not dolls for little girls. Some of them are really quite amazing. How many dolls do you have in your _____?

A: Oh...I would say –um I think maybe three hundred.

I: Wow..and where are they all?

A: Well, I had to buy a new apartment...

I: You bought an apartment for the dolls?

A: Yeah...I really did. My son, he is _____ now, he went off to college and I filled his room with dolls in _____ minutes, so I realized that I needed a different apartment. I wanted to _____ my dolls.

I: So, you have what, maybe four or five rooms, all with dolls...

A: Actually there are dolls in every room, even the bathroom and the kitchen.

I: I was going to ask, is there one room where you don't _____ dolls?

A: No! Oh no, they're part of my life. I mean sometimes when people visit and there is _____ to sit. It's a problem.

I: So, what about keeping them clean? _____ them?

A: Erm..yeah..that's a problem too. New York is dirty. Erm, I suppose they should be under glass but I don't want them under glass, I want to enjoy them. I dust them occasionally.

I: well, they look _____.

A: Thanks

I: That's a very unusual doll. Is it valuable?

A: No, not really..but that doll over there...it has an Elephant mask. That's my favourite.

I: Really?

A: You see the _____ goes up and it's a little boy's face and it goes down and it's an Elephant's face. It's _____ by one of the best doll _____ in the US, Akira Blount.

I: and how do you find your dolls?

A: I travel all over. I go to doll shows, and now that I have a _____ and I've started my own business, doll _____ find me. As I said, it's been going on for two years now, and I have a mailing list of nine hundred people.

I: Wow...what does your son think of all this?

A: You know, he thinks I'm sort of....crazy. He loves this apartment, but he can't understand....

I: Why you _____ with dolls?

A: Yeah..but two weeks ago he came to one of my doll shows, it was his first time, and I think he was impressed. Yeah..I think so.

I: So, do you think you'll _____ stop collecting them?

A: No, there is always room for another doll. If you are a real _____ you always find room.

I: I'm sure you're right. Well, that's great Andrea. Thank you very much.

Speaking Skills

- i. Giving compliments and replying to complements
- ii. Getting people's attention and interrupting
- iii. Agreeing and disagreeing
- iv. Getting information

Reading Skills

Main Focus of the lesson:	Reading a Text on “ <i>William Henry Perkin</i> ”
Main aims:	Skimming and scanning skills in reading Paraphrase the original text
Tasks to be tested	1. Identifying the writer's views 2. Answering Short Questions
Task Description and Students' Ability to be Tested	
1. Identifying the writer's views	Task Description: In this task type you will be given a number of statements. You will have to decide if these statements agree with the writer's views. To complete this task well you will often need to be able to recognise the writer's views not only from what is said directly, but also from what is implied. For example, we do not need the writer to state directly that he/she disapproves of zoos. We can infer this disapproval if the writer states his/her disapproval of the following: animals being taken from the

	<p>wild, animals being caged, people paying money to see animals, animals not having any privacy. However, if the writer simply describes the problems with zoos this does not necessarily imply disapproval. Also, you should not try to guess the writer's views.</p> <p>Students' Ability to be Tested:</p> <ul style="list-style-type: none"> ○ Identifying opinion and attitude ○ Skimming for detailed information ○ Making inferences
2. Answering Short Questions	<p>Task Description: students will be provided with a number of questions which they have to answer. Generally answers must be in three words or fewer but confirm this with the instructions.</p> <p>Students' Ability to be Tested:</p> <ul style="list-style-type: none"> ○ skimming for general information ○ reading for details ○ identifying the focus of the question ○ understanding paraphrase in the question
Text for the reading practice will be provided by the teacher	

Writing Skills

Presentation by Teacher:

- A. Analysis of a standard job advertisement.
- B. Various types and formats of solicited and unsolicited job applications.
- C. Demonstrating a job application by the teacher through showing slides or white board writing:
A job application for the post of Software/Mechanical/Electrical/Production engineer.

