

UNIT 4
Developing
Speaking Skills - 2

Unit 4 : Developing Speaking Skills - 2

Unit 3 was aimed to develop your speaking skill. This Unit will also help you develop this skill further. Here you will learn the language of describing persons, objects and a process, you will also know what role play is and how we can take part in a role-play. This unit will also deal with the method of story telling so that you can narrate a story in an interesting way.

Lesson 4.1 : Describing Persons

Sometimes we all need to describe people and identify people from their description. In this lesson, you will learn how to give description of persons.



Objectives :

After completing this lesson you will be able to:

- describe people
- identify a person from the description.

Situation 4.1.1 : Conversation between Seema and Dora.

List of Vocabulary and Language Points :

good student, high marks, tallest, moustache, batch, library, helping, jolly.



Seema calls up Dora. Dora has got a new job, where she has a colleague who is from two years senior batch in Dhaka University.

As Dora describes him, Seema tries to identify the person. Dora points out that he was a very good student and also he was the tallest guy around.

Dialogue :

- Seema : Hello, Dora.
Dora : Hello Seema.
Seema : Have you got a new job?
Dora : O, yes, I just joined last week.
Seema : Are you enjoying it ?
Dora : O, yes, I'm. Kamal from our department is also there .
Do you remember him? He was 2 years senior to us.
Seema : Which Kamal ? The bearded guy ?
Dora : No, not him. This is the tallest one around, with a moustache.

- Seema : Now I remember. He was very good student too. After class he was always to be found at the library, studying.
- Dora : That’s him. He was also a jolly good person, very helping to the fellow students.
- Seema : Yes, I remember him well.



Activity 4.1.1 : Listen to Unit - 4, Lesson 4.1, Situation 4.1.1 - on the tape.



Review Questions 4.1.1 : Answer the following questions.

1. Whom does Dora meet at the new job ?
2. How does she describe him?



Review Questions 4.1.2 : Complete the dialogue below taking help from the vocabulary and language points section and also from the tape.

Dialogue :

- Seema : _____ Dora.
- Dora : _____.
- Seema : Have you got a new _____.
- Dora : O, yes, I just _____ last week.
- Seema : Are you enjoying it ?
- Dora : O, yes, I’m. Kamal from our department is also there . Do you remember him? He was _____ _____ _____ to us.
- Seema : Which Kamal ? _____ _____ _____ ?
- Dora : No, not him. This is the _____ one around, with a _____.
- Seema : Now I remember. He was very _____ too. After class he was always to be found at the _____, studying.
- Dora : That’s him. He was also a _____ good person, very _____ to the fellow students.
- Seema : Yes, I remember him well.



Review Questions 4.1.3 : Answer the following questions.

1. When did Dora join her new job ?
2. Whom does she find as her colleague there?
3. Is Kamal from their batch ?
4. How does Dora describe him ?
5. What does Seema add to her description ?
6. What else Dora says about him ?

Situation 4.1.2 : Identifying Mr. Faruk Ahmed

List of Vocabulary and Language Points :

fertilizer factory, assignment, sales director, tall, kind of thin, moustache, dark, wavy, always, blue tie.



Shahin works at a fertilizer factory. He will be going to Chittagong on an official assignment. He will be leaving Dhaka tomorrow morning. He is to meet Mr. Faruk Ahmed, the Sales Director for E. M. Electronics, in Chittagong. Shahin is talking to his colleague Shihab about the visit and also about Mr. Ahmed.

Dialogue :

- Shihab : When will you be leaving for Chittagong.
 Shahin : Tomorrow morning.
 Shihab : Who would you meet there ?
 Shahin : Mr. Faruk Ahmed. He is the sales director for E.M. Electronics.
 Shihab : I think I've met him before. What's he look like?
 Shahin : Well he isn't tall/thin and kind of tall..
 Shihab : Does he have moustache ?
 Shahin : No, he doesn't have. He has dark and wavy hair.
 Shihab : I remember. He is the person who always wears a blue.
 Shahin : That's the one.



Activity 4.1.2 : Listen to Unit - 4, Lesson 4.1, Situation 4.1.2 - on the tape.



Review Questions 4.1.4 : Answer the following questions.

1. Where does Shahin work?
2. Why will he go to Chittagong ?
3. When will he leave Dhaka ?
4. Whom is he supposed to meet in Chittagong ?
5. To whom is Shahin talking?



Review Questions 4.1.5: Complete the dialogue below between Shahin and Shihab.

Dialogue :

- Shihab : When will you be leaving for ____.
 Shahin : Tomorrow ____.

- Shihab : Who would you meet there ?
Shahin : Mr. _____. He is the ____ for _____.
Shihab : I think I've ____ him before. What's he look like?
Shahin : Well he is ____ and kind of ____.
Shihab : Does he have moustache ?
Shahin : No, he doesn't have. He has ____ and ____ hair.
Shihab : I remember. He is the person who always wears a ____.
Shahin : That's the one.



Review Questions 4.1.6 : Answer the following questions orally.

1. Who is Mr. Faruk Ahmed ?
2. What does he look like ?
3. Does he have a moustache ?
4. Is he bearded ?
5. What is so noticeable about him ?

Situation 4.1.3 : Identifying Zahid.

List of Vocabulary and Language Points :

Science lab, conference, convey, message, request, recognize, five ten, five eleven. etc. (to specify height), dark, curly hair, accident, broken arm.



Sarah and Mariam are friends. They meet at the science lab. Mariam is going to a conference next week. Sarah requests her to convey a message to a person named Zahid, who will also be there at the conference. Mariam wants to know about Zahid, since she doesn't know him. Sarah describes Zahid.



Dialogue :

- Sarah : Hey, Mariam. Are you going to conference.
Mariam : Yes, I am.
Sarah : Next week will be there. Can you give him a Zahid.
Mariam : Sure. But how will I message for him ?
Sarah : Well, he is about five-eleven has dark, curly hair.
Mariam : Ah!
Sarah : And, yes. He has met with an accident recently. He has a broken arm.
Mariam : Oh, I surely will recognize him.



Activity 4.1.3 : Listen to Unit - 4, Lesson 4.1, Situation 4.1.3 - on the tape.



Review Questions 4.1.7 : Answer the following questions.

1. Where do Sarah and Mariam meet ?
2. Where is Mariam going next week?
3. What is Sarah's request to her?

Fill in the conversation below taking help from the Vocabulary and Language point Section.



Dialogue :

- Sarah : Hey, _____. Are you going to _____ _____ ?
- Mariam : Yes, I am.
- Sarah : _____ will be there. Can you give him a _____ _____.
- Mariam : Sure. But how will I _____ him ?
- Sarah : Well, he is about _____ _____, has _____, _____ hair.
- Mariam : Ah!
- Sarah : And, yes. He has met with an accident recently. He has a _____ arm.
- Mariam : Oh, I surely will _____ him.



Review Questions 4.1.8 : Answer the following questions orally.

1. What does Sarah inquire about from Mariam ?
2. Is Mariam going to the conference ?
3. What is Sarah's request to her ?
4. What's Mariam's reply ?
5. How does Sarah describe Zahid ?



Answer key : 4.1

Situation 4.1.1 : Review and Test 4.1.1

1. Dora meets a colleague who was two years senior to them in D.U.
2. Dora while describing him points out that he was a very good student and also the tallest guy around.

Situation 4.1.1 : Review and Test 4.1.2

Hello / Hello Seema / job?/ joined / 2 years senior / the bearded guy / tallest / moustache / good student / library / jolly / helping.

Situation 4.1.1 : Review and Test 4.1.3

1. She joined the job last week.
2. She met Kamal from her department as her colleague at the new job.
3. No, he was two years senior to her.
4. Dora describes him saying : he was the tallest guy around, with a moustache.
5. Seema adds up saying, he was also a very good student; after classes he was always to be found at the library, studying.
6. Finally Dora says that, Kamal was also a jolly good person, very helping to the fellow students.

