

SCHOOL OF SCIENCE AND TECHNOLOGY

ENGLISH FOR NURSES

BSN 2305



BANGLADESH OPEN UNIVERSITY

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How to Proceed with the Module

Read carefully the learning objectives of the lesson before going through the text. You will assess at the end of the lesson whether you have achieved those objectives or not. If you are not satisfied, or you feel you need some clarifications, go through the text, as many times as necessary. When you are sure that you have mastered all the objectives of the lesson, proceed with the exercise and questions. The answers to short questions may be provided. Unless one lesson is completed, you are advised not to proceed to the next one. You may wish to preserve the solved exercises and answers to questions for quick reference before examination.

For any Clarification

We advise you to follow the scheduled television and radio programs by Bangladesh Open University on English for communication. You are expected to read the relevant lessons before the program. At the scheduled time, you are expected to be ready with a pen, notebook and this book in front of the television or radio set. Please take note, if the module and radio/TV program have not been able to clarify a point, you may discuss it with the tutor in scheduled tutorial classes. The tutorial classes are different from traditional classes, as the tutor will help only where you have difficulty. So you should go through the lessons and find out which parts or points are difficult before attending the tutorials. The tutor will also advise and guide you to successful completion of the course. If you wish you could go through the books recommended for further reading. We strongly advise you to use a Standard English dictionary for your study.

Preface

The theme of Bangladesh Open University (BOU) is to make education available to the interested with minimum required traditional qualification, irrespective of other social differentiation, in an easy and economic way, without dislodgement from their daily routine. This education is mainly through, module based which is self contained, self directing, and self pacing instructional material. In order to meet the national and international demand of diploma degree holder nurses, BOU has introduced B.Sc. in Nursing Program. One of the courses of this program is English for Nursing. It is expected that on completion of this Program, the degree holders will be able to use their knowledge in practical and professional life and to meet the rising demand of trained professionals in health field.

A number of people have given their effort and time from the germinal position to the completion of this reading material, the module. Before finalisation, the draft reading material was tried out on a sample of target group, and necessary modifications were made to accommodate the learner needs. Hope this module will be able to attract the learners in turn with the theme of the University. The University will appreciate any constructive criticism and suggestion for improvement of the module.

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Unit 1: Developing Oral Communication

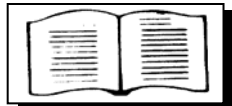
Lesson 1: Where's Cosmic Hospital?

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to ask and give directions.



A. Read the Dialogue Aloud

Monica is looking for Cosmic Hospital. She asks a stranger about it.

Monica : Excuse me. Could you tell me how to get to Cosmic Hospital, Please?

Stranger : Oh, it's not far. Go straight along this road up to that footbridge. Turn right. That's Kemal Ataturk Avenue. Go straight along and take the – Umm – one, two, three – take the third turning on your left. That's road 18. Go along the road about 200 meters and the clinic is on your right. There's a big signboard at the gate. You can't miss it.

Monica : Go up to the footbridge – turn right – then third turning on the left – go 200 meters and the clinic on the right.

Stranger : That's right.

Monica : Thank you very much.

Stranger : Not at all.



B. Note these words and expressions

Excuse me. When you want to get someone's attention, you use Excuse me.

Could you tell -----, please? You can also use Where's Cosmic clinic, please? or Could you tell me the way to Cosmic Clinic, please? Turn right. You can also say. Make a right. Umm - one, two, three. The stranger wants to give the right direction to Monica. So he is saying this to make sure that it is the third turning on the left that Monica should take. These words (i.e. a - h one, two, etc) are therefore not addressed to Monica, but to himself and should be said with a different tone.

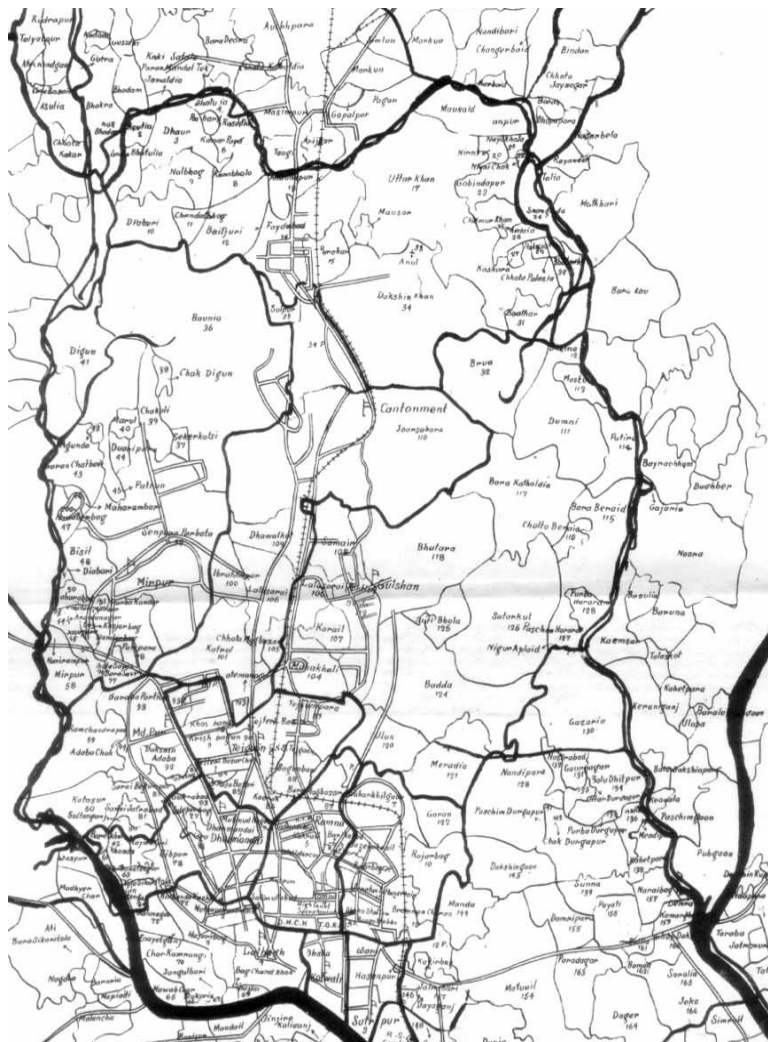
Developing Oral Communication

Go up to footbridge - turn right - on the right. Monica repeats these words to make sure that she has got the right direction and she remembers the direction well.

Thank you very much. You can also say Thanks a lot. Or just thank you. Not at all. This is a polite response to Thank you. Thank you very much (etc.). You can also say you're welcome. My pleasure. It is pleasure.

- A. Listen to the dialogue once or twice. Then listen and pleasure.
- B. Act out both parts of the dialogue you.
- C. On the map below A (he) asks B (she) how he can go to the post office. B gives the direction. You say both part of the A and B. Finally write the dialogue between A and B.

Map of Dhaka Metropolitan City



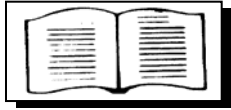
Lesson 2: Meeting a Colleague

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to introduce yourself to others.



A. Read the Dialogue Aloud

Monica : Hello, I'm Monica.

Nasima : Hi. I'm Nasima. Where do you work?

Monica : I've just now joined. Is not this word No. 3?

Nasima : Yes, it is.

Monica : Then I am going to work here with you.

Nasima : Oh great! That'll be wonderful.

Monica : Thank you. But I'm a student nurse Mamun. He also joined only last week. Now we three will make a duty roster for this month. But that can wait until tomorrow. Come with me, We'll have some tea.

Monica : Thank you, Nasima.



B. Note these Words and Expressions

Hello/ Hi you can introduce yourself to someone by saying. Hello or Hi. You can also say Hello/ Hi. to someone when you are meeting or greeting him/ her for the first time in the course of a day. While Hello can be used in all situations. Hi is used in informal situations only e.g.

Hello, Sheela. Nice to meet you again. Hi Fara. How are you doing? Oh great! You can say Great!/ Oh great! to express that you are pleased or excited about something.

A student nurse on who is training.

No problem. You say No problem. To someone to show your willingness to help him/ her e.g.

Naina: No problem. I'll take you. Just tell me the time.

A duty roster A roster is a list of names of persons who do a particular job each in turn. It gives details of the order in which the job is performed.

Developing Oral Communication

C. Listen to the Dialogue and Answer these Questions

1. Where are Monica and Nasima talking?
 2. Who has been working at Ward No. 3 for the longest time?
 3. Why has Monica come to Ward No. 3?
 4. What does a roster mean?
- D. Act out the dialogue with a fellow student in a tutorial session or in a study group (if of course, you have formed only). If, however you don't find a partner, act out both parts of the dialogue by yourself.
- E. Make a duty roster for the three nurses. Monica, Nasima and Mamun for the months of April and May. Since there are only three shift (Morning, Day and Night). So the time for each shift will be 8 hours.

Each nurse will work on three different shifts in each month.

You can start like this-

April 2000

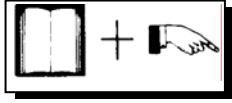
Week d1

Morning shift: 8.00am-16.00pm Monica

Day shift: (continue).

Lesson 3: Body Parts


Learning Objectives



At the end of this lesson you will be able to-

- ◆ to identify parts of the body and say their names
- ◆ to say the names of the aches and pains that are associated with these parts.



A.  Look at figure1. Listen to the cassette repeats the body parts after the cassette

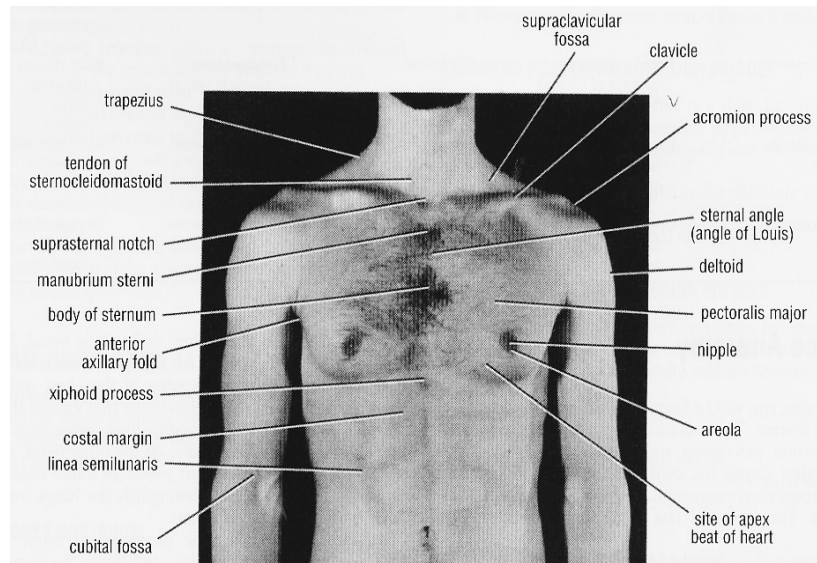


Fig.1: Human body.

B. Look at figure 2 and say the word for each part of the body connected with a line. Then write the word at the end of the line. One is done for you.

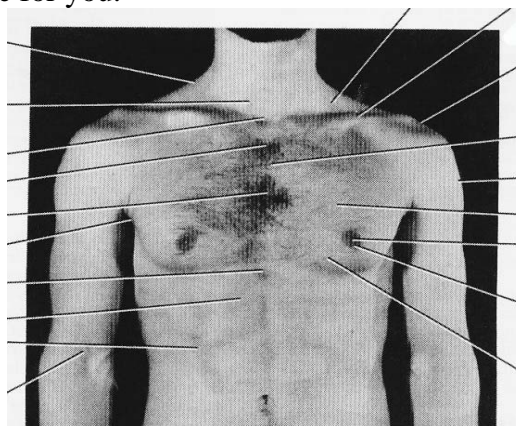


Fig. 2: Human body.

Developing Oral Communication

C. 📻 Listen to these words and repeat.

a pain	_____	I have a pain in my foot.
an ache	_____	I have a headache.
a bruise	_____	He has a bruise in his thumb.
a graze	_____	I have a graze in my knee.
a cut	_____	She has a cut in her hand.
a rash	_____	I have a rash in my check.
a cut	_____	She has a cut on her forehead.
a swelling	_____	I have a swelling in my arm – pit.
a scar	_____	I have a scar in my chin.

Note 1: You can use pain with almost all the parts of the body. But ache can be used usually with back (backache), head (headache), heart (heartache) and tooth (toothache).

Note 2: Sprained, stiff, bruised and saws are used before a part of the body e.g.
I have a sprained wrist/ ankle (My wrist / ankle is injured).
He has a stiff leg. (He cannot bend his leg easily). She has a bruised thumb after she fell off her bicycle. I have a sore throat / knee. (The throat / knee hurts when touched or used).

D. A. Look at figures 2 (ro1) and say the name of a part of the body. Your partner will say a sentence using the appropriate word for pains / aches, as shown below.

Example

You : Stomach.

Partner : Mach. You / I have a stomach ache/ you have a pain in the sot.

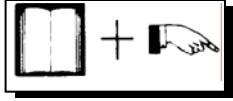
You : Throat.

Partner : You have a pain in your throat. / You have a sore throat.
(Continue)

D. Now reverse the roles. That is: your partner will look at the same figure and say a sentence using the appropriate word for pains / aches as above.

Lesson 4: Seeing a Patient

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to use requests while seeing a patient.



A. Look at the Picture and Read the Dialogue Aloud

A doctor's chamber. She is seeing patients. A nurse stands nearby.

Nurse : (to a patient) Come in, please.

Patient : (entering) Good evening.

Doctor : Good evening. Would you sit down, please?

Patient : Thank you.

Doctor : What's your name, please? Age? What do you do?
..... Where do you live? Ok, thank you.....

Patient : I have a bruise in my knees.

Doctor : Oh, how did it happen?

Patient : I fell off a rickshaw.

Doctor : I'm sorry. It could have been serious. Will you roll your
trousers up, please?

Patient : Oh, it hurt.

Doctor : Ok, Mamun could you help, Please? That's right. No,
no. I'll not hurt you. Mamun will clean the bruise and I'll
give you some medicine. It'll all right



B. Answer these questions. First say and then write.

1. How does the doctor behave with the patient? (Choose clues from the list: polite, busy, angry, helpful, pleasant, commercial, command, encourage, assure).
2. Why does the doctor behave so?


