

Answer Key

Unit 1

Lesson 1

Task 1

They are communicating with each other through face to face contact.

Task 2

- Music, dancing, painting and sculpture.
- SS write their own answers and discuss with their tutor.

Task 3

(a)

	<u><i>Tribe</i></u>		<u><i>Name of language</i></u>	<u><i>Phonic</i></u>	<u><i>Graphic</i></u>
1.	<i>Chakma</i>	-	<i>Chakma (mixture of Bangla & Arakani)</i>	✓	✓
2.	<i>Marma</i>	-	<i>Marma/Rakhain</i>	✓	✓
3.	<i>Saotal</i>	-	<i>information not given</i>		
4.	<i>Garo</i>	-	<i>Mandi</i>	✓	
5.	<i>Khasia</i>	-	<i>Khasia</i>	✓	✓
6.	<i>Monipuri</i>	-	<i>Monipuri</i>	✓	✓

(b) Every language has two basic forms:

(1) The phonic sound/vocal form, and (2) the graphic/written form. The phonic form is basically the spoken form of language where the user uses his voice to communicate. Each sound is a symbol of an object. For example, the sound 'book' in English, 'বই' in Bangla and 'kitab' in Urdu/Hindi mean a particular object - the book. It is the phonic form that keeps a language alive. A language is dead if it is not spoken.

Task 5

- T
- F
- F
- T

Task 6

- This is + obj. (sentences a-b)
- Sub.+Command (sentences c-d)
- There is/are something/some where (sentences e-f)

Lesson 2**Task 1**

In Ms Huq's class the students learn English in a formal, artificial environment.

Task 2

1. Sohel as a Bangladeshi boy has acquired Bangla, learnt English and acquired Malay.
2. The differences between language learning and language acquisition are given below:

Language Learning	Language Acquisition
1. Language learning is a conscious process.	1. Language acquisition is a subconscious process.
2. It takes place in an artificial situation.	2. It takes place in a natural situation.
3. There is a fixed teacher, classroom and time for learning the language.	3. There is no particular teacher, classroom or time for learning the language.
4. There is a syllabus and the students do a course.	4. No syllabus or course is required for language acquisition.
5. Input comes from the teacher, books and cassettes (both audio and video).	5. Input comes from the natural surrounding.
6. We sometimes forget a language we learnt.	6. We usually do not forget a language we have acquired.

We generally acquire our mother tongue and learn a second or foreign language.

Lesson 3**Task 1**

- a. When a baby is four/five months old, she produces some meaningless sounds, especially when she is happy or in a good mood. This production of meaningless sounds is known as cooing or babbling.
- b. Cooing is important for a baby because it is the first step in language learning.

Task 2

At 6 months the baby's nerves and vocal cords become stronger and clearer. She listens to and imitates the sounds of the mother tongue. She now communicates with others through babbling and movement of limbs. At nine/ten months, she is able to draw the attention of the family through babbling. At twelve/thirteen months she is able to produce single words like 'mama', 'dada', 'baba', etc. She tries to

associate words with objects and understand the meaning of what she hears.

The baby is now deep in the process of acquiring her mother tongue or L1.

Task 3

When a baby is twelve/thirteen months old she speaks in single words to express her feelings. This continues till she is two years old when she speaks in two/three word sentences. By the time she is three years old, she can speak in correct, full sentences.

The baby goes to school when she is four/five years old. By then she becomes a proficient user of her L1. So far she has practised the first two skills- listening and speaking. She now starts developing her other two skills: reading and writing, at the same time increasing her vocabulary.

Unit 2

Lesson 1

Task 1

Survival language means a language that helps us survive even in difficult situations. If, for example, I visit a country where the people, their language, culture, etc. are all strange to me, I would have real problems in coping with the situation. I would need to communicate with the people to fulfill my basic needs like food, shelter, medicine, etc. In such cases, if language becomes a serious barrier, living would be difficult. So, a language that makes life easy even in a strange place and helps us survive is a survival language.