Situation 4.1.2 : Review and Test 4.1.4

1. Shahin works in a fertilizer factory.
2. He will go to Chittagong on an official assignment.
3. He will leave Dhaka tomorrow morning/the next day.
4. He is to meet Mr. Faruk Ahmed, the Sales Director for E.M. Electronics in Chittagong.
5. Shahin is talking to his colleague Shihab about the visit and also about Mr. Ahmed.

Situation 4.1.2 : Review and Test 4.1.5

Chittagong/morning/Faruk Ahmed/sales director/E.M. Electronics/ met/ isn't/tall/thin/ dark/wavy/blue / tie.

Situation 4.1.2 : Review and Test 4.1.6

1. Mr. Faruk Ahmed is the sales director of E.M. Electronics.
2. He is tall and kind of thin.

3. No, he doesn't have moustache.
4. No, he isn't bearded; he has dark, wavy hair.
5. Mr. Faruk Ahmed always wears a blue tie.

Situation 4.1.3 : Review and Test 4.1.7

1. Sarah and Mariam meet at the science laboratory.
2. Mariam is going to a conference next week.
3. Sarah requests her to convey a message to Zahid who will also be there at the conference.

Mariam/conference/next week.

Zahid/message for me/ recognize.

Five - eleven/dark/curly/broken/recognize.

Situation 4.1.3 : Review and Test 4.1.8

1. Sarah wants to know if Mariam is going to the conference.
2. Yes, she is going there.
3. Sarah requests her to convey a message to Zahid who'll also be there at the conference.
4. Mariam would certainly do that but since she hasn't met Zahid before she wants a description of him so that she can recognize him easily.
5. Sarah's description of Zahid is that he is five eleven, has dark and curly hair and since he has met with an accident recently, he has a broken arm.

Lesson 4.2 : Describing Objects/Events

In our daily life we sometimes talk about interesting happenings, events and objects. In Lesson 4.5 you will see how we can talk about events or describe objects.



Objectives :

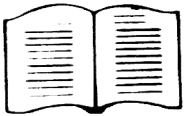
After completing this lesson you will be able to describe :

- objects.
- an experience
- a particular event.

Situation 4.2.1 : A Football Match on TV

List of Vocabulary and Language Points :

best team, football match, excitement, unfortunately, evenly matched, extraordinary, extremely well, shot, same here, miss it for anything, watch, best games, either way.



Last night, a football match between the two best teams of the country was being telecast on TV. Rana and Karim are friends. Both of them watched the match with much excitement. They now discuss about it.

Dialogue :

- Rana : Did you watch the game last night?
Karim : O Yes, I did. I wouldn't have missed it for anything. I've been waiting for the last 15 days for this match.
Rana : Same here. I think it was one of the best games I've ever seen.
Karim : Me too. I think both the teams played extremely well. Unfortunately one defeated.
Rana : Yes, and I think both the teams played equally well. They were evenly matched. It could have gone either way.
Karim : And you see, the shot, I mean the shot that won in the last 15 seconds was extraordinary.



Activity 4.2.1 : Listen to Unit - 4, Lesson 4.2, Situation 4.2.1 - on the tape.



Review Questions 4.2.1 : Answer the following questions.

1. What was the game Karim and Rana watching ?
2. When did Karim and Rana go to watch the match ?

3. Were they interested in football ?



Review Questions 4.2.2 : Complete the conversation between Rana and Karim.

Rana : Did you watch ____ ?
 Karim : O Yes, I did. I wouldn't have ____ it for anything. I've been waiting for the ____ for this match.
 Rana : ____ _____. I think it was one of the _____. I've _____.
 Karim : _____. I think _____ the teams played _____. Unfortunately one _____.
 Rana : Yes, and I think both the teams played _____. They were _____. It could have gone _____.
 Karim : And you see, the shot, I mean the shot that _____ in the last _____ was extraordinary.



Review Questions 4.2.3 : Answer the following questions.

1. Did Karim watch the match last night ?
2. How does he feel about the game ? Was he waiting for it ?
3. What is Rana's expression about the match ?
4. Which team played better ?
5. What is Karim's expression about the final goal ?

Situation 4.2.2 : Enquiries about House.

List of Vocabulary and Language Points :

house, flat, apartment, shift, bedrooms, bath rooms, drawing rooms, verandah, dining room, park, supermarket, lift, generator, kitchen, empty.



Imagine you are at your office. It's lunch time and your colleague Samira comes up to you. She wishes to change/her house and prefers to move on to your area. So, she enquires about your house and the facilities. You give her a brief description of your house.

Dialogue :

You : What sort of house do I live in ?
 Actually I've shifted from the one at 20 Eskaton garden road. Now its in Beiley road. And its not a house its a flat. My flat is on the 4th floor. It's got 3 bed rooms, with attached bath rooms , a big drawing room, and a big kitchen. It also has a dining room and two verandahs. There is a park just

opposite our building where Shama and Shampa can play. There is a supermarket nearby. And yes, our apartment building has left and it has a standby generator. And there is reserved car parking for each flat. Well that's in brief. I guess, some floors are still vacant. If you want to see around or talk to the landlord, you can come with me any time you wish!



Activity 4.2.2 : Listen to Unit - 4, Lesson 4.2, Situation 4.2.2 - on the tape.



Review Questions 4.2.4 : Answer the following questions.

1. Where are you now ?
2. Who comes up to you in the morning ?
3. Who is Samira ?
4. What does she want to know from you ?



Review Questions 4.2.5 : Fill in the blanks below. You may take help from the language and vocabulary section.

You : What sort of ____ do I live in ?

Actually I've ____ from the one at ____ _____. Now its in _____. And its not a house its a _____. My flat is on the _____. It's got _____, with attached _____, a big _____ room, and a _____. It also has a _____ room and two _____. There is a _____ just opposite our building where _____ _____. There is a _____ nearby. And yes, our apartment building has _____ and it has a standby generator. And there is reserved _____ for each flat. Well that's in brief. I guess, some floors are still _____. If you want to see around or _____ to the landlord, you can come with me any time you wish!



Review Questions 4.2.6 : Answer the following questions.

1. Do you live in your old address ?
2. What sort of house is it ?
3. In which floor is your flat?
4. Describe your flat.
5. Where can your children play ?
6. Is there any shopping centre around ?
7. What are the other facilities provided to you ?
8. Is there any vacant flats in your building ?
9. What is your offer to Samira ?

Situation 4.2.3 : Description of Stolen Car

List of Vocabulary and Language Points :

car theft, stolen, insurance, new car, good news, fortunate, police, hunt, strong clue.



Your friend Rakib's car got stolen last night. You talk about this event to Salim. It was a new car which he bought just one month back. He has informed it to the police who are hunting for it and the good news is that he had insurance for the car.

Dialogue :

You : Do you know what happened to Rakib ?
 Salim : No, what ?
 You : Some one Stole his car..
 Salim : Really ? When did it happen?
 You : Last night. He left it parked in front of Dhaka Medical College hospital. He went there see his uncle who is suffering from high fever. And when he came out to go home, it was gone.
 Salim : That's too bad. He bought it just a few days back, isn't it?
 You : Yes. He just bought it last month. But fortunate enough, he has got insurance and the police think they already have a strong clue.
 Salim : That's better. I certainly wish him luck.



Activity 4.2.3 : Listen to Unit - 4, Lesson 4.2, Situation 4.2.3 - on the tape.



Review Questions 4.2.7 : Answer the following questions.

1. Whose car was stolen?
2. When did he buy it ?
3. What is the police doing about the car theft ?
4. What is fortunate of Rakib ?



Review Questions 4.2.8: Fill in the blanks below taking help form the language points and vocabulary section.

You : _____ what happened to Rakib ?
 Salim : No, what ?
 You : Some one _____.