C. Note how an order or command can become a polite request

Commands

Polite request

- Come in
- a. Would you come in, please?
 - b. Come in, please.
 - c. Will you come in, please?
 - d. Would you mind coming in, please?

Note that question forms are used in a, c, and d (e.g. would you / will you / would you mind ... please?). The word Please and the question mark (?) are used at the end of each of these forms. But yet these are not questions - these are just polite requests. Note also the difference between **Come in** and Come in, please.

D.  Listen to the tone of commands and the tone of requests. Repeat after the cassette.

<u>Commands</u>	<u>Request</u>
1. Turn round	Would you turn round, please?
2. Turn over.	Turn over, please.
3. Lift your leg.	Would you mind lifting your leg, please?
4. Bend your knees.	Will you bend your knees, please?
5. Arch your back	Arch your back, please?
6. Put out your tongue.	Will you put out your tongue, please?
7. Take your shirt off.	Would you mind taking your shirt off, please?
8. Wriggle your fingers	Will you wriggle your fingers, please?
9. Bend down.	Bend down, please.
10. Hold your breath in.	Would you hold your breath in, please?

Raise something to a higher levels e.g. the box is so heavy that I cannot lift it.

E. Note these words and expressions.

- Turn round** : Faces another e.g. Turn round and let me see the other ear.
- Turn over** : If you turn over (when you are lying in bed), You move your body so that you are living in a different position. You can also turn over other persons; especially patient in bed e.g. Monica turned the old lady over and gave her an injection.

Bend/arch (pt bent/ached): When you bend a part of your body you change its positions so that it is no longer straight e.g. He slightly bent his head to show respect to the old lady.

Wriggle : When you wriggle part of your body, you twist and turn with quick movement e.g. She pulled off her shoes and stockings and began wriggle her toes.

Hold your breath in : Stop breathing.

F. Look at figure 2 in B in lesson 3. Touch a body part with a pencil and your partner will make a request about that part as in D above.

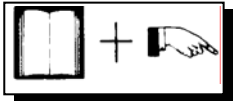
Suppose you touch the wrist. Your partner will say-

- ◆ Would you raise your wrist, please?
- ◆ (or) Raise your wrist please (etc.).

If a partner is not available, you do both the things, i.e. touch a body part and make an appropriate request.

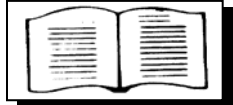
Lesson 5: Asking a Patient

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to ask a person about his/ her disease, pains, etc.



A. Read the Dialogue Aloud

Monica comes to a patient who is crying in pain.

Monica : Does your chest hurt?

Patient : No, it does not.

Monica : Do your shoulders ache?

Patient : No. They don't.

Monica : Does your stomach hurt?

Patient : Yes, it does. Ooh!

Monica : What did you eat last night?

Patient : Eh ___ beef ___ a lot of beef.

Monica : Humm ___ would you lie down, please?



B. Note some Grammar Points

Look at these sentences-

Does your chest hurt?

Do your shoulders ache?

These are questions. You can make questions like these with small verbs like do, does, have, has, can, will, shall, is, are, am etc.

Questions formed with these small verbs are Yes/ No questions, because the answer to these questions can be either yes or no.

Note that do is used with a plural subject (shoulders) and does is used with a singular subject (i.e. chest). Similarly, is, has, etc. are used with singular subject e.g.

Is he happy? Yes, he is / No, he isn't has she come? Yes, she has/ No she hasn't. And have, are, etc. are used with plural subject's e.g.

Have you read the letter/ Yes, I have/ No, I have n't.

Are they coming to night? Yes, they are/ No they are n't.

Also note that short answer forms are used for the yes/ No questions e.g.

Yes, he is / No, he isn't.

Now look at this sentence-

What did you eat last night?

This is also a question. But it is not a Yes/No question, because you cannot answer it with yes or no. The answer her is “___ beef ___ a lot of beef”. These types of questions are formed with nine questions words: What, Who, whom, Which, Where, When, Whose, Why, How e.g.

Which is your pen?

Who do you support?

Why have you eaten so much beef?

These questions are who - questions. To answer them you have to give the information, opinions (etc.) asked.

C. Listen to the Dialogue in an above and Repeat

Note the intonation pattern.

Does your chest hurt?

What did you eat last night?

Yes / No question have a rising intonation. That is, when you say the question your voice starts low and ends high. A who- question has a falling intonation. That is, when you say the question your voice starts high and ends low. Also note that a statement. Usually has a falling intonation e.g.

Monica is a nurse.

No, they don't.

D. Imagine you are seeing a patient. Ask her about her neck, throat, thumb, finger, back, ears, knee, toes, heel, eyes, and left arm. Also say what the patient will answer. Then write your questions and the patient's answers.

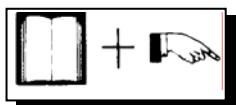
I: Does your neck hurt?

P: Yes, it does.

Use these verbs: hurt, ache, and itch.

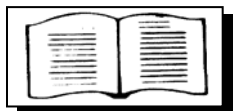
Lesson 6: Monica Attends a Lecture-Part I

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to tell about the main function / activities of some specialists and specialized areas in medical science.



A. Read the texts (a), (b) and (c) and answers the questions that follow-

- (a) Monica is a student nurse. She has to attend some classes on general nursing. She is now attending a lecture. Her teacher Dr. Sophia is reading aloud explaining this chart to the class.



- (b) 

Subject	Specialist	About the subject
dermatology	dermatologist	dermatological
radiology	radiologist	radiological
gynecology	gynecologist	gynecological
bacteriology	bacteriologist	bacteriological
pediatrics	pediatrician	pediatric
obstetrics	obstetrician	obstetric
psychiatry	psychiatrist	psychiatric
hematology	hematologist	hematological
anesthetics	anesthetist	anesthetic
orthopedics	orthopedics	orthopedic

- (c) Dr. Sophia says, “Look at column 1. These are the science or specialized areas of medical studies and practices. For example, dermatology is the science of skin.

“The words under column 2 mean the specialists or persons who study and practice various sciences mentioned under column 1. So a doctor who has specialized in dermatology is a dermatologist. The words under column 3 refer to anything about the respective science mentioned in column 1. Or they may refer to the wards and department of medical colleges/ universities, where the sciences are studied and practiced. “For example,

dermatological word, orthopedic word, pathological tests etc. However, with ward/ Department you can also use the forms shown under column 1 e.g. Gynaecology Department, Radiology ward etc.

Dr. Sophia stops here and asks the following questions.

First say and then write answer to these questions.

1. Are these words easy or difficult to say?
 2. How can you learn to say them correctly?
 3. Look at the glossary at the end of your book and look up these words. Are the meanings clear to you? If not, how can you understand their meanings?
 4. How can you remember these words well?
- C. Read the answer (given below)

Written by a student in Dr. Sophia's class. How do your answers compare with those?

B. Answers written by Monica.

Monica

1. Difficult.
 2. I have to learn them from your lecture and by playing the cassette.
 3. Some of the words are very difficult. They are each very long and their spellings are impossible to remember. I can't understand them thoroughly.
 4. I'm afraid; I can't remember these strange words with stage spelling and pronunciations beyond this class. I'm really disappointed.
- C. Listen to the word in (b) and repeat them after the cassette.
- D. Work in pairs. Look at the first 15 words in column 3 in (b) above and ask your partner at least one question for each word. Your partner will answer these questions. Then he/ she will ask you the same type of questions, at least one for each of the next 15 words. Add some more words to the list [A (b)] and use questions and answer in the same way e.g.

You : a) What do you understand by dermatology?

Developing Oral Communication

b) Do you like it?

Partner : a)

b)

You : a) Do you know a dermatologist?

b) Give his/ her address.

Partner : a)

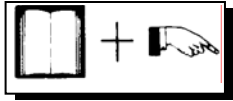
b)

You : a) Have you worked in / been to a dermatological ward?

b) If so, where was / is it in the hospital/ clinic?

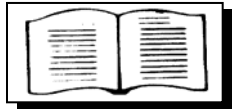
Lesson 7: Monica Attends a Lecture Part II

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to spell and pronounce, the main activities of some specialists and specialized area in medical science.



A. Look at list of words given in A (b) in lesson 6. Then read what Dr. Sophia says about how to know them

Dr. Sophia says, “I know these words are very difficult to remember. Monica has rightly said that they are difficult to spell and difficult to say. But don’t worry. You can remember them well and say them clearly if you follow these ‘Don’ts’ and ‘Dos’.

- a. Don’t think that these are just some textbook words. Therefore, only knowing their spellings and pronunciations is not enough for you to know them.
- b. Don’t try to memorize them. Try to understand that each of these words stands for some particular activities connected with knowledge and skills on treating patients. Start thinking about particular word or department say Orthopedic Word, and the treatment and activities carried out there. Visualize how injured people (may be with cuts, with broken legs or heads) are rushed to this word and how doctors and nurses are busy at the dressing room and the operation theater. These activities will give you a clear picture of what orthopedic/orthopedics means. Then look at the whole expression *orthopedic wards* and say it whole. Thus when the association between the activities and the expression will be established and when you will be able to say it, the meaning of orthopedic/ orthopedics will be clear.
- c. Look at the form and shape of the same word under columns 1,2, and 3 more closely. You will notice that words under column 1 end usually with **logy** and ics. These endings show that they mean subjects or specialized areas of study of words under column 2 (i.e. 1st and ian) show that they stand for persons who study and practice the science. Similarly, the words under column 3 with their usual endings (i.e. al and ic) do not stand for subject or persons they say something about the subjects. So we say radiological tests, obstetric ward, etc. If you are conscious about them different in the forms and shapes of these words, and if you are associated with the activities of these sciences, you will understand them.

Developing Oral Communication



d. Practice saying them and writing them correctly.

B. Answer these questions (First say, then write)

1. Which ward / department do you work in?
2. Where is it in the hospital / clinic?
3. How many doctors and nurses work there?
4. Which shift are you on, this week? How long is your shift?
5. How many wards/ departments are there in your hospital/ clinic? Describe them briefly. (How many doctors nurses - where there wards / departments are etc.).

Lesson 8: Intruding Stile Some Medical Instrument

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to identify some medical instruments
- ◆ to tell about their uses.



A. Look at the Picture Along with their Descriptions

1. (Scissors) blunt - ended. They are used to cut skin.
2. Shaped ended scissors. They are used to cut soft tissues.
3. Bandage scissors. They are used to cut bandage.
4. Suture scissors. They are used to remove stitches.
5. Plain dissecting forceps. They are used to handle sterile dressings.
6. Chattel's forceps. They are used to handle sterile instruments.
7. Clip removing forceps. They are used to remove clips.
8. Sinus forceps. They are used to explore wounds.
9. Artery forceps. They are used to stop bleeding.
10. Wound probe. It is used to explore wounds.
11. Syringe. A syringe is used give injections.
12. Needle. A needle is used give injection.
13. Thermometer. It is used to take temperature.



B. Note these Grammar Points

Look at these words: Scissors and forceps. They are single article or object with two parts joined together. These are always plural, but they may be used as singular nouns by adding 'a pair of' before them e.g.

Where are my scissors?

They are on the table.

Give me a pair of forceps please.

Here is a list of other nouns, which are joined together or used together.

They are used in the same way as scissors and forceps.

Developing Oral Communication

Pincers

gloves	binoculars
	spectacles
	jeans
	pants
	tights
pliers	socks
scales	shocks

C. Look at these pictures. Pointing to one ask your partner two questions and your partner will answer these questions.

Example

You : (Pointing to No. 2) What's this?

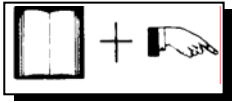
Partner : It's a pair of sutures scissors or They are suture scissors.

You : What is it used for? Or What are they used for? Or What can you do with it? Or What can you do with them?

Partner : It's / they are used to stitches. Or We can remove stitches with it / them. When you finish, your partner will ask and you will answer in the same way. If no partner is available you play both parts in skip and answering questions like the example.

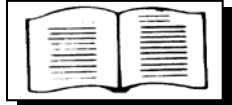
Lesson 9: Going to do Duty

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to describe some nursing duties.



A. Look at the Pictures and Read the Texts that go with them

1. Monica is setting her Trolley.

Monica sets her trolley before she goes to the ward to attend her work in the morning. Today she is washing the trolley with soap and water. It was very dirty yesterday. She is going to mop it with dettol. She is now doing that when she finished. She went to CSSD to collect some dressing packs. Now Monica is putting the pack on the trolley.

2. Monica has a Syringe ready in her hand.

Monica is now going to give an injection to a patient. But she is not sure about its doses and side effects. So she went to Nasima. Nasima is now explaining certain things to her. She's explaining the dose, action and the side effects of the injection. She is going to administer.

3. Monica helping a patient to get into a wheel chair.

Monica is helping a patient to get into a wheel chair. She is going to take him to the X-ray department. After the X- ray is done, she is going to leave him at the Physiotherapy Department. The patient will take physiotherapy from well-known physiotherapist. After half an hour, Monica is going to bring the patient back to the ward.

4. A doctor doing a ward round Monica is with him.

Dr. Alam is doing a ward round. He is looking at the record of the patient. Monica is taking t.p.rs.



B. Answer these questions. First say and then write.

1. Can you set a trolley? How do you to set a trolley?
2. What three things should you sure about before you give an injection to a patient?
3. Look at picture 3. What is Monica going to do with the patient?
4. Imagine that you have taken the t.p.rs. of a patient and found that the readings are very high. Three hours ago they were about normal. Now talk with a partner (who will play the role of a doctor.) about this case. First make up a dialogue and then write it down.
5. Describe briefly 3 / 4 more duties, which a nurse often has to do in a hospital or clinic.

C. Use each of the following expressions in a complete sentence. No 1 is done for you.

1. to set a trolley
2. to put something on
3. to give an injection
4. to administer an injection
5. to help someone to do something
6. to take physiotherapy / t.p. rs.
7. to do a ward round.

1. **Before Monica goes to the ward to attend to her duty she often sets her trolley with dressing packs and sterile equipment.**

D. Read these sentences.

1. Monica is washing her trolley.
2. She is taking t.p.rs.

Both the actions (i.e. washing a trolley and taking t.p.rs.) are going on at the time of speaking. The present continuous tense is used to express this type of action.