Practice:

Students will write a job application for the post of a Database Engineer/Hardwae Engineer/Instrument Engineer in response to a job advertisement provided by the teacher.

Evaluation and feedback by the teacher:

The teacher will check the students' work individually. Then he/she will give feedback to the students.

Day 9

Listening task 1: Come round to my place! /tapescript 4.9

Pre-listening activities: students will talk about the following questions.

- Have you ever been a guest in someone's home in a foreign country?
- When did you visit?
- Why did you visit?
- What was different?

While-listening activities: Students will listen to three people talking about inviting guest home for a meal. Listen and complete the chart.

	Sumie Nagano, Japan	Kate Bristol, England	Lucas Porto Alegre, Brazil
Formal/Informal			
Day/Time			
Preparations			
Gifts			
Food/drink			

Post-listening activities: Students will try to discuss the following questions.

- What happens in your country?
- Is it usual to invite people to your home for a meal?
- What are such occasions like in your home?

Listening task 2: On the phone (tapescript 7.7)

Pre-listening activities: The Course teacher will give provide the students with some imaginary situations. They will be asked to prepare short phone conversations depending on respective given situations.

While-listening activities: Complete the conversations with phrases from the box.

I'll give it, to hold, I'm phoning, line's busy, Speaking, leave a message, speak to, will get back to you, phone back later, take a message, I'm afraid, have extension, putting you through, at her desk

1. A. Hello. Could I _____ Sam Jackson, please?
- B. _____ Mr. Jackson's in a meeting. It won't be over until 3.00. Can I _____?

A. Yes, please. Could you ask him to phone me? I think he's got my number, but _____ to you again just _____. It's 743 219186.

2. A. Can I _____ 2173, please?
 B. The _____ at the moment. Would you like _____?
 A. Yes, please. (five seconds later)
 B. I'm _____ now.
 A. Thank you.

3. A. Could I speak to Alison short?
 B. I'm afraid she isn't _____ at the moment. Do you want to hold?
 A. No, don't worry. I'll _____.

4. A. Can I speak to Terence Camero, please?
 B. _____
 A. Ah, Mr. Cameron! _____ Holly lucas.
 _____ about a letter I got this morning.

5. A. Hello. This is Incom International. There's no one here to _____ at the moment.
 Please _____ and _____ as soon as we can.

Post-listening activities: Listen and Check. Practise the conversations.

Speaking Skills

- i. Extemporaneous speech
- ii. Interview facing techniques

Reading Skills

Main Focus of the lesson:	Reading a Text on “ Bakelite-the birth of modern plastics ”
Main aims:	Skimming and scanning skills in reading Paraphrase the original text
Tasks to be tested	<ol style="list-style-type: none"> 1. Summary Completion 2. Completing flow-chart 3. Multiple choice questions 4. Identifying the writer's views
Task Description and Students' Ability to be Tested	
1. Summary Completion	Task Description: The input for this type of question will be a summary of all or part of the reading text. The summary will contain a number of gaps. All of the information in the summary will be

	<p>contained in the reading text, although the words used will be different. Because the summary is a paraphrase of the reading text (rather than an edited version), Students will need to have a good understanding of the overall meaning and main points of the section summarised, rather than a detailed understanding of the text.</p> <p>Students' Ability to be Tested: skimming and scanning the text for information.</p>
2. Completing flow-chart	<p>Task Description: The input for this type of question will be completing a flow-chart based on the reading text. The flow-chart will contain a number of gaps. All of the information in the flow-chart will be contained in the reading text, although the words used will be different.</p> <p>Student's task is to complete the flow-chart using ONLY one word for each gap. Students will need to have a good understanding of the overall meaning and a detailed understanding of the text.</p> <p>Students' Ability to be Tested: skimming and scanning the text for information.</p>
3. Multiple choice questions	<p>Task description: Multiple choice questions will require you to have an overall understanding of the main points of the text. Multiple choice questions will also ask you to identify factors in the text.</p> <p>Students' Ability to be Tested: skimming and scanning the text for information.</p>
4. Identifying the writer's views	<p>Task Description: In this task type you will be given a number of statements. You will have to decide if these statements agree with the writer's views.</p> <p>To complete this task well you will often need to be able to recognise the writer's views not only from what is said directly, but also from what is implied. For example, we do not need the writer to state directly that he/she disapproves of zoos. We can infer this disapproval if the writer states his/her disapproval of the following: animals being taken from the wild, animals being caged, people paying money to see animals, animals not having any privacy. However, if the writer simply describes the problems with zoos this does not necessarily imply disapproval.</p> <p>Also, you should not try to guess the writer's views.</p> <p>Students' Ability to be Tested:</p> <ul style="list-style-type: none"> ○ Identifying opinion and attitude ○ Skimming for detailed information ○ Making inferences