- Salim : Really ? When _____ ?
- You : _____. He left it _____ of Dhaka Medical College hospital. He went there see his uncle who is suffering from high fever. And when he _____ to go home, _____.
- Salim : That's too bad. He bought it just a few days back, isn't it?
- You : Yes. He just bought it _____. But _____, he has got _____ and the police think they already have a _____.
- Salim : That's better. I certainly _____.



Review Questions 4.2.9 : Answer the following questions.

1. What happened to Rakib?
2. When did it happen?
3. Why did Rakib go to the hospital?
4. When did he buy his car?
5. What is fortunate about him?
6. Have the police progressed anything in finding out the car?



Answer key 4.2 : Sample Answer

Situation 4.2.1 : Review and Test 4.2.1

1. It was a football match between the two best teams of the country.
2. Karim and Rana didn't go anywhere to watch the game, rather, they watched it on TV.
3. They were much interested and excited about the match.

Situation 4.2.1 : Review and Test 4.2.2

the game last night ?

missed / last 15 days.

Same here / best games / ever seen

Me too / both / extremely well / defeated / equally well / evenly matched / either way / won / 15 seconds.

Situation 4.2.1 : Review and Test 4.2.3

1. Yes, Karim watched the match last night. He wouldn't have missed it for anything.
2. He was very excited about the game. He wouldn't have missed it for anything. He has been waiting for the last 15 days for this match.
3. Rana's expression is same as Karim's. He thinks it was one of the best games he has ever seen.
4. Both the teams played extremely well. They played equally well, and were evenly matched.
5. According to Karim, the final shot that won in the last 15 seconds was extraordinary .

Situation 4.2.2 : Review and Test 4.2.4

1. I'm at my office now.
2. At lunch my colleague Samira comes up to me to talk.
3. Samira is my colleague.
4. She wants to know about my house and the facilities provided.

Situation 4.2.2 : Review and Test 4.2.5

house/shifted/20 Eskaton garden road/Bailey road/flat/4th floor/3 bedrooms/bathrooms/drawing/big kitchen/dining room/verandahs/park/- Shama and Shampa can play/super-market/ lift/car parking/vacant/talk.

Situation 4.2.2 : Review and Test 4.2.6

1. No, I don't. I have shifted my home from Eskaton Garden Road to Bailey road.
2. Its is not an independent house, it is a flat.
3. My flat is on the 4th floor .
4. My flat has 3 bed rooms with attached bathrooms, a big drawing room and a big kitchen. It also has a dining room and two verandahs.
5. My children can play in the nearby park.
6. Yes, there is a supermarket nearby my apartment building.
7. Our apartment building has lift and it has a standby generator and there is also reserved car parking for each flat.
8. Yes, there are some vacant floors in the building.
9. I offered Samira that if she was interested to see around or talk to the landlord, I can be with her any time she wishes.

Situation 4.2.3 : Review and Test 4.2.7

1. Rakib has got his car stolen.
2. He bought it just a month back.
3. The police are hunting for it.
4. The good news for Rakib is that he has got insurance for the car that he bought just one month back.

Situation 4.2.3 : Review and Test 4.2.8

do you know.
Stole his car.
did it happen ?
Last night/parked in front/came out/it was gone.
Last month .
fortunate enough/insurance/strong clue
wish him luck.

Situation 4.2.3 : Review and Test 4.2.9

1. Rakib got his car stolen.
2. It happened last night.
3. Rakib went to the Dhaka Medical Collage hospital to see his uncle who has been suffering from high fever.
4. He brought his car just one month back.
5. He has insurance of the car, that is fortunate of him.
6. Yes, the police has progressed in the matter as they think that they already have a strong clue.

Lesson 4.3 : Role Playing

Role playing is a way of bringing situations from real life for the language practice. When we do role playing we are to “imagine” ourselves in different personalities and roles. By role playing you can develop your communications skills in different situations.



Objectives :

After completing this lesson you will be able to:

- tell what role playing is and why it is important
- organize controlled role playing based on a dialogue or text
- organize free role playing activities.

In this lesson we will focus on role playing techniques that can either be used with a large class or with an individual we will also show how role playing can be based on topics and situations in the textbook..

The key points of role playing are :

- i) Role playing is a way of bringing situations from real life into the language practice situations. When we do role playing we are to “imagine” ourselves in different personalities and roles.

We may imagine :

- a “role” (we pretend to be a different person other than ourselves)
 - a “situation” (we pretend to be doing something different)
 - both a role and a situation.
- ii) In role playing, we “improvise”. The situation is fixed, but we make up the exact words to say as we go along. Here we must remember that, reading a dialogue aloud is “not” the same as role playing.

Lets now look at some examples :

a)

Imagine that you are a farmer. Somebody may ask you about your daily routine.

b)

You and your friends are planning a holiday together. You try to decide where to go and what to do.

c)

You have lost your bag at the railway station. You are at the police station reporting the incident to the police. Police officer asks you for details.

You already know that in role playing, You have to imagine. In situation (a) you have to imagine a role, (eg. a farmer)

In situation (b) you have to imagine a situation (e.g. holiday). In situation (c) you have to imagine both a role and a situation (e.g. a police officer asking about a lost bag).

The situation you use for role playing should as far as possible be within the experience of your daily life.

For suitable roles :

- You may imagine yourselves to be a person familiar to you in everyday life. e.g. parents, brothers, sisters, teachers, shop-keepers etc.
- You may take characters from the textbook and from other books or from television and practice role playing accordingly.
- You may take situations which you see or take part in everyday life. e. g. shopping, holidays, asking the way to places etc.
- You may take ‘Fantasy’ situation from stories you read, or from the textbook.

Situation 4.3.1 : Returning items to the shop keeper

List of Vocabulary and Language Points :

pair of shoes, shirt, pullover, sweater, return, doesn't work, customer, shop keeper, receipt, gift, colour, size, remote control,



You have a pair of shoes, a sweater and a shirt, which you want to return to the shop-keeper. You tell him the reasons why you want to return them. The shop-keeper asks for the receipt of each item.

Dialogue :

- Shop keeper : May I help you?
You : Yes, I would like to return these items.
Shop keeper : Why are you returning those?
You : Because, first, the shoes. It's not the right size and also I don't like the the colour.
Shop keeper : What about the sweater?
You : Well, it is too expensive.
Shop keeper : And, the shirt?
You : It is not the right- size.
Shop keeper : Well, may I have the receipths for each item and also please fill in this return form.
You : Here you are.



Activity 4.3.1 : Listen to Unit - 4, Lesson 4.3, Situation 4.3.1 - on the tape.



Review Questions 4.3.1 : Answer the following questions.

1. Where are you now?
2. Why have you come here?
3. What are the items you want to return?
4. What does the shop-keeper ask for?



Review Questions 4.3.2 : Do the following questions.

On the left is a list of items you can buy at a store. On the right are possible reasons for returning them. Match the items on the left with the reasons on the right. (There may be more than one reason for each item). When you've finished doing the task below, speak up the reasons aloud.

1.	Radio
2.	TV
3.	shoes
4.	purse
5.	sweater
6.	calculator
7.	shirt
8.	cassettes

a.	It was a gift. I don't like the music.
b.	I don't like the style.
c.	It is too expensive.
d.	It's not the right size.
e.	I don't like the colour.
f.	It doesn't work.
g.	It was a gift. I already have one.
h.	There is no remote control.
i.	It's/They're too small.



Review Questions 4.3.3 : Answer the following questions.

Now, imagine that you are talking to the shopkeeper about returning those items. Choose a partner and play the role of the shop-keeper and the customer. Fill in the blanks below using clues form section B and D.

- Shop keeper : May I ____?
- You : Yes, I would ____ ____.
- Shop keeper : Why are you ____ ____?
- You : Because, first, the shoes. It's not the ____ ____ and also I don't like the ____.
- Shop keeper : What about the ____?
- You : Well, it is too ____.
- Shop keeper : And, the ____ ____?
- You : It is not the ____ ____.
- Shop keeper : Well, may I have the ____ ____ and also please fill in this return form.
- You : Here you are.