3. Monica is going to mop her trolley with dettol.
4. She is going to give an injection to a patient.

Both the actions (i.e. mopping the trolley and giving injection) are not going on at the time of speaking. They will happen in the future.

The does in both (3) and (4), i.e. Monica have already decided to do them. Or it is her intention to do them. Now describe the situations given in the picture below using present continuous it down.

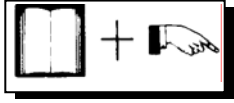
A	B
1. Monica pouring water into a glass	A patient (male) extending a hand towards her
2. Nasima writing a letter	A post box on a sheet or post office.
3. Someone cooking	Some children at the dinning table.
4. Two nurses pushing a stretcher	OT is seen
5. Someone is wearing a unit	A can is waiting

Example

1. Monica is pouring water into a glass. A patient is asking for a glass of water. Monica is going with water to the patient (etc).
- E. Suppose it is 9.00 P.M. now. You are doing something (e.g. watching TV, eating dinner, etc.) with your friend or family. Describe what you are doing. Then describe what you have decided to do after you have finished.

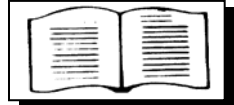
Lesson 10: Mir Rashedul Islam Gets Admission

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to fill in the admission card for a patient.



A. Read the Dialogue Aloud

Patient : Excuse me, Is this Medical ward 3?

Sister : Yes. Can I help you? Mr. Hoque.

Patient : Well, I'm Mir Rashedul. I got a letter yesterday from the hospital. I'm to report here today.

Sister : Ok, Mr. Hoque. Come in and sit down, please.

Patient : Thank you.

Sister : I'll get you an Admission Card. Here you are. I'll fill it out for you.

Patient : Please, do. I'm not feeling well.

Sister : Don't worry. Ok. Your surname, I mean your last name, is Hoque. Would you spell it, please? People write Hoque in different ways.

Patient : Yes, you are right, I write Hoque with H-O- Q-U -E.

Sister : Thank you. And would you spell your first names, please?

Patient : M-I-R. R-A-S-H-E-D-U- L.

Sister : Ok, Where do you live?

Patient : House 23, Road 20, Banani Model Town, Dhaka 1213.

Sister : Are you on the phone?

Patient : Yes. 607306.

Sister : Your date of birth, please.

Patient : 28 February 1968.

- Sister : Are you married or single?
- Patient : Married.
- Sister : What do you do?
- Patient : I'm a businessman.
- Sister : Who should we call, in the case of an emergency?
- Patient : My wife Sabina, Sabina Hoque, at the same number.
- Sister : Have you seen any doctor before?
- Patient : Yes, Dr. R. K. Majumder.
- Sister : May I have his address, please?
- Patient : Sure. Banani Room 3b. Supermarket
- Sister : Ok! Mr. Hoque. Dr. Alam will be in charge of your case. He'll see you in about an hour's time. Meanwhile a nurse will take you to the ward.
- Patient : Thank you.
- Sister : (on the phone) Nasima, would you come here, Please?



B. Below is an admission card. Suppose your partner is sick and has come to a hospital or clinic for admission. Ask him/ her questions and fill in the form.

Cosmic Hospital
(Address) _____

ADMISSION CARD

Hospital Reg. No.
Ward/ Dept.

1. Surname (in BLOCK letters)	First name(s)
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Developing Oral Communication

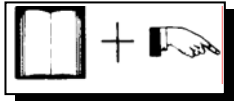
2. Address with telephone no.	3. Date of birth
4. Marital status <input type="checkbox"/> married <input type="checkbox"/> single <input type="checkbox"/> widowed	5. Occupation (in the case of a child, father's / mother's occupation)
6. Religion	7. Name and Address of the next kin, in the case of an emergency.
8. Name and Address of personal physician with telephones/ contact number.	9. Surgeon or physician in charge of case.

- C. Go to a hospital or clinic in your neighborhood and ask patient relevant questions to fill in the admission card. As you hear him / her, fill in the card.

Unit 2: Developing Reading Skills

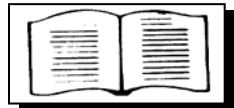
Lesson 1: Human Blood

Learning Objectives



At the end of this lesson you will be able to-

- ◆ get specific information about human blood from a reading text.



A. Read the Text and Answers the Questions that follow-

The most usual kind or type of human blood is called O or A positive. About one half of all people have this type of blood. There are also unusual kinds of blood. They are called rare types and there are six of them.

The following list shows how many persons have the six rare types-

AB	Negative	1 in 200 persons
B	Negative	1 in 70 persons
AB	Positive	1 in 25 persons
A	Negative	1 in 17 persons
O	Negative	1 in 16 persons
B	Positive	1 in 11 persons

Special places for keeping blood are called blood banks. Usually the blood banks have a good supply of blood types O and A positive. The six rare types of blood are often difficult to find. The people with rare types of blood are very few.

Many persons do not or sell their blood-to-blood banks. This blood is used to save human lives. It is put in the bodies of sick persons by transfusion. In general, blood for transfusions can be kept for 21 days.

Developing Reading Skills



A. Is the following information given in the reading? Write YES if it is and NO if not. No 1 is done for you.

- Yes. 1. Blood banks buy blood.
..... 2. There are six main types of blood.
..... 3. Nearly 50% of all persons have O or A positive type blood.
..... 4. Rare types of blood are easy to find in blood banks.
..... 5. Transfusion is used to keep blood.
..... 6. More people have AB positive type blood than B positive.
..... 7. AB negative type of blood is more rare than O negative.
..... 8. Sick people receive blood by transfusion.
..... 9. One out of every 70 persons has B negative type of blood.
..... 10. O positive is a common type of blood.
..... 11. Blood will keep for 21 days.

B. For every Yes answer in A1 above, read aloud or write the sentence that supports your answer.

C. For every No answer in A1 above read the text and give the correct answer.

B. Note these two Words

Unusual _____ rare.

They have the same meaning. They are synonyms.

Again note these two words.

New . _____ old.

They have opposite meanings.

They are antonyms.

C. Give the Synonyms of the Following Words

Usual, special, often, difficult, few, help, sick, type.

B2. Give the antonyms of the following words.

Most, human, positive, many, special, usually, difficult, save, sick.

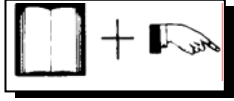
D. Write Answer to these Questions

1. What type of blood do you have? Write the name of the types of blood your family members.
 2. Have you had a blood transfusion? If you had, write when and why?
 3. If anyone in your family had a blood transfusion, write who it was and when and why he/she had it.
 4. Have you even given your blood for transfusion? If you had given write when and why?
 5. Write a paragraph on why and how frequently people should give their blood for transfusion.
- E. Read the text again and fill in the gaps with suitable words. You can either take the words from the text or supply one yourself.

Two types of blood _____ and _____ positive are very _____. 50% of the world's _____ have _____ type of blood. These are _____ rare types of _____. The rarest type of the human blood is _____. The easiest _____ to get blood for transfusion is to go a blood _____. Hence people can sell their blood to a _____. They can also _____ their blood freely. Blood is given to a _____ person by _____.

Lesson 2: Vitamins

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to find out specific information about vitamins in a reading text.

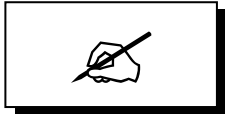


A. Read the Passage and Answers the Questions that Follow-

Vitamins

1. For hundreds of years, diseases caused by deficiencies in nutrition were known to men.
2. Some common nutritional diseases are beriberi, pellagra, rickets and scurvy.
3. In the 18th century, James Lind, a Scottish doctor found that fresh fruit cured scurvy.
4. In Japan, in the 19th century, Kanehiro Takaki, also discovered a cure for beriberi __ whole rice.
5. A British scientist in 1906 showed that certain foods contain substances important for the growth and development of the body.
6. In time these substances were called vitamins, meaning essential to life.
7. Today there are 13 known vitamins.
8. The human body produces only three of them.
9. Vitamins regulate the way the body changes food into energy and living tissues.
10. Each vitamin has a specific use and the lack of one vitamin can interfere with the function of another.
11. The continued lack of one vitamin can cause a vitamin deficiency disease.
12. The best way for a healthy person to get vitamins is to eat a balanced diet.
13. Eggs, milk, meat, vegetables, fruits and whole- grain cereals are the most common sources of the necessary variety of foods.
14. Vitamins help to speed up certain chemical reactions in the body.
15. These reactions are essential for the health.

16. Without vitamins, these reactions would occur very slowly or not at all.
17. Truly vitamins have been correctly named ___ essential to good health and life.



A 1: Answer these questions with Yes or No. If an answer is No, give the correct one. Nos. 1 and 2 are done for you.

1. People have known about the diseases caused by deficiency in nutrition for a long time.
2. A Japanese doctor discovered that fresh fruit is a cure for scurvy.
3. Rice is a cure for beriberi.
4. The cure for beriberi was discovered before the cure for scurvy.
5. A British scientist discovered vitamins in 1906.
6. All the vitamins are produced in the human body.
7. A balanced diet includes a variety of foods.
8. Any food can produce energy and living tissues.
9. The lack of any vitamins can cause a vitamin deficiency disease.
10. You can get vitamins from a balanced diet.
11. All chemical reactions product in the body are essential for health.
12. Vitamins can cause some useful chemical reactions in the body.

Example

1. Yes.
 2. No. It is not the Japanese doctor ___ it is James Lind, a Scottish doctor who discovered that fresh fruit is a cure for scurvy.
- B. For every Yes answers to the questions in A1 above, find out the sentence or sentences in the passage and then write the number (s) of the sentence (s).

C. Not the Usage's

Nutritional disease _____ diseases caused by eating food, which does not have necessary proteins, vitamins and minerals.

In time _____ in course of times; after some times when something will happen.

Regulate _____ to control an activity on process.

Developing Reading Skills

Interfere with _____ to hinder or prevent e.g. Drinking insufficient water interferes with kidney functions.

Speed up _____ when something speeds up an activity or process, it (the activity or process) happens at a faster or quicker rate.

Chemical reactions _____ a chemical reactions is a process in which two or more substances combine together to produce or new substance.

D. Read the Passage Again and Answers these Questions

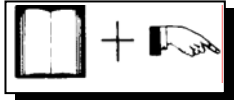
1. Why do people suffer from beriberi?
2. What can fresh fruit and whole rice do?
3. What is a vitamin?
4. Where can you get the vitamins?
5. What do vitamins do?
6. What happens if these are lack of a particular vitamin in the body?
7. What makes a balanced diet?
8. What is the relationship between vitamins and some chemical reactions in the body?

E. On the basis of your understanding of the passage, number these statements chronologically, i.e. in the order in which they happened. Put the numbers (1-7) in the boxes against the statements.

- ◆ Certain chemical reactions take place in the body.
- ◆ In the body foods are converting into energy and living tissues.
- ◆ In 1906 it was found that some foods contain some substances essential for the body.
- ◆ A balanced diet can provide vitamins necessary for healthy persons.
- ◆ Scurvy is caused by deficiencies in nutrition.
- ◆ The human body produces three vitamins.
- ◆ Whole rice is a cure for beriberi.

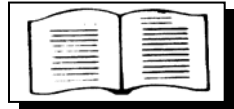
Lesson 3: Baths

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to extract the main ideas in a reading passage.



A. Read the Passage and Answers the Questions that Follow-

Baths and bathing have long been considered of medical importance to man. In Greece there are the ruins of a bathtub and water system built over 3000 years ago. The Romans had warm public baths. In some as many as 3000 persons could bathe at the same time.

Treating disease by bathing has been popular for centuries. Modern medicinal bathing or hydrotherapy first became popular in Europe and by the late 1700's also became popular in the United States.

For many years frequent bathing was believed to be bad for one's health. Ordinary bathing just to be clean was avoided, and perfume was often used to cover up body smells.

By the 1700's doctors began to say that soap and water were good for health. They believed that it was good for people to be clean. Slowly, people began to bathe more frequently. During the Victorian Age of the late 19th century, taking a bath on Saturday night became common.

In the United States ordinary bathing was slow to become popular. During the 18th and early 19th centuries many American were known as "The Great Unwashed!" In one American City, for example, a person could only take a bath every thirty days! That was a law.

Frequency of bathing today is partly a matter of habit. People know that bathing for cleanliness is important to health. Doctors know that dirty bodies increase the change of disease. Consequently, in the United States, people generally bathe often. Some people bathe once a day at least. They consider a daily bath essential to good health.



A. Here are 6 ideas for the 6 paragraphs of the text. Write the number of a paragraph against the relevant idea.

- a. Bathing for preventing diseases in a popular practice people has known for many years.
- b. Baths clean dirty sodies and prevent diseases.

Developing Reading Skills

- c. In the past people used public baths.
- d. In the 18th century people began to bathe more frequently, as doctors said it was good for health.
- e. For many years ordinary bathing just to be clean was avoided.
- f. Americans used to avoid ordinary bathing until early 19th century.

B. Note these Words and Pronunciations

Baths

- ◆ Sing, bath; pronoun. bath __ ba: Q (a here is pronounced like the a in 'pass' or 'path'), baths __ ba:dz (th here is pronounced like the th in 'that' or 'the')
- ◆ Washing of the body e.g. I "have/ take a hot/ cold bath and go to bed.

Bathing

- ◆ From bathe (bed _ a here is pronounced like a in gate, hate, etc.
- ◆ Putting in water; going into sea, a river, a lake, a pond etc for swimming or washing the body e.g. bathing in this pond is safe. Many bathers [beidx(r) z] with their bathing caps and suits go to Cox's Bazar in winter.

By the Late 1700's

- ◆ in the late half of, or towards the end of 18th century

C. Replace the underlined words in the text with the words in the box. Write just the number of a sentence and the right word/ words from the box.

Perfume, frequent, good for health, bathes habitually, generally, medicinal bathing, cover up, frequently, consequently, over.
--

Text

1. People in Grace used public baths more than three thousand years ago.
2. Bathing for treating diseases became popular in the 18th century.
3. Taking baths often for just cleaning the body was considered unhygienic for many years.