Task 2

1. F; 2. T; 3. F; 4. T; 5. T; 6. T

Task 3

Write your own arguments.

Task 4

English is an international language and a foreign language in Bangladesh. Its importance in the job market, in higher education and in the society as a whole, is great. Therefore it should be taught to our young learners at the primary level. Again, some of our young

learners have to leave school after primary education and look for jobs. Their ability to use some English would help them get good jobs.

Lesson 2

Task 1

- a. I personally do not agree with the statement for English is taught in Bangladesh as a foreign language. Like any other language students are expected to perform certain functions with this language. The ability to study and appreciate literature is just one of the outcomes of learning English properly. A student who is not good in English would not like to study English literature.
- b. A proficient user of a language is a person who can listen to the language and understand it, express herself in spoken or written form, and read a text with good understanding. Hence when we teach English to our young learners at the primary level we have to help them practise all four skills - LSRW. If we divide the lesson in terms of skills there will be opportunities for students to practise all four skills.

Task 2

- b. Listening to good English means developing skills for speaking and writing good English.
- c. The teacher must improve her own English in order to provide students with a good model.
- d. Oral drills are particularly helpful for practising different structures.
- e. Students' experience of learning L1 could be used for teaching them phonetic sounds and structures.

Task 3

- a. Because that would help the learners in understanding the content and taking a more active role in the learning process.
- b. The learners would not feel interested in the lesson. The fear of criticism and censure (তিরস্কার) would stop them from participating in classroom activities. This would slow down the learning process. The opposite would be the case in a warm and friendly environment.
- c. Because a lot of learning takes place in genuine questions and answers, and not asking questions for the sake of asking only.

- d. English language games are very important in the English language class for they provide fun and entertainment to the learners. Furthermore, they make the learning process enjoyable. (You can have different answers. Discuss with your tutor).

Lesson 3

Task 1

The English course running throughout primary education aims at helping student attain some competencies (যোগ্যতা) in the use of English in their daily life. As these competencies are supposed to be attained at the end of class 5, they are known as Terminal Competencies.

Task 2

Classwise attainable Competencies are the competencies students are supposed to attain at the end of each class.

Unit 3

Lesson 1

Task 1

Discuss your work with your tutor.

Task 2

- a. Prepositions
- b. The students are listening to the teacher.
- c. The teacher is explaining her teaching point— prepositions.
- d. Listening to lectures only will not really help the students. They must have the opportunity to practise the language point.

Task 3 A

1. b
2. d
3. a
4. c

Lesson 2

Task 2A

1. c
2. a
3. c

B.

1. Vocabulary should be selected very carefully. We should select words which are most commonly used, and also words which serve practical, purposes of life. We should not select words which are hardly used in everyday language.

Lesson 3**Task 1**

Structures are grammatical patterns on which sentences are based. For example NP¹+V+NP² is the structure on which the following sentences are based:

1. I can use the computer.
2. Maria loves chocolates.
3. Mahbuba makes her own dress.

We can make innumerable sentences based on any one structure.

Task 2 A

1. d
2. c
3. b

Task 2 B

1. You (student) will have to think over the question and do it on your own.
2. Considering the issues of language appropriacy and accuracy of use, structures should be taught in context. Learners should know in which situation a particular structure is used and how, otherwise they will learn sentences in isolation. That means they will learn a lot of single sentences which are grammatically correct but difficult for them to use in practical situations. For this they need a lot of practice. In order to some the students from this sort of embarrassment, it is important to teach structures in context.

Unit 4**Lesson 1****Task 1**

Answer given in the text.

Task 2

Key points

- English - foreign language in Bangladesh.
 - required in jobs, business and commerce, law and medicine.
 - English is the language of the computer
 - respect in society
 - compulsory subject in school and college
 - ability to use English makes life easy in a foreign country.
- (Use the key points and write your answer.)

Task 3

Use these points and write your answer:

- The English teacher has difficulties in
 - listening and speaking
 - writing
 - teaching in English
 - designing English language test items
- therefore needs proper training.