Review Questions 4.3.4: Answer the following questions below orally.

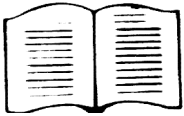
1. What does the shop-keeper ask you at the beginning?
2. What are your reasons for returning those items?
3. What does the shopkeeper ask from you now?

Situation 4.3.2 : At the Post Office

As a student everyone has different text books. Role playing can often be based on a dialogue or text from the text book. Used in this way, role playing gives you a chance to use the language that you have practiced in a more creative way. This works nicely both individually or in a class room. You can also select a text from your book to practice role playing. You can also imagine characters and play the role accordingly.

Now read out the dialogue below and then plan a similar role playing based on a dialogue or text in your text book.

Dialogue :



- Rupam : Good morning. I want to send a letter to Bangkok.
Clerk : Do you want to send it by airmail or ordinary mail?
Rupam : I think I'll send it by airmail. How much does it cost?
Clerk : To Bangkok? That will be Tk. 15, please.
Rupam : (Gives the clerk a 20 Taka note). Here you are.
Clerk : Here's your stamp, and here's your 5 taka change.
Rupam : Where's the post box, please?
Clerk : You want the air-mail box. It's over there, by the door.



Activity 4.3.2 : Listen to Unit - 4, Lesson 4.3, Situation 4.3.2 - on the tape.



Review Questions 4.3.5 : Answer the following questions.

1. Where is Rupam now?
2. Why has he come here?
3. What does the clerk want to know?
4. Will Rupam send an ordinary mail?
5. How much is an airmail to Bangkok?
6. What does the clerk give to Rupam?
7. Where is the post-box?



Review Questions 4.3.6 : Do the following activity.

Now, since you are to demonstrate a role playing activity based on the dialogue in situation 1, write down some of the prompts below to guide role playing.

For example :

1. Where?
2. air mail/ordinary mail
3. _____?
4. _____.
5. _____.



Review Questions 4.3.7 : Fill in the blanks.

- You : Good morning. _____.
- Clerk : Yes. Do you _____?
- You : Yes please. _____?
- Clerk : A _____.
- You : Give me the _____ please. (Gives him a fifty taka note)
- Clerk : Thank you. Here's you stamp and _____.
- You : Where is the _____?
- Clerk : _____ there, _____.
- You : _____.



Review Questions 4.3.8 : Answer the following questions.

1. Where would you like to send the letter?
2. Do you want to send it by airmail?
3. How much will it cost?
4. Where is the post box?

Situation 4.3.3 :

For a given text you can also imagine roles and prepare appropriate dialogue for that particular text. Try to do this in the following section.

Shumon caught the train to the next town early in the morning. He went to bed quite late at night and had got up very early in the morning to catch the first train. As he felt tired, he soon feel asleep. About half an hour later, he woke up suddenly in the middle of a dream. In his dream he was in a crowded room. People were pushing him from all directions and pulling at his clothes. As he woke up, he realised that it wasn't only a dream somebody was really pulling at his pocket. He opened his eyes just in time to catch sight of a man slipping out of the compartment. His hand went to his pocket _____ his wallet was missing! He jumped up and ran into the corridor. But the man had disappeared.





**Review Questions 4.3.9 : Three questions are given below as examples.
Prepared make questions relevant to the
above text.**

1. Where were you going?
2. Why did you have to get up so early?
3. Why were you so tired?
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.



**Review Questions 4.3.10 : Prepared dialogues keeping in mind the
above situation.**

- You (Shumon) : You know what happened yesterday?
A friend : What?
You (Shumon) : I was going _____. So I caught the _____.
Friend : Why did you have to get up _____?
You (Shumon) : Well, because I wanted to catch the _____. Soon after
the journey began I _____. I was _____.
Friend : Why were you _____?
You (Shumon) : I had to finish some homework and so I went to bed
_____.
Friend : I see.
You (Shumon) : Now, you know, I started _____ and in the middle of my
dream I suddenly _____.
Friend : What was the dream about?
You (Shumon) : In my dream, I _____!
Friend : O, That's _____!
You (Shumon) : Yes, and as I woke up, I realised
Friend : What? _____?
You (Shumon) : I realised that _____.
Friend : O, no! What happened next?
You (Shumon) : Well, I opened my eyes _____.
My hands now went to _____. O, my wallet!
Friend : What happened to _____?
You (Shumon) : _____!
Friend : Could you _____?
You (Shumon) : I tried! I _____.
Friend : Could you catch him?

You (Shumon) : No it's very unfortunate of me. _____
_____.



Review Questions 4.3.11 : Answer the following questions.

1. Where were you going?
2. Why did you have to get up so early?
3. Why were you so tired?
4. What happened due to your tiredness?
5. What happened in your dream?
6. What happened in reality?
7. What did you find when you opened your eyes?
8. What happened to your wallet?
9. What did you try to do then?
10. Could you catch the man?

Situation 4.3.4 : At the police-station

So far, in this lesson you have been concerned with fairly controlled role playing, based on dialogue and texts in the textbook. Practise may also you freer kind of role playing using situations beyond the textbooks.

For example, lets look at situation C in Section A.

You have lost your bag at the railway station. You are at the Police station reporting the incident to the police. The police officer asks you for details.

If this role playing is not based on a text or a dialogue in the textbook, you may ourselves have to decide what language to use and how the conversation should develop. To build up such a role playing activity you may bring out the following ideas.

- What the speakers might say (e.g. the police officer would ask when, where, how the bag was lost, how it looks like, colour, big/small, leather, plastic, cloth; what it contains and soon)
- Write prompts to guide the role playing, and a list of vocabulary/language points that might be useful.

So, for free role playing activities you may choose situations which are not exactly the same as those in the textbooks, but which are based on the same general topics. You will pick up topics familiar to you and try to draw on language you have already learnt.

This is how you can develop our language skills.



Answer key : 4.3

Situation 4.3.1 : Review and Test 4.3.1

1. I'm at a store/shop now.
2. I want to return a few items so, I am here.
3. I want to return a pair of shoes, a sweater and a shirt.
4. The shop-keeper asks for the receipt of each item those I want to return.

Situation 4.3.1 : Review and Test 4.3.2

1. f, 2. f h, 3. d. e. i, 4. c. e. g, 5. b. d. i, 6. f. g, 7. b. d. e, 8. a. g.

Situation 4.3.1 : Review and Test 4.3.3

help you.
like to return these items.
returning those.
right size, the colour,
sweater.
Expensive.
Shirt.
right - size.
receipts for each item.

Situation 4.3.1 : Review and Test 4.3.4

1. The shop keeper asks me what can he do for me,/ whether he can help me.
2. I want to return a pair of shoes because its not the right size, and also I don't like the colour, the sweater is too expensive and the shirt is not the right - size.
3. The shop-keeper asks for the receipt for each item and also requests to fill in a return form.

Situation 4.3.2 : Review and Test 4.3.5

1. Rupam is at the post- office.
2. He needs to post a letter to Bangkok.
3. The clerk wants to know whether Rupam wants to send it air mail or ordinary mail.
4. No, he will send an air mail.
5. It is Taka 15 only.

6. The clerk gives Rupam the stamps and also returns the change.
7. The air mail box is by the door.

Situation 4.3.2 : Review and Test 4.3.6

3. How much, 4. Post box, 6. Thank you.

Situation 4.3.2 : Review and Test 4.3.7

- You : I want to send a letter to England.
 Clerk : want to send it by air mail?
 You : How much does it cost?
 Clerk : Letter to England. Taka 20/= only.
 You : Stamps.
 Clerk : 30 Taka change.
 You : post box.
 Clerk : It's over, on the left.
 You : Thank you.

Situation 4.3.2 : Review and Test 4.3.8

1. I will send the letter to England.
2. Yes, I want to send it by air mail.
3. It will cost Taka 20/= only.
4. The post - box is on the left corner of the room.