4. When people avoided ordinary baths they often used some sweet smelling liquid to hide their body smells.
5. In the 18th century people began to bathe more often for keeping their body clean.
6. Bathing habitually became popular with American slowly.
7. Doctors say that cleanliness can prevent diseases. As a result American usually takes baths frequently.

D. Write a Paragraph on

A bath a day keeps the doctor away.

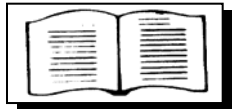
Lesson 4: Hemophilia

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to summaries a text.



A. Read the text thoroughly section by section and then read the statement that follow. Finally assign the statements to the relevant sections. Write the number of a section and then write against it the letter of the right statement.

1. Have you ever pricked your finger on a needle? Or cut it in a sharp piece of metal or glass? Have you ever been bruised playing a game? Have you ever fallen and skinned your knee?

You have probably been bruised or had a pricked finger or a skinned knee many, many times. What happened? You remember that your bruises faded after a while and your pricked finger or your skinned knee soon felt better. Did you put a bandage over your wound to protect it? Then you will remember how your pricked finger or skinned knee had healed by the time the bandage was taken off.

2. But did you know that there are people for whom these things would be serious indeed? Some children can play only with soft toys. And some must walk carefully so that they don't fall down or bump into things. Some can be crippled or even bleed to death from a little bruise or cut.

These persons are called bleeders, or hemophiliacs, because they have hemophilia. Hemophilia is a rare disease, which can be deadly because a hemophiliac can bleed to death from only a bruise. If he hurts himself falling while ice-skating or playing tennis, he may begin to bleed so badly that he will die before the bleeding can be stopped.

3. Hemophilia is an unusual disease because only men and boys get it. A woman will not have it herself, but if her father had hemophilia, she may pass the disease on to her sons. Fortunately the number of hemophiliacs is fairly small.
4. When you bruise yourself, you can see the red blood flowing from your wound. When you bruise yourself, you also bleed but you don't see any blood. That's because it flows beneath your skin.

Everyone has certain ingredients in his blood, which are called clotting factors. There are thirteen clotting factors that work together. When a person is bruised or cut, these clotting factors form a net-like covering over his wound. This net-like covering is called a blood clot. It acts to block off the blood supply and therefore stops further bleeding. As the wound heals, the blood clot hardens to form a scab.

5. What causes hemophilia? Clotting is very important in stopping the flow of blood from a cut or bruise if you are unlucky enough to bruise or cut yourself, your own blood -clotting factors come to your rescue.

But a hemophiliac does not have one of these thirteen clotting factors. The missing ingredient is known as factor 8. Therefore, when hemophiliac is cut or bruised, a blood clot does not form and his blood supply is not blocked off. Clotting for the average persons takes ten to fifteen minutes, but for a hemophiliac it is likely to be an hour or ever more.



A. Statements

- a. When a person has a bruised or pricked finger or a skinned knee his/her bleeding stops often a few minutes because of clotting.
 - b. These are people who may die from a little bruise or cut because it is very difficult to stop their bleeding.
 - c. Only males get hemophilia. A woman can inherit the disease from her father and pass it on to her sons.
 - d. These are 13 clotting factors that work together to stop bleeding.
 - e. A hemophiliac does not have one of the 13 clotting factors i.e. factors 8. Clotting takes place only when all the 13 factors are present in a man/boy.
- B. In a passage/text these may be a number of ideas. But all the ideas may not be the main ideas.

Read these Ideas from the Passage in Above

1. If you have cut your finger or if you have a bruised or pricked finger or a skinned knee, your finger or knee gets better after some time.
2. If you cut or bruise yourself a blood clot is formed to stop the bleeding.
3. Hemophilia is a rare disease for men and boys only.

Developing Reading Skills

4. No clot is formed in the blood of hemophiliacs. As a result, even a little cut or bruise may lead to death from bleeding.
 5. A woman will not have hemophilia. But if her father had the disease, she may pass it on her sons.
 6. It is a good thing that the number of hemophiliacs in the world is fairly small.
 7. You can see red blood when you cut yourself.
 8. In a bruise you cannot see blood because it flows beneath your skin.
 9. Some children can play with only soft toys.
 10. Everybody has some clotting factors in his/her blood.
 11. These are 13 clotting factors that work together to form a blood clot that stops bleeding.
 12. As the wound of a cut or bruise heals the blood clot hardens and forms a scab or crust.
 13. If you are unlucky you will cut or bruise yourself. But your blood clotting factors will stop your bleeding.
 14. A hemophiliac does not have one of the 13 clotting factors, known as factor 8. As a result when he is cut or bruised a blood clot does not form.
 15. In an average person clotting is formed in 10-15 minutes.
 16. In a hemophiliac clotting may be formed after an hour or even more.
- C. Decide which the main or important and which are the less important ideas are described in B above. You can just write the number of the ideas under two columns

Main ideas and less important ideas.

D. As you have selected the main ideas, now use them for writing a summary of the passage/text.

E. Write as many sentences as possible from this table.

If	You	cut	a skinned knee	blood clots are likely to form in their cuts
	they	has	bruised your thumb	he might not walk comfortably
	she	have	her finger	You can see red blood in the affected place
	he		cut themselves	you may need to put
			a bruise in	a bandage over your wound
			a bruise in his foot	she may not use it for holding anything

Task

Read the passage, write the ideas in it and finally summarize with main points.

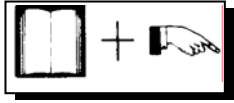
Noise

Noise has long been known to cause sleeplessness and irritability and now other studies are linking it a wide range of mental and physical disturbance. In Los Angeles, researchers have found that people living near the airport have a higher rate of mental illness than people of the same socioeconomic background living just eight kilometers away. Though other environmental factors, such as polluted air, have not been ruled out as possible causes, the Los Angeles report does confirm the findings of a similar earlier survey conducted near London's Heathrow Airport. In Osaka, one of the loudest cities in Japan, babies born to mothers living near the airport have unusually low birth weights. And tests of children raised near auto expressways in New York City showed them to be poor readers compared with other children living slightly farther away and with children living in the same area but for a shorter time.

In industry, a correlation has been found between high noise levels and high incidence of cardiovascular disease and stress related problems. The effect on people is borne out by experiments on rats, which show that those exposed to certain high -frequency sounds had up to 20 times the normal amount of adrenaline in their blood.

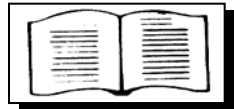
Lesson 5: X-rays for a Different Purpose

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to explain a text for details.



A. Read the Passage and Answer the Questions that Follow-

1. Charles Bridgman is a scientist who specializes in using X-ray to show artwork in nature.
2. His x-ray pictures prove that objects of are genuine and not forgeries
3. And hence, he says, these are artistry in nature that human eyes normally do not see.
4. This exciting addition to his regular work with art objects came about because Bridgman has an eye for beauty and enjoys experimenting with X-ray photography.
5. My mind is a big questions mark “he says.”
6. “Right now, I’m trying to learn everything I can about X-ray techniques and how they apply to the world.”
7. Radiography permits one to see the insides of a plant or animal without dissecting the specimen or having to destroy it to examine it.
8. In his examination of small fauna through radiography, Bridgman was attracted by the symmetrical designs of skeletal structures.
9. Using his radiography camera. Bridgman took pictures of some examples of nature’s artwork that are shown below in this lesson.
10. Bridgman’s main interest in making this picture was for their esthetic value.
11. However, the pictures he took also have practical uses in fields ranging from medicine to space travel.

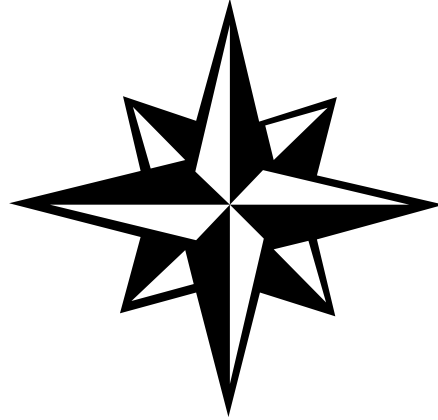


Fig.: Starfish.

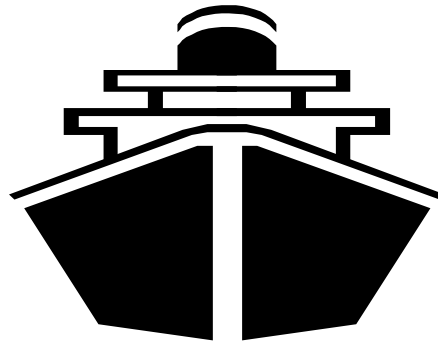


Fig.: A stingray.



Fig.: A frog.

- A. The following statements are true or false according to the information found in the passage. Write T against the true and F against the false statement.
- a. Bridgman shows that work of art can be found in nature.

Developing Reading Skills

- b. Every body can see artwork in nature.
- c. Bridgman likes to experiment with X-ray photography.
- d. Bridgman's main interest in X-ray photography is for taking pictures for use in medicine.
- e. Bridgman has learned X-ray techniques to see the unseen diseases and decay inside the human body.
- f. The symmetrical designs of the skeletal structures of animal's can attract everybody.
- g. Radiography helps us to dissect a plant or animal in order to examine it.
- h. Bridgman was a scientist who has specialized in detecting the forgeries in artwork.
- i. The wing veins of a moth do not need anything to make the insect fly smoothly.
- j. The skeleton of a frog is similar to that of a stingray.

B. Each statement in A1 above refers to a line in text in A. Match the statement with the lines. Write the letters (a-j) against the numbers of the corresponding lines.

Example: (a) - (I)

C. Note these Words and Expressions

Specialize also (specialize _ AmE) _ to give special or particular attention to something such as work, study etc. Hence if you specialize in a thing you concentrate a great deal of your time and energy on it to know a lot about it e.g. Professor Hoque has specialized in English language teaching (ELT).

Forgery (pl forgeries) n _____ a crime of copying or duplicating something specially documents, bank notes, paintings, etc. e.g. The letter was a forgery.

Artistry n __ artistic skills

Radiography n _____ making photographs by means of x-rays; x-ray photography.

Dissect v ____ to cut apart in order to examine the structure

Fauna n pl __ animals of an area or of a stated period.

Symmetrical adj, (n symmetry) ____ having similarity, beauty or harmony of form.

Skeletal adj (n skeleton) _____ elating to the bones of a human and other animals that serve as a frame for the flesh.

Esthetic adj. relating to the beauty in art, nature, etc.

Starfish n ____ any of various types of flat sea animals with a Str-shaped body of five or more arms

Moth n ____ an insect that has large, dull-coloured wings. A moth usually flies at night.

Fluid n ____ liquid that has the quality of flowing. The opposite is solid.

Embroidery n ornamental needlework

Gossamer adj__ delicate as the tread of a spider’s web

Stingray n ____ a kind of flat-bodied fish with a whip like tail that can cause severe or poisonous wounds

Amphibian n ____ a cold-blooded animal that can live both on land and in water.

Nautilus n ____ shellfish with a spiral shell.

D. Each of the words in column B is related to or associated with a word in Column A, based on the information you find in the text in section A. Match them by writing a letter Column B in the spaces provided. No-1 is done for you.

	<u>Column A</u>		<u>Column B</u>
1.	<u> e </u> radiography	a)	forgery
2.	<u> </u> genuine	b)	structure of animal body
3.	<u> </u> skill	c)	a sea horse and stingray
4.	<u> </u> amphibian	d)	objects of art
5.	<u> </u> symmetrical	e)	skeletons of bones
6.	<u> </u> money	f)	x-rays
7.	<u> </u> scientist	g)	artistry
8.	<u> </u> skeletal	h)	cold blooded animal

E. Look at this Sentence

Charles Bridgman is a scientist who specializes in using X-rays.
Here two sentences are joined by a connector who.

- 1) Charles Bridgman is a scientist.
- 2) Charles Bridgman specializes in using X-ray clause beginning with whom. And the whole (clause i.e. who specializes in using X-ray) says something about, or modifies, the noun scientist. Therefore this is an adjective clause. Adjective clause begin with relative pronouns i.e. who, (whom), which, that. These relative pronouns are used in adjective clauses as connectors. Sometimes a connector may be omitted. Look at this sentence: I'm trying to learn everything I can about X-ray techniques. Here the connector that is omitted from the adjective clause. If you use the connector the sentence would be like this: I'm everything that I can.....

D. Pick out the sentences with adjective clauses from the text in A above. You may either underline them or write them down in your exercise book. Also write whether the connector (i.e. the relative pronoun) is used or not. And if it is used, write whether it is used for persons or things.

F. Join each Pair of the Statements using Suitable Connectors

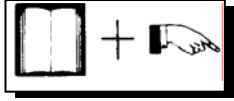
1. Bridgman is interested in the artistry in nature. Human eyes normally do not see the artistry in nature.
2. Bridgman took X-ray picture of objects of art. The objects of art are not forgeries.
3. Radiography is a photographic technique. Radiography permits one to see the incised of a plant or animal.
4. Symmetrical designs of skeletal structures attracted Bridgman. Used X-ray photography to take pictures of some interesting symmetrical designs.
5. Bridgman took some pictures of animals. The pictures show interesting symmetrical designs.
6. Bridgman is a specialist in radiography. Bridgman wants to learn more about X-ray photography.
7. Bridgman took pictures for their esthetic value. The pictures also have practical uses.

G. Answer these questions. First discuss with a partner if possible. Then write answer to them.

1. Would you like to learn how to use radiography? Explain why or why not?
2. Which of the skeleton pictures in this lesson do you find most attractive? Write what you would like to do with it as a work of art.
3. Do you have a questioning mind like Bridgman? Do you think this characteristic is more common in scientists than in persons in other professions? Give examples support of your opinions.

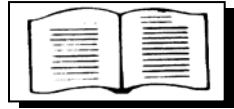
Lesson 6: Living Longer

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to make some prediction about the points and ideas expressed in a reading passage.



Task

- a. Look at the title of the lesson. Think of 10 to 15 words, which you think you will find in the reading passage about “Living Longer”. Write these words in your exercise book.
- b. Think of 3 / 4 things that can slow down the process again. Write those things, e.g. better health care, more funds things, etc.
- c. Think of 2 advantages and 2 disadvantages of living longer. Write them down.
- d. Now read the passage and check whether the words you predicted in an above have actually been used in the text.