Task 4

The dialogues in this section serve the following purposes/functions.

- 1.4.1. instructions
- 1.4.2. advice
- 1.4.3. request
- 1.4.4. offer
- 1.4.5. complaint/apology

Lesson 2

Task 2

- a. Topics for conversation to express happiness:
 1. Happy New Year.
 2. Happy birthday.
 3. Brilliant performance in an exam.
 4. Promotion in a job.
 5. Winning an election.

- b. Topics for conversations to express unhappiness
 1. Death
 2. Illness
 3. Losing a job.
 4. Accidents.
 5. Losing an election.

Unit 5

Lesson 3

3.1. Questions 1

1. The teacher is trying to teach the present continuous tense.
2. The teacher creates a situation first and then gives the learners the appropriate sentence in the present continuous tense. The teacher then gives the model which the learners follow and repeat. She does not give them any grammatical explanation or ask them to memorize rules of grammar.

Task 3

1. T 2. F 3. F 4. F 5. T

Lesson 4

4.1. Questions

1. Because Rahim and Samira don't have necessary information with them. Because of this information gap they are asking genuine questions. They are communicating with each other.
2. No. There is real information gap.

4.2.1. Question

Can you...?

Yes, I can/No, I can't.

4.2.2. Question

Yes, asking and answering real questions is a fun for students.

Unit 6

Lesson 1

Task 1

Answer: The two persons in the picture are talking to each other. They need to transfer/pass on information/messages to each other. One person thus fills in the information gaps of the other. This is the purpose of communication.

Task 2

Answer:

In picture 1, a boy is talking to his mother.

He is conveying/transferring his message to her.

In picture 2, a girl is listening to a radio.
 She is getting some information from the broadcast.
 In picture 3, a boy is reading a book.
 He is receiving/getting some information from it.
 In picture 4 a boy is writing something. He is producing/transferring information through writing.

Task 3

Answer:

(i) In the first task, SS read a news item (reading). After they had finished reading, the teacher writes some questions on the black board (bb). Then the ss answer the questions orally (speaking). So, we find here the practice of three language skills: reading, writing and speaking.

In the second task, SS read a passage (reading), ask questions (speaking), listen to the questions (listening) and then answer the questions (speaking). Then finally, SS write their answers in their exercise books (writing). Here, we find the exercise of all the four skills. So, it should be clear to us now, that language skills are not used in an isolated way. These skills have to be *integrated* for successful/meaningful use of the language.

integrated
 –মিশ্রিত/মিলিত

Lesson 2

Task 1

Answer: A girl listening to her father. She has the desire to listen to him for she would use that information for some purpose.

Task 2

Answer: In the picture we can see a young boy and a girl watching the news on television. Perhaps they are interested to know about a particular news item. They can then use the information for some practical purpose.

Task 4

- Meher
- To be a good teacher.
- Bhuna khichuri and beef curry.
- 8 O` clock.
- Yes, I do.

Task 5

No, we need to understand the key points only, only those that give us direct information.

(Expand this idea into a paragraph with examples)

Lesson 3**Task 1**

	Speaker	Spoken to	Purpose
1.	Friend	another friend	inviting to watch a film.
2.	Student	teacher	permission to enter the class
3.	Customer	salesman	to buy a book.
4.	Teacher	students	to deliver a class lecture.
5.	Employee or anyone with a formal relationship	employer	to invite him/her to dinner.
6.	Friend	another friend	to disagree on certain issues.
7.	Son/daughter	mother	apologizing

Task 2

Our learners at the primary school mainly have problems with accuracy and fluency. Sometimes they have problems with appropriacy as well. One learner once asked me, "How old are you, teacher?" another student asked my other colleague, "How much do you earn a month?". Both the questions are inappropriate and embarrassing. The questions are grammatically right but not appropriate to ask a teacher or anyone at the first meeting. As for accuracy, the students have grammatical problems, especially subject - verb agreement, gender problems - he for 'she', and she for 'he', as for fluency, the problem is they think their ideas in Bangla and then try to translate those into English. In the process they lose fluency.