Situation 4.3.3 : Review and Test 4.3.9

4. What happened due to your tiredness?
5. What happened in your dream?
6. What happened in reality?
7. What did you find when you open your eyes?
8. What happened to your wallet?
9. What did you try to do then?
10. Could you catch the man?

Situation 4.3.3 : Review and Test 4.3.10

- You : to my uncle's / early train.
 Friend : so, early?
 You : First train, fell asleep, very tired.
 Friend : so tired?
 You : quite late last night.
 You : dreaming / woke up

- You : I was in a crowded room. People were pushing me from all directions and pulling at my clothes.
- Friend : Terrible.
- Friend : What happened?
- You : It wasn't only a dream. Somebody was really pulling at my pocket.
- You : just in time, to catch sight of a man slipping out of the compartment / my pocket.
- Friend : your wallet
- You : It was gone!
- Friend : Catch the man
- You : I jumped up and ran into the corridor.
- You : No, he just vanished like that.

Situation 4.3.3 : Review and Test 4.3.11

1. I was going to my uncle's.
2. I had to get up early because I wanted to catch the first train.
3. I had to finish my homework last night and it was quite late when I went to bed. So I was very tired.
4. As soon as the journey began I fell asleep due to my tiredness.
5. In my dream I found myself in a crowded room. People were pushing me from all directions and pulling at my clothes.
6. In reality somebody was really pulling at my pocket.
7. When I opened my eyes, I caught the sight of a man slipping out of the compartment.
8. My wallet was gone. It was pick-pocketed.
9. I jumped and ran into the corridor and tried to get hold of the man.
10. No, I could not, the man just disappeared.

Lesson 4.4 : Story Telling

We all have to tell stories sometimes, don't we. In this lesson we will discuss about Story Telling i.e. how to create a narrative.

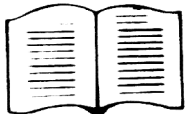


Objectives :

After you complete this lesson you will be able to :

- create narratives
- make your story interesting to the listeners.

Situation 4.4.1 : Telling a Story from Pictures



We are all makers of narrative. We love to tell our own stories; we also listen to the stories of others. When some events take place in our lives, we put words around them and narrate them in different ways. These stories are our own personal stories; they take form from the incidents, accidents and encounters of our own lives.

If some pictures are given, looking at them you can develop a plot. So, through pictures you can make up a story. You also visualize incidents in your mind and narrate them.



Activity 4.4.1 : Look at the pictures below and then try to express the whole idea through narration.



Picture 1	Picture 2
Picture 3	Picture 4



Picture 5	Picture 6
Picture 7	Picture 8

Fig. 4.1 : A series of pictures for making a story.

Aren't the pictures interesting? Ok, now lets try to compose a story out of them.



Review Questions 4.4.1 : Now that you are given the pictures and cues for a story, try to narrate them in your own words. You can use the dialogue form, for example, you can begin the story in the following manner :

“One morning, Shati was reading a comic book. She loves to read comic books very much. Her dad entered her room to see what she was doing.”

Dear student, now proceed on.



Review Questions 4.4.2 : Now give your story a title.

Situation 4.4.2 : Elements of a story

We often tell stories in conversation. All stories share certain basic elements. They are :

1. References to times, places and settings



2. Characters involved in the events
3. Some sort of plot or series of unusual, funny or strange events that make the story interesting.
4. Some outcome or conclusion to the events.

But a good, entertaining story often has, in addition.

5. decorations by the teller, for example, exaggeration, intensification, suspense or amusing details.
6. Features that make the story more vivid, such as dialogue, changing the tense from past to present.
7. Comments on the events, telling us how people felt, what their attitude to the events was.
8. Some sort of relevance to the conversation in which the story is told, for example linking it to an earlier story or something someone has just said.

Also remember, good opening and closing make a story interesting.

A story may begin in the following manners

1. A man who tried to break into a houses on Friday....
2. Once when I was driving along the highway ...
3. While I was having tea in a fast food shop last week ...
4. Once, when I was going up in a lift ...
5. I was walking in the town recently when ...

Situation 4.4.3 : Narrating a dream



Dreams can be good source of narratives. In dreams we seem to have no control over the matters that take place. We fall asleep and then find ourselves on a journey in unknown forests or strange places. In our dream we experience a variety and range of feelings, sometimes pleasurable and sometimes painful. It may be so horrible that we can wake up screaming feel still part of it. Sometimes we can narrate the dream very clearly. These narratives are not made consciously but they come directly from our dreams. Dreaming is something we all do. We all make narratives of some kind in our minds as we sleep.

Read the dream in section G and then try to narrate a dream that you have dreamt recently.

While narrating a dream, remember that the following questions may arise.

1. Where were you?
2. What happened ?
3. Who else was in the dream?
4. How did the dream end?

In the following sections, you will find some narratives by some famous authors on their dreams.

Situation 4.4.4 : A few dreams



Katherine Mansfield's Dream

The first night I was in bed here, i.e. after my first day in bed, I went to sleep. And suddenly I felt my whole body *breaking up*. It broke up with a violent shock - an earthquake - and it broke like glass. A long terrible shiver, you understand - and the spinal cord and the bones and every bit and particle quaking. It sounded in my ears - a low, confused din, and there was a sense of flashing greenish brilliance, like broken glass. When I woke up I thought there had been a violent earthquake. But all was still. It slowly dawned upon me - the conviction that in that dream I died. I shall go on living now - it may be for months, or for weeks or days or hours. Time is not. In that dream I died.

Katherine Mansfield, Letters and Journals 1919.

Hugh Walpole's Dream

I was in the market-place of a town. It was filled with people, talking, buying and selling, all very happy and busy. Suddenly, as though a cloud came over the sun, the air was cold and the noise died down to the twittering of birds. Men and women looked about them. Everyone was silent. I myself felt a trembling expectant fear. I looked about me, wondering why I was so apprehensive, and found that the place was emptied like a bowl of water. It was dark and cold. Not a sound. Something told me to run for my life but I could not move. Then, from a side street, a little procession came into the square. A woman was carried on a kind of stretcher that also resembled a barrow. Two men in black carried it. They were followed by a small group of quite silent persons. And in front of the stretcher was a tall, thin man with a sallow face. But what was especially horrible about him was that his head was twisted to one side as though his neck was broken.

They advanced without a sound, their feet making no apparent contact with the pavement. There was a cold silence everywhere and great but crowded emptiness as though somewhere hundreds of people were holding their breath.

I was exactly in the path of the little procession. I knew that if the yellow-faced man touched me something appalling would follow. But I could not move.

The man and the stretcher and the followers advanced nearer and nearer. I was in an agony of terror. I woke and my pyjamas were soaked with sweat. I have never had a more horrible dream.

Hugh Walpole, 1993

Situation 4.4.5 : Autobiography



Another form of narrative is an autobiography. We may attempt to make narrative of our own lives in the form of autobiography. This sort of narrative may begin with the earliest memories and move slowly forwards through childhood and youth to the point where we are now. Look at the example of the earliest memories of the French writer Nathalie Sarraute as recorded in her autobiography “Child” in Section I.

Situation 4.4.6 : Autobiography of Nathalie Sarraute



OUTSIDE that luminous, dazzling, vibrant garden, everything seems to be covered in a pall of greyness, it has a rather dismal, or rather, a sort of cramped air ... but it is never sad. Not even what I still remember of the nursery school ... a bare courtyard surrounded by high, sombre walls, round which we marched in Indian file, dressed in black overalls and wearing clogs.

Here, However, looming up out of that mist, is the sudden violence of terror, of horror ... I scream, I struggle What has happened? What is happening to me?

‘Your grandmother is coming to see you’ ... Mama told me that ... My grandmother? Papa’s mother? Is that possible? is she really going to come? she never comes, she is so far away .. I don’t remember her at all, but I feel her presence in the affectionate little letters she sends me from over there, in the softwood boxes with pretty pictures carved in them, whose hollowed-out contours you can trace with your finger, in the painted wooden cups covered by a varnish that is soft to the touch ... ‘When will she come? when will she be here?’ .. ‘Tomorrow afternoon .. You won’t go out for your walk...’