Adapted from USIS publication, Washington D.C.

A. Living Longer

1.
 - i) Scientists know that there are two basic approaches to prolonging life.
 - ii). One approach is the elimination of the disease that generally affects older people ----- diseases such as cancer, heart attacks, strokes, etc.
 - iii). The other is the delay of the process of growing old---the deterioration of the body.
2.
 - i). In recent years scientific researchers have made some studies on the process of aging.
 - ii). They believe that, within a few years, they will develop the knowledge and the ability to delay the aging process for 10 to 15 years.

- iii). The result will be that more people will live longer, more healthful lives.
- 3. i). Gerontologists, people who specialize in studies of the problems of growing old, are investigating why body cell's slow down and eventually die.
 - ii). They feel that delaying this slowing down process would help postpone death.
 - iii). In a number of American universities, scientists are studying the activity of cells, the immunities of cells and the effects of diet and internal body temperature on going.
- 4. i). What will some of the effect of longer life be?
 - ii). For one thing, by adding extra, more healthful years to a person's life, youth and middle age will be prolonged.
 - iii). A person's productivity and efficiency will be increased.
- 5. i). Longer lives for more people would affect the life styles of a society.
 - ii). Persons who retire in middle age might want education and training to begin new careers.
 - iii). Thus colleges and universities would have to offer classes designed to help such people.
 - iv). Communities especially planned and built for older persons would greatly increase in number.
- 6. i). One major problem that longer lives for more people would bring is that of money.
 - ii). Pensions would have to last longer, which means that governments would have to plan to provide adequate funds to meet the increased costs of pensions.

B. The following statements have been removed from the passage. Decide where they should go.

Write the number of a paragraph where a statement should go. Then write the letter of the statement against the number. Also mention the number of the sentence (in the paragraph) that precedes the statement.

Developing Reading Skills

- a. In addition, it is possible that such persons will contribute more to the benefit of society and will, in turn, enjoy more of the benefits society has to offer.
- b. At present scientists believe that with the right diet, exercise, medical care and mental attitude many people can live to be years old.
- c. Otherwise, tragedy could be the result if man were to live longer but not have any financial stability.
- d. If their studies are successful, the results should help to improve the quality of life for older people in the next few years, as well as increase the life span of the next generation.

C. Note these Words and Expressions

Approach n (pl approaches) - way, e.g. a new approach to teaching English.

Prolong v _ to make longer in time; to extend the time in which something takes place e.g. I love this place so much that I might prolong my stay one more week.

Deterioration n ___ becoming worse, lowering in quality or value e.g. deterioration of social values.....

Aging n _____ process of growing old.

Gerontologist n ____ person who studies and practices the science of growing old (gerontology).

Postpone v ____ to delay action until a later time (when you say postpone the letter z silent).

Immunity n (pl immunities) ___ ability to resist infection, disease, etc. e.g. immunity to measles/ malaria.

Hence immune adj. _____ that can't be harmed by a disease either because of vaccine or through natural resistance. e.g. I'm immune to smallpox.

Immunize /ze ____ to make somebody immune. Immunology n _____ scientific study of protection against and resistance to infection, disease, etc.

D. Fill in each gap with a suitable word on the basis of the information. You have got from the reading passage.

Scientists believe that you can

(1) _____ life by eliminating old age diseases and by (2) _____ the process of growing old. You can actually delay the (3) _____ (4) _____ and as a (5) _____ more people will (6) _____ (7) _____. Body cells (8) _____ (9) _____ and eventually die. A prolonged life can be more (10) _____ and he / she can be more (11) _____ in his/her profession. Retirement of persons at middle -age can create a need for (12) _____ and (13) _____ for new careers. The colleges and universities would have to design (14) _____ for these people. However, one big (15) _____ for would be to provide more (16) _____ to these long living persons to become x they would get (17) _____ for longer time.

E. Make who-questions with the following phrases/ expressions. (A wh- question starts with any if these words: what, which, where, when, who, whom, why, how.)

1. two ways of prolonging life
2. eliminate diseases
3. delay the process of growing old
4. have made some studies
5. more healthful lives
6. body cells slow down
7. postpone death
8. effects of diet
9. life styles of a society
10. begin new careers
11. communities built for older persons
12. meet the increased costs of pensions.

Example: 1. what are the two ways of prolonging life?

F 2: Write answer to the question you have made on the basis of information from the reading passage.

Developing Reading Skills

Task

- a. Write “Smoking cigarettes” in your exercise book. Underneath the topic write as many points as you can think about it. You may write words, phrases expressions, etc. to express the points.
- b. Write how cigarette smoke affects a person’s body only $\frac{3}{4}$ effects).
- c. Now read the following passage and check whether the words and expressions and also the effect you predicted have actually been used in the reading passage.

Early explores to America were surprised to see Indians “drinking smoke”. They saw the Indians set fire to roll so dried leaves and then inhale the smoke. The dried leaves were tobaccos.

Today, people set fire to cigarette __ a roll of dried tobacco leaves. It is no longer the strange or unusual sight that Christopher Columbus saw. In recent years scientists have discovered that “drinking smoke” is dangerous to one’s health. As a result doctors have made many studies to find out the effect of cigarette smoke on the human body. They have discovered that the most serious effects are hidden.

How does the smoke of a cigarette affect a person’s body? For one thing it interferes with the basic purpose of breathing. It prevents oxygen from getting into the blood by paralyzing the cell that cells clean the air in the lungs. The “dirty” air in the lungs then causes mucus to build up in the lungs and this, in turn, because coughing.

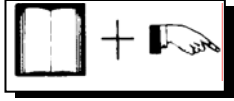
Smoking cigarettes also affects the heart because of a drug, in cigarettes called nicotine. Nicotine causes the production of adrenaline, a substance that makes the heart beat faster. Adrenaline also causes the small blood vessels to become narrower. When it happens, the heart has to work harder to send blood through the body. The result is often heart disease.

In addition to affecting the heart, nicotine travels rapidly to the brain. Within a minute or two after a person “drinks smoke” from a cigarette, nicotine is present in the brain. From the brain, the nicotine travels to other important organs such as the liver and the kidneys. In the liver it causes the release of sugar into the blood. The increases of sugar in the blood makes one feel more energetic by giving the feeling of a “lift.”

Many experts feel that cigarette smoking is so common and so dangerous that it can be called an epidemic.

Lesson 7: Helping the Deaf

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to find out how various ideas are linked or referred to in a text.



Task

- a. Think about the topic and then make a list of the ways of helping the deaf persons, e.g. I can help them by using gestures, etc.
- b. Now read the text and check to what extent the ways you predicted are mentioned in it.

A. Helping the Deaf

1. Those who become deaf in adult life have more problems than those who are born deaf.
2. The former has to change their life style from the moment they become deaf.
3. Previously they used to hear people around them and communicate with them just like common people.
4. But becoming deaf stands in their way of normal communication.
5. So in order to hear others, they often use hearing aids.
6. But a hearing aid is not enough.
7. It often makes the sound the deaf hear distorted.
8. Words often become unclear, inaudible in background noise.
9. They are often incomprehensible in a crowded place, such as a market, a factory a railway platform and so on.
10. Then how can the deaf solve this problem?
11. One way for them to overcome this is to lip-read.
12. But this is not so easy to perform.
13. They must concentrate on even the slightest movement of the speaker's lips and the latter's face must be clearly visible.
14. So being frequently unable to communicate properly, the deaf often has a lot of frustrating experiences in life.

Developing Reading Skills

15. However, the speakers can help the deaf a great deal to overcome this problem.
16. They should look upon these, these handicapped people as beginning foreign - language learners.
17. The teacher should speak clearly and loudly, using his body language to make the meaning clear.
18. And as he does so, he never covers or obscures his mouth with his hand, paper, or anything.
19. Added to this strategy, the speaker's sympathy, patience and care can make the deaf communicate successfully inspire of their hearing disability.



B. Read the sentences or the surrounding sentences in which the underlined words occur.

Write the number of a sentence and the underlined word (or words) in the sentence and then write the word it (underlined word) refers to.

Example

2. The former: those who become deaf in adult life.

C. Look at the following sentences/part sentences and answer the question.

1. Those who become deaf in adult life have to change their life style (Sentences 1 & 2), Why do they have to do it?
2. becoming deaf stands in their way (sentence-4) Why do they have to do it?
3. they often use hearing aids (sentences 5) who? why?
4.a hearing aid is not enough (sentences 6) why?
5. Words often because unclear inaudible (sentence 8) why? where?
6. One way to overcome (sentences 11) what is the way?
7. They must concentrate on (sentences 13) on what?
8. the deaf often have frustrating experience in life..... (sentences 14) Why?
9. the speakers can help to overcome this problem (sentences 15) What is the problem?

10. They should look upon these handicapped people as beginning foreign language learners (sentences 16) why should both these groups be treated in the same way?
11. he never covers or obscures his mouth (sentences 18) Who? Why?
12. can make the deaf communicate well (sentences 19) What can do this?

D. Some of the Statements below are True and some are False

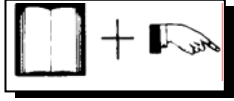
Write T before the true and F before the false statements.

1. Those who are born deaf have fewer problems.
2. Only the deaf change their life style.
3. The deaf cannot communicate like common people.
4. The deaf stand in the way of normal people.
5. A deaf person can hear like anybody with the help of a hearing aid.
6. You always speak clearly and loudly to a foreigner.
7. People who lose their hearing have to find out different ways to communicate.
8. A hearing aid always makes a message incomprehensible.
9. Lip-reading is important for those who want to understand the deaf.
10. The deaf are very patient and caring by nature.
11. The deaf have to lip-read even when they are using hearing aids.
12. Deaf people cannot hear you if they cannot see your face.
13. The deaf always have frustrating experiences in life.

E. Read the passage again and advise what normal people should do while talking to deaf persons. You may start like this: While you are talking to a deaf person, make sure that the place you are at is not crowded a noisy speak clearly.....

Lesson 8: Neonatology

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to explain new vocabulary in a reading text.



- A. If I say, (1) “I have a duddil”, can you guess what exactly I have? The word duddil appears to be strange. It may mean anything in sentence (1) above.

A cow, a house, a friend, a pond, anything. If you want to know its meaning nobody not even a dictionary can help you.

But if you say, (2) “I drove my duddil quite fast and reached the airport in time,” the meaning of the word duddil becomes pretty clear. Here in sentence (2) it means a car or a clear here? Read this sentence again. You will notice, there are words after duddil. These words give some hints to the meaning of duddil. For example, drove, fast, reached, the airport, in time. These words suggest that duddil is the speaker’s vehicle (ie a car/ motorbike) which he /she took to the airport in time.

These words are clue words and they help guess and get the meaning of the word duddil.

A clue word may be found anywhere in a paragraph or in a longer composition consisting of more than one paragraph. So when you come across any difficult or unknown word in a reading, don’t think about that particular word only and don’t try to understand it either by looking it up in a dictionary or by asking someone who knows its meaning. Looking up the word in a dictionary is often time consuming and someone who knows the meaning may not be available around. However, the most important reason why you should not do these things is that they might distract your attention. In other words they might take your attention away from the theme/idea in the reading passage. You cannot develop your reading skills if you go on using a dictionary or asking people around your every time you find a time a new word in your reading.



B. Choose the Best Answer

1. A clue word

- Is used in a sentence before a difficult word.
- Is used in a sentence after a difficult word.

- c. Helps the reader to guess the meaning of a different word.
- d. Means a key word usually unknown reader.

2. When you find a difficult or unknown word in a reading passage

- a. Use a good dictionary to find its meaning.
- b. Read the word/words that surround them.
- c. Ask someone who knows its meaning.
- d. Ignore its meaning altogether.

3. The expression “time consuming” in the text refers to

- a. Finding the meaning of a word in a dictionary.
- b. Asking someone the meaning of a word.
- c. Finding a new word in a reading passage.
- d. Thinking about a difficult word in a reading passage.

4. For developing your reading skills you should give attention to

- a. The meaning of particular words.
- b. The use of dictionary for word meanings.
- c. The factors that distract your mind.
- d. The idea expressed in a reading passage.

Task..... Read the passage in Section B below, write the underlined words in your exercise book and then write the clue word/ words for each of them. One is done for you.

Answer: high-risk babies.

Clue words: babies that is premature, underweight, or born with major organic defects.

C. Read the Passage

Neonatology

The most critical time in the life of a human is the very beginning -the first hours after birth. Yet it has been only within the past few years that doctors have recognized that treating a newborn baby like a small child is not the best procedure. This is especially true of “high risk babies”, a term applied to babies that are premature. Under weight or born with major organic defects. They need immediate imaginative intensive care and observation not only for survival but also for preventing physical problems, which may affect the infant for life. Out of this requirement has developed a new branch of medicine called neonatology, which is concerned with the first three months of life.

The most common cause of infant deaths is prematurely. In some hospitals, it is not unusual to find eight or nine “preemies (Premature infants) in the special care unit at one time Dr. David Abramson pioneer neonatologist at Georgetown University Hospital Washington, D.C. has treated one preemie that weighted only 0.54 kilos but which survived! Most of his special patients weigh between 1.3 and 1.9 kilos.

In addition to the technical advances the health of the infant depends on an ageless ingredient -love. Nurses are essential members of baby saving teams. Their job is to rock to feed and to fondle the very small patients. In some hospitals, there is also the “grandmothers brigade” women volunteers who come into the special care units to provide loving care for the tiny patients. Even at this early age, doctors find that lack of love has adverse physical and psychological effects on the newborn babies.

As the number of neonatologists and special care center has increased the survival rate for high-risk babies in the United States has risen from about 75 percent a few years ago to an impressively high 90 percent today. Doctors think that the 90 percent could be increased if the babies could be brought more quickly under the care of a neonatologist. In some hospitals teams of doctors and nurses can respond to emergencies with portable isolates, which are carried by airplane, helicopter or ambulance. Treatment is started immediately much as with adult strokes victims. It is very satisfying to know say Dr. Robert Allen of the University of Utah Hospital that helping one of these tiny people in a difficult situation probably helping someone to 80 or more years of healthful useful life.