Lesson 4**Task 1**

1. Because we receive messages/information from reading a text.
2. Because in reading the reader is lonely, not interacting with any other person but the text only.
3. In the traditional practice of reading the learners are asked to read the text aloud.
4. Students should learn to read silently because in real life situations we read silently in most of the cases. Only occasionally we read aloud.

Task 2

1. Scanning
2. Reading aloud
3. Scanning
4. Skimming

Task 3**Answer:**

(a) In fact, both these words ('Nalita` and 'hizhazing`) are vague and nonsense. But from the context of the passage, we can guess that 'Nalita` should be a kind of food (of course, not a very good food, i.e. not easy to digest).

(b) After returning home, the two brothers started doing something unexpected. i.e. vomiting. This is caused by the dirty food which they had in the roadside restaurant. Thus, they fell ill.

Task 4

Answer: The very titles of the above mentioned articles give us hints about the subject matter. We expect the first article to be on the importance of computer in our day to day affairs. The second article should be on the serious effects of smoking on our health. The last one is expected to be on the four skills of language learning for developing one's ability to communicate.

Lesson 5**Task 1**

Answer: The most common reason for writing being the most difficult of all the four skills is that - when we write something, we need to be more careful about our mistakes. If there is any mistake, it becomes obvious, permanent and transparent to its reader or receiver. But is not so in case of other skills. We can cite an example - When we speak, our speech very often is informal and lacks accuracy. However mistakes are not that important here for we are more interested in getting the message than looking for mistakes. And we accept such speech. But when we write it requires to be formal and accurate.

Task 2

The basic purpose of writing is to communicate ideas/messages or information to people away from the writer. We write to share ideas, feelings and emotions, and to keep records.

Task 3

Use the following cues to write your paragraph. Writing is the most difficult skill because-

- difficult to find a topic
- difficult to decide on a statement about the topic
- difficult to get points in support of the statement or opinion
- introduction and conclusion are not easy to write
- punctuation problems
- grammatical problems
- problems with appropriacy, accuracy and discourse problem, and
- spelling problems.

Task 4

In real life situations we write

- letters
- notes
- notices
- reports
- articles
- poems, novels, etc.
- instructions
- bank cheques
- class lectures, etc.

Lesson 6**Task 1**

Answer: We receive messages/information using either reading or listening (receptive) skills. We can then reproduce the same message/information using either speaking or writing (productive) skills. Different information transfer tasks may be used.

Task 2

Answer: We can be specific on the teaching techniques of reading in the classroom. We can choose any of the following techniques—Skimming, Scanning, Inferring meaning, and Predicting.

Task 3

Answer: A choral drill can be done in the following way:

- The teacher has to repeat the item (possibly a new word, difficult to pronounce) several times. Same stress, intonation and pronunciation should be maintained.

- All the students of the class have to repeat the item after the teachers several times.
- The teacher has to monitor that students can do the task correctly. This may be done by asking a number of individual students or dividing the class into groups and asking each group to repeat the item several times.

Task 4

Pairwork is a speaking activity. It allows all students to speak with their partners. This is very useful in large classes as in our context. Students can practise speaking very little with their teachers. They must interact and practise the skill with their partners/fellow students in pairs and groups. Pairwork is essential for ensuring learner participation in the classroom activities. This activity is intended to develop student's fluency in speaking skills. Mistakes are not important in such a practice. But the message of the speaker should be understood by the listener.

The teachers' role here is to monitor and provide help to the students in doing the pairwork in the class. In such activities, all the students get more practice and are better able to work at their own level.

Unit 7

Lesson 1

Task 1

a. fan door window board chalk book pen pencil light, etc.

b. minimal pairs

fan	board	chalk	book	light
man	sword	talk	look	fight
can	hoard	balk	hook	tight

Task 2

BBC and CNN are good TV channels that learners can watch for improving their pronunciation. They can also listen to radio BBC and the Voice of America for the same purpose.