I wait, I watch out for her, I listen to the footsteps on the stairs, on the landing ... there, here she is, the bell has rung, I want to rush out, I’m stopped, wait, don’t move ... the door to my room opens, a man and a women dressed in white overalls grab hold of me, I’ve been put on someone’s knees, I’m being held, I struggle, they press a piece of cotton wool over my mouth, over my nose, a mask, from which something atrocious, asphyxiating, emanates, suffocates me, fills my lungs, rises to my head, dying, that’s what it is, I’m dying ... And then, I am alive again, I’m in my bed, my throat is burning, my tears are flowing, Mama is wiping them away ... ‘My little kitten, you had to have an operation, you know,

they took something out of your throat, it was harming you, it was bad for you ... go to sleep now, it's all over ...'

How long did it take you to realize that she never tried - unless very absent-mindedly and clumsily - to put herself in your place? ...

Yes, curiously enough that indifference, that casualness, were part of her charm, in the literal sense of the word, she charmed me ... No word, however powerfully uttered, has ever sunk into me with the same percussive force as some of hers.

'If you touch one of those poles, you'll die ..

-Perhaps she didn't say it exactly in those terms ...

-Perhaps not ... but that was how it reached me. If you touch that, you'll die ...

We are going for a walk somewhere in the country, I don't remember where, Mama is walking slowly, on Kolya's arm ... I am behind, rooted to the spot in front of the wooden telegraph pole ... 'If you touch that, you'll die,' Mama said that ... I have an urge to touch it, I want to know, I'm very frightened, I want to see what it will be like, I stretch out my hand, I touch the wood of the telegraph pole with my finger ... and, immediately, that's it, it's happened to me, Mama knew it, Mama knows everything, it's certain, I'm dead, I run up to them screaming, I hide my head in Mama's skirts, I shout with all my strength: I'm dead ... they don't know it, I'm dead ... But what's the matter with you? I'm dead, dead, dead, I touched the pole, there it's happened, the horrible thing, the most horrible thing possible was in that pole, I touched it and it passed into me, it's in me, I roll on the ground to get it to come out, I sob, I howl, I'm dead --- they pick me up in their arms, they shake me, kiss me ... No, no, you're quite all right ... I touched the pole, Mama told me ... she laughs, they both laugh, and this calms me ...

Nathalie Sarraute, Childhood.

Situation 4.4.7 : How to tell a story



Story telling is an interesting affair. Using voice, intonation (rise and fall of voice) and gesture, the story teller engages the interest of the audience and once engaged, the audience often show their appreciation by interest and joining in parts of the story. A story - teller is to be a keen observer, remembering the great stories of the society and must have the ability to keep them alive in the imagination of the listener.

As you now know the techniques of story telling you can also attract an audience when you are narrating. The whole thing is very interesting, isn't it?



Answer Key : 4.4

Situation 4.4.1 : Review and Test 4.4.1

As soon as he found that she wasn't studying but reading comic book he became very anxious and snatched away the book from Shati.

'I don't like you reading all those rubbish.'

'What's wrong with that ?' Shati asked.

'Look what your daughter is engrossed in; "Casper and the friendly Ghosts" papa complains to mom.

'Give it to me dad' - Shati insists.

I can't let her waste her time in reading all that trash. It's study time.' Papa keeps on complaining.

To all these words mama simply says :

'Leave her alone.'

But papa won't listen to her. He says 'You seem not to care about your daughter's welfare. You have to be more careful about everything that she does.'

Now papa turns to Shati and asks :

'Where did you get this book from?'

'I bought it at the market with my own money and I want it back' Shati replies.

'At the market and you yourself paid for it?'

'Yes and I do my homeworks regularly and my score in the examination is very good.'

'but I think' dad seems to be yet not convinced.

'That's true' mom says, 'she studies regularly and she is doing good in her tests. So, leave her alone.'

'At right, okay, here you are but'

'don't bother, she will be doing fine' mom assures.

And Shati just leaves the room with her treasure back : 'Casper and the friendly Ghost.'

Situation 4.4.1 : Review and Test 4.4.2

Shati and 'Casper the friendly ghost.'

Lesson 4.5 : Describing a Process

Sometimes we describe a process such as how a thing is done or how something is made. In this lesson you will learn the language of describing a process.



Objectives :

After you complete this lesson you will be able to :

- describe a certain process step by step.
- explain how a thing is done.

Situation 4.5.1 : How does a photo copying machine work :

List of Vocabulary and Language Points :

Button, start button, to copy, first, next, then, to put in plug, stop button, letter/memo, turn off.



Seema , your friend and colleague, needs to photo copy a few pages of a book. But she doesn't know how to use the machine. So you help her describing how the machine works .

Dialogue :

- You : Come Seema. I'll show you how to use the photocopying machine. First open you. Then the lid paper you put in letter here. Now you take the memo you want to copy and you put in here. Now, press Green start button to start the machine.
- And don't forget to put the plug in first!
- Seema : Thank you. But what should and I do, if there is no more paper inside?
- You : Yes, open this and put some more paper in there.
By the way, if the machine stops, turn it off and take all the paper out. And when you want to stop, just press the "Stop Button."



Activity 4.5.1 : Listen to Unit - 4, Lesson 4.5, Situation 4.5.1 - on the tape.



Review Questions 4.5.1 : Answer the following questions.

1. Who is Seema?
2. What does she want to do?

3. What is her problem?
4. How would you help her?



Review Questions 4.5.2 : Fill in the blanks below :

Dialogue :

- You : Come Seema. I'll show you how to ____ _____. _____ you _____ the lid. _____ you put in _____ here. Now you take the _____ you want to _____ and you _____ it _____ here. Now, _____ this Green _____ to start the machine.
- Seema : And don't forget to put the _____ in first!
Thank you. But what should and I do, if there is no more paper inside?
- You : Yes, open this and put _____ _____.
By the way, if the machine stops, _____ _____ and take all the _____ _____. And when you want to stop, just press the "_____ _____".



Review Questions 4.5.3 : Answer the following questions.

1. What will Seema do first?
2. What will she do then?
3. To start the machine, what would she do?
4. What would happen, if she forgets to put the plug in first?
5. What would she do if the machine stops?
6. What would she do when she wants to stop?

Situation 4.5.2 : Description of a 'Tree Fair'

List of Vocabulary and Language Points :

tree fair, bonsai, stall, healthy, young tree, planted in a pot, little, soil, wire, tie the branches, shape, older, plenty of fertilizer, leaves and branches removed, cut, some of the roots, grow more slowly. trimmed, growing too big, time to time, roots are cut, out of the pot.



Suppose you are in the "Tree fair." In the fair there are many stalls ---- stalls on fruit trees, herbs, ferns, flowers and many more. There is a beautiful stall with only hundreds of varieties of roses. You are amazed! But the most interesting stall to you is the one with Bonsai trees. You go to the man at the counter to know (i) how they are grown, (ii) how one can

get it grow into an interesting shape etc. The man describes the whole process of growing a bonsai tree to you.

Dialogue :

- You : These bonsai trees are really beautiful. Would you please tell me how they are grown?
- The man : Thank you for showing interest. Well, first you take a Healthy, young tree.
- You : What sort of tree?
- The man : Almost any kind of tree can be used.
- You : That's interesting.
- The man : Yes. Then some of the leaves and branches are cut. You also have to some of the roots. Cutting the roots makes it grow more slowly.
- You : Aha!
- The man : Then its planted in a pot with a little soil.
- You : How do you get it to grow into an interesting shape?
- The man : Well, wire is used to tie the branches into the shape you want.
- You : Will the wire be removed ever?
- The man : Yes, when the tree is older the wire is remove.