Dozens of major hospitals through out the United States have opened newborn intensive care units, equipment and techniques devised specially for tiny patients. One of the greatest aids in these units is an ‘isolate’ an electronically equipped glass- enclosed incubator with portholes for

sterile access to the baby. Inside the isolate, sensors automatically regulate and record the temperature humidity and oxygen is this “artificial womb”, as well as signal change or trouble affecting its occupant.

In hospitals with newborn intensive care units, specialists are ready to use their skills as the need areas. They are alerted to pregnancies that may develop complications. For example, if a woman who is pregnant enters the hospital and is under the age of 18 or over the age of 40 is undernourished or obese has diabetes heart of kidney trouble or Rh-negative blood the neonatologists are advised. The neonatologists often attend the delivery of a baby with the obstetrician and then rushed the newborn infant into his special care unit. There within a few minutes the baby is examined thoroughly and mace ready for treatment or surgery if needed.

D. Study these Words

access	-n., way or place of approach
adverse	-adj., acting against
alert	-v., to warn; to call to a state of readiness
ambulance	-n., car or other vehicle specially equipped to carry the sick or wounded
artificial	-adj., made by humans; not natural
astronaut	-n., person trained to participate in the flight of a spacecraft
brigade	-n., any group of person organized for a specific activity
diabetes	-n., any of several metabolic disorders marked by excessive discharge of urine and persistent thirst
electronic	-adj., pertaining to the controlled conduction of electrons or other charge carries.
helicopter	-n., aircraft that gets its lift from blades that rotate about an approximately vertical central axis
incubator	-n., apparatus for maintaining an infant especially a premature one in an environment of controlled temperature humidity and oxygen

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intensive	-adj. concentrated giving one's whole attention
kidney	-n., either of a pair of organs whose function is to maintain proper water balance in the body
obese	-adj., extremely fat
obstetrician	-n., physician who specializes in the care of women during and after pregnancy
porthole	-n., small usually round window (most often applied windows in the side of a ship)
pregnancy	-n., female state of being pregnant
pregnant	-adj., carrying a developing fetus (the developing baby) within the uterus
premature	-adj., happening or arriving before the proper time
psychological	-adj., concerning the mental and emotional process which determine how an individual or group behave
regulate	-v., to cause to operate correctly
RH negative	-lacking RH factor antigens in the blood
requirement	-n., something needed
rock	-v., to move back and forth or from side to side
sensor	-n., device such as a photoelectric cell that receives and responds to a signal or estimate
specially	-adv., definitely; particularly; precisely
sterile	-adj., free from bacteria or other microorganisms
stroke	-n., apoplexy; sudden loss or muscular control caused by the breaking or blocking of blood vessels in the brain
survival	-n., remaining alive ; continuing to live
technique	-n., method and skill used in performing scientific operations, artistic work etc.

undernourished	-v., to provide with insufficient quantity of food to sustain proper health and growth
womb	-n., uterus female organ that contains the fetus.

E. Put in the table with the right noun, adjective and adverb forms the following words-

Especially, premature, defect, imaginative, intensive, neonatology, electronically, automatically, humidity, major, artificial, pregnant, obese, thoroughly, unusual, technical ageless, adversely, impressively, portable, satisfying, probably, healthful, useful

Noun	Adjective	Adverb
	especial (special)	especially

F. Put T against those statements which are true and F against those, which are false, based on information found in the reading

- _____ 1. Newborn babies should be treated as small children.
- _____ 2. High-risk babies always have problems, which affect them for life.
- _____ 3. An isolate is like an artificial womb.
- _____ 4. Pregnancies taking place between ages 18 and 40 develop complications.
- _____ 5. Portholes in an isolate are used for regulating the infant body temperature and oxygen supply.
- _____ 6. Neonatology is a branch of medicine that looks after babies' birth till 90 days of their life.

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- _____ 7. A newly born infant is called a preemie.
- _____ 8. Some specially trained doctors are employing to feed, rock and fondle high-risk babies.
- _____ 9. The survival rate for high-risk babies could be more than 90% if they are brought more quickly under the case of neonatologist.
- _____ 10. For emergency treatment of high-risk babies often planes and ambulances are used.

G. Answer these questions based on information found in the reading passage

1. Who are high-risk babies?
2. Why was neonatology developed? What does it do?
3. What is an isolate? Why it is important?
4. Why and how are the sensors used?
5. Why does a neonatologist often attend the delivery of a baby with the obstetrician?
6. What is the most common cause of infant deaths?
7. Who are known as “Grandmother Brigades”? What do they do?
8. How and why are portable isolates used?

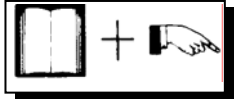
H. Think about and then write answer to these questions

1. Would you like to be a neonatologist? Give reasons for your answer.
2. Do you know any hospital and clinics that have neonatological units/words? Describe them briefly (equipment, techniques used, nurses, neonatologists, etc).

Unit 3: Developing Writing Skills

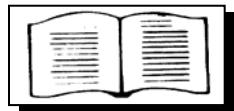
Lesson 1: Monica Huq

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to write some simple facts about a person you know.



Language focus: Present simple and present continuous tenses

A. Read about Monica Huq and Answer the Questions that Follow-

Monica Huq is a student nurse. She is 18 years old and she works in a surgical ward in Cosmic Hospital in Dhaka. Monica does shift work. So she does not go to work every day at the same time.



B. Answer these Questions

1. How old is Monica?
2. Where does she work?
3. Why doesn't she go to work every day?

Monica is studying general nursing subject. She is also studying English because the important books and journals on nursing are in English. The teacher also explains things in English. But Monica is not good in English. So she is working hard to learn English. She has a friend. Every day, they practice to speak English at home.

A. Answer these Questions

1. What is Monica studying?
2. Why is she studying English?
3. Why is she working hard to learn English?

Monica lives with her brother and sister in law at Uttara. They live on the 3rd floor of an apartment building. Monica always goes to work by bus. She walks to the bus stoppage at Uttara and takes either a Premium or Nirapad bus to Banani. From there she takes a rickshaw to the hospital. On holidays and weekends she helps her sister-in-law with household work.

A. Answer these Questions

Developing Writing Skills

1. Where does Monica live?
2. How does she go to work?
3. What does she do on holidays and weekends?

A. Note these Grammar Points

1. Monica lives in Uttara (verb s/es).
2. Monica, her brother and sister in law live at Uutra. (The present simple tense is used for permanent truths and habitual truths and habitual actions).
3. Monica does not (doesn't) lie in Azimpur. (Singular-subject + do).
4. Her brother and sister-in-law do not have any children (plural subject +do) (Negative are formed with does or do).
5. Does Monica go to work by bus?
6. Do her brother and sister-in-law like her? (Questions are formed with does / do).

A. Complete this passage with the right form of the verbs given in the brackets

1. Nasima..... (live) in Kamalapur.
2. She is..... (study) pharmacy an M. Sc. at Dhaka University.
3. All her books..... (be) in English.
4. She..... (not understand) them clearly.
5. So she is..... (do) course in English for specific purposes (ESP) in a language centre.
6. She is..... (take) her language classes on the weekends.
7. She..... (have) classes will fine working days.
8. Nasrin..... (go) to university by car.
9. Her parents..... (have a car and (drop) and (pride) her up every day.
10. But occasionally when her mother..... (be) very busy, Nasrin (take) a bus to the university.
11. Nasrin..... (be) a serious student and she (not, like) to miss and opportunity to use the university library.

12. Perhaps that is only her parents often jokingly..... (call) her an unsocial girl.
13. However, they..... (not, dislike) what she is(do).

A. Make questions with do or does. From these sentences/groups of words

1. Monica lives at Uttara. e.g. Does Monica live at Uttara?
2. Nasrin and her friends live in Kamalapur.
3. Monica likes her sister-in-law.
4. They help each other.
5. Monica usually finishes her classes at 4.30pm.
6. She studies hard to learn English.
7. Nasrin and her parents visit their village home at Eid.
8. They go to their village (how)?
9. Your friend lives (Where)?
10. She goes to work by rickshaw (Why)?

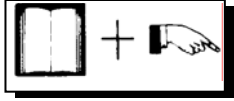
A. Write a Paragraph about Yourself

Write about what you do - if student, what you study, where, why you are studying it. Whether you like it or not; how you get there; if you work, where you work; how long you work; how you get there; whether you like the job or not; why?

B. Write a paragraph about your friend or about your neighbor using singular information about as in C above.

Lesson 2: What did you do Yesterday?

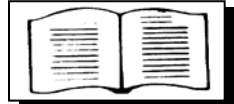
Learning Objectives



At the end of this lesson you will be able to-

- ◆ to write some simple facts about past event or activities.

Language focus: Past simple and past continuous tense.



A. Read about what Nasrin did Yesterday and Answer the Questions that Follow-

Yesterday Nasrin got up she was soon they were ready to leave. It was 7.30 “take this lunch packet.. I’ve given here two bottles of boiled water, Try to get back by 5 Taka care”, “Thank you aunti” said Rebecca, Thank you mother” said Nasrin. And they set of for an orphanage 60 kilometres from Dhaka on the Dhaka Mymensingh road.



B. Answer these Questions

1. Why did Nasrin get up early?
2. Why did Nasrin’s mother give them a lunch packet and two bottle of boiled water?
3. Where were they going?

They two friends first went to the Inter City Bus Station at Mohakhali. From there, they took a Mymensing road bus. At one point which the bus was running fast it knocked a day down when accident happened the two friends cried out the felt a jolt of the bus stopped for a while. However it was about 11 when they got there. At overcharge saw it was between ages 5 and 15. They were all sitting on the floor of the madrassah. It was part of the orphanage. All had books with verses from the holy Quran. And all were reading the verses aloud. The Mulla, the only teacher with a stick in his hand, was sitting in the middle. The boys were coming to him on at a time by turn. And which a boy was to him. He was correct him every time he made a mistake in pronunciation.

C. Answer these Questions

1. How did Nasrin Rebecca go the orphanage?
2. What were the orphans doing when the two friends reached there?
3. What was the Mulla doing?

One of Nasrin's teachers at the university is the chief patron of this orphanage. Once he told his clear about saying, It's a charity an any kind of donation Zakat money, old clothes, pens pencils, paper - anything would be a great help to them when Nasrin told her parents about it they readily offered to help the orphanage. They gave her Tk. 5000 as part of their 3 Zakat money. Nasrin could give the money to her teacher. But as a charity worker she wanted to see herself the conditions in which the orphans were living. So she decided to go there with her friend Rebecca.

D. Answer these Questions

1. Why the orphanage is called a charity?
2. What kind of donations can you make to the orphanage?
3. Why did Nasrin want to see for herself the conditions of the orphanage?

E. Note these Words and Expressions

To have breakfast- to eat breakfast e.g. I had breakfast (I ate breakfast) at 8.00am. So you have dinner/supper. But you have a particular food or drink e.g. I'll have a sandwich /a soft drink etc.

Orphanage- An orphanage is a place where children who are orphans (i.e. whose parents are dead) are taken care of.

Verses (sing verses)- small sura's or portions of a lengthy 'sura' from the holy Quran.

Pronunciation- the way a ward is spoken.

Patron- an important person who is interested in and supports charitable or particular noble activities

A charity- an organization that raises money for a humanitarian cause hence charity workers.

Donation- money gifts, etc given to a chrity or organization to support it. Hence a large generous donation.

F. Note these Grammar Points

1. Nasrin went to the orphanage yesterday (pt of go).
2. When the accident happened, the two friends cried out 'Ah'. The past simple tense is used for actions, which took place in the past. These actions are finished when you are speaking of them.

Developing Writing Skills

These words are usually used with the past simple; yesterday a long time ago, few day/weeks ago a short while ago last night/week/month/year the other day etc.

While dressing up, Rebacca came.

3. Nasrin was dressing up. Rebacca came. (Was/were + verb -ing).

The past continuous tense is used for an action, which was continuing in the past, and during this action another actions happened in the past (sent -2).

Note that while, refers, to an action which was continuing for same time and 'when' refers to an action happened at a point of time.

4. Nasrin did not give the money to her teacher to the orphanage.
5. Did she go to the orphanage by car?
6. Did n't she tells her teacher about her visit to the orphanage? (Negative and questions are formed did).

G. Complete the passage with the past simple or past continuous form of the verbs in brackets.

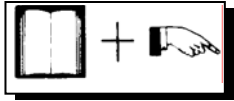
Last Sunday Nasrin (1) ----- (go) to university and (2) ----- (tell) her teacher what she (3) ----- (she) and (4) ----- (do). How (5) ----- (go) there? Aid her teacher, "We (6) ----- (go) there by bus, "replied Nasrin. "You (7) ----- (n't find) the journey enjoyable?" teacher. "Yes I ----- (do. (8) ----- drive the bus fast it (9) ----- hit a dog. When we (10) ----- (get) there, we (11) ----- (no see) in the orphanage. They (12) ----- (take) lesson from the Mulla in the madrasha. The boys (13) ---- (read) their lessons aloud and the Mulla (14) ----- (help) with how to say the sounds, words, stress and intonation correctly "Nasrin's teacher (15) ----- (thank) her for helping the orphans with money.

H. Write a paragraph on what you did last weekend.

- I. Did you visit any of your relatives (uncle/sister) during the last Eid/puza. I not imagine that you visited your uncle/aunt. Write a paragraph on how you visited the place, what interesting thing/things you saw etc. there.**

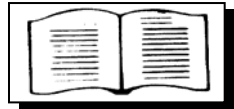
Lesson 3: At the Emergency Ward

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to organize a narrative sequentially.



Monday, 23 December, 9.30 at night. A rickshaw stopped at the hospital gate. A young man was helping a women get off a rickshaw. The women are on his shoulder and were going towards the emergency ward.

A ward boy saw a patient. He then quickly brought a stretcher. The young man put her on the stretcher and was following it. As soon as they were inside the ward a nurse came near and felt the patient's neck. Then she immediately called the doctor on duty.