1.2.5. Question

The words *live-leave*, *sugar* and *treasure* can be taught through drills, but before that the teacher must make sure her own pronunciation is good. The vowel sounds /i/ as in *live*, and / i: / as in *leave* will be

highlighted. The consonant sound / v / in both *live* and *leave* will be taught through comparison and contrast with L1. Before teaching the pronunciation of the word *sugar* I would check the pronunciation in the dictionary. I would do the same with the word *treasure*. I would use some minimal pairs too, like *measure* and *leisure*.

Lesson 2

Task 1

a. bird b. hat c. den d. river e. tub
 f. money g. song h. zebra i. measure j. lamp

Task 2

a. diphthong b. consonants c. Phonetics d. IPA
 e. twenty & twenty four f. Vowels

Task 3

b. apple 4 bun 10 corn 7 dim 2 egg 3 fear 18 leave 1
 lip 2 care 19 moon 9 cow 16 boy 17 paw 7 cat 6 tea 1

c. 1. i: - fee bee
 2. i - fit hit
 3. e - hen ten
 4. æ - bat rat
 5. a: - calm harm
 6. - hot shot
 7. - ball call
 8. - foot good
 9. - moon soon
 10. - sun hut
 11. 3: - bird hurt
 12. - asleep eater
 13. ei - take lake
 14. - comb dome
 15. ai - hive type
 16. a - how cow
 17. - boy toy
 18. I - hear rear
 19. e - dare rare
 20. - sure cure

Lesson 3**Task 1**

- a. modelled - verb
- b. pride - noun
- c. walk - noun
- d. defaced - verb

Task 2

- a. photo
- b. knife
- c. dark
- d. birth

Task 3

- a. reference
- b. holder
- c. criticism, critic
- d. look
- e. dispute
- f. possession, possessor

Task 4

- a. conjunction
- b. figurative
- c. formal
- d. idiom(s)
- e. something
- f. preposition

Unit 8**Lesson 1****Task 1**

A teacher should follow various techniques in class because her learners come from and have different-

- social and cultural background
- learning abilities, and have different
- attitudes.

The teacher must follow various techniques in order to fulfill the needs of individual learners.

Task 2

Technique means a strategy or a method of teaching. It also means any kind of activity that actually takes place in class in order to fulfill lesson objectives.

Task 3

1. d; 2. d; 3. c.

Lesson 2

Task 1

Lesson planning is important for a teacher because the teacher

- learns about the content of the lesson beforehand
- can set her objectives clearly
- can divide time for each activity
- can teach the whole lesson within the time given
- can save herself from awkward situations when she can't answer questions from the learners
- can carry teaching aids to make her lesson interesting
- knows how and when to organize her class in a different manner, etc.

Task 2

Try doing the task.

Task 3

A. 1. d; 2. c.

B. Your answer would be the points opposite to those given in Task 1.

Lesson 3

Task 3

A. 1. c; 2. d.

Lesson 4

Task 2

A. 1. c; 2. d; 3. b.

Lesson 5

Task 2

A. 1. c; 2. a; 3. d.

Lesson 6**Task 2**

A. 1. F; 2. T; 3. F; 4. T.

Lesson 7**Task 3**

A. 1. b; 2. c; 3. d.

Lesson 8**Task 1**

A. 1. b; 2. d.

Lesson 9**Task 1**

A. 1. c; 2. d; 3. a.

Lesson 10**Task 3**

A. 1. b; 2. b; 3. c.

Lesson 11**Task 2**

A. 1. c; 2. a.

Lesson 12**Task 2**

A. 1. b; 2. d; 3. c; 4. a.

Lesson 13**Task 1**

A. 1. a; 2. c.

Unit 9**Lesson 1****Task 1**

a. Tests taken at the end of the course to measure the knowledge and level achieved by the students are known as Achievement Tests. These tests are given to students to check if they have achieved (অর্জন করেছে) class wise and terminal competencies. Achievement tests are also known as Attainment Tests.