The tree has to be given plenty of fertilizer. As it grows, it is time to time it should be taken trimmed to stop growing too big out the pot and the roots are cut.



Activity 4.5.2 : Listen to Unit - 4, Lesson 4.5, Situation 4.5.2 - on the tape.



Review Questions 4.5.4 : Answer the following questions.

1. Where are you?
2. What sort of trees are being exhibited in this fair?
3. What interests you most?
4. What are your queries to the man at the counter?



Review Questions 4.5.5 : Fill in the conversation below, taking help from the language points and vocabulary section.

Section G :

Dialogue :

- You : These bonsai trees are really beautiful. Would you please tell me how they are grown?

The man : Thank you for showing interest. Well, first you take a _____.

You : What sort of tree?

The man : Almost any kind of tree _____.

You : That's interesting.

The man : Yes. _____ some of the _____ and _____ are _____.

You also have to _____ _____. Cutting the roots makes it grow _____.

You : Aha!

The man : Then its _____ in a _____ with a little _____ _____.

You : How do you get it to grow into an interesting shape?

The man : Well, _____ is used to _____ _____ into the _____ _____.

You : Will the _____ be removed ever?

The man : Yes, when the tree is _____ _____.

The tree has to be given _____. As it grows, it is _____ _____. _____ it should be taken _____ and the _____.



Review Questions 4.5.6 : Answer the following questions.

1. What sort of tree is to be taken to grow a bonsai?
2. What is the first step of growing a bonsai?
3. Why some of the roots are cut?
4. How is it planted?
5. How to a bonsai grown in an interesting shape?
6. When will the wire be removed?
7. How should one take care of the bonsai tree?



Answer key : Lesson 4.5

Situation 4.5.1 : Review and Test 4.5.1

1. Seema is my friend and also my colleague.
2. She wants to photocopy a few pages of a book.
3. The problem is that, she doesn't know how to use a photo copying machine.
4. I would help her by describing how does a photocopying machine work.

Situation 4.5.1 : Review and Test 4.5.2

Operate this machine

Use the photocopying machine, First/Open
Then/paper/letter/memo/copy/put/in/press/start button/plug.
Some more paper in there/turn it off/paper out/stop button.

Situation 4.5.1 : Review and Test 4.5.3

1. First she should open the lid of the machine.
2. Next she will put in paper.
3. To start the machine she will have to press the green “Start” button.
4. If she forgets to put the plug in the machine won't be operating.
5. If the machine stops she would turn it off and take all the paper out.
6. When she wants to stop, she will have to just press the “Stop” button.

Situation 4.5.2 : Review and Test 4.5.4

1. I am at the “Tree Fair”
2. In the fair there are stalls on fruit trees, herbs, ferns, flowers and many more. There is also a stall exhibiting numerous kinds of roses and also another stall with bonsai trees.
3. The stall with bonsai trees interests me most.
4. My queries are (a) how to grow bonsai (b) how one can get it to grow into an interesting shape and other matters relating to the growing of bonsai.

Situation 4.5.2 : Review and Test 4.5.5

Healthy, young tree,
can be used,

Then/leaves /branches / cut / some of the roots / more slowly.

Planted / pot / soil.

Wire / tie the branches / shape you want

wire / older / the wire is removed / plenty of fertilizer / time to time /
trimmed to stop growing too big / out of the pot / roots are cut.

Situation 4.5.2 : Review and Test 4.5.6

1. Almost any kind of tree can be used. And one has to take a healthy young tree.
2. In the first step some of the leaves and branches are to be removed. Also it is needed to cut back some of the roots.
3. Cutting the roots makes it grow more slowly.
4. It is planted in a pot with a little soil.
5. Wire is used to tie the branches into the shape wanted.
6. When the tree is older, the wire is removed.
7. The tree has to be given plenty of fertilizer. As it grows, it needs to be trimmed to stop it from growing too big. And from time to time it should be taken out of the pot and the roots are cut.



Lesson 4.6 : Review and Test.

In this lesson you will do some practice on describing a person and an object, role playing, story telling and describing a process.

Situation 4.6.1 : Describing persons

List of Vocabulary and Language Points :



Height	:	Tall, short, medium
Size	:	Large, small, slender, heavy.
Hair	:	Blond, brown, black, gray, straight, curly, long, short, medium, bald.
Eyes	:	Blue, brown, black, gray, green
Other	:	to have └─ a mustache, to wear glasses └─ a beard └─ a scar └─ a mole.
Age	:	Young, old, middle aged in his/her teens in his/her twenties, thirties, forties, etc. in his/her early/middle/etc. twenties, thirties, forties, etc.

These expressions may be used while describing someone.



Review Questions 4.6.1 : Taking help from the Language points and vocabulary section, describe the person you meet everyday. You can start from your family. For example, describe your mother, father, elder sister and brother.

For Example :

My mother

“My mother is about 5ft 5 inches tall. She is slender. She has straight, long hair. Some of her hair have turned gray. Her eyes are brown. Her complexion is fair. She has a dark mole on the left of her neck. She is in her middle fifties.”

Now describe some other persons to your friends following the above description.

You can bring picture of people from magazines or newspapers to the tutorial class. Work in small groups. Mix all the pictures together. Take turns describing one of the people in a picture to the other students in the groups. The other students must try to find the picture you describe.

Situation 4.6.2 : Describing an object

List of Vocabulary and Language Points :



head, hair, fore head, eyes, nose, cheeks, ear, finger, elbow, wrist, waists, stomach, leg, thigh, knee, skin, ankle, foot, toe, chin, neck, shoulder, chest, back, arm, hand.

Are you familiar with the list of words in the **vocabulary and language points** section? If you don't understand any word, look for it in the dictionary.



Review Questions 4.6.2 : Answer the following questions.

Now name a part of the body and point it on the picture in this section. Complete the picture in the following way.

For example : Human being



Fig. 4.2 : Different parts of a human body



Review Questions 4.6.3 : Answer the following questions.

You will also describe different objects from around. You may start from your Tutorial Classroom or your home. In the class, you can describe something to your fellow classmates/tutor who will correct you if you are wrong and will give your description more input if necessary.

For Example

My House

My house is a two-storied building. On the ground floor there are 2 guest rooms one dining, one drawing room and a kitchen. On the first floor there are 2 bed rooms with attaches bathrooms, one drawing room, 2 verandahs and a study. There is a garden in front of my house.”

Following this description describe you tutorial classroom, your room. to others.

Role Playing :

You already know that role-playing is a game in the target language in which learners act out roles that have been assigned to them in well defined situations.

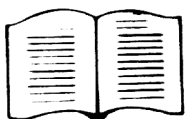
You have already done some and seen examples of role-playing in **Lesson 4.3**

Remember, role-playing approximates natural language. Every speech situation consists of speakers, location, and topic, with purpose or function as an added dimension. Now look at the following situation and play a role.

Situation 4.6.3 : Describing an object

List of Vocabulary and Language Points :

action-packed classic, serious-films, war-film, entertainment, short - film, art - film, comedy, exciting films, suffer, violence, shouts, massacre, why don't you want to ... ? I prefer, Wouldn't you prefer to?, What bothers you about?, Yes, But on the other hand ..., That may be true, but ..



Khaled and Kamal are at Khaled's house. They are discussing what they should do for the evening. They agree that they should go to the movies. Khaled is trying to persuade Kamal to watch war-film but Kamal doesn't like war films. Kamal is trying instead, to convince Khaled to see a different movie Classic.



Review Questions 4.6.4 : Answer the following questions.

1. Where are Khaled and Kamal now?
2. What are they discussing?
3. What have they agreed upon?
4. What does Khaled prefer?
5. What is Kamal trying to do?



Review Questions 4.6.5 : Imagine you are Kamal. Now fill in the conversation below between you and Khaled, taking help from the language points and vocabulary section.