The doctor examined the patient and declared her dead. He then referred the case to the postmortem unit. While the body was being taken for autopsy, the doctor asked the young man about the woman. But instead of answering any question, he was looking at the open door and suddenly he ran out from the emergency ward. The security guard tried to stop him, but before any attempt was made to stop him, the young man vanished into the heavy traffic of vehicles and people on the road. The doctor at once phoned the police and was going to examine another patient. Just as he turned to go to a girl aged about 10 ran into the ward and enquired about her mother. She said she went out as usual in the evening to do her clearing job in their neighbour's house. After work as she was returning home she saw uncle Helal taking her mother on a rickshaw. When she asked him what happened told her that he was taking her mother to the hospital. He also said that it was just a little fail and she would be all right soon.

Meanwhile the police came and began to interrogate the doctor the nurse and the girl.

A. The events of the story have been given below in jumped order. Arrange them sequentially (i.e. in the order they happened) Just put number 1-16 in the blanks before each letter.

<u>4</u>	a	The young man put her stretcher.
<u>12</u>	b	She went out to do her clearing job.
<u>1</u>	c	A young man brought a woman to the hospital at night.

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<u>16</u>	d	The police asked the girl about her mother.
<u>6</u>	e	The doctor examined the patient and declared her dead.
<u>13</u>	f	The young girl saw her uncle Helal taking her mother on a rickshaw.
<u>3</u>	g	A ward boy quickly brought a stretcher.
<u>15</u>	h	The woman had little fall.
<u>8</u>	i	The young man suddenly ran out of the emergency room.
<u>14</u>	j	The young girl asked her uncle about what happened to her mother.
<u>11</u>	k	A 10-year old girl came to the emergency ward and asked about her mother.
<u>9</u>	l	The security guard tried to stop the young man.
<u>2</u>	m	The young man took the woman on him shoulder.
<u>10</u>	n	The young man vanished into the heavy traffic of vehicles and people.
<u>5</u>	o	A nurse felt the woman's neck.
<u>7</u>	p	The doctor referred the case to the postmortem unit.



B. Note the Grammar Points

In a narrative (like this) one event can happen (1) before another, (2) after another and (3) at the same times as another.

These before, after, at the same time (also) and, then, as, while, when, suddenly, the moment, as soon as, etc.) Are linking words used in a paragraph or longer compositions to express the time relations of the events?

C. Now read the narrative again and underline all the linking words in it. Then explain how a linking word shows which event happened when (i.e. before, after, or at the same time). One is done for you.

Example: A word boy saw the patient and quickly brought a stretcher. Two things happened here: (1) The boy saw the patient (2) The boy

quickly brought a stretcher. (1) Happened before (2) This time relation has been expressed by putting and between these two events.

D. Fill in the gaps with linking words expressing time relations.

One afternoon (1) (while) I was walking along the footpath, I saw an old man crossing the road. (2) (As) he was about to cross, a speeding car knocked him down (3) (and) went away. (4) (at that time) there was no traffic police around. (5) (after) looking right and left, I went near him (6) (and) took him to the other side of the road. It was not so bad, though his left leg was bruise. (7) (Immediate) I called a rickshaw. But (8) (before) I boarded the rickshaw a car stopped us. (9) (the moment) the gentleman came out of the car, the old man started crying. (10) (at once) the gentleman into the car (11) (and) was about to go away. (12) (As) the old man was going he thanked me (13) (and) said, “God will help you, your man”.

Continue the Narrative in an Above

Task:

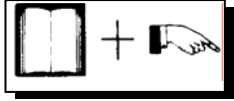
Suppose the police have found out the actual relationship between Helal and the woman and that the woman was killed. They have also who killed the woman, why she was killed and how she was killed. Write the narrative in about 250 words using time-relation-linking words

Task: Write a Narrative for each Situation

- a) We had a picnic: who- when where - traveling to --- man events --- traveling back.
- b) The first day of my college life: the night before ----- before ---- morning----- getting ready ----- traveling to ---- meeting new friends ----- first class----- traveling.
- c) A motorcycle accident: who --- with what (vehicle) ----- how--- when----- where--- extent of damage done--- at the hospital --- sense regained.

Lesson 4: Naznin's Marriage

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to describe events or incidents happening in the past.

Language focus: The past perfect tense.



A. Read the Passage and Answers the Questions that Follow-

Nasrin's older sister Naznin's marriage took place just two weeks ago. It is an arranged marriage. After she had completed her master's she had nothing to do most of the time. It was during this time that she was looking for some job. Then she had taken some advice from her teacher before she actually applied for a job. But after she had applied for the first time she waited for three weeks to get a reply. And it was a regret letter. It was at this time her mother once asked her whether she had thought about her marriage. In fact her mother wanted to know if she had any choice for her would-be husband. She simply said 'no' then her parents collected events of about a dozen suitable would-be grooms for Naznin's. The whole family had been discussing CVs for two weeks. Naznin's too could not decide. She had been studying the CVs seriously for quite some time. Then she had made a short list of the best three before she told her parents that she wanted to meet them on my own. Accordingly a meeting was arranged. Before Naznin went to any such meeting she had asked two of her best friends in addition to her and Naznin to join her. In each meeting everybody had talked about politics, home and abroad movies, TV programs --- anything, before Naznin's and the would-be groom opened their mouths. As soon as the three interviews had finished she succeeded in joy a young computer scientist of Bangladesh Open University.



A. Answer these Questions

1. When was Naznin looking for a job? Did she get one?
2. How did Naznin's parents help her choose her husband?
3. How did Naznin make her decision?

A. Note these Grammar Points

The past perfect tense: Read these three sentences carefully.

1. After she had completed her master's she had almost nothing to do most of the time.

2. She had taken advice from her teacher before she actually applied for a job.
3. Mother asked Naznin whether she had thought about her marriage. Notice in each of these sentences two things happened in the past. In (i) she (a) completed her master's and (b) she applied for a job. Similarly in (3) Naznin's mother (a) asked her ----- (b) whether she had thought ----- Notice of the two actions one happened before the other.

The past perfect tense (had + PP of Verb) is used for the action that happened before and the simple past tense is used for the action that happened later. Sometimes words like: before, after, when, as soon as, etc. is used for the past perfect tense.

Look at the time line indication this tense-

Now read the text again and underline the groups of words that are used for the past perfect tense. One is done for you.

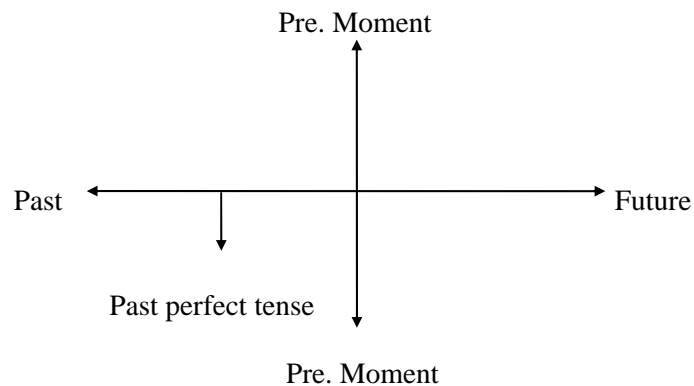
B. The Past Perfect Continuous Tense

Read these Sentences

1. The whole family had been discussing the CVs for two weeks.

The past perfect continuous tense (had been + v-ing) is used for an action that continued for some time in the past.

Look at the time line indicating this tense.



- C. Complete the passage, using (past perfect) past perfect continuous form of the verb in during her morning shifts today breakfast.

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Monica (1) ask one of her patient Zanagir Alam what (2) (happen) ---last night. She (3) tell him. That he (4) (not sleep) well until 3 O'clock in the morning. At that time she (5) (not, know)--- what to do only after she (6) (phone) the doctor she (7) (know) what to do.

She (6) (try) to talk to the other nurse on duty) (7) (leave) the ward earlier as he have a headache. She (8) (think) seriously before for quite some time about the patient before she (9) decide to call the doctor, She (10) call him home after she (11) fail to read him in the hospital. The doctor (12) (say) he (13) (not, come) (14) He was very exhausted because he (14) do a very serious operation until 2 O'clock in the morning. However he (15) (advise) her to give an injection and give him a ring after an hour minute

A. Note this Grammar Points

1. The past perfect tense and the use of before and after.

Look at sentences (1) and (2) under B above, again.

These two sentences could be written as follows -

1. After she completes her master's she had almost nothing to do most of the time.
2. She took advice from her teacher before she actually applied for a job.

Notice that for both the past actions (i.e. happening before the other) in each these sentences the simple past tense is used. This is possible because before and after clearly show which action happened before and which action happened after. So the past perfect here is not necessary to indicate a previous action.

Now first identify all the past perfect sentences in the passage in A above, with before or after and re-write them in past simple tense.

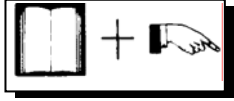
Task:

Write a short composition of about 300 words on each of the following events or incidents that happened in the past. Use free past simple, past perfect and the past perfect continuous tense in your compositions.

1. Imagine that you have won the prize of Tk. 100,000 for your short story in literacy competition. Describe how you joined the competition and what you did with the money.
2. Supposed you have bought some gifts for your family members and friends on a particular occasion say Eid/Chirstmas/Durga Puza/Budda Purnima. Write how you did the shopping and how you gave the presents.

Lesson 5: What would you be?

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to say and write about what you would like to be in the future.

Language Focus: Future simple and future continuous tenses, if clauses.



A. Think about your Future Life and Write Answer to these Questions

1. Do you think you need to upgrade your knowledge and skill? (For your job or future job).
2. What will you do to upgrade your knowledge and skills? (Study at a college, university name of subject courses).
3. When will you get married? (If you are already married) when are you planning to have children? (If you already have children) what kind of family, small or big (joint) would you like to have?
4. Where are you planning to live permanently? (village, town, city, abroad etc) Why?

Now if possible in pairs. Talk to each other about your future life.



B. Read this Passage and Answers the Questions that Follow-

One day Javed and Kamal met on their way to college “Shall we go by bus?” said Javed. “No we would”, replied Kamal. “I can’t travel by bus. If I do, I know I will a headache. So please me. I’ll go by rickshaw. Will you come with me? That day they went to college by rickshaw.

Javed is studying science for his H.S.C. He is going to appear the final exam this year.

If Javed does well in the exam, he will try to go medical college. But if he gets less than star marks on an average, he does not stand a fair chance to go anywhere. So he has already made a plan for his study. According to his plan Javed is joining to a student hall. Also he will be able to join in a study group of fellow students. He is also going to study English and biology private tutors. His parents will be happy if he can make good results. So he is going Nazrul Hall tomorrow by bus. His father is talking him there. Javed thinks next year, he will be studying medicine at the Dhaka medical college. At that time also he will be living in a student hall. After Javed leaves home his parents will be living alone. He knows they

Developing Writing Skills

will be happy if he marries. But Javed is not going to marry now. If he marries now he won't be able to complete his study because he will have to find job then. He will get marry after only he finished his study and finds a good job. He thinks "If wife also works and I hope she will, we will be able to make good living. We will rebuild our home, demolishing the old one". Life will be easier, more beautiful then".

B. Answer these Questions

1. What is Javed's plan?
2. Why does Javed want to go to a student hall?
3. When will Javed's parents be happy?
4. Why doesn't Javed want to get marry now?
5. Why does Javed think life will be easier and more beautiful in the future?

B. Note these Grammar Points

1. Javed will find more time to study in a hall. The future simple (will +V) is used for any action that will. Happen in the future. The negative will not is won't e.g. I won't (will not) travel by bus.
2. Next year Javed will be studying medicine. The future continuous (will +V-ing) is used for action that will continue for some time in the future.
3. Shall we go by bus? (suggestion) The use of 'shall' now a day is limited. It is mainly used with us, for making suggestions and after, and asks for advice. e.g. Shall I open the window? (Offer) what shall we buy for her birthday? Note that offers & suggestions are made in the questions form (shall I? shall we.....?) Write in your exercise book the sentence with, will, shall and will be.
4. Javed is going to take the final exam this year.
5. Javed's father is taking him in the hall. We use be +going to +V for an action (usually in near future), which we have already decided to do. We use be+ V ing (present continuous) for an action (also usually in near future), which we have decided and also arranged to do.
6. If Javed does well in the exam, he will if clause he will try he will try to go to a medical college.

Often a sentence with if clause + present simple express an action in the future. In this case, the main clause will have Sub +will + v forms

D. Fill in the blank with will, won't, shall, will be.

One afternoon Shafiq and his sister are Moushume are going to be +Ving (future) sitting in their living room.

Shafiq : Thank you Mou, for giving me the money. I (1) will pay you back next week. Ok, great. Now I think I (2) will buy a pair of running shoes I (3) will be happy.

Mou : Ok! How (4) shall we go?

Shafiq : Iqbal shoe store is not far. (5) Shall we walk?

Mou : No, I can't walk that far. I have a bruise in my left foot. If you go by rickshaw I (will) come.

Shafiq : OK we (6) will do that. You know why I (7) am going to buy the shoes.

Mou : You (8) will run in the morning or in the evening.

Shafiq : Y-e-s! But not here. So long I am in town I have no time for play, 'its' all work, work, work.

Mou : So?

Shafiq : So next week my college (9) is closing for two weeks. This is our end term break. And I (10) am going to spend a week or so at my uncles in Sylhet. There I (11) will be living with my cover near a tea garden. We (12) will have a great time. We (13) will be walking running jogging on the windings garden paths. (14) Will you come me Mou? But I now what you are thinking shall I ask mother?

Mou : No no It's not mother. Mother (17) won't say no I am girl. But OK takes some music lessons from next week. What shall do now? I have already made some payment both sheela and I take the lessons together. The teacher (20) will be working for us one hour in the morning and one hour in the afternoon. If I miss this change I won't be able to learner music anymore. I (21) won't be able to go with you.

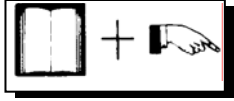
Task:

Write a composition of about 350 words be doing in five years time from now.

Start your article saying what you are or what you are doing now (study career). Then describe what you are going to do about your further study training and your future career where when, how.

Lesson 6: Writing Formal Letter

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to write applications for suitable jobs
- ◆ to write your CV.



A. Think about and Write Answers to these Questions

1. What do you do now?
2. Did you applied for a job? If yes what job was it you applied for? Were you asked for an interview?
 - ◆ Did you face the interview?
 - ◆ Did they take or reflect you?
 - ◆ Did you write your application in Bangla or English? Why?