- b. Through tests a teacher wants to find out if students have achieved the objectives of the course, the knowledge and standard at which the students are.

Task 2

- a. Essay type questions give students an opportunity to prove they are the best. There is room for individual presentation of points. On the other hand, it is easy for the teacher to set questions. Such tests are cheap too.
- b. Because in most cases word limit is not mentioned.
- c. The demerits of an essay type of test are given below.
- As word limit is not given in most cases, students do not know how much to write for a particular question.
 - As these tests are subjective students cannot predict results. The same answer can score three different marks in the hands of three examiners.
 - Therefore, essay tests are unreliable and inconsistent.

Task 3

- a. An objective test is different from an essay test. Here the student does not have to write or explain anything. A set of options are given. The student has to choose the best option/answer, or she has to match information, or just fill in the gaps.
- b. MCQ, matching, information transfer and gap filling are some objective tests.

Lesson 2

A. Task 1-2

See unit 7, Lesson 1 for help.

B. Task 6

Shopping can be a situation for testing speaking. Student A is the shopkeeper and student B can be a customer.

Task 7

- Students may be asked to describe pictures.
- Students may be put in pairs and given two pictures showing similar situations. The students can then compare and contrast the two pictures.

- Students may be shown a picture and asked to make a story out of it.

B. Task 9

b. Students at the primary level may be given the following topics for testing speaking:

- My favourite food.
- Books.
- My favourite game.
- Our family.
- Our village.
- My favourite programme on TV.

Task 10

a. From group discussion a teacher can find out the student's ability to think and imagine, and also her strengths and weaknesses in using language.

C. Task 11

rice – nice, **rice**, price, dice

light – fight, height, right, might, **light**

Task 12

Sentence matching test

The book is on the **table**.

The sentence above has been repeated in the box of sentences. Read these and underline the sentence that is repeated.

- a. The bag is on the table.
- b. The book is under the table.
- c. The book is on the table.
- d. The bag is under the table.

Task 15

a. From students' discussion the teacher can discover a student's strengths and weaknesses. She can identify areas where a student needs more help.

b. To arrange a group discussion we have to put students in a group of 3/4 or more if required. As we have fixed benches in school we have to ask students to turn and face each other and do the task given. Another way of arranging group work is by asking students to stand in a corner of the classroom and discuss. The teacher needs to move round the class, monitoring the performance of each group, giving support where necessary.

Task 19

- a. Meteorology is the study of weather and weather forecasting.
- b. I am a student of Sonapur High School.
- c. Rome is the capital of Italy.
- d. The book that attracted most readers is now out of market.

Task 22

- a. In controlled composition students are not free to write on their own. They have to write according to instructions given. The composition can be predicted for the student's task is either reordering sentences, completing sentences, filling in the blanks, etc.

Lesson 3

Task 4

- a. Corrective measures are steps that a teacher takes to correct the mistakes/errors of the learners.

Task 6

- a. Assignments are like home work.
- b. During observation a teacher watches a student very carefully, keeping a record of her progress in class.

Unit 10

Lesson 1

Task 2b

Slow learners in class can be identified through assessment. This means that we have to take tests and assess the pupil's performance. There are various types of tests: Continuous tests, progress tests, achievement tests and diagnostic tests. The results of these tests help us to identify the slow learners and their learning difficulties.

Task 3b

To keep a record of slow learners in the class we have to see how each one of the pupil performance in the class tests and other exams. We have to observe them very closely and maintain a record book where the pupils' marks and ranks would be mentioned. By comparing results in the record book we would be able to identify slow learners.

Task 4

1. d; 2. b; 3. a; 4. c; 5. a.

Lesson 2**Task 1**

The students at the back do not seem to be equally attentive in class. There can be several reasons for this:

- the class could be large and crowded
- some of the students at the back might be having physical problems
- may be the lesson lacks variety of activities, or
- the teacher's teaching style is not interesting.

Any of the reasons given above is sufficient for making students inattentive in class.

Task 3

1. c; 2. a; 3. d; 4. a;

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