Dialogue

- Khaled : Why don't you want to watch a _____?
- You (Kamal) : Because, I hate to see people _____. I can't stand _____
 _____ _____. I prefer _____ and _____.
 Wouldn't you prefer to watch one of these kinds?
- Khaled : I understand what bothers you about war-films. But on the other hand it projects the true world. War is there in reality. Why would you escape reality?
- You (Kamal) : That _____, but, I don't always prefer being in _____. I feel real _____ watching this sort of movies. Just _____
 _____. I can watch _____ films, _____ films, _____ but
 won't prefer watching _____ or films on _____
 _____.



Review Questions 4.6.6 : Answer the following questions.

1. Why don't you want to watch a war-film?
2. What do you prefer instead?
3. What is Khaled's opinion about war-films?
4. What happens after you watch a war-film?



Review Questions 4.6.7 : Answer the following questions.

Now think of different situation and practice role-playing in the tutorial class. You may start practising on situations like

1. You are at the interview board (At the interview board)
2. You have to give excuses to your teacher for being late in the class. (giving excuses)
3. You will buy a few things at the grocery. (buying things)
4. You need to use the telephone at your department. (Ask for permission)

5. Your meet some foreigners. They are interested in your school. Answer their questions about it (Giving information).

Story - telling

In Lesson 4.4 you have learnt the ways of telling a story.

You can remember that a story may begin in the following manners

1. A man who tried to break into a houses on Friday....
2. Once when I was driving along the highway ...
3. While I was having tea in a fast food shop last week ...
4. Once, when I was going up in a lift ...
5. I was walking in the town recently when ...

And while narrating a dream, the following questions may arise.

1. Where were you?
2. What happened ?
3. Who else was in the dream?
4. How did the dream end?

- Let us try to tell a story of a valiant freedom fighter.

In memorial

-Salma Ainy

This is a mingled memory of the happiest and saddest moments of my life. I always project these treasures on my mental screen with the feelings that these are not the happenings of the past rather these are the continuous moments of the present. He is there on my mind, the full bloomed youth, so handsome, straight both in poster and speech, so very courageous and underrating.

Sarder Mahbub Niaz Humayun, the precious son of the soil was a source of joy and happiness to Mr. Monje Ali sarder and Mrs. Amina Begum.

In one of the horrible days of 1971, mejo mama, the very quiet, very artistic kind of person astonished almost everyone declaring that he was going to the battle fields to liberate his mother land with such a mixture of softness and firmness that everyone at once knew what he meant. The

apple of his parent's eyes, he left 66C Banani, Dhaka as the height of tension mounted, to the war of liberation quite soon ...

(The Bangladesh observer, January 02, 1998).



Review Questions 4.6.8: Fill in the blanks below taking help from the language points and vocabulary section.

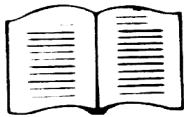
Try to narrate a stories on the following headlines.

1. I missed my examination? (A dream)
2. I caught the hijacker
3. Man receives letter posted 50 years ago

Situation 4.6.4 : Describing a process

List of Vocabulary and Language Points :

wood, paper mill, place, small chips, mix, acid, heat, pulp, chemicals, whiten, flatten, steal rollers, produce, wet paper, dry, press



You have been to a paper mill where you saw how paper is produced. Now imagine you are to describe, how paper is made to your friend.



Review Questions 4.6.9: Fill in the blanks below taking help from the language points and vocabulary section.

1. Paper is usually ____ from ____.
2. First, the ____ is ____ to a ____ mill.
3. The wood ____ then ____ in a machine that ____ it into small chips.
4. Next, the ____ are ____ with water and ____ and ____ they are ____.
5. A thick ____ is ____ and ____ ____ are added to ____ it.
6. Now, it is passed through another ____ to ____ it.
7. Heavy steal rollers are used to ____ sheets of ____ ____.
8. These ____ are then ____ and pressed again to produce ____.



Review Questions 4.6.10 : Answer the following.

1. How many steps are there in producing paper?
2. What is the first step?
3. What is the 2nd step?

4. What is done next?
5. Paper is usually made of what?
6. What is the 4th step?
7. What is the next step?
8. What happens in the next stage?
9. What is done in the final step?



Answer key : 4.6 (Sample answer)

Situation 4.6.1 : Review and Test 4.6.1

Describe persons to your tutor/classmates in your tutorial class.

Situation 4.6.1 : Review and Test 4.6.2



Fig. : Different parts of a human body.

Situation 4.6.2 : Review and Test 4.6.3

Describe your tutorial class/your room to your fellow classmates.

Situation 4.6.3 : Review and Test 4.6.4

1. Khaled and Kamal are at Khaled's house now.
2. They are discussing what to do in the evening.
3. They have agreed to watch a movie.
4. Khaled prefers a war-film.
5. Kamal doesn't want to watch a war-film, so he is trying to convince Khaled to watch some other film, preferably a classic.

Situation 4.6.3 : Review and Test 4.6.5

War-film,

suffer/violence/shouts/scenes of massacre, art films, classics
may be true, reality, bad, put yourself in my place for a moment.
Serious, art films, comedies, action-packed, exciting movies, war.

Situation 4.6.3 : Review and Test 4.6.6

1. I don't want to watch a war-film because, I hate to see people suffer. I can't stand violence, shouts and scenes of massacre.
2. I prefer art films and classics instead.
3. Khaled opines that, war-films project reality, the true world.
4. I feel real bad, when I watch a war film.

Situation 4.6.3 : Review and Test 4.6.7

At the interview board

- Rakib : Good morning.
The board Member : Good morning, Mr. Rakib. Please have your seat.
Rakib : Thank you, sir.
The board member : You have applied for the post of Accountant. What are your educational qualifications, Mr. Rakib?
Rakib : I am an Honours Graduate and M. Com in Accountancy.
The board member : Do you have any computer training?
Rakib : Yes sir. I've a Diploma in Computer studies.
The board member : That's good. Do you have any experience?
Rakib : Yes sir. I've been working with the Consultancy Service Ltd. for the last 2 years.
The board member : Ok, Mr. Rakib, thank you. We'll contact you later.
Rakib : Thank you, sir.

Giving excuses

- You : May I come in sir? Giving excuses.
Teacher : Yes. But you are 15 minutes. late.
You : I'm extremely sorry for that sir. May I please explain my situation?
Teacher : Yes.
You : My area has been water logged since last night and because of this there was a serious traffic jam on the main street. This is why I am late in the class.
Teacher : O, you are water-logged. Sorry to hear that. Ok, follow the class now.

Situation 4.6.3 : Review and Test 4.6.8

I missed my examination !

It was quite late, about 3.30. p. m. when I went to bed last night. I had my maths examination today at 9-00 in the morning, and because I was busy with the last minutes revision and practice, it was late when I looked at the watch. Had to have some rest, no more brainstorming, I decided and I fell asleep quite quickly.

I woke up suddenly to find out that the sun was rising high. It was 10:30! My God! When would I get ready, start for the hall and be at the centre to give my best shot. I was submerged in sweats. My heart was throbbing, so fast as if it was going to go get stopped for ever! I missed my examination! (A dream).

Now narrate the other stories in your tutorial class. Write and show them to your tutor.

Situation 4.6.4 : Review and Test 4.6.9

1. made, wood.
2. wood, taken, paper
3. is, placed, cuts
4. chips, mixed, acid, then, heated
5. pulp, produced, chemicals, whiten
6. machine, flatten
7. produce, wet papers
8. sheets, dried, paper.

Situation 4.6.4 : Review and Test 4.6.10

1. There are 7 steps in producing paper.
2. First, wood is placed in a machine that cuts it into small chips.
3. Next the chips are mixed with water and acid.
4. Then they are heated.
5. Paper is usually made of wood.
6. Now a thick pulp is produced and chemicals are added to whiten it.
7. It is now passed through another machine to flatten it.
8. In the next step heavy steel rollers are used to produce sheets of wet paper.
9. In the final stage these sheets of wet paper are dried and pressed again to produce paper.