B. Read this Letter and Answers the Question that Follows-

1. Cosmic Hospital (address)
2. 3 March 2000
3. The secretary
National Medical Centre
North shahjahanpur, Dhaka
4. Dear sir
5. Staff nurse
6. I read your advertisement in the Daily Star yesterday and would like to apply for the position
I enclose my CV
I can come for an interview on any working day after 10 am
7. Yours faithfully
8. Monica Rahman
9. Nurse.

C. Answer these Questions

1. Who wrote this letter? What do you know about the letter?
2. Who is letter written to?
3. Why us the letter written?
4. How did the written know about the post she applied for?
5. When is she available for an interview?

D. Put the Numbers shown Against Different Parts of the Letter in the Appraise Boxes.

	signature
	subject of letter
	date
	sender's name
	receiver's name and address
	closing of letter
	sender's address
	body of letter
	opening of letter

E. Note these Points about the form and Language of the Letter in B Above.

Formal letter _____ this is like any other job applications and official letters is a formal letter.

Layout _____ look at the arrangements of different parts of the letter on a sheet of paper.

You can write the date on top write corner of the sheet. Also you can write before the sender's just under the date but then you have write.

To: Before the receive name and address.

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So parts 1, 2 and 3 can be written like this-

3 March 2000

From: Cosmic Hospital (address)
National Medical Centre
North Shahjahanpur, Dhaka

Note that the subject is written after (not before) the opening of the letter (i.e. Dear sir) and it is mentioned without the word subject written traditionally before it.

Also note that all the parts begin on sheet at this same distance from the left margin. The sections (paragraph) also follow the same form, i.e. they are not indented. Finally note that double space is left between all these parts sections.

Punctuation _____ Note that omissions of commas stop in parts 1, 2, 3, 4, 5, 6, 7, 8, 9.

Language _____ the language of job applications should be simple straightforward. There are no need of any descriptions of the applicant's present job qualifications and experience (often done with too many adjectives). The CV will provide in detail relevant information about his/her job (if any) qualifications training experience etc on the basis of which his/her applications will be considered (see E below).

F. Read the Curriculum Vita (CV) of Monica Rahman.

Curriculum Vitae

Personal details

Name : Monica Rahman
Date of birth : 12 May 1973
Nationality : Bangladeshi
Marital Status : Unmarried
Present position : Nurse..... Emergency ward, C. Hospital, Dhaka 1213.

Educational Qualification

Name of the Exam.	Board	Year	Division
S.S.C (Science)	Dhaka	1985	First
H.S.C (Science)	Comilla	1987	Second
Dip. in Nursing	N. Tr. Ins. Mohakhali, Dhaka	1989	Passed

Working Experience

Working as registered nurse at Cosmic Hospital since 1993 with nursing experience at Medical surgery and emergency wards.

Referees

1. Dr. Sultana Razia Hoque C.H.
2. Dr. Gaved Karim, Nursing Training Institute Mohakhali, Dhaka.

Task: (1) Read this Advertisement Published in the Daily Ittefaq

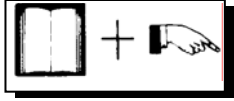
Write an application for the post.

A whole time governess wanted preferably a trained nurse at least 3 years experience at hospital or clinic between 35 and 45 years old for an elderly disabled lady. Free food and accommodation and handsome salary. An will be provided interview will be held on Thursday, 29th March at 10 am and with a recent photograph please come with your application with CV to the following address.

House No 26, Gulshan 2, Dhaka-1212.

Lesson 7: Writing a Semi-Formal Letter

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to write to someone (known) for a reference letter.



A. Read this Letter and Answers the Question that Follows-

20, March 2000

Dr. Sultana Razia Hoque

Professor of Surgery

Cosmic Hospital

Dhaka

Dear Dr. Hoque,

I am Monica Rahman, a registered nurse of C.H. I have been working here since 1993. I worked directly with you from 1995 to 1999 while I was at the surgical ward. I like this job but, as you know, there is little prospect of promotion on this job, I have applied for the post of Staff Nurse in the National Medical Centre, North Shahajanpur, Dhaka. As I love this profession and need very much this job for building up my future career. So I would be grateful if you would kindly send them a letter of reference for me, if and when they ask for it.

I enclose my CV in case you need any other particulars regarding me.

Yours Sincerely,

Monica Rahman

Nurse

Emergency Ward, C.H.



Answer these Questions

1. How do you know that Monica the writer of this letter knows Dr. Sultana Razia Hoque?
2. Monica liked CH yet she wants to leave the place. Why?
3. Make a list of things you think Dr. S.R. Hoque will say about Monica in her letter of reference

- A. Read the letter and in A above and the one in the previous lesson. Now put a tick against 'S' if the letter part in column B column A is similar in both the letter or D if it is different. Then write under columns C and D where the part is written in the respective letters. Then write in the appropriate boxes only the points or words that shows the difference and similarity. One is done for you.

A	B	C	D
Parts	Letter in	Lesson 6	Lesson 7
Sender's address	SD	Written after signature	Written after signature
date	SD		
receiver's name and address	SD		
opening of letter	SD		
body of letter	SD		
sender's name	SD		
subject of letter	SD		
signature	SD		
closing of letter	SD		

- B. Note these points about the form and long of this letter (in A above).

Semi official ____ this is a formal though not as strictly formal as the letter in the previous lesson. You can call it semi -official. The form is more or less the same as in a formal letter except for the following things:

- ◆ The writer may not give his /her name address at the top left or top right bad corner of the (see Monica address given at the end of the letter).
- ◆ The letter could be more personal i.e. about personal matters than in a strictly formal letter.

Task:

Write a letter to Rodolph Hunt the Chief of Humanity Watch an Australia based working in Dhaka, The international organization in the developing countries. You have seen Mr. Hunt on several occasions. You want to do higher studies in Nursing in English America or Australia. Write to Mr. Hunt asking for a study grant to do a postgraduate degree in Nursing.

In your letter say-

- ◆ What course you want to study and why?
- ◆ What you will do after you have completed the course successfully.

Lesson 8: Writing an Informal Letter

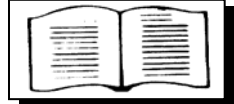
Learning Objectives



At the end of this lesson you will be able to-

- ◆ to write a personal letter to your friends.

Language focus: wish +NP + Ved



A. Tick the Answer or Answer as Applicable

1. Who do you write letters to?
 - a. parents
 - b. relatives
 - c. friends
 - d. bosses or colleagues.
2. **If you wrote any letter or letters to any person or persons mentioned above during last two months, try to remember and then write to answer/answers to**
 - a. Who did you write to?
 - b. What did you write about?
 - c. When did you write?
 - d. What language you use in it /them?
 - e. Have you receive any reply?



B. Read this Letter and Answer the Questions that Follow-

House 31
Road 17A
.....
.....
20 January 20000

Dear Janet,

Thank you for your wonderful Millennium Card and letter. I am glad to hear that you had a fantastic time in London during the Millennium Collaboration. I wish I were there with you. However, we also celebrated thing special new year in Dhaka great and different. You know 31st December was a fasting day towards the end of the month of Ramadan. So

during the day my sister-in-law and I prepared some very special dishes both sweet and with mild date juice and also with fish and vegetables. We put the dishes on tables in front of our house. My brother kited a microphone and for the late afternoon he was frequently announcing that anybody passing that way (our house is on a street) was welcome to break their fast with any food from the table. Quite a number of people especially rickshaw pullers, construction workers beggars stopped by and broke there fast. As they were asked to help themselves at first they hesitated, but soon they were found eating the iftair comfortably. They enjoyed the food and gratefully thanked us as they were leaving satisfied. Within half an hour more people came but then all foods was finished. I wish we could prepare more. Now we celebrated Millennium evening of course. We had some fun fair fireworks and special lighting in a few places. At night until the early hours of Saturday (1.1.2000), some music and band shows were also held in the city. But we preferred to be satisfied with our own way of celebrating the event.

Tell me when you are coming back to Dhaka. I went to Humanity watch but your colleague could not tell me exactly when you would be coming.

I am well. Might have a possibility of going to London if your boss approves my study grant. But wished Monica.

C. Answer these Questions

1. What do you think was the reason? Why Monica her sister-in-law and brother chose to celebrate the Millennium in? What they called a special way?
 2. When and how was the Millennium celebrated in Dhaka?
 3. What do you think was the relationship between Janet and Monica?
- B. Choose the words/expressions in column A and put them in the appropriate boxes. In Column B or C or D.

A	B	C	D
Part of letter	Formal letter	Semi formal letter	Informal or personal letter
opening of letters Dear sir/ Madam Dear Mr/Mrs Dear Zinia			
Sender's name Ariful Hoque			

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Arif			
closing of letter Yours sincerely yours faithfully			

C. Note these Points about some Common

--

D. Read this Sentences

I wish I were in London with you.

This structure (I wish + NP + Ved) is used to express the speaker's wish or desire for some action or happening that did not take place. In the above sentence Monica expresses her wish for something (i.e. to be in London) which did not happen or Find out another sentences with the same structure from the letter. Now write a sentence for each of the following situations, using this structure (i.e. I wish +NP + Ved).

1. I want to join the wedding party. But I can't because I have my English text the following morning.
2. I want to buy a beautiful dress. I saw sister in a store; I could not buy it as it was too expensive.
3. Runa, my friend married. Mizan, the only son of a very rich businessman. But I know Mizan is a spoiled, bad boy.
4. Monica's handbag is very useful with a number of zipped pockets.
5. I heard that titanic is a great film. But it is being shown in Dhaka and other big towns. It will not come to our local cinema hall.

Task:

Write a letter to your pen friend (if you don't have a per friend imagine you have one) telling him/her about.

- a. How a weeding ceremony is performed in your locality
- b. The dresses men, women and children wear on different religion ship and cultural occasions (like Eid or Durga Puza) in your locality.
- c. How you can travel from Dhaka to a places of historical interest (e.g. Moynamatia, Paharpur, Mahasthomgar, Bagerhat).

Lesson 9: Writing an Informal Report

Learning Objectives



At the end of this lesson you will be able to-

- ◆ to write a report on some activity which you have observed or learnt about from written materials or other sources.



- A. **One of Naznin's assignments is to submit a report on the quality of food served in average restaurant in three major cities (Dhaka, Chittagonj & Rajshahi) in the country. She has decided to go to restaurants (2 in each city). And have meals there. Over a period of three weeks before writing the final report. As she goes on eating out she decides to report on each restaurant she goes to. Here is a report Naznin has written on Midway Meals, a midrange restaurant in Dhaka. Read the report and answer the question that follows.**

Report on the Quality of Food at Midway Meals, Dhaka

Date of visit : 16/02/2000

Time of visit : 8.00pm.

1. The food at Midway Meals was not at all good. I ordered chickens and soup.
2. Last evening I went there to have dinner. I ordered fried pamphlet. Chicken dopiaza. Vegetables, rice and fresh fruit. I ordered a bottle of mineral water for drink.
3. As I took a corner seat I sipping water and waiting for the food, I could see the large room with tables, big and small, arranged in such a way that they leave hardly any space for the people to freely move about. Half of the seats were already taken and the room was already getting hotter with cigarette smoke and the noise which handily the plates and post roughly. Waiters shouting out orders to the servicing men in the kitchen, which is just next to the eating room made them.
4. I waited about half an hour for my food. Now the room was already crammed and turned suffocating. Finally the food was served. Two waiters brought all the items and left them on the table without saying anything. I did not know which item I would start with starter or the main course.

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5. However I started with the soup and soon I discovered that it had of chicken meat not properly done? The soup did have any flavour. The pamphlet was ovefried-showing ashes at the edge. The dopiazza was too hot for me and the fresh fruit did not tests fresh as I ate it. Only less than one third of the food I could eat it would be wise to take away the rest.
6. I was very disappointed. Without making any complaint I left the restaurant thinking that I would certainly not go there again neither would I recommend it to any of my friends and relatives.



- A. **You can divide a meal usually into three courses:** the starter appetizer drinks small eats to before or at the beginning of a meal to increase the desire for food, the main course (the main food such meals rice pasta, chicken, fish, beef, etc.) and the dessert/ sweet course (ice cream, fresh fruit, pudding, etc.)

Here is a list of common things, which you can eat mostly in restaurants in Bangladesh.

Put the names into the right column below. There are things, which can be put in more than one column.

omelette, papaya, prawns, chips, apple pie, fried rice, pine apple, vegetable curry, soup, mutton curry, chicken roast, fruit salad, noodles, Hilsha fry, water, melon beef kebab, chutney.

Starter	Main course	Dessert

- B. Read the report against thinking how the information was aginished. Notice each section has described a particular aspect of the report. Here is a list of some section labels. Write the number of the section in the report against the appropriate label.

Detailed comments :
Result :
Situation :
General comment :

C. Study these questions and answers-

1. Who wrote this report?

Ans. Naznin, a university student.

2. What is the report about?

Ans. It is about the quality of food that people eat in some mid-range city restaurant in Bangladesh.

3. When did the writer gather necessary information?

Ans. In mid February, when the writer needed necessary to write her report.

4. Where did she go to gather information?

Ans. She went to Midway Meals a mid range restaurant in Dhaka, to gather information.

5. How did she gather the information she needed to write her report?

Ans. To gather some first hand information for writing her report on the quality of food served in restaurants. She planned to eat in some restaurant. As part of her plan, she visited Midway Meals.

6. Why was she going to wire this report?

Ans. As a student, she was to write this report as part of her course work either given by her teacher or mentioned in the syllabus.

7. What were her conclusions and recommendations?

Ans. After having experienced bad food, unfriendly service and unhealthy atmosphere of the restaurant the writer-concluded that she was never going to visit the place again neither was she going to recommend the restaurant to.

From the about writing report above questions and answer two points are important-

a) It is clear that a report may present an activity while doing so it answers questions with whom what when where how and why. A reporter may also interpret the facts by saying how/ good conclusion and recommendation.

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- b) For writing report you need to gather information facts through observation, study, first hand experience etc. (e.g. sea side restaurant, chittagong).

Task:

Suppose Naznin's experience in another restaurant was different. She ordered the same food for dinner. The service was quacked friendly. The atmosphere was very nice. Now use the following words and expressions and write a positive report.

Looked attractive quite and soothing perfectly cooked delicious excellent quickly flavors.