Text for the reading practice will be provided by the teacher

Writing Skills

Presentation:

- A. Concept of CV/Resume/Biodata writing.
- B. Demonstrating a CV writing by the teacher through slides or white board writing. A CV for the objective of obtaining a Hardware Engineer.

Practice: Students will prepare a CV with the objective of obtaining the post of IT Officer in a bank.

Evaluation and feedback:

The teacher will check the students' work individually. Then the teacher will give feedback to the students.

Day 10

Listening Skills

Exercise T9.6 , T11.8 and T11.9 from Headway Listening section

Speaking Skills

Situational talk on topics like describing

- i. Oneself
- ii. Family
- iii. Education
- iv. Hometown
- v. Weather
- vi. Festival
- vii. Travel
- viii. Marriage
- ix. Culture
- x. Hobbies
- xi. Friend
- xii. Films or novels
- xiii. Sports
- xiv. Food

xv. Daily routine
 xvi. Country

Reading Skills

Main Focus of the lesson:	Reading a Text on “ <i>Hearing Impairment</i> ”
Main aims:	Skimming and scanning skills in reading Paraphrase the original text
Tasks to be tested	<ol style="list-style-type: none"> 1. Matching headings to paragraphs 2. Answering Short Questions 3. Multiple choice questions
Task Description and Students' Ability to be Tested	
1. Matching headings to paragraphs	<p>Task Description: In this type of question, Student will be given a list of headings. The instructions will also indicate around 4 to 6 paragraphs from the reading text. The task is to find the most suitable heading for each of the paragraphs.</p> <p>To complete this task well, Students will need to be able to identify each paragraph's main focus. The correct heading will sum up the main idea of the paragraph.</p> <p>Students' Ability to be Tested: Identify the main idea of a paragraph</p>
2. Answering Short Questions	<p>Task Description: You will be provided with a number of questions which you have to answer. Generally your answers must be in three words or fewer but confirm this with the instructions.</p> <p>Students' Ability to be Tested:</p> <ul style="list-style-type: none"> ○ skimming for general information ○ reading for details ○ identifying the focus of the question ○ understanding paraphrase in the question
3. Multiple choice questions	<p>Task description: Multiple choice questions will require student to have an overall understanding of the main points of the text. Multiple choice questions will also ask him to identify factors and overall purpose in the text.</p> <p>Students' Ability to be Tested: skimming and scanning the text for information.</p>
Text for the reading practice will be provided by the teacher	

Writing Skills

Presentation:

- A. Rules for writing formal letters and applications. Parts and formats of formal letters and applications.
- B. Demonstrating application writing by the teacher through slides or white board writing:
An application to the Registrar of the university requesting him for issuing academic transcripts.

Practice:

Students will write an application to the VC of the university for permission to arrange a charity fair/blood donation program/ musical soiree in the campus.

Evaluation:

Day XI

Review will be done as well as special care will be taken for the students requiring extre help

The teacher will check the students work individually. Then he/she will give feedback to the students.

Day XII

Presentation

Day XIIILab Final Examination

Day XIV

Viva Voce will be held on